



Governance Handbook

(Guide for Trustees and Governors)

SCHEME OF DELEGATION AND TERMS OF REFERENCE

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1 Welcome

Thank you for your interest and commitment to making a difference to the lives of staff and young people throughout Together Learning Trust (TLT). Trustees, members and governors play critical roles in the leadership of our organisation. Strong governance is essential for continuous and sustained development and to ensure that we deliver on our mission, values and strategy.

A great strength of governors and trustees is that you bring different areas of skill, knowledge and expertise to the team, and we will work with you to make sure that your skills are put to best use for the benefit of the school and trust.

People become governors/trustees for a wide variety of reasons. Research undertaken by the National Governors Association (NGA) identified what motivated people to generously volunteer their time. The majority said that the best aspects of governance was a 'sense of satisfaction' at knowing their work was 'improving children's life chances' and 'giving something back to the community'. The most rewarding elements of good governance were identified as seeing hard work payoff by increasing morale within schools, improving students' progress and attainment and having a positive impact on the educational standards and opportunities for young people.

The roles of trustees and governors are complex and diverse because education is a humanising profession that is in constant flux. Consequently, dedication and diligence are imperative as the role often requires a significant amount of background reading to keep up to date. The chairs and clerks will work hard to ensure that you are not deluged with unnecessary paperwork, that meetings run efficiently and are not over-long!

This guide is intended for all members, trustees, governors and head teachers, setting out their respective roles and responsibilities and what TLT expects of them. Together we will cultivate a culture whereby our leaders can thrive.

Chair of Members

Chair of Trust Board

Chairs of Local Governing Committees

2 Introduction

The roles and duties of school governors and academy trusts can be found in the DfE 'Governance Handbook'. This is a critically important document containing a mine of useful information within a 100+ pages reference guide and is an essential source of information for both trustees and governors. Governors must also be conversant with the contents of the ESFA's Academy Trust Handbook which contains vital regulatory information that all Members, Trustees and LGCs must be conversant with. A link to the Academy Trust handbook (or paper copy if necessary) will be provided for each Trustee at the beginning of each Academic/Fiscal year. Trustees are expected to be able to refer to this in meetings as appropriate.

Please note that any reference to Local Governing Body (LGBs) in Statutory Guidance, this or other Trust documentation should be interpreted throughout as relating to the Local Governing Committees (LGCs).

The essentials of effective governance

Effective governance is essential for the health and success of any organisation. Our trust and each LGC must have:

- the right people round the table
- a clear understanding of their role and responsibilities
- an excellent chair (who is independently performance managed)
- professional clerking
- good relationships based on trust
- knowledge of the school – the curriculum, the data, the staff, the children, the parents, and the community
- a commitment to asking challenging questions
- the confidence to have courageous conversations in the interests of the children and young people

School leaders in return must have:

- an understanding of governance, including acknowledging the role of the school's accountable body
- a willingness to provide information in the most appropriate way in order that the governing board can carry out its role
- a willingness to be challenged
- reasonable time to devote to ensuring professional relationships are established with governors and trustees
- the skills and understanding to develop effective working relationships with the governing board.

To collaborate effectively, trustees, governors and senior leaders must understand that **governance is strategic**, and **management is operational**. As the NGA points out:

'This distinction between governance and management needs to be clearly understood by all, so that governors and trustees are not asked to, and do not try to, involve themselves in day-to-day management. Governors and trustees are there to govern, not to carry out other work within a school on a pro bono basis. School leaders must not be micromanaged. The governing board should concentrate on matters related to strategy and school improvement, delegating to school leaders those tasks which are operational (for example, drafting policies, making judgments about teaching quality, and recruiting and deploying staff below senior leadership level).'

The local governing committee, in partnership with the school leadership, should determine and

articulate a clear vision in line with the Trust vision. This should lead to the identification of the key strategic priorities that will drive the agenda of governing board meetings. The headteacher will be responsible for ensuring the strategy is delivered.

When vacancies arise on the trust or LGC it is important to get the right person with the right skill set to supplement those of the other trustees or governors, so a skills audit and analysis needs to be available prior to advertising or headhunting: this will enable the role and level of commitment and responsibility to be outlined in advertisements along with any skills that the trust or governing board is seeking.

Governors and senior leaders must carry out their roles in accordance with the seven principles of public life (Lord Nolan): to act selflessly, with integrity, objectively and be accountable, open and honest and demonstrate leadership skills (Appendix 6).

There is a clear expectation for all new governors and trustees (including staff governors and trustees) to undertake both school-based and professional induction training paid for by the school or trust, with regular training and updating made available. TLT schools are affiliated to the Confederation of School Trusts (CST), they also have a subscription to The School Bus resource website, and have a NGA subscription (where each trustee / governor receives regular 'Governing Matters' magazine six times a year, a weekly e-newsletter, access to members' information area and resource library on website, free legal advice and training). This expectation is set out in writing in advance of a governor or trustee appointment and agreed to as part of the code of conduct signed by each Member, Trustee and Governor (Appendix 6).

Together Learning Trust Core Purpose and Commitment

Who are we?

1. Formed in 2019, Together Learning Trust is currently a thriving group of six schools, three secondary and three primary, inspiring over 5400 young people in Kirklees and Calderdale. Our schools work closely together to identify and then implement the best school development strategies across the Trust. These improvement strategies include a focus on:
 - how to effectively lead and manage teams to maximise their effectiveness
 - accurately assessing progress and evaluating the impact of teaching on learning
 - the suitability of the curriculum experience for each learner from the age of 2 to 19
 - how to secure excellent attendance and exemplary behaviour
 - creating a culture of opportunity that builds character and confidence
 - instilling the highest aspirations in all children and ensuring these are fulfilled.

Our Vision

2. When schools collaborate, incredible things happen. We stand strong together but preserve our distinct identities. Together, we support and empower each other to become leading schools with confident, principled, and successful students. We strive to deliver world class education by cherishing our staff and enabling them to thrive. We embody our values and a positive mind-set that insists all students make excellent progress. Ultimately, we are guided by a shared commitment to providing **magical learning experiences** and a belief that every student can achieve great things.

Our Values

3. Exceptional achievement stems from developing exceptional teaching and learning. **Creativity** is the core of our values. Our staff are amazing, in the relationships they forge and the incredible range of opportunities they make possible. We achieve great results, but we provide and expect so much more. We are shaping a generation of future global citizens with the character they need to succeed; with the **integrity** and commitment to **excellence** that will enable them to thrive.

Our Mission

4. Our aim is to grow great people and talent. We support the wellbeing of our staff and enable them to flourish. We never stop learning, so we invest in our teachers' development by reaching out to partners and embracing leading educational research to keep ahead of our game. Being part of Together Learning Trust feels special due to the unique nature of the schools and the opportunities it brings for staff, students, and communities to collaborate. For everyone involved in our Trust our mission is simple. To **Grow, Excel, and Learn Together**.

What you can expect from Together Learning Trust and its Schools

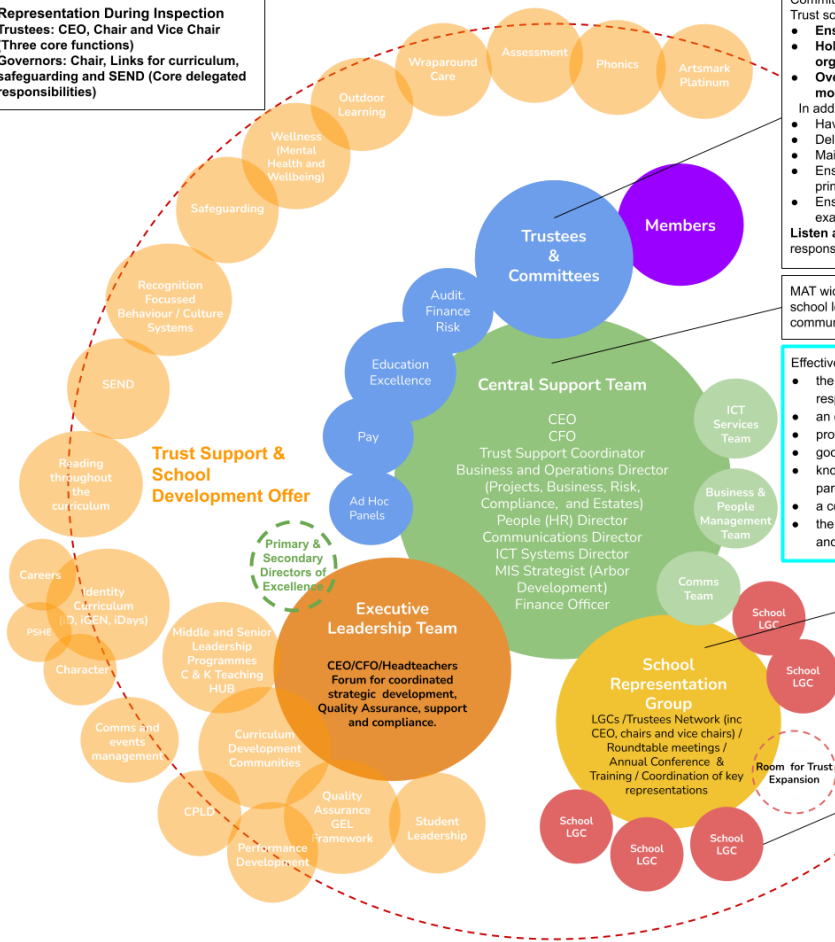
5. We welcome any school into the Together Learning Trust if we are confident that they relate strongly to our values and aspirations. We are not on an aggressive mission to expand and take over school after school but hope to grow organically into a group of flourishing, open and like-minded schools. **We seek to be unique, but unified**. We want to be challenged to improve and recognise that this will only be completely successful if we work in an utterly transparent partnership. Whilst our schools should definitely retain their individual identity and have the freedom to shape their culture, we believe that a shared, systematic approach across all our schools is key to strong development. Some of the 'back office' functions of our schools can be delivered better centrally and we ensure all our schools are appropriately challenged and supported from within the trust to strive for excellence.

3 Together Learning Trust Governance and Operational Structure



Our Structure to Grow, Excel and Learn Together

Representation During Inspection
Trustees: CEO, Chair and Vice Chair
(Three core functions)
Governors: Chair, Links for curriculum, safeguarding and SEND (Core delegated responsibilities)



Set the strategy and hold the Executive Leadership Team and Local Governing Committees (LGCs) to account for the delivery of services and the performance of the Trust schools as a whole.

- Ensuring clarity of vision, ethos and strategic direction
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
- Overseeing the financial performance of the organisation and making sure its money is well spent

In addition

- Have rigorous procedures for preparing and monitoring financial plans
- Deliver effective operational controls
- Maintain systems of internal and external scrutiny to remain compliant
- Ensure schools adopt the Trust values, core purpose, key features and organisational principles
- Ensure schools comply with the Ofsted framework and aspire to become outstanding examples of comprehensive education.

Listen and respond to the LGCs, establishing dialogue and ensuring the Trust is responsive to the needs of its schools.

MAT wide services that provide outstanding support for all Trust schools and enable school leaders to focus their skills on enriching the lives of their children, staff and communities.

Effective governance is essential for the success of TLT. We must have:

- the right people round the table with clear understanding of their role and responsibilities
- an excellent chair (who is independently performance managed)
- professional clerking
- good relationships based on trust
- knowledge of the school – the curriculum, the data, the staff, the children, the parents, and the community
- a commitment to asking challenging questions
- the confidence to have courageous conversations in the interests of the children and young people.

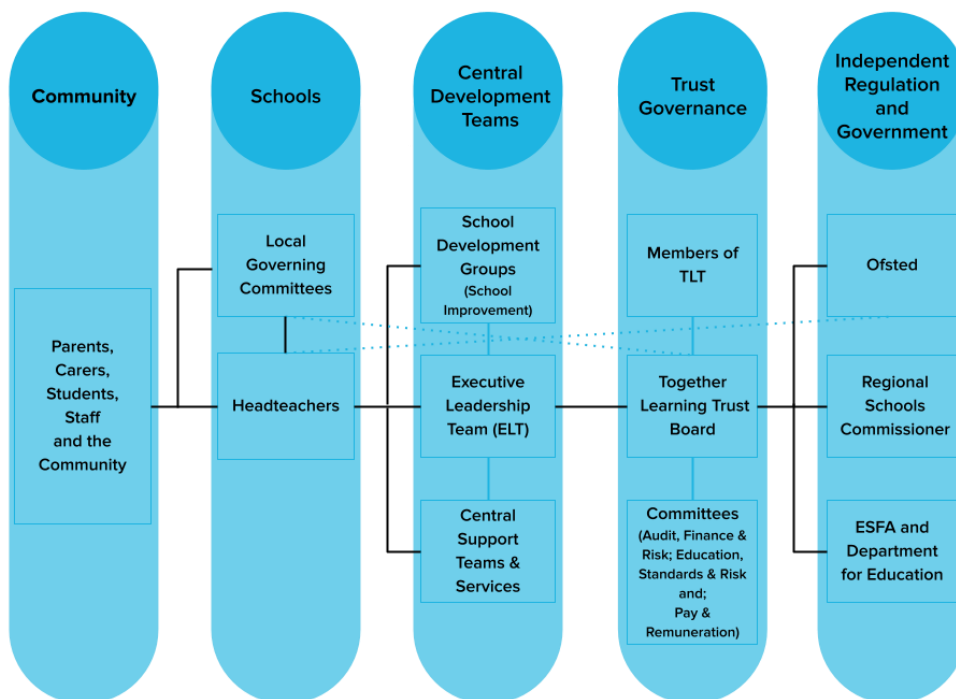
Advise the Trustees on any matters that relate to the performance of the school and community. Forum for key training and sharing great practice. Advocate for success of Trust and contribute to the development of strong trust partnerships shaping the success of the trust **strategic development**.

