

Attenborough Learning Trust Scheme of Delegation

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Confidential

Version History

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1 Introduction

1.1 Trust Ethos & Values

The primary objective of Attenborough Learning Trust (“ALT”) is to deliver increased learning opportunities for children, broadening the perspective of all young people so that they and their families place no limits on their opportunities and ambitions, in order to achieve improved outcomes and life chances for all.

We are committed to:

High expectations: raising aspirations and educational standards within a partnership that serves the local communities of our schools.

Collaboration: sharing the great practice, expertise and resources that are within the schools to enable all schools to deliver excellent education for all of the children in their communities.

Diversity: each school’s individual character is valued and the trust’s relationships throughout the partnership are characterised by mutual respect, openness and a commitment to the core purpose of the academy trust.

ALT’s core ambitions are to ensure that: -

The **children** in ALT benefit from the increased learning opportunities created by access to a wider experienced pool of specialist teaching and support staff and a wider range of resources resulting in improved outcomes and life chances for all.

ALT is orientated around **families and carers** and the **community** with enhanced family and carer support including sharing facilities and expertise, improved access to enrichment and support services and a broader range of community services.

The **staff** in ALT benefit from increased opportunities to develop and maintain their high-quality teaching practice by utilising access to greater resources and wider peer networks for sharing best practice.

ALT **schools** improve their operational effectiveness and efficiency by sharing support and expertise.

Together ALT schools are better placed to contribute to the wider system of education across Leicester. Outward facing and forward thinking we continuously look for opportunities to share experience, support others and develop ourselves and others.

1.2 Link to Memorandum of Understanding

This Scheme of Delegation is based on the Memorandum of Understanding (“MOU”) entered into by the first schools to join the Attenborough Learning Trust (“ALT”) in which those schools recognised and embraced their independence within the framework of an academy trust. ALT, and its schools, are committed to ensuring that relationships throughout the Trust are characterised by mutual respect, openness and a commitment to:

- collaborate effectively to ensure the purpose and objectives of the trust are met;
- ensure that there is a rigorous focus on the key areas for improvement in order to achieve the highest standards of academic and personal achievement;
- ensure high quality CPD is developed which benefits all the schools within the trust;
- collectively develop the capability and capacity to support others beyond the trust;
- continue to look to the wider network of local and global education to improve and share practice to create world-class opportunities for our children;
- ensure that the right to a quality education will be evidenced by high standards as agreed by the board of trustees, the CEO and the Head Teachers;
- welcome schools that need support, sharing ours and their expertise openly so that we can contribute to improving education and outcomes more widely for all children.

This Scheme of Delegation will be reviewed at least annually by the Trustees;

- following consultation with the Local Governing Boards; and
- inviting the Members to take part in any discussion; and
- having regard to the Memorandum of Understanding

provided that no amendment shall be made to this Scheme of Delegation without the approval of the Members (save where an amendment is required by statute or by the Secretary of State for Education)

1.3 Governance Structure

The Trust's governance structure consists of Members, Trustees, Central Committees and Local Governing Bodies.

- **Members** are custodians of the constitutions of the Trust. The decisions they make are limited, but fundamental to the character of the organisation. They appoint (most of) the Trustees, and are also able to remove and replace those Trustees. Their authority to make decisions come from the Articles of Association of the Trust, and they are the only people able to change those Articles. Members may not be paid for the role.
- **Trustees** are the directors of the Trust and the statutory governing body for each of the schools in the Trust. They are responsible to the outside world for every single action taken or decision made by anyone on behalf of the Trust. Their authority to make decisions comes from the Articles of Association of the Trust, and they are not able to change those Articles. One of the things the Articles give them the authority to do is to delegate authority for decision making, including delegation to central committees and Local Governing Boards as set out in this Scheme of Delegation. Trustees may not be paid for the role.
- **Central Committees** are made up mostly of people who are also Trustees, but also include some local governors. They are the **Audit and Resources Committee** and the **School Standards and Improvement Committee**. Their authority to make decisions comes from this Scheme of Delegation.

Members, Trustees and the Central Committees must act in the best interest of the whole of the Trust and not represent any one school

- **Local Governing Boards** are established by the Trustees via the authority given in the Articles. Local Governors are appointed, and some of them elected, in order to carry out the function of a governing body for each school. They focus on their school, and their authority to make decisions comes from this Scheme of Delegation. With the exception of the Headteacher and any Staff Local Governors, Local Governors may not be paid for the role.
- **Executive Team** - The Executive Team are those employees of the Trust whose role is to serve all of the schools, initially the Chief Executive Officer and the Director of Finance and Operations. Their authority is derived from their contract of employment and job description, and in some cases through delegation directly from the Trustees or a Central Committee according to this Scheme of Delegation

- **Headteachers School Improvement Group** -The Chief Executive Officer and others invited to attend and such meetings form part of the operational structure of the Trust. The authority of the headteachers' forum is derived from the collective contracts of employment and job descriptions of those attending and not from this Scheme of Delegation.

1.3.1 PRINCIPLES AND PERSONAL ATTRIBUTES

All those elected or appointed to the ALT or Local Governing Boards must fulfil their duties in line with the seven principles of public life set out by the Committee on Standards in Public Life.

(referred to as "the Nolan Principles" and set out in Annex B1);

1.4 Recruitment of Volunteers for Governance Structure

The appointment of Members, Trustees Local Governors and other Central Committee members will be made by a formal recruitment process and following a review and audit of the skills required for the relevant group.

The skills, experience and characteristics preferred by the Trust are set out at Annex A below.

1.5 Approach to Delegation

In keeping with our original MOU, ALT is committed to the unique identity, individual character and ethos of each of our schools, and acknowledges that a single board of Trustees would not be able to provide the level of support and challenge to each of our schools which a Local Governing Board is able to bring.

In the same way that ALT is committed to enabling our staff to develop skills and experience to best support the development of our children, so we want Local Governors who are enabled to support their school in the same way.

The Trustees delegate authority through

- **Governance Structure** – authority is delegated by this Scheme to Central Committees and Local Governing Bodies,
- **Operational Structure** – every staff member uses his or her professional judgement to make day to day decisions according to his or her role.

and that delegation is always subject to members of the Governance and Operational structure acting in accordance with relevant policies, whether such policies apply to the Trust as a whole or to an individual school.

1.6 Intervention (withdrawal or restriction of delegation)

The Trustees remain responsible for every decision made by any staff member, and any element of the governance structure, regardless of whether that individual or group of individuals had the requisite authority to make the decision.

There may be times when a Local Governing Board is unable or unwilling to make decisions consistent with the aims, ethos, values and obligations of the Trust.

In such circumstances, the Trustees, or a group of them, or persons identified by them, will work with the ALT Executive Team, and the Senior Leadership in the school, to provide effective governance during the period of withdrawal or restriction of delegation. The founding schools of the Trust have identified some circumstances in which withdrawal or restriction of delegation would be appropriate which are set out in section “ Withdrawal or restriction of delegation to an LGB”

Such intervention will be proportionate to the issues identified, and the period of withdrawal or restriction shall cease when the Trustees, acting reasonably, are satisfied that the Local Governing Board in question is able to resume full delegation.

2 Members

Members - The role is defined in section “Governance Structure”.

The appointment and regulation of Members is set out in the Articles of Association of the Trust, and in the Academies Financial Handbook published from time to time by the Secretary of State for Education.

