



# **Governance Handbook 2020 -21**

**(Reviewed through Governing Body Consultation – Autumn 2017,  
Autumn 2018, Autumn 2019, Summer 2020 due to COVID administrative  
changes made)**

**All Governance Matters relating to the DPSCITT and DTSP are a matter of a  
separate consideration reflecting a different relationship and context.**

**NB. 'Trustees' mean the Directors referred to in the Trust's Articles of Association.**

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## The Tarka Learning Partnership Governance

“Effective governance provides strategic direction and control to schools, academies and Multi-Academy Trusts (MATs). It creates robust accountability, oversight and assurance for their educational and financial performance and is ambitious for all children and young people to achieve the very best outcomes.”

(A Competency Framework for Governance: DfE January 2017)

## Nolan Principles of Public Life

We have adopted the Nolan principles of public life to make clear our expectations of all staff, Members and Trustees

### 1. Selflessness

Holders of public office should act solely in terms of the public interest.

### 2. Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

### 3. Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

### 4. Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this

### 5. Openness

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

### 6. Honesty

Holders of public office should be truthful.

### 7. Leadership

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

In addition all those involved in Governance should also be:-

**Committed** Devoting the required time and energy to the role and ambitious to achieve best possible outcomes for young people. Prepared to give time, skills and knowledge to developing themselves and others in order to create highly effective governance.

**Confident** Of an independent mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on the board.

**Curious** Possessing an enquiring mind and an analytical approach and understanding the value of meaningful questioning.

**Challenging** Providing appropriate challenge to the status quo, not taking information or data at face value and always driving for improvement.

**Collaborative** Prepared to listen to and work in partnership with others and understanding the importance of building strong working relationships within the board and with executive leaders, staff, parents and carers, pupils/students, the local community and employers.

**Critical** Understanding the value of critical friendship which enables both challenge and support, and self-reflective, pursuing learning and development opportunities to improve their own and whole board effectiveness.

**Creative** Able to challenge conventional wisdom and be open-minded about new approaches to problem-solving; recognising the value of innovation and creative thinking to organisational development and success.

## Governance Competency Framework

All members of the Governance should be familiar with and support the competency framework. Trustees and Members should be aware of these standards when taking up the role and strive to meet them.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/583733/Competency\\_framework\\_for\\_governance\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/583733/Competency_framework_for_governance_.pdf)





Line of communication

# Tarka Learning Partnership Governance Structure



Line of accountability

## The Trust Members – (5 Members: quorate 4 casting vote with Chair)

**Members**, meets minimally termly. **Core Function:** Establishes the Governance structure in the Articles of Association and holds Board of Trustees to account for compliance with Trust aims and objectives. A Diocesan approved Member.

Receive the Board of Trustee minutes, reports on the finances, key monitoring documents and the strategy of the MAT from Trustees. Appoints and removes Trustees.

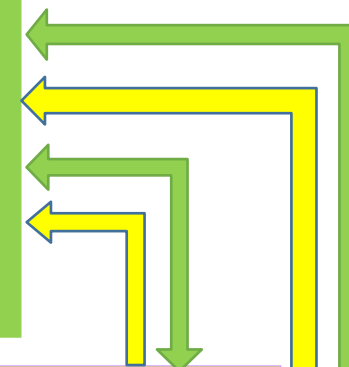


## Board of Trustees (9 Trustees: quorate 5 casting vote with Chair)

**Core functions:** Development of Trust vision, strategy, financial stewardship and responsible for performance of all partners and MAT as a whole

CEO   HR   Estates, H&S   Education   Finance   Inclusion & Safeguarding  
Education Leadership   Legal   Advice & Inspection

**9 Trustees (2 Diocesan approved)**, meet minimally every half term. Delegate aspects of governance to LGB's. HT, Chairs of LGB, deputy CEO, Chief Finance Officer or other supporting persons can be invited to attend meetings as non-voting contributors



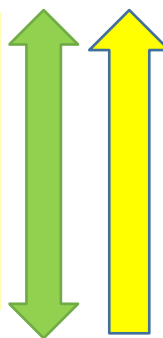
### Chairs of Governors Group

CEO and a Trustee attends. Elected C.of G. chairs group or rep from the school's LGB

**Core function:** Reviews collectively LGB scheme of delegation, recommends policy measures on working practices of the partnership

### Audit, Personnel and Remuneration Sub-committee – 3 Trustees

(CFO attends – non voting) Finance Strategy & Audit, Pay, Appraisal, Performance TLP central team, Risk Management



### School Leaders Group

CEO chairs. Meets fortnightly

**Core functions:** Implement and recommend Trust policy, performance of each school, school improvement strategy, sharing high quality practice

## Local Governing Bodies (min. 7)

**HT; 2x LGB Co-opted; 2x Elected Parents; 1x Elected Staff; 1x Community (co-opted) Governor. If LGB is larger no more than 30% maximum parents and 30% maximum staff including Head Teacher**

Meet twice half-termly

**Core Functions:** School Performance, Budget Setting, Curriculum, Inclusion, Quality of Teaching, Pupil Achievement, Pupil Behaviour, School Improvement Plan, School SEF, Attendance & School Admissions, Nursery Admissions – as per the scheme of delegation



### First & Appeals Committee

Pupil/staff discipline/grievance/complaints

### External Scrutiny Working Party (7)

CEO, Deputy CEO, CFO, 2 x Trustees, 2 x Chair of Govs and MAT commissioned review body

**Core function:** Appraise MAT Performance

## Governance of the Trust

The Board of Trustees delegates responsibility for delivery of the vision and strategy to the CEO, who is also the Accounting Officer. The Board of Trustees holds the CEO to account for the performance of the Trust, including the performance of the Academies within the Trust. The CEO, in turn, holds the Head Teachers of the Academies to account through line management.

The CEO is supported by a Trust Leadership Team, consisting of a Deputy CEO, Chief Finance Officer who may attend Trustees meetings as non-voting contributors. Other non-voting attendees may be requested by the Trustees.

Some responsibilities for the performance of each academy are delegated to the Local Governing Body. These responsibilities include setting the school budget for approval, monitoring whether the school is working within the agreed policies, whether standards and statutory responsibilities are being met and if the money is being well spent.

The CEO reports to the Board of Trustees on the performance of the Trust including the performance of the Trust's schools, which is also supplemented by monitoring reports from the Trust Central Team.

### The Key Elements of the Governance Structure are:

#### The Members of the Trust Board (5 Members)

The Members have ultimate control over the Academy Trust, with the ability to appoint some of the Trustees and the right to amend the Trust's Articles of Association. The Members can control changes in the constitution (subject to DfE approval) and other fundamental decisions relating to the academy trust. Members also have the right to remove a Trustee by ordinary resolution (a vote passed by a simple majority of Members). The Members will hold the Board of Trustees to account by receiving the minutes of Board of Trustee meetings, key finance and Trust performance monitoring documents, especially if decisions violate the Articles of Association and agreed objectives of the Trust.

The role of a Member is likely to therefore be a largely strategic one with the responsibility to guard and support the vision. Perhaps the distinction between a Member and Trustee is best illustrated by an example; whilst the annual audited accounts will be presented to the Members it is the Board of Trustees and the Chair of Trustees who approve, sign them and send them to Companies House.

There is one member with approval from the Diocese of Exeter, who represents the voice of the Diocese and church education.

#### The Board of Trustees (9 Trustees)

The Trustees are responsible for the same three core governance functions performed by the governing body in a maintained school:

- setting the direction,
- holding the CEO to account
- ensuring financial probity.

As charity Trustees, they must also ensure that they are complying with charity law requirements. Academy trusts are charitable companies and the Trustees are company Trustees and must comply with company law requirements. This may sound daunting, but, in reality, the duties are largely the same as those of a governor of a maintained school, such as regularly attending meetings, managing conflicts of interest, seeking advice from the academy's leadership team and

ensuring the academy has appropriate procedures in place for reporting financial information and school performance. The LGB will play an active part in holding the Head Teacher and other senior leaders to account as well as supporting the development of the academy.

The model articles state that the Chair of the Board of Trustees will also be a Member, thereby ensuring a link between the two layers. Other than the Chair, Trustees cannot also serve as Members, the most effective governance models recognise that the Members are responsible for holding the Trustees to account. Some separation between those serving as Trustees and those serving as members is, therefore, strongly recommended for achieving robust accountability.

There are two Trustees on the Board with approval from the Diocese of Exeter and who represent the voice of the Church of England's education values.

## **Board of Trustee Committees**

The Board of Trustees meets at least termly and often half termly. The Board will cover an education agenda as well as a resources and policy brief. There will be an Audit, Personnel & Remuneration Committee which reports to the Board of Trustees. This will be made up of 3 Trustees. The CEO (Accounting Officer) and or CFO will advise this committee (non-voting for the purposes of recommendations to the full Board of Trustees and neither the CFO nor CEO will participate in discussions about setting their own salaries). There will be no other sub-committees of the Board of Trustees, but working parties which must report directly to the full Board can be established with a clear purpose and function.

## **Chairs of Local Governing Bodies Group**

This group enables the Chairs of Local Governing Bodies or the LGB's elected representative, the CEO and a nominated Trustee to meet at least once a term to discuss the strategic direction of the Trust, enable the Chairs for all schools to meet and discuss issues across schools and report termly up to the Board and to the Local Governing Bodies. It is also used as a platform for the Trust/School leaders group to consult on proposals and for Chairs to make recommendations and raise issues or concerns. The group does not have any decision making powers under the Scheme of Delegation, however meeting minutes go to the Board of Trustees and the LGB for review. One elected Chair of Governors or the LGB's representative from the group chairs the meeting. The role is re-elected annually from all Chairs of LGB's or their representative by a simple resolution on a majority vote.

## **School Leader's Group**

This group enables the CEO, Trust School Improvement team and Head Teachers of the schools within the Trust to meet, discuss and recommend the strategic direction for the Trust in terms of School Improvement on a regular basis, as well as supporting the day to day management and leadership of the TLP. If the Head Teacher is unable to attend the next most senior teacher is able to sit on this group. Although individuals within the group make decisions appropriate to their job role, the group does not have any decision making powers under the Scheme of Delegation. Recommendations from the group are taken to the Board of Trustees via the CEO.



## Trust Staff Meetings

The Group is chaired by the CEO and comprises of relevant centre based Trust staff. The Trust Staff Team meet weekly on a formal basis to deliver the Trust Strategy. The operational and strategic risk register is reviewed, the delivery of the Trust Growth Plan is also discussed along with Central Services, Trust Budgets, Financial Governance, School Improvement, HR etc. The key actions are then raised at Board of Trustee meetings. A termly report authored by the CEO is sent to the Board of Trustee meetings reflecting the discussions at the School Leader's group and Trust Staff Meetings.

## Local Governing Body Committee

The Local Governing Body is a Committee of the Board of Trustees and has delegated decision making powers in accordance with the Scheme of Delegation. Sub Committees or a working party can be used where a Governing body deems it necessary to support workload, but these bodies have no decision making powers. The Local Governing Body is held to account for the performance of the school by the Board of Trustees. The Local Governing body will have the opportunity to scrutinise Trust spending and will be consulted in setting the annual Trust finance contribution.

The structure is for each school to have a Local Governing Body Committee which meets at least every half term. Meeting minutes go to the relevant Board of Trustees Committee for review and response.

## Clerking

Each Local Governing Body and the Board of Trustees including the Audit, Personnel and Remuneration Committee has a Clerk. The Clerk to the Trustees supports the Clerks to the Local Governing Bodies. This team meet on a termly basis to facilitate sharing best practice, common processes, systems and documentation to be set up and to provide each other with support, guidance and assistance when needed. The Clerk to the Trustees should ensure the Clerks to the Local Governing Bodies are provided with updated information regarding governance, when it is made available.

## Appeals/ First Committee

The First/ Appeals committee will be made up of 3 non-staffing Trustees. They will hear, as a First Committee, Trust central staffing issues relating to employment and grievance as well as complaints against the Trust as opposed to an individual school. They will also hear matters relating to governance across the Trust where it has not been resolved at LGB level. The Clerk to the Trustees will organise and minute First / Appeals meetings and all matters will be dealt with in accordance to the relevant Trust policy. The Board of Trustees will appoint Trustees to ensure use of expertise and impartiality. An appeals committee would be established with three 'other' non-staffing Trustees. If required, the Board of Trustees can ask Local Governors to join First and Appeals Committee processes to support impartiality of decision making, utilise expertise and/or to ensure quorum.

