



# Scheme of Delegation

Company Number: **14834565**

Approved by: **Board of Directors**

Policy Type: **Statutory**

Adopted On: **1st September 2023**

Date of Next Review: **September 2024**

Review Period: **One year**

Version control	
1.1	Adopted 1 <sup>st</sup> September 2023
1.2	Amendment November 2023, ratified by Trust Board 03/01/24

# Index

## **Introduction**

## **Trust Vision and Principals**

## **Governance structure and lines of accountability**

## **Roles and responsibilities**

Role of Members

Role of Directors

Role of Trust Committees

Role of CEO

Role of Academy Heads of School

## **Local Governing Body (LGB)**

## **Earned autonomy**

Support process and reduced delegation

## **Delegated decision-making matrix**

## **Appendices**

1. Constitution of local governing bodies
2. Audit, finance, and risk committee terms of reference
3. Curriculum and standards committee terms of reference
4. Pay committee terms of reference

# Introduction

This Scheme of Delegation has been created to clarify the strategic level of accountability and responsibilities within the Trust. Various legal and regulatory guidelines, such as the Funding Agreement, Corporate and Charity law, Academy Trust Handbook, Governance Handbook, and other DfE guidance have been considered when drawing up this document.

The Inspire Academy Movement Trust's Board of Directors holds accountability for ensuring the Trust fulfils its charitable objectives and sets the overall direction. They are responsible for maintaining solvency, compliance, and delivering the Trust's charitable objectives for the public's benefit.

According to the Trust's Articles of Association, the Board has the authority to delegate powers and functions to the Chief Executive Officer (CEO) for the internal organization, management, and control of the Academies. This includes implementing approved policies and overseeing teaching and curriculum at the Academies. The current document reflects the specific delegations that have been made.

The levels of delegation within the Trust are as follows:

- Board of Trustees (Trustees are referred to as Directors)
- Committees of Board of Directors (as defined in the Terms of Reference)
- CEO
- Local Governing Body
- Academy Heads of School

Where the Directors have delegated responsibilities for areas they are accountable for, these delegated responsibilities will be clearly documented. This includes reporting requirements and circumstances in which the Directors may intervene. However, some delegated responsibilities may be further delegated, but certain critical areas, like those of the Accounting Officer, remain the sole responsibility of the CEO.

The primary aim of this document is to ensure a consistent approach throughout the Trust and to maintain transparency in decision-making processes. In the spirit of consistency, efforts will be made to grant all academies the same levels of decision-making authority, although in some circumstances supported academies may be required to defer to the CEO.

# Trust Vision and Principles






## Vision

The Inspire Academy Movement provides opportunities for all, whether in a school of faith or of none. We offer an environment of inclusiveness, respect and compassion where everyone is supported in developing and nurturing skills that enable individuals to grow.

Innovation and collaboration empower us to offer the very best experiences that allow us to thrive and fulfil our aspirations.

Inspire is dedicated to growth, not only that of those within, but welcoming new schools to our community.

The Inspire Academy Movement will deliver its vision by:

-  Developing a Trust where all its members understand the vision and values and have a clear understanding of how it will be achieved.
-  Provide an environment based upon values whereby each and every individual aspires to be the best they can be.
-  Encouraging research to enhance the learning of all.
-  Creating strong leaders that not only impact on academic performance but on each individual.
-  Creating a strong model of school improvement that is sustainable and continues to enhance the development of our academies.

