Marches Academy Trust

SCHEME OF DELEGATION AND GOVERNANCE STRUCTURES

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1. Introduction

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

Schools currently in the Trust:

- Cockshutt CofE Primary School and Nursery
- Criftins CofE Primary School and Nursery
- Grange Primary School
- The Grove School and Sixth Form
- Idsall School
- Kinnerley Church of England Primary School and Nursery
- Longlands Primary School
- Lower Heath CofE Primary School
- The Marches School
- Oakmeadow CoE Primary and Nursery School
- Selattyn CofE Primary School
- Shrewsbury Academy
- Sir John Talbot's School
- St Andrew's Church of England Primary School and Nursery
- Tilstock CofE Primary and Nursery
- West Felton Church of England Primary School and Nursery
- Weston Lullingfields Church of England Primary School and Nursery
- Woodlands School

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

2. Vision and Values

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

Marches Academy Trust Learning Mission Statement
As a Trust, it's our mission to empower everyone in our Trust and our communities to live and breathe our values and Achievement Through Caring, to reach their full potential.


Our Values:
Excellence
Integrity
Empathy
Creativity
Equality
Excellence: striving for mastery and personal success
Integrity: consistently acting with honesty, compassion and respect
Empathy: embracing and supporting the uniqueness of every individual
Creativity: inspiring and challenging through invention, experimentation and exploration
Equality: ensuring fair opportunity for all

3. The Trust's strategic priorities



4. The Trust's partnership with the Diocese

The Trust has a strong partnership with the Diocese of Lichfield Education Trust Ltd. Where a school is designated with a religious character, in relation to their ethos and religious education, the Trust and the Board of Trustees shall have regard to any advice and follow any directives from the Diocese of Lichfield Education Trust Ltd, and will have due regard to the Diocesan Strategy.

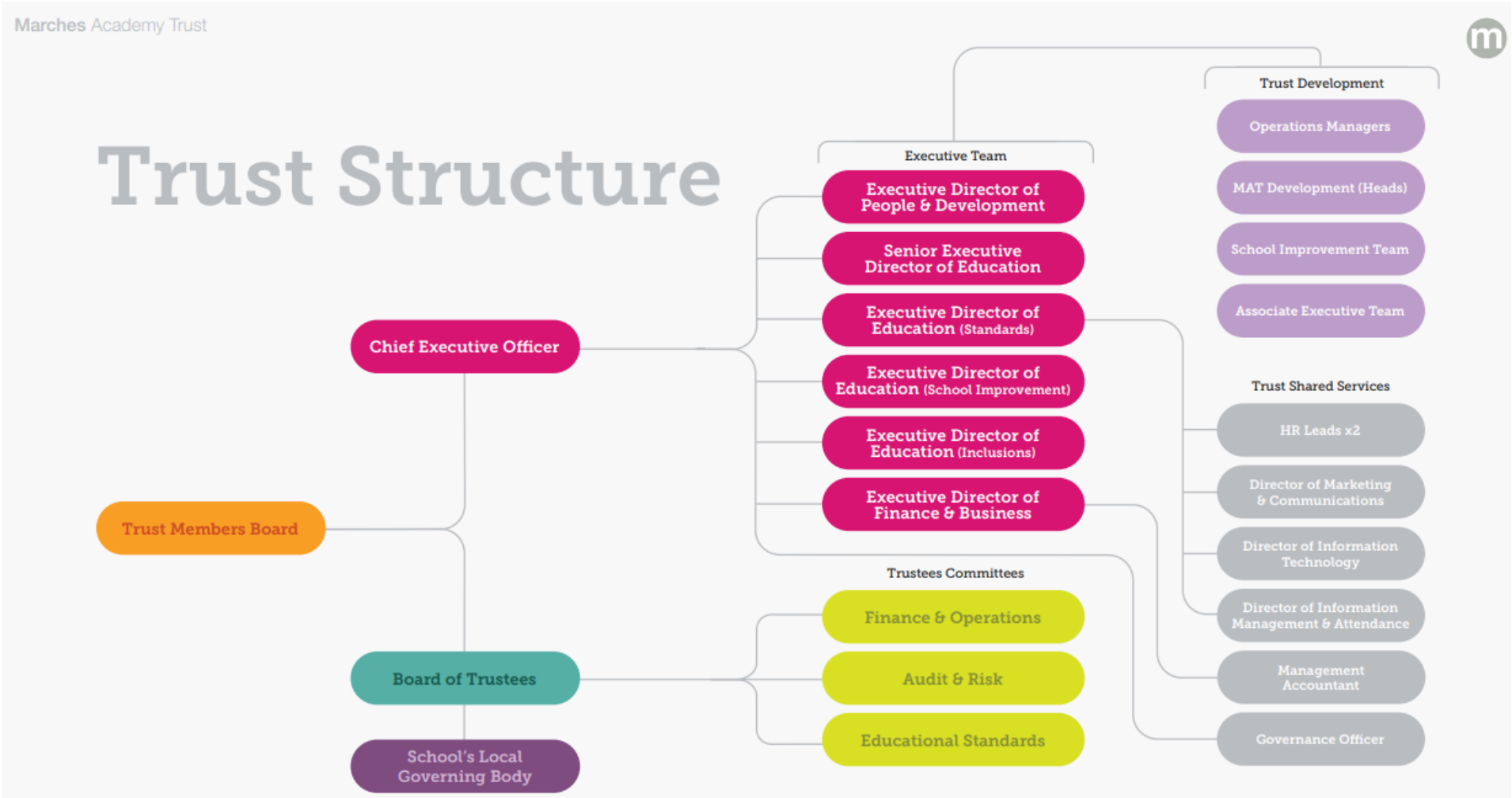
Church of England schools within the Trust are also conducted in accordance with the principles, practices and tenets of the Church of England both generally and in particular in relation to arranging for religious education and daily acts of worship.

5. Our Church of England schools terms of reference

Each Church of England School within the Trust has a theologically rooted Christian vision and values which reflect the context of the school. This vision aims to enable pupils and adults to flourish. Our Diocesan schools seek to:

- Effectively establish and promote the Christian vision by leadership at all levels.
- Deliver a curriculum that reflects and fully integrates the schools theologically rooted Christian vision.
- Provide engaging collective worship that enables all to develop spirituality.
- Effectively embed Equality, Diversity, Inclusion & Belonging (EDIB).
- Develop the school's ethos through its Christian vision and the specific needs of the school community.
- Ensure a culture of justice, responsibility and accountability that is understood by all people in the school community.
- Provide an effective RE curriculum (with reference to the expectations set out in the Church of England statement of entitlement for RE)
- Develop a clear overview of the context of the school detailing how the Christian vision and values link to the school and Trust vision and values.
- Ensure the Trust is clear about the impact that Christian values have on the school and its people.
- Ensure all stakeholders have a clear understanding of the impact of the vision and values in enabling all to flourish.
- Work with the Trust to keep improving the school with appropriate and effective governance.

6. Marches Academy Trust Governance Model



7. Governance Structure and Lines of Accountability

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

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

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

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

8. Descriptions of Roles

8.1 The Role of Members

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

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

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

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

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

8.2 The Role of Trustees

The Trustees are the Charity Trustees (within the terms of section 177(1) of the Charities Act 2011) and are responsible for the general control and management of the administration of the Trust, in accordance with the provisions set out in the Memorandum and Articles of Association.

The Board of Trustees is the decision-making body of the Trust and is accountable and responsible for all the academies in the Trust.

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

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

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

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

8.3 The Role of Committees

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

8.4 The Role of the Chief Executive Officer (CEO)

The CEO has the delegated responsibility for the operation of the Trust, including the performance of the Trust's schools. The CEO manages the performance of the Executive Leaders. The Trustees, with the involvement and consent of the Diocesan Corporate Member and the consent of the Diocese of Lichfield, shall appoint the Chief Executive Officer.

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

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

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

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

8.5 The Role of the Local Governing Body

The Board of Trustees will establish a Local Governing Body (LGB) in each school and will appoint the Chair and approve Community Governors. A minimum of two parents will be elected to the body. Terms of Reference for the LGB can be found in section 9.3.2.

8.5.1 Appointment and Removal of Governors

Governors are appointed for a period of 4 years and may be removed by resignation, or by Trustees, if their presence or conduct is deemed by the Board of Trustees, at their sole discretion, not to be in the best interest of the Trust or the individual school. LGB's will interview new Governor applicants and vote to recommend their approval to the Board of Trustees. In line with the Trust's Articles of Association, Trustees formally approve all new Governor applications.