The First Committee can also act as an Appeals Committee where a LGB process cannot agree on a staffing, complaints, whistleblowing or grievance matter or where it is deemed more appropriate to use the Trustees to act on an appeal with a school to support the quality and impartiality of the process. Local Governors from other schools can be asked to support such processes with Trustees.

The Chair of Trustees will decide on whether a complaint, grievance or employment matter is heard by the Board of Trustees' Appeals Committee.

## Operational Aspects

### Meeting Schedule

The Clerk to the Trustees is responsible for setting the meeting timetable for all governance meetings for the academic year in collaboration with the Chair of Trustees and the CEO. The Clerk to Trustees will in turn communicate with Clerks of LGB's. The meeting schedule for a typical year is included in Appendix A. The Clerks to the LGB are given a time frame in which meetings must be arranged on the Trust's calendar known as the 'LGB window'. This gives some flexibility, however LGB Committee meeting minutes must be available and ratified by the Board of Trustee meetings by receiving the LGB summary of decisions and recommendations. This enables all meetings to interlink, which facilitates a reporting structure from bottom up and top down. Where relevant the Board of Trustees through the Clerk to Trustees will respond to the LGB via their Clerk.

### Common Systems, Procedures and Documentation

The proceedings of the Local Governing Body are in part determined by the Board of Trustees, but LGB's can add items to their respective agenda to reflect items specific to the school. As part of the Governance Framework review, to enable the governance of the LGB across all schools to operate in the same way, under the Trust Scheme of Delegation, it has been decided to have pre-determined formatted templates and content for the following documentation:

- a. Agendas
- b. Meeting Minutes
- c. Terms of Reference
- d. Annual Cycle of Business

This documentation will be reviewed annually in the summer break by the Clerk to the Trustees and will be made available to the Clerks to the LGB for the start of the new academic year. Any changes to the documentation must be agreed by the Board of Trustees.

**Shared Area** - Using Share point in MS365, a Governance area will be set up and access given to the Clerks. This area must be used for all Governance documentation.

### Rationale behind the Scheme of Delegation

- Ensures clarity of vision, ethos and strategic direction at both a Trust and Local Governance level. All schools will have a Local Governing Body unless under exceptional circumstances.
- Enables everyone in the Trust to do the right thing, in the right way, for the right people, in a timely, open, honest and accountable way
- Accountability and responsibility is clearly defined

- Makes clear the changes of responsibility if the school performance goes into a high risk category
- Local Governance supports Academy improvement by those who are working/governing the local school
- Meeting flows and linkages provide for effective communication, participation and consultation
- Roles and responsibilities are defined and duplication is avoided
- Delegated decision making powers are defined and understood
- Reporting structures bottom up and top down are defined and effective
- Faith governance is represented at Board and Member levels
- Is in line with the Articles of Association and the Academies Financial Handbook

## The Role of the Members

The Members of the Trust have a different status to Trustees. They were the signatories to the Memorandum of Association and agreed the Trust's first Articles of Association (a document which outlines the governance structure and how the trust will operate). The Articles of Association describe how Members are recruited and replaced, and how many of the Trustees the Members can appoint to the Board of Trustees. The Members can remove Trustees if they fail to fulfil their responsibilities. NGA guidance will be followed if this matter arises. 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. It is best practice for the Members with the exception of the Chair of the Board of Trustees, not to be a Trustee. There should be a separation of duties to ensure the highest quality of governance.

## The Role of the Trustees

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

1. Ensure clarity of vision, ethos and strategic direction
2. Hold the Executive Principal to account for the educational performance of the schools and their pupils, and the appraisal of staff
3. Oversee the financial performance of the trust and make sure its money is well spent

The Board of Trustees is permitted to exercise all the powers of the Academy Trust. The Board of Trustees will delegate to the CEO responsibility for the day to day operations of the Trust.

The Trust has the right to review and adapt its governance structure at any time which includes removing delegation. A Governor on a LGB does not sit on the Board of Trustees or Members to ensure separation of duties and the highest quality of governance.

## The Role of the Local Governing Body (LGB) Committee

The Board of Trustees establishes the LGBs, the Chair is appointed by the LGB and the school elects/co-opts the correct number of parent, community and staff representatives. The Board of Trustees will determine what will be delegated.

Responsibilities include:

- Understanding the performance of the school and the actions being taken by the Head Teacher
- Holding the Head Teacher to account for the performance of the school
- Supporting the strategic development of the school
- Monitoring the school's performance against the School Improvement Plan
- Setting the Academy budget for approval
- Working within agreed Trust policies
- Meeting statutory requirements
- Meeting the agreed performance targets
- Managing its finances well
- Engaging with stakeholders
- Reporting to the Board, including providing challenge to the Trust

## The Role of the CEO

The CEO has the delegated responsibility for the operation of the Trust including the performance of the Trust's Academies and manages the appraisal and performance of Academy Head Teachers.

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 Trust Staff Team. The CEO will delegate executive leadership functions to the Trust Staff Team and is accountable to the Board of Trustees for the performance of the Trust as a whole.

The other key roles of the CEO can be summed up as follows:-

**Strategic thinker** for the Trust in collaboration with others. Understanding and analysing the political and policy context. Developing with Trustees and leaders the vision, values and key aims for the MAT. Translating a vision and aims into a plan of action with agreed milestones.

### **Guardian of the flame**

- Ensure that the aims and vision of the Trust is not deviated. Securing buy-in across the MAT to the vision, values and aims

- Identifying key policies and initiatives to help embed commitment and make the vision and values real.
- Aligning people and development plans to work towards the agreed goals

### **Instructional Thinker**

- Being a leader of learning and creating a collaborative learning culture.
- Understanding the key drivers of school improvement and being able to describe their application across the MAT.
- Being able to implement strategies for schools in different contexts and at different points in their improvement journeys.
- Determining the tight-loose balance on curriculum content and approaches to teaching and learning.

### **Leadership Developer**

- Having a clear distribution of leadership roles and accountabilities and deployment of senior leadership expertise.
- Developing a strong team culture with senior leaders and fostering a co-construction ethos.
- Identifying emerging talent and creating systems for emerging leaders to have leadership assignments across the MAT.
- Evolving the organisation's leadership structures and succession planning.

### **Orchestrator of Partnership Depth**

- Knowing where performance is strong and having systems for deploying expertise across the MAT
- Integrating formal professional development linked to classroom coaching model(s)
- Facilitating middle leaders to lead joint professional development projects – linked to MAT priorities and an evaluation/impact model
- Encouraging networking opportunities and ways for staff to learn from and celebrate each other's efforts

### **Quality Assurer**

- Having an unrelenting focus on improving pupil outcomes
- Knowing in real time the quality of teaching and learning and progress in all academies
- Using benchmarking and peer review within the MAT and with top performers to spur innovation and improvement
- Appraisal of other senior leaders

### **Business Developer**

- Developing a strategy for growing the MAT – including the rate of expansion
- Developing a strategy for integrating/procuring support functions and services – including a prioritised timetable for realising economies of scale
- Develop a five-year financial strategy
- Balancing opportunities and risks

## **Communicator in the MAT**

- Creating a simple, clear narrative for what the MAT is trying to achieve
- Putting place systems for communicating effectively with Trustees, governors, leaders, staff, parents and pupils
- Being able to persuade through vision and modelling collaborative behaviour
- Encouraging and listening to feedback

## **Ambassador for the MAT**

- Promoting the MAT's vision, values and achievements and explaining the strategy and journey for improvement
- Engaging with other MATs, schools and the local community
- Negotiating with and influencing government representatives and other stakeholders
- Managing the reputation of the MAT

## **Organisational Lead**

- Having clear schemes of delegation and reporting arrangements to local governing bodies and Trustees
- Supporting the development of Trustees, governors and the central MAT team
- Establishing consistency of policies across academies in the MATs
- Ensuring compliance with statutory and financial requirements

(Robert Hill: Education Consultant)

## **The Role of the Academy Head Teacher**

The Academy Head Teacher is responsible for the day to day leadership and management of the Academy and is led by the CEO, but reports to the Local Governing Body on matters which have been delegated to the Local Governing Body. The Academy Head Teacher is a strategic thinker for the individual school and enables the school team to improve and develop the school further with reference to the School Improvement plan.

## Composition of the Local Governing Body

The Local Governing Body is responsible for the membership of their own Local Governing Body, however the Board of Trustees is still ultimately accountable therefore the Board of Trustees must approve the constitution of the Local Governing Body, including any changes to the constitution or membership. Overall the number of Governors on the LGB cannot be less than 7 and can be no more than 30% Staff Governors or 30% Parent Governors of the total number of Governors. Number of academy employees on the Local Governing Body, including the Head teacher cannot exceed one third of the total number of Governors. On joining the TLP the Local Governing Body will achieve its declared composition over time and through natural change. It is possible that Governors can serve on two LGB's, as long as attendance is high on both. A LGB and the Governor would need to take into consideration possible clashes of meeting dates in the Governance calendar.

**Minimum** requirements for LGB composition: -

Type of Member	Number	Term of Office	How they are appointed
Head teacher	1	Indefinite	N/A
Chair of the LGB	Elected by LGB Approved by Trust	By annual election while a governor	Elected by the LGB by their chosen procedure. Board of Trustees to reserve the right to remove or appoint a Chair if the need arises, following NGA guidance
Co-opted	2	Up to 4 years, can be re-appointed	LGB to approve appointments. Community as defined as living within the local area and co-opted.
Community	1		
Parent	2	4 years	Parent election – election process undertaken by the LGB, through their chosen fair and transparent procedure. The Board of Trustees reserves the right to appoint parent Governors without the need for an election. Upon Academy Conversion, the parent Governors from the maintained school shall serve on the new LGB for the remainder of their term.
Staff	1	4 years, can be voted in again	Staff election – election process undertaken by the LGB, by their chosen fair and transparent procedure. Total number of employees including the Head teacher cannot exceed one third of

		or become a co-opted governor if approved by the Trust	the total number of members on the LGB. Upon Academy Conversion, the staff Governors from the maintained school shall serve on the new LGB for the remainder of their term. Staff governors must be staff of the academy, but must spend the majority of their working time on the individual academy's premises.
<b>Diocese (not relevant to Community Academies)</b>	As determined by the Board and in accordance with the requirements of the Diocese of Exeter.	4 years	Appointed by process at school level and approved by the Diocese of Exeter.



## Appointing and Removing Governors from the Local Governing Body Committee

### a. Appointing Governors to the Local Governing Body

A person shall be appointed to the LGB by the Local Governing Body through the TLP application form. The letter of appointment and application form is provided by the Chair of the LGB and/or the Clerk, who forwards a copy of the application to the Clerk to the Board of Trustees. The Clerk to the Local Governing Body completes the paperwork for the appointment once a copy of the appointment letter has been received. A DBS check and two supporting references should be sought and evidence retained by the school. All Governors must be DBS checked prior to appointment and concerns with references and DBS checks must be followed up by the Head Teacher and Chair of Governors.

A person must be over eighteen at the date of appointment. No current pupil of the Academy is entitled to serve.

### b. Removing Governors from the Local Governing Body

A person shall no longer serve on the Local Governing Body if:

- I. They resign by giving notice in writing to the Chair of the Local Governing Body, who must forward a copy of the letter to the Clerk of the Board of Trustees.
- II. They are removed by the Board of Trustees under exceptional circumstances, with notice given in writing, a copy of the letter is then forwarded to the Chair of the LGB.
- III. A recommendation under exceptional circumstances to be removed is sent to the Board of Trustees, by the Chair of the Trust Members. They are then removed by the Board of Trustees, with notice given in writing, a copy of the letter is then forward to the Chair of the LGB.
- IV. They are a staff member and they no longer work for the Academy.
- V. They are consistently absent without the permission of the Chair of the LGB from meetings and the LGB resolves that their office be vacated. (Please also see <https://www.gov.uk/guidance/automatic-disqualification-rules-for-charity-trustees-and-charity-senior-positions#contents>)

### c. Disqualifying Governors from the Local Governing Body

A governor shall be disqualified from serving on the Local Governing Body if:

- I. Their estate has been sequestrated and the sequestration has not been discharged, or that person is subject to a bankruptcy restrictions order.
- II. They are subject to a disqualification order under the Company Trustees' Disqualification Act 1986, or to an order made under the Insolvency Act 1986.
- III. By order of the Charity Commission that person has been removed from the office of charity trustee on the grounds of misconduct or mismanagement in the administration of the charity for which they were responsible or to which maladministration her/his conduct contributed.

