BORDESLEY MULTI ACADEMY TRUST

Governance & Management Structure Terms of Reference

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Document control

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1. Bordesley Multi Academy Trust Mission Statement

We believe that success is achieved by working in partnership with parents, carers and the wider community. We are committed to working with our partners to ensure the very best outcomes for all our learners, from 3 to 19.

The significant guiding principles of the MAT are based around autonomy, trust, respect, equity and outstanding relationships. We believe that positive and constructive relationships are at the heart of every successful school. This allows the entire community to be valued and challenged to be their best, raising aspirations for all.

2. Trust Structure

2.1 Governance Structure

- Members of the Trust
- Board of Trustees
    - Standing Committee of the Board: Finance and Audit
    - Standing Committee of the Board: Education, Standards and Staffing
    - Standing Committee of the Board: Operations and Compliance
    - Committee of the Board: Performance and Appraisal
    - Committee of the Board: Hearings and Appeals (Trust Officers and Headteachers)
    - Committee of the Board: Admissions and Appeals
    - Committee of the Board: Process Review
    - Local Governing Body (repeated for each school in the Trust)
        - Standing Committee of the LGB: Education, Standards and Staffing
        - Committee of the LGB: Hearings and Appeals
        - Governance Lead: Finance
        - Governance Lead: Operations and Compliance

The Board has three standing committees and four further committees. Each Local Governing Body has two committees and two nominated Governance Leads. Finance, operations and compliance are held by the Governance Leads, whose role is set out at section 6.1.

2.2 Senior Management Structure

- Members of the Trust
- Chair of the Board of Trustees
- Chief Executive Officer (CEO)
    - Chief Finance Officer (CFO)
        - Central Finance Team
    - Chief Operating Officer (COO)
        - Bordesley IT Team
    - Trust Lead for People and Workforce (and Company Secretary)
        - HR, Admin and Governance Team
    - Education Support Team
    - Trust Headteachers
        - School Staff

The CEO line manages all Headteachers directly. The Education Support Team reports to the CEO.

The structure names roles only. It does not name individuals.

3. Organisation

3.1 General Principles

Bordesley Multi Academy Trust is a charitable trust regulated by the DfE. As a multi academy trust, Members, Trustees and Local Governors of the Trust have different but complementary roles, responsibilities and duties within the Trust to safeguard the Trust's financial resources, ensure public money is well spent, and avoid real or perceived conflicts of interest.

The Chief Executive Officer (CEO) of the Trust is the Trust's Accounting Officer and as such is personally responsible to parliament for ensuring regularity, propriety and value for money in the use of the Trust's funding. The CEO is supported in this by the Trust's Officers and the Headteachers of the individual Schools.

The Trust's Board of Trustees, whilst remaining responsible for the proper use of the Trust's funding, is committed to ensuring schools in the Trust should be as autonomous as possible, have as much freedom as possible, and have maximum delegation of responsibility and decision making in the use of their budget, subject to the Trust's risk assessment of each school's financial position and adherence to the Trust's policies and procedures.

The Trust operates in line with its Articles of Association, its Funding Agreement, and the advice and guidance of the Department for Education, including the Academies Trust Handbook.

Members, Trustees, Local Governors and all Employees are expected to carry out their roles and responsibilities in line with the Code of Practice for Members, Trustees and Local Governors and the Code of Conduct for Employees, and to always act in the best interest of the Trust.

The Board of Trustees will review its governance structures and scheme of delegation annually, in the summer term. The review will involve consultation with LGBs.

The Board of Trustees will put in place effective arrangements for monitoring and evaluating the performance of Local Governing Bodies (LGBs), schools, the provision of Central Services and the Board of Trustees itself.

The Trust's Scheme of Delegation sets out the roles and responsibilities of the Members, and the delegated responsibilities of the Board of Trustees and its committees, LGBs and their committees, the CEO, Officers of the Trust and Headteachers. Actions taken under delegated authority must be reported to the next meeting of the Board of Trustees or the LGB, as appropriate.

LGBs will report regularly and frequently to the Board of Trustees on performance and will make available all relevant data and information on performance and standards.

The Board of Trustees may withdraw all, or part, of any delegated authorities to a school, committee, including an LGB, an individual, or group at any time, as it sees fit.

The senior operational management team of the Trust comprises the CEO, Officers of the Trust and Headteachers. The CEO is the line manager of the Trust Officers and Headteachers. The Chair of the Board of Trustees line manages the CEO.

The Board of Trustees is responsible for the recruitment, appointment and the performance management of the CEO, Officers of the Trust, and Headteachers. Chairs of Governors play a contributory role in the performance management of Headteachers.

3.2 Members of the Trust

Composition

The Members of BMAT are the signatories to the Memorandum, and additional Members appointed by the Members. Ideally five Members, but at a minimum three Members.

Appointment and removal

Members are appointed and removed by the Members.

Other

The names, appointment information and attendance details of the Trust's Members are published on the Trust's website.

3.3 Board of Trustees

Composition

The Board of Trustees comprises:

- Up to 9 Trustees appointed by the Members
- Co-opted Trustees appointed by Trustees who were appointed by the Members
- The CEO, appointed by the Board of Trustees

Co-opted Trustees shall at all times be in the minority. The number of Trustees appointed by the Members shall at all times exceed the number of Co-opted Trustees. The CEO, who is appointed by the Board of Trustees, is not counted for the purposes of this comparison.

Appointment and removal

- Trustees are appointed by the Members
- Co-opted Trustees are appointed by Trustees who were appointed by the Members
- The CEO is appointed by the Board of Trustees

Other

The Trustees are also the directors of BMAT. The CEO is a full voting member of the Board of Trustees. The CEO is not a voting member of any committee of the Board or of any LGB or LGB committee, with the single exception of the Admissions and Appeals Committee, of which the CEO is a voting member under section 5.7.

The Board of Trustees keeps Members informed of the operation of the Trust through the Chair of the Board of Trustees and through the publication of board minutes, agendas, papers and attendance information. The names, appointment information and attendance details of the Trustees are published on the Trust's website.

3.4 Local Governing Body

Composition

The composition of Local Governing Bodies (LGBs) is decided by the Board of Trustees and may be changed as the Board sees fit. The Board's model for LGBs is:

- Trust Local Governors, in the majority
- Co-opted Local Governors appointed by Trust Local Governors who were appointed by the Trustees
- Parent Local Governors, two
- The Headteacher, ex officio
- Staff Local Governors, two

Appointment and removal

- Trust Local Governors of each school in the Trust are appointed and, if required, suspended or removed by the Board of Trustees, using the Local Trust Governor Appointment Procedure
- Parent Local Governors are elected by the school's parent body using the Local Parent Governor Election Procedure and are approved by the Board of Trustees

- Staff Local Governors are elected by the school's staff using the Local Staff Governor Election Procedure and are approved by the Board of Trustees

Other

Chairs of Governors meet termly with the Chair of the Board of Trustees. They may request the attendance of the CEO or any other member of the central team. Chairs of Governors may in addition meet informally with Members and Trustees as and when necessary, and may request an informal meeting with Members to raise concerns with them about the operation of the Board of Trustees if the need arises. The names, appointment information and attendance details of the Local Governors are published on the school's website.

4. Members of the Trust - Terms of Reference

Purpose

Ensure effective governance of the Trust by the Board of Trustees.

Terms of Reference

Establish arrangements for:

- Holding general meetings and an Annual General Meeting (AGM)
- Amending by special resolution the Articles of Association, subject to any restriction created by the Trust's funding agreement or charities law
- Appointing, by special resolution (which requires 75% or more of Members to agree) new Members or removing existing Members
- Appointing Trustees as set out in the Trust's Articles of Association and removing any or all serving Trustees
- Issuing, by special resolution, direction to the Trustees to take specific action
- Appointing the Trust's auditors and receiving the Trust's annual audited accounts
- Changing the name of the company and ultimately winding up the Trust

Communication with Members

The Trust maintains a standing protocol for communication between the Trust and its Members. The protocol covers:

- The CEO report to the Board of Trustees, sent to Members each autumn term ahead of the Members' meeting, covering trust performance, finance, risk and any material change in the Trust's circumstances
- Notification to Members of any significant governance event, including the appointment or departure of a Trustee, the CEO or a Headteacher
- Invitation of Members to Trust events at which the Trust is represented publicly, including staff recognition and retirement events
- The route by which a Member may raise a concern with the Board outside a general meeting, and the timescale for a response
- An annual confirmation to Members that the register of Members, Trustees, Local Governors and senior staff interests is up to date

The CEO and the Chair of the Board are jointly responsible for maintaining the protocol and for reporting annually to Members on whether it has been met.

Membership

There are at least three Members, ideally five. All are independent of the Board of Trustees. Members' names, biographies, appointment and attendance details, updated at least annually, are published on the Trust's website.

Terms of Office

To be decided by Members.

