



# Scheme of Delegation

# 1. Academy Context, Vision and Values



## 1.1

Academy Trusts are education charities that run schools to give children a better future. Every trust has a single legal and moral purpose: to advance education for the public benefit.

## 1.2

Taverham High School (THS) is an excellent 11-18 Academy serving Taverham and neighbouring communities. We are on a journey to become one of the best schools in Norfolk and a school that our local community has pride in.

Underpinning all we do are the excellent relationships between staff, students and parents/carers. Good communication, trust and respect provide the very best basis on which to nurture and develop the unique gifts and talents of our young people.

## 1.3

This Scheme of Delegation is underpinned by THS values of:

- **Resilience:** THS students endeavour to never give up
- **Confidence:** THS students believe in their own abilities
- **Ambition:** THS students have a desire to do well in the world
- **Integrity:** THS students are ethical members of our society
- **Compassion:** THS students are inclusive of everyone in their community
- **Success:** THS students strive to reach their potential

## 1.4

Alongside our values we have our core vision:

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*"We want to Inspire our young people to do their best in all aspects of their life. We want to empower them with all the knowledge and skills they require, not only be academically successful, but so they can make a difference to both the local and wider community. Finally, with all this our young people will achieve."*

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## 1.5

We have identified 10 key areas that make us stand out as a school of excellence:

- **1:** We provide a safe, supportive and nurturing environment.
- **2:** We deliver excellent academic standards.
- **3:** High quality teaching from specialists in their field.
- **4:** A wide range of provision and subject choice.
- **5:** Inclusive culture.
- **6:** Outstanding facilities and study spaces.
- **7:** Opportunities to lead and contribute.
- **8:** Enrichment and extracurricular opportunities.
- **9:** Our community.
- **10:** A passion to build your future.

## 2. Effective Governance



### 2.1

There are three core functions of effective governance outlined in the [DfE Governance Handbook](#) as follows:

1. Ensuring clarity of vision, ethos and strategic direction.
2. Holding the executive to account for the educational performance of the trust, its students and the performance management of staff.
3. Overseeing the financial performance of the trust and making sure its money is well spent.

### 2.2

Effective governance is based on six key features:

1. **Strategic leadership** that sets and champions vision, ethos and strategy.
2. **Accountability** that drives up educational

standards and financial performance.

3. **People** with the right skills, experience, qualities and capacity.
4. **Structures** that reinforce clearly defined roles and responsibilities.
5. **Compliance** with statutory and contractual requirements.
6. **Evaluation** to monitor and improve the quality and impact of governance.

### 2.3

THS ensures that it fulfils its corporate responsibilities and accountabilities to all governing authorities including but not limited to the Department for Education (DfE), the Education and Skills Funding Agency (ESFA), Charities Commission, HM Revenue and Customs, Companies House as well as to its pupils/students, their parents/carers and the wider communities of the academy.

## 3. Purpose of the Scheme of Delegation (SoD)



### 3.1

Trustees must approve a written Scheme of Delegation of financial powers that maintains robust internal control arrangements.

This Scheme of Delegation provides the framework for determining the functions to be undertaken by the Board of Trustees and those that have been delegated to committees or individuals. It identifies the key decision-making authorities involved in the governance and operation of the trust. It outlines how these delegations are made, to ensure clear and transparent governance arrangements aligned with the trust's articles of association, statutory and regulatory requirements and relevant government guidance.

### 3.2

The Scheme of Delegation is a working document that will be revised at least annually and adapted in response to the context and circumstances of THS. As the trust continues to develop and grow, both in terms of governance and operational leadership, the Scheme of Delegation will be reviewed, recognising the need to be responsive to changing circumstances.