Delegated responsibilities of Local Governing Committees include:

- Safeguarding children** (Link governor)
- Ensuring continuous school improvement by understanding and challenging the school's progress via the: Self-Evaluation Form and implementation of School Development Plan
- Ensuring an ambitious **curriculum** (link Governor) is implemented and is impactful for **all learners** in particular **disadvantaged and SEND** (Link Governor)
- Ensuring **student and staff wellness**, health and safety, risk assessment, GDPR compliance, **parental, student and staff engagement**. Providing accurate feedback via systematic review of these processes
- Supporting the Trust's vision, values, core purpose and development / growth strategy
- Acting as members of recruitment, appeals, discipline, behaviour, grievance and complaints panels - including supporting other trust schools. (Trust to ensure appropriate high quality training)

LGCs must have a thorough understanding of what is working well and provide accurate feedback to Trustees on areas to develop.

How Together Learning Trust Works



Summary of the tiers of Trust Governance

| Governance Tier | Number | Meeting schedule | Notes | Core Role | Documentation relevant to this tier |
|----------------------------|---------------------------------------|------------------------------|--|--|--|
| Members | 3-5 | Twice per year including AGM | Employees of the trust must not be members. The Department's strong preference is for most members to be independent of the board of trustees. | <p>The Members of the Company define the Object, Purpose and Ethos of the Company, and can direct the Trust Board where required to ensure those elements are met.</p> <p>They are the guardians of the Trusts constitution. They have limited but important powers under the Articles of Association.</p> | |
| Trustees (Trust Board) | Up to 11 | At least 4 meetings per year | Whilst the members can decide whether to appoint the trust's senior executive leader as a trustee, the Department's strong preference is for no other employees to serve as trustees to retain clear lines of accountability. | <p>The Trustees of the trust are charity trustees and company directors. This handbook refers to them as trustees. They have overall responsibility and ultimate decision-making authority for all the work of the Company, including establishing and running of schools. This is largely exercised through strategic planning and the setting of policy, holding the Executive Team to account and the oversight of financial control. It is managed through business planning, monitoring of budgets, performance appraisal, the setting and monitoring of standards and the implementation of quality assurance processes.</p> <p>In this work, the Board must be aided by the Audit, Finance and Risk, Pay & Remuneration and Education Standards and Risk Committees</p> | <p>Articles of Association – the constitution of our Trust specifying the composition of the membership and how it conducts business.</p> <p>Scheme of Delegation.</p> <p>Terms of Reference</p> |
| Local Governing Committees | 7-11 Dependent on need of each LGC | At least 4 meetings per year | <p>Each LGC will have a Chair (or Co-Chairs) & Vice Chair.</p> <p>3 Co-opted (Min)</p> <p>2 Parents (Max 3)</p> <p>1 Staff (Min - excl Head) Total no. of staff incl the headteacher must not exceed a third of the make up of the LGC.</p> <p>Of the above there will be Safeguarding and SEND link governors</p> | <p>The Trustees delegate their responsibilities for the day-to-day oversight of each School to a Local Governing Committee (LGC) through a Scheme of Delegation (the Scheme). A single Local Governing Committee may manage more than one Academy, but the funding granted for each Academy must be applied only to that Academy subject to the requirements of the Scheme.</p> <p>The Headteacher of each Academy is an ex officio member of the LGC.</p> | <p>Scheme of Delegation</p> <p>Terms of Reference.</p> |

4 Government and Independent Regulation

The Department for Education (DfE)

6. Multi-Academy Trusts, like Local Authority Maintained Schools, work within service provision frameworks and to standards defined by the Department for Education (DfE). The DfE has ultimate accountability for the effectiveness of the financial system for academies. DfE is responsible for ensuring there is an adequate framework to manage resources in an effective and proper manner and that value for money is secured. There is a chain of accountability from each academy trust, through the Education and Skills Funding Agency (ESFA) to the DfE. The DfE also interacts with Together Learning Trust through the Regional School Commissioner (RSC). The role of Ofsted is also a key element in the Trust's regulatory framework.

The DfE's vision is 'to provide world-class education, training, and care for everyone, whatever their background. It will make sure that everyone has the chance to reach their potential and live a more fulfilled life. It will also create a more productive economy, so that our country is fit for the future.'

It is responsible for:

- teaching and learning for children in the early years and in primary schools
- teaching and learning for young people in secondary schools
- teaching, learning, and training for young people and adults in apprenticeships, traineeships and further education
- teaching and learning for young people and adults in higher education
- supporting professionals who work with children, young people and adult learners
- helping disadvantaged children and young people to achieve more
- making sure that local services protect and support children

Regional Department for Education (DfE) Directors

7. Regional Department for Education Directors act on behalf of the Secretary of State for Education and are accountable to the National Schools Commissioner. Each RDED is supported by a headteacher board (HTB). HTBs are made up of experienced academy headteachers and other sector leaders who advise and challenge RSCs on the decisions they make.

RDEDs' main responsibilities include:

- acting where academies and free schools are underperforming
- intervening in academies where governance is inadequate
- deciding on applications from local-authority-maintained schools to convert to academy status
- improving underperforming-maintained schools by providing them with support from a strong sponsor
- encouraging and deciding on applications from sponsors to operate in a region
- taking action to improve poorly performing sponsors
- advising on proposals for new free schools
- advising on whether to cancel, defer or enter into funding agreements with free school projects
- deciding on applications to make significant changes to academies and free schools

Education and Skills Funding Agency (ESFA)

8. The ESFA brings together the former responsibilities of the Education Funding Agency (EFA) and Skills Funding Agency (SFA) to create a single agency accountable for funding education and skills for children, young people, and adults. The ESFA:

- is accountable for £58 billion of funding for the education and training sector, providing assurance that public funds are properly spent, achieves value for money for the taxpayer and delivers the policies and priorities set by the Secretary of State
- regulates academies, further education, and sixth-form colleges, and training providers, intervening where there is risk of failure or where there is evidence of mismanagement of public funds
- delivers major projects and operates key services in the education and skills sector, such as school capital programmes, the National Careers Service, the National Apprenticeship Service, and the Learning Records Service

Ofsted

9. Ofsted's role is to make sure that organisations providing education, training and care services in England do so to a high standard for children and students. Ofsted reports directly to Parliament and is independent and impartial. Ofsted is responsible for:

Inspecting

- Maintained schools and academies, some independent schools, and many other educational institutions and programmes outside of higher education
- Childcare, adoption and fostering agencies and initial teacher training

Regulating

- A range of early years and children's social care services, making sure they're suitable for children and potentially vulnerable young people

Reporting

- Publishing reports of their findings so they can be used to improve the overall quality of education and training
- Informing policymakers about the effectiveness of these services

5 Delegated Powers

10. The purpose of the Scheme of Delegation is to identify the responsibilities and delegated authorities for making key decisions in the name of, or on behalf of the Together Learning Trust ('The Trust').
11. This Scheme of Delegation explains the ways in which the Trust fulfils its responsibilities for the leadership and management of the schools, the respective roles and responsibilities of the Members, Trustees, Governors of the Local Governing Committees, CEO and Executive Leadership Team and their commitment to each other to ensure the success of each school.
12. The Trust's model of governance is designed to recognise the overall responsibility of the Trust Board; the support and challenge of the Local Governing Committees; and the line management of Senior Leadership Teams by the CEO and the Executive Leadership Team. The law places accountability for the educational outcomes and financial diligence of the Trust firmly with the Trustees and the CEO as Accounting Officer. Much of this responsibility is in the Trust Board. However, a fundamental **principle for us is that effective governance is best delivered as close as possible to the point of impact of decisions**. For this reason, we have developed a governance structure that delegates key accountability to our Local Governing Committees (LGCs).
13. Multi Academy Trusts – **'School Trusts'** like Together Learning Trust are education charities that run schools to give children a better future. School Trusts are companies limited by guarantee and therefore operate within a defined corporate governance framework. The Members of the Company, Together Learning Trust Board, and Committees are responsible for ensuring its compliance with Corporate and Charity legislative requirements.
14. In accordance with the provisions of the Companies Act 2006, the Articles and to any directions given by the Members of the Trust following a special resolution, the management of the business of the school shall be delegated by the Trustees to the Local Governing Committee who may exercise all the powers of the Trust in so far as they relate to the school, in accordance with the terms of this Scheme of Governance and Delegation.
15. In general terms, the responsibility of the Trustees in so far as the business of the school is to ensure statutory policies and procedures of the schools are in place and are fully compliant with our legal duties. The Trustees will also quality assure these procedures and consider/respond to strategic issues. The Trustees will also be concerned with ensuring that the services the Trust has agreed to provide centrally are delivered effectively and that the academies operated by the Trust work within determined budgetary limits. The Trust has a duty to ensure that its academies work together for the mutual benefit of all within the Trust and this will involve a level of shared planning and strategic oversight expressed in an Annual Strategic Plan for the Trust. Local Governing Committees are free, in certain circumstances, to lead on school-based strategic development. However, Trustees are free to decide what constitutes a Trust-led strategic issue. Examples of strategic issues are:
 - an increase in planned admission numbers/an expansion of the school's capacity;
 - significant change in staffing levels or structure, including leadership; or
 - significant change in the curriculum which could make it non-compliant with DfE/Ofsted guidance.
16. Except as provided for in this Scheme of Governance and Delegation, in addition to all powers hereby expressly conferred upon the Local Governing Committee and without detracting from the generality of the powers delegated, the Local Governing Committee shall have the following powers, namely:

- In line with the School Development Plan, the Local Governing Committees should be aware of monies being spent to ensure the delivery of the SDP to the benefit of the pupils.
 - to enter into contracts on behalf of the Trust in so far as they relate to the school.
17. In the exercise of its powers and functions, the Local Governing Committee must consider any advice given by the Chief Executive Officer and any other executive officer.
 18. Any bank account in which any money of the Trust in so far as it relates to the school is deposited shall be operated by the Trust on behalf of the school. All cheques and orders for the payment of money from such an account shall be signed by at least two signatories authorised by the Trust.
 19. Where any power or function of the Trustees has been exercised by the Local Governing Committee, the Local Governing Committee shall report to the Trustees in respect of the impact of that decision/action as soon as possible. (Detail in minutes)
 20. The Local Governing Committee will operate as a Board but may set up 'task groups' to consider particular issues or development areas that then report back to the Board.
 21. The Local Governing Committee shall be responsible for ensuring that the school is conducted in accordance with the ethos and values of the Trust.
 22. At all times, the Trustees and the Local Governing Committee shall ensure that the school is conducted in accordance with the objects of the Trust, and any agreement entered into with the Secretary of State for Education for the funding of the school.
 23. In acknowledgement of the receipt by the Trustees of funds in relation to the School (which are provided by the Secretary of State for Education, donated to the Trust and generated from the activities of the Trust), the Trustees delegate to the Local Governing Committee the responsibility to monitor the effective spend of all monies received on account of the School for the purposes of the School less an annually agreed charge for services and payroll costs of the funds received from the Secretary of State for Education. These amounts shall be determined each year by the Trustees, acting reasonably.
 24. Whilst the Local Governing Committee shall have the power to enter into contracts on behalf of the Company or the power to delegate that power to the Headteacher and/or business manager of the school, in so far as they relate to the School, the Local Governing Committee shall adhere to the spending regulations set up in the Trust Financial handbook.
 25. The accounts of the Trust shall be the responsibility of the Trustees, but the Local Governing Committee shall provide such information about the finances of the school as often and in such format as the Trustees and/or the chief finance officer of the Trust ("Chief Finance Officer") shall reasonably require. Without prejudice to the foregoing, the Local Governing Committee shall provide monthly (to comply with the Academy Trust Handbook) management accounts to the Trustees and the Chief Finance Officer. (Trustees accountability – LGC – responsibility to determine whether money is being spent effectively and in the best interests of the children.)
 26. The Local Governing Committee shall ensure that proper procedures are put in place for the safeguarding of funds and that the requirements of the ESFA's Academy Trust Handbook are always observed as well as any requirements and recommendations of the Trustees, the Chief Finance Officer and/or the Secretary of State for Education.
 27. The Local Governing Committee shall inform the Trustees and the Chief Finance Officer of any need for significant unplanned expenditure and will discuss with the Trustees, CEO and the CFO (and others as the Trustees and/or the Chief Finance Officer shall require) options for identifying available funding.
 28. The Local Governing Committee shall adhere to and develop appropriate risk management strategies and shall always adopt financial prudence in managing the financial affairs of the Trust in so far as these relate to the school, under the direction of the CFO, Operations & Compliance Manager and the CEO. Where the management of financial affairs will result in a budget deficit or when the school is placed in "special measures" or deemed to have "serious weaknesses" the Trustees have the power to withdraw financial delegation.

29. The Local Governing Committee shall always comply with the Trust's virement policy.

Premises

30. Unless directed otherwise by or on behalf of the Trustees, the maintenance of the buildings and facilities used in respect of the school is the responsibility of the Local Governing Committee, who shall always have regard to the safety of the users of the buildings and the facilities and the legal responsibilities of the Trustees (and/or any others) as owners of such buildings and facilities.
31. The Local Governing Committee shall, in conjunction with the Trustees and Chief Finance Officer and the Business & Compliance Manager, develop a five-year estate management strategy 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 the Local Governing Committee's responsibility to ensure the buildings and facilities are maintained to a good standard.
32. The responsibility for any disposals or acquisitions of land to be used by the school will be that of the Trustees, who will comply with the requirements of the Academy Trust Handbook.
33. Insuring the land and buildings used by the school and/or joining the Risk Protection Arrangement operated by the Department of Education in this regard shall be the responsibility of the Trustees who shall recover the cost from the budget delegated to the Local Governing Committee.

Resources - Key Staff

34. The Trustees shall work with the Local Governing Committee to appoint/approve the appointment of the Headteacher/ Head of School and the Deputy Headteacher(s) of the school and, where appropriate, as determined by the Trustees, the Chief Finance Officer, and the CEO of the Trust.
35. The Trustees and the Local Governing Committee may delegate such powers and functions as they consider are required by the Headteacher for the internal organisation, management and control of the school (including the implementation of all policies approved by the Trustees and the Local Governing Committee and for the direction of the teaching and curriculum at the school).
36. The Trustees may dismiss the Headteacher and form appeals panels in respect of the same if required.

