

SCHEME OF DELEGATION AND GOVERNANCE STRUCTURES

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1. Introduction

The Marches Academy Trust (MAT) is governed by the Board of Trustees, who are accountable to the Department for Education, and have overall responsibility and ultimate decision-making authority for all the work of the Trust, including the establishing and running of the schools operated by the Trust.

Schools currently in the Trust:

- Grange Primary School
- Grove School and Sixth Form
- Longlands Primary School
- Lower Heath CE Primary School
- Marches School and Sixth Form
- Oakmeadow CE Primary School
- Shrewsbury Academy
- Sir John Talbot's School and Sixth Form
- Tilstock CE Primary School

In order to assist with the discharge of their responsibilities, the Trust has established a Scheme of Delegation, Governance and Executive structures and statements of Vision and Values as set out in this document. The Boards of Trustees have also established a Local Governing Body for each of the schools. The Local Governing Body shall be a committee established pursuant to Articles 100 to 104 (inclusive) of the Articles of Association of the Trust.

2. Vision and Values

Our Vision – 'Achievement through caring'

The Marches Academy Trust is a vibrant learning community, comprising of a very supportive parent body, caring and forward-looking staff, energetic and thoughtful students, a proactive governing body and an ever-developing cross section of community partners. Children are

placed firmly at the centre of all we do: we pride ourselves on offering a wealth of opportunities, allowing all in the learning community to experience success in many different ways, and at a variety of levels. Our challenge therefore is to constantly seek out new ways to innovate from within the classroom and outside it, as we believe firmly in the need to keep moving forward, so that our young people have the best possible experiences and life opportunities.

Our core values:

Excellence – striving always for mastery and personal success

Integrity – consistently acting with honesty, compassion and respect

Empathy – embracing and supporting the uniqueness of every individual

Creativity – inspiring and challenging through invention, experimentation and exploration

Equality – ensuring fair opportunity for all

The Marches Academy Trust Learning Mission Statement

We believe: Successful creative lifelong learners participate in a journey of self-discovery. They know how to learn, acquire skills and feel safe to take risks with confidence and courage.

Our values:



3. Governance Structure and Lines of Accountability

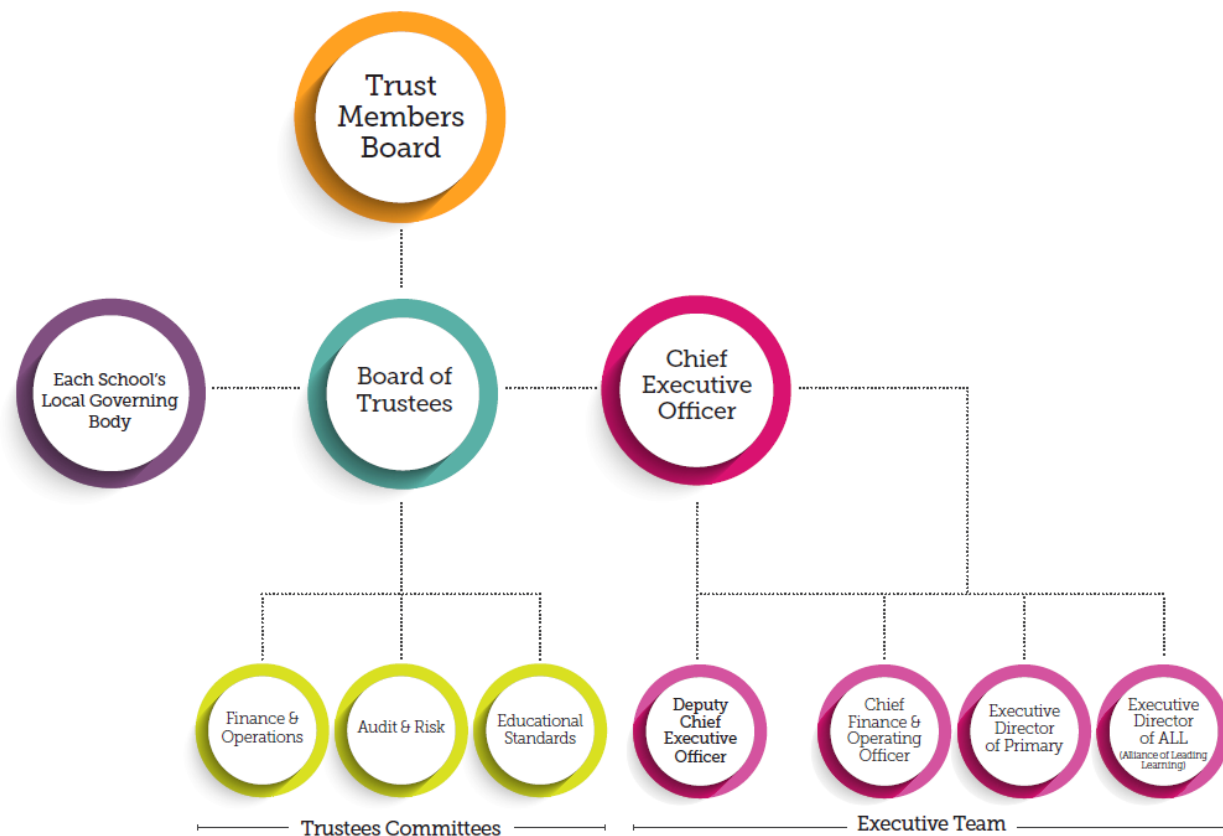
Good governance is at the heart of delivering educational excellence and a clearly defined structure, where all parties understand their roles and responsibilities, is essential to providing the best education for our pupils. The Trust is a charitable company limited by guarantee (not for profit) and is required by law to operate to all statutory regulations and rules within its Articles of Association which are registered at Companies House. The Trust has a three-tier management system. The Members of the Trust are similar to the 'shareholders' in a company and are responsible for strategic oversight, whilst the Trustees are appointed to challenge and scrutinise the strategic direction and day-to-day running of the Trust.