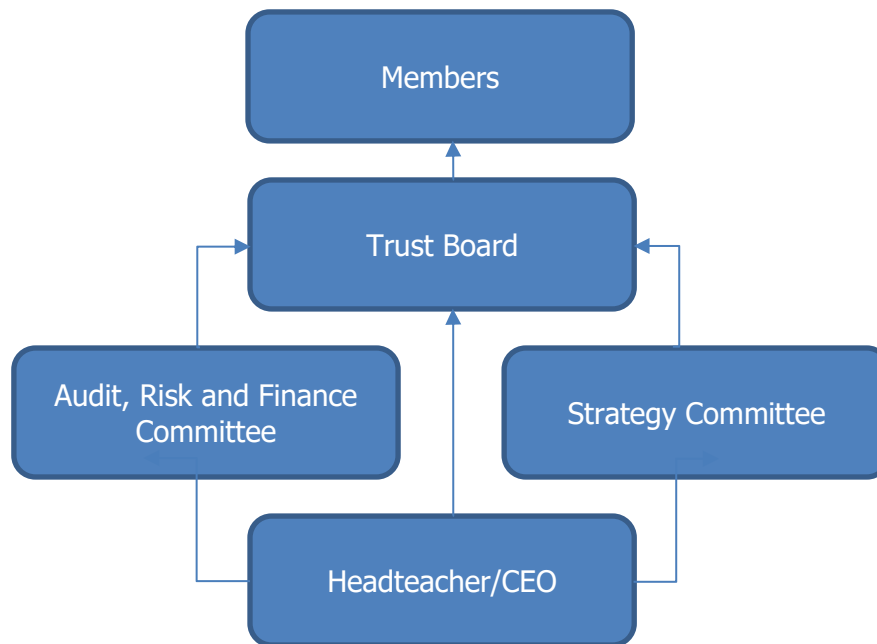
### 3.3

The Scheme of Delegation should be read in conjunction with the terms of reference for the relevant body and whilst it is designed to be comprehensive, it will not cover every task.

## 4. Governance Structure

### 4.1

Within THS, there are a number of layers of governance and the overarching roles and responsibilities of each governance and leadership tier is outlined further below:



### Members

#### 4.2

Members have an overarching oversight role and are guardians of the governance of the trust and as such have a different status to the directors. Members have responsibility for ensuring the purpose of the trust is met, determining the trust's constitution and governance structure. They are responsible for appointing and removing trustees and appointing the external auditors. As outlined in the Governance Handbook, this is a strategic 'eyes on, hands off' role.

### Trustees

#### 4.3

The trustees are both charity trustees (within the terms of section 177(1) of the Charities Act 2011) and company directors.

Because they are bound by both charity and company law, the terms 'trustees' and 'directors' are used interchangeably. The directors/trustees are responsible for the general control and management of the administration of the trust, and in accordance with the provisions set out in the memorandum and articles of association and its funding agreement, are legally responsible and accountable for all statutory functions and for the performance of all academies within the trust.

#### 4.4

The Academy trust Handbook (AtH) outlines that trustee must comply with the trust's charitable objects, with company and charitable law and with their contractual obligations under the funding agreement. As an organisation the trust has a range of obligations under current legislation and statutory guidance. This includes matters such

as safeguarding, health and safety and estates management. The AtH states that ensuring strong governance in these areas will be a key priority for the Board.

### 4.5

The Trustees hold ultimate legal accountabilities for all aspects of operational delivery, as well as being responsible for the trust's policies and decision-making. The directors oversee the management and administration of the trust and the academies run by the trust and delegate authority and responsibility to others, including executive officers and school leadership teams who undertake the day-to-day management of the academies. Key matters reserved for the Board of Trustees include strategic direction, vision and values, and approval of the strategic plan, policies and educational targets. In discharging Directors' responsibilities, the Trustees have established the following sub-committees:

- Strategy Committee.
- Audit, Risk and Finance Committee.

### 4.6

The Board of Trustees is the employer of every member of THS staff; it has the right to review and adapt its governance structure at any time, which includes removing delegation.

## Committees

### 4.7

THS has adopted a Circle Model of Governance approach and therefore the Board of Trustees has the responsibility for reviewing and evaluating academy improvement across the trust. The trust also has a separate Audit, Risk and Finance Committee to which the board delegates some of its financial and audit responsibilities, scrutiny and oversight and risk.

THS also has a Strategy Committee. The membership (there must be at least three) and responsibilities of the committees are set out in the committee's terms of reference. The Board of Trustees appoints the committee chairs and committee members according to their skills and experience. arrangements are reviewed annually and aligned with any changes required by the updates to the AtH and any other statutory guidance.

## The Headteacher / Chief Executive Officer

### 4.8

The headteacher/CEO has the delegated responsibility for the operation of THS including the performance of the academy and performance management of staff. It is important to recognise that the responsibilities allocated to the headteacher/CEO reflect those that go beyond their position as a trustee and also include their role as the trust's Accounting Officer. The Accounting Officer 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 headteacher/CEO leads the senior leadership team (SLT) and will delegate executive management functions to the SLT team and is accountable to the Board of Trustees and for the performance of the SLT.