Organisation

To meet at least annually and additionally as and when required. A meeting may be called by any Trustee or Member. Article 21A of the Articles of Association governs the notice of a general meeting: the notice specifies the time and place of the meeting and the general nature of the business to be transacted, it states that the Member is entitled to appoint a proxy, and it is given to all Members, to the Trustees and to the auditors. Members and Trustees may attend. Any entitlement of the auditors to attend a general meeting and to be heard on business concerning them as auditors rests on the Companies Act 2006 and not on Article 21A, which gives the auditors a right to receive notice and nothing further. Trustees may speak at meetings but not vote. Members present shall choose one of their number as Chair of the meeting.

Quorum
Two persons entitled to vote upon the business to be transacted, each being a Member, a proxy of a Member or a duly authorised representative of a Member organisation. A Member counts towards the quorum by being present either in person or by proxy.

This is the quorum fixed by Article 23 of the Articles of Association. It is not expressed as a minimum, the Articles give no power to vary it, and Article 93 makes the Trustees' general power to manage the business of the Trust expressly subject to the Articles. Raising it would require a special resolution of the Members amending the Articles, not an amendment to these Terms of Reference.

Disqualification
Any employee of the Trust. Trustees.

Professional Advisers
To be decided by Members.

Delegation
None.

5. Board of Trustees - Terms of Reference

The term Trustee is used throughout to encompass the role of Director of the Company and Trustee of the Trust.

The term School is used to encompass statutory school provision and any other educational and/or childcare provision provided by schools in the Trust.

The CEO is a full voting member of the Board of Trustees. The CEO is not a voting member of any committee of the Board, with the single exception of the Admissions and Appeals Committee at section 5.7. The CEO attends every other committee of the Board as a professional adviser, with two exceptions: the CEO does not attend the part of a Performance and Appraisal Committee meeting that is the CEO's own appraisal under section 5.5, and at a hearing concerning the CEO under section 5.6 the CEO attends as the subject of the hearing and not as a member or adviser. This is a deliberate distinction: a committee holding the executive to account cannot have the executive voting on its findings, but the CEO's Trusteeship would be meaningless without a vote at the Board. The carve-out for the Admissions and Appeals Committee rests on the same reasoning: that committee's work is fact based, applying published oversubscription criteria to applications, rather than holding the executive to account, and admissions appeals are heard by an independent panel in any event.

Any Trustee with a close personal or family connection to an employee of a Trust school is disqualified from any committee business concerning that employee.

5.1 Board of Trustees

Purpose

Ensure the Trust's compliance with charity and company law, its Memorandum and Articles of Association, all other applicable legislation, and DfE requirements relating to the Trust and its Academies.

Ensure proper and regular use of public funds and compliance with the Funding Agreement and the Academies Trust Handbook, including the requirement to obtain DfE approval for transactions detailed in section 5 of the Academies Trust Handbook.

Ensure the Trust is solvent, well run, and meets the needs of pre-school children, pupils, students and staff in its schools and users of any additional service provision.

Ensure the Trust acts in accordance with its constitution and powers, promotes the success of the Trust, and exercises sound judgement and diligence in all its affairs.

Ensure all Trustees are skilled in understanding, interpreting and comparing school performance data, and at least one has an in-depth knowledge and understanding, and are kept fully apprised of the performance of each school at all times.

Ensure all Trustees have the skills, knowledge and information to assess the Trust's financial performance, and at least one has an in-depth knowledge and understanding.

Ensure an effective training programme is in place for Trustees and Local Governors to develop their skills.

Ensure the CEO and all senior staff have the skills, knowledge and experience to run the Trust and its individual Schools and to effectively manage its financial, human and physical resources and assets.

Terms of Reference

Decide and approve the Trust's mission, vision, strategy and long-term business plan for "advancing for the public benefit education in the United Kingdom by establishing,

maintaining, carrying on, managing and developing mainstream academies offering a broad and balanced curriculum, alternative provision, 16-19 academies, or special educational provision" (BMAT Articles).

Set key performance indicators (KPIs) and targets for the Trust and its Schools; monitor the Trust's performance against approved plans, key performance indicators and targets.

Decide the Trust's approach to, and approve, Trust-wide policies and procedures for the operation and performance of all Schools within the Trust.

Decide constitutional matters, including procedures where the Board has discretion.

Decide which functions of the Board will be delegated to committees, including LGBs, the CEO, Trust Officers, Headteachers, groups and other individuals.

Establish the committees of the Board, including LGBs and their committees, and determine their terms of reference.

Establish arrangements and procedures for:

- The recruitment and appointment of the CEO, Trust Officers and Headteachers
- The recruitment and co-option of non-executive Trustees; the recruitment and appointment of a Patron (as and when required)
- The recruitment and appointment of the Company Secretary and Governance Professional to the Board
- The appointment of Trustees and other persons to standing committees and other committees
- The recruitment and appointment of Local Governors (Trust Local Governors, Parent Local Governors, Staff Local Governors) to LGBs
- The suspension and removal of any Trustee, Patron, Local Governor, the Company Secretary, the Governance Professional, and any other person appointed or co-opted by the Board
- Maintaining and publishing a register of Members, Trustees, Local Governors, and senior members of staff and their business and other interests, and putting in place measures for avoiding conflicts of interest
- Holding at least six Board meetings a year
- Notifying the DfE (through DfE Sign In) of any changes to Members, Trustees and Local Governors, the CEO/Accounting Officer and the CFO
- Reviewing, annually, the effectiveness of the Trust's governance structure and arrangements
- Reviewing, on a regular basis, the Trust's risk register
- Making available to all Schools in the Trust and the public agendas, papers, minutes of meetings and attendance (except confidential information) of the Board and its committees, including LGBs
- Receiving reports from any committee, including LGBs, or individuals, or groups to whom a decision has been delegated, and considering whether any further action by the Board is necessary

Establish the Trust's overall approach to, and approve policies and procedures for:

- Marketing and communications
- Publication of information about the Trust and its Schools on the Trust's and individual School websites
- Ensuring that the Trust and its Schools meet their compliance obligations

Annually, in good time for the start of the academic year:

- Appoint the Chair and Vice Chair of the Board
- Appoint the Chair of each standing committee of the Board

- Ratify the appointment of each Chair of Governors
- Appoint or reappoint a Governance Professional to the Board and to each LGB
- Identify Trustees and Chairs of Governors who are eligible for selection to any committee of the Board as and when required
- Approve the register of Members, Trustees, Local Governors, and senior members of staff and their business and other interests for publication on the Trust and School websites
- Review the constitution, membership, Terms of Reference, and Scheme of Delegation of the Board and its committees, including LGBs

How the Board is informed

The Board's business is organised under three themes: Education, Standards and Staffing; Finance and Audit; and Operations and Compliance. Each theme is fed as follows:

Theme	Route to the Board
Education, Standards and Staffing	The Board's Education, Standards and Staffing Standing Committee receives and reviews the minutes of each school's LGB Education, Standards and Staffing Standing Committee, and reports to the Board
Finance and Audit	The central team reports to the Board's Finance and Audit Standing Committee, drawing on the termly meeting between the CFO, the Headteacher and the school's nominated finance Governance Lead
Operations and Compliance	The central team reports to the Board's Operations and Compliance Standing Committee, drawing on the termly meeting between the COO, the School Operations Officer, the Headteacher and the school's nominated operations and compliance Governance Lead

The reporting line for finance, operations and compliance therefore runs from school staff and the nominated Governance Lead, through the central team, to the relevant Board committee.

Education, Standards and Staffing

Establish the Trust's overall approach to and arrangements and procedures for:

- Monitoring and evaluating school performance and improvement, including pre-school provision
- Providing support and challenge and holding the CEO, Trust Officers and Headteachers to account
- Taking action to secure improvement and pace of improvement in schools, including, where necessary, obtaining external School Improvement Partners (SIPs) to provide support and/or an independent review and evaluation of the performance of the CEO, Trust Officers and Headteachers
- Monitoring and evaluating the performance and standards of the Trust's schools, to include data requirements to inform LGBs and the Board of standards of pupil attainment and progress; setting KPIs and challenging targets for each school in the Trust; and Trust-wide leadership and management arrangements

Ensure the Trust complies with all legislation and develops and implements sound policies and procedures relating to the recruitment and employment of staff, to include:

- Recruiting (in compliance with safeguarding requirements), remunerating, retaining, performance managing and developing all staff including the CEO, Trust Officers, central staff and Headteachers
- Establishing and maintaining a central record of recruitment and vetting checks
- Establishing Trust-wide salary, pensions, severance, records, and terms and conditions policies and procedures
- Conduct, discipline, capability and grievance procedures
- Allegations of abuse against staff procedures

- Equalities information and objectives for publication relating to the Trust's employees
- Accessibility
- Industrial relations
- Workforce succession planning
- Ensuring that adequate staffing arrangements are in place for the provision of MAT central services

Approve the pay of the CEO, Trust Officers and Headteachers in line with the Trust's Pay Policy.

Set the Trust's admissions policies and oversubscription criteria for each school. Make arrangements for securing independent admission appeals and independent review panels for exclusion.