The Board of Trustees of the Marches Academy Trust delegates responsibility for delivery of the vision and strategy to the lead professional of the MAT, the Chief Executive Officer (CEO). Board of Trustees Committees, including the Local Governing Bodies, also deliver elements of the Trust vision and strategy as outlined in their respective terms of reference. The Board of Trustees hold the CEO to account for the performance of the Trust, including the performance of the schools within the Trust. This means that as the CEO is accountable to the Board for the performance of the Trust as a whole. The CEO will report to the Board on the performance of the Trust, including on the performance of the Trust's schools.

The CEO is performance managed by the Chair of the Board of Trustees. The CEO performance manages the Executive Leaders (Deputy CEO, Executive Director of Primary, Chief Finance Officer and Executive Director of ALL). The Deputy CEO and Executive Director of Primary line manage individual school Headteachers*. At school level there are Local Governing Bodies (LGB), who understand how the school is led and managed, act as the eyes and ears of the school and its community and have a role in influencing decision making. They have a direct communication link to the Trust Board via their Chair and the CEO, in case concerns need to be raised, and to ensure understanding and commonality of purpose.

*Headteacher is used to describe the person who holds the most senior position in the school.

Marches Academy Trust Governance Model



4. Descriptions of Roles

4.1 The Role of Members

Academy Trusts' are founded by members who have a general duty to exercise their powers. Members play a limited but crucial role in safeguarding academy trust governance. While they must ensure they do not stray into undertaking the Academy Trustees' role, they ensure the governance of the trust is effective, that Academy Trustees are acting in accordance with the trust's charitable object(s) and that they, the Members, use their powers to step in if governance is failing.

There must always be a minimum of three Members. The Articles of Association (a document which outlines the governance structure and how the Trust will operate) describe how Members are recruited and replaced, and how many Trustees the Members can appoint to the Board of Trustees. The Members appoint Trustees to ensure that the Trust's charitable object is carried out, and have the authority to remove Trustees if they fail to fulfil this responsibility. Accordingly, the Board of Trustees submits an annual report on the performance of the Trust to the Members. Members are also responsible for approving any amendments made to the Trust's Articles of Association.

Whilst Members are permitted to be appointed as Trustees, in order to retain a degree of separation of powers between the Members and the Board of Trustees, and in line with Department for Education expectations, not all Members are Trustees.

Members can, by special resolution, direct Academy Trustees to take a specific action where Academy Trustees are unable, or unwilling to act in the best interests of the academy trust. Members should consider using this power if they believe the trust board is failing to carry out its core functions, or is acting unlawfully. Other examples of when members might consider issuing a direction to Academy Trustees include where they believe an external review of governance should be carried out and the Academy Trustees have not done so, where the board has failed to act on child safeguarding, and where the Trust is in breach of its funding agreement.

Members can amend the articles of association (including the objects clause), subject to any restrictions in the articles, the funding agreement or charity and company law.

4.2 The Role of Trustees

The Trustees are the Charity Trustees (within the terms of section 177(1) of the Charities Act 2011) and are responsible for the general control and management of the administration of the Trust, in accordance with the provisions set out in the Memorandum and Articles of Association. It is the decision-making body of the Trust and is accountable and responsible for all the academies in the Trust.