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

9. Trust Central Functions

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

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

- Executive Leadership – Oversight of all schools in the Trust, providing strategic leadership to the Trust and line management of Headteachers/Heads of School and shared services staff.
- School Improvement – Production of agreed protocols for the collection of data, providing advice and guidance to Headteachers/ Heads of School to improve educational outcomes in their school.
- Finance & Operations– Production of statutory accounts and DfE financial returns, production of management accounts, budgets and forecasts for Headteachers/Heads of School and Board of Trustees, finance systems, policies, and procedures. Management of capital funds, development of Estates strategy and ensuring compliance with Health & Safety and GDPR Data regulations and compliance with payroll.
- Human Resources – Advertising and management of recruitment processes, provision of specialist HR advice, writing of contracts, ensuring compliance with payroll, pensions regulations and employment law.
- Marketing – Development of marketing resources and management of public relations, maintaining school and Trust websites and development of school prospectuses.
- Insurance – Negotiation and management of insurance contracts.
- Clerking and Governance – Trust wide provision of governance services, ensuring strategic link between Trustees and Governors.

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

10. Trust Financial Framework

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

11. Scheme of Delegation Matrix

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

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

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

Key
A – Accountable:
Those answerable for the correct and thorough completion of the deliverable or task, and the one who delegates the work to those responsible
R – Responsible:
Those who are responsible and report to those Accountable
I - Implementing:
Those responsible for the task, who ensure it is done
C – Consulting:
Those whose opinions are sought, and with whom there is two-way communication

Area	Function	Delegation						
		Members	Board of Trustees	CEO	ELG	School Headteacher /Head of School	School LGB	Trust Governance Officer
	The governance framework							
People	Members: Appoint/Remove *Diocese must be consulted and consent	A*						I
	Trustees: Appoint/Remove* *Diocese must be consulted	A*						I
	Chair of Trustees: Elect		A/R					I
	Safeguarding Trustee lead: Appoint		A/R					I
	SEND Trustee lead: Appoint		A/R					I
	Role descriptions for Members: Agree	A						I
	Role descriptions for Trustees/Chair/ specific roles/committee members: Agree		A					I
	Trustee Committee Chairs: Appoint/Remove		A	R				I
	School LGB chairs: Appoint/Remove		A/ I	R		C	C	
	Members of LGB (with the exception of Parent Governors and Staff Governor): Appoint		A	C		R	I	

Area	Function	Delegation						
		Members	Board of Trustees	CEO	ELG	School Headteacher /Head of School	School LGB	Trust Governance Officer
	Members of LGB Governors: Remove* *Consult Diocese if a Foundation Governor		A	R		I		
	Trust Governance Officer & Clerk to Trustees: Appoint/Remove		A/R	C				I
	Clerk to LGBs: Appoint/Remove			R		A	C	I
Systems & structures	Articles of Association: Review* *Diocese must be consulted and consent		A/R	R				I
	Articles of Association: Ratify	A/R						I
	Governance structure (including committees) for the Trust: Establish & review annually		A	R		C		I
	Terms of reference for Trust committees (including audit if required, and scheme of delegation for school committees): Agree & annually review* *Diocese must be consulted and consent		A/R	R				I
	Terms of reference for school LGB: Agree & annually review		A	R			I	I

Area	Function	Delegation						
		Members	Board of Trustees	CEO	ELG	School Headteacher /Head of School	School LGB	Trust Governance Officer
	Skills audit every two years: complete and recruit to fill gaps		A	C			A	I
	External review of governance (EGR) every three years: Commission & review		A/R	C				I
	Self-review of Board of Trustees performance every two years: Conduct & review		A	C				I
	Chairs of LGB performance 360 review: Conduct & review every two years		A	C		C	A	I
	Trustees contribution/impact: Review annually	A	R					I
	LGB members' contribution/impact: Review annually		A	C		C	R/ I	
	Governance Succession: Review Board of Trustees plan annually		A	R		C	C	I
	Governance Succession: Review school LGB plan annually		A	C		R/ I	R/ I	C
	Annual schedule of business/work plan for the Board of Trustees: agree		A	C				R/I

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

Area	Function	Delegation						
		Members	Board of Trustees	CEO	ELG	School Headteacher /Head of School	School LGB	Trust Governance Officer
	Annual report work of Trustee committees: submit to Board of Trustees		A	C	R/I			
	Annual report on the school and work of LGBs: submit to Trust and publish			C		A/R/I	A	
	Being strategic							
Vision & Strategy	Determine Trust wide policies which reflect the Trust's ethos and values: approve		A	R/I	R/I	I	C	C
	Establish risk register and conduct regular review		A	R	R/I	C		
	Central spend/top slice: agree		A	R	R/I			
	Management of risk: establish register, review, and monitor		A	R	R/I			
	Engagement with stakeholders		A	R	R/I	R	R	
	Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs~~): determine~~		A/R	R	R/I	I	I	
	Apply the Trust's' vision and strategy in schools, agreeing key priorities and key performance indicators (KPIs) against which		A*	A/R*	R/I	A/R/I*	C*	

Area	Function	Delegation						
		Members	Board of Trustees	CEO	ELG	School Headteacher /Head of School	School LGB	Trust Governance Officer
	progress towards achieving the vision of 'Achievement through caring' can be measured: determine* * For Church schools this must be in accordance with the Diocesan Strategy for the Diocese of Lichfield.							
	Chief Executive Officer: Appoint and dismiss* *Diocese must be consulted	C*	A*/I			C*	C*	
	Executive Leaders: Appoint and dismiss		A	A/R/I				
	School Headteacher/Head of School: Appoint and dismiss* *Diocese must be consulted and consent to the appointment/dismissal of Headteacher/Head of School for any Church school		C*	A/R/I	A/R/I*		C/I*	
	Budget plan to support delivery of Trust key priorities: agree		A	R	R/I			
	Budget plan to support delivery of school key priorities: agree		A	R	C	R/A/I	C	
	Trust's staffing structure: agree		C	A/R/I	R/I			

Area	Function	Delegation						
		Members	Board of Trustees	CEO	ELG	School Headteacher /Head of School	School LGB	Trust Governance Officer
	Schools' staffing structure: agree			A/C		R/I	C	
	Holding to account							
Holding to account	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree		A	R	I		C	
	Reporting arrangements for progress on key priorities: agree		A	R	I			
	Performance management of the CEO: undertake		A				C	
	Performance management of the Executive leaders		A	A / R				
	Performance management of school Headteachers/Head of School: undertake				A / R / I		R	
	For church schools, to monitor and support Christian distinctiveness and church ethos of the school		A	R		I	C	
	Ensuring financial probity							
	Appointment of Auditors	A		R				

Area	Function	Delegation						
		Members	Board of Trustees	CEO	ELG	School Headteacher /Head of School	School LGB	Trust Governance Officer
Ensuring financial probity	Executive Director of Finance and Business for delivery of Trust's detailed accounting processes: appoint		A	A / R	A / R / I			
	Trust's scheme of financial delegation: establish and review		A	R	A / R / I			
	School's scheme of financial delegation: establish and review		A	R	A / R / I			
	External auditors' report: receive and respond		A/ I	R				
	CEO pay award: agree		A / I					
	Executive Leaders pay award: agree		A	A / R / I				
	School Headteacher/Head of School pay award: agree			A / R / I	A / R / I		R	
	Staff appraisal procedure and pay progression: monitor and agree			A / R		R / I	R / C	
	Benchmarking Trust-wide value for money: ensure robustness		A	R	R / I	C	C	
	Benchmarking school-level value for money: ensure robustness		A	R	R / I	A / I	C	

Area	Function	Delegation						
		Members	Board of Trustees	CEO	ELG	School Headteacher /Head of School	School LGB	Trust Governance Officer
	Develop Trust wide procurement strategies and efficiency savings programme		**A**	**A / R / I**	**R / I**			

12. School Improvement Continuum, SIR and Delegated Authority

The Board of Trustees is the legally accountable body for educational standards, safeguarding, financial sustainability and statutory compliance across all academies within the Trust.

The Trust recognises that schools operate at different stages of organisational effectiveness and improvement. The level of delegated authority granted to any school will therefore be determined using a combination of:

- The School Improvement Record (SIR)
- The School Operations Improvement Record (SOIR)
- Trust quality assurance activity
- External inspection outcomes including but not limited to Ofsted
- Achievement (internal data and exam results)
- Leadership capacity and sustainability
- Safeguarding compliance
- Financial sustainability
- Risk management and statutory compliance

The SIR provides the Trust's school improvement evaluation mechanism and is aligned to the Trust's School Improvement Continuum.

Delegated authority is earned, retained and, where necessary, reduced according to the school's demonstrated capacity to secure high-quality outcomes for children and young people (CYP).