Finance and Audit
Ensure the Trust develops effective and efficient systems and procedures for financial planning, internal controls, identifying and managing financial risk, monitoring and management, propriety, audit, and for observance and compliance with all financial regulations, DfE guidance, and the Academies Trust Handbook. This includes the requirement to seek prior approval from the DfE in certain circumstances, including, but not limited to, novel, contentious and repercussive transactions; special and compensation payments; write offs; acquisition and disposal of fixed assets; leases; borrowing; and related party transactions. Full details of the areas included in this requirement are in section 5 of the Academies Trust Handbook.

Set up the Trust's banking arrangements. Appoint the Trust's banker.

Approve the Financial Scheme of Delegation and financial authorities for the CEO, the CFO, other Trust Officers and individual Schools.

Approve a three-year financial plan. This is approved at Trustee level only. Schools do not approve it; they are made aware of it and check their position against their agreed budgets.

Approve an annual budget for each School (including, where applicable, additional budgets for pre-school and out-of-school club provision) and for the provision of MAT central services, based on recommendation from the Finance and Audit Committee.

Receive a budget position statement, including virement decisions, and significant anomalies from the anticipated position at least termly.

Approve the Trust's annual audited accounts, and ensure their submission to the Members, the DfE and Companies House and publication on the Trust's website in accordance with DfE requirements.

Establish the Trust's overall approach to, and approve policies and procedures for, the procurement of goods, works and services, and lettings and fees for the Trust as a whole and for individual Schools within the Trust. Ensure a competitive tendering procedure is in place and is applied for all relevant procurement.

Approve capital spend in accordance with the limits set out in the Scheme of Financial Delegation.

Receive reports and recommendations from the Finance and Audit Committee.

Ensure the Trust complies with all matters of regularity, propriety and value for money in its use of public funds and any other monies, and develops and implements effective financial policies and procedures.

Establish the Trust's internal financial audit procedures.

Have knowledge of, and act in accordance with, all current applicable DfE guidance and the Academies Trust Handbook.

Operations and Compliance
Establish arrangements for developing, approving, implementing and reviewing:

- Improvement and maintenance plans (capital projects) for the Trust's buildings and sites and ICT
- Premises management policy and plans
- Plans for the purchase or disposal of any freehold property, and for granting or taking up of leasehold or tenancy of land or buildings
- Ancillary and additional services, for example catering, cleaning and caretaking, community sports facilities, pre-school and out-of-school clubs

Establish arrangements for ensuring full compliance with all health and safety legislation and for developing, approving, implementing and reviewing policies and procedures for:

- Health, safety and security
- Data protection
- Freedom of information
- School food standards

Establish arrangements for ensuring that health and safety issues are appropriately prioritised for action and staff are appropriately trained.

Approve the Trust's contingency and business continuity plan, which is developed and maintained centrally.

Ensure the Trust establishes and maintains an up-to-date list of contracts and assets and an inventory of all furniture, equipment, machinery, vehicles and plant throughout the Trust and its Schools.

Membership
Trustees' names, appointment and attendance details are published on the Trust's website.

Terms of Office
Trustees, four years. The CEO holds office ex officio as long as they are in post. Any Trustee can be re-elected or re-appointed.

Organisation
Chair and Vice-Chair appointed annually by the Board.

To meet at least six times a year and additionally as and when required as determined by the Board. Three Trustees may requisition a meeting.

Meetings are convened by the Governance Professional (Article 109). A requisition is made by notice in writing to the Governance Professional (Article 110). Each Trustee receives written notice of a meeting and a copy of the agenda at least seven clear days before it, unless the Chair, or in the Chair's absence the Vice-Chair, determines that there are matters demanding urgent consideration and directs a shorter period (Article 111). A meeting is not invalidated because an individual did not receive the notice or the agenda (Article 112).

The Board may hold an extraordinary meeting with a single item of business. The Board's approval of a Headteacher appointment, at row A17 of the Scheme of Delegation, is taken at an extraordinary meeting held on the evening of the interview process, with the appointment as its only item. That meeting is fixed when the recruitment timetable is set, and notice is

given in the ordinary way, at least seven clear days before it. The shorter period under Article 111 is a fallback for a timetable that moves, not the plan.

One vote per Trustee, including the CEO. The Chair has a casting vote.

Quorum
More than one third of Trustees eligible to vote. Two thirds of Trustees eligible to vote are required to appoint or remove co-opted Trustees, or to remove the Chair.

Disqualification
A Trustee who is employed by the Trust may not be the Chair or Vice-Chair. No employee other than the CEO may be a Trustee.

Any Trustee with a close personal or family connection to an employee of a Trust school is disqualified from Board business concerning that employee.

Professional Advisers
The Trust Officers and any other member of staff with Trust-wide responsibilities, as appropriate, and any additional advisers as appropriate. The CEO is a voting Trustee at the Board and does not attend as an adviser.

Delegation
The CEO has delegated powers and duties in respect of the overall leadership, management and achievement of the Trust and responsibility for ensuring the implementation of agreed policy, to the extent set out in the Trust's Scheme of Delegation.

5.2 Finance and Audit Standing Committee

Purpose
To provide the Board with assurances of compliance with DfE and any other applicable statutory requirements.

To provide the Board with assurances over the suitability and operation of the Trust's financial systems, transactions and controls.

The Finance and Audit Committee is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Board. It is authorised to request any information it requires from any employee, external or internal audit or other assurance provider.

Terms of Reference
Overview
Ensure the Trust complies with all matters of regularity, propriety and value for money in its use of public funds and any other monies, and develops and implements effective financial policies and procedures.

Ensure all funds received are used for their intended purposes.

Review potential or existing financial risks and have processes in place to ensure the escalation of identified financial risks where these are not mitigated.

Ensure the Trust develops effective and efficient systems and procedures for financial planning, internal controls, financial monitoring and management, propriety, audit, and for observance and compliance with all financial regulations, DfE guidance, and the Academies Trust Handbook. This includes the requirement to seek prior approval from the DfE in certain circumstances, including, but not limited to, novel, contentious and repercussive transactions; special and compensation payments; write offs; acquisition and disposal of fixed assets;

leases; borrowing; and related party transactions. Full details of the areas included in this requirement are in section 5 of the Academies Trust Handbook.

Advise the Board on any other general purposes matters, from time to time, as directed by the Board.

Receive a termly report from the central team on the finance position of each school in the Trust. The report draws on the termly meeting between the CFO, the Headteacher and the school's nominated finance Governance Lead, held once each term. The committee agrees the content and format of that report with the CFO annually, and acts as the conduit for financial matters between the schools and the Board.

Controls, Audit and Value for Money
Appoint, in accordance with the Trust's Scheme of Delegation and Authorities, an external auditor.

Monitor and review the performance of the external auditor; consider recommendations made by the external auditor and act accordingly.

Implement appropriate arrangements for internal audit processes; consider recommendations raised by the internal audit process and act accordingly.

Develop, monitor and review a Finance Policy which ensures that appropriate internal controls are in place for the Trust and individual Schools.

Review and approve the statements on regularity, propriety and compliance by the Accounting Officer to be included in the annual report concerning internal controls and risk management, prior to consideration by the Board.

Financial Planning, Controls, Monitoring and Management
Recommend to the Board an effective scheme of financial delegation and financial authorities. Once approved, monitor its implementation throughout the Trust, report to the Board annually on its effectiveness and recommend any proposals for change.

Establish the Trust's policies and procedures, for approval by the Board. Once approved, monitor their implementation across the Trust. To include:

- Accounting practices
- Asset management
- Income
- Procurement, purchase of goods and services
- Authorising payroll and pension decisions
- Maintaining a register of, and publishing as appropriate, Members', Trustees', Local Governors' and senior staff's financial and other interests
- Gifts and hospitality policy
- Employee and Member, Trustee and Local Governor expenses policies
- Lettings and fees policy (including pre-school, out-of-school club provision, and community use of facilities)
- Staff severance and compensation payments procedures (with HR advice and guidance)
- Charging and remissions

Develop for approval by the Board a minimum three-year financial plan and an investment policy and strategy. Once approved, monitor and report on its implementation.

Scrutinise all annual returns to the DfE and to Companies House before they are submitted to the Board for approval.

Recommend annually, for the Board's approval, consolidated MAT and individual school budget plans for the forthcoming academic year, in time to meet the DfE submission deadline.

Recommend annually, for the Board's approval, budget plans for the provision of Trust-wide services and support.

Recommend annually, for the Board's approval, audited financial statements.

Ensure that any goods or services provided by the Trust or individual Schools are on a full cost recovery basis.

Receive and consider information about the financial performance of the Trust at least three times a year. Monitor budgets and significant virements at least termly. Report this to the Board at least termly.

Monitor pupil and student admission numbers overall and in each school.

Make proposals to the Board for organisational change, meaning changes in the number, age range, size and location of schools.

Have strategic oversight of bids for capital funding, including a mechanism for prioritising projects. Consider the revenue consequences of capital projects and ensure they are appropriately resourced.

Monitor expenditure (revenue and capital) in accordance with the Finance Scheme of Delegation and report to the Board any non-compliance.

Procurement
Develop a Scheme of Financial Delegation and authorities for all procurement activity and ensure that a manual of guidance is developed for staff. Ensure all staff engaged in procurement have the appropriate skills and training to effectively procure and manage contracts for goods and services.

