



**The Blue Kite**  
Academy Trust

**SCHEME OF DELEGATION**

September 2016  
- Updated February 2019

A multi academy trust's (MAT) board of directors is accountable in law for all decisions about its academies. However, this does not mean that the board is required to make all the decisions itself. Many decisions can and should be delegated, including to the CEO, board committees and local governing bodies. It is vital that the decision to delegate a function is made by the full board of directors and is recorded. Without such formal delegation, the individual or committee has no power to act.

Once determined the SoD must be published on the trust and its schools' websites.

This scheme of delegation need not detail every single decision that will need to be made, but seeks to demonstrate the principals which determine the lines of accountability so it is clear where certain decision making should lie.

A scheme of delegation (SoD) is the key document defining which functions have been delegated and to whom. It is a simple yet systematic way of ensuring members, directors, committees, local governing bodies, CEO and headteachers are clear about who has responsibility for making which decisions in the trust. This overarching SoD covering all decision making in the trust should not be confused with the written scheme of delegation of financial powers referred to in the Academies Financial Handbook.

Deciding what to retain at director level and what to delegate, will not be set out in the articles of association, the MAT's governing document. This is why it is critical that MATs agree a SoD that explicitly establishes who makes which decisions, and ensures this is clear to all those within the MAT, as well as to the governing bodies of schools potentially looking to join.

## Governance structure and lines of accountability

The board of directors of a delegate responsibility for delivery of the vision and strategy to the CEO. The board will hold 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 senior leadership team to account by line managing them. While the board cannot ever delegate its accountability, it can and must delegate some of the detailed scrutiny, oversight and decision making.

The trust board delegates responsibility for the performance of the trust, including the performance of the academies within the trust, to the chief executive officer (CEO). However, some responsibilities concerning the performance of each academy are delegated to a local governing bodies (LGB). These responsibilities may include monitoring whether the school is working within the agreed policies, whether standards are being met. The LGB will use its detailed knowledge of their own school setting and engagement with stakeholders to ensure that their school is being well served by the MAT, and as a LGB has direct access to the board if there are concerns.

This means that as the CEO is accountable to the board for the performance of the trust as a whole, the CEO will report to the board on the performance of the trust including on the performance of the trust's schools, although this may be supplemented by monitoring reports from the LGBs.

The CEO is performance managed by the trust board. The CEO performance manages the academy headteachers but will seek input from the LGB chair.

## Roles and responsibilities

### The role of the members

The members of the trust have a different status to directors. Originally they will have been the signatories to the memorandum of association and will have 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 will also describe how members are recruited and replaced, and how many of the directors the members can appoint to the trust board. The members appoint directors to ensure that the trust's charitable object is carried out and so must be able to remove directors if they fail to fulfil this responsibility. Accordingly, the trust board 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.

While members are permitted to be appointed as directors, in order to retain a degree of separation of powers between the members and the trust board, and in line with DfE expectations, not all members should be directors. The DfE has amended the model articles to state that members are not permitted to be employees of the academy trust.

## The role of the directors

The directors are the charity directors (within the terms of section 177(1) of the Charities Act 2011) and are responsible for the general control and management of the administration of the trust in accordance with the provisions set out in the memorandum and articles of association. The board of directors 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 CEO to account for the educational performance of the schools and their pupils, and the performance management of staff
3. Oversee the financial performance of the trust and make sure its money is well spent

The trust board is permitted to exercise all the powers of the academy trust. The trust board will delegate to the CEO responsibility for the day to day operations of the trust. The directors can determine whether to delegate any governance functions.

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

## The role of committees

The directors may establish committees either with delegated authority to make decisions or for the purpose of providing advice and support, informing the overall work of the trust board. However these committees are not legally responsible or accountable for statutory functions – the trust board retains overall accountability and responsibility. The responsibilities of board committees are set out in their terms of reference; the responsibilities for local governing bodies are set out in the scheme of delegation. The trust board may appoint committee members and committee chairs.

## The role of the local governing body (LGB)

The trust board will establish LGB's, appoint the chair, ensure two parents are elected and will determine what will be delegated. Typically, responsibilities may include:

- Building an understanding of how the school is led and managed
- Monitoring whether the school is:
  - Working within agreed policies
  - Is meeting the agreed targets of raising educational standards and progress
  - Is ensuring the wellbeing of staff and pupils
- Engaging with stakeholders
- Reporting to the board

As a local governing body, delegation can be removed at any time by the trust board.

