

THE RUTLAND LEARNING TRUST

Working Together
Sustaining Excellence
Transforming Learning

Scheme of Delegation 2019/20

Terms of Reference



THE RUTLAND LEARNING TRUST



Working Together
Sustaining Excellence
Transforming Learning

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THE RUTLAND LEARNING TRUST

Providing outstanding education for all pupils – today and tomorrow!

First-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.

By

Working Together
Sustaining Excellence
Transforming Learning

“Every Part Depending on Each Other”

In 1 Corinthians 12, St Paul famously compares the Christian community to the human body. Our eyes couldn't do much if we had no hands, and our head wouldn't get very far if we had no feet. In the same way, we don't get very far by trying to do Christ's work alone! To carry out our mission, we need every bit of our body to work together, because each of us has gifts and our part to play.

“our bodies have many parts, and God has put each part just where he wants it. ... In fact, some parts of the body that seem weakest and least important are actually the most necessary. ... This makes for harmony among the members, so that all the members care for each other. If one part suffers, all the parts suffer with it, and if one part is honoured, all the parts are glad.” (1 Corinthians 12)

Vision

Our shared vision for the Rutland Learning Trust is to provide outstanding education for all pupils; first-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.

By **Working Together** to **Sustain Excellence** and **Transform Learning** we believe that we can improve outcomes for all children. By working in this way, we know that every child will be valued, cared for and have the very best chance to excel and achieve their potential. We seek high levels of attainment and achievement across a broad, creative and inspirational curriculum. Memorable learning experiences are at the heart of all we do. Every child deserves to be successful and our role is to help them blossom and believe everything is possible!

As a dedicated team of teachers, support staff, governors, parents and families we work with love, professionalism and commitment on behalf of all pupils to provide educational provision of the very highest quality.

Aims

The Rutland Learning Trust aims to...

- Promote real, genuine and planned collaboration - **Working Together**.
- **Sustain Excellence** - raise standards of achievement for all pupils.
- **Transform Learning** - provide world-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.

The Rutland Learning Trust is values driven and educationally led; it aims to provide first-class education and care that allows every child to reach their potential; it recognises the importance of high quality teaching and learning. It operates a robust school improvement system, with the ultimate aim of doing something exceptional for children in our care. All pupils will feel safe and all will be supported, whatever their needs.

The Rutland Learning Trust aims for all of its schools or academies to be outstanding. This means outstanding outcomes for all children; innovative, enthusiastic, well-trained staff that provide high-quality teaching, learning and assessment experiences every day, and pupils that leave education well-prepared for the next step of their lives.

The Rutland Learning Trust aims to contribute positively to the self-improving school-led system in education across this locality. We are committed to adding real value to the community, helping it become even more effective in order to achieve the very best for all pupils. We believe in true collaboration; working in partnership, investing in people and building capacity for long term, sustainable success.

Christian Ethos

Christian values and practice are at the heart of our shared life as Church of England Schools and they shape an enquiring and respectful approach to everything we do. We have strong, well-established links with our local churches that contribute regularly to our schools programmes and we seek to learn about and from other faith-traditions in today's world.

Our Christian Values

"The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law." (Galatians 5:22-23)

Through our Christian commitment...

- We provide a warm, caring and Christian atmosphere in which children feel happy and secure and therefore receptive to learning.
- Children gain an understanding of the Christian faith and what it means to be part of the world wide Anglican family.
- We promote the Christian values of: kindness, patience, faithfulness, unselfishness, honesty, forgiveness, loyalty, trust, empathy and love as shown to us through the teachings of Jesus.
- Children develop social, spiritual and emotional awareness through these teachings.
- Children are taught to be sympathetic to the needs of others in society, to conduct their lives with honesty, pride and respect for all and to form valued and lasting relationships through experience of Christian teaching and practice.
- Children receive a broad, balanced and inspirational education, including the exploration of faith questions that will provide the basis of a successful, informed life.

The Rutland Learning Trust is immensely proud of the team - a dynamic, high performing and talented community. There is tremendous team spirit - we are all committed to the success of each of our schools and we always put the children's best interests first.

Across all of our schools we encourage pupils to be inquisitive and passionate about their learning. We strive to develop confident, creative, self-assured, positive young people who love to learn, contribute and to achieve. Our inclusive learning environment also teaches our pupils to celebrate differences, help one another and promote a culture of tolerance and mutual respect. Our vision for each child is that they will work towards their personal best, in a caring atmosphere, which reflects the inclusive British and Christian values of our Academies.

Our Academies

- Provide a broad, balanced and inspirational - *knowledge rich* curriculum for all children
- Produce independent thinkers and learners who are ready for 21st Century Learning: Resilient, Responsible, Resourceful, Risk Taking, Reflective and Respectful learners.
- Develop confident, creative, self-assured, collaborative pupils who love to learn, to contribute and to achieve.
- Encourage pupils to be inquisitive and passionate about their learning.
- Cultivate a desire within our children to protect and care for the environment and contribute positively to the local community of which they are members.
- Encourage all pupils to grow in stature, confidence and self-esteem through encouragement, reward and recognition.
- Provide a wide range of extra-curricular and enrichment activities to enhance and deepen skills.
- Foster a healthy competitive attitude, a desire to be successful, a commitment to fair play and to appreciate and enjoy the pleasure of taking part.
- Ensure all children reach their full potential by providing relevant and challenging technological educational experiences.
- Strengthen partnerships with families so that they feel fully involved in their child's education.
- Teach the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs – underpinned by our Christian values.

Our strategy is ambitious and exciting; it is to ensure schools within the Rutland Learning Trust are 'Outstanding', not only in terms of an Ofsted judgement, but also in the eyes of our learners, staff, families and our wider community members.

Vision	<div><div>The Rutland Learning Trust</div><div>Providing outstanding education for all pupils – today and tomorrow!</div><div>World-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.</div></div>						Vision Overview 2018-2020		
Aims	Working Together <i>(Real, genuine and planned collaboration)</i>		Sustaining Excellence <i>(Raising standards of achievement)</i>		Transforming Learning <i>(Improving the quality of teaching and learning, curriculum and use of assessment)</i>				
Objectives	*Strengthen Governance and Leadership at all levels		*Empower leaders to fully articulate their distinctive Christian vision for their schools		Refine our Pupil Premium Strategy		Enhance our Trust Enrichment Programme	Embed the 6Rs and school values to develop ‘Learning Character’ in all pupils	
	*Promote strategic growth of the Trust		*Raise standards of attainment and achievement for all pupils		*Ensure high quality teaching				
	Strengthen partnerships with families so that they feel fully involved in their child’s education.		Ensure the Rutland Teaching School Alliance provides effective school improvement		Strengthen our Inclusion Strategy	Stretch and challenge pupils of all abilities MASTERY and GREATER DEPTH	Improve our approach to curriculum planning, assessment and reporting: Planning and Assessment		
Financial Aims	Value for Money		Effectiveness		Sustainability				
Critical Success Factors	Demand <i>Pupils numbers, reputation and credibility</i>		Growth <i>10 – 12 schools over three years</i>		Funding <i>National funding formula, sponsorship, grants</i>		Effective resource management <i>Staffing, central services, procurement</i>		
Values	The Rutland Learning Trust promotes high achievement and learning for life through our commitment to PERSONALISED LEARNING and the 6Rs. Alongside our Christian and British values, vision and ethos, this underpins everything we do.								

Our strategy is underpinned by 'The Nine Pillars of Greatness'

- Shared vision, values, culture and ethos of high expectations of all members of the school community
- Inspirational leadership at all levels throughout the Trust
- Exceptional teaching, learning and use of assessment
- A relentless focus on engaging and involving pupils in all aspects off school life



- Personalised and highly effective CPD
- A stimulating and inclusive environment and climate for learning
- A rich and creative - knowledge based curriculum within and beyond the classroom
- High quality partnerships and networks
- Robust self-evaluation, data analysis and collective review

Nolan principles

ALL INDIVIDUALS ARE REQUIRED TO ACT IN ACCORDANCE WITH THE NOLAN PRINCIPLES FOR CONDUCT IN PUBLIC LIFE:

SELFLESSNESS

Governing Body Members should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.

INTEGRITY

Governing Body Members should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

OBJECTIVITY

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

ACCOUNTABILITY

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

OPENNESS

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

HONESTY

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

MANAGEMENT

Holders of public office should promote and support these principles by Management and example.

General principles

It is The Rutland Learning Trust’s stated intention and preference that:

The Trust Board and Local Governing Bodies will work collaboratively and in partnership at all times.

The Trust Board will make decisions, following consultation with Local Governing Bodies, on matters which will affect all academies in the trust: Local Governing Bodies will make decisions on matters which will affect individual academies.

Local Governing Bodies and Head teachers of academies in the trust should be as autonomous as possible and have as much freedom as possible.

Local Governing Bodies and Head teachers will have maximum delegation of responsibility and decision making for the strategic direction and day-to-day operation of their academies *unless there is a cause for concern*.

The Trust Board will put in place effective arrangements for monitoring and evaluating the performance of Local Governing Bodies and academies.

The Trust Board will take action, including the full or partial withdrawal of delegated authorities to individuals, groups and Local Governing Bodies should the individual, group, or Local Governing Body, fail to carry out their duties and responsibilities effectively.

The governance arrangements of good schools/academies joining the trust (as agreed through due diligence) will remain in the main unchanged except where changes are required in order to comply with legal or statutory requirements, or to ensure optimal effectiveness of the Rutland Learning Trust.

The Trust Board will fully consult Local Governing Bodies on proposals for composition, membership, structure terms of reference for Local Governing Bodies and sub-committees, on arrangements for the recruitment and appointment of governors, and on arrangements for the introduction of the trust’s multi-academy governance arrangements before any decisions are made.