## The Governance Professional

### 4.9

As outlined in the AtH the trust must appoint a governance professional to support the board. A governance professional can contribute to the efficient functioning of the board by providing:

- guidance to ensure the board works in compliance with the appropriate legal and regulatory framework, and understands the potential consequences of non-compliance
- independent advice on procedural matters relating to operation of the board
- administrative and organisational support.

committees in terms of challenge, responsibility and accountability when undertaking their monitoring and reporting back to the Board. The Board recognises that all decisions are made by the full Board and no financial delegated authority is given to monitoring pairs. Meetings of the Board and delegated individuals/ pairs will be considerate of the well-being of staff and senior leaders by referring to the DfE teacher workload reduction toolkit.

In each case where a function has been delegated there is a statutory duty for the delegated trustee/s to report, by written monitoring reports, any findings, actions or recommended decisions to the Board in time for its next meeting to enable informed collective strategic decision making. The Board considers monitoring reports and recommendations, makes decisions and conducts routine business.

## The Circle Model of Governance

### 4.10

The Trust Board works as a 'whole team', meeting 7 times per year, three times in the first term and twice in the following terms, without any separate committees except for its Audit, Resources and Finance Committee. An agenda for each meeting includes all the tasks which the Board is required to consider, and the Board 'commissions' assignments or activities arising from the business of the meeting, which will be recorded in the minutes.

In addition to 'commissioning' activities or actions on their behalf, the Board delegates monitoring activities to 'monitoring pairs' or 'individuals'. This could apply to statutory functions, and/or the priorities of the School Plan. The Board recognises the delegated monitoring individuals/pairs are replacing



## 5. Delegated Responsibilities and Authorities



### 5.1

The Board of Trustees delegates general responsibility to manage financial commitments and expenditure in accordance with the approved budget plan and financial regulations.

### 5.2

The delegated powers are broken down into different levels in line with the trust's principles of governance. Where there is a specific need for a decision to be taken, and a time imperative precludes awaiting the next Trust Board meeting, action may be agreed with the Chair of Trustees who will report to the Board of Trustees at the next meeting.

### Chair's Action between Trust Board Meetings

### 5.3

No individual trustee is empowered to make a decision on behalf of THS outside any specific authority set out in this Scheme of Delegation. However, as an exception, the Chair of Trustees can make a decision as a single trustee when a delay in doing so would be:

- seriously detrimental to the interests of the trust, and
- it would not be possible to postpone the decision to a meeting of trustees (which the Chair can convene with less than 7 days' notice if necessary, provided trustees will have sufficient time to receive and give due consideration to relevant documents relating to the decision.)

### 5.4

The following types of decisions cannot be made by "chair's action":

- decisions relating to admissions;
- approvals of financial spend above £10,000;
- decisions on executive pay.

## 6. Trust Policies



### 6.1

The Trust Board approve all statutory, THS policies that are applicable and outlined in DfE's statutory policies for schools and academy trusts and have delegated responsibility for all non-statutory policies to be approved by any relevant sub committees (other than those that the Board has determined otherwise). Some policies may have elements of local variation based on context, and there is space within them to adapt accordingly.

## 7. Levels of Delegated powers

### 7.1

The different levels of delegated power are listed below but it should be noted that not every task requires all levels of delegated power to be defined:

### 7.2

The tables that follow, therefore, sets out the full scheme of delegation that would apply to a strongly performing academy with no weaknesses in governance or finances.

LEVEL OF DELEGATED POWERS	DEFINITION
<b>Approve (A)</b>	authorisation to decide with or without modification to any recommendations
<b>Recommend (R)</b>	make recommendation for approval to appropriate body
<b>Propose (P)</b>	put forward suggestions
<b>Consult (C)</b>	asked for views that will be taken into account in decision making
<b>Implement (I)</b>	put into practice according to agreed policies etc.