Establish effective arrangements for monitoring procurement arrangements and compliance with the policy and procedures across the Trust.

Ensure that an up-to-date list of contracts and assets and an inventory of all furniture, equipment, machinery, vehicles and plant throughout the Trust and its Schools is established and maintained.

Risk Management
Establish arrangements for conducting a comprehensive assessment of present and future financial risk, approving elements of the Trust's risk register and risk mitigation plan, and reporting termly on risk to the Board.

Membership
Members of the Finance and Audit Committee will be appointed by the Board and shall be made up of at least three Trustees. Additionally, persons who are not Trustees, with specialist skills and experience, may be appointed by the Board to the Committee provided that Trustees are in the majority.

Consideration will be given to points 3.9 to 3.11 of the Academies Trust Handbook, and Trustees will decide whether it is appropriate for employees to participate in meetings when audit matters are discussed.

Terms of Office
Trustees and co-opted persons, four years. Trustees and co-opted persons who are not Trustees can be re-appointed.

Organisation
Chair appointed annually by the Board. Terms of reference, constitution and membership to be reviewed annually.

One vote per Trustee or co-opted person. The Chair has a casting vote.

To meet at least termly and as and when required in addition as determined by the committee.

Quorum
Three Trustees.

Disqualification
Any Trustee who is a member of staff of the Trust, including the CEO and the Accounting Officer.

Any Trustee who provides goods and/or services to the Trust.

Any Trustee with a close personal or family connection to an employee of a Trust school is disqualified from committee business concerning that employee.

Professional Advisers
CEO, CFO, Officers of the Trust and any additional advisers as appropriate.

Delegation
None.

5.3 Education, Standards and Staffing Standing Committee
This section is structured to the renewed Ofsted framework. Trust language follows Ofsted language.

Purpose
Maintain a consistent focus on checking the adequacy of the Trust's schools' safeguarding and child protection measures, including the Prevent duty.

Maintain a consistent focus on checking the effectiveness of the Trust's and the Trust schools' development and improvement plans.

Monitor, evaluate and report to the Trustees on each evaluation area of the renewed Ofsted framework across the Trust's schools, and on the staffing arrangements that support them.

Recognise and celebrate achievement across the Trust's schools.

Terms of Reference
Safeguarding
Develop and recommend for approval to the Trustees the Trust's schools' child protection, safeguarding and attendance policies and procedures.

Monitor and report to the Trustees on whether each school has established an open culture in which safeguarding is everyone's responsibility, whether multi-agency working is effective, whether strategic oversight of all aspects of safeguarding is in place, and whether leaders actively learn from safeguarding cases and incidents.

Ensure that policies and procedures, including those for managing staff discipline, conduct and grievance, for dealing with allegations of abuse against staff, and for the maintenance and accuracy of the Single Central Record (SCR) for recruitment and vetting checks, are in place, and monitor and report to the Trustees on their suitability and impact.

Ensure the Trust's schools' guidelines and best practice are followed in all recruitment procedures, particularly those relating to the safeguarding of children.

Report to the Trustees on whether each school would meet the standard for safeguarding, and require immediate action where it would not. Safeguarding is judged Met or Not met; there is no intermediate position.

Ensure that the Operations and Compliance Committee is made aware of any safeguarding concern identified by this committee that may be due to a failure in school compliance or an inadequate compliance measure being in place.

Inclusion
Monitor, evaluate and report to the Trustees on how quickly and accurately schools identify pupils' needs, including emerging and changing needs, for disadvantaged pupils, pupils with SEND, pupils known to children's social care, and pupils facing other barriers.

Monitor the effectiveness of each school's graduated approach and the training and support staff receive to implement it.

Monitor the evidence base for each school's pupil premium strategy and the impact of targeted funding on the progress and attainment of the pupils it is intended to support.

Assure the Board that each school's qualified SENCo has sufficient authority within the leadership structure to make a positive difference.

Monitor the effectiveness of provision for looked-after and previously looked-after children, including the quality and impact of personal education plans.

Monitor each school's contribution to the local area partnership's SEND strategy and the impact of that partnership work.

Monitor the use and impact of alternative provision.

Curriculum and Teaching
Monitor, evaluate and report to the Board on the suitability, planning and sequencing of the curriculum in each school, including whether it identifies clear end points and builds on prior learning for each subject and year group.

Monitor whether the curriculum is taught well, whether teachers draw on knowledge of pupils' needs and starting points, and whether leaders make sure teachers have or gain the expertise they need for the subjects and phases they teach.

Monitor whether all pupils at the early stages of reading are taught through systematic synthetic phonics, and whether appropriate action is taken for pupils who have not secured foundations in communication, language, reading, spelling, handwriting and maths.

Monitor how assessment is used to check understanding and to make changes to teaching and curriculum.

Monitor whether reasonable adjustments and adaptations for particular pupils are considered and implemented carefully, and whether EHC plans are properly considered.

Monitor the Trust's schools' compliance with statutory requirements relating to the curriculum, including RE and collective worship, SEND, relationships, sex and health education, and the Early Years Foundation Stage, as appropriate, and for looked-after children.

Achievement
Recommend, for approval by the Board of Trustees, targets for educational attainment and standards for each of the Trust's schools.

Monitor and report to the Trustees on the achievement of targets and on pupil and student progress, including attainment and progress in national tests and examinations against national averages.

Monitor and report on the achievement of disadvantaged pupils, pupils with SEND, pupils known to children's social care, and pupils facing other barriers, and on whether gaps in their knowledge and skills are closing.

Monitor whether pupils develop foundational knowledge and skills, including language and communication, and secure accuracy and fluency in word reading, spelling, handwriting and number facts.

Monitor whether pupils are ready for the next stage of education, employment or training.

Ensure the sufficiency and adequacy of data and information from the Trust's schools relating to standards and attainment.

Attendance and Behaviour
Monitor and report to the Trustees on attendance, persistent absence and severe absence at whole-school level and for each group, and on whether leaders use that analysis to identify causes, intervene early and remove barriers.

Monitor and report on the implementation and impact of each school's behaviour, classroom management, welfare and reward policies and procedures, and home/school agreements where used.

Monitor whether leaders establish and maintain high expectations of behaviour built on positive relationships, rules and routines that staff and pupils understand, and whether staff apply agreed rules and sanctions consistently.

Monitor the use of suspension and permanent exclusion, including proportionality by group, and report to the Trustees on any disproportionate use.

Monitor how incidents of bullying, unlawful discrimination, harassment, victimisation, physical and sexual violence and derogatory language are dealt with.

Personal Development and Well-being
Monitor and review the coherence of each school's personal development programme across the taught curriculum and wider opportunities and experiences, and its impact on pupils' spiritual, moral, social and cultural development.

Monitor the suitability and teaching of the relationships, sex and health education programme.

Monitor whether pupils develop understanding of and respect for protected characteristics, fundamental British values and cultural diversity in modern Britain.

Monitor whether pupils have a range of suitable opportunities to broaden their experiences and develop their talents and interests, including in the arts, music and sport.

Monitor careers education where relevant, including progress towards the Gatsby benchmarks.

Monitor the effectiveness of pastoral support and whether pupils are confident in accessing it.

Monitor whether the personal development programme is an entitlement for every pupil, whether participation is tracked, and what steps are taken to ensure disadvantaged pupils, pupils with SEND and pupils known to children's social care can access it.

Early Years, where appropriate for the specific school phase
Early years is a separately graded evaluation area. It applies only to those schools in the Trust whose phase includes nursery, pre-school or Reception provision. It does not apply to a middle school, which engages neither this evaluation area nor post-16 below.

For those schools, monitor, evaluate and report to the Trustees on the quality of early years provision, applying the evaluation areas above to the early years context and to the Early Years Foundation Stage framework.

Post-16, where appropriate for the specific school phase
Post-16 is a separately graded evaluation area. It applies only to those schools in the Trust whose phase includes 16 to 19 study programmes. It does not apply to a first school or a middle school.

All the evaluation areas above apply to post-16 provision and are considered proportionately within each. The provision is also graded as a whole, against standards specific to 16 to 19 study programmes.

For those schools, monitor, evaluate and report to the Trustees on the quality and outcomes of post-16 provision, including retention, progress, and destinations into education, employment or training.

Leadership and Governance
Review and recommend to the Trustees for approval the Trust's schools' development and improvement plans.

Monitor, evaluate and report progress, for each of the Trust's schools, to the Board of Trustees on:

- Whether leaders understand the school's context, strengths and areas for development, and have a clear rationale for improvement priorities
- The effectiveness of the school's leadership and management, and the pace at which shortfalls are dealt with
- Whether governors and trustees define vision, ethos and strategic direction, take account of context, and ensure resources including digital technologies are used effectively
- Whether governors and trustees support and challenge leaders appropriately, with due regard to staff well-being and workload
- The resources required to deliver the curriculum and extracurricular activities and to secure school improvement
- The impact of school improvement services and support and the professional development of staff
- Whether the school implements the Trust's complaints policy and procedures, and the nature of complaints received
- How well the school responds to the needs of parents and the community
- Preparedness for Ofsted inspection

Staffing
Ensure the Trust's schools' human resources policies and procedures are in place; monitor and report to the Board of Trustees on their suitability and impact.