ALT shall have at least three Members appointed in accordance with the recruitment policies set out in section 6 of this Scheme of Delegation who shall:

- Appoint further or replacement members as appropriate
- Consider whether any amendment to the Articles of Association is necessary or desirable, ensuring that the executive obtain any required consents to and amendments proposed.
- Appoint external auditors to the Trust, and satisfy itself that the audited accounts represent an accurate portrayal of the Trust
- Appoint and remove Trustees (other than those Trustees who are co-opted in accordance with Article 58), planning for succession and assessing the performance of the Trustees in each year.
- Ensure that the Clerk to the Trustees maintains a register of Members, and a register of Members Interests, available for inspection at the Trust’s registered office
- Ensure that the Academy Trust is carried on in accordance with the objectives of the Trust as set out in the Memorandum of Understanding signed by the founding schools

2.1 Recruitment and Appointment of New Members

Only the existing Members may recruit new Members and in doing so they shall have regard to:

- the skills mix coverage and needs of the trust board
- the gender and diversity balance
- appropriate community understanding and connection with the communities served by the schools
- commitment to the objectives of the Trust as set out in the MOU

With the exception of the Chair of the Trust Board, no Trustee shall be appointed as a Member unless he or she immediately resigns as a Trustee.

The appointment of a new Member shall be made by ordinary resolution and a register of members appointments and resignations shall be maintained at the registered office of the trust by the Company Secretary

2.2 Recruitment and Appointment of Trustees

With the exception of co-options made under article 68, only the Members may recruit Trustees and in doing so they shall have due regard to:

- the skills mix coverage and needs of the trust board
- the gender and diversity balance
- appropriate community understanding and connection with the communities served by the schools
- commitment to the objectives of the Trust as set out in the MOU

No Trustee may also be a Local Governor at an ALT school.

2.3 Re-appointment of Members and Trustees

Where a former or serving Member or Trustee seeks re-appointment at or after the end of his or her term of office the Members shall consider that re-appointment as they would consider a new candidate, but having regard to that person's prior contribution to the Trust.

2.4 Removal of Members and Trustees

Only the Members may remove Members or Trustees appointed by them. They must do so for any of the reasons listed in the articles or for any reason referred to in the Academies Financial Handbook. They may also remove a Member or Trustee where, in the reasonable opinion of a majority of the Members (excluding the Member whose removal is being considered, if applicable) that Member or Trustee is unable or unwilling to contribute sufficiently to the governance of the Trust or no longer committed to the objectives set out in the MOU. In such circumstances the Members may, at their discretion, invite such Member or Trustee to resign.

2.5 Term of Office

There is no fixed term of office for a Member

2.6 Ceasing to be a Member

A Member may resign from office at any time (provided at least one Member remains). The Articles of Association set out the circumstances in which a Member should be removed from office at Articles 15 – 18.

2.7 Meetings of Members

The members shall hold an Annual General Meeting to consider the accounts, appoint (or re-appoint as the case may be) the external auditors

The members shall hold at least 2 further meetings per year or as deemed necessary to perform the duties listed above.

Succession Planning - monitoring of the performance of Members and Trustees, their remaining terms of office, and the recruitment of new and replacement Members and Trustees - shall be a standing item on the Agenda for all meetings.

The Members will consider the Strategic and School Improvement Plans, and the progress made by the Trust against targets included in those plans, at least annually, reporting any observations or recommendation to the Trustees and inviting responses as appropriate.

The Members will consider the extent to which the Trust is carried on in compliance with its Articles and Funding Agreements (and any other legislation, applicable law and guidance referred to therein), and with its own policies at least annually by reviewing the outcomes of internal and external audits, turnover of staff, complaints or grievance received and, in particular by reviewing the nature, degree and duration of any withdrawal or restriction of delegation under this Scheme of Delegation.

The Members shall hold at least one meeting per year open to parents, carers and other stakeholders in the Trust prior to which those stakeholders may submit questions to be answered by the Members and or the Trustees

3 Trustees

Trustees – the Role is defined in section “ Governance Structure”. Trustees are appointed by the Members for a maximum term of four years. Members may re-appoint an individual for a further term.

3.1 Trustee Authority

Trustees are the only group of people with the authority to:

- Approve the audited annual accounts
- Enter into a Funding Agreement with the Secretary of State for Education in relation to a new school
- Enter into a Deed of Variation in respect of a Funding Agreement with the Secretary of State for Education (which includes changing the name, capacity, age range or type of any school within the Trust, acting always in consultation with (or following recommendation by) the relevant Local Governing Board
- Approve and adopt the Strategic Plan
- Approve and adopt the Trust’s annual budget
- Approve and adopt the Trust School Improvement Plan

3.2 All Trustees are required to:

- comply with:
 - the Articles of Association,
 - the terms of reference set herein,
 - The Funding Agreements and the Academies Financial Handbook
 - the code of practice appended at Annex 2 of these terms of reference.
- ensure they understand their duties, rights and responsibilities, and that they are familiar with the function and role of ALT;
- not misuse information gained in the course of their Trusteeship for personal gain, nor seek to use the opportunity of service to promote their private interests or those of connected persons, firms, businesses or other organisations;
- participate actively in the induction process and any relevant training.

3.3 Powers, functions and responsibilities of Trustees

The Trustees are responsible for the governance and supervision of the Academy Trust and its committees (including the Local Governing Boards).

The Trustees have a number of duties and responsibilities relating to the governance of the Academy Trust and its finances.

In summary, the Trustees are responsible for:

- maintaining the vision, mission and values for the Trust;
- carrying on the Academy Trust in accordance with the Objects of the Trust as set out in the Articles of Association and safeguarding the assets of the Trust;
- appointing (and where necessary removing) the trust's executive and holding them to account for the effective performance of the trust
- approving the strategy and structure for the operation of the Trust;
- appointing the school Headteachers and Deputy Headteachers (in conjunction with the CEO, the LGBs)
- the delegation of the running of the schools and the direction of the education, pastoral care, financial and other policies of the schools to the executive;
- ensuring sound management and administration of the Trust by the executive team, and ensuring that the executive is equipped with the relevant skills and guidance;
- financial controls and the financial management of the Trust in accordance with the provisions of the Academies Financial Handbook, which sets out in detail provisions for the financial management of the Trust;
- setting standards of conduct and values, monitoring performance and the achievement of objectives, and ensuring that plans for improvement are acted upon;
- risk management, that is identifying, quantifying and devising systems to minimise the major risks affecting the Trust; and
- ensuring the Trust and the schools are conducted in compliance with the general law.

3.4 Accountability of Trustees

The Trustees are chiefly accountable to:

- the beneficiaries of the Trust (pupils at the schools, their parents and the local community) for the quality of education and pastoral care at the schools, for matters of health and safety and for safeguarding and promoting the welfare of the pupils;
- the DfE, the Education and Skills Funding Agency and specifically the Secretary of State for Education under the terms of the Funding Agreement;
- the Secretary of State for Education (in his or her role as principal regulator in respect of charity matters) for operating the Trust for the public benefit, for the prudent management of the Trust and its financial efficiency, and for compliance with legislation including charities legislation;
- the employees of the Trust for their working environment, and for compliance with the contract of employment and employment law requirements and matters of health and safety; and
- other regulatory authorities for compliance with regulated responsibilities to which the Trust and the schools are subject.

3.5 Conducting Trustees' business

The Trustees are required to:

- act together and in person and not delegate responsibility of the Trust to others;
- act strictly in accordance with the Articles of Association;
- act in the Trust's interests only and without regard to their own private interests;
- manage the Trust's affairs prudently;
- not take personal benefit from the Trust unless expressly authorised by the Articles and the Academies Financial Handbook and in some cases the Charity Commission; and
- take proper professional advice on matters on which they are not themselves competent.