# Decision Making Framework

Governance, Vision and Strategy					
Members	Board	Headteacher/CEO	Audit, Resources and Finance Committee	Strategy Committee	Governance Professional
<p><b>To Approve:</b> Trust Articles of Association</p> <p>Appointment and removal of Directors/ Trustees (up to 7)</p> <p>Reviews of governance</p> <p><b>To Receive for information purposes:</b> Updates to the Scheme of Delegation and Board Terms of Reference</p> <p>Academy 5-year plan</p>	<p><b>To Approve:</b> Academy 5-year plan</p> <p>Trust Scheme of Delegation Terms of Reference</p> <p>Trust vision, strategy, culture and values Appointment and removal of Directors/ Trustees (up to 3 co-opted)</p> <p>Appointment of Chair and Vice Chair of Board of Directors and Committees</p> <p>Establishment of Trust Committees chairs and membership</p> <p>Trust Committees' Terms of Reference</p> <p>Appointment of Governance Professional to the Board</p> <p>Calendar of Trust Board Meetings</p> <p>Decision on level of delegation for each committee</p> <p>Risk Management framework</p> <p><b>To Recommend:</b> Trust Articles of Association Director's appointments and removal</p>	<p><b>To Recommend:</b> Trust Scheme of Delegation</p> <p>Calendar of Trust Board Meetings</p> <p><b>To Propose:</b> Trust vision, strategy, culture and values</p> <p>Academy 5-year plan</p> <p>Establishment of working groups</p> <p>Risk Management Framework</p> <p>Trust policies</p> <p><b>To Implement:</b> Trust policies</p>	<p><b>To Recommend:</b> Risk Management Framework</p> <p><b>To Propose:</b> Any changes to the committee's Terms of Reference</p> <p><b>To Implement:</b> Trust committee structure and terms of reference</p>	<p><b>To Propose</b> Any changes to the committee's Terms of Reference</p> <p>Academy 5-year plan</p> <p><b>To Implement:</b> Trust committee structure and terms of reference</p>	<p><b>To Propose:</b> Calendar of Trust Board and any committee Meetings</p> <p>Trust policies for approval by committees</p> <p><b>To Consult on:</b> Trust Scheme of Delegation</p> <p>Trust vision, strategy, culture and values</p> <p>New academies joining the trust</p> <p>Decision on level of delegation for each academy</p> <p>Calendar of Board and LAB Meetings</p> <p><b>To Implement:</b> Trust policies</p>

# Decision Making Framework

Academy Performance, Curriculum and Teaching					
Members	Board	Headteacher/CEO	Audit, Resources and Finance Committee	Strategy Committee	Governance Professional
	<p><b>To Approve:</b> Academy performance targets (AIP)</p> <p>Academy performance review e.g. SEF</p> <p>Academy 1-year development plan</p> <p>Educational Policies</p>	<p><b>To Propose:</b> Academy performance targets (AIP)</p> <p>Academy performance review e.g. SEF</p> <p>Academy 1-year development plan</p> <p>Educational Policies</p> <p><b>To Implement:</b> Educational Policies</p>	<p><b>To Approve:</b> Academy performance related spending plans</p>	<p><b>To Consult on:</b> Academy performance targets</p> <p>Academy performance review e.g. SEF</p> <p>Educational Policies</p>	<p><b>To Propose:</b> Adoption of any new statutory policies</p>

# Decision Making Framework

Academy Policies and Procedures					
Members	Board	Headteacher/CEO	Audit, Resources and Finance Committee	Strategy Committee	Governance Professional
	<p><b>To Approve:</b>                      Statutory and non-statutory trust policies</p> <p>Scheme of Financial Delegations</p> <p>Academy times, terms and holidays</p> <p>Expansion and reduction of Academy Published Admission Number (PAN)</p> <p>Extension of age range (requires ESFA Approval)</p> <p>Extension of Academy Provision</p> <p>Extended service on site</p> <p>Permanent exclusion</p> <p>Independent appeals on Fixed Term Exclusions</p> <p>Allocation of places against admissions policy</p> <p>Pupil Premium Plan</p> <p>.</p>	<p><b>To Propose:</b>                      Pupil Premium Plan</p> <p>Academy prospectus</p> <p>Academy website</p> <p>Academy logo and branding</p> <p>Academy uniform</p> <p><b>To Recommend:</b>                      Academy times, terms and holidays</p> <p>Expansion and reduction of Academy Published Admission Number (PAN)</p> <p>Extension of age range</p> <p>Extension of Academy Provision</p> <p>Permanent exclusion</p> <p>Allocation of places against admissions policy</p> <p>Prospectus</p> <p>Website, branding and uniform</p>	<p><b>To Approve:</b>                      Non-Statutory Trust Financial (and Pensions) Policies</p> <p><b>To Recommend:</b>                      Statutory Finance and Audit policies for approval by the Board of Trustees</p> <p>Financial Policy Manual</p> <p>Scheme of Financial Delegations</p>	<p><b>To Consult on:</b>                      Expansion and reduction of Academy (PAN)</p> <p>Extension of age range (requires ESFA Approval)</p> <p>Pupil Premium Plan</p> <p>Extended service on site</p> <p><b>To Propose:</b>                      Trust policies</p>	<p><b>To Recommend:</b>                      New statutory Trust policies and procedures</p>