Other Staff

37. The Local Governing Committee shall be responsible for the appointment and management of all other staff to be employed at the School and the Local Governing Committee shall:
 - comply with all policies dealing with staff issued by the Trustees from time to time.
 - take account of any pay terms set by the Trustees.
 - adopt any standard contracts or terms and conditions for the employment of staff issued by the Trustees; manage any claims and disputes with staff members having regard to any advice and recommendations given by the Trustees.
 - The Local Governing Committee shall ensure that the head and leaders in the school carry out the performance management of all staff and put in place procedures for the proper professional and personal development of staff in line with Trust policies and procedures. The Performance Management of the Headteacher shall be carried out by the Chair of the LGC with support of the CEO and a Trust School Improvement Advisor.

Curriculum and Standards

38. The Local Governing Committee shall be responsible for the setting (implementation) and review of the curriculum but shall comply with any views of the Trustees in recognition of the Trustees' obligation to the Secretary of State for Education to provide a broad and balanced curriculum.
39. The Local Governing Committee shall be responsible for the standards achieved by the school and the pupils attending the school but shall follow such advice and recommendations of the Trustees as they might issue from time to time.
40. The Local Governing Committee shall be responsible for the setting and review from time to time of the school's admissions policy provided that no change will be made to the admissions criteria without the prior written consent of the Trustees.
41. The Local Governing Committee shall review and consult on the admissions arrangements for the forthcoming academic year, subject to prior agreement with the Trustees of the admissions policy and criteria to be consulted on. These arrangements and any new admissions policy and criteria must be agreed with the Trustees before being adopted for the school.
42. Any decision to expand the school shall be that of the Trustees who shall have regard to the views of the Local Governing Committee.

Extended Schools and Business Activities

43. Whilst the undertaking of any activities which would be described as part of the School's "extended schools agenda" or any activities designed to generate business income would be the responsibility of the Local Governing Committee, this shall only be undertaken in a manner consistent with any policy set by the Trustees and any direction or instruction issued by the Chief Finance Officer and having regard to the viability of such activities, the impact on the School's activities and any financial implications, such as the threat of taxation in light of the Trust's charitable objects and any threat to funding provided by the Secretary of State for Education.

Regulatory Matters

44. The responsibility for the satisfaction and observance of all regulatory and legal matters shall be that of the Trustees but the Local Governing Committee shall do all such things as the Trustees may specify as being necessary to ensure that the Trust is meeting its legal obligations.

Operational Matters

45. The Local Governing Committee shall comply with the obligations set out in Summary of Delegations, which deals with the day-to-day operation of the Local Governing Committee. Unless the Trustees resolve otherwise, the Local Governing Committee shall ensure that the school shall become and remain a subscriber member of TLT.
46. The Local Governing Committee will adopt and will comply with all the Trust Statutory Policies and adhere to recommendations on local school policies made by the Trustees. Both the Trustees and all members of the Local Governing Committee have a duty to act independently and not as agents of those who may have appointed them and will act with integrity, objectivity, and honesty in the best interests of the Trust and the School and shall be open about decisions and be prepared to justify those decisions except in so far as any matter may be considered confidential to the Trust.
47. The Local Governing Committee will review its policies and practices on a regular basis, having regard to recommendations made by the Trustees, to ensure that the governance of the school is best able to adapt to the changing educational, political and/or legal environment(s).
48. The Local Governing Committee shall provide such data and information regarding the business of the school and the pupils attending the School as the Trustees, the Chief Executive Officer and/or the Chief Finance Officer may require from time to time.
49. The Local Governing Committee shall work closely with and shall promptly implement any advice or

recommendations made by the Trustees, the Chief Executive Officer and/or the Chief Finance Officer in the event that intervention is either threatened or is carried out by the Secretary of State for Education and the Trustees expressly reserve the unfettered right to review or remove any power or responsibility conferred on the Local Governing Committee under this Scheme of Governance and Delegation in such circumstances.

50. The Trustees reserve the right to direct staff (by negotiation) to work in other areas of the Trust than their current employment on tasks and activities which are commensurate with their skills and experience. This is intended to provide career and professional development opportunities for staff.

Annual Review

51. The Trustees will have the absolute discretion to review this Scheme of Governance and Delegation at least on an annual basis and to alter any provisions of it. In considering any material changes to this Scheme of Governance and Delegation or any framework on which it is based, the Trustees will have regard and give due consideration to any views of the Local Governing Committee.

Reservation of Powers

52. The Trustees reserve the right to deliver themselves the powers and functions, as delegated under this Scheme to the Local Governing Committee, in the following circumstances:

School in Special Measures

53. In the event that the School is placed in Special Measures, the Trustees may exercise any or all powers delegated to the Local Governing Committee under this Scheme of Governance and Delegation which the Trustees, in their absolute discretion, deem necessary to operate the School.
54. The Local Governing Committee may continue to operate the School on a day-to-day basis, subject to regular consultation with the Chair of the Trustees and the Chief Executive Officer.

School with "Serious Weaknesses".

55. In the event that the School is notified of "Serious Weaknesses" following an Ofsted inspection, the Trustees may:
- withhold the right of the Local Governing Committee to appoint staff.
 - require the Local Governing Committee to refer all major financial decisions to the Trustees for approval.
 - require their prior approval of any and all decisions by the Local Governing Committee to enter into contracts, further to clause 10 of this Scheme of Governance and Delegation.
 - review any other major decision which it considers to be necessary to maximise the efficient running of the School.
56. The Local Governing Committee may continue to oversee operation of the School on a day-to-day basis, in conjunction with the Headteacher and staff of the School but shall keep the Trustees and Chief Executive Officer regularly informed, at their reasonable request, of progress generally, operational decisions and other matters of importance to the running of the School.

School "Requiring Improvement" and does not have the capacity to rapidly improve to 'good or outstanding'.

57. In the event that the School is deemed to "Require Improvement", the Trustees may:
- withhold the right of the Local Governing Committee to appoint staff.
 - review any other major decision which it considers to be necessary to maximise the efficient running of the School.
58. The Local Governing Committee may continue to oversee operation of the School on a day-to-day basis, in conjunction with the Headteacher and staff of the School but shall keep the Trustees the Chief

Executive Officer regularly informed, at their reasonable request, of progress generally, operational decisions and other matters of importance to the running of the School.

Trustees' discretion

59. The Trustees may override provisions relating to delegation to the Local Governing Committee contained in this Scheme of Governance and Delegation where, in their absolute discretion, they deem it necessary for the efficient operation of the School or the Trust. If the Trustees decide to exercise their power under this clause, the Chair of Trustees and the Chief Executive Officer of the Trust shall be authorised to exercise this right.

CEO's Recommendation

60. The Trustees may override provisions relating to delegation to the LGC where the CEO presents evidence that not to do so would be prejudicial to the effective education of children in the Trust's care. Such evidence may include:
- a. Documented evidence of malpractice or misconduct by the HT or GB
 - b. Data and other evidence showing a clear decline in standards over a significant period
 - c. Significant risks regarding safeguarding
 - d. The prolonged or recurrent absence of the Headteacher/Head of School.

Supported and Unsupported Schools

61. For the avoidance of doubt 'unsupported academies' are generally those academies within the Trust who are Ofsted Good and/or Outstanding. 'Supported academies' are those within the Trust which are Ofsted Requires Improvement or Inadequate. It should be noted however that for all academies, Trustees will annually risk assess each academy and determine whether the category of supported or unsupported needs to change. This decision will be made based on all of the evidence available to the Trustees and will be based on educational standards and performance, the quality and strength of leadership and management and the financial performance of the individual academy. If the Trustees deem that the school requires supportive status they will notify the LGC in writing.

6 Members Responsibilities

62. The Together Learning Trust Members have a similar role to shareholders of a company limited by shares. They are the guardians of the trust. Most notably they:

- Are the subscribers to the memorandum of association (where they are Founding Members)
- Are signatories to the articles of association which includes definition of the trusts' charitable object and governance structure (where they are Founding Members)
- May, by special resolution, amend the articles of association, subject to any restrictions created by the trust's funding agreement or charity law
- May, by special resolution, (which requires 75% rather than a simple majority of Members to agree) appoint new Members or remove existing Members
- Have powers to appoint Trustees as set out in the trust's articles of association, and have power under the Companies Act to remove any or all serving Trustees
- May, by special resolution, issue direction to the Trustees to take a specific action
- Appoint the trust's external auditors and receive the trust's annual audited accounts (subject to the Companies Act)
- Have power to change the name of the charitable company and ultimately, wind it up.

63. The Trust has 3 - 5 members (In the event of a resignation no less than 3)

64. The Members will meet at least twice each year.

65. The Members will hold the Board to account based on:

- The Annual Educational and Financial Statements as presented at the Annual General Meeting (Proceedings of our Annual General Meeting are detailed in the Trust Articles of Association).
- The Annual review of the Board's effectiveness
- Other criteria that they consider appropriate to the aims of the organisation as defined in its Charitable Objectives, Articles or criteria laid down in its Funding Agreements

7 Trust Board (Trustees) Responsibilities

66. Essentially, the trustees set the strategy and hold the executive and LGCs to account for the delivery of services and the outcomes of the MAT as a whole; they also listen and respond to the LGCs, establishing dialogue and ensuring the Trust is responsive to the needs of its schools. The trustees ensure the effective governance of the academy trust.

67. The Trustees are the charity trustees and responsible for the general control and management of the administration of the Company and of the Local Schools in accordance with the provisions set out in the Articles of the Company and the Funding Agreements.

68. The Company has entered into a Master Funding Agreement and a Supplemental Funding Agreement in relation to the Local School with the Secretary of State (together the 'Funding Agreements').

69. The role of the Board is to ensure:

- a. The Together Learning Trust is governed and managed to comply with requirements and take account of the guidance set out by the DfE in the following documents and their successor publications:
 - The Together Learning Trust Articles

- The Together Learning Trust Funding Agreement
 - Supplementary Funding Agreements for Local Schools
 - The Academy Trust Handbook
 - The Academies Annual Accounts Direction
 - The DfE Governance Handbook
 - DfE statutory guidance on keeping children safe in education
- b. The confident governance and strong strategic leadership which leads to robust accountability, oversight and assurance for educational and financial performance. The Board ensures it manages the three core functions of governance as described in the 'Governance Handbook':
- **Ensuring clarity of vision, ethos and strategic direction**
 - **Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff**
 - **Overseeing the financial performance of the organisation and making sure its money is well spent**

The DfE also define three financial disciplines that any well-run organisation should expect to deploy:

- Having rigorous procedures for preparing and monitoring financial plans
 - Delivering effective operational controls
 - Maintaining a system of internal and external scrutiny to remain compliant
- c. The Schools adopt the Trust values, core purpose, key features, and organisational principles.
- d. The Schools within the Trust comply with the Ofsted framework and aspire to become outstanding examples of comprehensive education.
- e. The Trustees have a Safeguarding and a SEND link Trustee and ensure that the local committees have these roles also, along with recommendations on focused areas that local committee's champion.

See local governing committees for other specific areas.

8 Committees of the Board Responsibilities

Audit, Finance and Risk Committee of the Board Delegations

70. This Committee is a standing committee of the Trustees that provides assurance over the suitability of, and compliance with, the Trust's financial systems and controls. It meets to consider the financial security of the Trust and its approach to risk management in all aspects of its activities. The members of the AF&R Committee will include those Trustees with specific audit and finance experience. The Committee will consider reports from internal and external auditors employed to work on their behalf by the Trust. The committee has a key function in ensuring the legitimate and effective use of public money and holding to the values of probity and transparency that are contained within the Trust's values. The committee provides challenge and support to the CFO and CEO. The committee will review regular management reports from the CFO and ensure that the Trust uses public money efficiently and effectively in line with its Articles and the Academy Trust Handbook. The AF&R committee will make recommendations to the full board regarding budget setting and the use of the Trust's previous capital resources.

Currently we do not require a dedicated, stand-alone Audit & Risk Committee as our turnover is less than £50 Million, as per point 3.6 of the Academies Trust Handbook, and this has been agreed by our Trust

Board.

71. The Audit, Finance and Risk Committee of the Board will be made up of:

- a. The One Trustee assuming the role of Chair
- b. Trustees with appropriate experience
- c. The Chief Financial Officer
- d. The CEO/ Accounting Officer
- e. Other business management advisors, Business Development Group members, Cluster Business managers by invitation

Only Trustees present have voting rights. Attendance figures will be noted in the Annual Report and Accounts based on the number of Trustees nominated to attend the Committee although all are welcome to attend.

72. The role of this committee with respect to **audit** is to take delegated responsibility for:

- a. The Internal and External Audit function as described in this document and including the appointment of external advisors as necessary.
- b. Directing the trust's programme of internal scrutiny and reporting to the board on the adequacy of the Trust's financial and other controls and management of risks.
- c. Oversight of information submitted to DfE and ESFA that affects funding, including pupil number returns and funding claims (for revenue and capital grants) completed by the trust is accurate and in compliance with funding criteria.

73. The role of the Committee with regard to **finance and risk** is to take delegated responsibility for:

- a. Financial Management of the schools in accordance with the Academy Trust Handbook and academies accounts Direction specifically for:
 - Recommending budgets to the Board for approval
 - Reviewing and approving proposals for the annual budget for the Local School for consideration by the Board
 - Reviewing management accounts reports which enable the current and predicted end of financial year situation of the Trust schools to be determined and assist the Trust School to achieve the necessary financial outcomes
 - Approving financial activity where Board approval is required in accordance with the Financial Procedures described in the Academy Trust Handbook
 - Reviewing the Trust Risk Registers and making recommendations to the Board
- b. The organisation of staffing arrangements to meet the aims of the Trust and so as to develop talent and remain compliant with employment legislation.
- c. Delegating responsibility to the CEO, Executive Leadership Team and Trust School Headteacher for planning the workforce, recruitment and employment matters
- d. Monitoring the attraction and retention of staff, staff well-being and welfare
- e. Assessing the effectiveness of the Trust's business management and central services provision including but not limited to:
 - Finance, accountancy, and audit
 - Legal
 - Human Resources and Payroll
 - Compliance and Health and Safety
 - Marketing and corporate communications
 - Estate Management
 - Central ICT Services
 - Community services
- f. Approving and monitoring Trust Statutory Policies described in Section 15.
- g. Approving and monitoring Trust non-statutory Policies/Statements/Procedures described in Section 16.