13. School Improvement Phases

The Trust recognises that schools move through different stages of development over time. Schools may progress, plateau or regress depending on their effectiveness, capacity and ability to secure sustainable improvement. The Trust's School Improvement Continuum provides a common framework for understanding a school's current position and determining the level of support, challenge and intervention required. The continuum aligns with the School Improvement Record (SIR) and informs decisions relating to governance, delegated authority and school improvement support.

Phase 1 – Stabilise The purpose of the Stabilise phase is to establish safe, effective and sustainable foundations for improvement.	Schools typically operating within this phase may demonstrate one or more of the following: • Safeguarding judged as Not Met. • One or more SIR judgement areas identified as Urgent Improvement. • Significant concerns regarding leadership capacity. • Significant concerns regarding educational standards. • Significant compliance, financial or operational risks. Trust intervention is likely to be intensive and direct.
Phase 2 – Repair The purpose of the Repair phase is to secure rapid improvement and build sustainable leadership capacity.	Schools typically operating within this phase may demonstrate: • Improvement from a previous category of concern. • Predominantly Needs Attention judgements within the SIR. • Early evidence of improved outcomes. • Capacity to improve, but insufficient evidence of sustainability. Trust support remains significant, with a clear focus on building organisational capacity and securing improvement.

Phase 3 – Improve The purpose of the Improve phase is to secure consistently effective practice and strengthen long-term sustainability.	Schools typically operating within this phase may demonstrate: • Most SIR judgement areas at Expected Standard. • Improving educational outcomes. • Secure leadership and governance. • Consistent compliance and safeguarding arrangements. Trust support focuses on challenge, quality assurance and leadership development.

Phase 4 – Sustain and Transform The purpose of this phase is to maintain high standards, secure sustainable improvement and contribute actively to wider Trust improvement.	Schools typically operating within this phase may demonstrate impact through: • All SIR judgement areas at Expected Standard or above. • Secure outcomes and leadership over time. • Strong safeguarding and compliance. • Sustainable financial performance. • Capacity to support other schools across the Trust. • Strong leadership succession and organisational resilience. Schools operating within this phase are expected to exercise greater autonomy whilst remaining fully accountable to the Board of Trustees. Schools demonstrating sustained Strong or Exceptional practice may be recognised as operating at a transformational level and are expected to contribute actively to Trust-wide improvement through system leadership, school-to-school support and the development of leaders across the Trust.

School Improvement Phase	Typical SIR Profile	Typical Delegation Category
Stabilise	Urgent Improvement / Safeguarding Not Met	Sponsored
Repair	Predominantly Needs Attention	Sponsored or Supported
Improve	Majority Expected Standard	Supported
Sustain and Transform	Expected Standard or above across all areas	Full

Schools may move forwards or backwards between phases where evidence indicates a material change in effectiveness, leadership capacity, organisational risk or sustainability.

14. Levels of delegation

Core decision making and accountability do not change; however, the precise authority delegated to each LGB and the Headteacher will depend on the circumstances of each school. The principle determining delegated powers will be that of agency for school leaders with appropriate support. The performance, capacity, and financial security of each school will be reviewed termly by the Executive Board, and annually by the Board of Trustees to ensure that appropriate support is in place. The criteria for this are laid out below.

Full Level of Delegation:
A school whose most recent School Improvement Record (SIR) Review indicates that it meets or exceeds the 'expected standard' across all evaluation areas will operate with a high and equal level of agency. A newly appointed Headteacher would receive full delegation only where they have a proven track record as a Headteacher in their previous school. The school may exercise all powers, other than those reserved to the Board of Trustees and its Committees where these are strategic in nature or cannot legally be delegated.

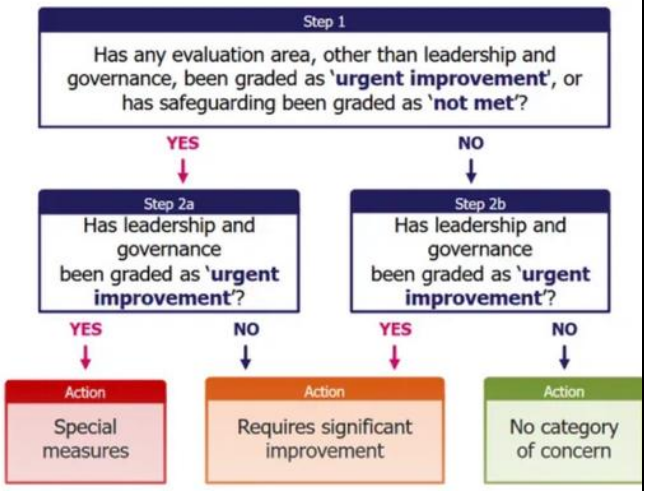
Supported Level of Delegation:
A school where one or more evaluation areas are identified as 'Needs Attention', or where there is evidence of declining outcomes or financial concern, will have its performance, capacity and financial security reviewed through the Trust's established review cycle. The level of agency will be determined accordingly to ensure appropriate support and challenge that secures timely improvement in educational provision.

Sponsored Level of Delegation:
A school placed in a category of concern (for example, 'Special Measures' or 'Urgent Improvement'), typically associated with one or more areas identified as requiring 'urgent improvement', or where there are significant concerns regarding outcomes, safeguarding is not met, leadership capacity, or financial sustainability, will operate with limited agency. Governance arrangements, including the composition of the Local Governing Body, will be determined by the Board of Trustees and kept under regular review.

For Sponsored schools, the Executive Board will convene RAP (Rapid Action Plan, outlined below) meetings weekly focusing on key areas for urgent improvement in addition to SIR Reviews where there are concerns. Attendees will include the CEO, Education

Directors of Education, Executive Director of Finance and Business (where appropriate), Headteacher, and Chair of Governors, plus other specialists as required and decided by the CEO. Where circumstances change, the Executive Board and/or Board of Trustees can choose to review and change the school categorisation ahead of termly reviews (SIR Reviews) based on its assessment of the school's trajectory and sustainability, such as pillar data points or national assessment points, i.e., KS2 SATs or GCSEs. The Executive Board and/or Board of Trustees will take a holistic view of the determining factors below and use them to set a level of delegation that will best support the school to improve or continue to improve.

	DETERMINING EDUCATION FACTORS	DETERMINING FINANCIAL FACTORS	DELEGATED POWERS & SUPPORT
FULL	• Most recent Ofsted grade is; expected standard or above, all sub judgements are expected standard or above, • Results are above the Trust 'floor standard' as defined above. • PP and SEND learners perform in line with national averages • School leadership is secure with capacity to continue to improve the school	• The school is able to set a one year budget that achieves reserves of at least 5% of income • In year spend is well controlled with forecasts indicating a year end position in line with the school's approved budget, unless there is an agreed overspend. • Three year forecasted reserves are stable and positive, or there are clear and credible plans to stabilise it.	• The school will undertake a financial planning process, as led by Trust finance colleagues, including; long term stress testing, and budget setting focused upon achieving strong student outcomes, in preparation for board approval. • Package of QA including annual Safeguarding and Health and Safety reviews plus developmental support focused on the quality of education.
SUPPORTED	• Most recent Ofsted grades are; needs attention or sub judgements needs attention. • Results are at or above the Trust 'floor standard' as defined above, if they are below, there is a clear trajectory of improvement. • School leadership is secure with capacity to improve the school.	• The school has been placed in Financial Measures or has a Financial Notice to Improve (see section 6). • The school is unable to achieve the in year expected reserves of 5% or demonstrate that it has clear plans to do so. In year spend is well controlled with forecasts indicating a year end position in line with the school's approved budget, unless there is an agreed overspend. • Three year forecasted reserves are stable and positive, or there are clear and credible plans to stabilise it. •	• The Trust Central Team will work closely with the Headteacher to ensure key enablers for school improvement are in place including the effective targeting of resources in order that good outcomes are secured. • School Improvement Board may be established • Direct support from the Central Team with budget setting. The Trust Executive Team approves staffing and employment decisions. • Bespoke and targeted package of QA including annual Safeguarding and Health and Safety reviews • Developmental support and direct QA focused on the quality of education. • Shift plans are in place to support the necessary and significant pace of improvement in schools. The shift plan is reviewed and updated weekly by Headteacher and evidence of impact provided to Executive Team. This should last [determine length].

SPONSORED	• Most recent Ofsted grade is; a category of concern (e.g. Special Measures or Requires Significant Improvement) or sub judgements are urgent improvement or safeguarding is not met.
	• Results are below the Trust 'floor standard' as defined below.
	• The Trust has significant concerns about leadership capacity, competence, or sustainability based on clear evidence in key compliance areas such as H&S, Safeguarding and Financial Management.
	