The Trust Board will fully consult Local Governing Bodies before putting in place any arrangements which directly affect Local Governing Bodies and individual academies and before taking any decisions on policy or procedural matters.

Local Governing Bodies will report regularly and frequently to the Trust Board and will make available all relevant data and information on performance.

Governance structure and lines of accountability

When a school first joins the Trust, LGBs and their governors transition to the new structure as they are. Where LGBs need to appoint new governors, the Trustees, in consultation with LGBs, ratify all new governor appointments. The Diocese must also approve the appointment of Foundation Governors in the case of Church of England Schools. The Trustees have the right to appoint additional governors where appropriate and to remove governors. More information about local governor recruitment, application forms and appointments is available on the Trust website.

All RLT academies will have a Local Governing Body to which a range of decisions is delegated.

Where the Trustees have concerns about the performance of any of the academies within the Trust, their initial response would always be to offer support from within the Trust – with a view to maintaining current levels of delegation.

In some circumstances the Trustees may appoint additional governors as a means of supporting decision-making within schools. However, the Trustees have the right to determine in certain circumstances that a Local Governing Body should have reduced decision-making powers.

This will be unusual; a decision to remove delegated authority from a Local Governing Body will be made according to criteria outlined below. Where a school joins the Trust as a sponsored academy, however, a restricted scheme of delegation may also be considered / implemented until the school meets a range of criteria for re-instatement of delegated powers.

Factors which may influence the Trustees decision about the level of delegation to each Local Governing Body include:

- School performance - attainment and achievement
- A recent Ofsted/DfE report
- Financial and administrative performance
- Leadership and governance capacity and capability
- Safeguarding and wellbeing concerns
- Health and safety issues
- Significant parental concerns/complaints

The Rutland Learning Trust is committed to transparency in reporting. This means that reports about academies are shared with its LGB. Likewise, LGB minutes are reported to the Board of Trustees.

With Trust's School Improvement Team, the LGB supports the Trustees' in identifying and addressing areas of concern in the academy. Where Trustees are concerned about an academy, a Trustee Champion and the CEO will meet with representatives of the LGB to discuss the issue. The LGB would have an opportunity to consider and respond to any formal proposals for potential changes to the scheme of delegation made by the Trustees, which would then be considered in a meeting of Trustees and LGB. Proposals for change might include additional support, additional governors, replacement governors, partial or full withdrawal of delegation.

This scheme of delegation is the expected arrangement for all RLT academies. In any individual situation where the Trustees determine to vary delegation, a specific schedule would be set for the circumstances of the school concerned. Where serious situations arise suddenly, such as gross financial mismanagement, a serious breach of safeguarding obligations or an adverse Ofsted inspection (any judgement less than good), Trustees will act swiftly to review delegated powers.

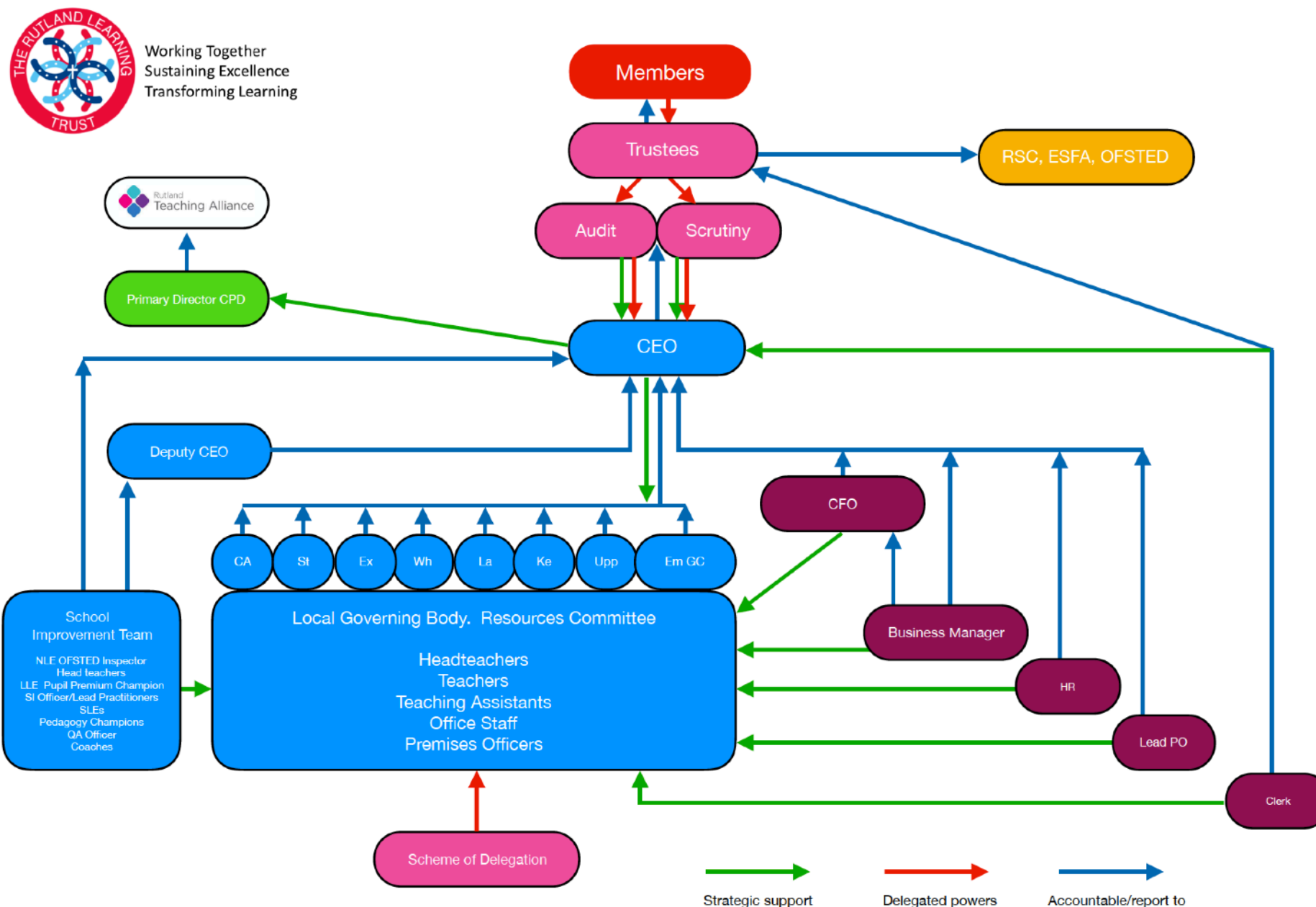
For those academies with local level delegation of decision-making powers:

Local Governing Body (LGB) responsibilities may include deciding certain policies, monitoring whether the school is working within the agreed Trust and statutory policies, whether standards are being met and if the money is being well spent. The LGB will use its detailed knowledge and engagement with stakeholders to ensure that its school is being well served by the Trust - and has direct access to the Board through the CEO or Trustee Champions if there are concerns.

The CEO and academy Head teachers

In this Scheme of Delegation (SoD) the Trustees delegate responsibility for the performance of the Trust, including the performance of the academies within the Trust, to the chief executive officer (CEO). 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 with support from an independent external adviser, appointed by the Board. In this scheme of delegation, the Trust Board delegates responsibility for the performance management of academy principals to the LGB, in accordance with Trust policy and with the full involvement of the CEO and/or an independent external adviser, appointed by the Trust Board.



Rutland Learning Trust. Governance Structure

The role of the Members

The members of the Trust have a different status to Trustees. Originally, they will have been the signatories to the memorandum of understanding 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 Trustees the members can appoint to the Trust Board. The members appoint Trustees to ensure that the Trust's charitable object is carried out and so must be able to remove Trustees 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 Trustees, in order to retain a degree of separation of powers between the members and the Trust Board, and in line with DfE current expectations, only one member may be a Trustee. In RLT's case that is the Chair of the Trust Board. Employees of the academy Trust are not permitted to be members.

In the Rutland Learning Trust the majority of Members will be appointees of, or representatives from, the Peterborough Diocese Church Schools Trust.

- The Peterborough Diocese Church Schools Trust
- Two individuals appointed by the Peterborough Diocese Church Schools Trust
- The Chair of Trustees
- An additional Member appointed under Article 16.

Article 16 allows the Members to appoint and remove an Additional Member, with the written consent of the Diocesan Board of Education.

Our 5 Trust Board Members

- Peterborough Diocese Church Schools Trust – Corporate - Representative Member:
Peter Cantley
- Two individuals appointed by the Peterborough Diocese Church Schools Trust:
Alexandra Martin, Peter French
- The Chair of Trustees:
James Saunders
- An Additional Member appointed under Article 16:
Ed Burrows

The Role of the Trustees (or Directors)

The Trustees are the charity Trustees (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 Trustees is the accountable Committee for the performance of all schools within the Trust and as such must:

1. Ensure clarity of vision, ethos and strategic direction
2. Hold the executive 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

Because Trustees are bound by both charity and company law, the terms 'Trustees' and 'directors' are often used interchangeably. We use the term Trustee as it avoids the possible confusion caused when executive leaders are called directors but are not company directors and Trustees. The Trust Board is permitted to exercise all the powers of the Academy Trust. The Trust Board will delegate to the chief executive responsibility for the day to day operations of the Trust. The Trustees can determine whether to delegate any governance functions.

In an emergency, the functions which the Board has reserved to itself for decision may be exercised by the Chair, after having consulted with one other Board Member or the Chief Executive. The Chair is required to report any actions or decisions so taken to the next formal meeting of the Board for ratification, with an explanation of why the emergency decision was required.