74. The Audit, Finance and Risk Committee of the Board must:

- a. Review the external auditor's plan each year
- b. Review the annual report and accounts

- c. Review the auditor's findings and actions taken by the Trust leadership in response to those findings
- d. Assess the effectiveness and resources of the auditors to provide a basis for the Member's decision about re-appointment, dismissal, or re-tendering.
- e. Produce an annual report of the committee's conclusion to advise the Trustees and Members, including recommendations on the reappointment or dismissal or retendering of the external auditor, and their remuneration.

Pay and Remuneration Committee Delegations

- 75. The Remuneration Committee of the Board will be made up of:
 - f. The Trust Vice Chair.
 - g. The Trust CEO (with careful attention to conflicts of interest – see point 78).
 - h. Two Trustees (One from each sub-committee)

- 76. The role of the Remuneration Committee of the Board is to take delegated responsibility for:
 - a. Ensuring transparency with central team pay, making decisions as delegated by the board and making recommendations and reporting to the board on all pay matters relating to the central team
 - b. Scrutinising the CEO's performance development process and ratifying the recommendation on remuneration (pay determination)
 - c. Making decisions related to specific pay ranges for trust staff that fall within recommended maximums and minimums as described in the School Teachers Pay and Conditions Document or the NJC guidance.
 - d. Approving the remuneration of:
 - Headteachers and Heads of School in Trust Schools
 - The Chief Finance Officer
 - Employees of the Trust Central Team

- 77. The Remuneration Committee ensures its decisions about levels of executive pay (including salary and any other benefits) follow a robust evidence-based process and are a reasonable and defensible reflection of the individual's role and responsibilities. No individual can be involved in deciding their remuneration. This committee is authorised to obtain independent professional advice and benchmarking if it considers this necessary.

- 78. The committee monitors the performance development procedures and pay decisions of LGCs for all staff to ensure they are robust, fair and consistent throughout the trust.

- 79. The committee will also hear any appeal concerning pay from any staff member in Trust Schools. If any of the Central Team were to appeal their pay decision, this would be heard by other Trustees outside of this committee.

Education, Standards & Risk Committee Delegations

- 80. The Education and Standards is a sub-committee of the TLT Board which meets every term to consider the quality of education being provided by each of the Schools in the Trust. The committee consists of at least three Trustees, at least one of whom will have significant school improvement experience. The committee will review in detail reports from the CEO, School Improvement Advisors (SIAs) and relevant Ofsted and other external reports to ensure the Trust is able to provide the appropriate level of challenge and support to each of its schools. The Chair of the committee will report back formally to the main board at each meeting and provide an appropriate summary of the Trust's progress in reaching its targets and wider aims in relation to quality and standards of provision across the Trust. It is envisaged that chairs of the LGCs will become part of this committee.

- 81. The Education and Standards Committee of the Board will be made up of:

- The Chair of Trustees
- Trustees with appropriate experience
- The CEO/ Accounting Officer
- Others by invitation (Trust school Headteachers, external School Improvement Advisors, CFO)

Only Trustees present have voting rights. Attendance figures will be noted in the Annual Report and Accounts based on the number of Trustees nominated to attend the Committee although all are welcome to attend.

82. The role of the Education Committee is to take delegated responsibility for the educational performance of the schools within the Trust. Their remit is to:
- Ensure all students are safeguarded
 - Systematically monitor the performance of the schools against the Ofsted framework
 - Assess and document the level of risk to becoming outstanding for each school within the Trust
 - To co-ordinate the brokering of Central Improvement Team support
 - Assess the effectiveness of the leadership in each Trust School
 - Approve and monitor Trust Statutory Policies described in Section 15
 - Approve and monitor Trust non-statutory Statements/Procedures described in Section 16

Ad Hoc Committees – Trustees Emergency Standing Committee

83. The Emergency Standing Committee has been established to enable the Trust to react quickly and effectively to changing requirements of the Trust and its schools in the event of an emergency situation.
- The Committee is authorised by the Board to act in place of the Board with full delegated authority, insofar as doing so is necessary and limited response to the emergency situation.
 - A minimum of three Trustees will be members of the Committee. As per Articles of Association, additional members with particular expertise may be co-opted.
 - Membership of the committee shall be any three Trustees who are available as/when an emergency meeting needs to be held but will include either the Chair or Vice Chair of the Board.
 - If the Chair or Vice Chair are unavailable to attend a meeting, the Chair or Vice Chair will nominate another Trustee to act as their proxy for that meeting.
 - The Chair or Vice Chair (or their proxy) shall act as Chair of the committee.
 - The Emergency Committee shall meet as required to manage the Trust's reaction to the ongoing situation effectively.
 - A quorum shall be at least three Trustees.
 - Where necessary, the Chair of the committee may have a casting vote.
 - The Chief Executive Officer and Chief Financial Officer shall normally attend meetings.

Ad Hoc Committees – Behaviour, Discipline, Grievance & Complaints Delegations

84. Formed from Trustees or LGC members or other people identified by the Board for their particular skills and experience, as necessary and taking those decisions delegated to it by the Board:
- The Committee's role is essentially one of reviewing the referrals made to the Board through the Policies for Student and Staff Discipline and Grievance or Complaint.
85. For unsupported school the Board delegates the composition of the committee to the Local Governing Committee. The composition of any committee may include local governing Committee members from any school within the Trust and/or Trustees. This collaborative approach ensures committees can be appropriately constituted from those with governance responsibility and appropriate skills.
86. Supported schools (as defined by Trustees and noted in item 14. of this document) will be directed as to the composition of ad-hoc committees by the Board of Trustees. The composition of any committee may

include local governing Committee members from any school within the Trust and/or Trustees.

9 Local Governing Committee Responsibilities

Please note that any references to Local Governing Body (LGBs) in statutory guidance, this or other Trust documentation should be interpreted throughout as relating to the Local Governing Committees (LGCs).

87. Subject to provisions of these Terms of Reference, the Companies Act 2006, the Articles and to any directions given by the Board, the Local Governing Body may exercise such of the powers of the Company as may be specifically delegated to it. Unless and until the Board decides otherwise, it specifically delegates to the Local Governing Body the following duties:
- a. Be fully committed to promoting and supporting the Trust’s Vision, Values, Core Purpose and development/growth strategy
 - b. Systematically review, survey results, and take responsibility for the ambitious and continuous improvement of:
 - The Curriculum (impactful for all learners in particular disadvantaged and SEND) – Link Governor
 - Student welfare, well-being and behaviour
 - Staff welfare and well-being
 - Parental, student and staff engagement and feedback
 - Health and Safety / Risk Assessments – Link Governor
 - GDPR compliance
 - Safeguarding – Link Governor
 - c. Ensuring continuous school improvement by understanding and challenging the school’s progress using:
 - Self-Evaluation Form }
 • School Development Plan }Education Improvement Plan
 • External and Internal Reviews }
 - d. To be advocates for the success of the schools and promote this to wider audiences, including the Trust Board.
 - e. To hold meetings at times identified in the Trust’s Governance Calendar and hold additional meetings as necessary to cover the responsibilities above.
 - f. To review and make an initial response to complaints made about the Local School that cannot be resolved by the Headteacher.
 - g. To act as panel members for recruitment, appeals, discipline, behaviour, grievance and complaint - including supporting Trustees and Governors across all Trust schools (appropriate training is required)
 - h. Approve and monitor Local School Statutory Policies described in Section 20.
 - i. Approve and monitor Local School non-statutory Statements/Procedures described in Section 18.
 - j. To propose appointments of Local Governing Committee members with specific responsibilities as it requires or as directed by the Board.
 - The implementation of Trust Statutory Policies
 - The implementation of Trust non-statutory Statements/Procedures
 - Other identified Risks to the Trust
 - k. To ensure all LGC members have declared a Business Interests and to set up an LGC members’ Skills and Experience Matrix.
 - l. Statutory Link Governors - Safeguarding and SEND (see details below)
 - m. LGC’s must have a thorough understanding of what is working well and provide accurate feedback to Trustees on areas to develop.

Safeguarding

‘[Keeping children safe in education](#)’ (KCSIE) states that the governing board must ensure that there is someone at senior board level (or equivalent) who takes leadership responsibility for the school’s safeguarding arrangements. This responsibility is often delegated to the safeguarding link governor. This governor should have relevant and up-to-date knowledge and experience of safeguarding in schools or

have access to the appropriate training to enable them to fulfil the role.

SEND

The governing committee is responsible for the strategic direction of the school, including the delivery of the curriculum, raising standards, and setting targets. Monitoring the school's SEND provision and raising standards for pupils with SEND is also part of this responsibility.

The '[Special educational needs and disability code of practice: 0 to 25 years](#)' states that the governing committee must ensure that there is a designated governor identified to maintain oversight of SEND provision and make arrangements for this function to be delegated to an appropriate sub-committee if necessary.

The SEND governor should develop and maintain an awareness of SEND provision in the school on behalf of the governing committee, ensure that the school maintains a focus on inclusive practice, as well as identify and seek to remove any barriers to learning.

The governor responsible for SEND provision acts as the link between the governing committee, headteacher and SENCO, reporting back to the governing committee on monitoring and compliance with the 'SEND code of practice: 0 to 25 years' agreed areas.

Other areas of focus for local committees

As well as Safeguarding and SEND, there are also focused areas that members of the local committees may champion, such as:

- Curriculum
- Communications and website accuracy
- Reading
- EYFS
- Looked After Children
- Behaviour & Culture
- Pupil Premium
- Mental Health & Wellbeing
- GDPR
- Careers
- RSE
- Health & Safety
- Prevent and Young carers

10 Executive Leadership Team (ELT) Responsibilities

88. The Executive Leadership Team act as the executive arm of the Board having a key role to play in the strategic development of the Trust. They are not a committee of the Board. The Executive Leadership Team play a vital role in the day to day running and organisation of the Trust; considers how the Trust can work better to serve the needs of all the schools and prepares reports/recommendations for consideration by the Board and advises on progress through the CEO (or directly via invite).

89. The team is made up of Executive Headteachers (Secondary and Primary), the Executive Director for Education and the Chief Finance Officer (CFO) under the direction of the Chief Executive Officer (CEO). The meetings will be chaired by the CEO and Trustees may be invited. Trust Executive Headteachers will meet once every half term, and along with the School Development Groups collectively at least once every half term to shape strategic development of the Trust. Agenda's will align to the Monitoring and

Evaluation Calendar.

90. Headteachers will be asked to act in an advocacy role for the development across the Trust of key strategic themes identified within the Trust Development Plan. The key functions and responsibilities of the ELT are:

- the effective implementation of the Trust Strategic Plan and exploration of the best practice across Local Schools. These include curriculum development, teaching and learning, leadership development, Professional Learning and Development, finance, HR, ICT and Behaviour & Culture.
- Review the Growth Strategy and agree on shared collaborative activity.
- To direct and support the operation of each Trust School, developing strategic plans and policies in core areas of the operation in accordance with the direction of the Trust Board.
- To manage the conversion of schools to Trust Schools. To carry out Due Diligence across such schools to establish their position and identify any action required, and, with the DfE, LA and solicitors, manage the associated legal processes.

11 Central Support Team

91. The Central Support Team provides outstanding services and support for all Trust Schools. This enables school leaders to focus their skills on enriching the lives of their children, staff and communities. This team currently comprises of:

- CEO
- CFO
- Director: Operations & Compliance
- Director: HR
- Director: Communications
- ICT Network & MIS Director
- Finance Officer
- Business Support Manager
- Trust Support Co-ordinator
- Finance Mgr
- HR Advisor
- Director HR Recruitment
- Executive Headteacher – School Improvement
- Executive Director of Secondary Education
- Executive Director of Primary Education
- Senior Director: Quality & innovation
- Senior Director: Behaviour & Culture
- Senior Director: Teaching & Learning

12 Specific Delegated Authority to Individual Staff

Chief Executive Officer (Accounting Officer)

92. The Chief Executive Officer will work closely alongside the Board to support and challenge Headteachers to fulfil the Trust Core Purpose. They will ensure that Together Learning Trust is recognised locally and nationally, as an example of best MAT practice. Subject to the statements and directions of the Board, the CEO shall be responsible for:

- a. The performance of the Trust and be accountable to Trustees, Members, RSC, ESFA, the DfE and Parliament.
- b. Ensuring all schools to be at least 'good' in Ofsted terms.

- c. Overseeing and shaping the 'Development Strategy' for the Trust. – (Values/Vision/TEF/Improvement Strategy/Tactics).
- d. Support of Trust Headteachers. Supporting them and holding them accountable for the performance of their schools. Management of the Trust Headteacher appraisal process including Job Description, Self-Evaluation and the Together Learning Trust Leadership development programme/360.
- e. Ensuring that the genuine benefits of being in an ethical, collaborative Trust (benefits of scale) are realised (time, resources, benefits of scale and ultimately the best ideas are shared/actioned).
- f. Management of Chief Financial Officer and the school improvement team as it develops.
- g. Chairing the Trust Education Committee meetings.
- h. Chairing the Trust Executive Leadership Team.
- i. Attending Trust Compliance Committee meetings when necessary and School and Business Development Group meetings when required.
- j. Preparing reports for Trustees and Members, including regularly updating the Trust Risk Register.
- k. Promoting the Trust and seeking out partnerships with other Trusts and agencies who may support development of the Trust.
- l. Serving as an Ex Officio Trustee.
 - o *An Ex Officio (meaning "arising from the office") is a fully functioning board member who is entrusted with the day-to-day oversight and leadership of the organisation.*
 - o *They have the same voting privilege as anyone else on the board.*
 - o *Good practice dictates that the Ex-Officio withholds their vote and allows the rest of the board the space to bring potentially objective insights to the discussion.*
 - o *Ex Officio board members should not be included in the voting count when determining the number needed for a quorum and they should not be counted when determining if a quorum is present.*

Chief Financial Officer (CFO)

93. The Chief Financial Officer will work closely alongside the CEO to support and challenge Headteachers to fulfil the Trust Core Purpose. They will ensure that Together Trust is recognised locally and nationally, as an example of best MAT practice. Subject to the statements and directions of the Board, the CFO shall be responsible for:
- a. Be a member of the Executive Leadership Team and contribute to the Trust's wider work.
 - b. Oversees financial and broader commercial effectiveness of the schools and Trust.
 - c. Aligns all activity to Corporate, ESFA and other regulatory requirements.
 - d. Chairs Trust Business Committee meetings.
 - e. Chairs Business Development Team meetings.
 - f. Leads Cluster Business Managers to support school leaders.
 - g. Ensures there is collective commitment from schools to agreed Trust commercial strategy (Best ideas are actioned). Ensures those aspects of School Improvement Toolkit aligned to commercial strategy are in place.
 - h. Half Termly meeting with each headteacher to ensure they are happy with the level of commercial support from the Trust and fully appreciate their commitment to ensuring their school is financially sustainable and legally compliant.
 - i. Prepares Compliance and Business Committee reports for Trustees on performance of schools against financial and commercial benchmarks.
 - j. Oversees Trust Monitoring and Evaluation Calendar (with CEO).
 - k. Oversees Trust Governance including Scheme of Delegation, Trust Risk Register/Governance Self-Evaluation.
 - l. Line Management of Business Development Team colleagues: Finance, HR, Estates, Technology, Compliance and Marketing.