- IV. They are included in the list kept by the Secretary of State under Section One of the Protection of Children Act.
- V. That person is disqualified from working with children in accordance with Section 35 of the Criminal Justice and Court Services Act 2000
- VI. That person is barred from regulated activity relating to children within the meaning of the Safeguarding of Vulnerable Groups Act 2006.
- VII. A direction has been made against her/him under section 142 of the Education Act 2002 or is subject to a prohibition order which takes effect as if contained in this direction.
- VIII. They have at any time, been convicted of any criminal offence excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of an offence which falls under the Charities Act 1993, section 72.
- IX. They do not provide the Chair of the LGB with a criminal records certificate at an enhanced disclosure level. In the event that the certificate discloses information which in the opinion of the Chair or the Principal confirms their unsuitability to work with children that person shall be disqualified.
- X. In exceptional circumstances there is clear evidence of a serious breach of the Governor's Code of Conduct.

A Governor may also be suspended by the LGB in consultation with the CEO and Chair of Trustees under exceptional circumstances where there is clear evidence of a serious breach of the Governor's Code of Conduct. For example, where a criminal investigation has begun. The Governor will be informed by the Chair of the LGB about the suspension pending the outcome of an investigation. The Governor, on completion of the investigation will either be removed by the Board of Trustees or reinstated, providing the term of office has not expired.

## Delegated Duties

Duties are delegated through a Head Teacher's or a member of the Trust Staff Team's Job Description, through a Trust Policy, or through this Scheme of Delegation. This Scheme of Delegation will clarify that a duty has been delegated, the Trust Policy will detail the process for how this duty is delegated and undertaken.

Delegated Duties	Delegated Authority
<b>People</b>	
<b>Trust Members Appoint/Remove</b>	The Members appoint and remove Members in accordance with the Articles of Association
<b>Trustees Appoint/Remove</b>	The Members appoint Trustees in accordance with the Articles of Association. Trustees can be disqualified in accordance with the Articles of Association.
<b>Chair and Vice Chair of the Board of Trustees Appoint/Remove</b>	The Board of Trustees elects the Chair and Vice Chair of the Board, who can resign office at any time or be removed in accordance with the Articles of Association
<b>Clerk to the Board of Trustees</b>	The Trustees appoint the Clerk to the Board of Trustees through an employment process

<b>Clerk to the LGB</b>	The LGB recommends the appointment of the Clerk following an employment process.
<b>LGB Chairs Appoint/Remove</b>	The LGB recommend the appointments and removal of the Chair for the LGB and notify the Board of Trustees for approval.
<b>LGB Parent Governor Election Appoint/Remove</b>	Following the Trust parent election process the appointment of the parent governor, is then notified to the Board of Trustees for approval via the Clerk to the Trustees. The LGB recommend any removal to the Board of Trustees for approval.
<b>LGB Parent Governor Appoint/Remove</b>	The Board of Trustees appoint and remove the governors of the LGB
<b>LGB Staff Governor Election Appoint/Remove</b>	Following the Trust staff recruitment process undertake the election process for the appointment of the staff member, which is then notified to the Board of Trustees for approval. The LGB recommend the removal to the Board of Trustees for approval.
<b>LGB Co-opted or Community Governor Appoint/Remove</b>	Following the Trust recruitment process, the LGB recommends the appointment and removal of governors of the LGB. The Board of Trustees appoint and remove the governors of the LGB.
<b><u>Systems and Structures</u></b>	
<b>Articles of Association Agree and Review</b>	The Members agree, review and update the Articles of Association, subject to approval by the Secretary of State. The Board of Trustees recommend amendments to Members for approval.
<b>Governance Structure for the Trust Agree and Review</b>	The Board of Trustees are responsible for the Governance Annual review and for approving the Governance Structure for the Trust. The LGB recommend amendments to the Board of Trustees for approval.
<b>Scheme of Delegation Agree and Review</b>	The Board of Trustees is responsible for producing and reviewing the Scheme of Delegation. The LGB recommend amendments to the Board of Trustees for approval.
<b>Register of Business Interests</b>	The Board of Trustees compile and update the register for individual Trustees. The LGB, Members and Trust Staff Team are responsible for completing, submitting and reviewing their own register of business interest forms. All registers should be regularly updated and published on the relevant website.
<b>Publishing Trust Governance Information on the Trust Website</b>	The Clerk to the Board is responsible for publishing and maintaining governance documents and information on the Trust website, compliance to be monitored by the Board of Trustees. The Clerk to the LGB or other school staff must maintain compliance on their websites.

<b>Publishing LGB Governance Information on the School Website</b>	The Clerk to the LGB is responsible for publishing and maintaining governance documents and information on the school website, compliance to be monitored by the LGB
<b>Terms of Reference for the Trust Committees Agree and Review</b>	The Clerk to the Board is responsible for producing the Terms of Reference and taking it to the Board of Trustees for approval.
<b>Terms of Reference for the Local Governing Bodies Agree and Review</b>	The Clerk to the Board is responsible for producing the Terms of Reference and taking it to the Board of Trustees for approval. The LGB and or Chairs of Governors group recommend amendments to the Board of Trustees for approval.
<b>Annual Cycle of Business for the Trust Board and Committees Agree and Review</b>	The Clerk to the Board is responsible for producing the Annual Cycle of Business and taking it to the Board of Trustees for approval.
<b>Annual Cycle of Business for the Local Governing Bodies Agree and Review</b>	The Clerk to the Board is responsible for producing the Annual Cycle of Business and taking it to the Board of Trustees for approval. The LGB and or Chairs of Governors group recommend amendments to the Board of Trustees for approval.
<b>LGB Agenda Template</b>	The Clerk to the Board is responsible for producing the Agenda Template and taking it to the Board of Trustees for approval. The LGB and or Chairs of Governors group recommend amendments to the Board of Trustees for approval.
<b>LGB Minute Template</b>	The Clerk to the Board is responsible for producing the Minute Template and taking it to the Board of Trustees for approval. The LGB and or Chairs of Governors group recommend amendments to the Board of Trustees for approval.
<b><u>Holding to Account</u></b>	
<b>Monitoring and evaluating the effectiveness of compliance with statutory requirements, such as H&amp;S, Fire Management, Safeguarding and Information Governance.</b>	The LGB is responsible for monitoring and evaluating the effectiveness of compliance for their individual school in accordance with the Trust's Health and Safety Policy and to report to the Board of Trustees and LGB. The Estates Leader will author the relevant health and safety policies
<b>Appraisal of the CEO</b>	The Board of Trustees is responsible for the Appraisal of the CEO.
<b>Appraisal of the Academy Head Teacher</b>	The CEO is responsible for the appraisal of the Academy Head Teachers (but may delegate this function to the Deputy CEO), in conjunction with the Chair or other representative of the LGB (non-staff).
<b>CEO pay award</b>	The Board of Trustees approve the pay award for the CEO, in line with the Trust's Pay Policy
<b>Academy Head teacher pay award</b>	The CEO approves the Academy Head Teacher pay award in line with the Trust's Pay Policy, in conjunction with the Chair of the LGB or their representative(s).
<b>CEO Appoint and Dismiss</b>	The Board of Trustees appoint and dismiss the CEO.
<b>Academy Head teacher Appoint and Dismiss</b>	The CEO and LGB determine the selection panel and appoint and dismiss the Academy Head Teacher with approval from the Board of Trustees. The CEO has

	delegated powers of appointment and will make the recommendation to the Board of Trustees.
<b>Clerk to the Board of Trustees Appoint and Dismiss</b>	The Chair of the Board of Trustees will line manage the Clerk to the Board of Trustees, appointing and dismissing. The Clerk to the Board will also act as the Clerks lead for Clerks to LGB's, training and ensuring consistent high quality Governance at LGB level. The LGB will line manage the Clerk and appoint and dismiss.
<b>Trust Staff Team Member Appoint and Dismiss</b>	The Board of Trustees appoints and dismisses the Trust Staff Team Members, taking into account the recommendation of the CEO.
<b>Trust Central Service contracts Appoint and Dismiss</b>	The CEO appoints and dismisses Trust Central Services contracts unless the contract is above the finance thresholds of delegation where the Board of Trustees will approve in accordance with the TLP Finance Policy.
<b>Academy Staff Member Appoint and Dismiss</b>	The Academy Head Teacher appoints Academy Staff within the agreed staffing structure. The LGB ratifies the appointments of Academy Senior Leadership Team Members, excluding the Academy Head teacher, which is approved by the Board of Trustees. The Head Teacher of the Academy in consultation with the relevant personnel dismisses staff in accordance with agreed employment policies such as the relevant capability policy
<b>Appeals Processes</b>	All types of grievances, complaints and appeals processes will be managed through the relevant TLP policy such as grievance, complaints etc.
<b><u>Trust Strategy</u></b>	
<b>Trust Vision and Strategy, Determine, Deliver and Performance Management</b>	The Board of Trustees determine and performance manages the Trust Vision and Strategy, delegating the responsibility for the delivery of the strategy to the CEO.
<b>School Improvement, Determine, Deliver and Performance Manage</b>	The LGB approves and delivers the School Improvement Plan for the school, the CEO determines the Trust Improvement Plan, with the Board of Trustees monitoring delivery and performance.
<b>Trust Policies Determine, Review &amp; Update</b>	The Board of Trustees, determine, review and approve Trust Policies. The LGB are responsible for adoption and compliance within their Academy.
<b>School Policies Determine, Review &amp; Update</b>	The Board of Trustees determine the classification of School Policies, the LGB are responsible for writing, reviewing, approving and compliance with these policies.
<b>Funding of the Central Trust Fund, Agree and Manage</b>	The Board of Trustees determines, approves and manages the Trust central budget determining the level of academy budget revenues.
<b>Central services, Agree, Implement and Manage</b>	The Board of Trustees determine the scope of shared back office services to be delivered centrally. The Trust Staff Team implement the services to be delivered centrally and the LGB monitor the effectiveness of the delivery of these services for their Academy.

<b>Centrally procured contracts and SLAs</b>	The Board of Trustees determine the contracts and SLAs to be procured on behalf of the Academies and ensure that centrally procured services provide value for money. The Trust Staff Team put in place and manage the centrally procured contracts and SLAs and the LGB monitor the effectiveness of the delivery of these contracts and SLAs for their Academy.
<b>Trust Risk Register, Establish, Monitor and Review</b>	The Board of Trustees establish, monitor and approve the Trust Risk Register, delegating the monitoring and management of the Trust Operational Risks to the Trust Staff Team.
<b>School Risk Register, Establish, Monitor and Review</b>	The LGB establish, monitor and approve the school risk register, using the Trust Risk Register template. The Board of Trustees monitors compliance with this requirement.
<b>Budget Setting for Academy, Determine, Approve and Monitor</b>	The LGB sets the Academy Budget within parameters agreed by the Board for approval by the Board of Trustees. The LGB undertakes the ongoing monitoring, submitting financial monitoring reports to the Board of Trustees. The CFO will support the Academy with budget setting/ monitoring and review and may with approval from the Board of Trustees place the school in a deficit management plan or review the scheme of delegation. These actions would be considered where an academy is in overall deficit, in year deficit or there are concerns about the management of the budget including maladministration.
<b>Budget Setting for Trust, Determine, Approve and Monitor</b>	The CFO prepares and submits the Trust's Budget to the Board of Trustees for approval. The CFO submits ongoing financial monitoring reports to the Board.
<b>Trust Staffing Structure</b>	The Board of Trustees establishes and approves the Trust Staff Team and Central Services contract structure.
<b>School Staffing Structure</b>	The LGB establishes and approves the staffing structure within the School's agreed budget.
<b>Academy staff Appraisal and Pay Progression</b>	The Board of Trustees establishes and annually reviews the appraisal policy and the LGB implement the policy and award pay progression in line with the Trust Pay Policy.
<b>Trust staff Appraisal and Pay Progression</b>	The Board of Trustees establishes and annually reviews the appraisal policy and the CEO implements the policy and award pay progression in line with the Trust Pay Policy and the Trust Staff Team pay policy.
<b><u>Ensuring Financial Probity</u></b>	
<b>Trust Policy on Financial Delegation, Establish and Review</b>	The Board of Trustees establishes the policy and the LGB implement the policy within their individual Academy.