The Board of Trustees is the accountable body for the performance of all schools within the Trust and as such must:

- Ensure clarity of vision, ethos and strategic direction.
- Hold Executive Leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff;
- Oversee the financial performance of the Trust and make sure its money is well spent; and
- Oversee the Health and Safety of all students, staff and visitors; and ensuring safeguarding for all students.

The Board of Trustees is permitted to exercise all the powers of the Marches Academy Trust. The Board of Trustees will delegate to the CEO responsibility for the day to day operations of the Trust. The Board of Trustees can determine whether to delegate any governance functions.

The Trust has the right to review and adapt its governance structure at any time, which includes delegation.

4.3 The Role of Committees

The Trustees may establish committees, either with delegated authority to make decisions, or for the purpose of providing advice and support, informing the overall work of the Board of Trustees. However, these committees are not legally responsible or accountable for statutory functions; the Board of Trustees retains overall accountability and responsibility. The Board of Trustees will appoint committee members and committee chairs.

4.4 The Role of the Chief Executive Officer (CEO)

The CEO has the delegated responsibility for the operation of the Trust, including the performance of the Trust's schools. The CEO manages the performance of the Executive Leaders.

The CEO is the Accounting Officer, so has overall responsibility for the operation of the Trust's financial responsibilities, and must ensure that the organisation is run with financial effectiveness and stability; avoiding waste and securing value for money.

The CEO leads the management team of the Trust. The CEO will delegate management functions to the Executive Leaders and is accountable to the Board of Trustees for the performance of the Executive Leaders.

School Headteachers are responsible for the day to day management of the school and are accountable to the Deputy CEO or Executive Director of Primary.

4.5 The Role of the Local Governing Body

The Board of Trustees will establish a Local Governing Body in each school and will appoint the Chair and approve Community Governors. A minimum of two parents will be elected to the body. The Local Governing Body will:

- Seek to understand and question how the school is led and managed, acting as a critical friend: the school headteacher will report on how the school is fulfilling the Trust's ethos, vision and strategy.
- Act as the panel when reviewing the school headteacher's decisions on exclusions, and other committees as required.
- Be the consultative body for the school's stakeholders.
- Represent the school's stakeholders.
- Forge links with the community and provide a vehicle for trust board engagement with the school, its parents and local community, to help ensure that the Academy Trustees stay connected.
- Act as an ambassador for the school.
- Monitor and challenge, reporting on concerns from the Key Performance Indicators (KPIs) to the Trustees Educational Standards Committee.
- Bring issues and risks to the attention of the trust board.
- Provide constructive feedback to the Trust where a policy may not be effective in the local context, and suggest alternative approaches.
- Help ensure the trust works as one entity, in the interests of all its schools equally.
- Deal with any other matters which the Board of Trustees may refer from time to time.
- Report to the Board of Trustees annually on members contribution and the impact of the Local Governing Body.
- Ensure value for money is being achieved from school budgets. This does not include formal financial accountability as this is delegated to the CFOO.

- Provide a consultative forum for the school for the implementation of new policies and procedures.
- For church schools, to monitor and support the Christian distinctiveness and church ethos of the school.
- Make recommendations to the Trust board on pay progression for teaching staff.
- Act as the panel for first stage appeals, complaints and pupil and staff disciplinary/dismissal committees.

5.5.1 Appointment and Removal of Governors

Governors are appointed for a period of 4 years and may be removed by resignation, or by Trustees, if their presence or conduct is deemed by the Board of Trustees, at their sole discretion, not to be in the best interest of the Trust or the individual school. Governors are required to sign a Code of Conduct annually.

The Trust encourages Governors from a wide range of backgrounds, cultures and perspectives, that better reflect the communities they serve.

5. Trust Central Functions

The Trust, as a group of schools, are able to share some services where efficiencies can be made by working together. A contribution towards the cost of the services is levied on all schools, at 5% of the General Annual Grant funding each year. In addition, where there is a need for a school to gain additional specific support from another school within the group, there may need to be separate additional charges made between schools (e.g. secondments of staff).

The services currently provided for under the Shared Services function include:

- Executive Leadership – Oversight of all schools in the Trust, providing strategic leadership to the Trust and line management of Headteachers and shared services staff.
- School Improvement – Production of agreed protocols for the collection of data, providing advice and guidance to Headteachers to improve educational outcomes in their school.
- Finance & Operations– Production of statutory accounts and DfE financial returns, production of management accounts, budgets and forecasts for Headteachers and Board of Trustees, finance systems, policies and procedures. Management of capital funds, development of Estates strategy and ensuring compliance with Health & Safety and Data protection regulations

- Payroll and Human Resources – Advertising and management of recruitment processes, provision of specialist HR advice, writing of contracts, ensuring compliance with pensions regulations and employment law.
- Marketing – Development of marketing resources and management of public relations, maintaining school and Trust websites and development of school prospectuses.
- Insurance – Negotiation and management of insurance contracts.
- Clerking and Governance – Trust wide provision of governance services, ensuring strategic link between Trustees and Governors.

