



SCHEME OF DELEGATION 2024-2025

Purpose

This document explains the trust's chosen governance structure. It explicitly establishes who carries out which governance functions and who can therefore make decisions associated with that function. This document sits alongside the trust's Articles of Association and other government guidance documents.

The trust's ethos is one of working together with the common purpose of ensuring all our pupils receive a high standard of education in a safe, supportive and inclusive environment. We purposefully have different layers of governance, focused on different responsibilities to help us be more effective in our role and meet the statutory and regulatory obligations placed on the governance function.

We operate in a culture of honesty, transparency and accountability; observing the Nolan Principles of public life. All members, trustees and governors are expected to always behave in a professional manner and to follow the code of conduct we sign to undertake each year.

Trustees review this scheme of delegation at least annually and can make amendments to what decisions are delegated.

Approach to Governance

The trust currently comprises two academies, Latchmere School and Nelson Primary School which joined the trust in September 2017.

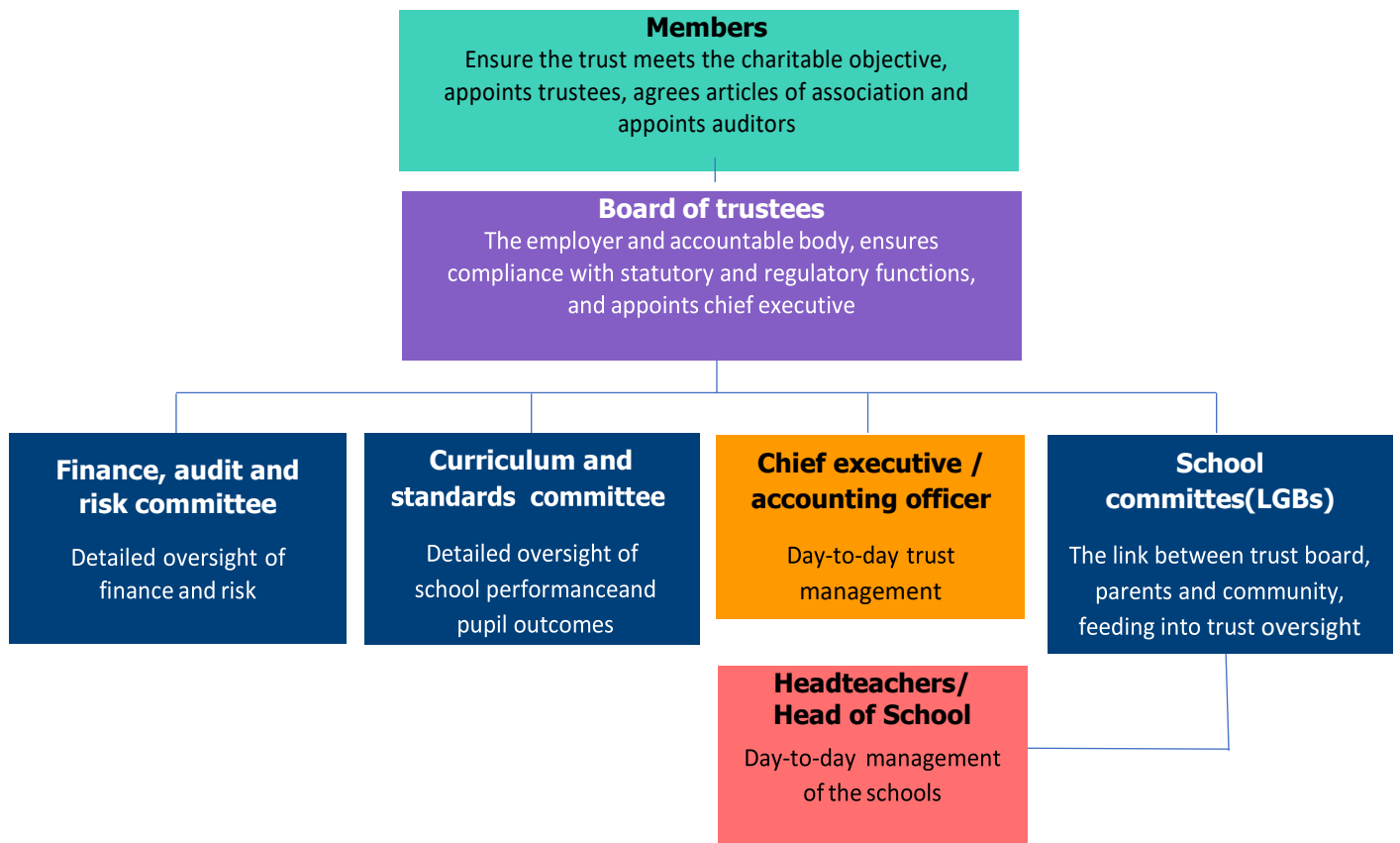
The governance structure for the trust has been developed to support both the culture of the schools and the effective management of a small organisation. It is based around the following principles:

- The trust board is accountable to the Secretary of State for all schools within the Multi Academy Trust (MAT) and responsible for compliance with government and Education Skills Funding Agency (ESFA) requirements, company law and charity law. Whilst the trust board will always remain accountable, this scheme allows for the delegation of decision making where appropriate.
- The governance structure should reinforce clearly defined roles and responsibilities through complementary and non-duplicative roles for the board, committees, local governance and MAT leaders in holding school-level leaders to accounts. Every level of governance must add value.
- Our schools operate with the same level of delegated governance responsibility. This is on the basis that the school committees have a good mix of governors with the appropriate skills and experience on their committees, undertake the necessary training to support their roles and conduct themselves in the appropriate way. Where the trustees feel that the capacity for local decision-making is limited or an issue arises, they will step in to change the delegation responsibilities. They will also take steps to increase the capacity for local decision-making so that delegation can once again take place.
- The trust is committed to having different individuals on each tier in the governance structure to demonstrate transparent decision making and prevent bias and conflicts from emerging, thus strengthening the governance checks and balances within the trust.
- All actions and decisions of, by and regarding all levels of governance must be undertaken to further the principles, vision and values of the trust.
- Appointees at all levels of governance should conduct themselves in line with the Vision and Values of the trust, the trust's Code of Conduct and in accordance with the seven principles of public life.

THREE LAYERS OF GOVERNANCE

There are three clear layers of governance and oversight within Latchmere Academy Trust:

1. Members
2. Trustees
3. Committees



ROLE OF MEMBERS

The members of the trust are guardians of the governance of the trust and must ensure it carries out its charitable objective. Latchmere Academy Trust appoints a maximum of five members, the majority of whom are not trustees. It is anticipated that the chair of trustees will be a member. Members are not permitted to be employees of the academy trust.

The members agree the trust's articles of association, appoint trustees and appoint the trust's external auditors. They hold the trust board to account by monitoring their work and hearing directly from the board of trustees with a report on the quality of governance once a year at the AGM, as well as any additional updates or information on progress made and plans going forward. Members also receive information about the trust's performance and receive the annual report and accounts.

If they have concerns that the trust is not carrying out its charitable objective, members can remove trustees who are failing to fulfil this responsibility.

For additional information see Appendix 1: Members Terms of Reference

ROLE OF TRUSTEES

Trustees are responsible for governing a charitable company and directing how it is managed and run. Trustees must also ensure that the trust complies with all legal and statutory requirements. Trustees should seek the advice of the board's governance professional and other professional advice as appropriate.

Trustees work together to fulfil the purpose of the trust board:

- strategic leadership – defining the vision, fostering the trust's culture and setting the strategy
- accountability and assurance – robust and effective oversight of trust operations and performance
- strategic engagement – oversight of relationships with stakeholders, ensuring decision-making is supported by meaningful engagement

The trust board works closely with their senior executive leader who is responsible for day-to-day operational management of the trust and its schools, whereas the role of the board is strategic.

Trustees monitor and evaluate the trust performance and any priorities that have been set to ensure progress is being made.

Trustees should ensure that they make a positive and meaningful contribution to the board by attending five full board meetings each year; reading papers and preparing questions for the senior executive leader in advance; undertaking induction training and developing knowledge and skills on an ongoing basis.

The trustees are committed to open and transparent communication and want to ensure there is clear communication between the trust board, the school committees and the executive headteacher. This is to enable information to be exchanged and allow the school committees to share with them any concerns and risks or celebrations they may have.

These include:

- Link trustees that work with link governors from the school committees on key areas of oversight; Safeguarding, PPG, SEND, Wellbeing, Estates and Health & Safety. The link trustee and governor teams focus on monitoring individual schools within a common trust framework that draws on governance best practice. Risks and concerns are passed back to the link trustee and trust board via monitoring reports made by the link governors.
- Regular chairs meetings take place between the trust board chair and the chairs of the other committees to exchange information, agree priorities and areas of focus and identify any issues. During these meetings, each chair will share an executive summary of the most recent meeting they have shared and review the number of monitoring visits that have taken place in each school.

For additional information see Appendix 2: Trustee Terms of Reference

ROLE OF BOARD COMMITTEES

Trustees delegate some governance functions to board committees. Finance, resources, audit and risk committee advises on the financial management of the trust and advises on the adequacy of the trust's controls and risks. Curriculum & standards committee advises on the educational performance of the trust and individual schools within the trust.

Board committees must have at least three trustees in membership, and trustees must be in the majority for voting purposes. The school committees are encouraged to nominate a governor to attend each committee to represent the individual schools.

For additional information see Appendix 4 and 5: Trust Board Committees Terms of Reference

ROLE OF THE EXECUTIVE HEADTEACHER

The trustees delegate the strategic and operational management of the trust to the executive headteacher (EHT), who is also the trust's chief executive officer (CEO). They have responsibility for informing and supporting the work of the board; including setting of the trust's vision and strategy. The EHT is responsible for delivering the agreed strategy and overseeing all operations of the trust.