<b>External Auditor Reports Receive and Respond</b>	The Board of Trustees receive and respond. The LGB implement the actions that are relevant to their Academy, in accordance with instruction from the Board.
<b>Academy Budget</b>	The LGB and Head Teacher set the individual academy budget for approval by the Board of Trustees
<b>Trust wide Procurement Strategies and efficiency savings</b>	The Board of Trustees establishes the Competitive Tendering Policy and the Trust Wide Contracts. The LGB implement the policy and utilise the Trust wide Contracts.



## Board of Trustees Annual Cycle of Business (draft items to be distributed to committees and full board)

Autumn Term	Spring Term	Summer Term
Elect Chair & Vice-Chair of Board	Verbal Annual Report on the conclusion of Audit (January)	Confirm meeting dates for all Governance for following Academic year to go to LGB and website (July)
Elect Chair of Working Parties (if relevant)		
Agree membership and chairing of Audit, Personnel and Remuneration Committee (and Standing Committees inc. CEO appraisal Trustees)		Agree process for appointing Chair and Vice next year, including term of office (June)
Review Trustee's responsibilities  Review Trustee biographies on the website  Review attendance at Board of Trustee Meetings for prior academic year		Review effectiveness of LGB's Cycle of Business
Review and sign Trustees Code of Conduct		
Review Scheme of Delegation and Cycle of Business		
Complete Pecuniary and Non Pecuniary Interests Register to be published on website	Update Pecuniary and Non-Pecuniary Interests Register to be published on website	Update Pecuniary and Non-Pecuniary Interests Register to be published on website
Adopt and implement Trust Policies as per cycle	Adopt and implement Trust Policies as per cycle	Adopt and implement Trust Policies as per cycle
Review, update and approve Trust Policies as per cycle	Review, update and approve Trust Policies as per cycle	Review, update and Approve Trust Policies as per cycle



Monitor & evaluate progress of the TLP Improvement Plan	Evaluate success/impact the MAT Improvement Plan.	Evaluate success/impact of MAT Improvement Plan. Agree draft items for next phase of MAT Improvement Plan (July).
Organise Biannual review of MAT with External Review Working Party. Agree how this will be reported back to LGB & Trustees.(first in 2020-21)	Feedback from visit(s) from external adviser(s) and action points (if agreed as separate item – could be within CEO report.)	Celebrate progress made over the academic year and outline areas for future development (July)
Discuss CEO's report & raise questions on school/TLP performance. Report on school performance/underperformance in the Trust.  Review progress against the External Review Outcomes.	Discuss CEO's report & raise questions on School/MAT performance data.  Report on school performance/underperformance in the Trust.  Review progress against the External Review Outcomes.	Discuss CEO's report & raise questions on School/MAT performance. Report on school performance/underperformance in the Trust.  Review progress against the External Review Outcomes.
Discuss DPSCITT/DTSP performance & progress.	Discuss DPSCITT/DTSP performance & progress.	Discuss DPSCITT/DTSP performance & progress.
Review vision, aims and objectives.		
Review Governance Structures including the Governance Handbook.		
Receive, review & approve appointments to LGB's	Receive, review & approve appointments to LGB's	Receive, review & approve appointments to LGB's (July)
Receive minutes from LGB's and Chair of Governors Group and consider implications/actions/decisions.	Receive minutes from LGB's and Chair of Governors Group and consider implications/actions/decisions.	Receive minutes from LGB's and Chair of Governors Group and consider implications/actions/decisions.
Discuss partnership / collaborative activities planned for the year		Review impact of partnership/ collaborative activities, agree priorities for next

Monitor progress of school improvement work, agree programme of Trustee visits linked to TLP Improvement Plan	Receive reports and evidence from Trustee visits	
Identify Clerk and Trustee training needs. Receive feedback from training undertaken & assess impact.	Feedback from Trustee training and impact assessments. Further training identified from the skills audit/training audit	Feedback from Trustee training and impact assessments
Monitor budgets. Monitor any additional financial information	Monitor budgets. Monitor any additional financial information	Receive risk register for the Trust (July)
Approve or make budget recommendations for the financial year to individual schools where relevant.	Ensure annual audit of voluntary fund (if appropriate)	Monitor TLP budget & report to LGB (June and July)
Receive CFO's report, discuss and develop any action points.	Receive CFO's report, discuss and develop any action points.	Receive CFO's report, discuss and develop any action points.  Finance Approve and set MAT budget and schools delegated budgets
	Consider staffing implications for TLP central team	Prepare new draft budget for approval by Trustees including Best Value requirements (draft in June and final in July)
Review and agree school pupil targets	Monitor of pupil targets	Evaluate outcomes of new national assessment requirements for primary and secondary
Review pupil numbers & implications	Review pupil numbers and implications	Review pupil numbers and implications
Establish & maintain 5-year financial plan in line with MAT improvement plan. Publish Trust spending monitor/budget for	Review & recommend to LGB (or decide) service contracts/ Service Level Agreements	Through CEO, consider changes to current year Trust budget  Prepare the Funding Consultation to LGB's.

LGB review and receive comments from LGB's	Publish Trust spending monitor/budget for LGB review and receive comments from LGB's	Monitor funding as appropriate
Annual report on TLP budget, school effectiveness including service efficiency  Review Finance Policy including levels of delegation & make recommendations to LGB following consultation with LGB's	Feedback info to MAT from funding consultation	Ensure statutory requirements for curriculum and assessment are being met – audit
Buildings/Health and Safety Policy review  Review staff and pupil wellbeing KPI's	Receive Risk Register	Monitor staff and pupil wellbeing
Approve Year End Financial Statements		
Receive Risk Management Register and discuss		
Review national developments in curriculum/assessment and in education policy in general		Monitor Estates
Review & celebrate outcome of Primary Secondary Academy Outcomes		Monitor child safeguarding
Annual report on the appraisal of Head Teachers and the TLP Central team  (Recommendations for salary review to come from Audit, Personnel and Remuneration Committee)		
Monitor GDPR	Monitor GDPR	Monitor GDPR

## Terms of Reference for the Board of Trustees

### Membership:

Trustees including CEO (voting), Deputy CEO (non-voting), Chief Finance Officer (non-voting), or any person (non-voting) at the invite of the Chair.

**Quorum: 5 Trustees including the CEO (Chair has casting vote)**

**Dates of Meetings: As per Trust Calendar**

### Withdrawal from Meetings:

The CEO must withdraw from the meeting when Trustees are discussing his/her own pay. Any other person employed to work in the Trust, must withdraw from the meeting for discussions and decisions concerning the pay or performance of anyone employed at the school. Any Trustee must withdraw where there may be a conflict of interests with items declared on the 'Register of Business Interests' form.

### Best Value

Where possible and reasonable the Committee will ensure the principles of Best Value are followed when making decisions.

The principles of Best Value are:

- **Challenge** - why, how and by whom an activity is carried out;
- **Compare** - performance against other schools and between parts of each school;
- **Consult** - involving stakeholders, especially pupils and parents;
- **Compete** - as a means of securing efficient and effective services.

### Matters of Urgency

These may be dealt with by the Chair and the CEO and reported back to the next meeting

### Authority

The Board of Trustees is authorised to:

- Investigate any activity within its terms of reference
- Seek any information that it requires from any Trustee, Governor or Employee of the Trust and its Schools
- Obtain outside legal or independent professional advice

### Approved by the Trust

Signed by the Chair of the Board of Trustees:

.....

Date: .....

## **Resources and Policy Focus (part of the whole Board of Trustees Meeting)**

### **Duties**

#### **General**

- To review the minutes from the LGB meetings, with the Finance & Resources focus and follow up on any issues, recommendations or queries.
- To appoint, re-appointment or remove the external auditor and oversee the Trust's relations with them, including the approval of the terms of engagement and remuneration to be paid and the assessment of their effectiveness
- To review with the external auditor the findings of their work, including any major issues arising and their resolution, key accounting judgements and levels of errors identified during the audit.
- To appoint or remove the internal audit service and oversee the Trust's relations with them, including the approval of the terms of engagement and the assessment of their effectiveness.
- To review with the internal auditor, the findings of their work, including any major issues arising and their resolution, key accounting judgements and levels of errors identified during the audit.
- To review the Trust Risk register and adopt and implement the Trust Business Continuity Plan.
- To oversee and monitor growth plan projects, academy conversions and new school build projects.
- To listen to the voice of the LGB, Chair of Governor's Group and School Leader's Group on resource and policy matters.
- To adopt, implement and monitor Trust Policies in accordance with the Policy Review Report
- To ensure Information Governance is implemented effectively in accordance with Trust policy.
- To ensure all statutory requirements for reporting and publishing information are met and website content is fully compliant and presented in an accessible way
- Receive updates on publicity issues and any matters that may affect the reputation of the Trust.
- To ensure the Trust Complaints' policy is adopted and implemented and any complaints that arise are dealt with correctly.
- To review and set the Trust Budgets
- To manage and monitor the Trust central fund, proposing changes to the level of school contributions.

- To monitor budgets for all funds, including school financial monitoring reports from the LGB.
- To consider and approve non routine expenditure in accordance with the Trust Finance Policy.
- To ensure the establishment and maintenance of an up to date 5 year financial plan, using current data and the Trust reporting format and software.
- To ensure H&S audit reports and Fire Risk Assessments for Schools are completed and actions undertaken.
- To ensure all matters relating to the maintenance and development of premises and grounds, including Health and Safety and Fire Management are being effectively managed in all schools
- To determine the scope of centralised services and monitor and review the effectiveness of Trust central services that are already in place.
- To determine the contracts and SLAs which are procured at Trust level, ensuring they are procured correctly and provide value for money. Ongoing, monitoring the effectiveness of the delivery of these contracts.
- To review all policies in accordance with the policy schedule
- To review the staffing structures of MAT and ensure a cohesive HR & strategic strategy
- To make decisions on the recommendations made by the Audit & Remuneration committee for the Trust fulfilling their legal functions. To review Trust Pay Policy including the pay of the central Trust staff.

## **Education and Pupil/Staff Well-being Focus (part of the whole Board of Trustees Meeting)**

### **Duties**

- To review the **summary** minutes from the LGB meetings, with the Education focus and follow up on any issues, recommendations or queries.
- To review school compliance with statutory curriculum policies
- To annually set, monitor and review provision and compliance on policy for British values, Collective Worship, Religious Education, Sex and Relationships Education, Equality policies, Inclusion, Child welfare Policies including Child Protection/safeguarding (Prevent Duty), Physical Restraint, Attendance & Assessment tracking and Social, Moral, Spiritual & Cultural Education.
- To listen to the voice of the LGB, Chair of Governor's Group and School Leader's Group on education matters.

- To ensure school and TLP compliance with web published education information.
- To annually review the Trust risk assessment, SEF and improvement priorities of individual schools.
- To monitor and review pupil behaviour management, including exclusions across the TLP and in individual schools.
- To monitor and review pupil achievement, including pupil targets for all pupils, reporting on disadvantaged and other vulnerable groups
- To monitor and review the TLP's school improvement strategy, including the impact of Trust strategies and personnel.
- To review and monitor the Ofsted inspection outcomes of the schools and the associated Ofsted action plan including progress.
- To review and monitor the progress of school's in Ofsted categories, amber and red support packages.
- To review the termly data collection package for schools.
- To monitor school opening times and holiday dates and recommend school requests for changes to the Board of Trustees.
- To review the School's Self-Evaluation Statements and identify concern and celebrate success with the school
- To monitor, approve and evaluate the education aspects of the TLP's Improvement Plans.
- To review pupil attendance statistics across the TLP and in each academy.
- To review relevant education policies in accordance with the Policy Schedule and the Board of Trustees' Cycle of Business.
- To review and monitor the TLP's SEF.
- To consult with partners, review, appraise and implement national education policy.
- To consult with parents and staff over education matters to inform policy change where relevant.
- To abide in full to the delegated scheme of governance.