As the Trust develops, it may be possible to provide a greater number of services to schools in the group thus reducing the need to buy in services.

6. Trust Financial Framework

- Financial delegation is based on expenditure based on the approved annual budget. Any out of budget expenditure, regardless of amount, must be escalated to the CEO for approval.
- Adherence to these limits is the responsibility of the signatory/ies and attempts to avoid the application of a particular threshold may result in disciplinary proceedings. Expenditure rules must not be circumnavigated deliberately or unintentionally in any other way e.g. through split invoicing, splitting contracts, etc. which may exceed an individual's limits.
- All approvals must be made in line with MAT's procurement guidelines and the EFA Academies Financial Handbook. Budget approval DOES NOT override MAT's procurement regulations.
- No authority is delegated where the normal delegated authority has a pecuniary or other interest, as determined through their Register of Interest declarations, or where the decision would mean the academy or Trust would fail to stay within its budget. An approved budget is one approved by the MAT Board, except where virements or budget variances have been agreed by the Board of Trustees.
- There may be occasions where the Chair of the Board of Trustees may be required to take a decision on behalf of the Academy where a time imperative precludes awaiting the next Board of Trustees meeting. In these cases, the Chair of the Board will consult with the CEO and Chair of the Finance Committee, and any action taken will be reported at the next Board of Trustees meeting.
- The role of the Local Governing Body ensures value for money is being achieved from school budgets but does not include formal financial accountability. This is delegated to the CFOO.

7. Scheme of Delegation Matrix

The following matrix, with columns for each layer of governance, aims to enable stakeholders to quickly determine who has the power to take which decision within the Trust.

The grid is in four key areas to reflect both the governance framework and the three core functions of the governing board:

1. The governance framework:
 - i. People
 - ii. Systems and structures
 - iii. Reporting
2. Being strategic
3. Holding to account
4. Ensuring financial probity

Key

A – Accountable:

Those answerable for the correct and thorough completion of the deliverable or task, and the one who delegates the work to those responsible

R – Reporting:

Those who report to those Accountable

I - Implementing:

Those responsible for the task, who ensure it is done

C – Consulting:

Those whose opinions are sought, and with whom there is two-way communication

Area	Function	Delegation					
		Members	Board of Trustees	CEO	School Headteacher	School LGB	Trust Clerk
The governance framework							
People	Members: Appoint/Remove	A					I
	Trustees: Appoint/Remove	A					
	Role descriptions for Members	A					
	Role descriptions for Trustees/Chair/ specific roles/committee members: agree		A				
	Members of LGB (with the exception of Parent Governors and Staff Governor)		A				
	Committee Chairs: appoint and remove		A				
	School LGB chairs: appoint and remove		A	C			
	Clerk to Trust’s Board: appoint and remove		A				
	Clerk to LGBs: appoint and remove		A	R	C	C	I
Systems and structures	Articles of Association: agree and review	A	C	R			I
	Governance structure (committees) for the Trust: establish and review annually		A	C			I
	Terms of reference for Trust committees (including audit if required, and scheme of delegation for school committees): agree and review annually		A	R			I
	Terms of reference for School LGB: agree and review annually		A	R		I	I
	Skills audit: complete and recruit to fill gaps		A	C		A	C
	Annual self-review of Board of Trustees performance: complete annually	A	A	C			I

Area	Function	Delegation					
		Members	Board of Trustees	CEO	School Headteacher	School LGB	Trust Clerk
	Chairs of LGB performance: carry out 360 review annually		A	C	C	A	I
	Trustees contribution/impact: review annually	A	R				I
	LGB members' contribution/impact: review annually		A	C	C	R	
	Governance Succession: plan		A	C	C	C	I
	Annual schedule of business/work plan for the Board of Trustees: agree		A	C			I
	Annual schedule of business/work plan for committees: agree		A	C			I
	Annual schedule of business/work plan for LGBs: agree		A	C	C	C	I
Reporting	Trust governance details on Trust and academies' websites: ensure		C	A			I
	Governance details on the school's website: ensure		C	A	C	C	I
	Register of all interests, business, pecuniary, loyalty for Members/Trustees/committee members: establish and publish		A	A		A	I
	Annual report on performance of the Trust: submit to Members and publish	A	R	R	C	C	I

