

SCHEME OF DELEGATION AND GOVERNANCE STRUCTURES

Date of last review: November 2022
Approved: November 2022
Date of next review: September 2023

Table of Contents

1. Introduction.....	3
2. Vision and Values.....	4
3. Governance Structure and Lines of Accountability	5
Marches Academy Trust Governance Model	6
4. Descriptions of Roles.....	7
4.1 The Role of Members	7
4.2 The Role of Trustees	8
4.3 The Role of Committees	8
4.4 The Role of the Chief Executive Officer (CEO)	8
4.5 The Role of the Local Governing Body	9
4.5.1 Appointment and Removal of Governors.....	10
5. Trust Central Functions	10
6. Trust Financial Framework	11
7. Scheme of Delegation Matrix	12
8. Terms of Reference of the Trust Members Board, Board of Trustees, Committees, and the Local Governing Bodies	20
8.1 Trust Members Board Terms of Reference	20
8.2 Board of Trustees Committees Membership and Terms of Reference	20
8.3 Membership and Terms of Reference of the Local Governing Body	28
8.3.1 Model Composition	28
8.3.2 Terms of Reference for Local Governing Bodies and Committees	29
9. Amending the Scheme of Delegation	32
10. Appendix 1 – Trustee roles.....	32

1. Introduction

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

Schools currently in the Trust:

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

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

2. Vision and Values

Our Vision – ‘Achievement through caring’

The Marches Academy Trust is a vibrant learning community, comprising of a very supportive parent body, caring and forward-looking staff, energetic and thoughtful students, a proactive governing body and an ever-developing cross section of community partners. Children are placed firmly at the centre of all we do: we pride ourselves on offering a wealth of opportunities, allowing all in the learning community to experience success in many different ways, and at a variety of levels. Our challenge therefore is to constantly seek out new ways to innovate from within the classroom and outside it, as we believe firmly in the need to keep moving forward, so that our young people have the best possible experiences and life opportunities.

Our core values:

Excellence – striving always for mastery and personal success

Integrity – consistently acting with honesty, compassion, and respect

Empathy – embracing and supporting the uniqueness of every individual

Creativity – inspiring and challenging through invention, experimentation, and exploration

Equality – ensuring fair opportunity for all

The Marches Academy Trust Learning Mission Statement

Our values:



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

3. Governance Structure and Lines of Accountability

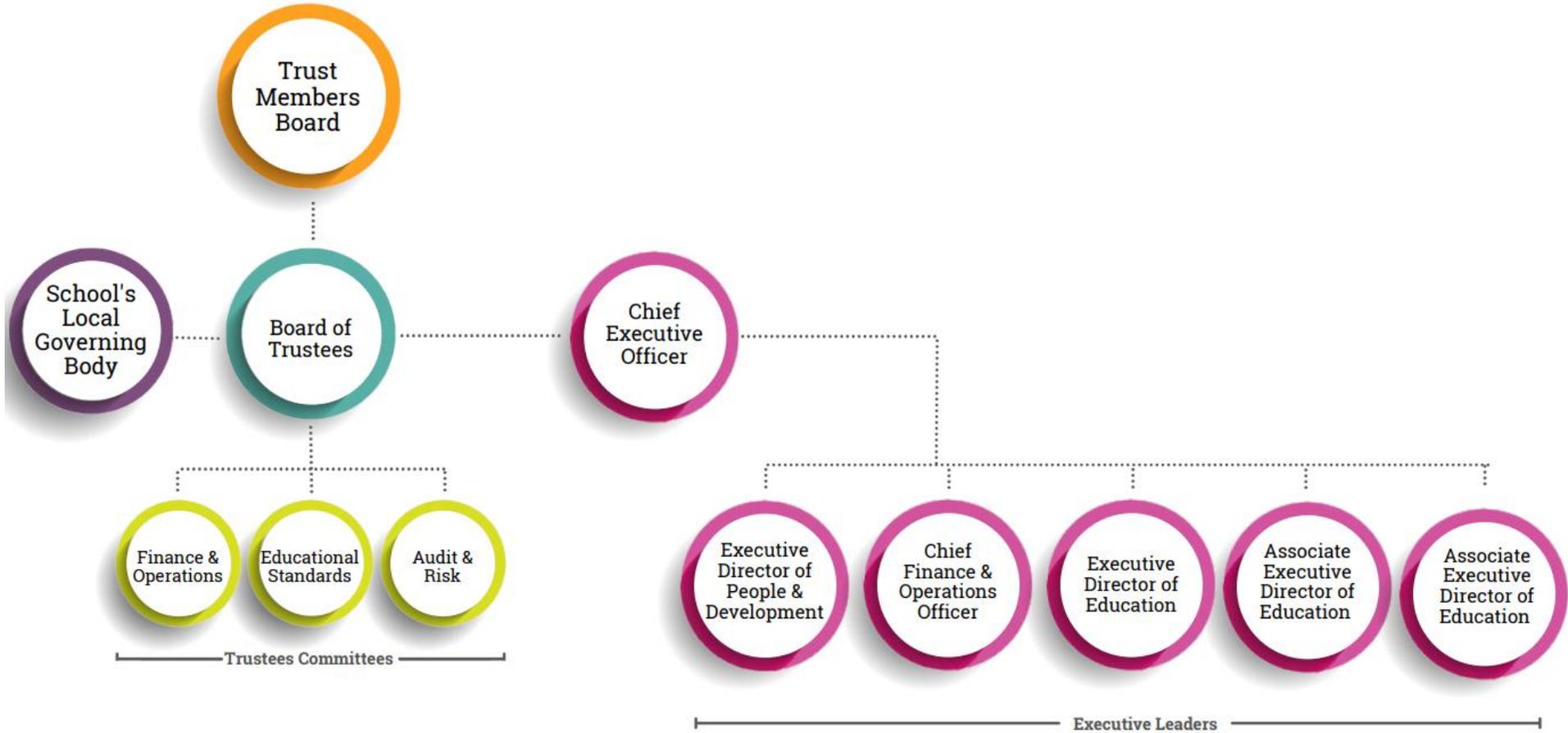
Good governance is at the heart of delivering educational excellence and a clearly defined structure, where all parties understand their roles and responsibilities, is essential to providing the best education for our pupils. The Trust is a charitable company limited by guarantee (not for profit) and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

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

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

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

4. Marches Academy Trust Governance Model



5. Descriptions of Roles

5.1 The Role of Members

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

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

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

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

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

5.2 The Role of Trustees

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

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

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

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

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

5.3 The Role of Committees

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

5.4 The Role of the Chief Executive Officer (CEO)

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

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

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

School Headteachers/Heads of School are responsible for the day-to-day management of the school and are accountable to the CEO, Executive Director of Education and Associate Executive Directors of Education.

Heads of Services such as HR, Finance and Marketing & PR are responsible for the day-to-day management of their service and are accountable to the Chief Finance & Operating Officer (CFOO) and Director of Alliance of Leading Learning.

5.5 The Role of the Local Governing Body

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

- Seek to understand and question how the school is led and managed, acting as a critical friend. The school Headteacher will report on how the school is fulfilling the Trust's ethos, vision, and strategy.
- Act as the panel when reviewing the school Headteacher's decisions on exclusions, and other committees as required.
- Be the consultative body for the school's stakeholders.
- Represent the school's stakeholders.
- Forge links with the community and provide a vehicle for trust board engagement with the school, its parents and local community, to help ensure that the Academy Trustees stay connected.
- Act as an ambassador for the school.
- Monitor, challenge and report on concerns from the Key Performance Indicators (KPIs) to the Trustees Educational Standards Committee.
- Assist the Trust in monitoring, challenging and reporting on concerns relating to the Health and Safety of all children and young people, staff, and visitors; and ensuring safeguarding for all children and young people.
- Bring issues and risks to the attention of the trust board.
- Provide constructive feedback to the Trust where a policy may not be effective in the local context, and suggest alternative approaches.
- Help ensure the trust works as one entity, in the interests of all its schools equally.