	A school will be below the trust floor standard if:
	• Secondary: KS4 outcomes are significantly below national averages and not improving.
	• Primary: KS2 outcomes are significantly below national averages and not improving.
	
	
	
		• The school has been placed in Financial Measures or has a Financial Notice to Improve.
		• The school is unable to achieve the in year expected reserves of 5% or demonstrate that it has clear plans to do so.
		• Spending is not controlled resulting in forecast overspends or a significant adverse variance against the approved budgetForecast year end reserves are; declining rapidly, below 5% of income, or at significant risk of being under 5% without prior approval.
		• The school is found to have operated outside its delegated financial authority limits.
		• The school is subject to an internal fraud investigation.
		• The school is judged as having unsatisfactory internal financial controls by either Executive Director of Finance, Internal, or External Auditor.
			• The Trust takes direct responsibility for all aspects of the school.
			• A new LGB may be appointed by the Board including a new Chair, Vice Chair, and Clerking arrangements.
			• School Improvement Board established.
			• Executive Headteacher/Executive Lead appointed with responsibility for all aspects of the school including;
			  ○ Carrying out the Trust's vision, values and principles.
			  ○ Being responsible for day to day running of the school, working alongside the Headteacher.
			  ○ Holding the Headteacher and leadership accountable to improve the overall effectiveness of educational planning and performance.
			  ○ Setting the annual budget and approving all spending.
			• Bespoke and targeted package of Quality Assurance (QA) including at least annual but likely termly Safeguarding, Teaching and Learning, Health and Safety reviews.
			• Developmental support and direct QA focused on the quality of education.
			• Rapid Action Plan (RAP) will be co-created by Executive link and Headteacher. This is an intervention to ensure the school makes the rapid change required to secure improvement needed.

Suspension of Delegated Authority

Financial management for the school is delegated to the Headteacher within the Trust's approved scheme of financial delegation. However, full delegation may be suspended immediately in the circumstances set out below. Any suspension and subsequent variation to delegation will be recorded in writing and notified to the Headteacher and chair of the LGB.

Financial Notice to Improve (internal Trust mechanism):
The Finance and Operations Committee (FOC) will issue a school with an internal Financial Notice to Improve (NtI) if both the following apply:

- The school is forecasting to be unable to achieve the in year expected reserves of 5% or demonstrate that it has clear plans to do so.
- Spending is not controlled resulting in forecast overspends or a significant adverse variance against the approved budget.

If these circumstances apply:

1. The Headteacher and Trust's Executive Director of Finance and Business will devise a recovery plan which identifies and addresses structural issues that threaten the school's financial sustainability.
2. The recovery plan will be presented to the FOC for approval, with clear milestones, savings, risk assessment and monitoring arrangements.
3. Staffing: all recruitment, contractual variations and restructures at the school will have to be agreed by the Trust Executive Team. The FOC will monitor progress against the plan via the Trust's management accounts and forecasting reports.
4. The school's LGB will be made aware of the recovery plan and be provided with updates at each LGB meeting by the Headteacher.

Lifting the internal NtI
When the FOC is satisfied that the school has addressed the identified financial issues and has an approved budget (and sustainable forecasts), it will formally lift the internal NtI. Full delegation will then be reinstated with immediate effect (or on a stated date), and the written variation will be withdrawn.

Financial Measures (enhanced intervention)
The FOC will have the power to place a school into Financial Measures if any of the following apply:

- The school can no longer meet its financial commitments of achieving 5% reserves without an approved business case in line with the Trust's reserves policy.
- The school is found to have operated outside its delegated financial authority limits.
- The school is subject to an internal fraud investigation or suspected fraud investigation.
- The school is judged as having unsatisfactory internal financial controls

If any of these circumstances apply:

1. Temporary centralisation: The school's financial decision-making will be placed entirely in the hands of the Executive Director of Finance and Business and CEO, within board-approved limits.
2. Controls and approvals: All transactions will be managed by the Executive Director of Finance and Business. These are then reported to the CEO monthly along with the monthly management accounts. Trustees receive the recovery plan update summary.
3. Monitoring: Progress against the Emergency Action Plan will be monitored by the Executive Director of Finance and Business, CEO, with oversight by the FOC at each meeting (and by the chair or nominated member between meetings).
4. Exit and recovery: Once the FOC is satisfied that the terms set out in the Emergency Action Plan have been delivered and controls are operating effectively, the school will exit Financial Measures. Thereafter, the school will placed into a 'recovery period' during which the internal NtI conditions apply until the FOC is satisfied that full delegation can be reinstated.

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

15.1 Trust Members Board Terms of Reference

Committee and Membership	Terms of Reference
Catherine Bennett CECET Representative Elizabeth Edwards Robert Forrester Arthur Walpole	1. To appoint/remove Members. 2. To appoint/remove Trustees. 3. To agree and review the Articles of Association. 4. To review the performance of the Board of Trustees. 5. To appoint the Auditors and Responsible Officer for the Trust.

15.2 Board of Trustees Committees Membership and Terms of Reference

Quorum - The Quorum for all meetings is a minimum of three Trustees.

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Trustees are appointed by Members and the Diocese. The Board of Trustees can also act jointly and with the consent of the Diocesan Board of Education to appoint up to 2 co-opted Trustees. All other Trustee appointments must be approved by the Board of Members. The Diocese of Lichfield must be consulted and provide consent to all Trustee appointments. The Diocese may appoint up to two Trustees, but no more than 25% of the Board, to ensure that the character of Church schools reflects their designated religious denomination.

Trustees are appointed for a period of 4 years and may be removed by resignation, or by Members, if their presence or conduct is deemed by the Board of Members not to be in the best interest of the Trust.

The Board of Trustees also has the discretion to appoint “Associate Trustees”. These Trustees attend Board of Trustees meetings as observers but do not have the right to vote.

Committee and Membership	Terms of Reference
Board of Trustees	
See Appendix 1	**Ensuring and championing clarity of vision, ethos and strategic direction.** 1. Ensure clarity of vision, ethos and strategic direction underpin the way in which the Trust operates, communicating the vision for the Trust and its application at both Trust and school levels. 2. Develop the shared values of the Trust and ensuring they underpin all decision making. 3. Approve the vision of the Trust and its long-term strategic plan, including the setting of key performance indicators and reviewing these annually. 4. Assist in determining the educational character, values, ethos and mission of the Trust. 5. Receive regular reports at board meetings to review regularly outcomes and impact against key performance indicators as identified in the Trust's strategic plan. 6. For the Trust's Church schools, ensure the promotion and development of the distinctive Christian vision, values and ethos. 7. Agree the academisation of new schools. **Ensuring high standards of achievement and improved performance.** 8. Hold the CEO to account for the educational performance of the schools and their CYP, and the performance management of staff. 9. Set the standards and establishing a framework for the review and continuous improvement of high-quality education provision and services for CYP. 10. Approve the educational and school improvement targets set within schools and ensuring that all Trust schools are effectively challenged and supported to maximise outcomes of children and young people. 11. Determine the admissions policy and arrangements for the schools, in accordance with admissions law and DfE codes of practice. 12. Agree the appointment of the CEO, Headteachers and members of the Trust Executive Team.

	Ensuring sound financial practices and future sustainability. 13. Oversee the financial performance of the Trust, making sure its money is well spent and ensuring Trust wide value in terms of impact, outcomes, quality and cost. 14. Approve the Trust's annual budget and through the Finance & Operations Committee keep it under regular review. 15. Approve each school's bottom line annual budget, review annually and endorse plans to address identified over or underspends. 16. Agree the scheme of financial delegation to Trust schools and review this annually. 17. Review and sign annual reports and accounts. 18. Receive the annual report from the Trust's auditors and take the appropriate actions to respond positively to any recommendations. 19. Approval the disposal or acquisition land or interests in land to be used by the schools. 20. Review and approve recommendations regarding teachers' pay from Local Governing Body Salaries Committees outside of normal pay progression. 21. Determine the remuneration of all members of the Executive leadership team. 22. Approve the recommendations or dismissal or retendering of the external auditor, and their remuneration. **Ensuring a safe and healthy environment for all CYP, staff & visitors.** 23. Approve the Trust's health and safety policy and review its implementation annually. 24. Ensure the effectiveness of safeguarding practices in the Trust and its schools (through the Audit & Risk Committee). **Ensuring the voices of school stakeholders are heard.** 25. Agree and promote the Trust's strategy for involving stakeholders ensuring the Trust sufficiently engages with a cross section of groups to enable strategies, policies and standards to be set, decisions to be made, which properly take into account the perspective of key stakeholder groups.