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

The Trustees may establish committees either with delegated authority to make decisions or to provide advice and support, informing the overall work of the Trust Board. However, these committees are not legally accountable for statutory functions – the Trust Board retains overall accountability. T

The responsibilities of these Board committees are set out in their Terms of Reference: **Scrutiny, Audit, CEO Appraisal, Safeguarding.**

Trustees	Audit Committee	Scrutiny Committee	CEO Appraisal	Safeguarding Trustee
Rev James Saunders (Chair) David Evans (Vice Chair) Adrienne Holland (Vice Chair) Nicole Topham Kristi Withers Anna Raine Amanda Sergeant Peter French Ian Blackburn Emma Keith Rob Gooding CEO Graham Kirby CFO	David Evans (Chair) Kristi Withers Anna Raine Amanda Sergeant Ian Blackburn Rob Gooding CEO Graham Kirby CFO	Adrienne Holland (Chair) Nicole Topham Rev James Saunders Peter French Emma Keith Rob Gooding CEO	James Saunders Nicole Topham Adrienne Holland	James Saunders
TRUSTEES are appointed based on their particular skill set: LEADERSHIP, PEDAGOGY, FINANCE, BUSINESS, PERSONNEL, CURRICULUM, COMMUNICATION, LEGAL and STRATEGY. ABILITY TO DEVELOP THE CHRISTIAN ETHOS, MARKETING.				

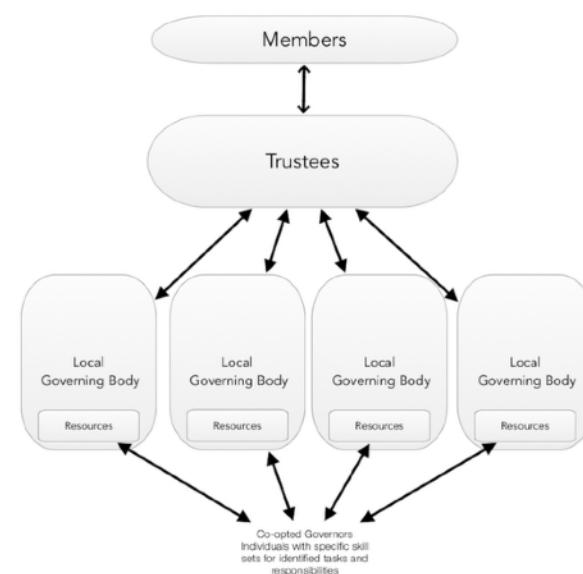
The role of Local Governing Bodies

Individuals who sit on local governing bodies (LGBs) are referred to as 'local governors'. This is because Trustees can delegate governance functions to the local level.

The continuous focus on Teaching and Learning and high standards requires local governors (particularly Chairs of Governors) to be able to interpret data and monitor performance expertly.

Composition

- Chair
- Vice
- Executive Head teacher/Head teacher
- Staff member
- At least 2 parents
- At least 3 Foundation Governors (St Nicholas must maintain a Foundation Governor majority overall)



Local Governing Body

The LGB meets at least 4 times a year

A LGB Resources Committee meets at least 4 times a year to consider – Health and Safety, Finance, Personnel, Premises.

The responsibilities and authorities of Local Governing Bodies are set out in the Scheme of Delegation.

The core purposes of the Local Governing Body are:

- To provide advice, support and challenge to the headteacher in leading the school, helping all its pupils to thrive, guarding its ethos and managing its relationship with its community;
- To work with the Trust CEO on the performance management of the headteacher;
- To report annually to the Trust Board on the school's achievements and areas for development.

The role of an LGB is an important one. It is to provide focused, authentic governance for the Academy at a local level, which does not duplicate the role of the Trustees. The LGB monitors the Academy's key performance indicators and acts as a critical friend to the Headteacher and the Academy's senior leadership team, providing support and challenge where appropriate.

The LGBs carry out their functions in relation to their respective Academy on behalf of the Trust Board and in accordance with policies determined by the Trust Board.

The act of delegation from the Trust Board to the LGBs is a delegation of powers and duties, not a delegation or shedding of responsibilities.

The responsibilities and authorities of Local Governing Bodies are set out in the Scheme of Delegation.

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 holds academy Head teachers to account and can performance manage the executive and academy Head teachers. Where the performance management of the academy Head teacher is delegated to a Local Governing sub-committee (LGB) this will be with the full involvement of the CEO and /or an external adviser appointed by the Trust Board and in accordance with Trust policy. 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. In this role the CEO will have the power to challenge decisions made by Local Governing Bodies and may seek reconsideration of those decisions. The CEO leads the School Improvement and Central team of the Academy Trust. The CEO will delegate aspects of the executive management functions to the Central Business Team: CFO, Business Manager, HR Manager, Lead Premises Officer.

The Role of the Academy Head teacher

The academy Head teacher is responsible for the day to day leadership and management of the academy as outlined in their job descriptions.

The academy Head teacher remains the lead professional in the academy and reports to the LGB on matters which have been delegated – and may have responsibilities delegated to them by the LGB. This scheme delegates responsibility for the annual performance management of the academy Head teacher to the CEO, to be undertaken in accordance with Trust policy and with the full involvement of the Local Governing Sub-Committee and/or external adviser appointed by the Trust Board.

Rutland Learning Trust: Scheme of Delegation May 2019 – Unrestricted Delegation

Area of Accountability		Members	Trustees	CEO CFO	Local Governing Body LGB	Academy Head Teacher
Governance	Appoint and remove members	✓				
	Role descriptions for members	✓				
	Appoint Chair and Vice Chair of Trust Board		✓			
	Appoint a Trust Company Secretary, and Clerk to the Trustees.		✓			
	Appoint a Clerk to the Local Governing Bodies		✓	<A	<A	<A
	Approve the appointment of Local Governors to LGB		✓	<A	<A	<A
	Approve the appointment of Foundation Governors to LGB		✓ Diocese	<A	<A	<A
	Approve the appointment of Governors to LGB Resource Committees - ensuring the skills profile includes: Finance, HR, H&S and Business acumen		✓	<A	<A	<A
	Remove Local Governors from the LGB		✓	<A	<A	<A
	Select and remove from appointed Local Governors: Chair, Vice-Chair, Governors - including those with specific responsibilities for SEND, Child protection, Safeguarding, Pupil Premium, Financial matters.		✓	<A	<A	<A
	Carry out roles and responsibilities of Governance in line with the Governance Code of Conduct.		✓	✓	✓	✓
	Chair and CEO performance - 360* review - every two years		✓			
	RLT vision, aims and strategy: agreeing key priorities and key performance indicators against which progress towards achieving the vision can be measured.		✓	<A		
	Academy (school) vision, aims and strategy: agreeing key priorities and key performance indicators against which progress towards achieving the vision can be measured.			A>	✓	<A

Key

Members	Trustees	Local Governors	Advice	Direction of Advice
✓	✓	✓	A	<>

Members	Trustees	CFO CEO	LGB	HT
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Systems and Structures	Agree and review the Articles of Association.	✓				
	Receive an annual report from the Trustees and the CEO on the Multi Academy Trust's performance.	✓				
	Review and amend: <ul style="list-style-type: none"> the Scheme of Delegation the Terms of Reference for the Trust Board the Constitution and Terms of Reference of the LGBs and their Resources Committees 		✓	<A		
	Review and amend the Terms of Reference for any other locally determined LGB committees or working parties				✓	
	Determine the name of the Academy		✓	<A	<A	<A
	Determine the educational character, mission and ethos of the Multi Academy Trust.		✓	<A		
	Approve expansion of academy (PAN)		✓	<A	<A	<A
	Approve extension of Academy provision e.g. Nursery		✓	<A	<A	<A
	Determine, review and amend the policies of the Multi-Academy Trust - refer to policy schedule		✓	<A		
	Ensure that the school has robust school development plan which aligns to the priorities of the Trust			A>	✓	<A
	Review and amend the policies of the Academy (in line with any relevant RLT template policy).			A>	✓	<A
	Succession planning for Trust Board and Local Governance		✓	<A>	✓	<A
	Succession planning for CEO and Headteachers		✓	<A>	✓	
	Agree a calendar of Trust Board meetings		✓	<A		
	Agree a calendar of LGB meetings		✓	<A>	✓	<A
	Agree Academy terms and holidays		✓	<A	<A	<A
	Undertake an annual audit of Trustee and Governor skills		✓		✓	
	Undertake an annual self-review of Trustee and Governor skills		✓		✓	

Key

Members	Trustees	Local Governors	Advice	Direction of Advice
✓	✓	✓	A	<>

Members	Trustees	CFO CEO	LGB	HT
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Reporting						
	Trust governance details on Trust website: ensure			✓		
	Academy Governance details on academy website with link to Trust website: ensure				✓	<A
	Register of all interests: business, pecuniary, loyalty for members/Trustees/committee members: establish and publish			✓		✓
	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 on work of the LGB in line with Trust Board requirements - as part of the school SEF			A>	✓	<A
	Termly Leadership Reports to LGB and Trustee Champions			A>	✓	<A
	Approve Trust Attendance Policy		✓	<A		
	Auditing and reporting arrangements for matters of compliance: Safeguarding, H&S, Employment, Website, Data capture			A>	✓	<A
	Monitor the impact of Pupil Premium expenditure				✓	<A
	Monitor the impact of Sports Premium expenditure				✓	<A
	Quality Assurance/ School Improvement Reports Notes of Visit			A>	✓	<A