- Deal with any other matters which the Board of Trustees may refer from time to time.
- Report to the Board of Trustees annually on members contribution and the impact of the Local Governing Body.
- Ensure value for money is being achieved from school budgets. This does not include formal financial accountability as this is delegated to the CFOO.
- Provide a consultative forum for the school for the implementation of new policies and procedures.
- For church schools, to monitor and support the Christian distinctiveness and church ethos of the school.
- Make recommendations to the Trust board on pay progression for teaching staff.
- Act as the panel for first stage appeals, complaints and pupil and staff disciplinary/dismissal committees.

5.5.1 Appointment and Removal of Governors

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

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

6. Trust Central Functions

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

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

- Executive Leadership – Oversight of all schools in the Trust, providing strategic leadership to the Trust and line management of Headteachers/Heads of School and shared services staff.
- School Improvement – Production of agreed protocols for the collection of data, providing advice and guidance to Headteachers/ Heads of School to improve educational outcomes in their school.

- Finance & Operations– Production of statutory accounts and DfE financial returns, production of management accounts, budgets and forecasts for Headteachers/Heads of School and Board of Trustees, finance systems, policies, and procedures. Management of capital funds, development of Estates strategy and ensuring compliance with Health & Safety and Data protection regulations and compliance with payroll.
- Human Resources – Advertising and management of recruitment processes, provision of specialist HR advice, writing of contracts, ensuring compliance with payroll, pensions regulations and employment law.
- Marketing – Development of marketing resources and management of public relations, maintaining school and Trust websites and development of school prospectuses.
- Insurance – Negotiation and management of insurance contracts.
- Clerking and Governance – Trust wide provision of governance services, ensuring strategic link between Trustees and Governors.

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

7. Trust Financial Framework

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

- The role of the Local Governing Body ensures value for money is being achieved from school budgets but does not include formal financial accountability. This is delegated to the CFOO.

8. Scheme of Delegation Matrix

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

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

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

Key

A – Accountable:

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

R – Reporting:

Those who report to those Accountable

I - Implementing:

Those responsible for the task, who ensure it is done

C – Consulting:

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

Area	Function	Delegation						
		Members	Board of Trustees	CEO	ELG	School Headteacher /Head of School	School LGB	Trust Governance Officer
The governance framework								
People	Members: Appoint/Remove	A						I
	Trustees: Appoint/Remove	A						
	Role descriptions for Members	A						
	Role descriptions for Trustees/Chair/ specific roles/committee members: agree		A					
	Members of LGB (with the exception of Parent Governors and Staff Governor)		A					
	Committee Chairs: appoint and remove		A					
	School LGB chairs: appoint and remove		A	C		C	C	
	Trust Governance Officer & Clerk to Trustees: appoint and remove		A					
	Clerk to LGBs: appoint and remove			R		A	A	I
Systems & structures	Articles of Association: agree and review	A	C	R				I
	Governance structure (committees) for the Trust: establish and review annually		A	C				I

Area	Function	Delegation						
		Members	Board of Trustees	CEO	ELG	School Headteacher /Head of School	School LGB	Trust Governance Officer
	Terms of reference for Trust committees (including audit if required, and scheme of delegation for school committees): agree and review annually		A	R				I
	Terms of reference for School LGB: agree and review annually		A	R			I	I
	Skills audit: complete and recruit to fill gaps		A	C			A	C
	Annual self-review of Board of Trustees performance: every two years		A	C				I
	Chairs of LGB performance: carry out 360 review every two years		A	C		C	A	I
	Trustees contribution/impact: review annually	A	R					I
	LGB members' contribution/impact: review annually		A	C		C	R	
	Governance Succession: plan		A	C		C	C	I
	Annual schedule of business/work plan for the Board of Trustees: agree		A	C				I