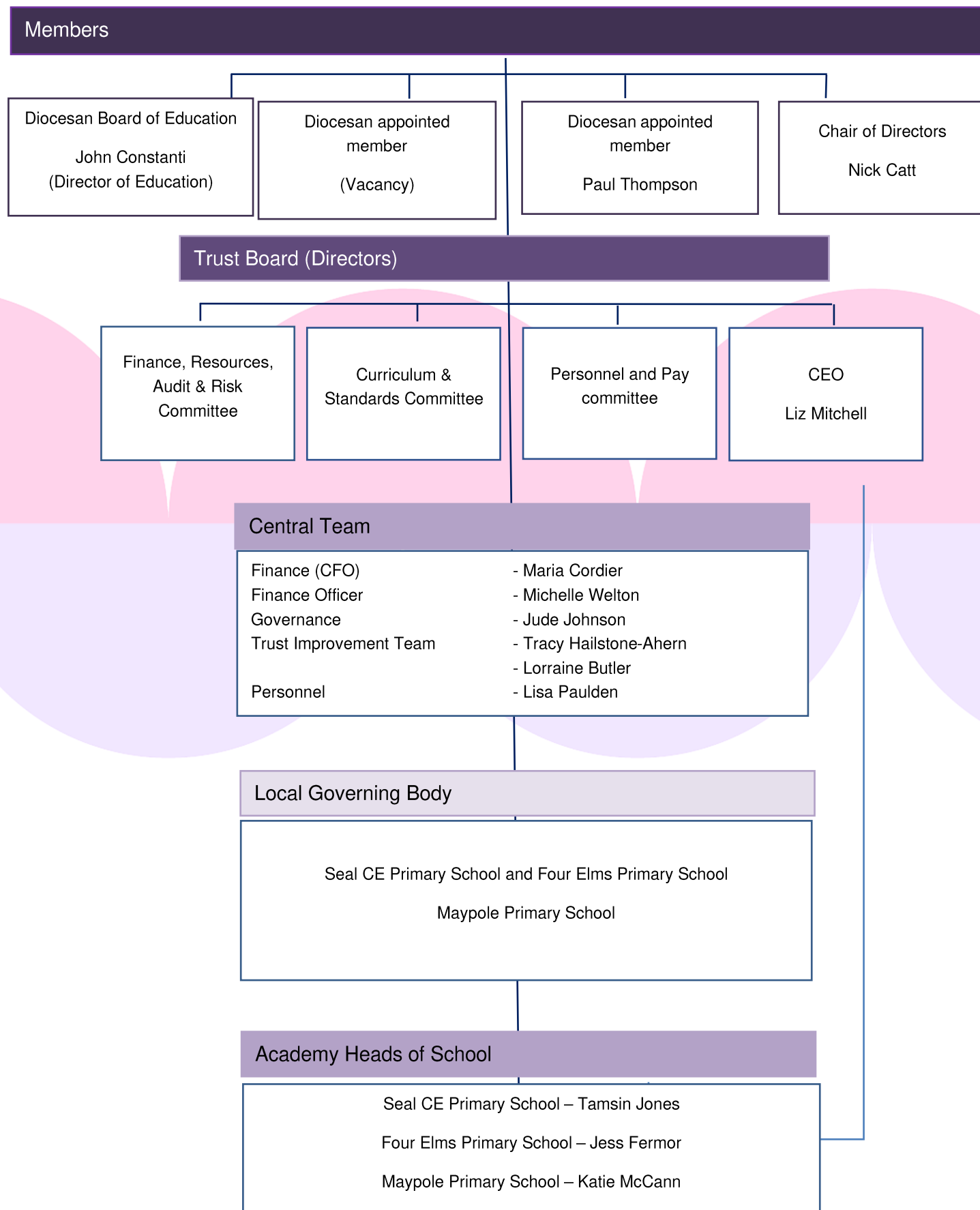
# Governance structure and lines of accountability

The Trust Board's primary responsibility is to hold the Chief Executive Officer (CEO) accountable for the overall performance of the Trust, including its constituent academies. The CEO will regularly provide reports to the Board, presenting the Trust's performance, which includes updates on the individual academies. However, these reports may be supplemented by monitoring reports from the Local Governing Bodies (LGBs).

The performance of the CEO, in turn, is overseen and managed by the Trust Board. The CEO undertakes the performance management of Academy Heads of School. Additionally, the CEO holds members of the Central Team accountable by directly managing their activities.

While the ultimate accountability rests with the Trust Board and cannot be delegated, the Board will entrust some of the detailed scrutiny, oversight, and decision-making responsibilities to others. Decision-making authority may be delegated to the CEO or specific committees, and localised decisions may be entrusted to the LGBs. However, all individuals involved in decision-making processes are ultimately accountable to the Trust Board.

## Scheme of Delegation diagram



# Roles and responsibilities

## The Role of Members

Members play a crucial yet limited role in upholding the trust governance of the academy by ensuring its effectiveness. Their status differs from that of Directors, as they are not directly involved in the day-to-day operations of the Trust. However, they remain informed about its progress.

The recruitment and replacement of Members are described in the Articles of Association. Additionally, the number of Directors that Members can appoint to the Trust Board is specified. The primary responsibility of Members is to appoint Directors who will ensure the fulfilment of the Trust's charitable objectives. If any Director fails to meet this duty, Members have the authority to remove them.

Members hold the responsibility, in direct consultation with the Trust Board, to approve any amendments made to the Trust's Articles of Association. The Trust Board submits an Annual Report, which includes the Trust's performance and annual accounts, to the Members for review.

Furthermore, Members are responsible for appointing the Trust's external auditors, reinforcing their involvement in ensuring transparency and accountability within the academy's operations.