## The role of the chief executive officer (CEO)

The CEO has the delegated responsibility for the operation of the trust including the performance of the trust's academies and so the CEO performance manages the academy headteachers. As there is delegation to a local governing body(LGB) this is usually with the LGB chair alongside.

The CEO is the accounting officer so has overall responsibility for the operation of the academy 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 senior leadership team of the academy trust. The CEO will delegate senior management functions to the senior leadership team and is accountable to the trust board for the performance of the senior leadership team.

As the CEO is also a director, the trust board will need to ensure that it manages this conflict of interest effectively.

## The role of the academy headteacher

The academy headteacher is responsible for the day to day management of their school and is managed by the CEO, but reports to the LGB on matters which have been delegated to the LGB.

### Key

Level 1: Members

Level 2: Board of trustees of the multi academy trust

Level 3: Chief executive officer

Level 4: Local governing committee (LGC)

Level 5: Academy principal

Blue box      Function cannot be legally carried out at this level.

✓      Action to be undertaken at this level

✓      Action to be undertaken at this level

A      Provide advice and support to those accountable for decision making

<>      Direction of advice and support

Area	Decision	Delegation				
		Members	Trust Board	CEO	LGC	Academy Principal
Governance framework						
People	Members: Appoint/Remove	✓				
	Trustees: Appoint/Remove	✓				
	Role descriptions for members	✓				
	Role descriptions for trustees/chair/ specific roles/committee members: agree		✓	<A		
	Appointment of Responsible Officer		✓	<A		
	LGC Parent trustee/committee member: elected		✓	<A>	✓	
	Committee chairs: appoint and remove		✓	<A		
	LGC chairs: appoint and remove		✓	<A>	✓	
	Clerk to board: appoint and remove		✓	<A		
	Clerk to LGC: appoint and remove			A>	✓	A
Systems and structures	Articles of association: agree and review	✓	<A	<A		
	Governance structure (committees) for the trust: establish and review annually		✓	<A		
	Terms of reference for trust committees (including audit if required, and scheme for school committees): agree annually		✓	<A		
	Terms of reference for LGC/local committees: agree and review annually		✓	<A		

Area	Decision	Delegation				
		Members	Trust Board	CEO	LGC	Academy Principal
Systems and structures	Skills audit: complete and recruit/training to fill gaps		✓	< A >	✓	A
	Annual self review of trust board and committee performance: complete annually		✓			
	Annual self review of LGB performance: complete annually				✓	
	Chair's performance: carry out 360 review periodically		✓		✓	
	Trustee / committee member contribution: review annually		✓		✓	
	Succession: plan		✓	< A >	✓	A
	Annual schedule of business for trust board: agree		✓	<A		
	Annual schedule of business for LGC: agree			A>	✓	A
Reporting						
Reporting	Trust governance details on trust and academies' websites: ensure		✓	<A		
	Academy governance details on academy website: ensure		✓	<A		
	Compliance: Regulatory – with all regulations affecting the Trust (including all charity law, company law, employment law and health and safety law)		✓	<A		
	Register of all interests, business, pecuniary, loyalty for members/trustees/committee members and put in place procedure to deal with any conflicts of interest and connected party transactions: establish and publish		✓	<A	A	A
	Annual report on performance of the trust: submit to members and publish		✓	<A		

Area	Decision	Delegation				
		Members	Trust Board	CEO	LGC	Academy Principal
Reporting	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit		✓	<A		
	Annual report work of LGC: submit to trust and publish				✓	A
Being Strategic						
Being Strategic	Determine trust wide policies which reflect the trust's ethos and values (facilitating discussions with unions where appropriate) including: admissions; charging and remissions; complaints; expenses; health and safety, premises management; data protection and FOI; staffing policies including capability, discipline, conduct and grievance: approve		✓	<A		
	Determine school level policies which reflect the school's ethos and values to include e.g. admissions; SEND; safeguarding and child protection; curriculum; behaviour: approve			A>	A	✓
	Central spend / top slice: agree a funding model across the Trust and develop individual funding model for the Academies, so as to secure the Trust's financial health in the short and long term		✓	<A		
	Management of risk: establish register, review and monitor		✓	< A >	✓	A
	Engagement with stakeholders	✓	✓	✓✓	✓	✓
	Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured against the trust development plan: determine and periodically review		✓	<A		