Monitor and report on the recruitment, retention, development, well-being and workload of staff, and on the impact of human resources policies and plans on the attainment, achievement and standards of pupils and students.

Reporting route
Receive and review the minutes of each school's LGB Education, Standards and Staffing Standing Committee, and act as the conduit between those committees and the Board.

Membership
A minimum of three Trustees. The Board of Trustees appoints the Chair of the committee annually.

Terms of Office
Four years. Trustees can be re-elected or re-appointed.

Organisation
Terms of reference, constitution and membership to be reviewed annually by the Board.

To meet at least three times a year.

One vote per Trustee. The Chair has a casting vote.

Quorum
Three Trustees.

Disqualification
The CEO, who attends as a professional adviser and is not a voting member of this committee.

Any Trustee with a close personal or family connection to an employee of a Trust school is disqualified from committee business concerning that employee.

Professional Advisers
CEO, Trust Officers, school improvement advisers and any additional advisers as appropriate.

Delegation
None.

5.4 Operations and Compliance Standing Committee

Purpose
To provide the Board with assurances of compliance with DfE and any other applicable statutory requirements.

To provide the Board with assurances over the suitability of, and compliance with, the Trust's operational systems, processes and controls.

The Operations and Compliance Standing Committee is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Board. It is authorised to request any information it requires from any employee, external or internal audit or other assurance provider.

Terms of Reference
Ensure the Trust complies with all regulations relating to its buildings and sites, health and safety and ICT.

Ensure that the Trust's schools comply with all regulations relating to their buildings and sites, health and safety and ICT.

Ensure that the Trust's schools comply with all regulations relating to website content and published policies.

Receive the status of website compliance audits for the Trust and for each school as a standing item in the COO's written report, three times a year, matching the termly meeting pattern. Require and monitor remedial action where an audit identifies a gap.

Establish arrangements for:

- Conducting a comprehensive assessment of present and future risk, approving operational and compliance elements of the Trust's risk register and risk mitigation plan, and reporting termly on risk to the Board
- Maintaining the risk register, once established, based on comprehensive assessment of present and future strategic, operational and compliance risks, with processes in place to ensure the escalation of identified risks
- Developing, for the Board's approval, a contingency and business continuity plan covering the Trust and its schools. The plan is developed and held centrally. Once approved it is kept under review and updated frequently
- Developing, for the Board's approval, a whistleblowing policy. Once approved, ensure all employees, contractors and others are made aware of it. Keep under review the adequacy and security of the Trust's arrangements for its employees and contractors to raise concerns, in confidence, about possible wrongdoing in financial reporting or other matters

Receive a termly report from the central team on the operations and compliance position of each school in the Trust. The report draws on the termly meeting between the COO, the School Operations Officer, the Headteacher and the school's nominated operations and compliance Governance Lead, held once each term. The committee agrees the content and format of that report with the COO annually, and acts as the conduit for operations and compliance matters between the schools and the Board.

Membership

Members of the Operations and Compliance Committee will be appointed by the Board and shall be made up of at least three Trustees. Additionally, persons who are not Trustees, with specialist skills and experience, may be appointed by the Board to the Committee provided that Trustees are in the majority.

Terms of Office

Trustees and co-opted persons, four years. Trustees and co-opted persons who are not Trustees can be re-appointed.

Organisation

Chair appointed annually by the Board. Terms of reference, constitution and membership to be reviewed annually.

One vote per Trustee or co-opted person. The Chair has a casting vote.

To meet at least termly and as and when required in addition as determined by the committee.

Quorum

Three Trustees.

Disqualification

The CEO, who attends as a professional adviser and is not a voting member of this committee.

Any Trustee who provides goods and/or services to the Trust.

Any Trustee with a close personal or family connection to an employee of a Trust school is disqualified from committee business concerning that employee.

Professional Advisers
CEO, Trust Officers and any additional advisers as appropriate.

Delegation
None.

5.5 Performance and Appraisal Committee

Purpose
To hold the CEO to account, and to carry out the CEO's annual appraisal in line with the Trust's procedures.

To receive and consider the CEO's report on the appraisal and performance of the Headteachers, the COO and the CFO.

This committee has no pay function. Pay is dealt with by the Board under section 5.1 and, for school staff, under the Trust's Pay Policy.

Terms of Reference
To conduct, in the autumn term annually, the appraisal of the CEO, and to hold the CEO to account for the performance of the Trust and its schools.

For the CEO appraisal, the Chair of Trustees will have discussed, in advance of any committee meeting, with any appointed external school improvement adviser, that adviser's view on the CEO's performance.

To receive a report from the CEO on the appraisal and performance of the Headteachers, the COO and the CFO. The committee does not appraise these post holders directly; it scrutinises the CEO's account of their appraisal and performance and challenges it where the evidence does not support it.

All other members of the central team are appraised by the central leadership, not by this committee.
To receive the central team's report on its sampling of appraisal across the schools.

To report the action taken to the Board of Trustees.

Membership
Appraisal of the CEO:

- Chair of the Board
- Chair of the Education, Standards and Staffing Committee
- Chair of the Operations and Compliance Committee
- Chair of the Finance and Audit Committee

Consideration of the CEO's report on Headteachers, the COO and the CFO:

- Chair of the Board
- Chair of the Education, Standards and Staffing Committee
- Chair of the Operations and Compliance Committee
- Chair of the Finance and Audit Committee
- CEO, attending as a professional adviser and not voting

Terms of Office
Appointed annually.

Organisation
Chair appointed annually by the Board of Trustees, usually at the end of the summer term or beginning of the autumn term.

One vote per Trustee. The CEO does not vote. The Chair has a casting vote.

Terms of reference, constitution and membership to be reviewed annually by the Board.

Quorum
Three.

Disqualification
The CEO, who is the subject of the appraisal and is not a voting member of this committee.

Any Trustee with a close personal or family connection to the CEO, a Headteacher, the COO or the CFO, or to any other employee whose performance is under consideration.

Professional Advisers
External school improvement adviser appointed by the Trust. Internal Trust school improvement adviser. The CEO, for the item concerning Headteachers, the COO and the CFO.

Delegation
None.

5.6 Hearings and Appeals Committee (Trust Officers and Headteachers)

Purpose
To form first hearing and appeal panels for relevant matters as and when required, concerning the CEO, Trust Officers and Headteachers.

Terms of Reference

- To make any decisions under the Board's personnel procedures, for example disciplinary, grievance, capability and redundancy hearings and appeals, where the CEO is the subject of the action
- To make any decisions under the Board's personnel procedures, for example disciplinary, grievance, capability and redundancy hearings and appeals, relating to Trust Officers other than the CEO, unless delegated to the CEO
- To make any decisions under the Board's personnel procedures, for example disciplinary, grievance, capability and redundancy hearings and appeals, relating to Headteachers
- To report the outcome of all hearings and appeals to the Board
- To make any decisions under the Board's personnel procedures, for example disciplinary, grievance, capability and redundancy hearings and appeals, relating to a member of central staff, only where the CEO is conflicted or the matter concerns the CEO's own decision

Membership
The Board shall, each year in good time for the start of the academic year, identify Trustees and Chairs of Governors who are eligible for appointment to the hearings and appeals committee. The Governance Professional to the Board will arrange for a panel to be drawn from this group.

Panel composition is set by the subject of the hearing:

Subject of the hearing	Panel
Headteacher	Two Trustees and one member of an LGB
CEO, Trust Officers, or a central staff case under the fifth bullet	Three Trustees

No person may sit on both panels dealing with the same matter.

Terms of Office

Appointed annually.

Organisation

Each panel shall appoint one of their number as Chair.

One vote per Trustee or Local Governor. The Chair has a casting vote.

Terms of Reference, membership and constitution to be reviewed annually by the Trustees.

Quorum

Three.

Disqualification

The CEO, except where the CEO is the subject of the hearing, in which case the CEO attends as the subject and not as a member or adviser.

Any Trustee or Local Governor with any direct involvement in the focus of any grievance, disciplinary, capability, redundancy or other relevant matter.

Any Trustee or Local Governor with a close personal or family connection to the subject of the hearing.

Professional Advisers

Officers of the Trust and any additional advisers as appropriate, excluding the subject of the hearing and any person who reports to the subject of the hearing on the matter under consideration. Where the subject of the hearing is a Trust Officer, external advisers are used instead.

Delegation

None.

5.7 Admissions and Appeals Committee

Purpose

To develop and, once published, monitor the effectiveness of the Trust's schools' admissions policies.

To ensure that the Trust's adopted schools' admissions policies are applied consistently and accurately.

To organise and present the Trust's schools' admissions appeals case at independent appeal hearings.

Terms of Reference

Monitor the impact of each School's PAN, and the Trust's schools' admissions policy and oversubscription criteria, and propose changes, as required, to the Trustees.