## The Role of Directors

Within this Multi Academy Trust, Trustees are referred to as Directors.

Directors play a pivotal role in the Trust's operations and are responsible for the general control and management of the administration of the trust in accordance with the provisions set out in the memorandum and articles of association.

Their main responsibilities include:

1. Setting and communicating a vision for the Trust, strategically planning its development, and considering stakeholders' input.

2. Assessing and managing principal risks, establishing acceptable risk levels for key areas and significant projects through the Trust Risk Register.
3. Appointing and holding the Chief Executive Officer (CEO) accountable for implementing the Trust's overall performance and serving as the Accounting Officer, while also determining performance management arrangements for the CEO.
4. Appointing a qualified and experienced Chief Finance Officer (CFO) and ensuring ongoing relevant training for them.
5. Appointing a skilled Governance Professional to support the Board with the necessary knowledge for the role.
6. Ensuring full compliance with the terms of the Funding Agreement.
7. Making all strategic decisions in line with the Trust's charitable objectives as outlined in the annual report and articles.
8. Ensuring full compliance with the requirements of the Academy Trust Handbook (ATH), including overall responsibility for Trust funds and approval of financial delegation with robust internal controls.
9. Undertaking prudent financial planning to maintain the Trust's solvency and ability to fulfil its responsibilities.
10. Setting and monthly monitoring of the Trust's budget, taking an integrated approach to curriculum and financial planning and making necessary adjustments based on monitoring results.
11. Overseeing the appointment, training, and inducting of local governors, overseeing the work of Local Governing Boards (LGBs) for each academy within the Trust, and delegating roles and responsibilities to LGBs according to their capacity.
12. Agreeing end-of-key stage pupil achievement targets for each school, monitoring achievements at least three times per year, and taking necessary actions based on monitoring outcomes.
13. Setting pupil attendance targets for each school, monitoring attendance three times per year, and taking appropriate action based on monitoring results.
14. Ensuring the Executive Leader and teachers in the academies have a satisfactory work-life balance.
15. Receiving minutes of each Local Governing Board meeting, addressing issues arising from them, and challenging the CEO in cases of underperformance.
16. Ensuring appropriate arrangements are made for external verification or moderation of information provided by key personnel, such as the CEO, CFO, LGBs, or heads of school, in areas of responsibility through, for example, external advisors or consultants, audit reports, or external benchmarking data.
17. Ensuring compliance with health and safety and safeguarding obligations of the Trust.
18. Maintaining an up-to-date register of interests and documenting all declared conflicts of interest.



19. Completing the School Resource Management Self-Assessment and submitting the checklist to the ESFA by the specified annual deadline.

## The Role of Trust Board Committees

The role of committees within the Trust is to either hold delegated authority to make decisions or provide advice and support, contributing to the overall work of the Trust Board. It is important to note that these committees are not legally responsible or accountable for statutory functions; the ultimate accountability and responsibility lie with the Trust Board.

Each committee's specific responsibilities are outlined in their terms of reference. The Trust Board has the authority to appoint members and chairs for these committees. While each committee must consist primarily of Directors, the Board also has the option to include other individuals chosen for specific roles.

The Trust Board must establish either a dedicated Audit & Risk Committee or combine it with another committee. The Audit & Risk (A&R) Committee is tasked with advising on the sufficiency of financial and other controls, as well as risk management arrangements. It also oversees an internal scrutiny program and assesses the results and quality of external audits. Directors have chosen to combine A&R with the Finance and Resources Committee.

## The Role of the CEO

The Chief Executive Officer (CEO) holds the delegated responsibility for overseeing the Trust's operations, including the performance of its academies. The CEO's duties, as defined by the Department for Education (DFE), encompass a broad range of responsibilities, particularly concerning the Prevent duty and safeguarding.

The CEO has responsibility for the line management the Academy Heads of School and collaborates directly with the Chair, especially when there is full delegation to a Local Governing Board (LGB).

In addition, the CEO leads the management of the Central Team. The CEO remains accountable to the Trust Board for the performance of this team.

As the designated Accounting Officer, the CEO bears overall legal responsibility for ensuring the Trust's financial obligations are met. This involves running the organisation with financial effectiveness and stability, avoiding waste, achieving value for money, and striving for economies of scale.

The Accounting Officer must have oversight of financial transactions, by:

- ensuring the academy trust's property and assets are under the Directors' control and measures exist to prevent losses or misuse
- ensuring bank accounts, financial systems and financial records are operated by more than one person
- keeping full and accurate accounting records to support their annual accounts.