Area	Decision	Delegation				
		Members	Trust Board	CEO	LGC	Academy Principal
Being Strategic	Schools vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured against the school development plan: determine and periodically review			A>	A	✓
	Chief executive officer: Appoint and dismiss		✓			
	Academy principal : Appoint and dismiss			✓		
	Budget plan to support delivery of trust key priorities: agree		✓	<A		
	Budget plan to support delivery of school key priorities: agree		✓	<A>	A	A
	Trust's staffing structure: agree		✓	<A		
	School staffing structure: agree			A>	A	✓
Holding to account						
Holding to Account	Auditing and reporting arrangements for matters of compliance (eg safeguarding, H&S, employment): agree		✓	< A >	✓	A
	Reporting arrangements for progress on key priorities: agree		✓	<A >	✓	A
	Performance management of the Chief Executive Officer: undertake		✓			
	Performance management of academy principal : undertake			✓	A	

Area	Decision	Delegation				
		Members	Trust Board	CEO	LGC	Academy Principal
Holding to account	Trustee monitoring: agree arrangements		✓	<A		
	LGC member monitoring: agree arrangements		✓	A>	✓	A
Ensuring financial probity						
Ensuring Financial Probity	Chief financial officer for delivery of trusts detailed accounting processes: appoint		✓	<A		
	Trust's scheme of financial delegation: establish and review		✓	<A		
	School's scheme of financial delegation: establish and review		✓	<A		
	Compliance: Funding Agreement – comply with all obligations including the Academies Financial Handbook		✓	<A		
	Compliance: Financial Oversight – ensuring that there are appropriate financial controls so that there is regularity, probity and value for money in relation to the management of public funds		✓	<A		
	Expenditure and ensuring delivery of Annual Budgets – reporting any area of concern in connection with compliance with the annual budgets		✓	<A		A
	External auditors' report: receive and respond		✓	<A		A

Area	Decision	Delegation				
		Members	Trust Board	CEO	LGC	Academy Principal
Ensuring financial probity	CEO pay award: agree		✓			
	Academy principal pay award: agree			✓	A	
	Staff appraisal procedure and pay progression: monitor and agree		✓	A>	A	A
	Benchmarking and trust wide value for money: ensure robustness		✓	<A		
	Benchmarking and academy value for money: ensure robustness		✓	<A		A
	Develop trust wide procurement strategies and efficiency savings programme			✓		

Area	Decision	Delegation				
		Members	Trust Board	CEO	LGC	Academy Principal
Education & Curriculum						
Education & Curriculum	Quality of Teaching: ensuring appropriate levels of support, challenge and intervention to support delivery of education outcomes			A>	✓	✓
	Curriculum: Setting the curriculum for the academies and reviewing its effectiveness			✓	✓	✓
	Pupil Premium: reviewing and challenging the value for money/return on investment of the pupil premium in terms of educational outcomes and narrowing the achievement gap		A>	A>	✓	✓
	Pupil Issues: (including attendance, exclusions, punctuality and disciplinary matters for each academy)		✓	✓	✓	✓

## Appendix A

### Scheme of Delegation – Authorisation Limits

#### Financial Regulations Authorisation Limits

##### Expenditure Limits

Chief Executive	£50,000
Officer Chief	£25,000
Financial Officer	£25,000
Director of Operations	£5,000
Head Teachers (Primary Schools)	
Finance Manager	£5,000

##### Business Charge Card Limits

CEO	£2,000
Chief Finance Officer	£2,000
Director of Operations	£2,000
Finance Manager	£2,000
Trust Business Manager	£2,000

##### Virement Limits

CEO	£5,000
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##### Ordering Process

Three Quotes	Over £5,000
Tendering	Over £30,000

## **BACS Authorisation**

### **Approver A:**

Designated (see bank mandate) Finance Assistants

Trust Business Manager

### **Approver B:**

Chief Executive Officer

Chief Finance Officer

Director of Operations

Trust Finance Manager

### **BACS run – total combined value**

2 x A Approvers Up to £20,000

2 x B Approvers

1 x A Approver and 1 x B Approver

2 x B Approvers Over £20,000

1 x A Approver and 1 X B Approver

### **Cheque signatories**

Same principles apply as BACS authorisations for individual cheques

## Authorised Signatories

Chief Executive Officer/Accounting Officer/Director  
Evans Signature Gary

Director of Operations  
Edge Signature Sammy

Chief Finance Officer  
Signature Julia Toogood

Finance Manager  
Signature Yvonne McQuade

Ruskin Headteacher  
Signature Andrew Beadnell

Trust Business Manager  
Signature Amanda Wood

Finance Assistant  
Signature Jemma Sheppard

Finance Assistant  
Signature

## **Members & Directors**

Member - Neil Uzzell      Signature:

Member - Nigel Tucker      Signature:

Member - Judith Randell-Sly      Signature:

Director - Paul Himple      Signature:

Director - Rachel Soare      Signature:

Director – Jan Hobbs      Signature:

Director – Sue Marshall      Signature:

# Terms of Reference

## Education Standards and Strategy Committee

### 1. Constitution

The Blue Kite Multi Academy Trust Board of Directors has resolved to establish a Standards Committee to advise the Board on matters relating to the Trust's curriculum, quality and standards.

The Committee is responsible to the Trust Board.

The Committee's Terms of Reference are adopted by the Board and may only be amended with the approval of the Board.

### 2. Authority

The Committee is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Board. It is authorised to request any information it requires from any employee of the Trust and all employees are directed to co-operate with any request made by the Committee.

The Committee is authorised to obtain any outside legal or independent professional advice it considers necessary.

### 3. Main Duties

- To monitor and advise the Trust Board by written report each term on the following:
- Data on attainment and achievement for all of the Trust's academies;
- School improvement work and leadership;
- Overall performance of each of the academies;
- Leadership standards;
- Governance effectiveness.

#### 3.2. To monitor and advise the Board on:

- The Trust quality improvement and intervention strategies and plans;
- Special Educational Needs (SEN) and inclusion;
- Partnership working;
- Admissions;
- Safeguarding arrangements;
- Community engagement.

The Committee may use exception reporting in relation to receiving performance information to fulfil its detailed responsibilities. The Committee will receive a summary of positive performance to accompany exception reports.

### 4. Detailed Responsibilities

- Curriculum and Quality
- The Academies' statutory requirements in relation to the curriculum offer and other curriculum issues such as spiritual, moral, social and cultural learning;

#### 4.1. Extra-curricular activities;

- The educational needs of the pupils attending the Trust's Academies;
- The Trust's policies in relation to its Curriculum Statement;
- To determine and update relevant strategies relating to the above.

## **4.2. Performance and Standards**

To monitor and review the achievement of strategic objectives, in particular the overview of performance against quantitative and qualitative benchmarks for key indicators/outcomes and the Ofsted framework, providing challenge and recommending remedial actions where required in line with the School Improvement Plan.

If intervention is required, we will adapt strategies to an academy's context. The trust will understand where each academy is on its school improvement journey and will pinpoint precisely the issues that need to be addressed if it is to make progress – whether these relate to a school's culture and expectations of pupils, leadership, governance, attendance, behaviour, teaching and learning, assessment or variability in performance. MAT Executive leaders will then be deployed to ensure that resources are mobilised to tackle these weaknesses. But this is about more than being adept at managing a deficit model of school improvement. It is also able to adapt interventions to maintain momentum as an academy improves and can refresh or renew strategies as the chain develops.

## **4.3. Self-Assessment and Review**

- To receive information on curriculum and quality issues for all the Trust's Academies;
- To receive progress reports on the implementation of post-Ofsted action plans and any other formal evaluation reports related to the quality and achievement of learning across the Trust, to further inform and develop the Trust's Quality Improvement Plans and strategies;
- To review outcomes, identifying significant changes in performance, emerging trends and risks in relation to the future performance of each Academy.

## **4.4. Administration**

The Standards Committee will meet at least once per term. The Committee's Chair or any two Committee members may call a meeting.

The Standards Committee will consist of a minimum of three members of the Board. Members of the Committee are appointed annually. The Chair of the Board may be an ex officio member of the Committee.

Additionally, up to two external co-opted members with particular expertise may be appointed to the Committee by the Board of Directors.

Other Board members shall also have right of attendance and may fully participate in meetings.

The CEO will be an ex officio member of the Standards Committee as will the Head of School Improvement.

Other employees of the Trust's may be invited to attend meetings but will have no voting rights.