The EHT is also the accounting officer and so is not only responsible for the performance of the trust but has a personal responsibility to parliament for the regularity, propriety and value for money, and for assuring the board about compliance with the funding agreement and the Academies Financial Handbook.

The EHT is responsible for the leadership and management of the central executive team and the heads of school, and will report to the trust board and its committees. In our current structure, the EHT is also a trustee.

The trust board formally manage the performance of the EHT via a small group of trustees who form a performance management panel each year.

ROLE OF THE TRUST CHIEF FINANCIAL OFFICER

The trust chief financial officer (CFO) provides financial leadership of the trust. They secure financial probity and value for money including compliance with the Academies Financial Handbook.

The CFO prepares and maintains the trust's financial regulations and procedures manual and procures contracts as required by this.

They report termly to the finance and resources committee and prepare the budget for the trust, including allocation of funds for centrally maintained services.

ROLE OF THE HEADTEACHER OR HEAD OF SCHOOL

The EHT delegates the day-to-day management of the trust's schools to a head of school, line managing them in accordance with the trust's appraisal and performance management policies.

The head of school shares information about how the trust is managing the school with the school committee, so that governors build an understanding about how the school operates and are enabled to monitor and scrutinise how key policies and improvement plans are working in practice.

ROLE OF SCHOOL COMMITTEES

School committees are the front line of governance within individual schools in the trust. Responsibilities are delegated to school committees (also known as local governing bodies) to help the trust board fulfil its strategic purpose and to strengthen MAT governance.

The 'Four Ss' (safeguarding, SEND, standards and stakeholder engagement) are delegated to school committees.

When required, local governors may be expected to serve on panels in order to:

- hear staff grievances and disciplinary matters
- review decisions to exclude pupils
- deal with formal complaints in line with the trust's complaints procedure

Local governors should ensure that they are making a positive and meaningful contribution to the committee by attending meetings, reading papers, and preparing questions for senior leaders in advance; getting to know the school, including visiting the school occasionally during school hours and undertaking induction training and engaging in ongoing development.

For additional information see Appendix 6: School Committees Terms of Reference

DELEGATION MATRIX

Key	
A Accountable (and approver)	Answerable for the task being delivered. Delegates the task to those responsible. There should be only one group/person accountable for each task/decision.
R Responsible	Responsible for delivery and does the work to achieve the task. Can be shared between groups/individuals.
C Consulted	Needs to be involved before the decision is made. Communication is two-way – these are important stakeholders or have relevant specialist knowledge.
*Highlighted	Statutory expectation or necessary to comply with articles of association or funding agreement.
Consult/seek consent from diocese	Academy trusts using Church model articles are required to involve and seek consent from the Diocesan Corporate Member on delegated matters pertaining to church academies, as indicated throughout this template.

		Members	Trust board	CEO	School committees	Headteachers/ Head of School
	1. Board business					
1.1	Appoint/remove members	*A/R				
1.2	Appoint/remove trustees	*A/R	*A/R			
1.3	Elect chair of trustees		*A/R			
1.4	Appoint and remove board committee chairs		*A/R			
1.5	Determine powers of chair in urgent situations		A/R			
1.6	Establish and review trust governance structure		*A/R	C		
1.7	Agree named safeguarding trustee		*A/R			
1.8	Agree named trustee for special educational needs and disabilities (SEND)		*A/R			

		Members	Trust board	CEO	School committees	Headteachers/ Head of School
1.09	Appoint/remove academy committee chairs		*A/R		C	
1.10	Appoint/remove academy committee members (local governors)		*A/R		C	
1.11	Appoint trust governance professional		*A	R		
1.12	Agree academy committee clerking arrangements		*A/R		C	
1.13	Articles of association: review		*A/R			
1.14	Articles of association: ratify changes	*A/R				
1.15	Agree committee terms of reference		*A/R	C	C	C
1.16	Complete annual review of scheme of delegation		*A	R	C	C
1.17	Commission external review of trust board effectiveness every three years	C	A/R	C		
1.18	Complete annual trust board self-review		A/R		C	
1.19	Complete review of local governance		A/R	R	C	C
1.20	Publish governance arrangements on trust and academy websites		*A	R		
1.21	Ensure trust website is compliant and effective		*A	R		
1.22	Ensure academy websites are compliant and effective		*A	A		R
1.23	Submit annual report on the performance of the trust to members and publish		A	R		
	2. Vision and strategy					
2.1	Determine trust's vision, strategy and key priorities		A/R	R	C	C
2.2	Ensure engagement with stakeholders regarding vision, values and strategic priorities		A	R	R	R
2.3	Apply trust vision and strategy to individual academies		A	R	C	R
2.4	Agree trust growth plans		A/R	R		
2.5	Determine trust-wide policies		*A	R		
2.6	Determine academy level policies		*A	R	C	R
2.7	Establish risk register and conduct regular review		*A/R	R		