Carry out, with support from the school, the ranking process as part of the normal round of admissions. The School Admissions Code places the duty of admission authority on the Trust, so ranking is a Trustee function and is not delegated to school staff.

Carry out, with support from the school, in-year admission application meetings.

Annual statutory cycle
Consult on the Trust's schools' admission arrangements for a minimum of six weeks, between 1 October and 31 January of the determination year, whenever changes are proposed and, where no change is proposed, at least once every seven years.

Determine the admission arrangements by 28 February each year.

Publish the determined arrangements on each school's website by 15 March each year.

In-year admissions
In-year admission applications are coordinated through the local authority. Each application must be ruled on and the outcome notified in writing to the parent, via the local authority, within 10 school days. Where an application is refused, the notification states the reason for the refusal and the parent's right to appeal to an independent appeal panel. The local authority is informed of the outcome so that it can discharge its own statutory duties.

The committee meets, normally online, every 10 school days during term time to consider any in-year admission applications received.

Membership
The Board shall, each year in good time for the start of the academic year, identify Trustees for appointment to the admissions and appeals committee.

The CEO is a member of this committee and, exceptionally among committees of the Board, is a voting member of it. The reason for the exception is set out in the preamble to section 5.

Terms of Office
Appointed annually.

Organisation
The committee shall appoint one of their number as Chair.

One vote per member of the committee, including the CEO. The Chair has a casting vote.

Terms of Reference, membership and constitution to be reviewed annually by the Trustees.

Quorum
Three Trustees.

Disqualification
Any Trustee who is a parent applying for a place at a Trust school, or who has a child in the admissions round under consideration. This applies to the CEO as it applies to any Trustee.

Any Trustee with a close personal or family connection to an applicant, or to an employee of a Trust school where the matter concerns that employee.

Professional Advisers
Officers of the Trust and any additional advisers as appropriate.

Delegation
None.

5.8 Process Review Committee

Purpose

To make any decision relating to a complaint about the operation of a School in line with Stage Four of the Trust's Complaints Policy and procedures.

To make any decision relating to a complaint about the operation of the central Trust function in line with Stage Four of the Trust's Complaints Policy and procedures.

The relevant policy is the Complaints Policy, Approved v25.2 (30 September 2025). Stage Four of that policy is the Trustees Panel Hearing.

Terms of Reference

To consider whether a school or central Trust function has properly followed the Complaints Policy and procedures when the complainant is dissatisfied with the decision of the LGB or the CEO.

To report the outcomes to the complainant, the LGB or the Trust as appropriate, and, when relevant, to the persons at whom the complaint was directed.

To report any action taken to the next meeting of the Board following the hearing.

Membership

The Board of Trustees shall each year identify Trustees and others, including Local Governors, who are eligible for appointment to the Process Review Committee.

Each panel will comprise at least three persons. A majority on each panel must be Trustees. At least one person must be independent of the leadership and management of the school, LGB or central staff involved in the complaint.

The Governance Professional to the Board of Trustees will arrange for at least three persons from those identified to form each panel.

Terms of Office

Appointed annually.

Organisation

Each panel shall appoint one of their number to be the Chair.

One vote per panel member. The Chair has a casting vote.

Terms of Reference, constitution and membership to be reviewed annually by the Board.

Quorum

Three persons.

Disqualification

Employees of the Trust, including the CEO.

Any Trustee or Local Governor with any direct involvement in the matter complained of.

Any Trustee or Local Governor with a close personal or family connection to an employee of a Trust school where the complaint concerns that employee.

Professional Advisers

External advisers, such as external HR, as appropriate.

Delegation
None.

6. Local Governing Body - Terms of Reference

Any changes made by the Trustees to the committee structures, terms of reference or membership of the Local Governing Bodies and/or their sub-committees through this document should be implemented fully as soon as possible, and at the very latest within 12 months of this policy being adopted.

A Local Governing Body may not change these terms of reference.

A Local Governing Body and/or a sub-committee of the Local Governing Body may form working parties, from time to time, to provide additional scrutiny on a particular matter, for example Pupil Premium, SEND or EYFS. Working parties should report back to the LGB or sub-committee, as appropriate, for decision making or approval of recommendations.

Meetings of an LGB and any sub-committees should be clerked by an appropriately qualified Governance Professional appointed by the LGB.

The term School is used to encompass statutory school provision and any other educational and/or childcare provision provided by Schools in the Trust.

The Headteacher, CEO or Officers of the Trust have the right to attend all meetings of a Local Governing Body and its sub-committees.

Each Local Governing Body has two committees: an Education, Standards and Staffing Standing Committee and a Hearings and Appeals Committee. It also appoints two nominated Governance Leads, one for finance and one for operations and compliance, whose role is set out at section 6.1.

The CEO is not a voting member of any LGB or LGB committee and attends as a professional adviser.

Any Local Governor with a close personal or family connection to an employee of a Trust school is disqualified from LGB or committee business concerning that employee.

6.1 Local Governing Body (LGB)

Purpose

The LGB's role is to exercise leadership on behalf of the Trust in the running of an individual school, to provide information to the Trust on the operation and performance of the school, and to exercise its responsibilities and powers in partnership with the Headteacher, other school and trust-wide staff, and the Trust's Members and Trustees.

The LGB and the Headteacher have delegated responsibility for the strategic direction and day-to-day leadership and management of the school to the extent set out in the Trust's Scheme of Delegation. The Scheme of Delegation, not this section, determines the extent of that delegation.

Each LGB has a key role to play in the overall development and success of the Trust and in contributing to joint working and sharing best practice between Schools in the Trust.

In line with the overall overarching vision, strategy, ethos and broad policy framework of the Trust, the LGB will:

- Help the School to set high standards by planning for the future, set the direction for the School, agree targets for improvement and monitor and evaluate its performance
- Be a critical friend to the Headteacher and senior leaders, accelerating the pace and rate of improvement and the achievement of all children, pupils and students
- Set the School's standards of conduct and values
- Ensure sound management and administration of the School and ensure all staff have the appropriate qualifications, skills, experience and training to carry out their duties

- Ensure compliance with all employment related statutory requirements and the Trust's HR policies and procedures
- Ensure compliance with all building and site, health and safety, ICT and data protection regulations and the Trust's related policies, procedures and plans
- Ensure compliance with all financial, statutory and regulatory requirements in the use of the School's GAG funding and any additional monies
- Help the School respond to, and meet, the needs of parents and the wider local community
- Ensure the effective and efficient delivery of additional and ancillary services
- Ensure all Local Governors are skilled in understanding, interpreting and comparing school performance, attendance, admissions and exclusions data and are kept fully apprised of the performance of the School at all times
- Ensure all Local Governors have the skills, knowledge and information to assess the School's financial performance

Terms of Reference

Set out and approve the School's mission, vision, strategy and long-term development plan in line with the Trust's overall mission and vision. Ensure that the School contributes significantly to the overall development and success of the Trust.

Monitor key performance indicators and annual targets for the School, as agreed by the Board. Monitor progress made and take action if KPIs and targets are not being met. Report progress to the CEO and Board.

Approve the School's development and improvement plan, to be developed by the Headteacher and agreed with the CEO. Monitor overall performance and the achievement of objectives, targets and key performance indicators, and ensure that plans for improvement are acted upon; report progress to the CEO and Board and provide all required data.

In line with the Trust's arrangements for performance management, support and challenge the Headteacher and senior leadership team to continually improve outcomes. Receive and act on an annual report on the performance of the Headteacher and senior leaders.

The CEO conducts the Headteacher's appraisal. The Headteacher conducts, or is accountable for, the appraisal of the school's teachers in line with the Trust's procedures. Where the Trust has concerns about the performance of the school or of an individual leader, the central team challenges the school and asks for evidence.
There is no local pay committee and no local appraisal committee, and governors do not sample appraisal evidence. The central team samples appraisal across the schools as part of its management function and reports to Trustees.
The Headteacher informs the LGB that the appraisal process is complete, with timings and review points and, if useful, a small sample of the types of target set. Governors do not interrogate individual targets, but may ask questions where they believe the process is not being followed.

The LGB's role in relation to staffing is to approve the staffing structure and establishment under section 6.2, and to check the impact of any staffing change on the School's budget through the nominated finance Governance Lead.

Advise the Board of Trustees of any concerns about the running of the school that cannot be resolved by the LGB and of any suspicions of fraud and irregularity.

Ensure the implementation of Trust-wide policies and procedures within the School, and monitor, evaluate and report their impact to the CEO. A Trust policy needing no local amendment is adopted centrally and distributed by the COO, without an LGB adoption vote. A policy the school needs to amend comes to the LGB, or any committee of the LGB, to ratify. A policy the LGB should adopt comes to the LGB, or any committee of the LGB, to adopt.

This may be a Trust policy governors should see, such as safeguarding, or a policy that is the school's own, such as the SEN information report.

Approve school specific policies and procedures, ensure and monitor their implementation, and evaluate their impact.

Be aware of the Trust's three-year financial plan and check the School's position against its agreed budgets. The three-year financial plan is approved at Trustee level only.