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The Chair of the Standards Committee will be appointed by and from the Board annually. The CEO or Head Teacher of an Academy may not act as Chair of the Committee. Any other employees of the Trust may also not act as Chair, other than in exceptional circumstances agreed by the Board. If the Chair is absent from a meeting the Board shall choose another Board member to act as Chair for that meeting.

The Standards Committee will be quorate if at least three members (or at least one third if greater) of those members eligible to vote are present. In addition, at least 50% of those members present are required to be Board members [in the event of there being co-optees on the Committee] and no more than 50% may be employees of the Trust.

Decisions to be made at meetings of the Committee shall be determined by a majority of the votes of members present and voting.

Where there is an equal division of votes, the Chair shall have a second or casting vote. Agendas will be agreed in advance by the Chair of the Standards Committee (based on, but not limited to, a pre-agreed annual schedule of activity) and papers will be circulated to members and attendees at least 5 working days in advance of the meeting.

Minutes of meetings will be taken and submitted to the next scheduled meeting of the Board once approved in draft by the Chair of the Committee.

The Standards Committee will self-assess its performance against these Terms of Reference on an annual basis and will also review the Terms of Reference, submitting any proposed changes to the Board for approval.

The members of the Committee shall hold office from the date of their appointment until their resignation or their omission from membership of the Committee on subsequent consideration by the Board (whichever shall happen first).

**We are developing and evolving a systemised approach to school improvement. That is not to say that a rigid take-it-or-leave-it approach which is adopted or imposed in all academies within a MAT, but one that has distinctive features about what we do and why.**

**We want to:**

### **Make sure we know our academies well quantitatively.**

We will monitor progress and performance not just in tests and exams but also in real time at key points across the year. From this we will evolve or adopt a standard core data set that can be presented in varying degrees of depth according to the audience.

### **Ensure their academies work together**

The best MATs commission or conduct external/peer reviews for each academy. This often involve senior leaders from one or more academy using a formal model to scrutinise another. We want to facilitate other drivers of deep knowledge across the MAT including encouraging staff from different academies working together to moderate assessment and to agree an understanding of what a year's progress looks like etc.

### **Adapt strategies to an academy's context**

The best MATs understand where each academy is on its school improvement journey and have pinpointed precisely the issues that need to be addressed if it is to make progress

### **Deploy expertise strategically**

We want to broaden the leadership experience of their best and emerging leaders; deploying them to support academies that have particular problems or challenges.

### **Coach improvement in teaching and learning**

Improving the quality of teaching and learning is integral to improving the performance of pupils and students.

### **Use inquiry-based learning as the flywheel to accelerate improvement**

This is the flip side of the coaching coin. It is seeing great teaching as being more than the refinement of professional practice – important though that is – and viewing teachers as learners. It is staff learning with and from each other (both within and across academies) about what makes an impact in terms student learning and progress.

### **Empower our middle leaders**

We don't want to limit the practice of distributed leadership to just senior leaders. The best MATs know that they gain real energy and momentum when they empower middle leaders to work together on curriculum, pedagogy or pastoral issues.

### **Work with and learn from other schools**

We appreciate that the best MATs need the stimulus and learning that comes from engaging with schools and practice outside our MAT. We will be open to learning from other organisations; so they encourage our academies to look outwards as well as inwards for improvement support.

### **Know our impact**

High performing MATs must be able to demonstrate the impact they are making on improving academies within the chain – one of the key issues Ofsted looks for when it ‘inspects’ MATs. In addition, we will assess and understand the impact of specific interventions and initiatives. We aim to track the impact of programmes on staff capability, classroom practice and student engagement/learning. We’ll evaluate the health and organisational maturity of the MAT itself using one of the MAT frameworks.

## **Risk, Audit and Strategy Committee**

### **Constitution**

The Board of Directors (“the Board”) has resolved to establish an Audit Committee in accordance with the provisions of Article 6 of the Articles of Association to advise the Board on matters relating to the Trust’s audit arrangements and systems of internal control. This Committee will be subject to the provisions of the Standing Orders of the Trust and its Committees (to which specific reference should be made) and shall operate in accordance with any requirements of the Education Funding Agency and any other national funding bodies. It is responsible to the Board.