The Trustees should also hold the Executive Team to account. They should offer support, constructive advice, be a sounding board for ideas, a second opinion on proposals and help where needed, but will also challenge, ask questions, seek information and improve proposals where appropriate and at all times act in the best interests of the Trust.

The Trustees shall have regard to the framework for inspecting schools in England under section 5 of the Education Act 2005 (as amended) issued by the Office for Standards in Education, Children's Services and Skills (Ofsted).

The Trustees shall have regard to the Academies Financial Handbook, which shall be circulated to all Trustees and is also available on www.gov.uk.

Each Trustee will be nominated as a 'Link Trustee' for one or more ALT schools. This role is one of communication and a means to enable Trustees to have a closer understanding of the schools in the trust. The Link Trustee role is not a member of the school's Local Governing Board, but they may attend LGB meetings by agreement with the Chair of the LGB.

3.6 Chair of Trustees

The Trustees shall appoint an individual from among their number to act as Chair.

A change of Chair will require a notification to be made to the DfE, including a Disclosure and Barring Service (DBS) disclosure form to be submitted via the DfE.

The main role of the Chair is to chair meetings of the Trustees. He or she also provides leadership to the Trustees and acts as the main point of contact between the Trustees and the executive.

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

3.7 Meetings of Trustees

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

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

- ensure good financial management and effective internal controls;
- comply with the Funding Agreement and the current version of the Academies Financial Handbook (or successor documents);
- receive and consider information on financial performance at least three times a year; and
- take appropriate action to ensure ongoing viability against agreed budgets.

In consultation with the Chair, the Clerk to the Trustees shall prepare an annual plan for the meetings of the Trustees

3.8 Trusteeship and Delegation

Trusteeship (and directorship which necessarily follows) is a personal office of trust and responsibility and this cannot be transferred to another individual. However, in order to ensure the proper management of the schools, the Trustees are able to delegate specific tasks to assist them in carrying out their duties and obligations.

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

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

- non-executive powers must be exercised by the Trustees personally and may not be delegated, for example approving the annual accounts;
- except when it is impracticable to do so, executive powers should be delegated to the Chief Executive Officer and Director of Finance and Operations, who may authorise further delegation; and
- every act of delegation is only a delegation of powers and does not relieve the Trustees of responsibility.

- Delegation can be made to:
 - Central Committees
 - the LGBs;
 - any individual Trustee or a panel of Trustees or Local Governors;
 - the executive (who in turn may delegate to further individuals).

3.9 Parents, Carers and Pupils

Trustees acknowledge the contribution of pupils, parents and carers and will have regard to their views, putting in place arrangements to receive feedback and to respond appropriately. This shall include the election of parents to local governing boards, considering the discussions of pupil groups within each school who meet to discuss issues affecting them, and inviting parents, carers and other community members to a meeting of the Members at least once each year. Trustees will also have regard to those issues discussed at meetings with parents, carers and other community members and in particular consider how the Trust as a whole might support each school in dealing with those issues.

3.10 Risk management

The Charities Statements of Recommended Practice ("the SORP") set out requirements for reporting on the risks to a charity.

The Trustees' report therefore must include a description of the principal risks and uncertainties facing the Trust and any subsidiary undertakings, as identified by the Trustees. The report must also include a summary of the Trustees' plans and strategies for managing these risks. The Trustees must identify specific risks and describe ways to combat each one, rather than making general statements regarding risk management.

The Trustees are therefore responsible for:

- identifying the major risks that apply to the Trust, including:
 - operational risks (employment issues, health and safety, fraud, service quality and development etc.);
 - financial risks (accuracy of financial information, cash flow, reserves, over-reliance on funding sources etc.);
 - external risks (changes in government policy, economic factors, demographic changes, adverse publicity etc.); and
 - regulatory risks (compliance with legislation, changes in policies of the regulators etc.).
- making decisions (based where appropriate on advice from professional advisors) as to how to respond to those risks; and
- making appropriate statements regarding the management of risks in the annual report.

The Audit and Resources Committee supported by the Executive Team, shall prepare a risk register for approval by the Trustees, along with a procedure by which the risk register shall be subject to regular review. The risk register shall have named individuals assigned to manage each area.

3.11 The management of conflicts of interest

The Companies Act 2006 imposes a statutory duty on the Trustees to avoid situations in which they have or could have an interest, which conflicts (or could conflict) with the interests of the Trust. The duty is to:

- declare the nature and extent of any interest in any matter relating to the Trust; and
- avoid any conflict of interest between that interest and the interests of the Trust.

In addition, charity law and guidance issued by the Charity Commission confers obligations on the Trustees to manage any conflict between a Trustee's duty to the Trust and their own personal or business interests or for a Trustee to be influenced by conflicting duties to the Academy Trust and a third party.

3.12 Induction of Trustees

Each new Trustee will be properly inducted to ensure that he / she understands the nature and extent of his / her role and responsibilities. It is the duty of a new Trustee to ensure that he / she is familiar with the Objects of the Trust; its history and ethos and the nature and extent of its activities; and the content of the Trust's Articles of Association.

The Clerk to the Trustees, shall provide each new Trustee with:

- the Trust's Articles of Association
- this Scheme of Delegation
- the Memorandum of Understanding referred to in the Introduction to this Scheme of Delegation

The Clerk to the Trustees shall ensure that any appointment of a new Trustee is notified to the ESFA (via Edubase) within 14 days of the appointment (as required under the Academies Financial Handbook), and shall ensure that the appointment is filed at Companies House with the same time

3.13 Training and development of Trustees

Trustees shall also be kept up to date with developments in the legal and regulatory framework in which the Trust operates.

The Trustees shall ensure that the Trust Board as a whole has the skills and experience needed to perform its functions effectively, and shall have in place a system for evaluating Trustees, with a view to identifying potential gaps in their skills and any requirements for training. Such evaluation shall be carried out annually and reported to the Members.

3.14 Ceasing to be a Trustee

A Trustee will cease to be a Trustee at the end of his or her term of office unless appointed by the Members for a further term.

A Trustee may resign from office at any time provided that at least three Trustees remain.

The Members must remove a Trustee in those circumstances set out at clause 2.4 of this Scheme of Delegation

4 Central Committees

The Trustees have appointed two central committees.

- Audit and Resources Committee
- School Standards and Improvement Committee

4.1 Constitution and Terms of Reference

4.1.1 MEMBERSHIP

The Committees will be appointed by the Trust Board and will comprise no more than nine and no fewer than three people, of whom a majority will be Trustees.

The Board will appoint one of the members of the Committee as its Chair (the Committee Chair).

The Committee will be supported by the Clerk to the Trustees.

Each Committee will have at least one annual meeting, or part of one meeting, with each of the external auditor and the head of internal audit without the senior executives being present.

4.1.2 VOTING

The quorum for each meeting shall be one third of the members of the Committee rounded up.

Decisions of the Committee shall be taken by a simple majority of those present and voting. The Committee Chair will have a casting vote on an equality of votes.

4.1.3 MEETINGS

Each Committee shall meet at least 3 times a year on such dates as shall be determined by the Trust Board from time to time and at such other time as the Trust Company Secretary shall specify at the request of any member of the Committee or Trust Board.