In law, the Accounting Officer is directly responsible to Parliament for the discharge of these financial responsibilities. Their annual statement on regularity, propriety, and compliance must be included in the Trust's Annual Report, declaring that their personal responsibilities to Parliament for the resources under their control throughout the year have been fulfilled.

The Accounting Officer is held to account by the Trust Board and questioned about projected and actual financial and educational outcomes, as well as projections, with Directors evaluating the robustness of mitigation strategies against the Trust Risk Register. This accountability process occurs regularly during both Trust Board and committee meetings

## The Role of Academy Heads of School

The role of the Academy Head of School entails being responsible for the day-to-day operation of the academy. While the CEO oversees the Head of School, in cases of delegation, the Head of School reports to the Local Governing Board (LGB) on delegated matters. This arrangement remains the Trusts custom, except in exceptional circumstances where the CEO may exercise their authority to override decisions made or implied by the LGB or the Head of School, as outlined in the delegated decision-making matrix.

The Head of School, in collaboration with the CEO and CFO, is tasked with creating a detailed budget for the upcoming year, utilizing the Trust's budget planning format. This budget is then submitted to the Trust Board. Once approved, the Head of School and CFO are responsible for monthly reporting on income and expenditures. These reports are communicated to the Trust CEO during regular meetings.

In cases where there are proposed variances to the budget, agreement must be reached among the Head of School and the CFO. The CFO is accountable to the Trust Board, specifically through the Trust Finance & Resources Committee, for the overall financial outcomes at the end of the year.

# Local Governing Body (LGB)

The Trust delegates a wide range of responsibilities and decisions to Local Governing Boards (LGBs), empowering them to monitor and ensure effective school operation. LGBs oversee compliance with policies and standards, while supporting the academy's ethos. The Scheme of Delegation allows the Trust Board to decide whether to delegate responsibility for each academy's performance to the LGB. In urgent situations, matters outside LGB control are delegated to the CEO or an emergency panel. Some LGBs may have decision-making powers, while others may serve in an advisory capacity. The Trust aims to provide support to maintain current levels of delegation in academies and promote "earned autonomy" within its structure.

The constitution of LGBs can be found in appendix 1.

Each Local Governing Board (LGB) is required to have a minimum of two parent governors who contribute a valuable perspective. However, it is important to note that these parent governors have the same responsibilities to the Trust as other local governors and are expected to possess similar skills. Their primary role is to support the Trust's objectives rather than acting as parent representatives.

The Head of School will produce a written report for the LGB at least three times a year, covering the main areas of the LGB's responsibilities. This report will form an integral part of the communication between LGBs and the Trust Board. It will encompass standards achieved by each year group in key curriculum areas, attendance, exclusions, behaviour, quality of teaching, and staffing matters. Additionally, the Chair of each LGB, in collaboration with the clerk, will create a brief summary after each LGB meeting, detailing the ways in which the school and the Head of School were supported or challenged. This summary will highlight any areas of concern, significant progress, and interventions implemented. In exceptional cases where there are grave concerns about the school's or the Head of School's performance, these issues may be conveyed in a confidential annex to the summary report.

The full minutes and summaries of each LGB meeting will be made available to the CEO and Directors on a regular cycle.

There will be a forum where all LGB chairs meet at least three times a year with the Chair of Directors and the CEO to discuss matters of interest or concern. This forum provides an opportunity for open communication and exchange of views.

The primary responsibilities of a Local Governing Body are as follows:

1. Ensuring full compliance with the terms of the Scheme of Delegation.
2. Planning for the academy's development within the strategic framework of the Trust, considering stakeholders' views, emphasizing the quality of education, coherence, continuity, and adhering to key priorities and performance criteria.
3. Making decisions that align with the Trust's charitable objectives, vision, and values, as stated in the annual report and articles.
4. Approving academy-level policies that reflect the academy's ethos and the Trust's policies and values.
5. Providing both challenge and support to the Head of School.
6. Collaborating with the Trust to appoint senior leaders and participating in their selection process.
7. Agreeing with the CEO on the appointment of a Clerk to the LGB.
8. Ensuring effective planning, prudent management, and careful monitoring of the impact of pupil premium and other targeted funding.
9. Agreeing end-of-key stage pupil achievement targets overall and for significant pupil groups such as the disadvantaged, monitoring achievements at least three times per year, and taking necessary action based on monitoring outcomes.
10. Setting targets for pupil attendance, monitoring attendance three times per year, and taking appropriate action accordingly.
11. Conducting an annual self-review of the LGB's performance and producing a report on their work.
12. Ensuring continuous professional development aligned with the curriculum for teachers and staff to enhance teaching quality.
13. Considering the workload and well-being of staff.
14. Maintaining an up-to-date register of interests and ensuring all conflicts of interest are declared and documented.