### **Authority**

The Committee is authorised by the Board to:-

- investigate any activity within its terms of reference.
- seek any information it requires from the internal audit service, the financial statements auditor, Directors, Committees and Trust employees, plus relevant information from subcontractors and other third parties.
- obtain external professional advice.

NB. The Board must not add to these terms of reference responsibilities that require the Audit Committee to adopt an executive role, or its members to offer professional advice to the Board. The Audit Committee should seek formal professional opinions from the internal audit service, financial statements auditor or other professional advisers to the Board. Advice should only be given in Committee members' capacity as Directors and co-optees and only within their terms of reference.

### **Membership and quorum**

The Board may co-opt persons to the Committee who are not Directors. The Committee shall consist of a minimum of 3 and a maximum of 6 members (of whom at least two shall be Directors and at least one of whom shall have the relevant skills and expertise). The Chair of the Trust Board, the CEO and Finance Director, shall not be eligible for membership. The Committee may include employees of the Academy (other than senior post holders and those with executive responsibilities in the Academy at senior level).

50% of members, rounded up represent a quorum, provided that there are a

majority of Board members present.

## **Chairmanship**

The Chair of the Committee shall be appointed by the Board and will normally be a Director to allow effective feedback to the Board. If the Chair is absent from a meeting, the members shall choose one of their number to act as Chair for that meeting.

## **Meetings**

- The Committee shall meet as necessary but normally at least once per term. The Chair or any two committee members may call a meeting.
- The meetings shall be timely with the work of the Trust's internal audit service and the financial statements auditor.
- Non-members may be invited to attend meetings.
- Other Board members shall not have the right to attend meetings.
- The Clerk to the Committee will keep appropriate records of the proceedings.
- The minutes of Committee meetings shall be circulated to all Board members.

## **Duties**

The duties of the Committee shall include:-

- responsibility 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).
- advising the Board on the appointment, re-appointment, dismissal and remuneration of the financial statements auditor and the internal audit service.
- advising the Board on the scope and objectives of the work of the internal audit service and the financial statements auditor.
- ensuring effective co-ordination between the internal audit service and the financial statements auditor
- considering and advising the Board on the audit strategy and annual internal audit plans for the internal audit service.
- advising the Board on internal audit assignment reports and annual reports and on control issues included in the management letters of the financial statements auditor, and management's responses to these.
- monitoring, within an agreed timescale, the implementation of agreed recommendations relating to internal audit assignment reports, internal audit annual reports and the financial statements auditor's management letter.
- considering and advising the Board on relevant reports by the National Audit Office, the Education Funding Agency (including those from the local provider financial assurance teams) and other funding bodies and, where appropriate, management's response to these.
- Establishing in conjunction with Trust management, relevant annual performance measures and indicators and monitoring the effectiveness of the internal audit service and financial statements auditor through these measures and indicators and deciding, based on this review, whether a competition for price and quality of the audit service is appropriate.
- monitoring the Academy's risk management plan and advising the Board on its adequacy and effectiveness
- producing an annual report 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.

- monitoring and advising 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.
- being informed of all additional services undertaken by the internal audit service and the financial statements auditors.
- recommending the annual financial statements to the Board for approval.
- monitoring the effectiveness of the Academy's whistleblowing procedures meeting privately with the Internal and External Auditors, and separately with the Director of Finance at least once a year.

## **Finance, Personnel and Resources Committee**

The Board of Directors hereby resolves to establish a committee of the Trust to be known as the Finance, Personnel and Resources Committee and will cover Finance, Personnel and Resources.

The chair and members of the Finance, Personnel and Resources Committee shall be directors and shall be appointed by the Board of Directors. The chair shall be a director of the Trust Board, other than its chair.

Directors who are not members of the Finance, Personnel and Resources Committee should have the right of attendance. The Chair will circulate minutes of meetings of the Finance, Personnel and Resources Committee to all members of the Trust Board.

The Chief Executive Officer, in his role as Accounting Officer and the Finance Director will normally attend meetings of the Committee.

The Board of Directors shall determine how often the Committee shall meet. The external auditor may request a meeting if he or she considers one necessary.

### **Authority**

The Finance, Personnel and Resources Committee is an advisory body with no executive powers. However, it is authorised by the Board of Directors to investigate any activity within its terms of reference, and to seek any information it requires from staff, who are requested to co-operate with the Committee in the conduct of its inquiries.

The Finance, Personnel and Resources Committee is authorised to obtain independent professional advice if it considers this necessary.