	Ensuring strong and robust governance. 26. Ensure compliance with legal obligations and the Trust's duties under company law and charity law and agreements made with the Department for Education (DfE) including Master Funding Agreement and Supplemental Funding Agreements. 27. Establish an effective risk management process and monitor its implementation. 28. Ensure the continued charitable status of the Trust. 29. Approve the Trust's accountability framework and keep it under regular review. 30. Take timely action to address decisions for which there is a legal requirement for Board approval. 31. Approve Trust-wide policies. 32. Agree the schemes of delegation for governance, financial control, and educational performance. 33. Determine the delegation and terms of reference for the Trust's Committees. 34. Ensure effective consultation and communication with all constituent parts of the Trust. 35. Monitor the performance of the individual Local Governing Body and using power to withdraw delegated powers from the Local Governing Body and, if necessary, disband it. 36. Ensure that processes are in place for the appointment of Governors of the Local Governing Body. 37. Produce an annual report on the performance of the Trust. 38. Review the Board's own effectiveness regularly and agree appropriate actions to improve its performance. 39. Appoint the Trust Governance Officer & Clerk to Trustees. **Other** 40. Compromise, settle, conduct, enforce or resist either in a court of law or by arbitration any suit, debt, liability or claim by or against the Trust which are material, by reason of value or impact on the reputation of the Trust or any of its academies. 41. Review and agree a strategy on diversity and inclusion and ensuring that the Board of Trustees demonstrates leadership in all matters relation to diversity and inclusion in terms of its workforce, procurement and service delivery. Note - Terms of reference for the Trust will under regular review by the Board of Trustees (at least every 2 years). All amendments to the Board's terms of reference will require a special resolution i.e. 75% voting in favour. All changes to the LGB terms of reference will also be made by the Board of Trustees

	and, if approved would be amended in the terms of reference for all LGBs within the Trust. All terms of reference will be reviewed by both the Board of Trustees and the LGBs annually.
Audit and Risk Committee	
See Appendix 1	• The committee acts on behalf of the Board of Trustees, which retains overall responsibility for risk management and compliance. • Meetings will only be attended by members of the committee as outlined in Appendix 1. • Membership: At least three trustees, with a majority of trustees on the committee. Two governors from Trust schools. No employee of the Trust may be a member. • Attendees: The Accounting Officer and Executive Director of Finance attend by invitation to provide information and participate in discussions but are not members of the committee. • Chairing: The Chair of Trustees and Chair of Finance & Operations Committee should not attend ARC meetings. • Quorum: Three committee members. • Frequency: Meets at least five times per year. • Authority: Operates under written terms of reference approved by the board and has unrestricted access to the external auditor and to those carrying out internal scrutiny. 1. Ensure compliance with all statutory regulations and Acts of Parliament governing the operation of the Trust, including, without limitation, charity, employment and company law, health and safety regulations, and data protection legislation. 2. Review and ensure that the Trust is compliant with the Academy Trust Handbook and other relevant statutory and regulatory guidance. 3. Ensure effective policies, protocols and procedures are in place to manage safeguarding and whistleblowing risks. Ensure that associated risks are identified, managed and escalated appropriately. 4. Review the Trust's risk register at every meeting, including risk ratings, responses, emerging risks and significant anomalies and any in year updates. Use the risk register to inform the

	committee's annual internal audit programme of work, ensuring checks are modified as appropriate each year. 5. Support the development and review of the Trust's risk management strategy, setting out the framework the Trust has adopted for identifying, assessing and managing risk, including reviewing the external auditor's plan. 6. Approve and oversee the Trust's programme of internal scrutiny on behalf of the Board of Trustees, ensuring that it is risk-based, proportionate, and provides appropriate coverage across the year. 7. Agree annually the internal scrutiny programme of work, including its scope, timing and focus, informed by the Trust's risk register and key risks areas/assurance priorities. 8. Agree who will carry out the programme of internal scrutiny, ensuring appropriate independence, competency and objectivity. 9. Consider internal scrutiny reports throughout the year, monitor management responses and implementation of agreed recommendations. 10. Report to the Board of Trustees on the adequacy and effectiveness of the Trust's internal control framework, including financial and non-financial controls, compliance, and the management of risk. 11. Assess whether internal controls, policies and procedures are operating effectively in practice and are being followed as intended, commissioning additional internal scrutiny where needed. 12. Receive and review internal audit, internal scrutiny and external audit reports in line with the agreed programme of work, and track any remedial actions required. Report back to the Board of Trustees on recommendations resulting from these. 13. Seek assurance that management actions arising from internal scrutiny, internal audit and external audit are implemented within agreed timescales, and ensure that unresolved or overdue actions are escalated appropriately. 14. Consider outputs from other assurance activities by third parties including DfE financial management and governance reviews, funding audits and investigations.

	15. Have access to the external auditor and those carrying out internal scrutiny, review their plans and reports, and assess their quality by considering the quality, effectiveness, independence and resources of the external auditor. 16. Undertake an annual assessment of the effectiveness, independence and resources of the external auditor, including audit quality, professional competence and value for money. 17. Review the annual report and accounts (including the governance statement and regularity) and recommend approval to the Board of Trustees. (excluding Governor members of the committee). 18. Produce an annual report of the committee's conclusions to advise the Board of Trustees and Members, including recommendations on the re-appointment, dismissal or retendering of the external auditor and their remuneration. 19. Provide a verbal update to each meeting of the Board of Trustees, highlighting key areas of assurance, emerging risks, significant control weaknesses or anomalies at the earliest opportunity, and any matters requiring escalation or Board decision. 20. Monitor and review procedures to ensure the effective implementation and operation of financial controls and processes on a regular basis. This includes bank account arrangements, procurement, HR and payroll. 21. Seek assurance that management accounts are subject to appropriate executive and Finance & Operations Committee review and challenge, and escalate any control weaknesses arising from that scrutiny. 22. Consider outputs from third-party assurance (e.g., DfE financial management and governance reviews, funding audits and investigations) and monitor implementation of any actions. 23. Assess the adequacy of IT systems and controls and consider cyber security risks. Commission internal scrutiny where risk indicates. 24. Review business continuity plans and disaster recovery arrangements and seek assurance on their effectiveness. 25. Seek assurance that health and safety and operations risks and controls across the estate are identified, monitored and escalated appropriately. Commission internal scrutiny where risk indicates.

	26. Ensure that information submitted to the Department for Education (including any functions formerly exercised by ESFA) that affects funding, including pupil number returns and funding claims for revenue and capital grants, is accurate and compliant with funding criteria. 27. Seek assurance that the trust has adequate insurance and/or risk protection arrangements (RPA) to meet legal obligations and provides value for money; consider the need for any additional cover beyond the RPA. 28. Recommend to Members the appointment or re-appointment of the external auditor. 29. Be advised of any significant or suspected fraudulent activity within the Trust and seek assurance that appropriate controls and actions are in place. Report material concerns to the board in line with Academy Trust Handbook expectations. 30. Approve policies relating to audit and risk management in accordance with the Trust's policy schedule. 31. Review governance structures and processes to ensure they remain appropriate to the Trust's size, complexity and risk profile. Note: ARC meetings will only be attended by members of the committee as outlined in Appendix 1 of the Scheme of Delegation. The Chair of Trustees and Chair of Finance & Operations Committee should not attend ARC meetings. The CEO and Director of Finance attend the ARC meetings to provide information and participate in discussions but are not members of the committee.
Finance and Operations Committee	
See Appendix 1	• The committee acts on behalf of the Board of Trustees, which retains overall responsibility for financial management and compliance. • FOC meetings will only be attended by members of the committee as outlined in Appendix 1 of the Scheme of Delegation. • Membership: At least three trustees. No employee of the trust may be a member. • Attendees: The Accounting Officer and Executive Director of Finance attend by invitation to provide information and participate in discussions but are not members of the committee.