Area	Function	Delegation						
		Members	Board of Trustees	CEO	ELG	School Headteacher /Head of School	School LGB	Trust Governance Officer
	Annual schedule of business/work plan for committees: agree		A	C				I
	Annual schedule of business/work plan for LGBs: agree		A	C		C	C	I
Reporting	Trust governance details on Trust and academies' websites: ensure		C	A				I
	Governance details on the school's website: ensure		C	A		C	C	I
	Register of all interests, business, pecuniary, loyalty for Members/Trustees/committee members: establish and publish		A	A			A	I
	Annual report on performance of the Trust: submit to Members and publish	A	R	R		C	C	I
	Annual report and accounts, including accounting policies, signed statement on regularity, propriety, and compliance, incorporating governance statement demonstrating value for money: submit	C	A	A				
	Annual report on work of LGBs: submit to Trust and publish			C		A	A	I

Area	Function	Delegation						
		Members	Board of Trustees	CEO	ELG	School Headteacher /Head of School	School LGB	Trust Governance Officer
Being strategic								
Being strategic	Determine Trust wide policies which reflect the Trust's ethos and values: approve		A	A / I	C	I	C	C
	Central spend/top slice: agree		A	R				
	Management of risk: establish register, review, and monitor		A	R				
	Engagement with stakeholders		A	R		I	I	
	Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision of 'Achievement through caring' can be measured: determine		A	R		I	I	
	Schools' vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision of 'Achievement through caring' can be measured: determine		A	A / R		A / I	C	
	Chief Executive Officer: Appoint and dismiss	C	A				C	C

Area	Function	Delegation						
		Members	Board of Trustees	CEO	ELG	School Headteacher /Head of School	School LGB	Trust Governance Officer
	Executive Leaders: Appoint and dismiss		A	A/R/I				
	School Headteacher/Head of School: Appoint and dismiss		C	A/R/I			C/I	
	Budget plan to support delivery of Trust key priorities: agree		A	R				
	Budget plan to support delivery of school key priorities: agree		A	R		R/I	C	
	Trust's staffing structure: agree		C	A/R/I				
	Schools' staffing structure: agree			A/C		R/I	C	
Holding to account								
Holding to account	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree		A	R			C	
	Reporting arrangements for progress on key priorities: agree		A	R				
	Performance management of the CEO: undertake		A					
	Performance management of the Executive leaders		A	A/R				

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

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

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

9.1 Trust Members Board Terms of Reference

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

9.2 Board of Trustees Committees Membership and Terms of Reference

Quorum

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

Committee and Membership	Terms of Reference
Board of Trustees	
See Appendix 1	<ol style="list-style-type: none"> 1. Ensuring clarity of vision, ethos, and strategic direction: communicating the vision for the Trust and its application at both Trust and school levels. 2. Holding the Chief Executive Officer (CEO) to account for the educational performance of the schools and their pupils, and the performance management of staff. 3. Overseeing the financial performance of the Trust and making sure its money is well spent. 4. To agree the schemes of delegation for governance, financial control, and educational performance. 5. Determination of the corporate planning and strategy for the schools and the Trust. 6. Determining the admissions policy and arrangements for the schools, in accordance with