# Decision Making Framework

People Appointments, Terms and Conditions and Pay					
Members	Board	Headteacher /CEO	Audit, Resources and Finance Committee	Strategy Committee	Governance Professional
<p><b>To Approve:</b> Headteacher / CEO/Trustee appointments</p>	<p><b>To Approve:</b> Changes to Employee Terms and Conditions or Collective Agreements</p> <p>Adoption of transferring policies and collective agreements</p> <p>Headteacher/CEO appointment and pay Accounting Officer appointment</p> <p>Pay Policy</p> <p>Appeals relating to performance pay</p> <p>Staffing complement, structure and grades</p> <p>Teachers Annual Pay Award (overall increase)</p> <p>Headteacher/CEO Performance Management</p>	<p><b>To Approve:</b> Appointment of Deputy Head teacher, Assistant Headteacher and other senior leaders</p> <p>Requests for flexible working</p> <p>Requests for early retirement</p> <p>Academy Teaching and Professional Services Staff Appointments</p> <p>Performance Review of academy staff</p> <p><b>To Recommend:</b> Changes to Employee Terms and Conditions or collective agreements</p> <p>Adoption of transferring policies and collective agreements</p> <p>Staffing complement, structure and grades</p> <p>Teachers Annual Pay Award</p> <p>Individual Performance Pay</p> <p>Awards for all staff</p> <p>Staff Complement, structure and grades</p> <p><b>To Propose:</b> Pay Policy- annual pay awards</p> <p><b>To Consult on:</b> requests for flexible working</p>	<p><b>To Approve:</b> Individual pay progressions for Headteacher/CEO, Senior, Leadership, teams and academy teaching and Professional Services staff</p> <p>Any additional Performance Pay Awards</p> <p><b>To Recommend:</b> Pay Policy</p> <p><b>To Propose:</b> Changes to Employee Terms and Conditions or Collective Agreements</p> <p>Adoption of transferring policies and collective agreements</p>		

# Decision Making Framework

People Management					
Members	Board	Headteacher / CEO	Audit, Resources and Finance Committee	Strategy Committee	Governance Professional
	<p><b>To Approve:</b> Appeals relating to sanctions/disciplinary and capability or dismissal of Executive, Deputy Headteacher/ Assistant Headteacher and other senior leaders.</p> <p>Appeals relating to sanctions Headteacher</p> <p>Appeal of THS staff against dismissal</p> <p><b>To Consult on:</b> Suspension/return of Headteacher with HR service provider</p> <p><b>To Implement:</b> A panel to hear appeal of Head teacher against dismissal or sanctions</p>	<p><b>To Approve:</b> Sanctions/disciplinary and capability or dismissal of Deputy Head teacher/ Assistant Headteacher and other senior leaders. Suspensions and return to duty</p> <p>Sanctions or dismissal of central staff - suspensions and return to duty</p> <p>Appeals of Academy Teaching and Professional Services Staff against sanctions or dismissal</p> <p><b>To Recommend:</b> Dismissal of Headteacher</p> <p><b>To Consult on:</b> Suspension of teaching and professional services staff</p> <p>Dismissal of academy teaching and professional services staff</p> <p>Performance Review of Deputy Headteacher and other staff</p>	<p><b>To Consult on:</b> Suspension of teaching and professional services staff in academies</p> <p>Dismissal of academy teaching and professional services staff</p>		



# 8. Terms of Reference - Board of Trustees

The Board of Trustees is appointed by the Members and is responsible for setting the strategic direction of the Trust and is directly accountable for the educational standards and financial management of the Trust. In particular:

- Defining and communicating a Vision for the Trust.
- Setting and monitoring of standards for achievement of the Vision of the Trust.
- Financial management in accordance with the Funding Agreement through the setting of a budget for the academy and monitoring its financial performance.
- Ensuring the effective safeguarding of all those involved with the Trust.
- Management of the centralised services provided by the Trust.

The Board of Trustees is constituted as per the Articles of Association for Taverham High School and will meet at least 6 times per year.

## Chair of Trustees

### 8.1

The Trust Board shall appoint an individual from among their number to act as Chair. The main role of the Chair is to chair meetings of the Trust Board. He or she also provides leadership to the Trustees and acts as the main point of contact between the Trustees and the leadership team.

Apart from any special responsibilities or powers given to the Chair in the Articles of

Association (e.g., the right to chair meetings of the Trust Board and to have a second or casting vote in any case of an equality of votes at a meeting of the Trust Board), the Chair has no special powers or rights over any other Trustee. If the Chair is to carry out certain specific functions (for example, the power to approve an overspend in a certain area of the budget or the headteacher's appraisal) then this must be expressly delegated to them by the Trust Board.