# Earned Autonomy

The Trust operates under the principle of delegating a wide range of responsibilities and decisions to Local Governing Boards (LGBs). These responsibilities encompass monitoring the school's adherence to agreed policies, evaluating standards, and ensuring appropriate utilisation of targeted funding. The LGB utilises its detailed knowledge and engagement with stakeholders to ensure effective leadership and service to their academy. This involves regular scrutiny of academy performance, holding the Head of School accountable for pupil outcomes and teaching quality, complying with Trust policies and preserving the academy's ethos and character.

As a committee of the Trust Board, the LGB has direct access to the Board if any concerns arise. In cases where the Trust decides not to delegate, academy councils may be established to address specific matters.

The Scheme of Delegation allows the Trust Board to determine, on a case-by-case basis, whether responsibility for academy performance is delegated to the LGB. The starting point is full delegation to each LGB, and this scheme outlines how delegation is implemented to empower LGBs and the CEO to act on behalf of the Directors within the legal structure.

Various factors, including school performance, recent Ofsted reports, financial and administrative performance, leadership, governance capacity, safeguarding, and wellbeing concerns, may influence the decision to delegate or not.

In situations where urgent matters fall outside the control of the LGB or the Head of School, they are automatically delegated to the CEO. If necessary, the CEO may seek authorisation from an emergency panel within the Trust to address these issues.

This model of "earned autonomy" may lead to different LGBs having varying levels of decision-making powers, with some acting in an advisory capacity. It is essential to understand that even LGBs with decision-making powers remain committees of the Trust Board, and their powers and functions can be modified or withdrawn by the Trust Board. When Directors have concerns about academy performance, their initial response is to offer support from within the Trust, aiming to maintain existing levels of delegation wherever possible.

## Support Process and Reduced Delegation

### Initial Concerns

- Concerns identified by monitoring or support requested by the school.

### Informal Discussion

- CEO meets with any or all of Head of School/Senior Leaders/Governors to discuss informally.
- CEO procures support at an informal level and monitors progress.
- Where situation escalates or little improvement made CEO moves support to a task group action plan.

### Task Group Action Plan

- Task Group formed of elected Directors and, if appropriate, Heads of School from the Inspire SLT forum and/ or Chairs of Local Governing Boards.
- CEO co-ordinates response of more formal support with an action plan and clearly defined timeline.
- Task Group recommends reduced delegation.

### Ongoing Support

- Task Group reviews progress at key stages.
- CEO co-ordinates response of more formal support with an action plan and clearly defined timeline.
- With progress in key areas delegations moved to LGB.

### Summary Review

- CEO presents review findings to the Trust Board.
- Action plan closes with approval for re-instatement of full delegation or autonomy is withdrawn.

# Delegated Decision-making Matrix

Key:

<b>A</b>	Means <b>Accountable</b> . The individual/ body that has ultimate accountability for ensuring completion of a task.
<b>R</b>	Means <b>Responsible</b> . The individual that has been delegated responsibility to ensure an activity is undertaken within defined and agreed time, cost and quality constraints; reporting progress as required.  In the case of the CEO, this reporting will be at board level. In the case of the Head of School, this will be at Academy LGB level.
<b>S</b>	Means <b>Support</b> . The individual/group who should provide support to those responsible for the task, during the implementation of the task. The individual / group providing support should be ready to give valuable advice/ input/ appropriate challenge where applicable.
<b>C</b>	Means the role may be <b>consulted with</b> .

All relevant parties must be kept informed of matters dealt with under the Scheme of Delegation

	Members		Trust Board		CEO	LGB	Heads of School
Board Business							
Appoint/remove members	A	R					
Appoint/remove directors as per Articles	A	R	A	R			
Elect chair of directors			A	R			
Appoint and remove trust board committee chairs			A	R			
Establish and annually review trust governance structure			A	R	C		
Agree named safeguarding director			A	R			
Agree named SEND director			A	R			
Appoint / Elect the LGB Chair			A		R	R	
Remove the LGB Chair			A		R	C	
Appoint/remove LGB governors			A		R	C	
Appoint trust governance professional			A		R		
Agree LGB clerking arrangements			A		R	C	
Articles of association: review			A	R			
Articles of association: ratify	A	R					
Agree trust committee terms of reference (annually)			A	R	S	C	C
Complete annual review of scheme of delegation			A		R		
Complete annual trust board self-review			A	R			
Complete review of local governance effectiveness	C		A		R	C	S
Publish governance arrangements on trust and schools' websites			A		R	C	S
Ensure trust website is compliant and effective			A		R		
Ensure school websites are compliant and effective			A		A	S	R