	<p>admissions law and DfE codes of practice.</p> <ol style="list-style-type: none"> 7. Determining the delegation and terms of reference for the Trustees Committees. 8. Monitoring the performance of the individual Local Governing Body and using power to withdraw delegated powers from the Local Governing Body and, if necessary, disband it. 9. Ensuring that processes are in place for the appointment of Governors of the Local Governing Body. 10. Approving the targets set within schools. 11. Appointing the Trust Governance Officer & Clerk to Trustees. 12. Approving the vision of the Trust and its long-term strategy, to include the setting of key performance indicators. 13. Producing an annual report on the performance of the Trust, and ensuring Trust wide value for money. 14. Disposing or acquiring land or interests in land to be used by the schools. 15. To review and approve recommendations regarding teachers' pay from Local Governing Body Salaries Committees.
Audit and Risk Committee	
<p>See Appendix 1. Under review to add external members from LGB committees.</p>	<ol style="list-style-type: none"> 1. Ensuring compliance with all statutory regulations and Acts of Parliament governing the operation of the school, including, without limitation all charity, employment and company laws, health, and safety regulations and GDPR. 2. To oversee the annual review of the Trust's risk register. 3. To agree and review the annual audit cycle to identify key risk areas and report back to the Board of Trustees on recommendations resulting from these. 4. To receive and review audit reports in line with the execution of the audit plan and follow up any remedial actions required. 5. To review and ensure the Trust is compliant with the Academies Handbook. 6. To monitor and review procedures for ensuring the effective implementation and operation of financial procedures, on a regular basis. This includes the implementation of bank account arrangements, procurement and HR and payroll. 7. To ensure management accounts are properly supported by explanations for significant variances from budget and are subject to appropriate review and challenge by management

	<p>and the Finance Committee.</p> <ol style="list-style-type: none"> 8. To review the Trust's management information to ensure information supplied is consistent with the underlying accounting records and internal management reports. 9. To assess IT systems and consider cyber security risk. 10. To review business continuity plans and disaster recovery protocols and procedures. 11. To consider the health and safety of the Trust's premises. 12. To recommend the appointment or re-appointment of the auditors and internal audit service. 13. Be advised of any fraudulent activity identified within the Trust and ensure appropriate controls are in place. 14. To ensure effective policies, protocols and procedures are in place for safeguarding and whistleblowing risks. 15. To review Governance structures and processes to ensure these are appropriate to Trust's size and structure.
Finance and Operations Committee	
See Appendix 1	<ol style="list-style-type: none"> 1. Oversight of the finances of the Trust and the schools, including, but without limitation, responsibility for compliance with the financial and accounting requirements detailed within the Funding Agreement and ensuring compliance with the Academies Handbook. The Trust board delegates financial scrutiny and oversight to this committee. 2. To receive auditors and responsible officers' reports and to recommend to the Board of Trustees any appropriate response to their findings. 3. Developing a charging and remissions policy, and a strategy for revenue generation for the Trust. 4. Establishing a funding model for use across the Trust and the schools including developing an individual funding model for the schools. 5. Agreement of the Trust's annual budgets and determining the proportion of the overall Trust budget to be delegated to individual schools. 6. Putting in place guidelines, and establishing processes, for the local maintenance of assets and appropriate registers. 7. Considering and evaluating performance against key performance indicators set by the Trust in relation to finances.

	<ol style="list-style-type: none"> 8. To monitor the allocation of resources against strategic objectives. 9. To have oversight of the HR, Marketing & Communications and Estate Management strategy and functions across the Trust. 10. Developing an estate management strategy for the schools that will identify the suitability of building and facilities, in light of long-term curriculum needs, and the need for and availability of capital investment to meet their responsibility to ensure the buildings and facilities are maintained to a good standard. To include an annual review of catering services throughout the Trust. 11. Insuring the land and buildings used by the schools. 12. Determination of the extent of the services provided to the schools by the Trust, and how the costs should be allocated. 13. Oversight of the effectiveness of the delivery of centrally provided services. 14. To consider proposals for amendments to major operational systems. 15. To recommend to the Board of Trustees proposals for the use of any budget surplus, including investments. 16. Oversee public relations activities to project the activities of the Trust and the schools to the wider community. 17. To review the current staffing position across the Trust (e.g. staff engagement and satisfaction). 18. Putting in place processes for: (i) making appointments within the Trust's remit and (ii) the LGB making appointments within its own remit. 19. Such other matters as set out in detail, and in accordance with the Scheme of Delegation.
Educational Standards Committee	
See Appendix 1	<ol style="list-style-type: none"> 1. Setting and reviewing the curriculum and standards to be achieved by the schools (in consultation with the LGB). 2. Determination of the educational targets of the schools, including but without limitation, determination of the school's development plan (in consultation with the LGB). 3. Considering and evaluating school performance against key performance indicators set by the Trust (in consultation with the LGB).