### **Duties**

The specific duties of the Finance, Personnel and Resources Committee shall be to:

- review the Annual Budget in detail and to make recommendations to the Board
- review the Trust's internal and external financial statements and reports to ensure that they reflect best practice;
- discuss with the external auditor the nature and scope of each forthcoming audit and to ensure that the external auditor has the fullest co-operation of staff;
- consider all relevant reports by the Finance Director or the appointed external auditor, including reports on the Trust's accounts, achievement of value for money

- and the response to any management letters;
- review the effectiveness of the Trust's internal control system established to ensure that the aims, objectives and key performance targets of the organisation are achieved in the most economic, effective and environmentally preferable manner;
- review any report from the Finance Director in relation to the operation of the Trust Buildings and Grounds;
- review new and existing policies relating to the employment and conditions of staff of the Trust and make recommendations to the Board of Directors;
- review and monitor the Health and Safety policy statement in order to safeguard the health and wellbeing of pupils, employees and visitors to the Trust, and to make recommendations to the Board of Directors;
- review the recommendations of the Chief Executive Officer as to salaries particularly any discretionary awards;
- review the operation of the Trust's code of practice for Members and Directors, and code of conduct for staff;

The Finance, Personnel and Resources Committee must ensure personnel management procedures have been identified, formally approved and documented to cover as a minimum:

- recruitment (including references and police checks);
- performance appraisal and review;
- equal opportunities;
- disciplinary (including absence policies);
- grievance;
- staff expenses.
- consider any other matters where requested to do so by the Board of Directors; and
- report at least once a year to the Board of Directors on the discharge of the above duties.

The Board of Directors should also ensure that procedures are in place to ensure that employees of the Trust are paid for work done in accordance with their contracts of employment with the Trust.

In addition, the Board of Directors must ensure the Trust has adequate insurance cover to support its activities as an employer, such as employers' liability insurance, fidelity insurance, trustee indemnity, public liability insurance and so forth.

## Local Governing Body

The main functions of the local governing body are divided between the wellbeing of staff and pupils and education standards and progress. The terms of reference for these remits are detailed below. As well as this, each school will receive a delegated budget which is devolved from the Trust bank account. Governors will be expected to monitor the effectiveness of the spending in each school to ensure maximum impact and value for money. This includes the use of Pupil Premium and PE premium funding.

### Wellbeing

- To be involved in the appointment of staff and ensure recruitment, selection and appointments meet statutory and safeguarding requirements
- To monitor staff job descriptions to ensure fairness, legality and that they are up to date
- To be involved in the monitoring and recruitment of Governors

- To review and monitor the staffing and leadership establishment of the school
- To ensure school networks delivers quality staff development
- To monitor and review staff training
- To instigate, monitor, review and evaluate Governor training
- To monitor and review Performance Management/Appraisals
- To instigate capability procedures as and when appropriate
- To oversee disciplinary/grievance procedures
- To monitor and review all aspects of staff wellbeing (including Health and Safety eg maternity.)
- General protection of staff welfare eg stalkers, violent people, e-safety
- To investigate allegations against staff
- To investigate allegations against pupils
- To ensure the medical, emotional and social needs of all pupils are met
- To monitor behaviour log, bullying log and racist incident log
- To monitor and review the Academy's involvement with the wider community

### **Education Standards and Progress**

- To ensure that to raise standards is acted upon, using the objectives set out in the School Improvement Plan
- To review and analyse the performance of the school, against national and local indicators, and to advise the Governing Body on any action required in order to sustain improvement.
- To approve the school's curriculum statement and to ensure that it is being met.
- To ensure that School Improvement Plan reflects the requirement to raise standards, and to monitor and evaluate it accordingly.
- To monitor the implementation of any Action Plan resulting from OFSTED Inspections, in order to maintain progress.
- To recommend or approve the annual key stage targets to be set.
- To establish with the assistance of the Head, information about how the curriculum is taught, evaluated and resourced.
- To ensure that the requirements of pupils with SEND are met.
- To receive regular reports from the Head and/or SMT on the quality of teaching and learning, to identify areas for improvement, and ensure that any necessary action is taken to maximise outcomes for pupils.
- To ensure that other relevant policies (i.e. for Teaching & Learning, Behaviour, Attendance etc.) which support learning and improvements in attainment are in place and regularly reviewed.