## Terms of Reference for the Audit, Personnel & Remuneration Sub-Committee

(a sub-committee of the Board of Trustees)

(Can act as a First Committee as below)

### Membership:

3 Trustees. The CEO (non-voting), Chief Finance Officer (non-voting), or any person (non-voting) at the invite of the Chair.

**Quorum: 3 Trustees (Chair has casting vote to make recommendations)**

**Dates of Meetings: As per Trust Calendar**

### Withdrawal from Meetings:

The CEO and where relevant the CFO must withdraw from the meeting when Trustees are discussing his/her own pay. Any other person employed to work in the Trust, must withdraw from the meeting for discussions and decisions concerning the pay or performance of anyone employed at the school. Any Trustee must withdraw where there may be a conflict of interests with items declared on the 'Register of Business Interests' form and the Board informed to support another Trustee's attendance.

### Matters of Urgency

These will be reported to the Chair of Trustees.

### Authority

The Committee is authorised to:

- Investigate any activity within its terms of reference
- Seek any information that it requires from any Trustee, Governor or Employee of the Trust and its Schools
- Obtain outside legal or independent professional advice

### Approved by the Trust

Signed by the Chair of the Audit & Remuneration Committee:

.....

Date: .....



- To be responsible for monitoring the adequacy and effectiveness of the Trust's systems of internal control (including review of the statement of internal control) and its arrangements for risk management, control and governance processes and for securing economy, efficiency and effectiveness (value for money).
- To make recommendations to the Board re. the appointment, re-appointment or removal of the external auditor and oversee the Trust's relations with them, including the approval of the terms of engagement and remuneration to be paid and the assessment of their effectiveness
- To review with the external auditor to the Board the findings of their work, including any major issues arising and their resolution, key accounting judgements and levels of errors identified during the audit and make recommendations to the Board of Trustees.
- To make recommendations re. the appointment, reappointment or removal of the internal audit service and oversee the Trust's relations with them, including the approval of the terms of engagement and the assessment of their effectiveness.
- To review with the internal auditor reports, the findings of their work, including any major issues arising and their resolution, key accounting judgements and levels of errors identified during the audit. Make recommendations to the Board.
- To produce an annual statement for the Board and accounting officer which should include the Committee's advice on the effectiveness of the Academy's risk management, control and governance processes and any significant matters arising from the work of the internal audit service and the financial statements auditor.
- To make recommendations to the Board re. audit policy and remuneration policy including the pay policy.
- To review the pay of the CEO, Deputy CEO and CFO making recommendations to the Board.
- To review the salary scales of teachers, support staff and central Trust staff pay and make recommendations to the Board.
- To consider and advise the Board on relevant reports by the National Audit Office, the Education Skills Funding Agency (including those from the local provider financial assurance teams) and other funding bodies and, where appropriate, management's response to these.
- Monitor the implementation of Risk Management Action Plans.
- Question management and the external auditor regarding significant financial recording or presentation issues that were discussed during the accounting period and the manner of their resolution.
- Examine the audited annual financial statements in conjunction with the management report of the external auditor, with particular reference to whether the statements:

- To monitor the effectiveness of the Trust's whistleblowing procedures meeting privately with the Internal and External Auditors, and separately with the Chief Finance Officer at least once a year.
- Review the Multi Academy Trust's arrangements in respect of whistleblowing and anti-fraud and corruption and make recommendations as necessary
- To monitor and advise the Board on any alleged fraud and irregularity in the Academy's financial and other control systems and ensuring that all allegations of fraud and irregularity are properly followed up.
- Ascertain whether any Conflict of Interest guidelines are not strictly complied with, and ensure that Trustees and Senior Trust employees have submitted an annual return to confirm whether or not they have had any related party transactions with the school during the previous year.
- To make recommendations to ensure compliance with gender pay gap information publishing and relevant action

## Personnel and Staff Performance Management function

- The committee will deal with all matters concerning pay, discipline, capability, grievance or any other employee related issues for Trust central staff (acting as a First Committee)
- To make any determination to dismiss any member of staff (unless delegated to the Head Teacher)
- To make any decisions under the Board's personnel procedures e.g. disciplinary, grievance, capability
- To make any decisions under the Board's personnel procedures e.g. disciplinary, grievance, capability where the Head Teacher is the subject of the action
- To undertake hearings in respect to relevant staffing issues, for example discipline, grievance, capability etc.
- To undertake staff reductions as required through redundancy proceedings
- To consider the cases of individuals through sickness, grievance, discipline or capability proceedings
- To consider any formal request linked to pay, grading or pay awards
- To operate the annual Performance management review process in line with the agreed policy
- To advise the Board on the remuneration package of the CEO, DCEO CFO and Head Teachers considering basic salary, pension provisions, terms & conditions of each individual's service
- To evaluate annually the specific remuneration of the CEO, DCEO and CFO against pre-established performance goals and objectives and an appropriate peer group including a review of the job description
- To receive a report from the CEO on the performance of the DCEO, CFO and for the recommendation on the DCEO and CFO pay.
- To review and assess performance targets, goals and objectives established before the commencement of the relevant period and establish whether such goals have been met at the end of the relevant period
- To advise the Board of any compensation benefits which may be payable in the event of any termination of employment of the CEO, TLP Central staff, Head Teachers or senior member of staff with the broad aim of avoiding rewarding poor performance and dealing fairly with cases where early termination is not due to poor performance.
- To hold oversight of the pay and conditions of service of all employees of the Trust

## Appeals Committee

**3 Members selected from the Trustees who have previously had no involvement in the matter. Appointed by the Chair of Trustees. If the matter relates to the Chair then the Vice Chair appoints.**

### Role of Committee

The Appeals Committee offer a channel of appeal for relevant employees whose case has been considered through the Audit, Personnel & Remuneration Committee and where the employee has exercised a right of appeal.

### Functions:

- To make any determination to dismiss any member of staff (unless delegated to the Head Teacher)
- To make any decisions under the Trustees' personnel procedures e.g. disciplinary, grievance, capability where the Headteacher is the subject of the action
- To make any decisions relating to any member of staff other than the Headteacher, under the Trustees' personnel procedures (unless delegated to the Head Teacher)
- To make any determination or decision under the Trustee's General Complaints Procedure for Parents and others when Local Governing Body cannot reach agreement
- To make any determination or decision under the Trustees' Curriculum Complaints Procedure, in respect of National Curriculum disapplication's, and the operation of the Trustees' charging policy when Local Governing Body cannot reach agreement
- To consider any appeal against selection for redundancy
- To consider any appeal against a decision on pay grading or pay awards
- The agenda for Committee meetings shall be determined by the Chair of the Committee in consultation with other members of the Committee as appropriate and shall wherever possible be circulated in advance to persons attending the meeting and copied to the Chair of the Trustees

## Terms of Reference for the Local Governing Body

### **Membership:**

All Local Governors, Head Teacher, or any persons (non-voting) at the invite of the Chair. The CEO, DCEO and/or Trustees can attend meetings as observers (non-voting.)

**Quorum:** Half of Governors **plus one** of total of the Local Governing Body

### **Dates of Meetings:**

As per the Trust Schedule of Meetings.

Meets at least every half term.

### **Withdrawal from Meetings:**

Any person employed to work at the school, other than the Head Teacher, must withdraw from the meeting for discussions and decisions concerning the pay or performance of anyone employed at the school. The Head Teacher must withdraw if his or her pay or performance is being discussed. Any governor or associate member must withdraw where there may be a conflict of interests with items declared on the 'Register of Business Interests' form.

### **Best Value**

Where possible and reasonable the Local Governing Body will ensure the principles of Best Value are followed when making decisions.

The principles of Best Value are:

- **Challenge** - why, how and by whom an activity is carried out;
- **Compare** - performance against other schools and between parts of each school;
- **Consult** - involving stakeholders, especially pupils and parents;
- **Compete** - as a means of securing efficient and effective services.

### **Matters of Urgency**

These may be dealt with by the Chair of the Local Governing Body, Vice Chair of the Local Governing Body and Head teacher and reported at the next Local Governing Body Meeting providing they do not compromise the scheme of delegation.

### **Approved by the Trust**

Signed by the Chair of the Local Governing Body:

.....

Date: .....

The Board of Trustees has used its powers to delegate decisions to the Local Governing Body. It is the Board of Trustees, however, that in all cases remains accountable in law.

All delegated decisions and recommendations must be reported to the Board of Trustees through the minutes from the Local Governing Body.

## General

To act on matters delegated by the Board of Trustees.

Discuss the LGB Scheme of Delegation and appointments and communicate to the Board of Trustees for approval.

To consider safeguarding and equalities implications when undertaking all functions.

To adopt, implement and monitor Trust Policies.

To approve, implement and monitor Academy Policies which do not compromise the Delegated Scheme of Governance.

To approve and monitor the implementation of the Academy Improvement Plan.

To identify and celebrate staff and pupil achievement.

To annually review and evaluate the success of the Academy Improvement Plan and formulate an annual report to the Board.

To assist the Head Teacher in promoting good relationships and communication with parents and the community.

To ensure Information Governance is implemented effectively in accordance with Trust policy.

To ensure all statutory requirements for reporting and publishing information are met and the school website content is fully compliant and presented in an accessible way

Receive updates on publicity issues and report to the Board of Trustees any matters that may affect the reputation of the Trust.

To produce and review a School Risk register and adopt and implement the Trust Business Continuity Plan/Emergency Plan.

To ensure that safeguarding requirements are met in line with national legislation and local guidance

To ensure the Trust Complaint's policy is adopted and implemented and any complaints that arise are dealt with correctly.

## Education Focus

To review school data termly and report key messages on school performance to the Board.

Undertake the appraisal of the Head teacher in conjunction with the CEO

To agree the annual statutory targets for pupil achievement.

To receive monitoring reports from the Head Teacher on the quality of teaching and rates of pupil progress and standards of achievement including any underachieving groups. To consider this information and agree actions, regularly monitoring the plan.

To consider recommendations from internal/external reviews of the school (e.g. Ofsted or Challenge Partners), agree actions as a result of reviews and regularly evaluate the implementation of the plan.

Undertake consultations with staff and parents, evaluate results and create an action plan.
To contribute to school self-evaluation by understanding and agreeing the judgements that the school makes about its own performance and formulating an annual report to the Board.
To monitor and evaluate the effectiveness of leadership and management.
Review national developments in curriculum and ensure statutory requirements for curriculum and assessment are being met
To receive and review information from the Head teacher and the staff about how the curriculum is taught, evaluated and resourced.
To oversee arrangements for educational visits, including the appointment of a named co-ordinator.
Monitor impact of Pupil Premium, Sports Funding, Children In Care funding, Yr. 7 catch up funding etc. as appropriate, ensuring their needs are identified and addressed.
Monitor attendance – including lateness, behaviour, exclusions & evaluate strategies implemented for improvement.
To annually review and agree the staffing structure and whenever a vacancy occurs.
Review school information on the quality of teaching, CPD, induction of new staff and newly qualified teachers, ensuring that there are efficient systems in operation
Ensure appraisal arrangements are in place for staff & implemented effectively
To make arrangements for interviewing and appointing staff, including agreeing governor involvement in different types of appointments and ensuring that safer recruitment is followed.
Monitor the impact of staff trends in absence, satisfaction, recruitment, retention and develop an action plan.

### Finance and Resources Focus

To set and propose to the Trust's Board for approval, an annual school budget taking into account the priorities of the Academy Improvement Plan.
To adopt and monitor all Trust financial policies.
To monitor budgets for all funds under the Local Governing Body's control, including virement decisions, at least termly and to report significant variances from the anticipated position to the CFO and the Board.
To consider and approve non routine expenditure in accordance with the Trust Finance Policy.
To ensure the establishment and maintenance of an up to date 5 year financial plan, using current data and the Trust reporting format and software.
To monitor statistics, performance indicators and key ratios and other non financial data affecting budgets, directing action as appropriate in accordance with the Trust Finance Policy.
To receive H&S audit reports and ensure actions are acted upon.