	<ol style="list-style-type: none"> 4. Oversight of performance, standards and outcomes on a Trust and individual school basis. 5. Putting in place support and intervention strategies for individual schools. 6. Put in place procedures for the proper professional and personal development of all staff. 7. Responsibility for the performance management and oversight of cross-school staff. 8. Putting in place processes for: (i) undertaking the performance management of staff within the Trust's remit, and (ii) the LGB undertaking the performance management of staff within its own remit, manage any claims and disputes, all staff, including matters of suspension. 9. Monitoring the provision of SEND and LAC provision. 10. Reviewing the delivery of pastoral (including a review of the effectiveness of behaviour policies and the application of the Equality Plan, and the monitoring of prejudice incidents and student attendance). 11. Review and monitor the use of Pupil Premium, PE, and Sport Premium and EYFS funding. 12. Review the effectiveness of transition policies and procedures. 13. Review and monitor levels of staff absence and staff turnover. 14. For church schools, to review and monitor the Christian distinctiveness and church ethos of the school.
Professional Performance Review (Appraisal) Committee for staff in school/ Shared service (excluding Leadership Group and School Headteacher/Head of School)	
<p>Appraisers are appointed by: School Headteacher/Head of School (school staff) Head of Service (Shared Services staff)</p>	<ol style="list-style-type: none"> 1. To monitor, through the year the staff performance of staff against the targets. 2. Where not the appraiser, the School Headteacher/Head of School (school staff), to seek views from the appraiser before recommending to the LGB salaries committee on the award of teachers' pay progression within the pay ranges and the awarding of progression points. 3. To recommend accelerated pay progression for teachers to the Board of Trustees.

Professional Performance Review (Appraisal) Committee for Leadership Group (excluding School Headteacher/Head of School)	
Headteacher/Head of School Chair of the Local Governing Body	<ol style="list-style-type: none"> 1. To monitor, through the year the performance of the Leadership Group against the targets. 2. To deal with any matters relating to salaries and performance management that may be referred to them with regards to the Leadership group. 3. To recommend to the CEO on the award of pay progression for the Leadership Group within the pay ranges and the awarding of progression points. 4. To recommend to the Board of Trustees accelerated pay progression for Leadership Group.
Professional Performance Review (Appraisal) Committee for School Headteacher/Head of School	
CEO/Executive Director of Education/Associate Executive Directors of Education, Chair of the Local Governing Body	<ol style="list-style-type: none"> 1. To monitor, through the year, the performance of the school Headteacher against the targets. 2. To recommend to the CEO on the award of pay progression for the School Headteacher/Head of School, operating the terms and condition of the Pay Policy in an open and transparent framework. 3. To recommend to the Board of Trustees accelerated pay progression for Headteacher/ Head of School.
Professional Performance Review (Appraisal) Committee for Executive Director of Education, Executive Director of ALL & Associate Executive Directors of Education	
CEO Chair of Educational Standards Committee	<ol style="list-style-type: none"> 1. To monitor, through the year the performance of the Executive Leaders against the targets. 2. To decide whether a progression point will be awarded to the Executive Leader, operating the terms and condition of the Pay Policy in an open and transparent framework. 3. To recommend to the Board of Trustees accelerated pay progression and/or the award of pay (remuneration).