Unless otherwise agreed, notice of each meeting confirming the venue, date and time together with an agenda shall be sent to each member of the Committee and any other person invited or required to attend no fewer than five working days prior to the date of the meeting.

In the event that urgent matters arise between meetings, the Chair of the central committee and CEO would decide upon the best course of action as to whether the committee would be notified via email, telephone or if a face to face meeting is required

4.1.4 MINUTES

The Clerk to the Trustees will minute the proceedings and resolutions of the Central Committees and ascertain, at the beginning of each meeting, the existence of any conflicts of interest and minute them accordingly.

Minutes of each Committee meeting will be sent to all members of the Central Committees and the Trust Board within seven working days of the meeting.

4.1.5 AUTHORITY

Central Committees are authorised by the Trust Board to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any employee and all employees are directed to cooperate with any request made by the Central Committees

The Central Committees are authorised by the Trustees to obtain outside legal or other independent professional advice and to secure the attendance of any person at any Central Committee meeting with relevant experience and expertise if it considers this necessary

4.2 Audit and Resources Committee

4.2.1 MEMBERSHIP

The Trust Board will appoint the following members of the committee:

- Between four and six Trustees
- 3 Local Governors (serving on this committee only)

The CEO and DFO will attend the committee but be non-voting members.

The Committee may ask any other senior executive or Headteacher or Local Governor to attend meetings of the Committee either regularly or by invitation, to provide information.

The duties of the Resources Committee shall be to:

4.2.2 FINANCE

- develop a financial strategy, including a reserves policy, for the Trust and consider policies, procedures or plans required to realise such strategy
- consider the Trust's indicative funding, once notified by the ESFA, and to assess its implications for the Trust, in consultation with the CEO and the Director of Finance & Operations, in advance of the financial year, drawing any matters of significance or concern to the attention of the Trustees
- to receive schools' budgets for approval from the Local Governors
- consider and recommend acceptance/non-acceptance of the Trust's budget to the Trustees
- monitor any variances from the budget and ensure the ESFA is notified as required;
- receive and make recommendations on the broad budget headings and areas of expenditure to be adopted each year, including the level and use of any contingency fund or balances and with particular attention to funding for estates work, ensuring the compatibility of all such proposals with the development priorities set out in the Trust development plan
- liaise with and receive reports from the School Standards and Improvement Committee to make recommendations to those committees about the financial aspects of matters being considered by them, and to consider whether the matters being considered by them should impact on the financial strategy, policies or procedures of the Trust
- monitor and review income and expenditure on a regular basis and ensure compliance with the overall financial plan for the Trust, drawing any matters of concern or any matter which may

materially affect the current or future position of the Trust to the attention of the Trustees

- monitor and review procedures for ensuring the effective implementation and operation of financial procedures, on a regular basis, including the implementation of bank account arrangements and, where appropriate to make recommendations for improvement
- oversee preparation of the annual financial statements by the executive
- ensure the Trust's commercial and fundraising activities are carried out effectively
- examine and review new initiatives for financial development, including fundraising
- oversee significant investment decisions
- monitoring the efficiency of procurement based on a report & recommendations from the DFO/CEO

4.2.3 HUMAN RESOURCES & REMUNERATION

- to consider, determine and keep under review any strategies and policies for human resources and organisational development
- to consider, determine and keep under review effective arrangements for consultation with staff as a whole and for negotiation and consultation with appropriately recognised Trade Unions and/or other representatives.
- to undertake the role of the disputed resolution panel to consider appeals against the Chief Executive Officer or Trust decisions
- to ensure effective measures are in place to promote equality and diversity in employment
- to consider the details of restructuring programs following any necessary approvals in principle by the Trust Board
- to develop strategy and policy in all matters relating to the recruitment, reward, retention, motivation and development of the Trust's staff
- to consider, determine and keep under review a framework or policy for the remuneration, benefits and incentives of the Chief Executive Officer and such other members of the Executive Team as the Trust Board shall from time to time direct
- in determining that framework, to seek evidence of the remuneration, benefits and incentives paid to senior executives in comparable employment within the commercial and voluntary sectors
- to consider the outcome of every appraisal of the performance of the Chief Executive Officer and such other senior executives as the Board shall from time to time direct

- to make recommendations to the Trust Board as to the remuneration, benefit and incentives that should be paid to the Chief Executive Officer and such other senior executives as the Trust Board shall from time to time direct with a view to ensuring that they are encouraged to enhance their performance and are, in a fair and responsible manner, rewarded for their individual contributions to the success of the Trust and its progress towards fulfilling its objectives
- to make recommendations to the Trust Board as to the remuneration, benefits and incentives of newly appointed senior executives
- to determine the policy for and scope of pension arrangements, service agreements for senior executives, termination payments and compensation commitments
- to consider other topics, as defined by the Trust Board from time to time

4.2.4 ESTATES AND HEALTH & SAFETY

- to ensure that the maintenance and development of the Trust's estate is delivered appropriately, that is:
 - with the interests of pupils and learning at the heart
 - pursuing and tapping the benefits of creativity and innovation in all their guises
 - on an objective basis taking account of need and risk
 - in compliance with all relevant professional and regulatory requirements, and
 - within the context of a long-term, strategic and sustainable approach that makes best use of the available resource
- to ensure that effective processes are in place for the quality assurance of the executive's work on estates and capital management and on overall project management of the capital works programme, identifying any areas of concern or untapped potential and overseeing appropriate planning and action by the executive
- to ensure that capital requirements are taken into account in the development, implementation and review of any Trust policies and programmes for reserves and investment
- to identify, initiate, consider and keep under review the fullest range of external sources and avenues for capital funding and to ensure an appropriate pursuit by the executive of options with the best potential
- to scrutinise, review and where appropriate approve relevant policies, including estates-related safeguarding, health and safety issues, where relevant in liaison with other Trustees

4.2.5 AUDIT

The Committee shall ensure that appropriate external audits are conducted annually in respect of health and safety, safeguarding and accounts and that any resultant recommendations are reported to the Trustees and acted upon by the Executive Team

The committee shall also ensure that appropriate internal audits are carried out from time to time so as to satisfy itself that staff and volunteers in the Trust act in accordance with the Funding Agreements (and any other legislation, applicable law and guidance referred to therein), and with trust policies. This will include HR, complaints, financial, procurement and any other processes the committee shall determine should be subject to internal audit, provided that any personal data shall be removed from any file or report used by the committee for this purpose.

4.2.6 SAFEGUARDING

The committee shall have regards to the external safeguard audit

4.2.7 INTERVENTION

The committee shall consider whether any report or other information considered by it should trigger a suspension or restriction in delegation to a Local Governing Board and make an appropriate recommendation to the Trustees.

4.2.8 GENERAL

The Audit and Resources Committee shall also review, on a regular basis, its own performance, constitution and terms of reference to ensure it is operating at maximum effectiveness.

4.3 School Standards and Improvement Committee

4.3.1 MEMBERSHIP

The Trust Board will appoint the following members of the committee:

- Between four and six Trustees
- 3 Local Governors (serving on this committee only)

The CEO will attend the committee but be a non-voting member.

A representative from the Headteachers Group will attend each meeting by invite based on the agenda.

The Committee may ask any other senior executive or Headteacher or Local Governor or an external standards advisor to attend meetings of the Committee either regularly or by invitation, to provide information.