To provide support and guidance to the Head Teacher on all matters relating to the maintenance and development of the premises and grounds, including Health and Safety.
To monitor and implement the School's Health and Safety Policy, based upon the model Health and Safety Policy provided by the Trust and follow up from actions and recommendations following the annual H&S audit.
To ensure that a termly inspection of the premises and grounds takes place, including the effectiveness of H&S arrangements and a report is received identifying any issues.
To ensure an annual Fire Risk Assessment is completed and a report is received identifying any issues.
To set out a proposed order of priorities for maintenance and development and arrange professional surveys and emergency work as necessary.
To establish and approve an Accessibility Plan.
To monitor and review the effectiveness of Trust central services being provided to the school and report to the Trust's Board on their effectiveness.
To review Service Level Agreements for the school, which do not form part of a Trust SLA.
To oversee the preparation and implementation of contracts, ensuring best value principles are adhered to, in accordance with the Trust Competitive Tendering Policy.
To appoint a first committee, where relevant, to hear complaints, admissions, employment, pupil discipline matters.



## TLP Local Governing Body Annual Cycle of Business

Autumn Term	Spring Term	Summer Term
Business	Business	Business
<p>Confirm Chair &amp; Vice-chair(s) and LGB Scheme of Delegation and Membership</p> <p>Review Terms of Reference if school committee structure is applicable</p>	<p>Review governor terms of office and forthcoming vacancies. Do not recruit parent governors until the Summer term. LGB self-review exercise, identify training needs/ skills gaps</p>	<p>Monitoring and reviewing safeguarding of pupils during the crisis</p> <p>Review staff wellbeing and pupil welfare throughout</p> <p>Respond to postponed academy conversions for North Molton and Fremington when decided that the conversions will take place</p> <p>Agree LGB Constitution for next Year, including the election of the Chair &amp; Vice Chair(s) and appointments of new Local Governors and provide to the Board of Trustees for approval.</p>
<p>Complete Declaration of Interest (Pecuniary and Non Pecuniary) Forms and Declare any Conflict of Interests</p>	<p>Update Declaration of Interest (Pecuniary and Non Pecuniary) Forms. Declare any Conflict of Interests</p>	<p>Update Declaration of Interest (Pecuniary and Non Pecuniary) Forms. Declare any Conflict of Interests</p>
<p>Review and confirm minutes of previous meeting/sub- committee meetings</p>	<p>Review and confirm minutes of previous meeting/sub-committee meetings</p>	<p>Review and confirm minutes of previous meeting/sub-committee meetings</p>
<p>Sign the Trust Scheme of Delegation and the Code of Conduct</p>		
<p>Cover Matters arising</p>	<p>Cover Matters arising</p>	<p>Cover Matters arising</p>
<p>Review and update the School Risk Register</p>	<p>Review School COVID-19 Risk Assessment and ensure it is placed on the school's website</p>	
<p>Identify governor/clerk training needs. Receive feedback from training undertaken &amp; assess impact. (Skills audit/ training audit)</p>		<p>Feedback from governor training and impact assessments</p>
<p>Review the relevant safeguarding policies and complete the safeguarding audit</p>	<p>Monitor the implementation of the Safeguarding audit. Adopt the School's Safeguarding</p>	<p>Monitor the implementation of the Safeguarding</p>

	Addendum for COVID-19	
<b>Reporting</b>	<b>Reporting</b>	<b>Reporting</b>
Discuss HT's report & raise questions on pupil/school performance data	Discuss HT's report & raise questions on school effectiveness	Discuss HT's report & raise questions on pupil performance data
Receive Trust communications update and consider implications/actions/decisions	Receive Trust communications update and consider implications/actions/decisions	Receive Trust communications update and consider implications/actions/decisions
Receive verbal update from the Chair following the Chairs of Local Governing Body meeting	Receive verbal update from the Chair following the Chairs and Clerks of Local Governing Body meeting	Receive verbal update from the Chair following the Chairs of Local Governing Body meeting
Agree programme of local governor visits linked to school improvement plan		Receive reports and evidence from governor visits, if appropriate and where safe to do so
	Receive termly report from designated teacher for Safeguarding & looked after children	
Receive report on Information Governance, ensuring that the school complies with its legal requirements. Identify any required actions and implement	Review the progress of the Information Governance Action Plan	Review the progress of the Information Governance Action Plan
Review outcomes of Trust school review. Agree how this will be reported back to local governors.	School update on the progress with the development of the school's curriculum	Celebrate progress made over the academic year
	School update on Remote Education Policy and Remote Education provision	
		Receive report from the Head teachers Appraisal Group
Review School Budget Monitoring report	Review School Budget Monitoring report	Review School Budget Monitoring report
<b>Monitoring</b>	<b>Monitoring</b>	<b>Monitoring</b>
Adopt, implement and monitor Trust Policies	Adopt, implement and monitor Trust Policies	Adopt, implement and monitor Trust Policies

Review, update and approve School Policies	Review, update and approve School Policies	Review, update and approve School Policies
Review prospectus and website, including the inclusion of statutory information		
Approve, monitor & evaluate progress of School Improvement Plan	Evaluate success/impact of School Improvement Plan	Evaluate success/impact of School Improvement Plan & Agree items for next phase of SIP. Provide a report to the Trust Education Committee
Receive CEO's Termly Report on the performance of the Trust	Receive CEO's Termly Report on the performance of the Trust	
Monitor and review progress on the TLP safeguarding audit  Monitor and review Academy safeguarding information	Review provision for COVID-19 testing of pupils and staff (secondary only)	Monitor and review Academy safeguarding information
<b>Education Focus</b>		
Ensure school pupil targets are agreed and forwarded to the Board for approval	Review pupil achievement data where relevant	Review schools annual data
To review pupil data in the autumn term and report key messages on school performance, including benchmarking information.	Review pupil attendance and access to Remote Education	
Agree Head Teachers Appraisal Group, who will review and monitor performance in conjunction with the CEO.	Monitor the impact of staff trends in absence	Agree Head Teachers Appraisal Group, who will review and monitor performance in conjunction with the CEO.
Ensure Appraisal arrangements are in place for staff & implemented effectively	Agree/ review/evaluate staff and/or Parent consultation arrangements if relevant	Head Teacher report on Appraisal outcomes for pay
Ensure staff development and CPD is in place	Monitor behaviour, exclusions & evaluate strategies implemented for improvement.	Review NQTs against Head Teacher's recommendations  Review school recruitment and progress of NQTs

Monitor the impact of staff trends in absence, satisfaction, recruitment, retention & develop action plan for issues	Review national developments in curriculum and ensure statutory requirements for curriculum and assessment are being met	
Agree/ review/evaluate staff and/or Parent consultation arrangements if relevant	Agree Curriculum options to be offered for KS4	
Monitor attendance – including lateness, behaviour, exclusions & evaluate strategies implemented for improvement.	Review current staffing structure & staffing needs for the next academic year	Review actuals of attendance data at the end of February 2020 against target and set further targets
Monitor impact of Pupil Premium, Sports Funding, Children In Care funding, Yr 7 catch up funding etc. as appropriate  To agree a Pupil Premium plan		Monitor impact of funding streams as appropriate in the COVID-19 environment
Review national developments in curriculum and ensure statutory requirements for curriculum and assessment are being met		Review the progress of pupils across schools and discuss curriculum plans for next school year in light of the deficit caused by COVID-19  Schools to review induction arrangements for their year groups, in particular Nursery, Reception and Y6 pupils.
To receive and review information from the Head teacher and the staff about how the curriculum is taught, evaluated and resourced.		Prepare & agree curriculum statement & policy and home to school agreement
		Agree staffing structures for next academic year
		Reflect on the impact the LGB has had on the outcomes for pupils in the school over the academic year. Consider any changes needed
Review TLP ISAP progress, TLP school improvement category and Data reviews with LGB		Review TLP monitoring documents relevant in the circumstances
<b>Finance and Resources</b>		

Monitor Budget and report to the TLP Board	Review reports from the H&S Audits	Monitor Budget and report to the TLP Board
Agree Budget for approval by the TLP Board	Ensure H&S, Fire Risk Assessment and Accessibility Plan are completed and actioned.	
	Monitor and review effectiveness of Trust centralised services and report to the Trust	
Monitor and evaluate H&S arrangements, ensuring that the school complies with their H&S Policy	Review and agree service Contracts and Academy Service Level Agreements	Monitor and evaluate H&S arrangements, ensuring that the school complies with their H&S Policy  Receive risk register for the Trust (July)
Ensure H&S, Fire Risk Assessment and Accessibility Plan are completed and actioned.		
Review Asset Management Plan - Identify building maintenance & improvement needs and agree costed recommendations for improvement		Ensure programme of improvements are in place for implementation over the school holidays
Monitor educational visits arrangements, ensuring the school complies with the educational visits guidance		Consider future educational visits & residential
Monitor and review effectiveness of Trust centralised services and report to the Trust		
Monitor and review effectiveness of Academy Contracts and SLAs		Monitor and review effectiveness of Contracts and SLAs
Propose comments to Trust on termly Trust budget report Respond to Trust consultations		Set budget for next academic year – draft to Trustees for beginning of June and approval in July

## APPENDIX 1 MATRIX OF RESPONSIBILITIES

### SCHEME OF GOVERNANCE AND DELEGATION

#### INTRODUCTION

The table included below ('Matrix') more particularly describes the delegation of powers and responsibilities by the Trustees to the Local Governing Body referred to elsewhere in this Scheme of Governance and Delegation. The ultimate responsibility for each power/responsibility is indicated with an 'X' in the appropriate cell. An '\*\*' requires that the person responsible shall consult with the corresponding Decision Level. Where a cell is shaded out, the function cannot be sensibly be carried out at this level. Although a power and/or responsibility may be delegated, it is the Trust that remains responsible for the exercise of that power and/or responsibility.

The Matrix will be reviewed annually. The Academy and the Local Governing Body shall also be kept continually under review by the Trustees. The Trustees shall therefore be entitled to adjust the Matrix as appropriate between each annual review where such continual review reveals matters which merit adjustment to achieve the effective operation of the Academy. The CEO and the Trustees will use their shared knowledge of the academies operated by the Trust to work proactively to ensure that the Scheme of Governance and Delegation is reactive to the needs of the Academy at any given stage.

Where the Academy is assessed as being 'at risk' by the Board of Trustees of the Trust, the Matrix will also be adjusted by the Trustees to the circumstances of the Academies. This could, in a situation where the education and welfare of young people is seriously jeopardised and/or weak governance is identified as a barrier to the Academy's improvement, involve the Scheme of Governance and Delegation and LGB being removed on a temporary basis. In these circumstances, an interim executive board ("IEB") will be formed by the Trustees to support the Academy. The IEB constituted by the Trustees from key personnel drawn from the Trustees and the local governing bodies of other academies operated by the Trust.

## Key Decisions

Level 1: Tarka Learning Partnership Board of Trustees Decision

Level 2: Local Governing Body Decision

Level 3: Head Teacher/SLT

‘Strong’ school is defined by: Predicted Ofsted ‘Good’ or better in all areas by Annual TLP review, review of the outcomes of due diligence where relevant, the outcomes of an Ofsted Inspection as ‘good’ or better in all areas or under exceptional circumstances. Each school’s case will be decided on by the Board following a report by the Trust School Improvement team and consultation with the Head Teacher and LGB.