Key

Members	Trustees	Local Governors	Advice	Direction of Advice
✓	✓	✓	A	<>

Members	Trustees	CFO CEO	LGB	HT
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Financial probity						
	To appoint external auditors		✓	<A		
	To appoint internal auditors.		✓	<A		
	Respond to auditor's management letter		✓	<A		
	To sign off annual accounts and reports.	✓	✓			
	To approve the financial scheme of delegation.		✓			
	To appoint an audit committee.		✓			
	To approve the annual budget for the Trust (including the schools) and approve any significant changes to that budget		✓			
	Propose a 3-year school budget in line with guidance from the Trust CFO			CFO>	A>	✓
	Propose an annual school budget in line with guidance from the Trust CFO			CFO>	A>	✓
	Trust and School's Scheme of Financial Delegation: establish and review delegated limits		✓	<CFO		
	CEO pay award: agree		✓	<CFO		
	Academy Head teacher pay award: agree			A>	✓	
	To report on contracts which constitute related party transactions: up-to delegated limits		✓	<A		
	Approve Budget Forecast Return BFR Approve Budget Forecast <u>Return out-turn</u> BFR)		✓	<CFO		
	Approve Trust central budget 3 Year Plan and annual plan		✓	<CFO		
	Approve Pay Policy		✓	<CFO		
	Approve the Academy charging and remissions policy			CFO>	✓	<A
	Annually approve Central Services expenditure: 3-year plan		✓	<CFO <CEO		
	Agree and approve central services expenditure: Top Slice and yearly expenditure		✓	<CFO <CEO		

Key

Members	Trustees	Local Governors	Advice	Direction of Advice
✓	✓	✓	A	<>

Members	Trustees	CFO CEO	LGB	HT
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Curriculum and Standards

Approve academy performance targets		✓	<A>	✓	<A
To approve a Trust-wide curriculum and assessment framework. RLT Curriculum Vision for all schools: The Big Picture		✓	<A	<A	<A
To approve a trust-wide school improvement strategy		✓	<A		
With the Headteacher, develop, monitor and approve School Improvement Plans which aligns with academy and Trust key priorities.			A>	✓	<A
Approve Academy curriculum and assessment policies Intent, Implementation and Impact			A>	✓	<A
Approve Academy Teaching and Learning policy			A>	✓	<A
Approve Academy Relationships and Sex Education Policy			A>	✓	<A
Approve Academy RE and Collective Worship Policy			A>	✓	<A

SEND

Determine a Trust-wide SEND policy statement		✓	<A		
Appoint a Local Governor responsible for SEN and inclusion.			A>	✓	<A
Review and maintain the Academy's SEN and Equalities policy (consistent with any Trust-wide policy).			A>	✓	<A
Adopt a Trust-wide Equality Policy and ensure compliance with the requirements of the Equalities Act.		✓	<A>	✓	<A

Key

Members	Trustees	Local Governors	Advice	Direction of Advice
✓	✓	✓	A	<>

Members	Trustees	CFO CEO	LGB	HT
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Safeguarding						
	Adopt a Trust-wide Safeguarding and Child Protection policy.		✓	<A		
	Adopt a Trust-wide policy regarding school visits.		✓	<A		
	Promote a robust safeguarding culture in all Trust Academies.		✓	✓	✓	✓
	Appoint a designated Trustee and governor for safeguarding.		✓		✓	
	Adopt the safeguarding and child protection policy for the Academy and monitor/ensure its implementation.				✓	<A
	Ensure the completion of the single central record and its regular up-dating.			Clerk	✓	<A

Behaviour						
	Approve an Academy Behaviour policy.				✓	<A
	Review the use of exclusions across the Trust		✓	<A		
	Convene a committee to review any exclusion of a pupil.				✓	

Admissions						
	Adopt a Trust-wide admissions policy.		✓			
	Undertake consultation, publish admissions and determine arrangements that are consistent with the admissions policy, as required in accordance with the School Admissions and Appeals Codes.			A>	✓	<A
	Determine admissions and decide admission appeal process according to the Trust Admissions Policy			A>	✓	
	Ensure effective arrangements are in place for pupil recruitment.				✓	

Key

Members	Trustees	Local Governors	Advice	Direction of Advice
✓	✓	✓	A	<>

Members	Trustees	CFO CEO	LGB	HT
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Other Pupil-Related Matters						
	Receive a termly report from the CEO regarding standards.		✓	<A		
	Receive a termly Leadership report from the academy headteacher regarding standards (to include progress toward achieving KPIs, attendance and the impact of the Pupil Premium and Sports Grants)				✓	<A
	Approve the curriculum proposed by the Head teacher (to the extent that it is aligned to the vision and values of the RLT)			A>	✓	<A
	To ensure effective processes are in place for developing, monitoring and evaluating: the quality of T&L, the curriculum, use of assessment, inclusion and the sharing of good practice across the Academy and Trust			A>	✓	<A
	Approve the school's School Improvement Document/ Plan ensuring it aligns with academy and trust key priorities.			A>	✓	<A
	Approve the Trust-wide Complaints Policy and receive reports from the Central Team regarding the level of complaints across the Multi Academy Trust.		✓	<A		
	Review attendance and pupil absences (as part of the KPIs).		✓	<A	✓	<A
	Approve exceptional bans from the premises of any persons, ensuring that the relevant protocol is adhered to.				✓	<A

Key

Members	Trustees	Local Governors	Advice	Direction of Advice
✓	✓	✓	A	<>

Members	Trustees	CFO CEO	LGB	HT
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Staffing						
	Define any overarching management structures across the Multi Academy Trust.		✓			
	Undertake the Performance management and pay of CEO acting through the Audit/ Pay Committee		✓			
	Undertake Performance management and pay of Academy Head teacher			A>	✓	
	Adopt Trust-wide HR policies and procedures		✓	<A		
	Appoint, suspend and dismiss the CEO acting through a committee.		✓			
	Appoint, suspend and dismiss the executive leaders (excluding the CEO) acting through a committee.		✓	<A		
	Appoint, suspend and dismiss the Executive/Head teacher/Head of School/Deputy		✓	<A	<A	
	Appoint, suspend and dismiss teaching or support staff		A>	A>	✓	<A
	Conduct the Performance Management of the Academy Head teacher			A> External	✓	
	Agree an appropriate staffing structure for the Academy.			A>	✓	<A
	Approve the adjustment (appointment, removal and contract changes) of Academy staffing arrangements which do not require a financial settlement.				✓	<A
	Approve any removal/termination of contracts of academy staffing requiring any form of financial settlement (up to delegated limits)		✓	<A	<A	<A
	Ensure that there is effective communication between the Headteacher and the CEO.		✓		✓	

Key

Members	Trustees	Local Governors	Advice	Direction of Advice
✓	✓	✓	A	<>

Members	Trustees	CFO CEO	LGB	HT
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Information Management and Communication					
	Adopt data protection policies and procedures to cover: <ul style="list-style-type: none"> the requirement to notify individuals as to how information is to be used safe storage of data according to the GDPR and other legal or regulatory requirements. 		✓	<A	
	Adopt Trust-wide IT related policies and procedures		✓	<A	
	Ensure the effective implementation of the data protection policies and procedures in the Academy.			✓	<A
	Ensure effective systems are in place for communication with pupils, parents or carers, staff and the wider community.			✓	<A
	Ensure that the Academy websites are compliant with the law/ statutory guidance and are up to date.			✓	<A

Health and Safety, Risk and Estates					
	Review and monitor risk management for the Trust and maintain a Trust risk register.		✓		
	Approve insurance arrangements.		✓		
	Review and maintain a buildings strategy and asset management planning arrangements.		✓		
	Approve an Academy health and safety policy.			✓	<A
	Adopt a Trust-wide lettings policy.		✓		
	Appoint an LGB sub-committee member responsible for health and safety.			✓	<A
	Review the Academy Risk Register and prepare a regular Risk Report for the Board of Trustees.			A>	<A

Key

Members	Trustees	Local Governors	Advice	Direction of Advice
✓	✓	✓	A	<>

Criteria for retaining full delegated authority include:

- Grade 2 (Good) or above Ofsted rating
- Standards are at or above national average.
This will be considered at the Trustees' discretion.
- Systems and procedures in the Academy exist which prioritise high quality teaching and learning and continuous school improvement.
- Leaders are able to independently and confidently:
 - Identify key priorities for the school with a clear and compelling vision for school improvement
 - Create a school improvement plan sharply focused on specific and appropriate actions
 - Monitor and evaluate the impact of actions against key performance indicators
- The school is fully and appropriately staffed.
- The school has a sustainable budget plan in place. day to day budgetary controls are adequate, reserves are at an approved level.
- A full complement of Local Governors is in place on the LGB, with appropriate skills and capacity, capable of providing quality support, challenge and feedback to the academy and the Trust Board.
- There are no concerns relating to the safety of pupils or staff at the academy

Delegated authority for any or all of the roles and functions of the Local Governing Body according to the above criteria is exercised at the discretion of the Trustees.

If a school is placed into an OFSTED Category of 'Requires Improvement' or below the Trustees will:

- Consider an external review of Governance
- Consider an external review of Pupil Premium Funding/ Sports Funding
- Review the RLT scheme of delegation (with the Chair of Trustees and Chair of Governors) to reflect emerging needs and competencies
- Ensure the CEO attends each LGB meeting in an advisory/ consultancy capacity
- Create an OFSTED action plan using the RLT RI template
- Allocate a Trustee to further 'champion' the school.
- Review the school improvement offer to include termly quality assurance activities

Criteria for restricting delegated authority include:

- Grade 3 (Requires Improvement) or below Ofsted rating.
This will be considered at the Trustees' discretion.
- Declining and inconsistent standards.
This will be considered at the Trustees' discretion.
- Underperformance is not routinely challenged.
- Systems and procedures in the Academy do not prioritise high quality teaching and learning and continuous school improvement. There is insufficient capacity to improve the school without significant leadership or executive support from the Trust.
- Monitoring and evaluating lacks tenacity, precision and rigour.
- Quality assurance activities indicates school's self-evaluation is inaccurate and monitoring processes lack rigour.
- External moderation indicates assessment processes are inaccurate and do not consistently match outcomes at the end of each key stage.
- School is not fully and appropriately staffed.
- **The school does not have an appropriate budget plan** in place. day to day budgetary controls are not adequate, reserves are well below approved or target level.
- A full complement of Local Governors with appropriate skills and capacity, capable of providing quality support, challenge and feedback to the academy and the Trust Board is not in place on the LGB.
- Justifiable concerns have been raised regarding safeguarding or pupil behaviour.
- There is a significant increase in justifiable parental concerns and complaints.