Duties

The duties of the Committee shall be:

4.3.2 STANDARDS

- to monitor performance across all areas
- to ensure that the highest possible standards are set and maintained across the Trust
- to receive a termly report from the CEO regarding standards and performance of the Trust against key performance indicators
- to identify any areas of concern in respect of standards and performance and to implement an action plan with the CEO

4.3.3 CURRICULUM

- to ensure that each school's curriculum is balanced and broadly based
- to scrutinise and review Trust policies for recommendation to the Trustees
- to ensure that effective processes are in place for the quality assurance of teaching and learning, the curriculum, inclusion and the sharing of good practice across the Trust
- to support the CEO in the creation, implementation and monitoring of the Trust's self-evaluation development plan and any post-Ofsted action plans
- to advise the Trustees with respect to targets for student achievement across the Trust

4.3.4 BEHAVIOUR ATTITUDES AND ATTENDANCE

- to ensure that effective arrangements are in place across the Trust for pupil support and representation, for monitoring pupil attendance and for pupil discipline

4.3.5 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

- to ensure that effective arrangements are in place across the Trust for pupils with special educational needs or disability
- to ensure that the Trust is able to demonstrate effective use of Pupil Premium Funding across the Trust
- to review, on a regular basis, its own performance, constitution and terms of reference to ensure it is operating at maximum effectiveness

4.3.6 SAFEGUARDING

- The committee shall, in addition to the external safeguard audit, monitor the implementation of safeguarding policy across the Trust and in particular shall ensure that decisions made in response to disclosures and allegations are reviewed collectively by the designated safeguarding leads from the schools, provided that any personal data shall be removed from any file or report used by the committee for this purpose.

The committee shall consider whether any report or other information considered by it should trigger a suspension or restriction in delegation to a Local Governing Board and make an appropriate recommendation to the Trustees.

4.4 Ad Hoc Committees and Panels

Members, Trustees and Local Governors will be prepared, from time to time to serve on ad hoc committees and panels to carry out specific tasks such as

- Recruitment of staff a member or volunteer
- Investigation of a complaint, grievance or disciplinary matter (in relation to ALT or any of its schools)

- Supporting a Local Governing Board during a suspension or restriction in delegation
- Overseeing the conversion of a new school to ALT

And the remit of any such panel or committee shall be determined either by the relevant ALT policy or by the Trustees.

5 Local Governing Boards: Constitution and Remit

5.1 Composition

Each Local Governing Board shall include:

- the Headteacher of the School
- at least two elected parents
- at least four more local governors appointed with reference to a skills audit

(who may include other elected or appointed staff in addition to the Headteacher so long as no more than 1/3^d of the total number of local governors on each Local Governing Board are people employed by ALT).

Each LGB shall have a Chair and a Vice-Chair neither of whom may be employed by ALT.

All local governors shall be appointed by the Trust Board following election or recommendation from the LGB as appropriate.

All Local Governors shall, unless stated otherwise at the time of appointment, be appointed for a term of four (4) years. Subject to remaining eligible to be a Local Governor and any Local Governor may be reappointed or re-elected at the end of his or her term.

Every person wishing to become a Local Governor will be required make disclosures for the purposes of a criminal records check by the Disclosure and Barring Service, and to sign a declaration of acceptance and of willingness to act as a Local Governor for the relevant school and to uphold its character and ethos.

5.2 Commitment of Local Governors

Local Governors are asked to:

- prepare for and make an active contribution at meetings of the LGB;
- champion the school, and the Trust, in the local community;
- familiarise themselves with the ALT and the School's policies;
- visit the school both during school hours (with prior arrangement with the Headteacher) and for evening events to get to know the school and to be visible to the school community;
- attend training sessions for Local Governors, where possible.
- Ensure attendance at least 75% of meetings

To act in the best interests of the school at all times, without promoting personal or self-interests

5.3 Stakeholder voices

LGBs are expected to have regard to the voices of their various stakeholders (especially pupils, parents and staff) and to put in place arrangements to receive feedback and to respond appropriately. As well as the election of parents to local governing boards, LGBs will consider the discussions of pupil groups who meet to discuss issues affecting them have regard to those issues discussed at meetings with parents, carers and other community members and in particular consider how they might support the school in dealing with those issues.

5.4 Induction of Local Governors

Each new Local Governor will be properly inducted to ensure that he / she understands the nature and extent of his / her role and responsibilities. It is the responsibility of the Local Governing Board and school to provide a suitable induction process for new Governors.

5.5 Appointment and particular responsibilities of Local Governors

The LGB is responsible for identifying new local governors through appropriate routes – i.e., recruitment or election, and for proposing Local Governor appointment recommendations to the Trust Board for appointment. Such nominations/recommendations would not be unreasonably refused.

5.5.1 LGB CHAIR

The Chair is appointed by the Local Governing Board.

Term of office for the Chair should be a minimum of one year, and no more than 2 years without re-appointment at the end of that term.

The LGB Chair and the Headteacher will plan the work of the LGB for the year.

The responsibilities of the LGB Chair include the following:

- to chair meetings of the LGB;
- to set the agenda for meetings with the Headteacher and LGB Vice-Chair;
- to report to the Trustees in writing following any LGB meeting, if requested;
- to give an oral summary of the LGB's deliberations, if requested, at meetings of the Trust Board; and
- to provide a link between all of the ALT LGBs by attending and participating in meetings and events of the LGB Chair's as may be agreed from time to time.

5.5.2 LGB VICE-CHAIR

The LGB Vice-Chair is appointed by the Local Governing Board.

Term of office for the LGB Vice Chair should be a minimum of one year, and no more than 2 years without re-appointment at the end of that term.

The responsibilities of the LGB Vice-Chair include the following:

- to deputise for the LGB Chair in his or her absence;
- to set the agenda for meetings of the LGB with the LGB Chair, if requested; and
- to provide a link between the LGB and the Trust Board.

In the absence of both the LGB Chair and the LGB Vice-Chair at a meeting, the LGB will elect a temporary LGB chair from among their number.

5.5.3 STAFF LOCAL GOVERNORS

The responsibilities of the Staff Local Governors are to help reflect the interests and opinions of teaching and non-teaching staff at the school to the LGB and to act in concert with the other Local Governors in the best interests of the school

Parent Local Governors for each LGB shall be elected in accordance with the process set out below:

- When a vacancy arises, the LGB will write to all parents of pupils at the school seeking nominees for the vacancy. Nominees will be asked to provide a short statement about why they are interested in being a Local Governor and their background and experience that makes them suitable for the role.
- In the event that the number of nominees equals or is less than the number of vacancies on the LGB, the LGB may choose to appoint all (or any) of those nominated.
- If there are more nominees than places available, the LGB will write to all parents of pupils at the School asking them to vote for their preferred candidate.

A Parent Local Governor should be a person not employed by ALT who is the parent or carer of a registered pupil at the school, or where this is not reasonably practical, the parent or carer of a child registered at another ALT school or where this is not reasonably practical the parent or carer of a child of compulsory school age.

The responsibilities of the Parent Local Governor are to help reflect the interests and opinions of the Parent Board of the school to the LGB and to act in concert with the other Local Governors in the best interests of the school.

If a parent Local Governor takes paid employment at ALT then he or she must step down as Parent Local Governor with immediate effect.

5.5.4 ASSOCIATE LOCAL GOVERNORS

The Local Governing Board may invite other people to provide specific skills, knowledge and/or experience to the Local Governing Board and/or any sub-committee. The scope and length of service shall be agreed with the LGB Chair of Governors but will not exceed the normal term of office for a Local Governor.