		Members	Trust board	CEO	School committees	Headteachers/ Head of School
2.8	Determine a programme of internal audit in line with the risk register and monitor its delivery		*A	R		
	3. Finance and operations					
3.1	Appoint and remove external auditors	*A/R	C			
3.2	Appoint and performance manage chief financial officer		*A	R		
3.3	Produce trust's scheme of financial delegation		*A	R		
3.4	Receive external auditor's report	*A/R				
3.5	Action recommendations made arising from audits		*A	R		R
3.6	Produce annual report and accounts		*A	R		
3.7	Submit ESFA required reports and returns		*A	R		
3.8	Agree budget plan to support delivery of trust strategic priorities		A	R		
3.9	Agree budget plan to support delivery of academy strategic priorities		*A	A	C	R
3.10	Monitor trust budget		*A/R	R		
3.11	Carry out benchmarking and trust-wide value for money evaluation		C	A/R	C	C
3.12	Agree reporting and monitoring arrangements for trust and academy budgets		*A/R	R	C	C
3.13	Monitor academy estates to ensure safe and well maintained		*A		R	R
3.14	Agree data protection policy (and privacy notice)		*A	R	C	C
3.15	Agree health and safety policy		*A	R	C	C
3.16	Agree premises management documents, including <i>Estate vision, Estate strategy and Asset management plan</i>		*A	R	C	C
	4. Workforce					
4.1	Appoint and dismiss CEO/Accounting Officer		*A/R			

		Members	Trust board	CEO	School committees	Headteachers/ Head of School
4.2	Performance manage CEO		*A/R			
4.3	Agree CEO remuneration		*A/R			
4.4	Conduct executive team performance management		C	A/R		
4.5	Conduct headteacher performance management			A/R	C	
4.6	Agree headteacher remuneration			A/R	C	
4.7	Review and agree academy staff appraisal procedure and pay progression		A	R		C
4.8	Determine executive team staffing structure		A	R	C	C
4.9	Determine academy staffing structure			A	C	R
4.10	Headteacher appointments and dismissal		C	A/R	C	
4.11	Trust wide pay policy, terms and conditions of employment		*A	R		
4.12	Determine disciplinary, grievance and capability policies		*A	R		
4.13	Undertake panel hearings for disciplinary and capability matters relating to the CEO		A/R			
4.14	Undertake panel hearings for disciplinary, grievance and capability matters relating to the central team		A/R			
4.15	Undertake panel hearings for disciplinary, grievance and capability matters relating to academy staff		A	C	R	C
4.16	Approval of exit payments/early retirement/pension discretion (above a certain threshold)		*A/R	C		
4.17	Agree whistleblowing policy		*A/R			
	5. Pupils and learning					
5.1	Agree safeguarding and child protection policy		*A	R	C	C
5.2	Agree attendance policy		*A	R	C	C
5.3	Agree school uniform policy		*A	R	C	C

		Members	Trust board	CEO	School committees	Headteachers/ Head of School
5.4	Agree policy for pupils with SEND		*A	R	C	C
5.5	Agree policy for supporting pupils with medical conditions		*A	R	C	C
5.6	Agree charging and remissions policy		*A	R	C	C
5.7	Agree behaviour policy		*A	R	C	C
5.8	Agree careers provider access policy statement		*A	R	C	C
5.9	Agree relationships education (primary) policy		*A	R	C	C
5.10	Agree equality information and objectives (public sector equality duty) statement and monitor delivery		*A/R	R	C	C
5.11	Approve trust-wide curriculum		A	R	C	C
5.12	Ensure high standards of teaching and learning		A	R	C	R
5.13	Set targets for trust outcomes		A	R		
5.14	Plan and deliver individual academy improvement interventions and strategies			A	C	R
5.15	Determine & monitor use of pupil premium and sports premium		A	R	C	C
5.16	Ensure provision of religious education		A	R	C	C
5.17	Ensure delivery of collective worship		A	R	C	C
5.18	Set the dates of school terms and holidays		A	R	C	C
5.19	Set the times of school sessions		A	C	C	R
5.20	Review headteacher decision to suspend/exclude pupils		*A/R		R	
5.21	Monitor rates of suspension and exclusion across the trust		A/R	R	C	C
5.22	Agree admissions policy		*A	R	C	C
5.23	Implement admissions appeal process		*A	R	C	C
5.24	Determine complaints procedure		*A/R	C	C	
5.25	Implement complaints procedure		*A	R	R	R
5.26	Review complaints at panel stage		A/R		R	

		Members	Trust board	CEO	School committees	Headteachers/ Head of School
	6. Community					
6.1	Develop stakeholder partnerships across the trust		A	R	C	C
6.2	Develop stakeholder partnerships at academy level			C	A	R

Members Terms of Reference

Membership	
Quorum	
Meetings	

The Members have overall nominal responsibility for the Trust but they exercise their functions through the trust board.