Maintain oversight of the risks facing the School, escalate identified risks to the Trust, and act on the risk mitigation measures required of the School by the Trust. The Trust's risk register and risk mitigation plan are held and maintained centrally.

The Trust's contingency and business continuity plan is developed, approved and maintained centrally. The LGB ensures the School's arrangements are consistent with it.

In line with the Trust's governance arrangements, policies and procedures, and scheme of delegation for the LGB:

- Hold at least three full LGB meetings and at least three meetings of the Education, Standards and Staffing Standing Committee a year
- Annually, in good time for the commencement of the new academic year, appoint a Vice-Chair of Governors; appoint the Chair of the Education, Standards and Staffing Standing Committee; appoint a Governance Professional to clerk LGB sub-committee meetings; and identify Local Governors who are eligible for selection to hearings and appeals panels as required
- Establish the committees of the LGB in line with these terms of reference; appoint Local Governors to those committees
- Appoint the nominated Local Governors set out below and ensure that they undertake training to equip them to carry out the role effectively
- Receive reports and recommendations from any committee, group or individual to whom an action or decision has been delegated, to agree the recommendation, ratify the decision, or consider whether any further action by the Local Governing Body is necessary
- Carry out and report on all duties and responsibilities delegated to the LGB by the Board of Trustees
- Make decisions on any other constitutional matter in which the LGB has discretion
- Maintain and publish, through the Governance Professional, a register of Local Governors' and senior members of staff's business and other interests, and adhere to procedures for registering and managing conflicts of interest
- Ensure the School complies with its legal and statutory requirements
- Publish agendas, papers, minutes of meetings (except confidential matters), and attendance information of the LGB and its sub-committees in line with the Trust's arrangements

Review and report to the Board on the effectiveness of the composition, membership and Terms of Reference of the LGB annually.

Ensure that new Local Governors take part in the Trust's induction programme, and that Local Governors take up the Trust's Local Governor training programme to develop their skills and experience and improve the effectiveness of the LGB.

Nominated Local Governors

The LGB nominates Local Governors to take specific responsibility for:

- Safeguarding
- SEND
- Finance (Governance Lead)

- Operations and Compliance (Governance Lead)
- Careers, in schools with pupils in Year 7 and above

and for any other area required by statute.

The finance and operations and compliance nominations are separate roles. One Local Governor may hold both.
The DfE's statutory careers guidance expects the governing body to nominate a Local Governor to take responsibility for careers. That is an expectation of the guidance and not a statutory link governor role. It applies to schools with pupils in Year 7 and above, and so not to Holyoakes Field First School.

The Governance Lead model
Each Governance Lead meets the relevant Trust lead and school lead once a term, three times a year. The termly meeting may be held after the school day or online.

Aspect	**Trust side**	**School side**	**Governor**
Finance	CFO	Headteacher	Nominated finance Governance Lead
Operations and Compliance	COO	School Operations Officer and Headteacher	Nominated operations and compliance Governance Lead

The termly meeting is minuted. The Governance Lead brings a verbal report and the minutes of the meeting to the next full LGB meeting.

The central team separately reports to the Board's Finance and Audit Committee and Operations and Compliance Committee, as set out at sections 5.2 and 5.4.

The agenda for the termly meeting covers, as a minimum:
- Value for money and regularity in the use of the School's funding
- Adherence to the Trust's scheme of financial delegation and financial authorities
- Procurement arrangements and compliance, including related party checks
- The School's list of contracts and assets and its inventory of furniture, equipment, machinery, vehicles and plant
- Awareness of, and access to, the Trust's whistleblowing arrangements among School employees and contractors
- The status of the School's website compliance audit
- Support for the Trust's external and internal auditors, and action on any recommendation arising

Membership
Names, biographies, appointment and attendance details of Local Governors, updated annually at the end of each academic year and published on the School's website.

New and replacement Trust Local Governors will be appointed by the Board of Trustees. The LGB proposes the Chair of Governors annually; the appointment is ratified by the Trustees. The LGB appoints the Vice-Chair of Governors and the Chair of the Education, Standards and Staffing Standing Committee annually.

Terms of Office
Four years. The Headteacher holds office ex officio as long as they are in post. Local Governors can be re-elected or re-appointed.

Organisation
Terms of reference, constitution and membership to be reviewed annually by the Board of Trustees.

One vote per Local Governor. The Chair has a casting vote.

Quorum
More than a third of Local Governors eligible to vote, with the Headteacher and staff governors in the minority.

Disqualification
The CEO and Officers of the Trust, who attend as professional advisers and are not voting members of the LGB.

Any Local Governor with a close personal or family connection to an employee of a Trust school is disqualified from LGB business concerning that employee.

Professional Advisers
The Headteacher, the CEO, the Trust's Officers and any other member of staff with Trust-wide responsibilities, as appropriate, and any additional advisers as appropriate.

Delegation
The Headteacher has delegated powers and duties in respect of the overall leadership, management and achievement of the school, and responsibility for ensuring the implementation of agreed policy, to the extent set out in the Trust's Scheme of Delegation.

6.2 Education, Standards and Staffing Standing Committee
This section is structured to the renewed Ofsted framework, mirroring section 5.3 at school level.

Purpose
Maintain a consistent focus on checking the adequacy of the school's safeguarding and child protection measures, including the Prevent duty.

Maintain a consistent focus on checking the effectiveness of the school's development and improvement plan.

In line with the Trust's arrangements, monitor, evaluate and report to the LGB on each evaluation area of the renewed Ofsted framework, on admissions, on marketing, communications and partnerships, and on the staffing arrangements that support them.

Recognise and celebrate achievement.

Terms of Reference
Safeguarding
Review and recommend for approval to the LGB the School's child protection, safeguarding and attendance policies and procedures.

Monitor and report to the LGB on whether the school has an open culture in which safeguarding is everyone's responsibility, whether multi-agency working is effective, whether strategic oversight of all aspects of safeguarding is in place, and whether leaders learn from safeguarding cases and incidents.

Ensure the school's policies and procedures, including those for managing staff discipline, conduct and grievance, for dealing with allegations of abuse against staff, and for the maintenance and accuracy of the Single Central Record (SCR) for recruitment and vetting checks, are in place, and monitor and report to the LGB on their suitability and impact.

Ensure the school's guidelines and best practice are followed in all recruitment procedures, particularly those relating to the safeguarding of children.

Check that children, pupils and students feel safe and secure in the school, and report to the LGB on the adequacy of safeguarding and child protection procedures.

Inclusion
Monitor, evaluate and report to the LGB on how quickly and accurately the school identifies pupils' needs, including emerging and changing needs, for disadvantaged pupils, pupils with SEND, pupils known to children's social care, and pupils facing other barriers.

Monitor the effectiveness of the school's graduated approach and the training and support staff receive to implement it.

Monitor the evidence base for the school's pupil premium strategy and the impact of targeted funding on the progress and attainment of the pupils it is intended to support.

Assure the LGB that the qualified SENCo has sufficient authority within the leadership structure to make a positive difference.

Monitor the effectiveness of provision for looked-after and previously looked-after children, including the quality and impact of personal education plans.

Monitor the school's contribution to the local area partnership's SEND strategy, and the use and impact of any alternative provision.

Curriculum and Teaching
Review and recommend to the LGB for approval the school's curriculum policy and development and improvement plan.

Monitor, evaluate and report to the LGB on the suitability, planning and sequencing of the curriculum, including whether it identifies clear end points and builds on prior learning for each subject and year group.

Monitor whether the curriculum is taught well, whether teachers draw on knowledge of pupils' needs and starting points, and whether leaders make sure teachers have or gain the expertise they need for the subjects and phases they teach.

Monitor whether all pupils at the early stages of reading are taught through systematic synthetic phonics, and whether appropriate action is taken for pupils who have not secured foundations in communication, language, reading, spelling, handwriting and maths.

Monitor how assessment is used to check understanding and to make changes to teaching and curriculum.

Monitor whether reasonable adjustments and adaptations for particular pupils are considered and implemented carefully, and whether EHC plans are properly considered.

Monitor the school's compliance with statutory requirements relating to the curriculum, including RE and collective worship, SEND, relationships, sex and health education, and the Early Years Foundation Stage, as appropriate, and for looked-after children.

Achievement
Recommend to the LGB, for approval by the Board of Trustees, targets for educational attainment and standards.

Monitor and report to the LGB on the achievement of targets and on pupil and student progress, including attainment and progress in national tests and examinations against national averages.

Monitor and report on the achievement of disadvantaged pupils, pupils with SEND, pupils known to children's social care, and pupils facing other barriers, and on whether gaps in their knowledge and skills are closing.

Monitor whether pupils develop foundational knowledge and skills, including language and communication, and secure accuracy and fluency in word reading, spelling, handwriting and number facts.

Monitor whether pupils are ready for the next stage of education, employment or training.

Ensure the sufficiency and adequacy of data and information relating to standards and attainment.

Attendance and Behaviour
Monitor and report to the LGB on attendance, persistent absence and severe absence at whole-school level and for each group, and on whether leaders use that analysis to identify causes, intervene early and remove barriers.