Area	Function	Delegation					
		Members	Board of Trustees	CEO	School Headteacher	School LGB	Trust Clerk
	Annual report and accounts, including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit	C	A	A			
	Annual report on work of LGBs: submit to Trust and publish			C	A	A	I
Being strategic							
Being strategic	Determine Trust wide policies which reflect the Trust's ethos and values: approve		A	A / I	I	C	
	Central spend/top slice: agree		A	R			
	Management of risk: establish register, review and monitor		A	R			
	Engagement with stakeholders		A	R	I	I	
	Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision of 'Achievement through caring' can be measured: determine		A	R	I	I	
	Schools' vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision of 'Achievement		A	A / R	A / I	C	

Area	Function	Delegation					
		Members	Board of Trustees	CEO	School Headteacher	School LGB	Trust Clerk
	through caring' can be measured: determine						
	Chief Executive Officer: Appoint and dismiss	C	A		C	C	
	Executive Leaders: Appoint and dismiss		A	A / R / I			
	School Headteacher: Appoint and dismiss		C	A / R / I		C / I	
	Budget plan to support delivery of Trust key priorities: agree		A	R			
	Budget plan to support delivery of school key priorities: agree		A	R	R / I	C	
	Trust's staffing structure: agree		C	A / R / I			
	Schools' staffing structure: agree			A / C	R / I	C	
Holding to account							
Holding to account	Auditing and reporting arrangements for matters of compliance (eg safeguarding, H&S, employment): agree		A	R			
	Reporting arrangements for progress on key priorities: agree		A	R			
	Performance management of the CEO: undertake		A				

Area	Function	Delegation					
		Members	Board of Trustees	CEO	School Headteacher	School LGB	Trust Clerk
	Performance management of the Executive leaders		A	A / R			
	Performance management of school Headteachers: undertake			A / R / I		R	
	For church schools, to monitor and support Christian distinctiveness and church ethos of the school		A	R	I	C	
Ensuring financial probity							
Ensuring financial probity	Appointment of Auditors	A		R			
	CFO for delivery of Trust's detailed accounting processes: appoint		A	A / R			
	Trust's scheme of financial delegation: establish and review		A	R			
	School's scheme of financial delegation: establish and review		A	R			
	External auditors' report: receive and respond		A	R			
	CEO pay award: agree		A / I				
	Executive Leaders pay award: agree			A / R / I			
	School headteacher pay award: agree			A / R / I		R	
	Staff appraisal procedure and pay progression: monitor and agree			A / R	R / I	R / C	

Area	Function	Delegation					
		Members	Board of Trustees	CEO	School Headteacher	School LGB	Trust Clerk
	Benchmarking Trust-wide value for money: ensure robustness		A	R	C	C	
	Benchmarking school-level value for money: ensure robustness		A	R	A / I	C	
	Develop Trust wide procurement strategies and efficiency savings programme		A	A / R / I			

8. Terms of Reference of the Trust Members Board, Board of Trustees, Committees and the Local Governing Bodies

8.1 Trust Members Board Terms of Reference

Committee and Membership	Terms of Reference
Anna Burgess CECET Representative Robert Forrester David Griffiths Bob Pearson Arthur Walpole	<ol style="list-style-type: none">1. To appoint/remove Members.2. To appoint/remove Trustees.3. To agree and review the Articles of Association.4. To review the performance of the Board of Trustees.5. To appoint the Auditors and Responsible Officer for the Trust.

8.2 Board of Trustees Committees Membership and Terms of Reference

Quorum

The Quorum for all meetings is a minimum of three members of the committee.

Committee and Membership	Terms of Reference
Board of Trustees	
<p>Alex Fry (Chair) – Communications, IT and Risk</p> <p>Catherine Bennett (Vice Chair) – Finance, Staffing and Whistleblowing</p> <p>Stuart Cowper – Sixth Form, Teaching and Learning and Chair of Audit & Risk Committee</p> <p>Trustee (Diocese representative) - Pastoral and PSHE (Personal, Social, Health and Economic education)</p> <p>Mark Liquorish - Behaviour, Safeguarding and Alliance of Leading Learning Chair of Educational Standards Committee</p> <p>Arthur Walpole - Strategic Direction of the Trust and Corporate Management, Chair of Finance & Operations Committee</p> <p>Keith Winter – Finance, Strategy and Diocese Representative</p> <p>Sarah Finch – CEO (Ex Officio)</p>	<ol style="list-style-type: none"> 1. Ensuring clarity of vision, ethos and strategic direction: communicating the vision for the Trust and its application at both Trust and school levels. 2. Holding the Chief Executive Officer (CEO) to account for the educational performance of the schools and their pupils, and the performance management of staff. 3. Overseeing the financial performance of the Trust and making sure its money is well spent. 4. To agree the schemes of delegation for governance, financial control and educational performance. 5. Determination of the corporate planning and strategy for the schools and the Trust. 6. Determining the admissions policy and arrangements for the schools, in accordance with admissions law and DfE codes of practice. 7. Determining the delegation and terms of reference for the Trustees Committees. 8. Monitoring the performance of the individual Local Governing Body and using power to withdraw delegated powers from the Local Governing Body and, if necessary, disband it. 9. Ensuring that processes are in place for the appointment of governors of the Local Governing Body. 10. Approving the targets set within schools. 11. Appointing the Clerk to the Trust's Board. 12. Approving the vision of the Trust and its long-term strategy, to include the setting of key performance indicators. 13. Producing an annual report on the performance of the Trust, and ensuring Trust wide value for money. 14. Disposing or acquiring land or interests in land to be used by the schools. 15. To review and approve recommendations regarding teachers' pay from Local Governing Body Salaries Committees.