Submit annual report on the performance of the trust to members and publish		A	R		
Annually report work of LGB: submit to trust board and publish		A	C	R	S
<b>Vision and Strategy</b>					
Determine trust's vision, strategy, and key priorities		A	R	R	C
Apply trust vision and strategy to individual schools		A	R	C	R
Determine trust-wide policies which reflect the trust's ethos and values, including ensuring statutory policies are in place		A	R		
Determine school level policies		A	R	S	R
Establish risk register and conduct regular review		A	R		
Ensure engagement with stakeholders		A	R	R	R
<b>Financial Probity</b>					
Appoint and remove external auditors	A	R	C		
Appoint and performance manage chief financial officer		A	R		
Produce, review and establish trust's scheme of financial delegation (financial manual)		A	R		
Receive external auditors report	A	R			
Action recommendations made by external auditors		A	R		R
Produce annual report and accounts in line with the Charity Commission's Statement of Recommended Practice		A	R		
Submit ESFA required reports and returns		A	R		
Agree budget plan to support delivery of trust strategic priorities		A	R		
Agree budget plan to support delivery of school strategic priorities.		A	A	R	R
Monitor trust budget		A	R		

Carry out benchmarking and trust-wide value for money evaluation		C	A	R		
Agree reporting and monitoring arrangements for trust and school budgets		A	R			C
<b>Human Resources</b>						
Appoint and dismiss CEO/accounting Officer		A	R			
Performance manage CEO		A	R			
Agree CEO pay and reward		A	R			
Determine executive team staffing structure		A	R			
Conduct executive team performance management		C	A	R		
Determine school staffing structure			A		S/C	R
Conduct head of school performance management			A	R	S/C	
Trust wide pay policy, terms and conditions of employment		A	R			
Agree head of school pay and reward			A	R	S	
Review and agree staff appraisal procedure and pay progression		A	R			C
Head of school appointments and dismissal			A	R	S/C	
Determine disciplinary and capability policies		A	R			
Implement disciplinary and capability procedures - CEO		A	R			
Implement disciplinary and capability – central team		C	A	R		
Implement disciplinary and capability procedures – schools		C	A	R	S/C	R
Approval of exit payments/early retirement/pension discretion (above a certain threshold)		A	S			
<b>Education</b>						
Approve trust curriculum/school curriculum and curriculum policy		A	R			C
Ensure high standards of teaching and learning		A	R		S/C	R



Delivery of curriculum			A		R
Set targets for trust outcomes		A	R		
Plan and deliver individual school improvement interventions and strategies			A	S/C	R
Ensure compliance with Keeping Children Safe in Education, Working together to Safeguarding children and all relevant safeguarding guidance		A	A R	R	R
Agree trust behaviour policy		A	A R	C	
<b>Implement behaviour policy</b>			A		R
Review level of exclusions and suspensions and ensure compliance with statutory guidance		A R		R C	
Agree admissions policy		A	R	C	C
Admissions appeal process		A	R	C	C
Determine complaints policy		A R	S	C	
Implement complaints procedures		A R	R	R	R
<b>Community</b>					
Developing stakeholder partnerships across the trust		A	R	C	C
Developing stakeholder partnerships at school level		C	S	A	R

# Appendices

## Appendix 1

### Scheme of Delegation: Constitution of the Local Governing Bodies

The constitution for the Local Governing Bodies shall be:

- 1 Head of school from each academy overseen by the LGB
- 1 staff governor
- 2 parent governors (elected by the parental body)
- Up to 6 members appointed by the trust board, who may be recommended by the LGB.

The term of office for a governor shall be 4 years.

- No person shall be eligible to serve as a governor unless they are aged 18 or over at the date of their appointment or election.
- A governor who, without the consent of the Local Governing Body, has failed to attend their meetings for a continuous period of six months beginning with the date of the first such meeting the governor fails to attend, is, on the expiry of that period, disqualified from continuing to hold office as a local governor of that academy, or if the Directors of the Trust Board so determine.
- To be eligible for election or appointment as a Staff governor of the Local Governing Body, the candidate must be employed by the Trust at the time of election or appointment. Upon ceasing work at the Trust, a staff governor is disqualified from continuing to hold office as a such a governor.
- The Head of School will hold an Ex-officio place on the Local Governing Body and will not be subject to the six-month disqualification clause.
- Parent governors of the Local Governing Body must be a parent, or an individual exercising parental responsibility, of a registered pupil at one or more of the Academies overseen by the Local Governing Body at the time when they are they are elected or appointed.
- Any power of delegation exercised under Article 105 in relation to the establishment of a Local Governing Body for an Academy shall be by way of Scheme of Delegation. The

form of Scheme of Delegation to be used may be amended by the Directors from time to time.