Monitor and report on the implementation and impact of the School's behaviour, classroom management, welfare and reward policies and procedures, and home/school agreements where used.

Monitor whether leaders establish and maintain high expectations of behaviour built on positive relationships, rules and routines that staff and pupils understand, and whether staff apply agreed rules and sanctions consistently.

Monitor the use of suspension and permanent exclusion, including proportionality by group, and report to the LGB on any disproportionate use.

Monitor how incidents of bullying, unlawful discrimination, harassment, victimisation, physical and sexual violence and derogatory language are dealt with.

Personal Development and Well-being
Monitor and review the coherence of the school's personal development programme across the taught curriculum and wider opportunities and experiences, and its impact on pupils' spiritual, moral, social and cultural development.

Monitor the suitability and teaching of the relationships, sex and health education programme.

Monitor whether pupils develop understanding of and respect for protected characteristics, fundamental British values and cultural diversity in modern Britain.

Monitor whether pupils have a range of suitable opportunities to broaden their experiences and develop their talents and interests, including in the arts, music and sport.

Monitor careers education where relevant, including progress towards the Gatsby benchmarks.

Monitor the effectiveness of pastoral support and whether pupils are confident in accessing it.

Monitor whether the personal development programme is an entitlement for every pupil, whether participation is tracked, and what steps are taken to ensure disadvantaged pupils, pupils with SEND and pupils known to children's social care can access it.

Early Years, where appropriate for the specific school phase
Early years is a separately graded evaluation area. It applies only where the school's phase includes nursery, pre-school or Reception provision. A middle school engages neither this evaluation area nor post-16 below.

Where the school has such provision, monitor, evaluate and report to the LGB on its quality, applying the evaluation areas above to the early years context and to the Early Years Foundation Stage framework.

Post-16, where appropriate for the specific school phase
Post-16 is a separately graded evaluation area. It applies only where the school's phase includes 16 to 19 study programmes. It does not apply to a first school or a middle school.

All the evaluation areas above apply to post-16 provision and are considered proportionately within each. The provision is also graded as a whole, against standards specific to 16 to 19 study programmes.

Where the school has such provision, monitor, evaluate and report to the LGB on its quality and outcomes, including retention, progress, and destinations into education, employment or training.

Leadership and Governance
Review and recommend to the LGB for approval the school's development and improvement plan.

Monitor, evaluate and report progress to the LGB on:

- Whether leaders understand the school's context, strengths and areas for development, and have a clear rationale for improvement priorities
- The effectiveness of the school's leadership and management, and the pace at which shortfalls are dealt with
- Whether the LGB defines vision, ethos and strategic direction, takes account of context, and ensures resources including digital technologies are used effectively
- Whether the LGB supports and challenges leaders appropriately, with due regard to staff well-being and workload
- The resources required to deliver the curriculum and extracurricular activities and to secure school improvement
- The impact of school improvement services and support and the professional development of staff
- Whether the school implements the Trust's complaints policy and procedures, and the nature of complaints received
- How well the school responds to the needs of parents and the community
- Preparedness for Ofsted inspection

Staffing
Ensure the school's human resources policies and procedures are in place; monitor and report to the LGB on their suitability and impact.

Establish and annually review the staffing structure and establishment in line with the school's development plan and budget, including pre-school and out-of-school club provision as applicable, for approval by the LGB. The committee checks the staffing impact on the School's budget with the nominated finance Governance Lead before recommending approval.

Monitor and report on the recruitment, retention, development, well-being and workload of staff.

Admissions
Monitor the impact of the School's PAN, and the Trust's admissions policy and oversubscription criteria, and propose changes, as required, to the Trust.

Marketing, Communications and Partnerships
In line with the Trust's marketing and communication policy and procedures, ensure all required information about the School is made available on the School's website and additionally as required.

Once policies, procedures and plans are approved or adopted, monitor, evaluate and report to the LGB on:

- The effectiveness of arrangements for marketing and communications and the publication of information
- The views of parents and of children, pupils and students, as appropriate, about the ethos and quality of provision in the school, and take action to address issues raised and make proposals for improvements
- The effectiveness of partnership working and sharing of best practice with other schools in the Trust, other local schools and academies, the Local Authority, and other agencies

Website compliance sits with the nominated operations and compliance Governance Lead under section 6.1, and is reported to the Board through the COO's written report under section 5.4.

Membership
A minimum of three Local Governors. The LGB appoints the Chair of the committee annually.

Terms of Office
Four years. Local Governors can be re-elected or re-appointed.

Organisation
Terms of reference, constitution and membership to be reviewed annually by the Board.

To meet at least three times a year.

One vote per Local Governor. The Chair has a casting vote.

The Headteacher, CEO and Trust Officers have the right to attend all standing committee meetings.

Quorum
Three Local Governors, with the Headteacher and staff governors in the minority.

Disqualification
The CEO and Officers of the Trust, who attend as professional advisers and are not voting members of this committee.

Any Local Governor with a close personal or family connection to an employee of the school is disqualified from committee business concerning that employee.

Professional Advisers
The Headteacher of the school, senior staff with responsibilities within the remit of the committee, the CEO, and any additional advisers as appropriate.

Delegation
None.

6.3 Hearings and Appeals Committee

Purpose
To form first hearing and appeal sub-committees for relevant staffing, exclusions and complaints matters.

Terms of Reference
In line with the Trust's human resources policies for school-based staff, pupil and student behaviour policies, and the Trust's complaints policy:

- Make any decisions under the Trust's personnel procedures, for example disciplinary, grievance, capability and redundancy hearings and appeals, relating to any member of staff other than the Headteacher, unless delegated to the Headteacher
- Make any decisions relating to fixed term exclusions and to the confirmation, review and/or reconsideration (in cases where the independent review panel makes this judgement) of the permanent exclusion of a pupil or student. The Board makes arrangements for independent review panels for exclusions and independent admission appeals panels
- Make any decisions regarding complaints which are referred to the Local Governing Body

Staff appointments are not a function of this committee. Appointments are made as set out in section A of the Table of Responsibilities in the Scheme of Delegation.

Membership
The LGB shall, each year in good time for the start of the academic year, identify Local Governors who are eligible for appointment to hearings and appeals panels. The Governance Professional appointed by the LGB will arrange for at least three Local Governors from this group to form each panel.

Should the need arise, including but not limited to conflicts of interest or knowledge of the matter, Trustees or Governors of other Trust schools may sit on the committee.

No person may sit on both panels dealing with the same matter.

Terms of Office
Appointed annually.

Organisation
Each panel shall appoint one of their number as Chair.

One vote per Local Governor or Trustee. The Chair has a casting vote.

Terms of reference, membership and constitution to be reviewed annually by the Trustees.

Quorum
Three governors, with the Headteacher and staff governors in the minority.

Disqualification
The Headteacher, any Local Governor and any Trustee with any direct involvement in the focus of any grievance, disciplinary, capability, redundancy or complaint matter.

The CEO, who is not a voting member of this committee.

Any Local Governor or Trustee with a close personal or family connection to the subject of the hearing.

Professional Advisers
The Headteacher, Officers of the Trust, and any additional advisers as appropriate.

Delegation
None.

7. Document control

Related documents

- Scheme of Delegation
- Scheme of Financial Delegation
- BMAT Articles of Association
- BMAT Funding Agreement
- Academies Trust Handbook (DfE)
- School Admissions Code
- Keeping Children Safe in Education
- Complaints Policy (Approved v25.2, 30 Sep 2025)
- Local Parent Governor Election Procedure
- Local Staff Governor Election Procedure
- Local Trust Governor Appointment Procedure
- Code of Practice for Members, Trustees and Local Governors
- Code of Conduct for Employees
- BMAT Pay Policy
- BMAT Finance Policy

Version control

Version number	Date issued	Author	Update information
Approved v22.3	18/10/2022	S Goodwin	Approved by Full Trustees
Draft v23.1	11/10/2023	S Goodwin	Clarification on appointment of Chair of Governors. Addition of detailed scheme of delegation.
Approved v23.1	24/10/2023	S Goodwin	Approved by Full Trustees
Drafts v26.1 to v26.5	17/08/2026 to 21/09/2026	S Goodwin	• Split from the former combined document as a standalone Terms of Reference; Scheme of Delegation issued separately • ESFA references removed; Clerk renamed Governance Professional • LGB finance, operations and compliance, and pay committees replaced by two Governance Leads • Education, Standards and Staffing aligned to the renewed Ofsted framework • Members communication protocol added; Members' quorum stays at two (Article 23) • CEO non-voting on committees; Trust Lead for People and Workforce added
Approved v26.6	29/09/2026	S Goodwin	• Approved by the Board of Trustees, 29 September 2026 (minute 07g) • No local pay or appraisal committee; central team samples appraisal and reports to Trustees (07c) • Governance Lead meetings may be after school or online (07b) • Careers link governor for schools with Year 7 and above (12d) • Three local policy adoption routes (12b) • CEO report to Members each autumn term (06m) • Provisions not decided on 29 September removed and taken to the November Board • Layout restructured to the Trust standard; tier codes removed