Key Function	No	Tasks	Strong Academy Decision Level			Academy requires support Decision Level		
			1 TLP	2 Academy	3 Head Teacher	1 TLP	2 Academy	3 Head Teacher
Budgets	1	Establish a central budget for corporate services	X	*		X		
	2	Approve the consolidated TLP budget plan for the financial year	X			X		
	3	Approve the formal Academy budget plan for the financial year	X	*		X		
	4	Monitor Trust expenditure	X	*		X		
	5	Placing academies into a deficit management plan or removing financial decision making from an academy	X	*		X		
	6	Monitor Academy expenditure	*	X	*	X		
	7	Approve the Financial Policies & Procedures	X	*		X		
Staffing	8	Carry out financial processes in line with the Finance Policy at each level of responsibility	X	X	X			X
	9	Appoint an Audit, Personnel and Remuneration Sub-committee	X			X		
	10	Head Teacher appointments (selection panel)	X	*		X	*	
	11	Senior Leader appointments		X	*	X	*	
	12	Appoint other teachers		*	X	*	*	X
	13	Appoint non-teaching staff		*	X	*	*	X
	14	Agree HR policies including pay policy	X	*		X		
	15	Establish disciplinary/capability procedures	X	*		X		
	16	Dismissal of Head Teacher	X	*		X		
	17	Dismissal of other staff	*	X	*	X		
	18	Suspension of Head Teacher	X	*		X	*	
	19	Suspension of other staff		*	X	X		*
	20	Ending suspension (Head)	X	*		X	*	
	21	Ending suspension (except Head)		*	X	X		
	22	Determine staffing structure	*	X		X		

	23	Determine severance/compensation payments	X	*		X		
	24	Review the Head Teacher's Pay	X	*		X	*	
<b>Curriculum</b>	25	Ensure National Curriculum (NC) or agreed academy curriculum taught to pupils & consider any disapplication for pupils			X			X
	26	Establish and implement a curriculum policy	*	X	*		X	*
	27	Agree or reject and monitor curriculum policy	*	X		*	X	
	28	Responsibility for standards of education at TLP level	X			X		
	29	Responsibility for standards of education at Academy level		X	X	X		*
	30	Responsibility for individual child's education			X	X		*
	31	Provision of sex education – to establish and keep up to date a written policy	*	X	*	X		*
	32	Prohibit political indoctrinate and ensuring the balanced treatment of political issues, including support for British Values	X	*	*	X	*	*
<b>Appraisal</b>	33	Formulate an Appraisal policy	X	*	*	X	*	*
	34	Implement the appraisal policy	*	X		X		*
	35	Review annually the appraisal policy	X	*		X		

			Strong Academy Decision Level			Academy requires support Decision Level		
	36	Head Teacher appraisal carried out by LGB with CEO and or DCEO	X	*		X	*	
<b>Target Setting</b>	37	Recommend targets for pupil achievement		X	*	X	*	*
	38	Approve and publish targets for pupil achievement	X	*	*	X	*	
<b>Complaints</b>	39	Establish a Complaints policy	X	*		X	*	
<b>Discipline/ Exclusions</b>	40	Establish an Academy discipline policy	*	X		X		*
	41	Review the exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination. (Can be delegated to the Chair/Vice-Chair of the LGB in cases of urgency)		X		*	X	
	42	Independent Review and Appeals for behaviour and discipline		X		*	X	
	43	Direct reinstatement of excluded pupils (Can be delegated to the Chair/Vice-Chair of the LGB in cases of urgency)		X		*	X	
<b>Admissions</b>	44	To review at least annually the admissions policy	X	*		X	*	
	45	Establish an Admissions policy	X	*		X	*	
	46	Admissions application decisions		X			X	
	47	Appeal against LA directions to admit pupil(s)		X		*	X	
<b>Religious Education</b>	48	Responsibility for ensuring provision of RE		X	*	X	*	




<b>Premises &amp; Insurance</b>	49	Ensure building and liability insurances and/or Department for Education's Risk protection Arrangements are in place	X			X		
	50	Develop a school buildings strategy or master plan	X	*		X	*	
	51	Refurbish and maintain buildings, including developing properly funded maintenance plan	X	*		X	*	
<b>Health &amp; Safety</b>	52	Institute a Health and Safety Policy	X	*		X	*	
<b>Safeguarding Policy</b>	53	Institute a Safeguarding Policy	X	*		X	*	
	54	Monitor and ensure the application of the Safeguarding policy	X	*	*	X		
	55	Ensure the health and safety regulations are followed	X	*	*	X	*	*
<b>School Organisation</b>	56	Proposal to alter the character of the Academy day	X	*		X	*	
	57	Set the times of school sessions and the dates of the school terms and holidays	X	*		X	*	
	58	Ensure that the school meets for 380 sessions in a school year	X	*	*	X	*	*
<b>Attendance and Absence</b>	59	Establish a Policy for Attendance and leave of Absence including standardised procedures, letters and protocols	X	*	*	X	*	*
	60	Ensure the school lunch nutritional standards are met where provided by the LGB		X	*		X	*
<b>Information for Parents</b>	61	Prepare and publish information for parents including prospectus if applicable. Complaint website provision		X	*		X	*
	62	Ensure provision of free school meals to those pupils meeting the criteria		X	*		X	*

			<b>Strong Academy Decision Level</b>			<b>Academy requires support Decision Level</b>		
	63	Adopt and review home-school agreements		X	*	X	*	
<b>GB Procedures</b>	64	Prepare an instrument of government and any amendments thereafter	X			X		
	65	Appoint (and remove) the governor/clerk of the LGB		X		X	*	
	66	Establish LGB meeting format and procedures	X	*		X	*	
	67	Ensure the Academy meets and complies with guidance prepared by Trust		X			X	
	68	Amend the Terms of Reference for all Governance and, Business Cycle	X	*		X		
	69	Set up a Register of Trustees' Business Interests, Gifts & Hospitality	X	*		X	*	
	70	Set up a Register of Governors' Business Interests, Gifts & Hospitality	X	*		X	*	
	71	Approve and set up a Governor's Expense Scheme	X			X		
	72	Discharge duties in respect of pupils with special needs appointing a "responsible person"		X			X	
	73	Discharge duties in respect of safeguarding pupils appointing a 'responsible person'		X			X	
	74	Consider whether or not to exercise delegation of local functions from the LGB to committees (subject to the scheme of delegation)		X		X		
	75	Regulate the LGB procedures (where not set out in law)	X	*		X		
<b>Trust</b>	76	Consider an application for a school or academy to join the Trust	X	*consult		X		

	77	Agree the due diligence requirements regarding whether a school or Academy should join the Trust	X	*consult		X		
	78	Review the Trust's key performance indicators	X	*		X		

\*\* Within the budget allocated to the School

\*consult – formal consultation with LGB for Trustee decision

 - Denotes a change in the scheme of delegations as a result of the academy being supported

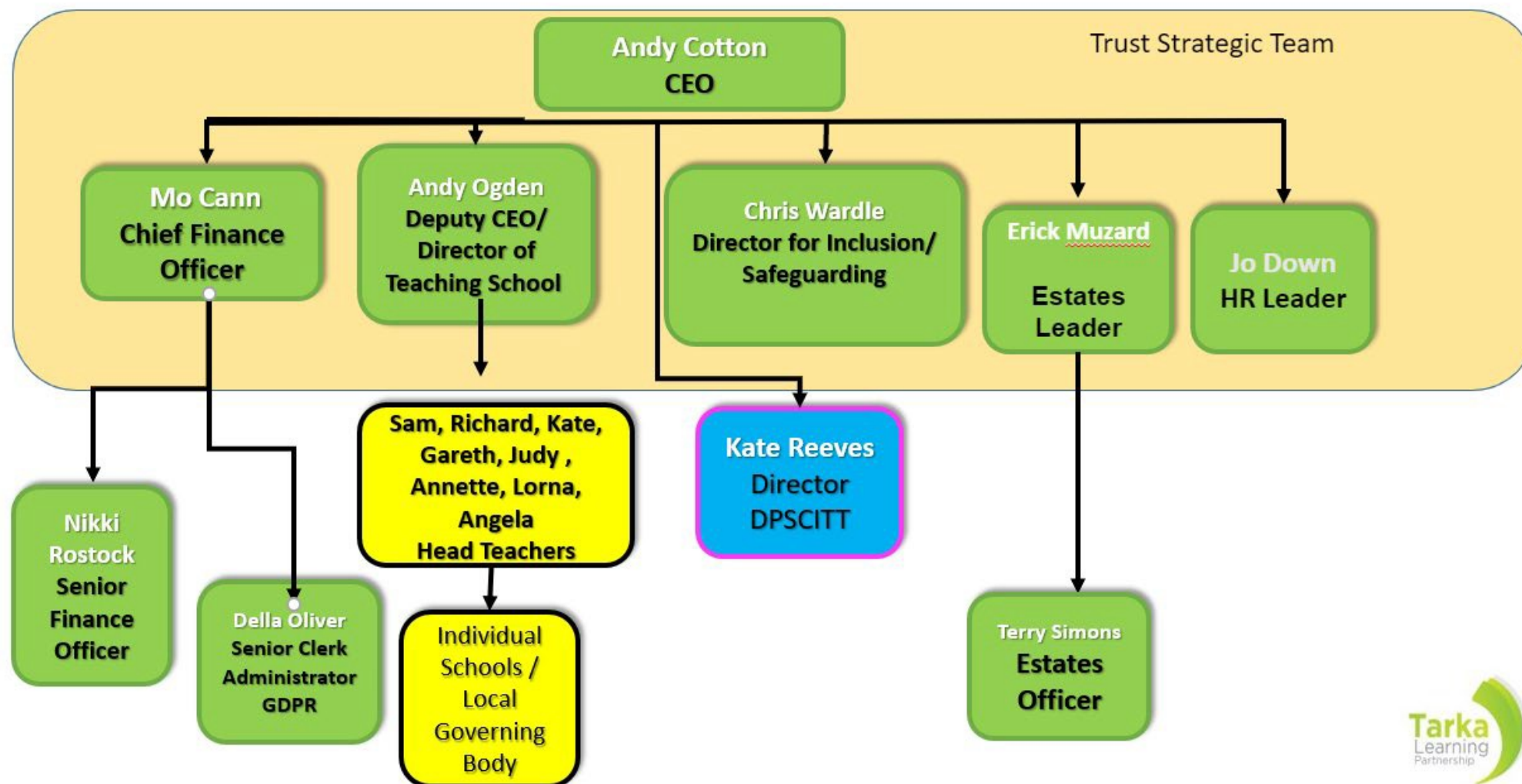
## Appendix A Members

Trust Member's Name
Chair of Trustees (elected) Paula Stein
Jane Hanson
Marie Mock
Victoria Nel
Peter Blyth (Diocese)


## Appendix B: Membership of the Board of Trustees (nine)

Name	Skill Set	Role
Neil Hookway	Estates Education Leadership	
Andy Cotton	Education Organisation Leadership Advice and Inspection	CEO & Accounting Officer
Christopher Rice	Finance Governance Business	Chair of Audit, Personnel and Remuneration
Clare Tope	Education Teacher Training	
Graham Cockell	Governance Secondary and Primary Business	Vice Chair of Trustees
Andy Pierce	Safeguarding/Inclusion Legal	
Joanne Byrne	Education Education Leadership	
Paula Stein (Diocese)	Governance Finance	Chair of Trustees
Tony Giddings (Diocese)	Governance	To be approved

## Tarka Learning Partnership - Staffing Structure



## Appendix D: Local Governing Body Minutes Preformat

<div>Insert School Badge</div> <div> <b>Tarka Learning Partnership</b>  <b>Local Governing Body Minutes</b> </div> <div>  </div>		
Date:	Start time:	End:
Chair:	Clerk:	
Governors Present	Agenda:	
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
	10.	
	11.	
	12.	
	13.	
Governors Not Present	14.	
	15.	
	16.	
	17.	
Also Present		
Acronyms Used		
DPSCITT – Devon Primary School Initial Teacher Training		
MAT – multi academy trust		
EYFS – early years foundation stage		
ARE – age related		
AAR – above age related		
LGB – local governing body		
COGs – chairs of governors		
NCSPA – Newport community school primary academy		
FS – free school		

Please note: - Questions in Red - Responses in Purple

Summary of Decisions taken under the Scheme of Delegation		
Item:	Decision	Action
1.	<b>Apologies</b>	
4.	<b>Minutes of the last meeting</b>	

List of Recommendations for the Board of Trustees Committee to Consider		
Item	Recommendation	Board's Response
Item	Minutes	Action
1.	<b>Apologies</b>  <b>Declarations of Interest</b>  <b>Governor Confidentiality</b>  <b>Minutes of the Last Meeting</b>  <b>Matters arising</b>	

Time and Date of Next Meeting	
Signed as a true Record	Sign Name
Date:	Print Name