Professional Performance Review (Appraisal) Committee for CFOO

CEO
Chair of the Finance & Operations
Committee

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

Professional Performance Review (Appraisal) Committee for Chief Executive Officer (CEO)

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

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

Staff Discipline/ Dismissal Committee

Three Trustee members, one of
which should be independent from
the running of the Trust.

1. Under the relevant procedure adopted by Trustees, the committee will make any initial determination for relevant staff employed by the Trust that should be dismissed from their posts. These are staff which are not the responsibility of the Executive Leadership Group, Headteacher/Head of School or Head of Service.
2. The committee will give the member of staff concerned an opportunity to make representations on the proposed action and consider those representation at a formal meeting under the adopted procedure.
3. Under the adopted Disciplinary Procedure, the committee is empowered to issue a sanction short of dismissal where it is determined that the member of staff should not be dismissed.

	<p>4. Where it is determined that a member of staff should be dismissed, to ensure that they are notified of the decision, the reason and appeal rights.</p>
<p>Appeals Committee</p>	
<p>Two Trustees and one member who is independent from the management and running of the Trust.</p> <p>(The Trustees must not have previously been involved in the decisions leading to the Appeal)</p>	<ol style="list-style-type: none"> 1. The Trustee Appeals Committee will hear relevant appeals arising from the decision of anya Trustee committee, individual Trustee, the Chief Executive Officer (CEO), or member of Executive Leadership Group (ELG) in whom any executive power has been vested, which it is not the responsibility of any other committee to hear. Any appeal will be conducted in accordance with the relevant complaints policy adopted by the Board of Trustees. 2. The Trustee Appeals Committee will act as the ultimate decision maker in relation to appeals by relevant staff following disciplinary or grievance procedures.

9.3 Membership and Terms of Reference of the Local Governing Body

9.3.1 Model Composition

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

Type of Member	Number	Term of office	Election method
School Headteacher/Head of School	1	Indefinite	Ex officio appointment
Parent Governors	2	4 years	Parent election – Secret ballot organised by the Clerk
Staff Governor	1	4 years	Staff election – Secret ballot organised by the Clerk
Community Governor & Foundation Trustee Governor	Max of 5*	4 years	Community Governors are appointed by the Board of Trustees. In church schools, the Diocese appoints its own Governors. *Foundation Trustee Governors in church schools must be at a ratio of 25% of the LGB's total members. Community Governors will make up the rest of LGB.

9.3.2 Terms of Reference for Local Governing Bodies and Committees

Quorum

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

Local Governing Body

- Seek to understand and question how the school is led and managed, acting as a critical friend.
- Monitor and challenge how the school is fulfilling the Trust's ethos, vision, and strategy.
- Determine and review of the educational targets of the schools, including but without limitation, determination of the School's Development Plan
- Monitor and challenge educational standards, reporting on concerns from the Key Performance Indicators (KPIs) to the Trustees of the Educational Standards Committee.
- Assist in overseeing the Health and Safety of all students, staff and visitors; and ensure safeguarding for all students.
- Act as the panel when reviewing the school Headteacher/Head of School's decisions on exclusions, and other committees as required e.g. salaries, complaints and pupil and staff disciplinary/dismissal committees.
- To ensure the School is complying with Trust policies in respect of safeguarding, health and safety and GDPR risk management.
- Represent the school's stakeholders and be their consultative body.
- Forge links with the community and provide a vehicle for Trust board engagement with the school, its parents and local community, to help ensure that the Academy Trustees stay connected.
- Act as an ambassador for the school.
- Bring any issues and risks to the attention of the Trust Board.
- Provide constructive feedback to the Board where a policy may not be effective in the local context, and suggest alternative approaches.
- Help ensure the Trust works as one entity, in the interests of all its schools equally.
- Deal with any other matters which the Board of Trustees may refer from time to time.
- Report to the Board of Trustees annually on members contribution and the impact of the LGB.
- Ensure value for money is being achieved from school budgets. (This does not include formal financial accountability which is delegated to the CFOO).
- Provide a consultative forum for the school for the implementation of new policies and procedures.
- For church schools, to monitor and support the Christian distinctiveness and church ethos of the school.
- Assist in the effective and efficient performance management of teaching staff, making recommendations to the Trust board on pay progression.
- Monitor and evaluate the quality and impact of governance.