Trust School Headteacher/Head of school

94. The Headteacher/ Head of School will work closely alongside the CEO to fulfil the Trust Core Purpose. They will ensure that Together Learning Trust is recognised locally and nationally, as an example of best MAT practice. Subject to the statements and directions of the Board, the Headteacher shall be responsible for:
- a. The excellent Leadership and Management of their School
 - b. Demonstrate a passionate commitment to the school, its pupils, staff, parents, carers and community.
 - c. Be a member of the Executive Leadership Team and contribute to the Trust’s wider work.
 - d. The leadership and management of the Local School.
 - e. Implementing the agreed policies and procedures set out by the Board and the Local Governing Body in Sections 17, 18, 19 and 20 includes the implementation of all statutory regulations.
 - f. To be a passionate advocate for the Trust Vision and Values.
 - g. To be responsible for the performance of the school.
 - h. To monitor and remain absolutely focussed on securing outcomes for all groups of learners that place the school within the top 20% of similar schools or better.
 - i. Accountable to the CEO for the performance of the school.
 - j. Leadership of Ofsted preparation.
 - k. Undertake the full range of duties and responsibilities as required by the CEO as set out in the Trust Headteacher Job Description, Scheme of Delegation, the School Teachers Pay and Conditions Document and the terms and conditions for associate support staff.
 - l. Ensure the School’s improvement strategy drives and complements the Trust Development Plan, Vision and Growth Strategy. Embrace the benefits of scale that comes from working within the Trust.
 - m. Develop a culture that enables all staff to be nurtured: appraised effectively, professionally developed, achieve a good work life blend, work collaboratively across the Trust, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
 - n. To develop leadership capacity.
 - o. To lead recruitment and retention strategies and ensure they are aligned to Trust expectations.
 - p. To lead the school through all external reviews and inspections.
 - q. To facilitate the working of the Local Governing Body.
 - r. To monitor, evaluate, analyse and review the effectiveness of the school’s policies, practices and priorities, including Health and Safety, Safeguarding and British Values.
 - s. Attend all Trust Board meetings on request.

13 The Board of Trustees

95. The Board of Trustees will be made up in accordance with the Articles of Association:

| | | | | |
|----|-----------------------|--|--|-------|
| 1 | Jan Wallis | Community/Primary Education (Chair) | j.wallis@TLT.school | A P |
| 2 | Melvyn Cross | Community | m.cross@TLT.school | E |
| 3 | David Heywood | Secondary Education | d.heywood@TLT.school | E |
| 4 | Karen Morley | Finance | k.morley@TLT.school | A |
| 5 | David Lord | CEO/Ex-Officio Trustee | d.lord@TLT.school | A E P |
| 6 | Jonathan Gascoigne | HR, Business & Careers | j.gascoigne@TLT.school | E P |
| 7 | Christopher Blackburn | Business/Social Enterprise | c.blackburn@TLT.school | |
| 8 | Sue Bracey | Secondary Education | s.bracey@TLT.school | E |
| 9 | David Whitwam | Project Management and Marketing | d.whitwam@TLT.school | |
| 10 | Vacancy | Health & Safety, Risk, Legal – Estates | | |
| 11 | Vacancy | Primary Education | | |

Key to above

Audit, Finance and Risk Committee (A)
 Education and Standards Committee (E)
 Pay and Remuneration Committee (P)

Any Trustee may attend any committee meeting providing they note any declarations of interest.

14 Terms of Reference for a Meeting of the Board of Trustees or a Committee of the Board

96. Any delegation of powers by the Board under this document shall be made subject to any conditions the Board may impose and may be revoked or altered by it at any time. The functions, meetings and proceedings of the Committees and Local Governing Committees shall be subject to regulations (if any) made by the Board from time to time.

Composition of the Board

97. The membership of the Committees shall be determined by the Board. In some cases, the Board may co-opt an LGC member to act for it on recruitment panels, appeals committees related to staff and student discipline and grievance or in relation to complaints. Any Trustee may attend any committee meeting providing they note any declarations of interest.

Term of Office Trustees

98. The Term of office for Trustees, as described in the Articles of Association is four years, and Trustees would normally serve for 2 consecutive terms. Subject to remaining eligible to be a particular type of Trustee, any Trustee may be re-appointed at a General Meeting, or when a term of office expires. This occurs routinely for 2 terms unless the Trustee requests a Members Resolution.

Chairs and Vice Chairs

99. The Chair and Vice Chair of the Board and its Committees will be appointed by the Board. The role of Chair and Vice Chair of the Committees of the Board (not including Local Governing Committees) must be held by a serving Trustee.
100. If the Chair or Vice Chair is absent from any meeting of the Board or its Committees, those Trustees present shall appoint one of their number to chair the meeting. A co-opted Committee member shall not be eligible to sit as Chair or Vice Chair of any meeting. If only one Trustee is present, that person shall act as Chair of the meeting. The provisions for quorum and voting at meetings shall apply.

Meetings of the of the Board and Committees

101. The Board shall hold such meetings and committee meetings as may be necessary. All meetings shall be convened by the Clerk, who shall send to the Board members written notice of the meeting and a copy of the agenda (and any relevant papers) at least seven clear days in advance of the meeting.
102. A meeting of the Board shall be called by the Clerk whenever requested by the Chair or at the request in writing of any three Trustees. Where there are matters demanding urgent consideration, the Chair or, in his or her absence, a Trustee may waive the need for seven days' notice of the meeting and substitute such notice as he or she thinks fit.
103. The convening of a meeting and the proceedings conducted shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda.

104. The Board or Committee may invite attendance by persons who are not Trustees where such attendance is considered by the Trustees to benefit its deliberations.

Quorum

105. No meeting of the Board may be held unless at least three Trustees are present. If in the course of a meeting, the number of Trustees present ceases to constitute a quorum, the meeting shall be terminated forthwith or will continue as a discussion forum with no decision-making authority.
106. No meeting of the Audit, Finance & Risk Committee may be held unless at least three Trustees are present or two Trustees and one co-opted committee member.
107. No meeting of the Education Standard & Risk Committee and the Pay & Remuneration Committee may be held unless at least two Trustees are present or one Trustee and one co-opted member committee.

In all cases, Trustees must form a majority of the voting members of the Committees. If the number of Trustees assembled for a meeting of the Committees does not constitute a quorum or if in the course of a meeting of the Committee the number ceases to constitute a quorum, the meeting shall be terminated forthwith or will continue as a discussion forum with no decision-making authority.

Proceedings of the Board and Committee Meetings

108. Every question to be decided at a meeting of the Board shall be determined by a majority of the votes of the Trustees present and voting on the question. Trustee shall have one vote. Where there is an equal division of votes the Chair of the meeting shall have a second or casting vote.
109. A Trustee may not vote by proxy.
110. No resolution of the Board may be rescinded or varied at a subsequent meeting unless consideration of the rescission or variation is a specific item of business on the agenda for that meeting.
111. Any Trustee shall be able to participate in meetings of the Board by telephone or video conference provided that he or she has given reasonable notice to the Clerk and that the Board has access to the appropriate equipment.
112. The Trust Board and Committees will be able to carry out meetings virtually in order to continue their work and maintain strategic oversight. The Clerk or Chair will contact the Trustees directly to agree these alternative arrangements. The Board has determined that the following will apply:

The Clerk will minute virtual meetings and will ensure that the minutes reflect that the meeting is virtual. The Clerk will minute all decisions, and whether anything needs to be ratified at a later date, for example due to loss of connection.

The Clerk may wish to record the meeting to aid them when writing the minutes. If this is the case, at the start of the meeting the clerk will make sure all trustees agree to the meeting being recorded. Where approval is granted, it is the clerk alone who has permission to record the meeting. No one else has authority to record the meeting unless they have explicit authority from governors/trustees to do so. The recording will be handled in line with the General Data

Protection Regulation (GDPR), and once it is no longer needed the recording will be deleted.

All trustees attending virtually count towards the quorum. If individual trustees lose connection to the meeting, they will no longer count towards the quorum. The meeting can continue undisrupted if it is otherwise quorate. If the meeting becomes inquorate then discussions may continue, but no votes can be held unless the meeting is quorate.

To ensure confidentiality and the smooth running of the meeting, trustees attending virtually will:

- Attend the whole meeting
- Attend with the webcam/video switched on where possible
- Dress and behave in a professional manner in the same way as if they were attending in person
- Focus on the business of the meeting in the same way as if they were attending in person
- Remain on mute unless they are speaking
- Say their name before they start speaking
- Prevent unauthorised individuals overhearing conversations (for example, by using headphones)
- Be mindful of their surroundings – they will consider the privacy of the room, including, but not limited to, who or what is visible or audible in the background

Minutes and Publications

113. Minutes will be taken of every meeting.
114. At every meeting of the Board or a Committee the minutes of the last meeting shall be taken as the first agenda item after any apologies, except in cases where the Trustees present decide otherwise, and, if agreed to be accurate, shall be approved as a true record.
115. The Clerk shall ensure that a copy of the agenda for every meeting of the Board or Committee, the draft minutes of every such meeting (if they have been approved by the Chair of that meeting), the signed minutes of every such meeting and any report, document or other paper considered at any such meeting are, as soon as is reasonably practicable, made available to the Board. The agenda for each meeting will also be published on the Trust website, with a contact email address given for further information.

Board Decisions by Email/post

116. On rare occasions a decision or approval is needed for a Board resolution at short notice. Approval can be provided by a majority of the Board confirming approval, or, in exceptional circumstances, by a quorum of responses confirming approval by email/post.

Amendments to these Terms of Reference

117. Terms of reference will be subject to review in each academic year and may be subject to amendment by the Board.

15 Terms of Reference for Local Governing Committees

- 118. Any delegation of powers by the Board under this document shall be made subject to any conditions the Board may impose and may be revoked or altered by it at any time. The functions, meetings and proceedings of the Local Governing Committee shall be subject to regulations (if any) made by the Board from time to time.
- 119. The members of Local Governing Committees are not charity trustees, and nothing within this document is intended to make them so.
- 120. Each LGC member shall always act in the best interests of the Local School. Each LGC member, upon his or her appointment, will uphold the objects of the Company as set out in the Articles of Association and all policies and procedures established by the Board from time to time.
- 121. In the event of any dispute between the Local Governing Committee and the Board and after the Board has considered the views of the Local Governing Committee, the decision of the Board shall be final.

Composition of the Local Governing Committees

- 122. The membership of the Local Governing Committees shall be determined in accordance with the Local Trust School Terms of Reference. The total membership shall not be more than 11 and not less than 7(including the Headteacher). Any vacant governor positions should be included in the governor numbers to ensure there are the correct numbers of staff governors on the committee. LGC's can alter the size of their committee as required to meet the needs of the school, within the specified ranges. Each LGC should confirm their committee composition at the start of every year and should minute any agreed changes to composition..
- 123. The LGC may continue to act notwithstanding a temporary vacancy in its composition.
- 124. Elections for the post of LGC Staff member shall be held when required by consultation with members of staff of the Local School (either teaching or non-teaching staff) on the date of the election. Any candidate must be employed at the Local School by the Trust at the date of the election. If an LGC is of a size where it can have 2 staff governors (excl the headteacher/head of school) it would be preferable to have 1 teacher staff governor and 1 support staff governor. If this is not possible then the school can have 2 support or 2 teacher staff governors. Staff governors should only be classified as staff governors.
- 125. Each LGC is required to have at least 2 Parent Governors, as per the Articles of Association. Elections for the role of Parent Governors will be held as/when a vacancy arises. Any person exercising parental responsibility for a pupil/student attending the Local School at the time of a vacancy, is eligible to apply. A Parent election/ballot may be required.

In the event that there is one or no candidates for the role, the committee, with reference to Trust Central Support will decide how best to fill the vacancies.

- 126. The LGC/Board may make such rules concerning the administration of an election held as it shall see fit from time to time, with reference to the Trust Support Team. The decision of the LGC/Board in relation to any disputed matter concerning such an election shall be final.

Resignation and Removal

127. An LGC member may at any time resign his or her office by giving notice in writing to the Clerk to the Committee
128. A headteacher or LGC Staff member shall cease to hold office if and as soon as he or she ceases to be a member of staff at the Local School, whether or not their term of office has expired.
129. The Trustees Board in conjunction with the LGC may terminate the appointment of any LGC member whose presence or conduct is deemed by the Board not to be in the best interests of the Company or the Local School.
130. The Trustee Board in conjunction with the LGC may terminate the appointment of any LGC member who has not attended and not submitted apologies for three consecutive meetings.

Term of Office

131. Any LGC member shall hold and vacate office in accordance with the terms of their appointment but (except in the case of the Headteacher) the length of their term of office shall not exceed four years. LGC Staff members shall hold office for four years.
132. LGC members (other than Staff members) retiring at the end of their term of office shall be eligible for re- appointment at the discretion of the Local Governing Committee. LGC Staff members may be re-elected for one further term only.

Chair

133. The Chair and Vice Chair of the Local Governing Body will be appointed by the Local Governing Committee every year for a 1- year term.
134. If the Chair and the Vice Chair are absent from any meeting of the Local Governing Committee, those LGC members present shall appoint one of their number to Chair the meeting.