Each Member guarantees to contribute £10 if the Trust were to become insolvent and be wound up – that is the “guarantee” implied by the term “company limited by guarantee”.

They play a limited but crucial role in safeguarding the academy trust governance.

The main powers and duties of the Members in broad terms are:

- To appoint and remove Trustees taking account of the competencies required by the DfE Competency Framework accessible at: <https://www.gov.uk/government/publications/governance-handbook>
- Through a collaborative process to monitor and evaluate the performance of the trust board with a report on the quality of governance once a year at the AGM, as well as any additional updates or information on progress made and plans going forward.
- To maintain the Membership and to appoint Members.
- To approve any proposed changes to amend the Articles of Association.
- To appoint and remove external auditors.
- To receive the annual accounts of the Trust.
- To receive information about the Trust’s performance.

Trust Board Terms of Reference

Membership	Up to nine trustees appointed by the members The EHT if the members appoint and the EHT agrees to act Any trustees co-opted by those trustees who are not themselves co-opted trustees Elected parent trustees (if any) as determined by the members in certain circumstances
Quorum	One-third of the total number of trustees in post or three if higher
Meetings	At least three each year convened on seven clear days' notice except in emergency as determined by the chair

The trust board focuses on the three core functions of governance:

- Ensuring clarity of vision, ethos and strategic direction.
- Holding the executive head to account for the educational performance of the academies and their pupils, and the performance management of staff; and
- Overseeing the financial performance of the trust and making sure its money is well spent.

Trustees are responsible for governing a charitable company and directing how it is managed and run. Trustees must also ensure that the trust complies with all legal and statutory requirements. Trustees should seek the advice of the board's governance professional and other professional advice as appropriate.

Trustees work together to fulfil the purpose of the trust board:

- **Strategic leadership** – defining the vision, fostering the trust's culture and setting the strategy.
- **Accountability and assurance** – robust and effective oversight of trust operations and performance.
- **Strategic engagement** – oversight of relationships with stakeholders, ensuring decision-making is supported by meaningful engagement.

The trust board works closely with their senior executive leader who is responsible for day-to-day operational management of the trust and its schools, whereas the role of the board is strategic. As such, trustees are responsible for:

- Determining the mission, values and long-term ambitious vision for the trust.
- Deciding the principles that guide trust policies and approving key policies.
- Appointing and appraising the senior executive leader and making pay recommendations.
- Working with senior leaders to develop a strategy for achieving the vision.
- Ensuring that stakeholders are involved, consulted and informed as appropriate.
- Ensuring that all schools in the trust deliver a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life.
- Taking ownership of the trust's financial sustainability and ensuring effective resource management across the trust.
- Ensuring robust risk management policy and procedures are in place and that risk control measures are appropriate and effective.

Trustees must monitor and evaluate the trust performance and any priorities that have been set to ensure progress is being made by:

- Measuring the trust's impact and progress towards its strategic objectives.
- Ensuring the required policies and procedures are in place and the trust is operating effectively in line with these policies.
- Holding the senior executive leader to account for standards, financial probity and compliance with agreed policies.
- Evaluating relevant data and feedback provided by senior executive leaders and external reporting on all aspects of trust performance.
- Asking challenging questions of the senior executive leader in order to hold them to account.
- Ensuring that there are policies and procedures in place to deal with complaints effectively.

Trustees should ensure that they make a positive and meaningful contribution to the board by:

- Attending five full board meetings each year, reading papers and preparing questions for the senior executive leader in advance.

- Establishing and maintaining professional relationships with senior executive leaders and colleagues on the board of trustees.
- Getting to know schools within the trust.
- Undertaking induction training and developing knowledge and skills on an ongoing basis.

The trustees are committed to open and transparent communication and want to ensure there is clear communication between the trust board, the school committees and the executive headteacher. This is to enable information to be exchanged and allow the school committees to share with them any concerns and risks or celebrations they may have. These include:

- Link trustees that work with link governors from the school committees on key areas of oversight; Safeguarding, PPG, SEND, Wellbeing, Estates and Health & Safety. The link trustee and governor teams focus on monitoring individual schools within a common trust framework that draws on governance best practice. Risks and concerns are passed back to the link trustee and trust board via monitoring reports made by the link governors.
- Regular chairs meetings take place between the trust board chair and the chairs of the other committees to exchange information, agree priorities and areas of focus and identify any issues. During these meetings, each chair will share an executive summary of the most recent meeting they have shared and review the number of monitoring visits that have taken place in each school.

Trustee's are responsible for the appointment of the:

- Executive headteacher (CEO)
- Chief Financial Officer
- Head of school or headteacher
- Governance professional, having regard to the DfE Clerking Competency Framework accessible at : <https://www.gov.uk/government/publications/governance-handbook>

The Trustees review this scheme of delegation at least annually and can make amendments to what decisions are delegated.