## Meetings of Trustees

### 8.2

There will be a minimum of six meetings of the Trustees each academic year. Meetings of the Trustees shall be convened and conducted as provided by the Articles.

In determining the agenda for Trust Board meetings and committee meetings, the Trustees will have regard to the requirement on them to:

- Ensure the effective academic performance and the overall standard of education provided by the Trust.
- Ensure the effective safeguarding of all children, young people and adults associated with the Trust.
- Ensure good financial management and effective internal controls:
  - Complying with the Funding Agreement and the current version of the Academies Trust Handbook (or successor documents);
  - Receiving and consider information on financial performance at least three times a year; and
  - Taking appropriate action to ensure ongoing viability against agreed budgets.

In consultation with the Chair, the Governance Professional to the Trust Board shall prepare an annual plan for the meetings of the Trustees.

The Trustees are responsible for the governance and supervision of the Academy Trust and its committees (including Academy Governance Committees). They have a number of duties and responsibilities relating to the governance of the Academy Trust and its finances. In summary, the Trustees are responsible for:

- Establishing the vision, mission and values for the Academy Trust.
- Carrying on the Academy Trust in accordance with the objects of the Academy Trust as set out in the Articles of Association and safeguarding the assets of the Academy Trust.
- Designing strategy and structure for the operation of the Academy Trust.
- the delegation of the running of the Academies and the direction of the education, pastoral care, financial and other policies of the Academies/Settings to the Leadership Group.
- Ensuring the sound management and administration of the Academy Trust by the Leadership Group and ensuring that the Leadership Group is equipped with the relevant skills and guidance.
- Financial controls and the financial management of the Academy Trust in accordance with the provisions of the Academies Financial Handbook, which sets out in detail provisions for the financial management of the Academy Trust.
- Setting standards of conduct and values, monitoring performance and the achievement of objectives, and ensuring that plans for improvement are acted upon.
- Risk management, that is identifying,

quantifying and devising systems to minimize the major risks affecting the Academy Trust; and

- Ensuring the Academy Trust and its Academies/Settings are conducted in compliance with the data protection and general law.

## Delegation of powers of Trustees

### 8.3

Trusteeship is a personal office of trust and responsibility, and this cannot be transferred to another individual. However, in order to ensure the proper management of its Academies/Settings, the Trustees are able to delegate specific tasks to assist them in carrying out their duties and obligations.

It is for the Trust Board to determine what decisions it will take for itself, what will be delegated to committees, working groups or individual Trustees (e.g., the Chair) and what will be delegated to the Leadership Group. The Trustees must also consider when and from whom they should take professional advice.

In determining whether delegation is appropriate, the Trustees will have regard to the following principles:

- Non-executive powers must be exercised by the Trustees personally and may not be delegated;
- Executive powers should be delegated to the Chief Executive Officer and Trustee of Finance, except when it is impracticable to do so, who may authorise further delegation.
- Every act of delegation is only a delegation of powers and does not relieve the Trustees of responsibility.

The process of delegation for LAT is outlined in the Scheme of Delegation and

includes delegation to a number of functionaries. The Trust Board may (to replace 'will') routinely delegate to 2 executive committees to fulfil its responsibilities:

#### Audit, Resources and Finance Committee

### 8.4

The Audit, Resources and Finance Committee have overall responsibility for financial management and setting of budgets, personnel management and recruitment of staff and premises management including Health and Safety and safeguarding.

The committee also has responsibility for setting standards and monitoring performance (pupil and staff) across the Trust: intervening where necessary and appropriate to do so. Ensuring the regular and special needs of all children are met to deliver the Trust aims for every child. Both committees shall meet as often as required and at least 3 times per year. In addition, the Board may choose to delegate to:

- The Academy Governance Committees.
- Any other committee so deemed necessary by the Board
- The CEO
- The Leadership Group (which in turn may delegate to further individuals).
- Any individual Trustee.