	• Quorum: Three committee members. • Frequency: Meets at least five times per year. 1. Maintain oversight of the finances of the Trust and the Trust's schools, including, but without limitation, responsibility for compliance with the financial and accounting requirements detailed within the Master Funding Agreement and ensuring compliance with the Academies Handbook. The Trust board delegates financial scrutiny and oversight to this committee. 2. Receive the Trust's monthly management accounts to monitor the financial performance against the approved budget, live forecast and the Trust's cash and balance sheet position. 3. Receive external auditors reports and recommend to the Board of Trustees any appropriate response to their findings. 4. Ensure that the Trust's financial procedures, as set out in the Academy Trust Handbook, Financial Scheme of Delegation and Scheme of Delegation, are consistently applied. 5. Ensure that procurement arrangements comply with relevant regulations and deliver value for money for the Trust. 6. Develop a charging and remissions policy, and report on revenue generation for the Trust. 7. Review and agree the Trust's annual budgets and 3-year forecast. Ensuring that they are in line with the Trust's and school's strategic priorities, including assessing the appropriateness of pupil number estimates. Recommend the annual balanced budget to the Board of Trustees for approval. 8. Review any adjustments to the approved budgets in line with the Scheme of Delegation, including virements above £150,000 in line with the Trust's Financial Scheme of Delegation. 9. Monitor spending of pupil premium, PE and sport premium (and other relevant premiums); ensure that funding is spent effectively and is having the intended impact on pupil outcomes. 10. Consider and evaluate performance against key performance indicators set by the Trust in relation to finances. 11. Review and challenge pupil number assumptions underpinning the budget and medium-term financial plan. 12. Review benchmarking information and comparative data to assess the Trust's financial performance and identify opportunities for efficiency. 13. Monitor an estate management strategy for the Trust schools that will identify the suitability of building and facilities, in light of long-term curriculum needs, and the need for and availability of capital investment to meet their responsibility to ensure the buildings and facilities are maintained to a good standard. 14. Ensure the Trust has adequate insurance for the land and buildings used by the schools.

	15. Oversight of the effectiveness of the delivery of centrally provided services by monitoring the Trust's KPIs. 16. Consider proposals for amendments to major operational systems and Service Level Agreements. 17. Oversee public relations activities to project the activities of the Trust and the schools to the wider community. 18. Such other matters as set out in detail, and in accordance with the Scheme of Delegation. 19. Provide the Board of Trustees with any significant matters or variations arising from FOC meetings. 20. Review operational delivery of finance, HR, estates and operations, information technology and marketing. 21. Oversee and receive regular updates of the Trust's annual SCA funding allocation and spending allocations across the Trust's schools. 22. Ensure that the Trust's approach to pay and benefits is transparent, proportionate and justifiable, and aligned to statutory reporting requirements. 23. Review, adopt and monitor all policies delegated by the Board of Trustees in the Trust's policy schedule. 24. Undertake detailed scrutiny and recommend approval of the School Resource Management Self-Assessment Checklist annually. *NB – please note that internal scrutiny is covered within Audit & Risk Committee terms of reference.*
Educational Standards Committee	
See Appendix 1	1. Ensure that all academies and the Trust fulfil the statutory safeguarding requirements and uphold the Trust assurance documents (KCSIE/Prevent/WTSC). 2. Secured quality assurance in relation to safeguarding policies and procedures & ensure effectiveness and efficiency. 3. Review patterns and trends in relation to referrals and secure effective responses to need and local context, ensuring these are fully embedded in each school and across the Trust. 4. Quality assure safeguarding audits and action plans, ensuring schools receive appropriate challenge

	to ensure high quality provision. 5. Review the Trust systems of improving wellbeing and health for all. 6. Quality assure that all academies are embedding a culture of safeguarding for all staff and CYP, across the curriculum and all aspects of school life. 7. Set and review the curriculum and standards to be achieved by the schools (in consultation with the LGB). 8. Determine the educational targets of the schools, including but without limitation, determination of the school's development plan (in consultation with the LGB). 9. Consider and evaluate school performance against key performance indicators set by the Trust (in consultation with the LGB). 10. Oversee of performance, standards and outcomes on a Trust and individual school basis. 11. Put in place support and intervention strategies for individual schools. 12. Put in place procedures for the proper professional and personal development of all staff. 13. Be responsible for the performance management and oversight of cross-school staff. 14. Put in place processes for: (i) undertaking the performance management of staff within the Trust's remit, and (ii) the LGB undertaking the performance management of staff within its own remit, manage any claims and disputes, all staff, including matters of suspension. 15. Monitor the provision of SEND and LAC provision. 16. Review the delivery of pastoral (including a review of the effectiveness of behaviour policies and the application of the Equality Plan, and the monitoring of prejudice incidents and student attendance). 17. Review and monitor the use of Pupil Premium, PE, and Sport Premium and EYFS funding. 18. Review the effectiveness of transition policies and procedures. 19. Review and monitor levels of staff absence and staff turnover. 20. For church schools, to monitor and support the Christian distinctiveness and church ethos of the school being fully aware of the SIAMs inspection expectations. 21. Approve policies in relation to education as outlined in the Trust's policy schedule.

Professional Performance Review (Appraisal) Committee for staff in school/ Shared service (excluding Leadership Group and School Headteacher/Head of School)	
Appraisers are appointed by: School Headteacher/Head of School (school staff) Head of Service (Shared Services staff)	1. To monitor, through the year the staff performance of staff against the targets. 2. Where not the appraiser, the School Headteacher/Head of School (school staff), to seek views from the appraiser before recommending to the LGB salaries committee on the award of teachers' pay progression within the pay ranges and the awarding of progression points. 3. To recommend accelerated pay progression for teachers to the Board of Trustees.
Professional Performance Review (Appraisal) Committee for Leadership Group (excluding School Headteacher/Head of School)	
Headteacher/Head of School Chair of the Local Governing Body	1. To monitor, through the year the performance of the Leadership Group against the targets. 2. To deal with any matters relating to salaries and performance management that may be referred to them with regards to the Leadership group. 3. To recommend to the CEO on the award of pay progression for the Leadership Group within the pay ranges and the awarding of progression points. 4. To recommend to the Board of Trustees accelerated pay progression for Leadership Group.
Professional Performance Review (Appraisal) Committee for School Headteacher/Head of School	
CEO/Executive Director of Education/ Executive Directors of Education, Chair of the Local Governing Body	1. To monitor, through the year, the performance of the school Headteacher against the targets. 2. To recommend to the CEO on the award of pay progression for the School Headteacher/Head of School, operating the terms and condition of the Pay Policy in an open and transparent framework. 3. To recommend to the Board of Trustees accelerated pay progression for Headteacher/ Head of School.

Professional Performance Review (Appraisal) Committee for Executive Director of Education, Executive Director of People & Development	
CEO Chair of Educational Standards Committee	1. To monitor, through the year the performance of the Executive Leaders against the targets. 2. To decide whether a progression point will be awarded to the Executive Leader, operating the terms and condition of the Pay Policy in an open and transparent framework. 3. To recommend to the Board of Trustees accelerated pay progression and/or the award of pay (remuneration).
Professional Performance Review (Appraisal) Committee for Associate Executive Director of Education	
Executive Director of Education Chair of Educational Standards Committee	1. To monitor, through the year the performance of the Associate Executive Director of Education against the targets. 2. To decide whether a progression point will be awarded to the Associate Executive Director of Education, operating the terms and condition of the Pay Policy in an open and transparent framework. 3. To recommend to the Board of Trustees accelerated pay progression and/or the award of pay (remuneration).
Professional Performance Review (Appraisal) Committee for Executive Director of Finance and Business	
CEO Chair of Finance & Operations Committee	1. To monitor, through the year the performance of the Executive Director of Finance and Business against the targets. 2. To decide whether a progression point will be awarded to the Executive Director of Finance and Business, operating the terms and condition of the Pay Policy in an open and transparent framework. 3. To recommend to the Board of Trustees accelerated pay progression and/or the award of pay (remuneration).

Professional Performance Review (Appraisal) Committee for Chief Executive Officer (CEO)	
Chair of the Board of Trustees Vice Chair of the Board of Trustees School Improvement Partner/ External Education Advisor (must attend PPR appraisal twice a year and the final PPR review)	1. To monitor, through the year the performance of the CEO against the targets. 2. To decide whether a progression point will be awarded to the CEO, operating the terms and conditions of the Pay Policy in an open and transparent framework. 3. To recommend to the Board of Trustees accelerated pay progression and/or the award of pay (remuneration).
Trust Remuneration Committee	
Three Trustees. Only appointed Trustee members of the Committee may vote on recommendations to the Board of Trustees. Advisers and attendees have no voting rights. The Committee shall report to the Board of Trustees after each meeting.	**1. Policy and compliance** Review the Executive Pay Policy and recommend any amendments to the Board of Trustees, ensuring the policy remains aligned with the Academy Trust Handbook, relevant legislation, Department for Education guidance, the Trust's strategic objectives and the Nolan Principles. **2. Ensure the Pay Policy:** • Sets a robust process for determining and reviewing executive pay and benefits. • Defines delegation, appeals and publication requirements. • Ensure decisions and rationales are fully documented and retained for potential DfE scrutiny. • Ensure no individual is involved in deciding their own remuneration and manage conflicts of interest. • Ensure the Trust's executive pay framework remains robust, evidence-based, transparent, proportionate, defensible and capable of withstanding external scrutiny. • Ensure that recommendations are consistent with the Trust's Executive Pay Policy and that any departure from normal practice is clearly justified, documented and reported to the Board of Trustees.