Delegated authority **for any or all** of the roles and functions of the Local Governing Body according to the above criteria is exercised at the discretion of the Trustees. Delegated authority may be returned for any section of the Scheme of Delegation at the discretion of the Trustees and according to the relevant criteria.

Criteria for re-instating delegated authority include:

- Grade 2 (Good) or above Ofsted rating.
- Self-evaluation is accurate.
- Standards are improving. This will be considered at the Trustees' discretion.
- Systems and procedures in the Academy exist which prioritise high quality teaching and learning and continuous school improvement, provide for sufficient challenge and feedback and enable support to be accessed from the academy leadership and Trust teams where necessary.
- School is fully and appropriately staffed.
- The school has a sustainable budget plan in place. day to day budgetary controls are adequate, reserves are at an approved level.
- A full complement of Local Governors is in place on the LGB, with appropriate skills and capacity, capable of providing quality support, challenge and feedback to the academy and the Trust Board.
- There are no concerns relating to the safety of pupils or staff at the academy.
- There are high levels of parental satisfaction.

Delegated authority may be returned for any section of the Scheme of Delegation at the discretion of the Trustees and according to the relevant criteria.

Process for review

Under normal circumstances a process of consultation would be undertaken with the LGB before any amendment to delegation was implemented. However, where necessary to respond to urgent issues, the restriction of delegation remains at the Trustees' discretion.

Additional support and reduced delegation

Where concerns begin to gradually arise or emerge about a school, the Trust's initial response will be to support the Headteacher and LGB in addressing issues. There will be transparency in reporting about a school - so any advice to Trustees sought from RLT School Improvement Team or external consultants is shared with the school concerned. If concerns persist and/or there is limited progress, the CEO will recommend to Trustees a plan for a schedule of reduced delegation. It may be that concerns are discussed and monitored with HTs as it is the HTs' role to lead local governors and ensure they understand their roles as local governors in a multi-academy trust.

The process below is indicative of the potential stages of how avenues of support are sought before reduced delegation is considered (some or all of these stages may be missed out and in many instances a task group may not be necessary).

Any approach used would be bespoke to each situation and LGBs could be able to make their case known if any disagreement arose in a Trust's decision to take this route. Their views would be heard in writing at the next available meeting of the full board. However, the decisions made and ratified by the Trustees would be final.

It may be that only some areas have reduced delegation and timeframes could be very different in different circumstances.

In all cases the return of delegation would aim to be as swift as possible. Systems and processes would be put in place to support governors to work back towards full delegation again.

Review process for suspension of delegated authority

A Local Governing Body in dispute over any aspect of delegation, may, through the Chair, make their case in writing to the Board of Trustees for consideration at its next available meeting. **In all cases, local governors will be given a minimum of 5 days' notice to request a review.** Trustees should respond within 20 days. Any serious breaches of the Nolan Principles and/or trust policy may be reported to the DfE and/or the EFSA. **Pending a review, any suspension would continue.**

Process

1. Initial concerns

Concerns shown from monitoring or support requested by the school.

Concerns shared with the CEO, Trust Champion and Chair of Trustees.

A letter would be sent to the Chair/Head outlining the cause for concern and explain why the academy is a high, medium or low priority school.

2. Informal Discussion

CEO meets with any/all HT/Senior Leaders/Local Governors to discuss the concerns. CEO procures support and monitors progress through: Quality Assurance / School improvement visits - internal and external support; Notes of Visits, LGB minutes; Leadership reports, Finance Reports/Data Capture activities. CEO attends all LGB meetings in an advisory/ consultancy capacity.

Support may include appointing additional governors to the LGB.

Where the situation escalates or little improvement made, CEO formally reports to the Chair of Trustees and establishes an RLT Task Group.

3. RLT Task Group

CEO organises a Task Group: CEO; CFO/SBM (if appropriate); Trustee Champion and Chair/Vice of Trustees; Chair and Vice Chair of Governors and if appropriate HTs or Local Governors.

CEO co-ordinates formal support and creates an action plan with clearly defined milestones/KPIs in consultation with the HT.

Task Group reviews scheme of delegation and may recommend reduced delegation.

4. Ongoing support

Task Group reviews progress - termly (Autumn, Spring, Summer).

CEO co-ordinates response of more formal support with an action plan and clearly defined timeline.

With progress in key areas - and improvements are considered sustainable, delegations are moved back to LGB.

5. CEO and Head teacher reports to the LGB and RLT Board

- Lesson Learnt.

- Full scheme of delegation in place.

Appendix 1

Members

Please also refer to
Scheme of Delegation

The role of the Members

The members of the Trust have a different status to Trustees. Originally, they will have been the signatories to the memorandum of understanding 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 Trustees the members can appoint to the Trust Board. The members appoint Trustees to ensure that the Trust's charitable object is carried out and so must be able to remove Trustees 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 Trustees, in order to retain a degree of separation of powers between the members and the Trust Board, and in line with DfE current expectations, only one member may be a Trustee. In RLT's case that is the Chair of the Trust Board. Employees of the academy Trust are not permitted to be members.

In the Rutland Learning Trust the majority of Members will be appointees of, or representatives from, the Peterborough Diocese Church Schools Trust.

- The Peterborough Diocese Church Schools Trust
- Two individuals appointed by the Peterborough Diocese Church Schools Trust
- The Chair of Trustees
- An additional Member appointed under Article 16.

Article 16 allows the Members to appoint and remove an Additional Member, with the written consent of the Diocesan Board of Education.

Our 5 Trust Board Members

- Peterborough Diocese Church Schools Trust – Corporate - Representative Member:
Peter Cantley
- Two individuals appointed by the Peterborough Diocese Church Schools Trust:
Alexandra Martin, Peter French
- The Chair of Trustees:

Appendix 2

Trustees - up to 12

The trustees are responsible for the same 3 core governance functions performed by the governing body in a maintained school: setting the direction, holding the Chief Executive Officer to account and ensuring financial probity. 3 Trustees will also form an Audit Committee and 3 Trustees will form a Scrutiny and Policy Committee.

Academy Trusts are charitable companies and the trustees are company directors and must comply with company law requirements. The duties are largely the same as those of a governor of a maintained school, such as regularly attending meetings, managing conflicts of interest, seeking advice from the academy's leadership team and ensuring the academy has appropriate procedures in place for reporting financial information.

The model articles state that the Chair of the Board of Trustees will also be a member, thereby ensuring a link between the 2 layers. However, while trustees can also serve as members, the most effective governance models recognise that the members are responsible for holding the trustees to account. Some separation between those serving as trustees and those serving as members is, therefore, desirable for achieving robust accountability.

In law the Academy Trust is a corporate body, which means:

No individual can act on her/his own without proper authority from the Trustees;

All individuals carry equal responsibility for decisions made, and;

Although appointed from different backgrounds and with different skills, the overriding concern of all individuals has to be the welfare of the Trust and schools as a whole.

For the Trustees to carry out their role effectively, individuals must be:

Prepared and equipped to take their responsibility seriously;

Acknowledged as an accountable body by the lead professionals;

Willing and able to monitor and review their own performance.

Terms of Reference

•To agree constitutional matters

•Approve Trust Board Terms of Reference.

•Approve Trust and Academy Scheme of Delegation.

•Establish Trust Committees – Audit & Risk, Scrutiny & Policy.

•Approve Trust Committees – Terms of Reference

•Approve LGB Terms of Reference

•Appoint Chair of Trust Board

•Appoint/remove Chair of LGB

•Appoint/remove Vice Chair of LGB

•Appoint (and remove) Governors to LGB

•Appoint (and remove) Chair(s) of Trust Committees

•Appoint (and remove) Trust Committee Members

•Appoint (and remove) Clerk to Trust Board

•Appoint (and remove) Clerk to LGB

•Appoint an Accounting Officer

•Appoint a Chief Finance Officer CFO

•Appoint a Responsible Officer

•Appoint CEO

•Approve Headteacher/Head of School appointments

•Approve Academy LGB Performance Targets

•Approve Trustees Report

•Approve Trust Academies Accounts Return to EFA

•Respond to Auditor's Management letter.

•Ensure Trust and Academy financial procedures are in place

•Approve Trust 3 year budget plan

•Approve Trust 1 year budget

•Approve Academy 3 year budget for each LGB

•Approve Academy accounts return to ESFA

•Approve Academy accounts return to ESFA

•Approve calendar and schedule of Trust Board meetings

•Approve Teachers/Support Staff pay award

•Approve Trust consolidated financial statements

•Approve Academy terms, times and holidays

•Approve policies as outlined in the Trust 'Scheme of Delegation', School Improvement Documents and monitoring schedules

•Monitor and evaluate the impact of the school improvement plan for each Academy on standards of achievement and attainment

•Approve new Academies joining the Trust

•Receive reports from the LGB, or any individual or committee to whom a decision has been delegated and to consider if any further action by the Trust is necessary.

Quorum: Half committee membership (rounded up to a full number)

Frequency of meetings: 4 meetings per year and, as and when required.

The Trust Board ensure that there is a regular audit of the skills of Trustees, regular training – based on an identification of needs of individuals and the school.

Please also refer to Scheme of Delegation

Trustee

CHAMPIONS

A great strength of the Rutland Learning Trust is that we know our schools exceptionally well. There is a collective and shared responsibility for standards and achievements (in all their guises) across the trust. This is achieved through undertaking a wide variety of meticulously planned monitoring activities which aim to provide both support and challenge to the leadership of the schools.