Such persons may not vote at meetings, and their attendance must be recorded in the minutes and published. If a person attends, or is invited to attend, LGB meetings or committee meetings for a period exceeding one school term then that person's details will be published with the details of the other Local Governors. Such individuals may be referred to as "Associate Local Governors".

Each LGB shall ensure that persons other than those formally appointed or elected as Local Governors do not exceed one third of attendees at any meeting.

5.6 Other responsibilities

Each LGB shall appoint from among its members individuals with specific responsibilities which shall include:

- a Local Governor with responsibility for special educational needs and inclusion;
- a Local Governor with responsibility for safeguarding;
- a Local Governor with responsibility for statutory grants (including pupil premium);
- a Local Governor with responsibility for health and safety; and
- a Local Governor with responsibility for finance.

5.7 Clerk to the Local Governing Board

The Clerk to the LGB is an employee of, or person contracted to provide services to, the Trust and shall be appointed according to the Trust's usual recruitment processes provided that he or she will not be eligible for appointment as a Staff Local Governor. In the absence of the Clerk, the LGB shall elect a replacement for the meeting (who may be a Local Governor).

The responsibilities / functions of the Clerk to the LGB are as follows:

- convene meetings of the LGB including sending notices and papers of meetings;
- attend meetings of the LGB and ensure minutes are produced;
- maintain a register of members of the LGB including their terms of office and report any vacancies to the LGB, ensuring this information is on the School's website and ensuring that the school's governor details in Edubase are up-to-date;
- maintain a register of any relevant personal or business interests of LGB members, and ensuring a summary is published on the school website and shared with the Clerk to the Trust Board;
- maintain a register of Local Governors' attendance at meetings and report on non-attendance to the LGB;
- report to the LGB as required on the discharge of the Clerk's functions; and
- perform such other functions as shall be determined by the LGB from time to time and consistent with the terms upon which the Clerk is appointed.
- Provide effective administrative support to the governing board and its committees.

5.8 Ceasing to be a Local Governor

A Local Governor's term of office will be terminated if:

- any event or circumstance occurs which would disqualify him or her from the office of Trustee under the Articles were he or she to hold such office;
- he or she has, without the consent of the LGB, failed to attend LGB meetings for a continuous period of six months, beginning with the date of the first such meeting he or she failed to attend and the Chair and the Vice Chair agree that the term of office should be terminated;
- he or she resigns from office
- he or she is removed from office by the Trust Board.

5.9 Convening meetings of the Local Governing Board

At least one full LGB meeting must be held each full School term.

The Clerk to the LGB shall give written notice of each meeting and circulate an agenda and any reports or other papers to be considered at the meeting at least seven clear days in advance of each meeting. However, where the LGB Chair determines there are matters demanding urgent consideration, it shall be sufficient if the written notice of the meeting states that fact and the notice, copy of the agenda and other papers are given within such shorter period as the LGB Chair directs.

The Local Governors may invite persons who are not Local Governors (such as a member of a committee, any trustee, any employee, any pupil, any professional adviser and any experts of any kind) to attend the whole or part of any meeting for purposes connected with the meeting.

The convening of a meeting and the proceedings conducted at meetings shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda.

5.10 Voting at meetings of the Local Governing Board

The quorum for meetings of the LGB and for any vote on a matter at such meetings is one half of the total number of Local Governors in office at that time (rounded up to the nearest whole number), [provided that if more than one third of the Local Governors present are employees of the Trust then those present who are such employees shall not count towards a quorum to the extent that they exceed one third of the total. If the meeting is still quorate, then that Local Governor shall not vote on any matter during the meeting.

e.g., if you have 12 local governors, 7 are present, but 3 of those are employees of the Trust, one of the employees will not count towards a quorum.

A meeting shall be terminated if the number of Local Governors present ceases to constitute a quorum. Where a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, the Chair may decide to transfer those items on to the agenda for the next scheduled meeting, or, if one or more of the items is urgent, a further meeting shall be convened by the Clerk as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was so terminated.

Any Local Governor shall be able to participate in, and be counted as present at for the purposes of the quorum, meetings by telephone or video conference provided that the LGB has access to the appropriate equipment and provided that, if after all reasonable efforts it does not prove possible for that Local Governor to participate by telephone or video conference, the meeting may still proceed with its business provided it is otherwise quorate.

Every question to be decided upon at a meeting of the LGBs shall be determined by a majority of the votes of Local Governors present and voting on the question.

Where there is an equal division of votes, the Chair has a casting vote.

The Local Governing Board may continue to act when it has vacancies for particular types of Local Governor, but, if the number of Local Governors means that it cannot achieve a quorum it cannot do anything other than act to appoint more local Governors.

A resolution in writing, signed by all Local Governors entitled to receive notice of a meeting shall be valid and effective as if it had been passed at a meeting duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more Local Governors and may include an electronic communication by or on behalf of the LGB indicating his or her agreement to the form of resolution providing that the Local Governor has previously notified the LGB in writing of the email address or addresses which the Local Governor will use.

5.11 Interests of Local Governors

Local Governors shall complete a register of their relevant personal and business interests, which shall be reviewed annually and published in summary on the School's website and notified to the Clerk to the Trustees.

Any Local Governor who has any duty or personal interest that conflicts or may conflict with his or her duties as a Local Governor shall:

- disclose that fact to the LGB as soon as he or she becomes aware of it. A Local Governor must absent himself or herself from any discussions of the LGB in which it is possible that a conflict will arise between his or her duty to act solely in the interests of the School and such duty or personal interest;
- withdraw from any meeting for that item unless expressly invited to remain in order to provide information;
- not be counted in the quorum for that part of any meeting; and
- withdraw during the vote and have no vote on the matter.

5.12 Committees of the Local Governing Board

The LGB may establish committees to carry out certain functions of the LGB by forming a sub-committee. The LGB must determine the constitution, membership and terms of reference of any committee it decides to establish and review them annually.

The establishment of any new committees, other than a regular two committee structure with remits on educational standards and finance/resources or temporary, ad hoc committees required to deal with specific issues, must be notified in advance to the Trustees by sending a copy of the draft Terms of Reference to the Clerk to the Trustees. This will ensure that delegation remains transparent in line with the Academies Financial Handbook.

5.13 Minutes

Attendance at each LGB meeting, issues discussed and recommendations for decisions shall be recorded in writing. The draft minutes shall be forwarded by the Clerk to the LGB as soon as is reasonably practicable after the meeting to the Clerk to the Trustees. After the minutes have been approved and signed by the LGB Chair at the next meeting of the LGB, they shall be made publicly available in school or published on the school's website, and a copy of the signed minutes sent to the Clerk to the Trustees.

5.14 Delegation to the LGB

The LGB shall have the roles set out in this section and any other role that the Trustees agree shall be carried out by the LGB and that is communicated in writing to the Chair of the LGB.

5.15 General

The governance of the School is delegated to the LGB who may exercise the powers of the Trust in so far as they relate to the school, save those decisions referred to in this Scheme of Delegation as being reserved to the Members or Trustees, or in which the Members or Trustees must, according to this Scheme of Delegation, participate.

Local Governors acknowledge that the duties and responsibilities in relation to the operation of the Trust sit with the Trust Board and as such the Trust Board is entitled:

- to overrule a decision of the LGB; and/ or
- to remove delegated powers from an LGB

if (in their reasonable opinion) they consider it to be in the best interests of the School or the wider Trust, and as defined in “Withdrawal or restriction of delegation to an LGB”

5.16 Financial matters

The LGB shall assess the annual budget for the subsequent financial year prepared by the school's Headteacher and senior leadership team and submit the budget to the Audit and Resources Committee for recommendation in accordance with the timeline specified by the Governance calendar.