Audit and Risk Committee

Stuart Cowper (Chair) Catherine Bennett Sarah Finch Arthur Walpole Keith Winter	<ol style="list-style-type: none">1. Ensuring compliance with all statutory regulations and Acts of Parliament governing the operation of the school, including, without limitation all charity, employment and company laws, health and safety regulations and GDPR.2. Managing a corporate risk register for the Trust.3. To agree an annual audit cycle to review key risk areas.4. To monitor and review procedures for ensuring the effective implementation and operation of financial procedures, on a regular basis, including the implementation of bank account arrangements.5. To recommend the appointment or re-appointment of the auditors and internal audit service.6. Be advised of any fraudulent activity identified within the Trust and ensure appropriate controls are in place.
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Finance and Operations Committee

Arthur Walpole (Chair) Catherine Bennett Sarah Finch Alex Fry Mark Liquorish Keith Winter	<ol style="list-style-type: none">1. 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 Financial Handbook. The Trust board delegates financial scrutiny and oversight to this committee.2. To receive auditors and responsible officers reports and to recommend to the Board of Trustees any appropriate response to their findings.3. Developing a charging and remissions policy, and a strategy for revenue generation for the Trust.4. Establishing a funding model for use across the Trust and the schools including developing an individual funding model for the schools.5. Agreement of the Trust's annual budgets and determining the proportion of the overall Trust budget to be delegated to individual schools.6. Putting in place guidelines, and establishing processes, for the local maintenance of assets and appropriate registers.
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	<ol style="list-style-type: none"> 7. Considering and evaluating performance against key performance indicators set by the Trust in relation to finances. 8. To monitor the allocation of resources against strategic objectives. 9. To have oversight of the HR, Marketing & Communications and Estate Management strategy and functions across the Trust. 10. Developing 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. 11. Insuring the land and buildings used by the schools. 12. Determination of the extent of the services provided to the schools by the Trust, and how the costs should be allocated. 13. Oversight of the effectiveness of the delivery of centrally provided services. 14. To consider proposals for amendments to major operational systems. 15. To recommend to the Board of Trustees proposals for the use of any budget surplus, including investments. 16. Oversee public relations activities to project the activities of the Trust and the schools to the wider community. 17. To review the current staffing position across the Trust (e.g. staff engagement and satisfaction). 18. Putting in place processes for: (i) making appointments within the Trust's remit and (ii) the LGB making appointments within its own remit. 19. Such other matters as set out in detail, and in accordance with the Scheme of Delegation.
Educational Standards Committee	
Mark Liquorish (Chair) Stuart Cowper Sarah Finch Arthur Walpole	<ol style="list-style-type: none"> 1. Setting and reviewing the curriculum and standards to be achieved by the schools (in consultation with the LGB). 2. Determination of the educational targets of the schools, including but without limitation, determination of the school's development plan (in consultation with the LGB).

Keith Winter	<ol style="list-style-type: none"> 3. Considering and evaluating school performance against key performance indicators set by the Trust (in consultation with the LGB). 4. Oversight of performance, standards and outcomes on a Trust and individual school basis. 5. Putting in place support and intervention strategies for individual schools. 6. Put in place procedures for the proper professional and personal development of all staff. 7. Responsibility for the performance management and oversight of cross-school staff. 8. 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, manage any claims and disputes, all staff, including matters of suspension. 9. Monitoring the provision of SEND and LAC provision. 10. Reviewing the delivery of pastoral (including a review of the effectiveness of behaviour policies and the application of the Equality Plan, and the monitoring of prejudice incidents and student attendance). 11. Review and monitor the use of Pupil Premium, PE and Sport Premium and EYFS funding. 12. Review the effectiveness of transition policies and procedures. 13. Review and monitor levels of staff absence and staff turnover. 14. For church schools, to review and monitor the Christian distinctiveness and church ethos of the school.
Appraisal Committee for Leadership Group (excluding School Headteacher)	
Deputy Chief Executive Officer (DCEO)/Executive Director of Primary Headteacher Chair of the Local Governing Body	<p>To approve changes to the Leadership Group and Leaders within the pay ranges and the awarding of progression points.</p> <p>To deal with any other matters relating to salaries and performance management that may be referred to them with regards to the Leadership group.</p>