- The functions, duties and proceedings of the Local Governing Bodies or committees shall be subject to regulations made by the Directors from time to time. Local Governing Bodies may also be established solely for the purpose of fulfilling an advisory function to the board of Directors.

## **Disqualification of members of the LGB**

### Bankruptcy

A person is disqualified from holding or continuing to hold office as a governor of a school if:

- Their estate has been sequestrated and the sequestration has not been discharged, annulled or reduced; or
- They are the subject of a bankruptcy restrictions order, an interim bankruptcy restrictions order, a debt relief restrictions order or an interim debt relief restrictions order.

### Disqualification of company directors

A person is disqualified from holding, or from continuing to hold, office as a governor of a school at any time when they are subject to:

- A disqualification order or disqualification undertaking under the Company Directors Disqualification Act 1986;
- A disqualification order under the Company Directors Disqualification (Northern Ireland) Order 2002;
- A disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002; or
- An order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order).

### Disqualification of charity trustees

A person is disqualified from holding, or from continuing to hold, office as a governor of a school if they have:

- Been removed from the office of trustee for a charity by an order made by the Charity Commission or Commissioners or the High Court on the grounds of misconduct or mismanagement
- Been removed, under section 34 of the Charities and Trustee Investment (Scotland) Act 2005, from being concerned in the management or control of any body.

### Persons whose employment is prohibited or restricted

A person is disqualified from holding or from continuing to hold office as a governor of a school at any time when they are:

- Included in the list of teachers or workers considered by the Secretary of State as unsuitable to work with children or young people;
- Barred from any regulated activity relating to children;
- Disqualified from working with children or from registering for childminding or providing day care;
- Disqualified from being an independent school proprietor, teacher or employee by the Secretary of State.

### Criminal convictions

A person is disqualified from holding or continuing to hold office as a governor if they have:

- Been sentenced to three months or more in prison (without the option of a fine) in the five years before becoming a governor or since becoming a governor
- Received a prison sentence of two years or more in the 20 years before becoming a governor
- At any time received a prison sentence of five years or more
- Been fined for causing a nuisance or disturbance on school premises during the five years prior to or since appointment or election as a governor.

### Incapacity

A person shall cease to hold office if they become incapable by reason of illness or injury of managing or administering their own affairs.

### Refusal to make an application for a Disclosure and Barring Service check

A person is disqualified from holding or continuing to hold office as a governor if they refuse a request by the clerk to the governing body to make an application to the Disclosure and Barring Service (DBS) for a DBS certificate.

This appendix will be reviewed and updated regularly by the Governance Professional for Directors approval.

**Appendix 2** – items highlighted in blue are under consideration by the relevant committee and will be amended following approval of the trust board.

## Terms of Reference for Finance, Resources, Audit & Risk Committee

### General

- To be strategically actively engaged in monitoring value for money and report back any recommendations to the board to ensure effective financial resources and efficiencies to maximise pupil outcomes.
- To monitor the impact of the costed school improvement plan in relation to the budget spend.
- To undertake monitoring visits to the school.
- To make regular reports to the board, in addition to the chair of the board being in receipt of a monthly finance report
- To act on matters delegated by the board
- To consider safeguarding and equalities implications when undertaking all committee functions
- To annually in the autumn term review and recommend to the board the financial risk register and regularly review
- To challenge pupil number estimates as these underpin revenue projections, and review these termly

### Budget

- To annually evaluate and recommend the annual budget for board approval.
- To maintain an up to date 'balanced' three-year budget plan, which shows clear links to the 'school improvement' and 'staffing' plans.
  - Reporting any rollover to the board highlighting any significant variances and their impact on the three-year budget plan.
  - Evaluating the school budget monitoring sheets in discussion with the school's operational finance lead and reporting to the board, ensuring this is completed six times per year