Meetings of the Local Governing Committee

135. The Local Governing Committee shall meet at least four times in every academic year and shall hold such other meetings as may be necessary. Policy approval and Committee Control documentation will be completed with other agenda items at meeting 1 in each academic year.
136. All meetings shall be convened by the Clerk, who shall send to the LGC members written notice of the meeting and a copy of the agenda (and any relevant papers) at least seven clear days in advance of the meeting.
137. A meeting of the Local Governing Committee shall be called by the Clerk whenever requested by the Chair or at the request in writing of any three LGC members. Where there are matters demanding urgent consideration, the Chair or, in his or her absence, the Vice Chair may waive the

need for seven days' notice of the meeting and substitute such notice as he or she thinks fit.

138. The convening of a meeting and the proceedings conducted shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda.
139. Any Trustee may attend any meeting of the Local Governing Committee and may, with the approval of the Chair of the meeting, speak and vote on any issue raised in the agenda or papers of the meeting or any issue raised at the meeting.

Quorum

140. Meetings of the Local Governing Committee shall be quorate if at least three of its members are present (one of which must not be a member of staff or a parent governor).
141. If the number of LGC members assembled for a meeting of the Local Governing Body does not constitute a quorum the meeting shall not be held or will continue as a discussion forum with no decision-making authority.
142. If for lack of a quorum a meeting cannot be held or, as the case may be, cannot continue, the Chair shall, if he or she thinks fit, determine the time and date at which a further meeting shall be held and shall direct the Clerk to convene the meeting accordingly.

Proceedings of Meetings

143. Every action to be decided at a meeting of the Local Governing Committee shall be determined by a majority of the votes of the LGC members present. Every LGC member shall have one vote. Where there is an equal division of votes the Chair of the meeting shall have a second or casting vote. An LGC member may not vote by proxy.
144. No resolution of the LGC may be rescinded or varied at a subsequent meeting unless consideration of the rescission or variation is a specific item of business on the agenda for that meeting.
145. Any LGC member who is also an employee of the Company or an LGC Staff member shall withdraw from that part of any meeting of the Local Governing Committee at which any recommendation to the Board as to his or her remuneration, conditions of service, promotion, conduct, suspension, dismissal or retirement are to be considered.
146. A resolution in writing, signed by all the LGC members, shall be valid and effective as if it had been passed at a meeting of the Local Governing Committee duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more of the LGC members.
147. Any LGC member shall be able to participate in meetings of the Local Governing Committee by telephone or video conference provided that he or she has given reasonable notice to the Clerk and that the Committee has access to the appropriate equipment.

Minutes and Publication

148. Minutes will be taken of every Local Governing Committee meeting.
149. At every meeting of the Local Governing Committee the minutes of the last meeting shall be taken as the first agenda item after any apologies, except in cases where the LGC members present decide otherwise, and, if agreed to be accurate, shall be signed as a true record.
150. The Clerk shall ensure that a copy of the agenda for every meeting of the Local Governing Committee, the draft minutes of every such meeting (if they have been approved by the Chair of that meeting), the signed minutes of every such meeting and any report, document or other paper considered at any such meeting are, as soon as is reasonably practicable, made available to the Board.
151. The Local Governing Committee may invite attendance by persons who are not LGC members where such attendance is considered by the members of the Local Governing Committee to benefit its deliberations.

Amendment to these Terms of Reference

152. Section 15 will be subject to review in each academic year and may be subject to amendment by the Board.

16 Terms of Reference for Meetings of the Chairs Network

The function of this group is advisory in nature.

Introduction

151. The purpose of the group is to:
 - Support and monitor the role of each Academy Chair within Together Learning Trust MAT.
 - To establish consistent working practices across the MAT and Local Governing Committees.
 - To provide training, advice, and a peer networking opportunity for all MAT appointed Chairs.
 - To ensure effective lines of communication between the Trust Board and Local Governing Committees.

Membership

152. Composition of the Chairs Network will be:
 - CEO of Together Learning Trust
 - Chair of Together Learning Trust Board of Trustees
 - Chairs of each member Academy (should the Chair of Governors from an Academy be unable to attend, the Vice Chair or another nominated representative should attend the meeting)
 - Chairs of the Trust Board Committees (only if required or if the Chair of Together Learning Trust Board is unable to attend).

Duties

153. The Group has been established by the Together Learning Trust Board of Trustees in order to:
 - Ensure that the vision of Together Learning Trust and the ethos and values of the Trust are consistently applied and shared.
 - Ensure regular and accurate transfer of knowledge to members of the Local Governing Body.
 - Provide an opportunity for Chairs to share good practice, debate and discuss areas of challenge.

- Provide an opportunity for Chairs to feedback to the Trust on “what is working well” and “areas for development”.
- Feedback actions to LGC or full Trust Board or relative committee. CEO can also take decision or action to relevant body.
- Develop, establish, and implement common and consistent practices in all aspects of Academy governance.
- Develop and implement a Trust wide policy to encourage succession planning for Vice Chairs and aspiring Chairs.
- Identify and undertake new initiatives which affect the role of Chairs through regular training, briefings, and peer to peer mentoring.
- To act as an input to wider MAT policies i.e., Talent Management and Succession Planning.
- To be an additional conduit for effective communication.
- Review the Trust’s Scheme of Delegation annually.

Meetings

154. The Together Learning Trust Chairs’ Group will meet as a minimum of 3 times per year.

17 Conditions of appointment for Trustees and/or LGC Members

Persons Ineligible to be Trustees and/or LGC Members

- 155 No person shall be qualified to be a Trustee or LGC Member unless he or she is aged 18 or over at the date of his or her election or appointment. No current student/pupil of the Local school shall be an LGC member.
- 156 Trustee or LGC Member shall cease to hold office if he or she:
- Becomes incapable by reason of mental disorder, illness, or injury of managing or administering his or her own affairs.
 - Is absent for a maximum of 3 consecutive meetings without submitting apologies.
 - The Board may terminate the appointment of any LGC member whose presence or conduct is deemed by the Board not to be in the best interests of the Company or the Local School
 - Is disqualified from acting as a trustee by virtue of section 72 of the Charities Act 1993 (or any statutory re-enactment or modification of that provision).
 - Acts or seeks to act against the Trust in any legal matter.
- 157 A person shall be disqualified from holding or continuing to hold office if:
- His or her estate has been sequestrated and the sequestration has not been discharged, annulled or reduced.
 - He or she is the subject of a bankruptcy restrictions order or an interim order.
 - He or she has been removed from the office of charity trustee or trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of any misconduct or mismanagement in the administration of the charity for which he or she was responsible or to which he or she was privy, or which he or she by his or her conduct contributed to or facilitated.
 - He or she is included in the list of teachers and workers with children or young persons whose employment is prohibited or restricted under section 1 of the Protection of Children Act 1999; or
 - He or she is disqualified from working with children under section 35 of the Criminal Justice and Court Services Act 2000.
 - He or she is a person in respect of whom a direction has been made under section 142 of the

Education Act 2002.

- He or she has, at any time, been convicted of any criminal offence, including any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, but excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section 72 of the Charities Act 1993.
- He or she has not provided to the Chair of the Board a criminal record certificate at an enhanced disclosure level under the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012. In the event that the certificate discloses any information which would in the opinion of the Chair of the Board confirm their unsuitability to work with children that person shall be disqualified. If a dispute arises as to whether a person shall be disqualified, a referral shall be made to the Secretary of State to determine the matter. The determination of the Secretary of State shall be final.

158 Where a person becomes disqualified from holding, or continuing to hold office he or she, shall upon becoming so disqualified, give written notice of that fact to the Clerk.

Conflicts of Interest

159 The income and property of the Trust and Local School must be applied solely towards the provision of the Objects as detailed in the Articles. The restrictions which apply to the Trustees with regard to having a Personal Financial Interest shall also apply to the LGC Members.

160 Any Trustee or LGC Member who has any duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with his or her duty to act solely in the interest of the Trust shall disclose that fact to the appropriate Clerk as soon as he or she becomes aware of it. Any employee of the Trust at Executive level cannot have membership at any level on a Local Governing Committee within the Trust.

Trustees or LGC Members must absent themselves from any discussions in which it is possible that a conflict will arise between his or her duty to act solely in the interests of the Trust and any duty or personal interest (including but not limited to any Personal Financial Interest).

18 Trust Statutory Policies

Key: Approving Committee

| | | | |
|-------------------------|-----|--------------------|-----|
| Audit, Finance and Risk | (A) | Pay & Remuneration | (P) |
| Education and Standards | (E) | Trust Board | (T) |
| LGC | (L) | | |

| | |
|---|-------|
| Behaviour Policy (including behaviour principle written statement and School Exclusion*) | E |
| Capability Policy | E |
| Complaints Procedure | A |
| Data protection (including Protection of biometric information of children) | A |
| Equality information and objectives (<i>statutory review cycle every 4 years</i>) | A |
| Health and Safety | A |
| Instrument of Government (Governors Handbook) | T |
| Teacher's Pay and Grading Policy | E & P |
| Recruitment Policy (Safer Recruitment & Single Central Record of Recruitment and Vetting Checks) | E |
| Safeguarding (Child Protection policy and procedures) including statement of procedures for dealing with allegations of abuse against staff | E |
| Staff Disciplinary | E |
| Staff Code of Conduct | E |
| Staff Grievance | E |
| Trustees & Governors Allowances (Expenses Policy) – Schemes for paying | A |
| Whistleblowing | A |

19 Trust Non-Statutory Policies/Statements/Procedures

| | |
|---|---|
| Appraisal (Performance Development) | P |
| Agency Workers Policy | A |
| Bullying and Harassment | E |
| Business Continuity Plan | A |
| Code of Safe Working Practice | A |
| Cycle to Work Scheme Policy | A |
| Freedom of Information Policy | A |
| Flexible Working (Work and families) | E |
| Home Working Policy | E |
| Leave of Absence | A |
| Local Government Pension Scheme Discretionary Benefits Policy | A |
| Maternity, Paternity & Adoption Leave (Including Shared Parental Leave) | A |
| Records Management Policy | A |
| Redeployment Policy | A |
| Redundancy Policy | A |
| Risk Management Policy | A |
| Social Media Policy | E |
| Staff Attendance Management | A |
| Stress Policy | E |
| Substance Misuse Policy | E |

| | |
|--|---|
| Training and continuing Professional Development | E |
| Travel and Subsistence | A |

20 Local School Statutory Policies

| | |
|---|---|
| Accessibility Plan (<i>statutory review cycle every 3 years</i>) | L |
| Admission arrangements (Link to local authority) | L |
| Attendance & Punctuality Policy | L |
| | L |
| Careers guidance: careers programme and provider access statement (CEIAG) | L |
| Charging and Remissions | L |
| Children with health needs who cannot attend school | L |
| Early Years Foundation Stage Policy | L |
| E-Safety Policy | L |
| First Aid | L |
| Looked-after and previously looked-after children (Young people in care – designated teacher) | L |
| Early Career Teachers (ECTs) | L |
| Premises Management documents | L |
| Register of Pupil's Admission and Attendance (Live document) | L |
| School Information Published on School Websites (Live document)** | L |
| Relationships Education (Primary) & Relationships and Sex Education Secondary) | L |
| Register of Business Interests of Headteachers and Governors (Live document) | L |
| Single Central Record of Recruitment and Vetting checks (Live Document) | L |
| Special Educational Needs & Disability | L |
| Supporting pupils with medical conditions | L |

21 Local School Non-Statutory Statements/Procedures

| | |
|---|---|
| Adverse Weather Policy | L |
| Character Education Policy | L |
| Curriculum *** | L |
| Clear Desk and Screen Policy | L |
| Dress Code Policy | L |
| Fire and Emergency Evacuation Strategy | L |
| Home School Agreement | L |
| Lettings/Community use | L |
| Literacy Policy | L |
| Marking and Assessment Policy | L |
| Marking and Feedback Policy | L |
| Positive Handling Policy | L |
| Pupil Anti Bullying and Cyber Bullying Policy | L |
| Pupil Anti-Drugs Policy | L |
| Staff Mobile (Smartphone) Use Policy | L |

| | |
|--------------------------------|---|
| Pupil Assessment Policy | L |
| Privacy Notice | L |
| Off Site Visits and Activities | L |
| Reasonable Force Policy | L |
| Reporting Absence Policy | L |
| Uniform Code | L |

* Potentially a Trust policy for a supported school.

** Document needed to detail what should be covered.

*** Requirement for website only.

22 Financial Policies & Procedures

| | |
|---|---|
| Summary of Financial Authorisation Levels | A |
| Financial Procedures Manual | A |
| Accounting Policy | A |
| Anti-Fraud & Corruption Policy | A |
| Investment Policy | A |
| Procurement Policy | A |
| Reserves Policy | A |
| Trustee & Governor Expenses Policy | A |

Appendices

1. Summary of Delegations

Please see the separate spreadsheet for decision making and accountability matrix, which describes the specific delegation of power and responsibilities. A link to this can be found below.