Example of these activities include:

- Weekly head teacher meetings as a Trust or in Learning Hubs
- Termly quality assurance/ school improvement activities
- Annual RLT review days
- Peer Reviews
- Data capture activities - for analysis, discussion and planning
- Scrutiny of key documentation: Leadership reports, self-evaluations, LGB minutes, school monitoring reports, statutory policies and reports - Pupil Premium/ Sports Premium, School Development Planning, statutory compliance...
- Termly budget monitoring
- Regular meetings with the Head teacher and Leadership teams
- Coordinated and joint training events for all staff, Trustees, Governors
- Presentations to Scrutiny Committee - three times a year

The recent growth of the Trust has provided additional opportunities to further strength our relationships with schools and develop our ability to offer strategic support and challenge in a bespoke and proactive approach by our Trustees.

The Scrutiny Committee – monitors, evaluates, and reports to the Trust Board on the implementation and impact of an academy's curriculum and the quality of teaching and learning on targets, standards and pupil achievement.

However, it is challenging and unrealistic to expect all Trustees to know and have an in depth understanding of all schools in our Multi-Academy Trust - to the same degree or level. Therefore, schools have been allocated to a specific Trustee to “Champion” their work and offer a further layer of support and challenge.

Key Question for each Trustee Champion:

“Is there anything else that we can do as a Trust for this school to raise standards of achievement further?”

The head teacher will forward their leadership report to their Trustee Champion inviting questions or comments to be shared with the CEO, Chair of Governors and Head teacher.

The Trustee Champion would be encouraged to visit their school annually and would be invited to any special events. This would be a supportive activity. It would allow Trustees to really understand any emerging issues or problems and bring them to the attention of the full Trust Board so they can collectively consider solutions to further help the school. It would also allow a Trustee to personally thank the school for its work – celebrating and publicising its successes to the wider team.

Our Trustees have the skills and attributes to:

- Constantly focus on what's best for the school and pupils by challenging in a constructive manner, asking probing questions and visualising the strategic picture, in terms of both the MAT and the school within it.
- Understand and effectively carry out their roles, responsibilities and accountabilities, with the ability to take risks and consider dynamic and innovative options.
- Act with a strong moral purpose, integrity and honesty, and as an advocate for the MAT's values, ethos and philosophy.
- Express disagreement in a rational and professional manner.
- Adopt an entrepreneurial mind-set in order to see and make the most of opportunities that are outside the day-to-day practices of the MAT or school.
- Be innovative, creative and open-minded by engaging in futures thinking and 'horizon scanning'.
- Support schools to abandon the 'good' in order to find the 'outstanding'.

Trustees - Meeting Planner 2018			
Autumn 1. End of Term 1	Autumn 2. 13th December 2018	Spring Term 11 th April 2019	Summer. 18 th July 2019
<ol style="list-style-type: none"> 1. Appoint Chair of Trust Board 2. Appoint Vice Chair of Trust Board 3. Declaration of Pecuniary Interests 4. Recruitment and terms of office 5. Approve Terms of Reference and Scheme of Delegation, Decision Planner 7. Trustee training 8. Trustee code of conduct NGA 9. Appoint Trust Audit Committee Members 10. Appoint Scrutiny Committee Members 11. CEO Appraisal Trustees 12. Appoint Clerk to Trust Board/LGB 13. Agree calendar of Trust Board meetings 14. REVIEW STRATEGIC VISION and AIMS: Trustee Intranet 15. RLT. Transformation Plan and Central Services Offer: School Improvement and quality assurance activities 16. Policies as per schedule 	<ol style="list-style-type: none"> 1. Annual Trustees Report 2. CEO Report - progress towards KPIs in Trust Plan 3. Holidays and term dates 4. Safeguarding updates 5. Policies as per schedule <p>Audit committee report/minutes Scrutiny committee report/minutes Monitoring/Due Diligence Reports LGB consultations</p>	<ol style="list-style-type: none"> 1. CEO Report - progress towards KPIs in Trust Plan 2. Outcomes from RLT QA activities 3. Safeguarding updates 4. Policies as per schedule <p>Audit committee report/minutes Scrutiny committee report/minutes Monitoring/Due Diligence Reports LGB consultations</p>	<ol style="list-style-type: none"> 1. CEO Report - progress towards KPIs 2. Outcomes from RLT QA activities 3. Safeguarding updates 4. Policies as per schedule 5. Academy Performance Reviews 6. Outcomes of Governor reviews <p>Audit committee report/minutes Scrutiny committee report/minutes Monitoring/Due Diligence Reports LGB consultations</p>

Audit Committee - Meeting			
Autumn 1	Autumn 2. 13th December 2018	Spring Term 11 th April 2019	Summer. 18 th July 2019
<ol style="list-style-type: none"> 1. Appoint Chair 2. Agree terms of reference 3. Update on 'Yearend' status 4. Review ESFA Academies Financial Handbook Changes - Review key sections in line with FMGS requirements. 5. Review RLT Finance Policy (internal control procedures). 6. Approve Delegated limits 7. Approve internal audit schedule for 2018/19. 8. Confirm Top Slice - Central Services Offer 9. Risk Management Strategy and Register 10. Policies as per schedule 13. Approve Pay Policy with any recommendations 14. Estate Management - Land and Buildings Collection tool (LBCT) November submission. 15. Applications for additional funding 	<ol style="list-style-type: none"> 1. Review year end balances for academies and the RLT central budget. 2. Approve 2018 audited financial statements and auditor's management letter (external audit) for submission. 3. Review Internal Audit Report 4. Review of due diligence procedures 5. Estate Management - CIF bid application deadline for 2018/19 - update if required. 6. Cash flow report 	<ol style="list-style-type: none"> 1. Budget Monitoring report (central and academies) 2. Cash flow report 2. Internal Audit report 3. Approve Budget Forecast Return Outturn (BFRO) submission 	<ol style="list-style-type: none"> 1. Budget monitoring report (academies and central) 2. Cash flow report 3. Internal audit report. 4. Approval of individual academy budgets and the central budget. 5. Approve central services offer to schools. 6. Approve ESFA Budget Forecast (BFR) return

MONTHLY FINANCE REPORTS to the Chair of Trustees, Chair of Resources and CEO. Six reports per year to the Trustees.			
Scrutiny Committee - Meeting Planner			
Autumn 7 th September	Term 3 January 18 th 2019	Term 4. 30 th April. 7pm	Term 6. 5 th July Provisional Data
<ol style="list-style-type: none"> 1. Appoint Chair 2. Agree terms of reference 3. Approve RLT policies as outlined in the schedule 4. Safeguarding Policy and updates 5. CEO presentation: RLT Outcomes 2018 Attainment and achievement data Trends, themes and key priorities Approve Academy Targets 6. Headteacher presentation: School Outcomes Attainment and achievement data Trends, themes and key priorities vision ambition for each school. 7. Approve Academy Targets 	<ol style="list-style-type: none"> 1. Review progress towards school targets 2. Headteacher presentation: Progress towards targets, Key Performance Indicators and Success Criteria 3. CEO presentation: RLT progress and attainment data sets - vulnerable groups (pupil premium) 4. RLT deployment of school improvement staff: outcomes of QA and impact of school improvement team 5. Safeguarding updates - from Leadership reports to LGB 6. CEO Summary Report: Pupil Premium Reports and Sports Premium 6. Approve RLT policies as outlined in the schedule 	<ol style="list-style-type: none"> 1. CEO presentation: RLT progress towards targets and attainment data sets - vulnerable groups (pupil premium) 2. CEO summary report: RLT deployment of school improvement staff: outcomes of QA and impact of school improvement team - Safeguarding Audits, SEND Reviews SIAMS updates. 4. Safeguarding updates - from Leadership reports to LGB 5. Approve RLT policies as outlined in the schedule 	<ol style="list-style-type: none"> 1. Progress towards school targets for 2018/19 2. Headteacher presentation: Progress towards targets, Key Performance Indicators and Success Criteria in Trust Plan 3. CEO presentation: RLT progress and attainment data sets - vulnerable groups (pupil premium) 4. LGB Governor self-evaluation reports - trend analysis and implications for training 5. Safeguarding updates - from Leadership reports to LGB 6. Approve RLT policies as outlined in the schedule

Appendix 3

Chief Executive Officer

The Chief Executive Officer/ Executive Headteacher (CEO) will be appointed by the Trustees of the Trust, to lead the Rutland Learning Trust team to achieve the ambitions of the Trust (as above) and will be accountable to the Board through the Chair. The CEO will also be required to report to the Members and other key stakeholders, including the DfE, the Regional Schools Commissioner, ESFA and other statutory parties.

The Chief Executive Officer/ Headteacher (CEO) will advise the Board and lead the team in a way which is aligned with our mission and values.

Principal Accountabilities and Responsibilities

- Achieve the ambitions of the Trust as agreed annually.
- Working with the Trustees to develop the vision, plans, and budgets setting out how the Trust and its constituent academies will move forward towards the Trust's strategic intent each year.
- To ensure compliance with the requirements of the Master Funding Agreement and Supplemental Funding Agreements for the Academy Trust.
- To be the Accounting Officer for the Trust, personally responsible for the propriety and regularity of the public finances.
- Agree delegations with the Trust Board to the Local Governing Bodies and Head teachers of the member Academies for their day to day operations, while agreeing with the Head teachers which matters are most effectively discharged collectively. issues.