Appendix E: Local Governing Body Agenda Preformat

Insert School Badge	<School Name>			
	Local Governing Body Meeting			
	Date and Time			
Item	Lead	Item Supporting Information	Attached papers	
1. Apologies				
2. Declarations of Interest				
3. Confidentiality reminder				
4. Minutes of the last meeting				
5. Matters arising from the minutes				
6. Matters brought forward by the Chair				
Tarka Learning Partnership Items				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
School Items				
19.				
Time and Date of Next Meeting				



## Appendix F: Glossary of Education Terms

<b>academy</b>	State school directly funded by central government rather than maintained by a local authority
<b>academy trust</b>	a charitable trust and registered not-for-profit company that is responsible for its individual academies based on the ‘funding agreement’ with central government
<b>achievement</b>	an umbrella term for individual pupil outcomes including progress and attainment
<b>ADD/ADHD</b>	Attention deficit disorder / Attention deficit hyperactivity disorder
<b>ARE</b>	Age Related Expectation
<b>ASCL</b>	Association of School and College Leaders
<b>ASD</b>	Autistic spectrum disorder
<b>AST</b>	Advanced skills teacher
<b>ASP</b>	Analyse School Performance. A dataset co-owned and managed by DfE and Ofsted that provides interactive analysis of school and pupil performance data for school staff and governors
<b>attainment</b>	Absolute educational achievement by pupils – in contrast to ‘progress’
<b>BESD</b>	Behaviour, emotional and social difficulties
<b>B(A)ME</b>	Black and minority ethnic
<b>CAMHS</b>	Child and Adolescent Mental Health Services
<b>CAIRB</b>	Communication and Interaction Resource Base
<b>CAT</b>	Cognitive ability test
<b>CC</b>	Charity Commission
<b>CIF</b>	Conditional Improvement Fund – formerly the Academies Capital Maintenance Fund. REAch2 and other large trusts have an annual allocation of the CIF to support its capital works, whereas academies in smaller trusts have to make specific bids to fund particular projects.
<b>coasting schools</b>	A new performance category of schools introduced by DfE with the Education & Adoption Act 2016, identifying schools where pupils are not making sufficient progress, even if their absolute attainment looks good.
<b>community schools</b>	State schools in England and Wales that are wholly owned and maintained by the local authority (LA). The LA has main responsibility for deciding arrangements for admitting pupils

<b>COGs</b>	Chairs of Governors
<b>CPD</b>	Continuing professional development
<b>CTF</b>	Common transfer file – used when a pupil transfers from one school to another
<b>D&amp;T</b>	Design and technology
<b>DBS</b>	Disclosure and Barring Service (formerly the Criminal Records Bureau)
<b>DPSCITT</b>	Devon Primary School Centred Initial Teacher Training
<b>DSG</b>	Dedicated Schools Grant
<b>DTSP</b>	Devon teaching School Partnership
<b>EAL</b>	English as an additional language
<b>EBacc</b>	English Baccalaureate – a suite of GCSEs in English, maths, 2 x sciences, a modern foreign language and a humanity – a key indicator for secondary schools in the annual performance tables
<b>EBD</b>	Emotional and behavioural difficulties
<b>ESFA</b>	Education Skills Funding Agency – an agency of the Department for Education, responsible amongst other things for revenue and capital funding for academies
<b>EHCP</b>	Education, health and care plan – replacing arrangements that previously included ‘statements of special educational needs’
<b>EPS</b>	Education psychology service
<b>extended school</b>	A school that provides a range of services and activities often beyond the school day to help meet the needs of its pupils, their families and the wider community
<b>EWO</b>	Education welfare officer
<b>EWS</b>	Education welfare service
<b>EYFS</b>	Early Years Foundation Stage – comprising nursery and Reception years
<b>EYP</b>	Early years professional
<b>EYPS</b>	Early years professional status
<b>FE</b>	Further education
<b>federation</b>	A formal agreement by which schools collaborate; a ‘hard’ federation reflects this agreement in its governance via a single governing body across all the schools involved
<b>FEI</b>	Further education institution

<b>FFT</b>	Fischer Family Trust, an independent charity that provides educational data for schools on subscription
<b>floor standards</b>	Minimum levels of average pupil attainment and progress set by DfE.
<b>foundation school</b>	An LA-maintained school that has more freedom than a community school, e.g. to manage its own admissions
<b>foundation special school</b>	A foundation school that caters wholly or mainly for children with statutory statements of special educational needs
<b>Free school</b>	A brand new school approved by DfE based on a proposal from a local group (sometimes including parents and teachers) or other proposer. In legal terms, free schools are a type of academy.
<b>FS</b>	Foundation Stage – 0 to 5 years old
<b>FSM</b>	Free school meals – available to pupils whose parents/carers have low income. See also UIFSM.
<b>FTE</b>	Full Time Equivalent of working hours
<b>GAG</b>	General Annual Grant – the main element in an academy's annual revenue budget
<b>GCSE</b>	General Certificate of Secondary Education
<b>GLD</b>	Good Level of Development
<b>GPS</b>	Grammar, Punctuation & Spelling
<b>G&amp;T</b>	Gifted and talented
<b>HLTA</b>	Higher level teaching assistant
<b>HMCI</b>	Her Majesty's Chief Inspector of Schools i.e. the head of Ofsted
<b>HMI</b>	Her Majesty's Inspector of Schools i.e. an Ofsted inspector
<b>HoD</b>	Head of department
<b>HoS</b>	Head of School – who leads an individual school where an executive Headteacher is working across and ultimately responsible for 2+ schools
<b>HSE</b>	Health and Safety Executive
<b>ICT</b>	Information and communication technology
<b>IEP</b>	Individual education plan
<b>INSET</b>	In-service education and training
<b>ISAP</b>	Individual School Action Plan



<b>KS1/2/3/4/5</b>	Key Stages 1/2/3/4/5. KS 1 comprises Years 1 and 2; KS 2 comprises Years 3-6. Primary education therefore comprises Early Years Foundation Stage followed by KS 1 and 2. Secondary education comprises KS 3 (Years 7-9) and KS 4 (Years 10 and 11, typically when pupils follow GCSE courses). KS 5 is sixth form provision, whether in a school or a college.
<b>LA</b>	Local authority
<b>LAC</b>	Looked After Child/Children – a child/children in local authority care or with a foster family
<b>LBM</b>	Learning and Behaviour Mentor
<b>LD</b>	Learning difficulty
<b>LEA</b>	Local Education Authority
<b>leadership team</b>	Headteacher, deputy heads, assistant heads, bursars and others as decided by the Headteacher and/or the governors
<b>LGB</b>	Local Governing Body
<b>LGPS</b>	Local Government pension Scheme
<b>LLE</b>	Local Leader of Education. Headteachers designated by a local authority, in line with National College standards, as able to provide school improvement support to other heads and schools
<b>LOL</b>	Leader of Learning
<b>LSA</b>	Learning support assistant
<b>LSCB</b>	Local safeguarding children board
<b>MAT</b>	Multi Academy Trust
<b>MFL</b>	Modern foreign languages
<b>MIS</b>	Management information system
<b>NGA</b>	National Governance Association
<b>NLE</b>	National Leaders of Education – expert Headteachers recognised by DfE/the National College for their ability to work with other heads to improve schools
<b>NLG</b>	National Leaders of Governance – expert chairs of governing bodies recognised by DfE/the National College for their ability to work with other chairs to improve governing bodies’ effectiveness and thereby improve schools
<b>NOR</b>	Number on roll
<b>NPQH</b>	National Professional Qualification for Headship

<b>NQT</b>	Newly qualified teacher – someone doing their first year of teaching since completing their qualification; an NQT year is required before a teacher can have Qualified Teacher Status
<b>NSS</b>	National support school – a school where the Headteacher is a National Leader of Education. If the school is also a lead partner in a Teaching School Alliance, it will probably be more regularly known as a Teaching School
<b>Ofsted</b>	Office for Standards in Education, Children's Services and Skills
<b>PAN</b>	Published admission number – this is the number of Reception places available for the next intake and typically published (for all schools, not just maintained schools) in local authority admissions booklets.
<b>PE</b>	Physical education
<b>PESE</b>	Procedure for Entrance to Secondary Education
<b>PGCE</b>	Postgraduate Certificate in Education
<b>PP</b>	Pupil Premium. An additional element in revenue funding for any state school for every pupil whose parents/carers have particularly low income (are eligible for free school meals) as well as any Looked After Children or children in armed services families.
<b>PPA</b>	Preparation, planning and assessment (time) – an allocation of time each week during which a teacher has cover to be away from the classroom in order to undertake other essential activities
<b>Progress</b>	Educational achievement relative to an earlier recorded starting point – in contrast to 'attainment'
<b>Progress 8</b>	Progress 8 is a new measure of the progress children make between the end of primary school and the end of secondary school. Progress 8 and Attainment 8 are based on pupils' performance in eight qualifications. These are English and maths, up to three subjects from the Ebacc list, and students' three highest scores from a range of other qualifications, including GCSEs and approved non-GCSEs. English and maths are given double weighting to reflect their importance.
<b>PRP</b>	Performance-related pay
<b>PRU</b>	Pupil referral unit, also known as Alternative Provision
<b>PSHE</b>	Personal, social and health education
<b>QTS</b>	Qualified teacher status
<b>RO</b>	Responsible Officer - will carry out regular checks on the financial systems and internal control process in school.
<b>RSC</b>	Regional Schools Commissioner – appointed by the Secretary of State for Education to make academy-related decisions in one of 8

	regions of England. Most RSCs previously ran academy trusts themselves.
<b>SA</b>	School action – a category in the previous framework for describing special educational needs
<b>SAP / SA+</b>	School action plus – a category in the previous framework for describing special educational needs
<b>SATs</b>	Standard Assessment Tests – national tests taken at the end of Key Stage 2 to assess pupil attainment and progress, cumulatively used to assess school performance
<b>SBM</b>	School Business Manager – the finance and overall business lead within a school’s leadership team
<b>SCITT</b>	School-centred initial teacher training – normally a partnership of schools and sometimes other organisations that deliver teacher training places on a coordinated basis with DfE
<b>SCR</b>	Single central record – the consolidated HR records maintained by a school
<b>SDP</b>	School development plan
<b>SEF/S</b>	Self-evaluation form/schedule
<b>SEMH</b>	Social, emotional and mental health needs
<b>SEN</b>	Special educational needs
<b>SEN(D)CO</b>	Special educational needs (and disabilities) co-ordinator
<b>SEND</b>	Special educational needs and disability
<b>SIMS</b>	Schools Information and Management system. A computer package to assist schools to manage their information on pupils, staff and resources
<b>SIP</b>	School improvement plan
<b>SIP</b>	School improvement partner
<b>SLCN</b>	Speech, language and communication needs
<b>SLE</b>	Specialist Leader of Education – designated by the National College to provide expertise and support to other schools/teachers in a specialist area, which can be a curriculum subject area or other expert area such as SEN, assessment etc.
<b>SLT</b>	Senior leadership team
<b>SMSC</b>	Spiritual, moral, social and cultural
<b>SPAG</b>	Spelling, Punctuation & Grammar
<b>SpLD</b>	Specific learning difficulties

<b>STA</b>	Standards and Testing Agency – the DfE agency responsible for setting and administering SATs and phonics check etc.
<b>STPCD</b>	School Teachers’ Pay and Conditions Document
<b>STRB</b>	School Teachers’ Review Body
<b>TA</b>	Teaching assistant
<b>TLR</b>	Teaching and learning responsibility – an element of extra responsibility allocated to an individual teacher and attracting additional salary
<b>TOIL</b>	Time off in lieu
<b>Trust</b>	Tarka Learning Partnership
<b>UFSM</b>	Universal Infant Free School Meals – all children up to and including Year 2 are entitled to free school meals, regardless of family income
<b>UPR</b>	Upper pay range
<b>VA</b>	Value added – an annual performance indicator for a school capturing the average increase in attainment secured for its Year 6 pupils compared to when they started school. The baseline is 100 – a score above that represents above average value added, a score below represents the opposite.
<b>VA school</b>	Voluntary aided school, maintained by the LA but responsible for its own admissions and employment. All Catholic schools, some Church of England schools and some schools run by traditional charitable foundations are VA schools.
<b>VC school</b>	Voluntary controlled school, maintained by the LA. The LA controls admissions and is the employer. Many Church of England schools are VC schools.
<b>VfM</b>	Value for money