Appraisal Committee for Chief Executive Officer (CEO)

Chair of the Board of Trustees
Vice Chair of the Board of Trustees
School Improvement Partner
External Education Advisor

1. Annually meet with the School Improvement Partner to discuss the Chief Executive Officer's (CEO) performance targets, to discuss if these targets have been met, and to set new targets.
2. To monitor, through the year the performance of the Chief Executive Officer (CEO) against the targets.
3. To decide whether a progression point will be awarded to the Chief Executive Officer (CEO), operating the terms and condition of the Pay Policy in an open and transparent framework.
4. To recommend to the Board of Trustees on the award of Pay.

Appraisal Committee for Deputy CEO, Executive Director of Primary & Executive Director of ALL

CEO
Chair of Educational Standards
Committee

1. To monitor, through the year the performance of the Executive Leaders against the targets.
2. To decide whether a progression point will be awarded to the Executive Leader, operating the terms and condition of the Pay Policy in an open and transparent framework.
3. To recommend to the Board of Trustees on the award of pay.

Appraisal Committee for CFOO

CEO
Chair of the Finance & Operations
Committee

1. To monitor, through the year the performance of the Chief Financial Officer against the targets.
2. To decide whether a progression point will be awarded to the Chief Financial Officer, operating the terms and condition of the Pay Policy in an open and transparent framework.
3. To recommend to the Board of Trustees on the award of pay.

Appraisal Committee for School Headteacher

Deputy Chief Executive Officer (DCEO)/Executive Director of Primary
Chair of the Local Governing Body

1. To monitor, through the year, the performance of the school headteacher against the targets.
2. To decide whether a progression point will be awarded to the school headteacher, operating the terms and condition of the Pay Policy in an open and transparent framework.

Appeals Committee

Two Trustees and one member who is independent from the management and running of the Trust.

(The Trustees must not have previously been involved in the decisions leading to the Appeal)

1. The Appeals Committee will hear any appeal arising from the decision of any committee or individual Trustee or the Chief Executive Officer (CEO)/Headteacher, in whom any executive power has been vested, which it is not the responsibility of any other committee to hear. Any appeal will be conducted in accordance with the relevant complaints policy adopted by the Board of Trustees.
2. The Appeals Committee will act as the ultimate decision maker in relation to any appeals by staff following disciplinary or grievance procedures.

8.3 Membership and Terms of Reference of the Local Governing Body

8.3.1 Model Composition

The model composition of a Local Governing Body is as follows:

Type of Member	Number	Term of office	Election method
Community Governor	Max of 4	4 year	Appointed by the Board of Trustees.
School Headteacher	1	Indefinite	Ex officio appointment
Parent Governors	2	4 year	Parent election – Secret ballot organised by the Clerk
Staff Governor	1	4 year	Staff election – Secret ballot organised by the Clerk
Foundation Trustee Governor	1*	4 year	In church schools, the Diocese appoints its own Governors. *This must be at a ratio of 25% of its total members.

8.3.2 Terms of Reference for Local Governing Bodies and Committees

Quorum

The Quorum for meetings is a minimum of three governors who are members of the committee.

Local Governing Body

- Seek to understand and question how the school is led and managed, acting as a critical friend: the school headteacher will report on how the school is fulfilling the Trust's ethos, vision and strategy.
- Act as the panel when reviewing the school headteacher's decisions on exclusions, and other committees as required.
- Be the consultative body for the school's stakeholders.
- Represent the school's stakeholders.
- Forge links with the community and provide a vehicle for Trust board engagement with the school, its parents and local community, to help ensure that the Academy Trustees stay connected.
- Act as an ambassador for the school.
- Monitor and challenge, reporting on concerns from the Key Performance Indicators (KPIs) to the Trustees Educational Standards Committee.
- Bring issues and risks to the attention of the Trust Board.
- Provide constructive feedback to the Board where a policy may not be effective in the local context, and suggest alternative approaches.
- Help ensure the Trust works as one entity, in the interests of all its schools equally.
- Deal with any other matters which the Board of Trustees may refer from time to time.
- Report to the Board of Trustees annually on members contribution and the impact of the LGB.
- Ensure value for money is being achieved from school budgets. (This does not include formal financial accountability which is delegated to the CFOO).
- Provide a consultative forum for the school for the implementation of new policies and procedures.
- For church schools, to monitor and support the Christian distinctiveness and church ethos of the school.
- Make recommendations to the Trust board on pay progression for teaching staff.
- Act as the panel for salaries, complaints and pupil and staff disciplinary/dismissal committees.