**The CEO / Executive Head Teacher is
an ex officio Trustee.**

- To ensure compliance with the Rutland Learning Trust Scheme of Delegation.
- To lead the Trust in achieving excellence with a focus on continuous improvement and raising standards.
- To be wholly accountable for all aspects of Teaching and Learning and Standards across the Trust and act as principal adviser to the Board of Trustees on all areas of provision.
- Review the progress of the Academies within the Trust, liaising with their Local Governing Bodies, and take action as necessary to ensure that progress and improvement is delivered and maintained, with a drive towards agreed levels of progress and the highest grade of external validation.
- Provide accurate and timely reports of activities and performance to the Trust Board, and all other stakeholders in accordance with requirements, devising succinct but informing summary reporting systems.
- Ensure the Board and schools are advised of current education policy or issues.
- Utilise the collective strengths of member schools for the benefit of all members of the Trust, so that students receive the best possible outcomes.
- To provide motivational and inspirational leadership at all levels of the organisation.
- Take a leading role in key plans and documents such as the Trust's long term strategic plan, self-evaluation and school improvement plans of the Academies.
- Develop pan-academy strategies to support the economic life and well-being of the communities where we are represented, in the sharing of facilities and ideas.
- Act as an ambassador for the Trust in developing partnerships and links with stakeholders that promote a positive profile of the Trust.
- Be responsible for meeting the demands of changing legislation, new initiatives and changing practice.
- Hold line management responsibility for all of the Head teachers in the Trust.
- Develop and maintain strong working relationships with the Head teachers, Chairs of Governors, Governors, Trades Unions and other key personnel within the Academies and Trust, to ensure the effective and collegiate sharing of communication and knowledge.
- To be responsible for developing a diverse, innovative, inclusive and personalised curriculum offer for all pupils across the Trust.
- Support the need for effective communication, both internal and external to the Trust, including liaising with the local and national media.
- Convene and lead the Executive team of Head teachers and others across the Trust to deliver a collective and consistent strategy, determining the best means of delivery.
- Implement strategies and reputational management to ensure we are the 'go to' MAT in our local area which will result in achievement of recruitment targets and maintain attendance.
- Work with the Finance (Audit and Due Diligence) Trustees and Chief Finance Officer to drive efficiencies and collaborative working across the Trust.
- Identify key agencies, individuals and groups that could enhance the work of the Trust, and secure their partnership for the benefit of the Trust.
- Develop strategies for the generation of additional revenue and resources for the Trust.
- Support the Chair of the Trustees in the recruitment and induction of Chairs and Governors for member Academies.

Oversight of new schools / projects

- Instigate and co-ordinate applications for the transfer of new schools into the Trust.
- Ensure appropriate due diligence and risk assessment is carried out, and present such applications to the Audit Committee and then Board for consideration.
- Direct and manage transfers of schools into our Multi-Academy Trust, ensuring that appropriate and timely project management is in place to achieve a smooth transition, complying with all appropriate protocols.
- Lead and work alongside functional specialists as required to achieve objectives.
- Lead and motivate incoming schools into the ethos of the Trust.

Appendix 4

Trustees - Audit Committee

Terms of reference

The Audit Committee is a Committee of the Trustees and is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Trust Board. It is authorised to request any information it requires from any employee, external audit, internal audit or other assurance provider.

The Audit Committee is authorised to obtain outside legal or independent professional advice it considers necessary, normally in conjunction with the Accounting Officer and/or Chair of Governors. However, the Audit Committee may not incur expenditure in excess of £10,000 in doing so without the prior approval of the Trust Board.

The role of the Audit Committee is to maintain an oversight of the Rutland Learning Trust's governance, risk management, internal control and value for money framework.

It will report its findings annually to the Trust Board and the Accounting Officer as a critical element of the Rutland Learning Trust's annual reporting requirements. The Audit Committee has no executive powers or operational responsibilities/duties.

The duties of the Audit Committee are to:

- Advise the Trust Board Accounting Officer on the adequacy and effectiveness of its governance, risk management, internal control and vfm systems and frameworks. The Audit Committee will produce an annual report/minutes in this regard.
- Advise the Trust Board and LGB on the appointment, re-appointment, dismissal and remuneration of the external and regulatory auditor.
- Advise the Trust Board and LGB on the need for, and then, where appropriate, the appointment, re-appointment, dismissal and remuneration of, an internal auditor or other assurance provider to enable the Board to sign the corporate governance statement in the annual accounts.
- Advise the Trust Board on an appropriate programme of work to be delivered by independent assurance providers (external auditors and responsible officer). This programme of work to be derived from the Audit Committee's regard of the key risks faced by the Trust, the assurance framework in place and its duty to report to the Board.
- Review the external auditor's annual planning document and approve the planned audit approach.
- Receive reports (annual reports, management letters etc.) from the external auditor and other bodies, for example the ESFA or DfE, and consider any issues raised, the associated management response and action plans. Where deemed appropriate, reports should be referred to the Board or other committee for information and action.
- Regularly monitor outstanding audit recommendations from whatever source and ensure any delays to implementation dates are reasonable.
- Review the Trust's fraud response plan and ensure that all allegations of fraud or irregularity are managed and investigated appropriately.
- Consider any additional services delivered by the external auditor or other assurance provider and ensure appropriate independence is maintained.
- Ensure appropriate cooperation and coordination of the work of the external auditor and responsible officer.
- Meet with the external auditor and responsible officer, without management present, at least annually.
- Establish Due Diligence protocols, processes and procedures for schools wanting to join our Multi-Academy Trust.
- Evaluate the effectiveness of our Due Diligence procedures.

Appendix 5

Trustees - Audit Committee

The Audit Committee will meet at least three times per year.

The Audit Committee will consist of three members of the Trust Board.

Additionally, up to two external co-opted members may also be appointed.

The Chair of the Trust Board cannot be a member of the Audit Committee.

The Audit Committee will be quorate if two members are present and 50% of those present are Trustees.

The Accounting Officer, Finance Officer and other members of the Trust staff maybe invited to attend, but will have no voting rights.

The Clerk will provide administrative support to the committee.

Agendas will be agreed in advance by the Chair of the Audit 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 once approved in draft by the Chair of the Audit Committee, be submitted to the next scheduled meeting of the Trust Board.

The Audit Committee will review these terms of reference and self-assess its performance against these terms of reference on an annual basis.

Quorum: Half committee membership (rounded up to a full number)

The Role of a Safeguarding Trustee

The Safeguarding Trustee will ensure:

- All schools have a culture in which safeguarding is given absolute priority and staff feel confident to report their concerns.
- Safeguarding is given appropriate priority and time on the Trust Board's annual agenda.
- The 'Annual Report to Members and Trustees' will include a statement on the impact of the safeguarding procedures used across the Trust.
- The Trust Safeguarding policy, procedures and quality assurance activities are reviewed annually.
- There is rigorous and effective monitoring of safeguarding by all LGBs – annual report to the Trust Board.
- There is a consistent approach to policy development, dissemination and training across all the Trust's schools.
- Safeguarding risks are rapidly identified and addressed in the Trust's schools.
- Head teachers / DSLs act as 'critical friends' to one another and regularly share best practice.
- Information on safeguarding failures, 'near misses' and serious incidents are reported to the Trust Board and used to identify areas where safeguarding needs strengthening.

Schemes of Delegation and Trust policies reflect best practice and identify clear lines of accountability.

Trustees	Audit Committee	Scrutiny Committee	CEO Appraisal	Safeguarding Trustee
Rev James Saunders (Chair) David Evans (Vice Chair) Adrienne Holland (Vice Chair) Nicole Topham Kristi Withers Anna Raine Amanda Sergeant Peter French Ian Blackburn Emma Keith Rob Gooding CEO Graham Kirby CFO	David Evans (Chair) Kristi Withers Anna Raine Amanda Sergeant Ian Blackburn Rob Gooding CEO Graham Kirby CFO	Adrienne Holland (Chair) Nicole Topham Rev James Saunders Peter French Emma Keith Rob Gooding CEO	James Saunders Nicole Topham Adrienne Holland	James Saunders
TRUSTEES are appointed based on their particular skill set: LEADERSHIP, PEDAGOGY, FINANCE, BUSINESS, PERSONNEL, CURRICULUM, COMMUNICATION, LEGAL and STRATEGY, ABILITY TO DEVELOP THE CHRISTIAN ETHOS, MARKETING.				

Appendix 6

Trustees - Scrutiny & Policy Committee

Terms of Reference

In line with the trust's arrangements – monitor, evaluate, and report to the Trustees on the implementation and impact of an academy's curriculum and the quality of teaching and learning on targets, standards and pupil achievement.

Maintain a consistent focus on checking the effectiveness of the Trust Development Plan: recognise and celebrate achievement towards achieving our Key Performance Indicators – identify areas for development.

Review policies as outlined in the monitoring and evaluation schedule.

Curriculum and Assessment

- Ratify Trust targets for educational attainment and standards.
- Monitor and report to the Trust on the achievement of targets and pupil/student progress.
- Review and recommend to the Trust for approval the academy's curriculum policy and development/ improvement plan.
- Review arrangements for challenging the Academy Headteacher and senior leadership team to continually improve outcomes.
- Ensure sufficiency and adequacy of data and information relating to standards and attainment.

Once policies, procedures, plans are approved - monitor, evaluate and report progress to the Trust on:

- The effectiveness of the academy's leadership and management, curriculum policy and the quality of teaching and learning and their impact on pupils' achievements.
- Compliance with statutory requirements relating to the curriculum – including RE/ collective worship, SEND [statutory policy], sex education, [statutory policy], and early years foundation stage (EYFS) [statutory policy] as appropriate, and for looked after children.
- The effectiveness of policies and provision for pupils with additional or special educational needs, and other needs and the impact of targeted funding e.g. Pupil premium on pupil/student progress and attainment.
- Preparedness for OFSTED and SIAMS inspections.

Policies, procedures and plans

- Develop and/or regularly review and evaluate the effectiveness of all trust-wide, framework, or academy specific policies and procedures within the remit of this sub-committee.

Membership – a minimum of 3 Trustees including Chief Executive Officer.

Quorum: Half committee membership (rounded up to a full number)

Frequency of meetings: 4 meetings per year and, as and when required.

Appendix 7

CEO Pay and Performance

Terms of Reference

Committee membership:

Three Trustees to be appointed annually by the Trust Board to carry out the review.

Terms of Reference:

To complete the CEO's annual performance management review, with the support of an external adviser, and set appropriate targets allied to the Trust's strategic plan.