Chair's Emergency Powers

The chair, or in the absence of the chair the vice-chair, may take such action as the chair may think fit to protect the interests of the trust, any academy within the trust, any student or employee of the trust or any other member of the school community in circumstances where in the opinion of the chair it would not be reasonably possible to convene a meeting of the trust board or a relevant committee or school committee in the time necessary to protect such interests.

Appendix 3: Chairs Meeting Terms of Reference

Chairs Meeting Terms of Reference

Membership	Chair of Trustees Chair of Finance, Resources, Audit and Risk Chair of Curriculum and Standards Chairs of School Committees Executive Headteacher
Quorum	Three members
Meetings	Five each year convened on seven clear days' notice except in emergency as determined by the chair

The chairs meetings focus on:

- Information flow between the Trust Board and committees
- Agreeing priorities and areas of focus
- Identifying any risks
- Sharing information and seeking clarification

Each chair will share an executive summary covering 5-10 points from the most recent meeting they have chaired. This may include risks identified and agreed mitigation, questions that have arisen and require follow up and topic overviews. Chairs will be able to ask follow up questions and will agree any priorities or areas of focus that arise from these discussions. This information will be reported back to the Trust Board and committees if appropriate.

Chairs will also review the number of monitoring visits that have taken place in each school and update committee members on any risks identified.

Chairs will identify any training required following a review of the training log.

Finance & Resources, Audit & Risk Committee (F&R) Terms of Reference

Membership	A minimum of four trustees and the CFO exofficio Governors from the school committees can be additionally co-opted onto the committee, to attend with no voting rights.
Quorum	Three trustees
Meetings	At least three a year

Disqualification:

- Any employee of the trust other than the headteacher is disqualified when the subject for consideration is the pay or performance review of any person employed to work within the trust.
- Employees of the trust should not be audit & risk committee members, but the accounting officer and chief financial officer should attend to provide information and participate in discussions. Employees should not participate as members when audit matters are discussed.
- The chair of trustees should not be chair of the F&R committee because the chair of trustees should not be the chair of the audit and risk committee.

Delegated responsibilities:

The committee will monitor, evaluate and report on:

Finance

1. Review an annual budget, ensuring resources are allocated in line with the trust's strategic priorities and curriculum plans.
2. Present the annual balanced budget to the trust board for approval.
3. Review and approve a realistic three-year financial plan, taking into account the trust's vision, known risks and opportunities.
4. Receive the trust's management accounts in order to monitor the trust's cash position and income and expenditure against the approved budget.
5. Review pupil number estimates (that underpin revenue projections) termly.
6. Report back to each meeting of the trust board, alerting them to potential problems and significant variations to the approved budget at the earliest opportunity.
7. Ensure that the trust board's approach to pay and benefits is transparent, proportionate and justifiable.
8. Develop a framework for the pay of the senior executive leader and the leadership team.
9. Comply with statutory requirements to publish trust staff rates of pay and benefits.
10. Ensure that sufficient funds are allocated for staff pay increments.
11. Monitor spending of pupil premium, PE and sport premium (and other relevant premiums); ensure that funding is spent effectively and is having the intended impact on pupil outcomes.
12. Review and approve any adjustments to the trust's approved budget (subject to the scheme of delegation).
13. Approve expenditure of sums over £50,000 and virements over 5% of the cost code – sums below this amount are delegated to the trust's senior executive leader.
14. Undertake detailed scrutiny and recommend approval of the school resource management self-assessment checklist annually.
15. Ensure that the trust's financial procedures are complied with.
16. Review and act upon any issues identified by benchmarking against similar trusts, internal or external scrutiny.
17. Ensure that the trust follows basic procurement rules and achieves best value for money when acquiring goods and services.
18. Review, adopt and monitor all policies delegated by the board.

Staffing responsibilities

1. Review the staffing structure of the trust, ensuring that it meets the requirements of the trust development plan, the curriculum and is affordable.
2. Review staff work-life balance, working conditions and wellbeing, including monitoring staff absence rates.
3. Oversee the operation of the appraisal policy, including making arrangements for the senior executive leader's performance management.
4. Ensure that staffing procedures (including recruitment procedures) comply with equality legislation and safer recruitment practice.

Premises, health and safety responsibilities

1. Agree premises management documents, including Estate vision, Estate strategy and Asset management plan.
2. Review any arising actions from the biannual health and safety report provided to governors and health and safety monitoring visits.