Subject to the paragraph below, the LGB shall have the power to allocate funds of the Trust which relate to the school as it considers in the best interests of the school and in accordance with the Trust's Finance Manual/Handbook and the Procurement Policy. The LGB shall have regard to:

- the Objects of the Trust and the restrictions attached to any grant funding;
- the school's developmental priorities as set out in the school improvement plan; and
- financial sustainability.

In line with their duties and responsibilities as trustees and directors, the Trustees shall be entitled to determine that a proportion of the budget in respect of the school be held centrally for the following reasons:

- to be allocated to the provision of central services received by the school;
- to be allocated to the agreed reserve for the provision of such services

5.17 Key functions of the LGB

The LGB is asked to carry out the following functions:

5.17.1 GOVERNANCE

- To champion the ALT vision and values in the school and to ensure the wellbeing of the pupils
- To protect and develop the character, mission and ethos of the school reflecting the wider character, mission and ethos of the Trust
- To ensure that the school has a vision for its future and a robust strategy for achieving it
- To appoint (and remove) from its number, the LGB Chair, LGB Vice-Chair and Local Governors with specific responsibilities for special educational needs and inclusion, safeguarding, statutory grants (including pupil premium), health and safety and financial matters.
- To review, amend and scrutinise the implementation of the policies of the school (in line with any Trust prescribed policy).
- To implement a means whereby the school can receive and react to pupil, parental and staff feedback.
- To establish and maintain a positive relationship with the members of the local community that contributes to the objectives of the school and or the ALT and the outcomes and opportunities for children.

5.17.2 FINANCE AND CONTRACTS

- To appoint a Local Governor (or sub-committee) responsible for Finance
- To recommend the annual budget for the School for submission to the Audit and Resources Committee
- To monitor the School's delegated budget and ensure that any variances are reported to the Resources Committee for approval
- To ensure that income, expenditure and cash flow of the school is properly managed
- To ensure proper financial controls are observed at the school
- To ensure that a register of Local Governors' business and personal interests is maintained and published
- To ensure provision of free school meals to those pupils meeting the criteria
- To approve entering into contracts up to the limits of delegation and within an agreed budget
- To support the Trust Board in its monitoring and evaluation of the delivery of any central services/functions provided/procured by the Trust.

5.17.3 CURRICULUM AND STANDARDS

- To approve the curriculum proposed by the Headteacher (to the extent that it is consistent with the Trust-wide policy)
- To ensure effective processes are in place for monitoring the quality assurance of teaching and learning, the curriculum, inclusion and the sharing of good practice across the school
- To monitor the KPI figures reported from the Headteacher relating to standards
- To develop, monitor and approve the School Improvement Plan
- To appoint a Local Governor responsible for SEN and inclusion
- To review and maintain the school's SEN policy consistent with any Trust-wide policy
- To provide oversight of the implementation of the SEN policy within the school and compliance with the Disability Discrimination Act requirements.

5.17.4 SAFEGUARDING

- To appoint a designated governor for safeguarding
- To adopt the ALT safeguarding and child protection policy for the school and monitor/ensure its implementation
- To ensure the completion of the single central record.

5.17.5 BEHAVIOUR

- To review and maintain a behaviour policy for the school in line with any Trust prescribed policy
- To convene a committee to review the exclusion of a pupil by the Headteacher.

5.17.6 ADMISSIONS

- To undertake consultation, publish admissions and determine arrangements consistent with the ALT admissions policy, as required in accordance with the School Admissions and Appeals Codes
- To decide for determining admissions and hearing admission appeals
- To ensure effective arrangements are in place for pupil recruitment
- To contribute to the development of the School prospectus.

5.17.7 PUPIL RELATED MATTERS

- To review attendance and pupil absences (as part of the KPI report)
- To appoint a Local Governor responsible for statutory grants including pupil premium
- To monitor the impact of the pupil premium in the School
- To monitor the impact of other ring-fenced grants such as the Sports Premium
- To adopt the ALT Complaints policy
- To hear complaints at the relevant stage
- To ensure effective arrangements are in place for pupil support and representation at the school
- To support the Trust and the Headteacher in any extended school provision in the school.

5.17.8 STAFFING

Staff Local Governors may not take part in any discussion relating to the recruitment, deployment, performance, conduct or pay of any other staff member

- To lead the process to appoint the Headteacher as requested by the ALT CEO (acting with the delegated authority of the Trustees) such process always to include both the CEO and a Trustee on any selection panel. Performance management of the Headteacher will be led by the CEO, in partnership with the local governing board (usually the Chair), and where appropriate with the support of an external Raising Achievement partner.
- To support the Headteacher in the development and review (from time to time) of an appropriate staffing structure for the school in line with agreed budgets, and for the appointment of school staff to ensure that the school is fully staffed in accordance with that structure
- To ensure that there is effective communication with the Headteacher.
- To ensure that the Trust's policies on all HR matters are implemented in the school
- To monitor the implementation of the Trust's policies at the school for HR matters including the appointment, induction and performance management of staff, pay review process and procedures for dealing with disciplinary matters, grievances and dismissal, and to take part in those procedures for the Trust as appropriate in Information management and communication
- To ensure the effective implementation of the data protection policies and procedures in the school, and in particular for each Local Governor, not to download or retain any personal or otherwise confidential data on any device not belonging to the school / Trust.
- To ensure systems are in place at the school for effective communication with pupil, parents or carers, staff and the wider community including the support of a local parent teacher association (if established) and in line with the Trust's strategy and Scheme of Publication.

5.17.9 HEALTH, SAFETY, RISK AND ESTATES

- To appoint a Local Governor responsible for health and safety
- To review the risk register of the School and prepare a Risk report for the Audit and Resources Committee
- To adopt a health and safety policy for the School in line with the Trust-wide policy
- To review the implementation of the above policy and ensure that appropriate risk assessments are being carried out in the School
- To conduct site inspections to review any health and safety issues and the security of premises and equipment.

6 Withdrawal or restriction of delegation to an LGB

6.1 Triggers of Intervention

Attenborough Learning Trust is committed to the principles of collaboration and school-to-school support. The Trust is an open and honest partnership where challenge is welcomed by all. We strive to make sure that through the sharing of expertise and resources we promote our ethos and culture of supportive challenge and school improvement. Leaders are expected to be open about the strengths and areas for development for their school.

ALT assumes that the local governors are best placed to provide the support and challenge to their headteacher to sustain performance and address challenges in their school, but also recognises and seeks to pre-empt challenges in capacity.

The Trustees must take appropriate action to tackle and resolve issues in capacity in an LGB for the benefit of the children within the Trust. Areas of need and challenges are likely to be identified from the following:

- External inspections or verification visits such as Ofsted, HMI, Annual Performance Dialogue.
- An unexplained drop in pupil data or pupils not on track with targets
- High levels of teaching and learning and assessment requiring improvement
- Significant issues relating to the behaviour of children
- Falling number of pupils on rolls, beyond the local trend
- The school being at risk of facing significant financial difficulty
- Staffing issues, including recruitment, retention and absence

An Annual Performance Dialogue and Risk Assessment will be carried out with all schools and monitored at least termly. This will inform the level of support required by the school. In the spirit of our leadership culture, the willingness of the school to engage with school improvement activity and the leadership capacity necessary to drive these improvements in the school will be evaluated as part of the risk assessment process.