- *Any recovery plan for budget with a deficit must be approved by the ESFA and monitored for implementation and impact.*
- To approve any virement recommendations as set out and agreed in the Scheme of financial delegation and finance policy, document in minutes and report decisions to the board.
- Analyse and report on Tenders for Contract Services, ensuring three written quotations.
- Approve tenders as per the financial manual and academies trust handbook
- To evaluate written quotations and approve any purchases as per the financial manual and academies trust handbook
- and evaluate all trust/academy policies and procedures related to fraud and report to the board
- To evaluate the trust's management account reports six times per year in discussion with the trust's business operational lead and report to the board.
- To benchmark financial performance and report to the board.
- To keep in-school financial procedures under review.
- To make regular reports to the Board and ensure that key financial decisions are recorded correctly in the minutes.
- To monitor the spend of extra funding such as pupil premium, recovery premium funding, sports premium, ensuring its use has impact.
- Review finance policy; lettings policy; whistle blowing policy; governor allowance policy; charging and remissions policy; making recommendations to the board
- Ensure an annual financial skills audit for directors is undertaken and evaluated.
- Review compliance audit reports, ensuring the Board follows recommendations and actions.

## Audit and risk

- To oversee and approve the trust's programme of internal scrutiny
- To ensure that risks are being addressed appropriately through internal scrutiny
- To report to the board on the adequacy of the trust's internal control framework, including financial and non-financial controls and management of risks.



- To review the ratings and responses on the risk register to inform the programme of work, ensuring checks are modified as appropriate each year
- To agree a programme of work annually to deliver internal scrutiny that provides coverage across the year
  - To agree who will perform the work and consider reports at each meeting from those carrying out the programme of work
  - Monitor progress in addressing recommendations
- To consider and review plans and reports from the external auditor, as well as those carrying out internal scrutiny to quality assure.
  - *In addition, internal scrutiny must deliver an annual summary report to the committee for each year ended 31 August outlining the areas reviewed, key findings, recommendations and conclusions, to help the committee consider actions and assess year on year progress.*
- To ensure information submitted to DfE and ESFA that affects funding, including pupil number returns and funding claims (for both revenue and capital grants) is completed and the returned accurate and in compliance with funding criteria.

### **Premises and Insurance**

- To ensure adequate levels of commercial insurance are in place including buildings and contents insurance, employers', public and personal liability
- To approve and monitor the implementation of the trust's buildings strategy plan informing the board of the proposed order of priorities.
- To review the business continuity plan making recommendations to the board.
- To review and approve the accessibility plan and ensure inclusion
- To receive the school asset plan/s annually
- To monitor the maintenance plan

### **Health and Safety (H&S)**

- To review and recommend the health and safety policy to the board for approval and adoption.
- To monitor the health and safety policy

- To ensure that health and safety regulations are followed and prioritised appropriately.
- To receive confirmation of completion of compliance checks from operational lead as per H&S policy
- To monitor Trust agreed actions from the annual H&S Inspection Report
- To ensure health and safety governor monitoring visits take place as agreed within the monitoring schedule
- To receive the written health and safety link director report for consideration three times a year

## Appendix 3

### Terms of reference for Curriculum and Learning Committee

#### General

- To act on matters delegated by the board
- To consider safeguarding and equalities implications when undertaking all committee functions, ensuring all pupils have equal opportunities.
- To receive reports from CEO and LGB's
- To undertake monitoring visits to the school relevant to the committee's role
- To make regular reports to the board.
- To meet regularly, with consideration for timing of board meetings, wellbeing of staff and directors, and timetabled relevant to school data analysis timescales.
- To monitor the trusts' policies in relation to the curriculum, pupil welfare and behaviour.
- Take an active role in trust self-evaluation, monitoring success in all areas and identifying areas requiring improvement.
- To monitor the relevant areas and milestones within the trust improvement plan
- To identify and celebrate success.

#### Curriculum

- To monitor how the agreed curriculum is ambitious and designed for all learners particularly the most disadvantaged and those with SEND or high needs to give them the knowledge and cultural capital they need to succeed in life.
- To ensure the full curriculum is broad and balanced by understanding the intent, implementation and impact; ensuring a full curriculum is delivered to all schools across the trust.
- To ensure the British values are embedded within the curriculum.
- To evaluate the extent of success at the end of the set and agreed timescale.
- To advise the committees responsible for resources and personnel on the relative funding priorities necessary to deliver the curriculum.

## Expectations and Outcomes

- To ensure the specialist funding for pupil premium, recovery premium and PE/sports premium have impact.
- To understand the performance data for the trust including the vulnerable groupings.
- To monitor pupil achievement and progress against expectations, predicted outcomes and trust improvement milestones and targets.
- To monitor the impact of any extended services provided against pupil progress and achievement.
- To undertake any necessary training that is necessary to enable effective monitoring of the agreed improvement plan and its targets.