Audit and risk

1. Oversee and approve the trust's programme of internal scrutiny and appoint internal auditors.
2. Support development and review of the trust's risk management policy, setting out the framework the trust has adopted for risk management.
3. Ensure that risks are being addressed appropriately through internal scrutiny.
4. Evaluate the adequacy of the trust's internal control framework, including financial and non-financial controls and management of risks and report this to the trust board.
5. Assess whether procedures are designed effectively and efficiently, and check whether agreed procedures have been followed.
6. Review the external auditor's plan each year.
7. Review the annual report and accounts.
8. Review the auditor's findings and actions taken by the trust's managers in response to those findings.
9. Review findings from other assurance activities by third parties including ESFA financial management and governance reviews, funding audits and investigations.
10. Assess the effectiveness and resources of the external auditor – refer to section 4.17 of ATH.
11. Produce an annual report of the committee's conclusions on the above assessment to advise the board of trustees and members, including recommendations on the reappointment or dismissal or retendering of the external auditor, and their remuneration.
12. To seek assurance that the risks identified are those which may occur, for example, operational risk, financial risk, compliance risk, regulatory and legal risk, major accident.
13. Review the ratings and responses on the risk register to inform contingency and business continuity planning and the programme of work, ensuring risks and control measures are adequately identified and modified as appropriate.
14. Provide reports for each full trust board meeting, highlighting emerging risks or significant anomalies at the earliest opportunity.
15. Agree a programme of work (and who will perform it) annually to deliver internal scrutiny that provides coverage across the year.
16. Consider reports at each meeting from those carrying out the programme of internal scrutiny.
17. Consider progress in addressing recommendations.
18. Receive the external auditors' annual plan, annual report, and accounts and recommend appropriate actions to the trust board in response to the findings.
19. Review the trust's insurance cover in compliance with its legal obligations.

Delegated policies include:

- charging and remissions
- data protection (and privacy notice)
- governor allowances and expenses
- health and safety
- reserves
- whistleblowing
- policies that relate to premises management

Pay and Review Sub Committee of Finance and Resources, Audit and Risk

The Finance and Resources Committee will form the Pay and Review Committee, comprising of two trustees, which will:

- review the trust pay policy to take account of local and national developments and make appropriate recommendations to the trust board.
- ensure an annual review of teachers' salaries in line with current arrangements in the School Teachers' Pay and Conditions Document**
- ensure an annual review of support staff salaries in line with current arrangements in the NJC for local government or other appropriate bodies
- review pay decision data to ensure that pay increments are awarded fairly
- consider the recommendation of the Executive Head's performance review group in relation to the Executive Head's annual performance review***
- consider and approve (on behalf of trust board) any proposed ex gratia payments by the executive headteacher to ensure compliance with trust policy and prior approval is obtained from the ESFA.

**Anyone employed to work at the school other than the Executive Head must withdraw from this item

***Anyone employed to work at the school including the Executive Head must withdraw from this item

Curriculum & Standards Committee (C&S) Terms of Reference

Membership	A minimum of four trustees. Governors on a school committee can be additionally co-opted onto the committee, to attend with no voting rights.
Quorum	Three trustees
Meetings	At least three a year

Delegated responsibilities:

Curriculum matters

1. The broad educational needs of the pupils attending the trust's schools.
2. The curriculum principles which apply to all schools in the trust.
3. How curriculum principles are being implemented by schools in the trust and their impact on all pupils, including recommendations from external reviews of the schools and agreed actions via action plans and monitoring reports from school committees.
4. Curriculum and quality of education issues for all schools in the trust, including reviewing priorities for improvement and evaluating the impact of improvement plans following reporting from the school committees.
5. Curriculum enrichment throughout the trust.
6. Other curriculum issues such as spiritual, moral, social and cultural learning; monitoring the use of pupil premium and sports premium; and the provision of religious education.

Pupil achievement

1. Pupil achievement and standards in (and working towards) statutory testing throughout the trust (in EYFS GLD, Phonics, Multiplication Tables Check, KS1 and KS2 SATs), including specific groups: those with special educational needs and disability (SEND), disadvantaged, looked after children and pupils with English as an additional language.
2. All other school performance and improvement risks and achievements identified by school committees.
3. The quality of teaching and learning throughout the trust, including performance and future performance trends and risks in relation to each school.
4. Teaching capacity throughout the trust including the impact of continuing professional development on pupil achievement and standards.
5. How collaboration between schools in the trust and more widely is raising pupil achievement and wider outcomes.

Wider outcomes

1. The trust-wide approach towards ensuring all pupils are given the knowledge, skills and attributes needed to manage their lives now and in the future.
2. The trust-wide approach to improving pupils' health, wellbeing and physical literacy.
3. The trust-wide approach to building the cultural capital of pupils.
4. The trust-wide approach to promoting British values and providing pupils with a global outlook.
5. The trust-wide approach to safeguarding.
6. The trust-wide approach to supporting pupils with special educational needs and disabilities.
7. Issues related to pupil discipline such as levels of exclusions across the trust.
8. Current and emerging patterns, trends and risks relating to attendance and behaviour for all academies in the trust.
9. Current and emerging patterns, trends and risks relating to pupil wellbeing for all academies in the trust.
10. Engaging pupils, parents and the wider community in promoting and improving educational performance and wider outcomes for all pupils throughout the trust, giving consideration to stakeholder engagement reports from the school committees.
11. Dealing with any formal complaints against a school, which fall within the committee's remit, in accordance with the Trust complaints policy.
12. Consider the inspection readiness of all schools within the trust.
13. Review, adopt and monitor all policies and procedures delegated by the trust board.