## 9. Committee Terms of Reference

<b>Audit, Resources and Finance Committee</b>		
<b>Committee responsibilities</b>		
<ul style="list-style-type: none"> <li>To ensure the financial and risks of the school are effectively reviewed and monitored and the annual financial statements give a true and fair view of the financial activities of the school.</li> <li>To ensure that the audit function provides assurance to the external auditors with reference to the guidance in the Academy Trust Handbook.</li> <li>To ensure that the academy risk register is reviewed and monitored on a regular basis.</li> <li>To review the building function.</li> <li>To ensure appropriate staffing structure, performance management, and salaries are in place.</li> </ul>		
Membership	4-5 trustees.	
Clerking	Governance Professional	
Meeting Frequency	At least termly and as required	
Quorum	3 trustees	
Voting	Majority	
Service	Headteacher and Business Manager	
Agenda and papers	Circulated to committee members 5 working days prior to the meeting	
Minutes	Circulated to committee within 10 working days following meetings.	
<b>TERMS OF REFERENCE</b>		<b>Terms to be addressed*</b>
1.	Provide guidance to the Trust Board on key financial matters.	1, 2, 3
2.	Review all relevant policies.	On expiry
3.	Review and recommend to the Trust Board the annual budget for the financial year.	3
4.	Establish and maintain a 3-5-year financial plan. Monitor termly within the context of the 3-year financial plan to ensure impact of any changes in funding and any other external factors.	1, 2, 3
5.	Monitor the budget using information provided by the Business Manager and Headteacher making certain spending remains within prescribed limits and ensure appropriate action is taken by them.	1, 2, 3
6.	Report the financial situation to the Trust Board each term and make recommendations where necessary.	1, 2, 3
7.	Work with the Accountants and Auditors to prepare an Annual Report for the Trustees on the Academy finances to be carried out within auditing timescales.	1
8.	Provide assurance to the Board of Trustees over the suitability of, and compliance with, the Academy's financial systems and controls by ensuring that an appropriate checking process is in place and remedial works is carried out if risk is identified.	1, 2, 3
9.	Ensure that the School Improvement Plan is properly budgeted for and to monitor and evaluate spending decisions for impact on educational outcomes.	1, 2, 3
10.	Propose an appropriate level of financial delegation to the Headteacher and ensure this delegation is minuted by the Trust Board. To be monitored by the Audit, Finance and Buildings Committee at each of its meetings.	1
11.	Monitor income and expenditure for all public funds for which the Academy is responsible.	1, 2, 3
12.	Respond appropriately to all audit report recommendations throughout the year.	1, 2, 3

13.	Have oversight of the schools internal control environment and receive and respond to reports from Internal and External Auditors	1, 2, 3
14.	Ensure non-public funds are audited when auditing takes place.	1, 2, 3
15.	Review the school's practices to ensure that they comply with the Anti-Fraud Policy on an annual basis.	1
16.	Recommend to the Trust Board the appointment of external auditors annually.	1
17.	Consider staff planning termly as recommended by the Personnel Committee	1, 2, 3
18.	Inspect the premises at least annually; agree a statement of priorities for maintenance and development in the summer term and update the maintenance/replacement register (in the Summer Term).	3
19.	Oversee premises related funding bids in association with Kier. Carry out an annual risk assessment of the school premises.	1, 2, 3 3
20.	Establish and keep under review a Premises Development Plan in association with Kier.	1, 2,3
21.	Establish and keep under review an Accessibility Plan in association with Kier.	1, 2,3
22.	Monitor and review contracts, ie non-PFI, eg Catering, Transport, IT	1, 2, 3
23.	Ensure that the Academy complies with Health and Safety regulations, in collaboration with the DfE through the Headteacher.	1, 2, 3
24.	Review insurance arrangements annually	3
25.	Monitor energy use through benchmarking termly.	2
26.	Monitor the community use of the Academy when reports and bill are received from Kier.	3
27.	Ensure compliance with the Academy Trust Handbook annually and when further guidance is given.	1
28.	Report to the Trust Board at each of its meetings	1, 2, 3
29.	Ensure that committee members undertake appropriate training.	1, 2, 3
30.	Ensure that a programme of internal audits take place and review and monitor the academy risk register.	
31.	Committee ratifies reviews of existing finance, premises and audit policies on behalf of the Trust Board and proposes any new policies for adoption.	1, 2, 3
32.	The committee delegates the performance management review of the Headteacher to two named trustees, plus an External Adviser.	1
33.	Ensure that all procedures relating to the recruitment, selection and appointment of staff are in place and are kept under review.	1, 2, 3
34.	Ensure that performance management procedures are robust and within timescales as per the PM Policy.	1,
35.	Governors linked to the relevant curriculum committee to be involved with all permanent teaching staff appointments. Safer Recruitment training to be undertaken by governors.	1, 2, 3
36.	Oversee appointment procedures for the leadership team and participate in their appointment.	1, 2, 3
37.	The committee delegates the appointment of support staff to the Headteacher with the exception of the Business Manager.	1, 2. 3
38.	Review and monitor all relevant policies.	As necessary
39.	Monitor issues surrounding staff support and welfare.	1, 2, 3
40.	Approve changes to staffing arrangements and salaries when changes occur throughout the year, subject to budget provision. Updates to be received from the Headteacher which would include job descriptions.	1, 2, 3