[TLT Scheme of Dels - Tick sheet - Sept 23 Approved.xlsx](#)

2. Updates and alterations summary

| | |
|--|---|
| Section 1 | Welcome – Names removed – New Chairs not yet known.. |
| Section 2 – Page 6 | Rewording from ‘should determine and articulate a clear vision as to where they want the school to be in three to five years’ time’ to articulate a clear vision in line with the Trust vision’ |
| Section 3-Summary of Tiers of Governance | Clarification added to LGC composition information. |
| Section 4 – point 7 | RSC amended to Regional department for Education. |
| Section 5 – point 16 | Section reworded – simplified. |
| Section 5 – point 23 | Wording amended to ‘monitor the spend’ |
| Section 5 – point 26/27/28/29 | Amended to include the role of Central Trust Support |
| Section 5 – point 30/31 | Amended to include the role of Business & Compliance Manager |
| Section 5 – point 45 | Amended ‘Appendix 1’ to ‘Summary of Delegations’ |
| Section 5 – point 61 | Wording amended from ‘on an annual basis to ‘in writing’ |
| Section 8 – point 79 | Additional point added regarding the hearing of pay appeals from staff by the Pay & Remuneration committee. |
| Section 9 – page 23 | Wording slightly amended to reflect text from the diagram in Section 3. |
| Section 10 – point 89/90 | Detail added to the composition of the Executive Leadership Team |
| Section 11 – point 91 | Detail added to the roles of the Central Support Team |
| Section 13 – point 95 | New Trustee and vacant positions added |
| Section – point 98 | Detail added to Trustee Term of Office renewal |
| Sections 14 – point 122 | Detail added regarding membership, vacant positions and changing composition. |
| Section 14 – point 124 | Detail added to the position of staff governor. |
| Section 14 – point 125 | Amended to include reference to Central Support Team |
| Section 14 – point 129/130 | Wording changed to ‘Trust Board in conjunction with’ |
| Section 17 – point 160 | Clarification re Trust members sitting on LGC’s. |
| Section 18 | Behaviour Policy moved to Trust Statutory policy |
| | |
| | |
| | |

3. Evaluation Framework



Confederation
of School Trusts

ASSURANCE CAPACITY FRAMEWORK FOR TRUST GOVERNANCE

The [Competency Framework for Governance](#) (DfE 2017) sets out the knowledge, skills and behaviours required to be a governor or trustee. However, trustees are more than a loose group of knowledgeable, skilled and capable people working together. They also form a corporate entity – the trust board. CST’s improvement capacity framework adapts the sixteen core competencies in the Competency Framework as a basis for trust boards to assess their corporate capacity and effectiveness. The framework also draws on CST’s work around trusts as new civic structures with responsibilities to work with partners and other civic actors to advance education in the public interest in a locality or region.

This framework is intended to support and complement the Assurance Framework for School Improvement developed in the South West by the RSC office, trust leaders, ISOS and Robert Hill Consulting.

The 16 elements of the Assurance Framework for Trust Governance

| Strategic leadership | Accountability | People and structures | Compliance | Evaluation |
|--|--|-------------------------------|--|-------------------------|
| 1.Setting direction | 6.Educational improvement | 12.Building an effective team | 14. Statutory and contractual requirements | 15. Self-review |
| 2.Culture, values and ethos | 7.Analysis of data | 13. Structures of governance | | 16. Board effectiveness |
| 3.Decision-making | 8.Financial frameworks/ accountability | | | |
| 4.Collaborative working and civic responsibility | 9.Financial management | | | |
| 5.Risk management | 10.Staffing and performance management | | | |
| | 11.External accountability | | | |

How to use the framework

For each of the 16 elements of Assurance, the framework includes guiding questions to consider, as well as descriptors of what strong and weak improvement capacity would look like in a trust at board level.

- Use the questions and descriptors to rate your trust against each element along a four-point scale:
- Red (weak capacity)
- Amber Red (AR)
- Amber Green (AG)
- Green (strong capacity)

Descriptors have deliberately not been provided for the “Amber Red” and “Amber Green” ratings. If you think that your trust matches neither the “Red” nor the “Green” descriptor, think about which end of the scale it is closer to, and choose the appropriate rating. The right-hand column of the framework has space for you to mark your rating and make some brief notes about your rationale for choosing that rating. You should note evidence that supports your rationale.

The framework is diagnostic, not evaluative or judgemental. The aim is to identify your trust board’s most significant areas of strength and challenge, so that you can build your capacity for governance improvement. A “Green” rating does not mean that an element is currently perfect, just that it is an area of strength upon which to build. Likewise, a “Red” rating does not imply failure, it simply highlights an area where capacity building or improvement should be a priority.

Priorities for improvement and action planning

As well as capturing the overall scores from your self-assessment you may also find it helpful to make a note of the key issues you identified for each of the priority areas and start to identify the actions you plan to take as a trust board to address these issues.

The table in Annex A is an example of what an action plan might look, including the type of evidence you might have identified and captured from the self-assessment.

THE ASSURANCE FRAMEWORK FOR GOVERNANCE

| Element (board competence) | Questions to consider | (Red) Weak looks like: | (Green) Strong looks like: | Current rating and evidence |
|--|--|---|--|-----------------------------|
| <p>1. Setting direction</p> | <p>Does the board have a strategy?</p> <p>How consistent is the trust's strategy with the organisation's purpose and values, and responsibilities for long-term success?</p> <p>Does the strategy include an ambition to contribute to wider system capacity and the common good?</p> <p>Is there a balance between the focus on immediate issues and long-term success?</p> | <p>The Board:</p> <ul style="list-style-type: none"> ● Is too involved and/or lost in the operational detail ● Has no strategy ● Is led by the executive ● Has an undue focus on short-term time horizons | <p>The Board:</p> <ul style="list-style-type: none"> ● Thinks strategically ● Sets direction ● Agrees a strategy ● Plans, prioritises, monitors progress ● Focuses on sustainability with a long-term orientation | <p>R AR AG G</p> |
| <p>2. Culture, values and ethos</p> | <p>Does the board have a clear and shared understanding of the behaviours it expects from others?</p> <p>To what extent is the board's own way of operating a reflection of the values the</p> | <p>The Board:</p> <ul style="list-style-type: none"> ● Decisions and behaviours do not align with the organisation's stated values and ethos ● Does not test the alignment between | <p>The Board:</p> <ul style="list-style-type: none"> ● Determines organisational values and culture ● Ensures conduct and operation of the Board and wider organisation | |

| Element (board competence) | Questions to consider | (Red) Weak looks like: | (Green) Strong looks like: | Current rating and evidence |
|----------------------------------|--|--|--|-----------------------------|
| | <p>organisation is promoting? Can we give good and bad examples?</p> <p>How does the board articulate and communicate what it considers to be acceptable operational practices?</p> <p>What behaviours are being driven when setting strategy and financial targets?</p> <p>What does the workforce say about the 'tone from the top?'</p> | <p>culture, values and operational processes AND/OR does not know what the workforce thinks about tone from the top.</p> <ul style="list-style-type: none"> ● Fails to recognise the consequences of running the organisation based on self-interest and other poor ethical standards | <p>embodies culture, values, ethos</p> <ul style="list-style-type: none"> ● Ensures that policy and practice align with the organisation's culture, values and ethos ● Has evidence from the workforce | |
| <p>3. Decision-making</p> | <p>Have relevant members of the executive team been invited to explain the issues at the earlier stages, enabling all trustees/ directors to share concerns or challenge assumptions well before the point of decision?</p> <p>Does the board have a well-established process for identifying, and does it understand the reporting</p> | <p>The Board:</p> <ul style="list-style-type: none"> ● takes decisions that result in financial or other material benefits for members/ trustees/ directors, their family or friends ● Fails to put aside vested or personal interests to make decisions that are in | <p>The Board:</p> <ul style="list-style-type: none"> ● Takes decisions in an open and transparent manner and in the public interest ● Takes decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias | |

| Element (board competence) | Questions to consider | (Red) Weak looks like: | (Green) Strong looks like: | Current rating and evidence |
|--|--|---|--|-----------------------------|
| | arrangements for related party transactions? | <p>the best interests of all pupils/students</p> <ul style="list-style-type: none"> ● Attempts to avoid external scrutiny or reporting ● Fails to listen to and act upon concerns that are raised | <ul style="list-style-type: none"> ● Knows when to seek advice ● Is comfortable submitting itself to external scrutiny ● Is truthful in its actions, decision and reporting and demonstrates the highest standards of public life | |
| 4. Collaborative working and civic responsibility | <p>Has the board sought input from stakeholders to be comfortable that it has a rounded view on decisions?</p> <p>Can the board explain how the impact on key stakeholders has been taken into account?</p> <p>Does the board understand its wider civic responsibilities and work in partnership to build relations across the local education community?</p> | <p>The Board:</p> <ul style="list-style-type: none"> ● Is disconnected from the parent body and the community ● Is isolationist ● Is reticent and/or secretive | <p>The Board:</p> <ul style="list-style-type: none"> ● Understands views/needs of parents, carers and the community ● Enables productive relationships ● Builds trust and shared ownership ● Works in partnership with other civic actors to advance education for the public good | |

| Element (board competence) | Questions to consider | (Red) Weak looks like: | (Green) Strong looks like: | Current rating and evidence |
|-----------------------------------|--|---|---|-----------------------------|
| | | | <ul style="list-style-type: none"> ● Is credible, open and honest | |
| 5. Risk management | <p>Does the board have a clear idea of the key risks the organisation faces and is it satisfied that enough mitigation is in place?</p> <p>Is risk discussed as a core part of every decision?</p> | <p>The Board:</p> <ul style="list-style-type: none"> ● Treats the risk register as a static document to be reviewed perhaps once a year ● Focuses excessively on risk mitigation OR gives insufficient attention to risk ● Has a compliance mindset and fails to treat risk as part of the decision-making process | <p>The Board:</p> <ul style="list-style-type: none"> ● Knows the principles and processes of risk management ● Identifies, evaluates and monitors risk ● Ensures risks are aligned with strategic priorities ● Avoids conflicts of interest | |
| 6. Educational improvement | <p>Does the board understand the importance and impact of high-quality teaching to improving outcomes?</p> <p>Does the board know and understand the organisation's</p> | <p>The Board:</p> <ul style="list-style-type: none"> ● Has insufficient knowledge and ability to test underlying assumptions about the process of | <p>The Board:</p> <ul style="list-style-type: none"> ● Sets clear expectations re the process of improvement and intended outcomes | |

| Element (board competence) | Questions to consider | (Red) Weak looks like: | (Green) Strong looks like: | Current rating and evidence |
|-----------------------------------|--|---|---|-----------------------------|
| | <p>curriculum philosophy, the rationale for this and the importance of a broad and balanced curriculum?</p> | <p>improvement and is unable to challenge effectively</p> <ul style="list-style-type: none"> ● Has insufficient knowledge and ability to test underlying assumptions about the curriculum and is unable to challenge ● Fails to challenge a lack of openness by the executive | <ul style="list-style-type: none"> ● Defines the range and format of information and data needed in order to hold executive leaders to account ● Understands the curriculum design and intent and can rigorously question implementation and impact | |
| <p>7. Analysis of data</p> | <p>Does the board know and understand how pupil attainment and progress data are collected, quality assured and monitored across the organisation?</p> <p>Is the board monitoring the impact on workload?</p> <p>Does the board know the performance of the schools in</p> | <p>The Board:</p> <ul style="list-style-type: none"> ● Has insufficient knowledge about published data and/or assessment data to test underlying assumptions and is unable to challenge effectively ● Has inadequate information or analysis/ poor quality | <p>The Board:</p> <ul style="list-style-type: none"> ● Uses published data to understand which areas of performance need improvement ● Questions the executive on whether they are collecting the right data | |

| Element (board competence) | Questions to consider | (Red) Weak looks like: | (Green) Strong looks like: | Current rating and evidence |
|--|---|--|--|-----------------------------|
| | the trust compare with similar schools locally and nationally? | papers/ insufficient notice | <ul style="list-style-type: none"> Challenges leaders re purposeful, efficient and valid assessment data | |
| 8. Financial frameworks/ accountability | <p>Does the board have in place financial policies and procedures including mechanisms for ensuring financial accountability?</p> <p>Does the board have strong internal control processes to ensure propriety and value for public money?</p> <p>Does the board know how the financial health and efficiency of the organisation compares with similar organisations locally and nationally?</p> | <p>The Board:</p> <ul style="list-style-type: none"> Has insufficient knowledge about financial framework or accountability to test underlying assumptions and is unable to challenge effectively Has insufficient or no financial controls in place Has inadequate information or analysis/ poor quality papers/ insufficient notice | <p>The Board:</p> <ul style="list-style-type: none"> Ensures integrity of financial information received by the board Establishes robust financial controls Is rigorous in questioning whether enough is being done to drive efficiency and align budgets to educational priorities | |
| 9. Financial management | Does the board have a process for resource allocation | The Board: | <p>The Board:</p> <ul style="list-style-type: none"> Assimilates financial implications of priorities | |

| Element (board competence) | Questions to consider | (Red) Weak looks like: | (Green) Strong looks like: | Current rating and evidence |
|---|---|--|---|-----------------------------|
| | <p>focussing allocations on impact and outcomes?</p> <p>Does the board have a viable financial strategy and plan which ensure sustainability and solvency?</p> | <ul style="list-style-type: none"> ● Has no process for, or attention to resource allocation ● Has insufficient financial knowledge and is unable to challenge effectively ● Has inadequate information or analysis/ poor quality papers/ insufficient notice | <p>and use this to make decisions about funding</p> <ul style="list-style-type: none"> ● Interprets financial data and asks informed questions about income, expenditure and resource allocation and alignment with the strategic plan priorities | |
| <p>10. Staffing and performance management</p> | <p>Does the board know the organisation’s annual expenditure on staff and is benchmarked?</p> <p>Does the board know how staff are recruited to the organisation and how this compares to good recruitment and retention practice?</p> <p>Does the board set or sign off the performance management</p> | <p>The Board:</p> <ul style="list-style-type: none"> ● Has not considered staffing and leadership structures ● Has not ensured human resource policies are in place ● Does not link pay considerations to | <p>The Board:</p> <ul style="list-style-type: none"> ● Ensures that the staffing and leadership structures are fit for purpose and benchmarked ● Takes responsibility for pay policy ● Considers implication of pay decisions in the | |

| Element (board competence) | Questions to consider | (Red) Weak looks like: | (Green) Strong looks like: | Current rating and evidence |
|------------------------------------|---|--|--|-----------------------------|
| | <p>framework in line with strategic goals and priorities and how this links to the criteria for staff pay, progression, objective setting and development planning?</p> <p>Is there a robust process for setting executive pay and is it benchmarked and evidence-based?</p> <p>Does the board treat people as a strategic asset?</p> | <p>funding or the spending plan</p> <ul style="list-style-type: none"> Does not have a robust process for setting executive pay and/or the executive is involved in consideration of their own pay | <p>context of the spending plan</p> <ul style="list-style-type: none"> Takes responsibility for a robust and evidence-based process for setting executive pay | |
| 11. External accountability | <p>Does the board know and understand the purpose, nature and processes of formal accountability and scrutiny (e.g. DfE, Ofsted, ESFA etc.) and what is required by way of evidence?</p> | <p>The Board:</p> <ul style="list-style-type: none"> Avoids accountability and/or blames someone else (government or regulators) Ducks responsibility to challenge leaders on counter-productive behaviours which sets low standards | <p>The Board:</p> <ul style="list-style-type: none"> Ensures systems are in place to meet the demands of scrutiny Ensures the board is accessible and answerable to parents, carers and the community. Uses relevant data/information to present verbal and written | |