Policies and procedures delegated to the curriculum committee include:

- Admissions
- Attendance

- Behaviour
- Complaints procedure
- Exclusions
- Equality information and objectives (public sector equality duty) statement and monitor delivery
- Relationships education
- Safeguarding and child protection
- School uniform
- Special educational needs and disability
- Supporting pupils with medical conditions

The committee must report back to the trust board and alert them to any potential problems or significant anomalies at an early date.

School committees (SC) Terms of Reference

Membership	A minimum size of six and a maximum size of ten. To include at least two elected parent governors, up to a maximum of four A maximum of four co-opted governors and two staff governors (one ex-officio and one teaching staff)
Quorum	Three or one-third of governors (whichever is the greater)
Meetings	At least three per year

Note: all decisions taken under delegated authority MUST be reported to the next available Trust Board meeting. This should routinely be done by way of a minute of the decision or of the meeting at which the decision was taken.

Delegated responsibilities:

Standards

1. Ensure that the trust's vision, ethos and strategy is adopted and applied by school leaders.
2. Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust's strategic objectives via the school development plan and self-evaluation, reporting any risks to the C&S committee.
3. Consider recommendations from any external reviews of the school and propose actions to the C&S committee. Provide action plans and monitoring reports to C&S on any action plans agreed.
4. Monitor school performance and improvement through regular reviews of performance data, including exam results, attendance rates, and pupil progress.
5. Ensure that the trust's curriculum is being provided to pupils in an appropriate manner for the school's context.
6. Ensure that the required policies and procedures are in place and that the school is operating effectively in line with these policies, including the public sector equality duty.
7. Establish a strong relationship with the headteacher in order to provide effective support and challenge, including providing feedback to their performance management process.

Stakeholder engagement

1. Consult stakeholders – parents, staff and pupils – and use insights to inform decision-making.
2. Help stakeholders to understand the trust's values and vision for the future.
3. Provide the trust board with insight into the challenges and opportunities faced by the school's local community.
4. Arranging election of elected members of the school committee in accordance with the Articles of Association.
5. Act as an ambassador for the trust.

Safeguarding

1. Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school.
2. Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
3. Monitor the implementation of safeguarding policies and the effectiveness of procedures.
4. Designate a link governor to take leadership responsibility for safeguarding.
5. Monitor the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe.
6. Receive a biannual health and safety audit report and monitor any arising actions.
7. Receive regular reports on accident statistics, near misses, incidents of violence or aggression.
8. Ensure that a process is in place to approve educational visits, ensuring that health and safety planning and risk assessments have been undertaken for them.
9. Ensure that inspections of the trust premises and equipment take place (annually and at appropriate intervals), and a report is received identifying any issues.
10. Review the school's accessibility plan
11. Monitor and manage all aspects of risk in relation to the school, including with reference to the risk register, in collaboration with the head of school. Reporting to the C&S and F&R committees on a termly basis with updates and identifying any new or changing risks or control measures.

SEND

1. Ensure that the trust policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.

2. Seek assurance that staff are trained to implement pupil strategies and support plans.
3. Ensure pupils with SEND have the resources they need to succeed.
4. Designate a link governor to take leadership responsibility for SEND.
5. Work in partnership with the Special Educational Needs Coordinator (SENCO) and other stakeholders across the trust community to ensure that pupils with SEND are well-supported and included in all aspects of school life.
6. Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.

The school committee may sub-delegate any of its functions to a sub-committee of the school committee or to an individual local governor or to the Head.

Admissions Sub-Committee of the School Committees

Membership	All school committee members and such others as may be appointed by the trust board
Quorum	Two for decisions on individual admission applications, three for all other meetings
Meetings	As required on seven days' notice other than meetings to determine individual admission applications which may be convened without notice

Delegated responsibilities:

- To advise the trust board on any aspects of admissions and the admission arrangements for the school that may be relevant including reporting on admission patterns and matters of concern.
- To respond when required by the trust board to any proposal to amend the admission arrangements.
- To manage any local consultation required in relation to any proposed amendment to the admission arrangements or otherwise to secure compliance with the Admissions Code.
- To consider and decide upon each application for a place at the school including reviewing and confirming the ranking of applications as advised by the local authority at the points of normal entry to the academy, i.e. at Year R.

Pupil Exclusions Sub-Committee of the School Committee

Membership	All school committee members other than employees of the trust and such others as may be appointed by the trust board
Quorum	Three
Meetings	In accordance with statutory requirements

Delegated responsibilities:

- To consider all parental representations in relation to any pupil exclusion.
- To meet to review all fixed period exclusions individually or in aggregate in excess of five days and all permanent exclusions whether or not parents make representations or exercise the right to attend.