41.	Make recommendations to the Trust Board on the staffing structure and number of staff to be employed in the Academy on an annual basis and as necessary throughout the year. and subject to budget provision.	1, 2, 3
42.	Monitor the impact of school staffing, pupil/teacher and contact ratios and new staff induction.	1, 2, 3
43.	Keep under review all staff work/life balance, working conditions and wellbeing including the monitoring of absence.	1, 2, 3
44.	Agree procedures for hearing staff grievances and appeals and appeals against staff dismissal.	1, 2, 3
45.	Ensure staff are fully informed of the policy and procedures of the Academy including grievance and disciplinary policies.	1, 2, 3
46.	Committee ratifies reviews of existing personnel and pay policies on behalf of the Trust Board and proposes any new policies for adoption.	1, 2, 3

Key: Autumn Term = 1, Spring Term = 2, Summer Term = 3

Exclusion from attendance at meetings of the committee will apply in relation to any person employed to work at the school, other than the Headteacher, when the subject for consideration is the pay or performance review of any person employed to work at the school.

The Headteacher, Business Manager and other staff must also withdraw when their own pay or performance is under discussion.

<b>These terms of reference agreed by the Trust Board</b>	<b>Date: July 2022</b>
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## Strategy Committee

### Committee responsibilities

- Receiving reports of updates relating to wider national and international educational developments.
- Ensuring clarity of vision, ethos and strategic direction of the Academy.
- To ensure the Headteacher is held to account for the educational performance of the school. the performance management of staff and ensuring value for money.
- To discuss ongoing strategy for presentation to Members and Trustees.

Membership	Headteacher, Chair of Trustees, Vice-Chair of Trustees, Chair of ARF.
Clerking	Governance Professional
Meeting Frequency	At least termly and/or as required
Quorum	Not a decision making group
Voting	Not a decision making group
Service	Headteacher
Agenda and papers	Circulated to committee members 5 working days prior to the meeting

### TERMS OF REFERENCE

1.	To establish and review any protocol or standing orders for the Trust Board.
2.	Ensure the Academy's Improvement Plan reflects and delivers the agreed vision and strategies.
3.	Disseminate and evaluate matters relating to the Trust Board Self-Evaluation
4.	Oversee the school and trustees preparation for inspection and respond to findings of Ofsted Inspection
5.	Report to the Trust Board
6.	Committee ratifies reviews of any existing policies on behalf of the Trust Board where there is an urgent need and proposes any new policies for adoption.
7.	Propose strategic / governance changes.

These terms of reference agreed by the Trust Board	Date: July 2022
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# 10. Trustee Code of Conduct

## We agree to abide by the Seven Nolan Principles of Public Life:

### Selflessness

We will act solely in terms of the public interest.

### Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

### Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

### Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

### Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

### Honesty

We will be truthful.

### Leadership

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.





## **We will focus on our core governance functions:**

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent  
*NGA recognises the following as the fourth core function of governance:*
4. ensuring the voices of stakeholders are heard

## **As individual board members, we agree to:**

### **Fulfil our role & responsibilities**

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
2. We will develop, share and live the ethos and values of our school
3. We agree to adhere to trust policies and procedures as set out by the relevant governing documents and law.
4. We will work collectively for the benefit of the school.
5. We will be candid but constructive and respectful when holding senior leaders to account.
6. We will consider how our decisions may affect the school and local community.
7. We will stand by the decisions that we make as a collective.
8. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.

9. We will only speak or act on behalf of the board if we have the authority to do so.
10. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
11. When making or responding to complaints we will follow the established procedures.
12. We will strive to uphold the trust's reputation in our private communications (including on social media).
13. We will not discriminate against anyone and will work to advance equality of opportunity for all.

### **Demonstrate our commitment to the role**

1. We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting the school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.

7. We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

#### Build and maintain relationships

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community/communities.
2. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
3. We will work to create an inclusive environment where each board member's contributions are valued equally.
4. We will support the chair in their role of leading the board and ensuring appropriate conduct.

#### Respect confidentiality

1. We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing board vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

#### Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the [register of business interests](#).

2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school/trust's website.
5. We will act in the best interests of the school/trust as a whole and not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the school/trust website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get information about schools), some of which will be publicly available.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.