| Element (board competence) | Questions to consider | (Red) Weak looks like: | (Green) Strong looks like: | Current rating and evidence |
|---------------------------------------|---|---|---|-----------------------------|
| | | | responses to external scrutiny | |
| 12. Building an effective team | <p>Does the board foster a culture where constructive challenge is welcomed; thinking is diverse; a variety of experiences and perspectives are welcomed; and continuous improvement is the norm?</p> <p>Does the board understand the role of the governance professional as in-house counsel and advisor?</p> | <p>The Board:</p> <ul style="list-style-type: none"> ● Is characterised by absence of trust— factions, cliques, personal attacks, dominant personality or group OR is characterised by fear of conflict— seeks artificial harmony rather constructive debate OR Is dominated by complacent or intransigent attitudes ● The board does not have an accredited clerk or governance professional – may use the executive’s PA ● OR the clerk/ governance | <p>The Board:</p> <ul style="list-style-type: none"> ● Is honest, reflective and self-critical ● Demonstrates professional ethics, values and sound judgement ● Recognises the importance and status of the clerk/governance professional role in advising the board | |

| Element (board competence) | Questions to consider | (Red) Weak looks like: | (Green) Strong looks like: | Current rating and evidence |
|--|--|--|---|-----------------------------|
| | | <p>professional has no status or value other than as the minute-taker</p> | | |
| <p>13. Structures of governance</p> | <p>Does the board understand its role, responsibilities and accountabilities, particularly in relation to being the employer and duties under Company Law and Charity Law?</p> <p>Is there significant separation across the governance structure?</p> | <p>The Board:</p> <ul style="list-style-type: none"> ● Does not understand its roles and responsibilities and operates as if it were the governing body in a maintained system ● Encroaches into operational activity and transgresses the boundary between executive and non-executive roles ● Has no separation between Members and Trustees/ Directors or between Trustees/ Directors and academy committees | <p>The Board:</p> <ul style="list-style-type: none"> ● Understands its roles and responsibilities, particularly as the employer and under Company Law, Charity Law and the regulatory environment. ● Designs a governance and committee structure that is fit for purpose and appropriate to the scale and complexity of the organisation ● Understands the role of the executive ● Has clear separation at all tiers of governance | |

| Element (board competence) | Questions to consider | (Red) Weak looks like: | (Green) Strong looks like: | Current rating and evidence |
|---|---|---|---|-----------------------------|
| | | <ul style="list-style-type: none"> ● Has no scheme of delegation and/or does not understand where decisions are made | <ul style="list-style-type: none"> ● Has a robust scheme of delegation | |
| 14. Statutory/contractual requirements | Does the board understand the legal frameworks and context in which the organisation operates and the requirements with which it must comply? | <p>The Board:</p> <ul style="list-style-type: none"> ● Does not know or understand its legal responsibilities and accountabilities ● Is non-compliant in one or more ways ● Fails to seek specialist help and advice | <p>The Board:</p> <ul style="list-style-type: none"> ● Knows its legal responsibilities and accountabilities ● Identifies when specialist advice may be required ● Identifies non-compliance | |
| 15. Self-review | <p>Does the board understand its corporate strengths and weaknesses?</p> <p>Does it take action to address weaknesses through recruitment, support and/or training?</p> | <p>The Board:</p> <ul style="list-style-type: none"> ● Is inward facing ● Has no process for self-review ● Does not evaluate the impact of individual contributions to effective governance | <p>The Board:</p> <ul style="list-style-type: none"> ● Is outward-facing and focused on learning from others to improve practice ● Demonstrates the agreed values and culture of the organisation and what impact individual contribution is making to effective governance | |

| Element (board competence) | Questions to consider | (Red) Weak looks like: | (Green) Strong looks like: | Current rating and evidence |
|---------------------------------------|--|--|---|-----------------------------|
| | | | <ul style="list-style-type: none"> Undertakes annual self-review including individual evaluation to ensure each trustee/ director continues to contribute effectively. | |
| <p>16. Board effectiveness</p> | <p>Has the board undertaken independent external evaluation?</p> <p>Does the board encourage a culture of external/ peer review to open the organisation up to independent scrutiny as part of continuous improvement?</p> <p>How does the board assess and measure the <i>impact</i> of its decisions on financial performance and the <i>impact</i> on outcomes for children, young people and</p> | <p>The Board:</p> <ul style="list-style-type: none"> Focuses on process not outcomes Is suspicious of external evaluation or scrutiny Is defensive and/or rejects feedback from external scrutiny | <p>The Board:</p> <ul style="list-style-type: none"> Evaluates the impact of its decisions on pupil outcomes Utilises feedback from external scrutiny to inform decisions about its development Undertakes annual evaluation taking into consideration composition, diversity and how effectively members work together corporately to achieve objectives.¹ | |

¹ The Financial Reporting Council’s UK Corporate Governance Code recommends independent board evaluation once every three years. CST provides this service in association with Stone King LLP.

| Element (board competence) | Questions to consider | (Red) Weak looks like: | (Green) Strong looks like: | Current rating and evidence |
|----------------------------|----------------------------------|------------------------|----------------------------|-----------------------------|
| | communities (impact governance)? | | | |

ANNEX A TABLE ONE: EXAMPLE OF AN ACTION PLAN (ILLUSTRATIVE ONLY)

| Focus Area | What were the key issues identified? | What do we need to do about it as a trust board? | What progress do we want to see in the next 12 months? |
|---------------------------------------|--|--|--|
| Culture, values and ethos (AR) | <p>The board has no evidence about what staff think about whether or how the board sets the tone from the top.</p> <p>Some feedback from senior staff that they don't understand the added value of the trust board.</p> <p>There is a statement of values but the board has not considered what it considers to be acceptable operational practices that aligns with values and the development of a 'One Trust' culture.</p> | | |
| Collaborative working and | The board is has not given attention to how it relates to and communicates with the parent body, | | |

| | | | |
|--|--|--|--|
| <p>civic responsibilities (AR)</p> | <p>other than regular communication to parents through our individual schools</p> <p>The board has up until now focused on the schools in our own trust – we have not yet developed strong partnerships in our locality with other trusts, schools and/or with other civic partners.</p> | | |
| <p>Risk management (Red)</p> | <p>The board treats the risk register as a static document to be reviewed once a year.</p> <p>We have not routinely built conversations about risk and risk-mitigation into our decision-making.</p> <p>Our approach to risk is under-developed.</p> | | |
| <p>Board effectiveness (AR)</p> | <p>We have never had an independent evaluation.</p> <p>The board needs to test whether we truly focus on impact, or whether we are in fact too focused on processes.</p> <p>We need to develop an approach to impact governance.</p> | | |

4. Useful Links & Websites

Academy Trust Handbook: <https://www.gov.uk/guidance/academy-trust-handbook>

DfE Governance Handbook: <https://www.gov.uk/government/publications/governance-handbook>

Keeping Children Safe in Education: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Together Learning Trust website: <https://togetherlearningtrust.co.uk/>

National Governance Association website: <https://www.nga.org.uk/Home.aspx>

Confederation of School Trusts: <https://cstuk.org.uk/>

Regional Department for Education Directors: <https://www.gov.uk/government/organisations/regional-department-for-education-dfe-directors>

<https://www.nga.org.uk/media/xsfpijal/nga-glossary-20221221.pdf>

5. Trust Strategic Plan (*please note there will be further changes made to this info graphic).

Improvement Priorities (5 years at a glance)

| | Grow | Excel | Learn |
|-------|--|--|--|
| 22-23 | Align all staffing structures in all secondary schools especially leadership structures that develop clear leadership succession in all schools and phases. Develop Central Team and Core Subject Directors | Achieve great outcomes for all our students Align all data systems to drive high performance. Align best systems to develop Trust approach to School Improvement - Core subjects and targeted interventions Be ofsted ready | Secure great governance at all levels of the trust Secure our new secondary school with regard to excellent behaviour, attendance, personal development, leadership and curriculum and outcomes Ensure each school environment is enhanced and maintained at an exceptional standard |
| 23-24 | Focus on Primary Growth | Look to shift schools into Outstanding judgements | Understand and celebrate our community's successes |
| 24-25 | Leadership development at all levels - Train and refine leaders. Expand the leadership team in line with additional growth Sustain and develop staff culture and continue to drive our People Development Programme | Continue to great teaching and learning Further develop a broad and ambitious curriculum to meet specific needs of pupils and to invigorate a love of reading to learn. Align EBACC and Open block subjects | Continue to develop financial security and plan for sustainability and growth |
| 25-26 | Focus on Secondary Growth | Look to shift schools into Outstanding judgements | Understand and celebrate our community's successes |
| 26-27 | Further enhance leadership activity and ensure ethical practice that promotes strong mental health | Ensure Primary curriculum in all schools is consistent along with all assessments | Develop our use of technology aligned across the trust |

6. Governance Schedule 2023 – 2024

(Subject to change after publication – please check the most up to date version with the Trust Clerk).

| MEETING | Trust | Bolton Brow | Honley | Meltham Moor | Netherton | Ryburn | Brooksbank |
|---|---|-----------------|------------------|------------------|------------------|------------------|------------------|
| Trust Board 1 | Thurs 28.09.23 Trustees to meet 5pm for 30 minutes 5.30-7:00pm Trust Administration Compliance Documentation | - | - | - | - | - | |
| Education, Standards & Risk Committee 1 | Tues 17.10.23 Trustee's Report, Results and Performance. QA | - | - | - | - | - | |
| LGC PAY COMMITTEE1 ----- LGC1 Committee Admin and Headteachers Report | (NB. Headteacher Performance Development meeting with CEO, SIP and governors needs to have taken place prior to LGC Pay Committee1) | | | | | | |
| | - | Mon 16.10.23 | Tues 24.10.23 | Weds 18.10.23 | Tues 17.10.23 | Tues 24.10.23 | Weds 25.10.23 |
| HALF TERM (30TH Oct – 3rd Nov) | | | | | | | |
| Audit, Finance & Risk Committee 1 | Thurs 26.10.23 | - | - | - | - | - | |
| Pay & Remuneration Committee 1 | Thurs 16.11.23 Ratify performance & Recommend Executive Leadership & Central Team Pay. Benchmark Performance Development and pay structures across the Trust. | - | - | - | - | - | |
| Chairs Network 1 | Tues 21.11.23 5pm – Chairs/Vice Chairs/Curriculum Links for each LGC, Chair & Vice Chair of Trustees, Chair of Education & Standards / CEO / Exec Leaders KP & DH. Theme - Best Practice / Curriculum | | | | | | |
| Audit, Finance and Risk Committee 2 | Tues 05.12.23 | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|--|
| Trust Board 2*** | Thurs 14.12.23 Trustees to meet at 5pm for 30 mins. 5:30 – 7:00pm Trustee's Report, Invite Auditors | - | - | - | - | - | |
| Members 1 – AGM*** | Thurs 14.12.23 7.00 – 8:00pm | - | - | - | - | - | |
| CHRISTMAS BREAK (25th Dec 2023 – 9th Jan 2024) | | | | | | | |

| MEETING | Trust | Bolton Brow | Honley | Meltham Moor | Netherton | Ryburn | Brooksbank | |
|--|---|--------------------------------------|------------------|------------------|------------------|------------------|------------------|--|
| LGC2 | - | Mon 22.01.24 | Weds 07.02.24 | Weds 24.01.24 | Tues 23.01.24 | Weds 31.01.24 | Weds 24.01.24 | |
| Chairs Network 2 | Tues 20.02.24 – Chairs/Vice Chairs Theme – Conference Preparation | | | | | | | |
| Education, Standards & Risk Committee 2 | Tues 12.03.24 TBC (dependant on assessment dates) Trustee's Report | - | - | - | - | - | | |
| HALF TERM – (12th Feb – 16th Feb) | | | | | | | | |
| Audit, Risk & Finance Committee 3 | Tues 05.03.24 Sign off SMRSAT | - | - | - | - | - | | |
| Safeguarding Network | Thurs 7 th March – Safeguarding Link Governors / Chair of Trustees / Snr Director Behaviour & Culture / CEO / PK / KP | | | | | | | |
| LGC3 | - | Mon 18.03.24 | Weds 13.03.24 | Weds 20.03.24 | Tues 19.03.24 | Weds 13.03.24 | Weds 20.03.24 | |
| EASTER BREAK (25th March – 5th April) | | | | | | | | |
| Trust Board 3 | Thurs 25.04.24 5:30-7:00pm Trustees to meet at 5pm for 30 mins Mid-year review (Risk), Trustee's Report and CST Governance review update | Invite representatives from each LGC | | | | | | |
| MAY BANK HOL (Mon 6th May) | | | | | | | | |
| TRUST GOVERNANCE CONFERENCE | 16.05.24 (4pm – 8.30pm) – Trustees, Members, Governors, Executive & Central Team. | | | | | | | |
| HALF TERM (27th May – 31st May) | | | | | | | | |
| SEND Network | Tues 4 th June – SEND Links / Chair of Trustees / CEO / SENDCo Meltham / SENDCo Honley | | | | | | | |
| Audit, Risk & Finance Committee 4 | Tues 18.06.24 Draft Budget | - | - | - | - | - | | |

| LGC4 | | Mon 24.06.24 | Weds 03.07.24 | Weds 26.06.24 | Tues 25.06.24 | Weds 03.07.24 | Weds 03.07.24 |
|-------------------------------------|--|-----------------|------------------|------------------|------------------|------------------|------------------|
| Education, Standards & Risk 3 | Tues 02.07.24 Trustee's Report | - | - | - | - | - | |
| Trust Board 4 *** | Thurs 11.07.24 Trustees to meet at 5pm for 30 minutes 5:30pm – 7pm Budget sign off Ratify all policies | - | - | - | - | - | |
| Members 2 *** | Thurs 18.07.24 4.30pm | - | - | - | - | - | |

SUMMER BREAK (19th Jul – Sept)