Admissions Committee	
Committee formed by three Governors of the appropriate school's Local Governing Body and the Head	<ol style="list-style-type: none"> 1. To implement the Admissions Policy and comply with it, taking decisions about the admission of, or refusal to admit, pupils to the school. 2. To act in accordance with the Education (School Government Regulations) and other legislation affecting the conduct and responsibilities of schools. <p>Voting Rights: Headteachers cannot act in place of the Admissions Committee in deciding on the admission of any individual child.</p>
Complaints Appeal Committee	
Committee formed by three members of the appropriate school's Local Governing Body (the Governors must not have previously been involved in the decisions leading to the Appeal)	<ol style="list-style-type: none"> 1. To consider on behalf of the Trust any formal complaints which have not been resolved under Stage 2 of the Trust Complaints Procedure. 2. In relation to a formal written complaint: to acknowledge, investigate the complaint and send a suitable response to the complainant. 3. Where the complainant requests it, to hear representations from the complainant and the Headteacher and to send a suitable response to the complainant.
Pupil Disciplinary Committee	
Committee formed by three Governors of the appropriate school's Local Governing Body and the Head	<p>To consider the exclusion of a student, having regard for the DfE's statutory guidance on exclusions.</p> <p>The Pupil Disciplinary Committee must meet in the following circumstances:</p> <ul style="list-style-type: none"> ▪ More than 15 days in one term – must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of an exclusion. ▪ Permanent exclusion - must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of an exclusion. ▪ If the exclusion would result in a pupil missing a public examination or national curriculum test, the governing board must consider the exclusion before the date of the

	<p>exam or test. If it is not practicable for a sufficient number of governors to consider the exclusion before the exam/test, the exclusion may be considered by a smaller sub-committee if the trust's articles of association allow them to do so. In such cases, the parents still have the right to make representations to the governing board and must be made aware of the right.</p>
Salaries Committee	
<p>Committee formed by three members of the appropriate school's Local Governing Body</p>	<ol style="list-style-type: none"> 1. To operate the terms and condition of the pay policies in an open and transparent framework. 2. To consider all MPR and UPR pay progression and to make decisions in relation to the Teaching and Learning Responsibility payment levels and relativities (decisions on a post by post basis is delegated to the Chief Executive Officer (CEO)). 3. To deal with any other matters relating to salaries and performance management that may be referred by the Local Governing Body. 4. To consider staff grievances where there is a referral to the committee under the grievance procedure adopted by the Board of Trustees. The committee will consider the grievance, and seek to resolve the matter, following a process and hearing conducted in accordance with the adopted procedure. 5. To consider staff complaints of harassment where there is a referral to the committee, under the procedure adopted by the Board of Trustees. The committee will consider the complaint and seek to resolve the matter, following a process and hearing in accordance with the adopted policy. <p>*Pay increases moving up a scale outside of progression will require approval by the Board of Trustee. Supporting documents will need to go to the Trustees for approval.</p>

Staff Discipline/Dismissal Committee

Committee formed by three members of the appropriate school's Local Governing Body

1. Under the disciplinary procedure for school headteachers, or capability procedure for school headteachers, adopted by the Board of Trustees, to consider formal action against the headteacher, and to make a determination as provided for under either procedure. Any decision will follow a formal meeting conducted in accordance with the adopted procedure and will be subject to the headteacher having a right of appeal. The committee will be responsible for the future review of any sanction, short of dismissal, as required under the relevant procedure.
2. Under the disciplinary or other relevant procedures (i.e. relating to capability, redundancy or incapability due to ill health) adopted by the Board of Trustees, to make any initial determination that any member of staff employed at the school for whom the Trust has an employment responsibility, should be dismissed from their post.
3. Before taking a decision on dismissal, to give the member of staff concerned an opportunity to make representations on the proposed action, and to consider those representations at a formal meeting, conducted in accordance with the relevant adopted procedure. (Under the adopted disciplinary procedures, the committee is empowered to issue a disciplinary sanction short of dismissal where it is determined that the member of staff concerned should not be dismissed).
4. Where it is determined that a member of staff should be dismissed, to ensure that the member of staff is notified of the decision, the reason for it, and that they have a right of appeal against the decision.

9. 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 two years. 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 Trustees 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.