	3. Setting and reviewing executive pay • For recruitment or any significant change in role or responsibilities, review and recommend to the Board of Trustees: • the proposed role description and person specification; • the proposed pay range, normally a seven-point pay range in line with the Executive Pay Scale; • the proposed starting salary; • any relevant benefits, pension considerations or other contractual terms; • the evidence supporting the recommendation. • Review annual pay progression evidence and make recommendations to the Board of Trustees in line with: o appraisal outcomes and objectives; o the Trust's Executive Pay Policy; o affordability, sustainability and the Trust's financial position; o Trust performance and strategic context; o benchmarking and market evidence; o public value and proportionality. • Ensure pay progression is not treated as automatic and that any recommendation for progression is clearly attributable to performance, appraisal evidence and the criteria set out in the Executive Pay Policy. • Ensure pay ranges are reviewed only where there has been a material change in role, responsibilities, circumstances or challenge, and not simply because an Executive has reached the top of their current range. 4. **Workforce pay, affordability and equality** • Consider executive pay in the context of the wider Trust workforce, including affordability, equity, the rate of increase of average remuneration across the Trust and the pay multiple between the Chief Executive Officer and the median earnings of the Trust's workforce. • Ensure that executive pay and benefits do not increase at a faster rate than teacher pay, in individual years and over the longer term, unless there is a clear, documented and defensible rationale. Browne Jacobson assessed this as a high priority amendment because it reflects the Academy Trust Handbook presumption. • Review pay information across the workforce to ensure there is no bias relating to gender or any other protected characteristic, including in relation to Executives.

	5. Interface with appraisal • Receive the written recommendation from the trustee appraisal panel (and any external adviser) on the CEO's performance. • Maintain separation of roles so trustees do not sit on both the appraisal panel and this Committee where practicable. **6. Benchmarking and evidence** • Ensure that external and appropriate pay benchmarking data is used to support executive pay recommendations. Benchmarking should reflect relevant factors and sector-specific benchmarking including Trust size, income, number of children and young people, phases, school types, number of employees, geography, role scope/complexity, level of challenge and market conditions. • Consider total remuneration and relevant ratios (e.g. highest-to-median/lowest pay; senior leadership pay as a proportion of income/staff costs). • Ensure that the Trust undertakes a formal executive pay benchmarking exercise at least every three years, unless a material change requires an earlier review. • Where a proposed salary sits at the higher end of benchmarking data, the Committee shall ensure the rationale is clearly recorded and capable of external scrutiny. **7. Teachers' Pension Scheme eligibility** • Monitor arrangements for Teachers' Pension Scheme eligibility for Executives who wish to have membership of, or are members of, the Teachers' Pension Scheme. Eligibility shall be considered on appointment and every two years thereafter, or sooner where there has been a change to role, responsibilities or eligibility criteria. • Ensure written evidence relating to Teachers' Pension Scheme eligibility is retained on the Executive's personnel file, in line with the Executive Pay Policy. **8. Severance and other payments** • Scrutinise any proposed severance, exit or other exceptional payment relating to an Executive to ensure it is reasonable, justifiable, affordable and compliant with the Executive Pay Policy and relevant regulatory requirements.

Remuneration appeal committee for Executive & CEO pay	
A panel of three Trustees excluding trustees involved in the Remuneration Committee.	1. To convene an appeal panel formed of three Trustees who have not been party to pay discussions for the Executive. 2. To listen to representations and consider evidence and witness statements from the Executive team. 3. The appeals committee will act as the ultimate decision maker in relation to appeals by Executive staff. Note - The steps of the pay appeals process perform the function of the grievance procedure on pay matters and so Executives will not be able to raise the complaint under the Trust's grievance procedure following conclusion of a pay appeal.
Staff Discipline/ Dismissal Committee	
Three Trustee members, one of which should be independent from the running of the Trust.	1. Under the relevant procedure adopted by Trustees, the committee will make any initial determination for relevant staff employed by the Trust that should be dismissed from their posts. 2. Trustees will be involved in all formal disciplinary matters concerning the Executive Team, CEO and Headteachers. Trustees may be involved in matters of potential gross misconduct for all employees, and may be involved in disciplinary appeals. 3. The committee will give the member of staff concerned an opportunity to make representations on the proposed action and consider those representation at a formal meeting under the adopted procedure. 4. Under the adopted Disciplinary Procedure, the committee is empowered to issue a sanction short of dismissal where it is determined that the member of staff should not be dismissed. 5. Where it is determined that a member of staff should be dismissed, to ensure that they are notified of the decision, the reason and appeal rights.

Appeals Committee	
Two Trustees and one member who is independent from the management and running of the Trust. (The Trustees must not have previously been involved in the decisions leading to the Appeal)	1. The Trustee Appeals Committee will hear relevant appeals arising from the decision of a Trustee committee, individual Trustee, the Chief Executive Officer (CEO), or member of Executive Leadership Group (ELG) in whom any executive power has been vested, which it is not the responsibility of any other committee to hear. Any appeal will be conducted in accordance with the relevant complaints policy adopted by the Board of Trustees. 2. The Trustee Appeals Committee will act as the ultimate decision maker in relation to appeals by relevant staff following disciplinary or grievance procedures.

15.3 Membership and Terms of Reference of the Local Governing Body (LGB)

15.3.1 Model Composition

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

Type of Member	Number	Term of office	Election method
School Headteacher/Head of School	1	Indefinite	Ex officio appointment
Parent Governors	2	4 years	Parent election – Secret ballot organised by the Clerk
Staff Governor	1	4 years	Staff election – Secret ballot organised by the Clerk
Community Governor & Foundation Trustee Governor	Max of 5*	4 years	Community Governors are appointed by the Board of Trustees. In church schools, the Diocese appoints its own Governors. *Foundation Trustee Governors in church schools must be at a ratio of no less than 25% of the LGB's total members with the consent of the Diocese. Community Governors will make up the rest of LGB.

LGB's will interview new Governor applicants and vote to recommend their approval to the Board of Trustees. In line with the Trust's Articles of Association, Trustees formally approve any applications for community Governor, foundation Governor and Associate Member.

Position	**Appointed By**
Community Governor	Applications are reviewed at the LGB meeting and then forwarded to TGO with a recommendation for approval. Final approval is determined by the Board of Trustees, and the term start date is the date the Board of Trustees grants approval.

Foundation Governor	Recommended by the Diocese. Applications are reviewed at the LGB meeting and then forwarded to TGO with a recommendation for approval. Final approval is determined by the Board of Trustees, and the term start date is the date the Board of Trustees grants approval.
Staff Governor	Voted by staff during an election. Start date is the end of election period. TGO and Board of Trustees are informed. No formal approval required from the Board of Trustees.
Parent Governor	Voted by school community during an election. TGO and Board of Trustees are informed. No formal approval required from the Board of Trustees.
Associate Member	Applications are reviewed at the LGB meeting and then forwarded to TGO with a recommendation for approval. Final approval is determined by the Board of Trustees, and the term start date is the date the Board of Trustees grants approval.

Governors must undertake an election process every Autumn 1 to vote for their LGB Chair and Vice Chair. Governors can nominate themselves for these roles. This recommendation is then passed on to the Board of Trustees for final approval.

LGB's may have an Associate Member to contribute specifically to issues related to the person's expertise e.g. HR or finance. They can attend full board meetings but do not have voting rights and may be excluded from any part of a meeting where the business being considered concerns a member of school staff or an individual pupil. They are appointed for a period of between one and four years and can be reappointed at the end of their term of office.

Associate Members are not Governors. They are not able to attend a pupil disciplinary committee, complaints committee or staff pay progression meeting. The person does not need to be recorded on the school's official governance record on Get Information About Schools (GIAS).

15.3.2 Terms of Reference for Local Governing Bodies and Committees

Quorum

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

Local Governing Body

Our Governors should seek to understand and question how the school is led and managed, acting as a critical friend. Key responsibilities are:

Standards

1. Ensure that the Trust's vision, ethos and strategy is adopted and applied by school leaders.
2. Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the Trust's strategic objectives.
3. Monitor school performance and improvement through regular reviews of the School Development Plan and performance data, including exam results, attendance rates, and pupil progress.
4. Monitor and challenge educational standards, reporting on concerns from the Key Performance Indicators (KPIs) to the Trustees of the Educational Standards Committee.
5. Ensure that the Trust's curriculum is being provided to pupils in an appropriate manner for the school's context.
6. Assist the Trust in monitoring, challenging and reporting on concerns relating to the Health and Safety of all children and young people, staff, and visitors; and ensuring safeguarding for all children and young people.
7. Act as the panel when reviewing the school Headteacher/Head of School's decisions on exclusions, and other committees as required e.g. salaries, complaints and pupil and staff disciplinary/dismissal committees.
8. Ensure that the required policies and procedures are in place and that the school is operating effectively in line with these policies.
9. Establish a strong relationship with the Headteacher in order to provide effective support and challenge, including providing feedback to their performance management process.