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

	<ul style="list-style-type: none"> ▪ If the exclusion would result in a pupil missing a public examination or national curriculum test, the governing board must consider the exclusion before the date of the exam or test. If it is not practicable for a sufficient number of Governors to consider the exclusion before the exam/test, the exclusion may be considered by a smaller sub-committee if the trust's articles of association allow them to do so. In such cases, the parents still have the right to make representations to the governing board and must be made aware of the right.
Appeals Committee	
<p>Committee formed by three members of any Trust school's Local Governing Body, with at least one member of the appropriate school</p>	<ol style="list-style-type: none"> 1. The LGB Appeals committee hear relevant appeals arising from the decision of the Chief Executive Officer (CEO), member of Executive Leadership Group (ELG) or Headteacher/Head of School, in whom any executive power has been vested, which it is not the responsibility of any other committee to hear. Any appeal will be conducted in accordance with the relevant complaints policy adopted by the Board of Trustees. 2. The LGB Appeals Committee will act as the ultimate decision maker in relation to an appeal by relevant school s following disciplinary or grievance procedures for relevant staff
Salaries Committee	
<p>Committee formed by three members of the appropriate school's Local Governing Body</p>	<ol style="list-style-type: none"> 1. To operate the terms and condition of the pay policies in an open and transparent framework. 2. To consider all MPR and UPR pay progression and to make decisions in relation to the Teaching and Learning Responsibility payment levels and relativities (decisions on a post-by-post basis is delegated to the Chief Executive Officer (CEO)). 3. To deal with any other matters relating to salaries and performance management that may be referred by the Local Governing Body. <p>*Pay increases moving up a scale outside of progression will require approval by the Board of Trustee. Supporting documents will need to go to the Trustees for approval.</p>

10. Amending the Scheme of Delegation

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

11. Appendix 1 – Trustee roles

Trustee	Board of Trustees	Educational Standards Committee	Finance & Operations Committee	Audit & Risk Committee	School Link Trustee Role	Trust Development Role
Catherine Bennett	Vice Chair				Lower Heath Tilstock	People First
Angela Cattermole			Chair		Longlands The Marches	Sustainable Future
Stuart Cowper				Chair	Shrewsbury Academy Oakmeadow	Connecting With Our Community
Pam Edwards					The Grange The Grove	Learning For Life Link for SEND Diocesan Representative
Alex Fry	Chair				SJT	Link to CEO Link to LGB Chairs
Sarah Finch						CEO (ex-officio)
Mark Liquorish		Chair			The Marches	Link for Safeguarding Link for Educational visits
Arthur Walpole					Woodlands	Link for Members

Policy Owner	Trust Governance Officer
Scope	All Staff, Trustees, Governors and Clerks
Last Updated	September 2022
Effective from	November 2022
Next planned reviewed date	September 2023
Status	Approved
Date of approval	11.11.22
Summary of last revision	Nov 2022 Added consulting to LGB with H&S compliance reporting, amended LGB Terms of Reference, removed reference to Deputy CEO, added CEO responsibility for Headteacher's pay award, amended LGB appeals panel so it is formed by three members of any Trust school's Local Governing Body, with at least one member of the appropriate school. Added new table with Trustee roles.
Related Policies/Documents	<ul style="list-style-type: none"> ▪ Articles of Association ▪ MAT Governors Handbook ▪ Academy Handbook ▪ Code of Conduct
Policy control survey	Please complete this survey and provide feedback if you have had to use this policy https://forms.office.com/r/HMeZtB29Si