6.2 Intervention strategy

Our strategy will operate at three levels, which are set out below, together with the schedule of monitoring of actions arising from the Annual Performance Dialogue and Risk Assessment. At every level, the opportunity will be given to the Headteacher and Local Governors to provide contextual information and narrative to the process.

Core support is provided to all schools where outcomes remain above national average in all key measures.

Interventions triggers are not highlighted in the Annual Performance dialogue and Risk Assessment. Schools readily engage in the programme of support and challenge.

- Regular 1:1 line management meetings for heads with CEO
- Regular HT group meetings to share best practice, identify issues and share solutions
- Headteacher annual appraisal and mid-point review meeting
- Peer reviews
- Annual internal review
- Business and finance group meetings DFO/school finance staff
- Access to leadership programmes for all staff
- Access to coaching and mentoring
- Facilitation and support for MAT wide leadership groups e.g. safeguarding and SENDCo
- Regular teach meets to share best practice
- Joint INSET programmes
- Governor support programme
- NQT programme and Induction/support for new Headteachers and Senior Leaders
- Attendance officer working across all schools

Additional support is provided for schools where the Annual Performance dialogue and Risk Assessment highlights issues within the following indicators. The CEO is accountable and works with the school to resolve these and informs the trust board of status at each meeting

If a school is causing concern the CEO will work with the head more regularly, through CEO additional support visits and broker additional support for the school from within the trust or from external sources. The SIP will be closely monitored, and clear actions against time scales agreed at line management meetings.

Support may be:

- Financial monitoring visits from DFO
- CEO additional support visits
- Trust led internal review of areas causing concern
- Support from an effective leader from another school
- Additional support from the CEO
- Mentoring from an LLE/NLE
- Additional support from consultants
- Programme of visits to other schools for key personnel
- Staff placed on support programmes with a personalised CPD package
- Governor training

Intervention triggers:

- The performance of a sub cohort of students falls below, or is at risk of falling below, the national average
- The gap for disadvantaged widens or is at risk of widening
- Attendance thresholds are or are at risk of being breached
- Increased % of teachers being less than good
- The performance of a subject falls below, or is at risk of falling below, the national average
- There is a budget deficit forecast/negative cash flow forecast highlighted by internal financial audit
- There is a safeguarding/behaviour concern
- There are leadership capacity issues
- Fall in student or staff wellbeing
- Fall in role contrary to local trends
- Increase in parental complaints
- Staff recruitment/ retention issues
- Policy breaches
- Any other threats to a school's performance deemed by the trust to warrant further exploration

Intensive support is provided where the CEO is accountable, and trust board are directive if a school is reluctant to engage

Intervention triggers:

- The school is below, or at risk of becoming below the floor standard in a key measure
- The school is graded as requires improvement at Ofsted inspection point
- The school is coasting, or at risk of becoming coasting
- There is a forecast or actual deficit budget/school is unable to achieve financial stability
- There is a serious breach of safeguarding
- There is no Headteacher
- Significant fall in number of pupils on roll
- Significant turnover of staff
- Weak governance
- Cash flow issues
- Failure to follow internal financial procedures
- Safeguarding and behaviour proving a significant risk.

Actions:

- Internal / external review of the area causing concern.
- Action plan agreed and monitored monthly, to be implemented against clear targets and timescale to be achieved.
- Contracting in an external consultant
- Deployment of a senior leader from another school to work in the school needing support
- Enhanced capacity through the secondment of a strong practitioner from another school
- CEO/DFO to work in the school for an agreed number of days per week
- Deployment of a headteacher from another school
- The opportunity to change governance and loss of delegated authority

6.3 Annual Performance Dialogue and Risk Assessment

All ALT schools take part in the Monitoring and Development Schedule, and the table below sets out how this participation changes during a period of withdrawn or restricted delegation.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core support - fixed schedule	<p>1:1 line management meetings for heads with CEO</p> <p>Peer reviews</p> <p>Business and finance group meetings DFO/school finance staff</p>	<p>HT group meetings to share best practice, identify issues and share solutions</p> <p>Headteacher annual appraisal and mid-point review meeting</p>	<p>1:1 line management meetings for heads with CEO</p> <p>Peer reviews</p> <p>Business and finance group meetings DFO/school finance staff</p>	<p>HT group meetings to share best practice, identify issues and share solutions</p> <p>Headteacher annual appraisal and mid-point review meeting</p>	<p>1:1 line management meetings for heads with CEO</p> <p>Peer reviews</p> <p>Business and finance group meetings DFO/school finance staff</p>	<p>HT group meetings to share best practice, identify issues and share solutions</p> <p>Annual internal review/ Self-evaluation and improvement summary</p>
Core support – flexi schedule	<p>Access to leadership programmes for all staff</p> <p>Access to coaching and mentoring</p> <p>Facilitation and support for MAT wide leadership groups e.g. safeguarding and SENDCo</p> <p>Regular teach meets to share best practice</p> <p>Joint INSET programmes</p> <p>Attendance officer working across all schools</p> <p>NQT programme and Induction/support for new Headteachers and Senior Leaders</p> <p>Governor support programme</p>					

<p>Additional support - fixed schedule</p>	<p>CEO additional support visits Monthly financial monitoring visits from DFO</p>	<p>CEO additional support visits Monthly financial monitoring visits from DFO</p>	<p>CEO additional support visits Monthly financial monitoring visits from DFO</p>	<p>CEO additional support visits Monthly financial monitoring visits from DFO</p>	<p>CEO additional support visits Monthly financial monitoring visits from DFO</p>	<p>CEO additional support visits Monthly financial monitoring visits from DFO</p>
<p>Additional support - flexi schedule</p>	<p>Trust led internal review of areas causing concern Support from an effective leader from another school Additional support from the CEO Mentoring from an LLE/NLE Programme of visits to other schools for key personnel Additional support from consultants Staff placed on support programmes with a personalised CPD package Governor training</p>					
<p>Intensive support - fixed schedule</p>	<p>Action plan agreed and monitored monthly</p>	<p>Action plan agreed and monitored monthly</p>	<p>Action plan agreed and monitored monthly</p>	<p>Action plan agreed and monitored monthly</p>	<p>Action plan agreed and monitored monthly</p>	<p>Action plan agreed and monitored monthly</p>
<p>Intensive support - flexi schedule</p>	<p>Elements of core and additional support to be delivered as part of action plan Internal / external review of the area causing concern. Contracting in an external consultant Deployment of a senior leader from another school to work in the school needing support Enhanced capacity through the secondment of a strong practitioner from another school Monitoring via CEO and School Improvement Group to be reported to the Standards Committee</p>					

Appendices

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ANNEX A

The Skills of Governance

A1 – DESIRED SKILLS AND EXPERIENCE OF THE MEMBERS

- Business
- Education
- Public bodies
- Legal
- Community
- Corporate Governance
- Strategic

A2 – DESIRED SKILLS AND EXPERIENCE OF THE TRUSTEES

- Corporate Management
- External Educationalist / School Improvement
- Finance / Accounting / Audit
- HR / people Management / Organisation design
- Legal / Compliance
- Estates
- Previous Governance experience / corporate Governance
- Risk
- Change Management / Transformation / Turnaround
- Entrepreneur / Start-Up / Growth Management
- Marketing, PR & Communications
- Health / Social / Third Sector
- IT

ANNEX B

Nolan Principles

B1 – THE 7 PRINCIPLES OF PUBLIC LIFE

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.