Stakeholder engagement

10. Consult stakeholders – parents, staff and pupils – and use insights to inform decision-making.
11. Help stakeholders to understand the trust's values and vision for the future.
12. Provide the Board of Trustees with insight into the challenges and opportunities faced by the school's local community.
13. Forge links with the community and provide a vehicle for Board of Trustees engagement with the school, its parents and local community, to help ensure that the Board of Trustees stay connected.
14. Act as an ambassador for the school.

Safeguarding

15. Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school.
16. Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
17. Monitor the implementation of safeguarding policies and the effectiveness of procedures.

18. Designate a link governor to take leadership responsibility for safeguarding.
19. Monitor the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe.

SEND

20. Ensure that the Trust's policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.
21. Seek assurance that staff are trained to implement pupil strategies and support plans.
22. Ensure pupils with SEND have the resources they need to succeed.
23. Designate a link governor to take leadership responsibility for SEND.
24. Work in partnership with the Special Educational Needs Coordinator (SENCO) and other stakeholders across the MAT community to ensure that pupils with SEND are well-supported and included in all aspects of school life.
25. Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.

Other

26. For church schools, to monitor and support the Christian distinctiveness and church ethos of the school.
27. Bring any issues and risks to the attention of the Board of Trustees.
28. Provide constructive feedback to the Board of Trustees where a policy may not be effective in the local context, and suggest alternative approaches.
29. Help ensure the Trust works as one entity, in the interests of all its schools equally.
30. Deal with any other matters which the Board of Trustees may refer from time to time.
31. Report to the Board of Trustees annually on members contribution and the impact of the LGB.
32. Ensure value for money is being achieved from school budgets. (This does not include formal financial accountability which is delegated to the Executive Director of Finance and Business).
33. Provide a consultative forum for the school for the implementation of new policies and procedures.
34. Assist in the effective and efficient performance management of teaching staff, making recommendations to the Board of Trustees on pay progression.
35. Monitor and evaluate the quality and impact of governance.

Admissions Approval Committee	
For the school's normal admission round and for admission appeals the committee must be formed of three Governors of the appropriate school's Local Governing Body and the Headteacher. In-year admissions do not require a committee.	1. To implement the Admissions Policy and comply with it, taking decisions about the admission of, or refusal to admit, CYP to the school. 2. To act in accordance with the Admissions Code, Education (School Government Regulations) and other legislation affecting the conduct and responsibilities of schools. Voting Rights: Headteachers/Head of School cannot act in place of the Admissions Committee in deciding on the admission of any individual child. Note - Admissions committee meets in Spring 1 to review the local authority's rank requests for the following Year 7 September intake.
Complaints Appeal Committee	
Committee formed by three members of the appropriate school's Local Governing Body or Trustees (attendees must not have previously been involved in the decisions leading to the Appeal)	1. To consider on behalf of the Trust any formal complaints which have not been resolved under Stage 2 of the Trust Complaints Procedure. 2. In relation to a formal written complaint: to acknowledge, investigate the complaint and send a suitable response to the complainant. 3. Where the complainant requests it, to hear representations from the complainant and the Headteacher/Head of School and to send a suitable response to the complainant.
Pupil Disciplinary Committee (PDC)	
Committee formed by three Governors of the appropriate school's LGB and the Headteacher. If own Governors from the school's own LGB excluded from PDC due to knowing the pupil or being	To consider the exclusion of a student, having regard for the DfE's statutory guidance on exclusions. The Pupil Disciplinary Committee must meet in the following circumstances: • More than 15 days in one term – must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of an exclusion. • Permanent exclusion - must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of an exclusion.

unavailable, the Headteacher is to liaise with Trust Governance Officer to find a suitable Governor with PDC experience from another Trust school's LGB.	• If the exclusion would result in a pupil missing a public examination or national curriculum test, the LGB must consider the exclusion before the date of the exam or test. If it is not practicable for a sufficient number of Governors to consider the exclusion before the exam/test, the exclusion may be considered by a smaller sub-committee it the Trust's Articles of Association allow them to do so. In such cases, the parents still have the right to make representations to the LGB and must be made aware of the right.
Appeals Committee	
Committee formed by three members of any Trust school's Local Governing Body, with at least one member of the appropriate school	1. The LGB Appeals committee hear relevant appeals arising from the decision of the Chief Executive Officer (CEO), member of Executive Leadership Group (ELG) or Headteacher/Head of School, in whom any executive power has been vested, which it is not the responsibility of any other committee to hear. Any appeal will be conducted in accordance with the relevant complaints policy adopted by the Board of Trustees. 2. The LGB Appeals Committee will act as the ultimate decision maker in relation to an appeal by the relevant school following disciplinary or grievance procedures for relevant staff. NB. This relates to appeals for HR matters.
Salaries Committee	
Committee formed by three members of the appropriate school's LGB. If own Governors from the school's own LGB unavailable, the Headteacher is to liaise with Trust Governance Officer to find a suitable Governor with salaries committee experience from another Trust school's LGB.	1. To operate the terms and condition of the pay policies in an open and transparent framework. 2. To consider all MPR and UPR pay progression and to make decisions in relation to the Teaching and Learning Responsibility payment levels and relativities (decisions on a post-by-post basis is delegated to the Chief Executive Officer (CEO)). 3. To deal with any other matters relating to salaries and performance management that may be referred by the Local Governing Body. *Pay increases moving up a scale outside of progression will require approval by the Board of Trustee. Supporting documents will need to go to the Trustees for approval.

16. Amending the Scheme of Delegation

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

Changes to the Scheme of Delegation are subject to the involvement and consent of the Diocese of Lichfield. No alteration or addition to this document which would or is likely to affect the governance or Church of England ethos of any Church school shall be made without the written consent of the Diocese of Lichfield and the foundation Trustees of the Church school.

17. Appendix 1 – Trustee roles & Committee Members

	Committees					Trustee Links												
	Board of Trustees	Educational Standards	Finance & Operations	Audit & Risk	Remuneration Committee	Safeguarding	Inclusion	Curriculum & teaching	Achievement	Attendance & Behaviour	Personal Development & Wellbeing	EYFS & Post 16	Careers	Leadership & Governance	Members	Diocese	CEO	LGB Chairs
Navroop Birha	x		x		x									x				
Ricardo Cardoso	x		x		x									x				
Simon Dix	x	Chair				x	x											
Alex Fry	x	x	x									x	x					
Abi Olaniyan	x	x		x							x					x		
Rob Peters	Chair		Chair											x	x		x	x
Chris Precious	x	x		Chair				x	x							x		
Bob Thompson	x	x		x	Chair					x								
Arthur Walpole	x	x	x	x					x									

Policy Owner	Trust Governance Officer & Executive team
Scope	All Staff, Trustees, Governors and Clerks
Last Updated	Autumn 2026
Effective from	Autumn 2026
Next planned reviewed date	Autumn 2027
Status	APPROVED
Date of approval	12.10.26
Summary of last revision	Autumn 2026 - Key changes include updated Governance Structures and Strategic Priorities (Sections 3, 6 and 7), refreshed school names and designations (Section 1). Updates have been made to the Audit & Risk Committee and Finance & Operations Committee terms of reference (Section 13.2), strengthening oversight of internal scrutiny, risk management, financial controls, audit assurance, compliance, cyber security, estates, procurement and Academy Trust Handbook requirements. A new Executive Pay and Salary Committee (EPSC) has also been introduced with detailed responsibilities for executive remuneration, benchmarking, affordability, equality and compliance. A major addition is the new Levels of Delegation Framework (Section 12), introducing a formal model of Full, Supported and Sponsored delegation linked to School Improvement Record (SIR) outcomes, safeguarding, leadership capacity, financial sustainability and organisational risk. The framework establishes clear criteria for intervention, support and autonomy, including School Improvement Phases (Stabilise, Repair, Improve, Sustain and Transform), School Improvement Boards, Rapid Action Plans (RAPs), Financial Notices to Improve and Financial Measures. Additional changes include revised governance reporting arrangements, stronger succession planning responsibilities, expanded financial oversight and intervention powers, and greater flexibility for complaints panels through the inclusion of trustees where required (Section 13.3.2).
Related Policies/Documents	• Articles of Association • Academy Handbook • Governor/Trustees Code of Conduct • Governance Handbook • Trustee Handbook • Members Handbook • Clerks Manual
Policy control survey	Please complete this survey and provide feedback if you have had to use this policy https://forms.office.com/r/HMeZtB29Si