To agree appropriate professional development opportunities for the CEO.

To programme at least two monitoring meetings to provide support and ensure progress to targets is appropriate. To make a report to the Audit Committee in respect of its findings and recommendations in relation to the CEO's salary.

THE ACCOUNTING OFFICER

Responsibilities:

- Appropriate oversight of financial transitions
- Regularity and propriety
- Prudent and economical administration
- Value for money through efficient, effective and economic use of available resources
- Preparation of the annual report (auditors – accountants)

PRINCIPAL/CHIEF FINANCE OFFICER

Responsibilities:

- Prepare the annual accounts
- Prepare and monitor the budget
- Provide technical advice
- Liaise with auditors and accountants

Reports to Trust Board and through written reports and meeting attendance.

RESPONSIBLE OFFICER

Responsibilities:

- To undertake a programme of work to address the risks, inform the statement of internal control and provide assurance to the external auditors.

Reports to Trust Board and through written reports and meeting attendance.

Appendix 8

Local Governing Body

School governors are people who want to make a positive contribution to children's education.

Governors are one of the largest volunteer forces in the country and have an important part to play in raising school standards. The role of the governing board is absolutely key to the effectiveness of a school. Time and time again Ofsted (the national inspection body for schools) has noted that the most effective schools demonstrate effective leadership and management - including by the governing board.

KEY ROLES of GOVERNANCE

1. Set the strategic vision for the school.
2. Hold the headteacher and senior leadership team to account for pupil's attainment and progress.
3. To be financially viable and to ensure budgetary decisions promote the well-being and attainment of children in the school.

The role of the governing board is a strategic one, its key functions are to:

- set the aims and objectives for the school
- set the policies for achieving those aims and objectives
- monitor and evaluate the progress the school is making towards achievement of its aims and objectives
- be a source of challenge and support to the headteacher (a critical friend)

The headteacher is responsible for the internal organisation, management and control of the school and the implementation of the strategic framework established by the governing board.

[NGA National Governors Association.](#) [THE KEY for SCHOOL GOVERNORS](#)

Local Governing Body: Membership – up to 12

Individuals who sit on local governing bodies (LGBs) are referred to as 'local governors'. This is because trustees can delegate governance functions to the local level. The continuous focus on Teaching and Learning and high standards requires local governors (particularly Chairs of Governors) to be able to interpret data and monitor performance expertly.

- Chair
- Vice
- Head teacher/Head of School
- Staff member
- At least 2 parents
- **At least 3 Foundation Governors (in each CofE School)**
(St Nicholas must maintain a Foundation Governor majority overall)

Local Governing Body

The LGB meets at least 4 times a year to consider:

Provision; Safeguarding; Inclusion; Quality of Teaching, Learning and use of Assessment; Culture and Christian Ethos; Outcomes, Standards and Progress; Quality of the Curriculum Offer; EYFS; Behaviour and Welfare.

Some Governors may undertake planned monitoring activities across other schools in our Multi-Academy Trust. Please refer to the Governor Monitoring Schedule. This is reviewed, updated and shared annually with each LGB.

The LGB meets to consider and evaluate:

- The effectiveness of Leadership and Management
- The quality of teaching, learning and use of assessment
- The personal development, behaviour and welfare of pupils
- Outcomes and standards
- Progress towards targets and key priorities.
- The Leadership Report to Governors – self-evaluation against current OFSTED criteria
- The accuracy of the whole school self-evaluation document (SEF)
- Quality Assurance and Evaluation Reports from the RLT and any other QA consultant commissioned reports by the RLT or school
- Impact of key actions undertaken in the school development/improvement plan
- Monitoring activities undertaken by the school and Governors
- Local and contextualised issues
- Resource Committee minutes
- Recommendations to the Trust Board

A LGB **Resources Committee** meets at least 4 times a year to consider – Health and Safety, Finance, Personnel, Premises.

Quorum: Half committee membership (rounded up to a full number)

Frequency of meetings: At least 4 meetings per year and, as and when required.

Appendix 8

Local Governing Body



TERMS OF REFERENCE FOR THE LOCAL GOVERNING BODY:

- To recommend new Governors as vacancies arise*
- To hold at least 4 Governing Body meetings per year*
- To organise and schedule LGB meetings
- To recommend the Chair and Vice Chair*
- To recommend the appointment of Foundation Governors following Diocese approval (in CofE schools)
- To recommend a clerk *
- To appoint a Chair of any committee (if not delegated to the committee itself)
- To appoint or remove a clerk to each committee*
- To decide which functions of the Governing Body will be delegated to committees, groups or individuals*
- To receive reports from any individual or committee to whom a decision has been delegated and to consider if any further action by the Governing Body is necessary*
- To propose the first formal budget plan of the financial year*
- To prepare, monitor and evaluate the implementation the school improvement/development plan
- To agree an effective OFSTED plan
- To agree and recommend the setting of performance targets*
- To approve or recommend policies as outlined in the 'Scheme of Delegation' and monitoring schedules*
- To agree a programme of Governor Monitoring Visits
- To create a register of business interests for LGB
- Approve individual performance pay based on appraisal*
- Approve staffing and pay structure for the school*
- Recommend Head teacher/Head of School appointments
- Appoint Deputy and Senior Leadership positions
- Propose a 3 year and annual budget plan*
- Ensure DBS Central Record Recruitment and vetting is continually reviewed
- Approve the Inclusion Policy and Local Offer
- Approve the Home School Agreement
- Approve Pupil Premium Policy and Sports Funding Strategy; including implementation plans
- Approve the Asset Management Plan
- Monitor the Asset register/inventory
- Approve Risk Management, Disaster Management and Business Continuity plans.

*Cannot be delegated to a single individual

Quorum: Half committee membership (rounded up to a full number)

Frequency of meetings: 4 meetings per year and, as and when required.

Appendix 8

LGB School improvement

This element of the LGB meeting will have assigned to it appropriate members of the SLT to advise it on aspects of its remit. Other members of staff responsible for specific areas may be asked to attend meetings to discuss with, report to or advise the team on issues pertinent to their roles within the school. Staff attendees will not have voting rights.

Remit: To monitor the annual evaluation of pupil achievement by analyzing

- how well students make progress relative to their starting points and targets
- how well gaps are narrowing between the performance of different groups of students
- how well students learn, the quality of their work and the progress they are making
- how well disabled students and those with additional needs are progressing
- the extent to which students develop reading, writing, communication and mathematical skills
- the standards attained by students by the time they leave school
- the implementation of the school's Assessment Policy

In addition it will:

- Consider all curricular issues that have implications for staffing and finance and make recommendations to the Resource Committee
- Oversee arrangements for individual Governors to take a monitoring role in specific areas of provision, e.g. Inclusion
- Evaluating the implementation of the school's Behaviour and Anti-Bullying Policy

Frequency of meetings – as part of a Local Governing Body Meeting

Local Governing Body - Provision

This element of the LGB meeting will have assigned appropriate members of the SLT to advise it on aspects of its remit. Other members of staff responsible for specific areas may be asked to attend meetings to discuss with, report to or advise the committee on issues pertinent to their roles within the school. Staff attendees will not have voting rights.

Remit: To ratify the annual evaluation of the Quality of Teaching, Curriculum and use of Assessment.

To ensure that the school provides a broad and balanced curriculum that meets the needs of all pupils and enables them to achieve their full educational potential by:

Monitoring school processes for improving the quality of teaching across their school at each Key Stage including EYFS.

Monitoring the outcomes of programmes designed to maximise the effectiveness of curriculum leaders

- Overseeing arrangements for intervention to support pupil progress
- Ensuring that focused professional development opportunities are available to all staff
- Ensuring that professional development is linked directly to the outcomes of appraisal
- Ensuring that the views of parents are sought systematically and any issues addressed
- Ensuring that underperformance is addressed through the agreed procedures
- Ensuring equality of opportunity for all students within the school's curriculum offer
- Annually reviewing the appropriateness of the curriculum offer in the light of statutory requirements, the achievement profile of students and best practice in similar schools nationally
- Reviewing and overseeing the approval of the policy documents identified in the schools monitoring schedule

To ensure that the school meets the needs of the range of pupils at the school (in particular the needs of disabled and children with additional needs) and promotes their Spiritual, Moral, Social and Cultural development by:

- Ensuring that the Safeguarding Policy reflects and meets statutory requirements
- Overseeing arrangements for intervention to support students at risk of underachieving
- Monitoring and reviewing the school's policies with regard to school uniform
- Monitoring all exclusions and ensuring that provision for excluded pupils meets statutory requirements.
- Monitoring staff and pupil attendance and ensuring arrangements meet statutory requirements
- Ensuring British Values are promoted consistently throughout the school
- Monitoring the delivery and impact of L2L, collective worship, relationships and sex education
- Monitoring arrangements for OFSTED and SIAMS inspections
- Liaising with members of the School Council, as appropriate
- Ensuring that arrangements for reporting to parents meet statutory requirements
- Monitoring provision designed to develop student's social and cultural development through enrichment activities
- Overseeing and authorising the arrangements for school visits in line with school policy and legal requirements

Frequency of meetings – as part of a Local Governing Body Meeting

Example LGB Meetings Planner - template

Local Governing Body - Meeting Planner				
Autumn 1 (First 3 week of term)	Autumn 2 (Last two weeks of term or first week back after hols)	Spring (Last 2 weeks of term)	Summer 1 (Last 2 weeks of term)	Summer 2 (Last 2 weeks of term)
1. Appoint Chair of LGB 2. Appoint Vice Chair of LGB 3. Declaration of Pecuniary Interests 4. Recruitment and terms of office 5. LGB Terms of Reference and Scheme of Delegation 6. Roles and responsibilities of Governors 7. Governor training 8. Governor code of conduct 9. Vision and aims for the year - key priorities 10. Headteacher's report: Annual SEF 11. Monitoring schedule 12. Safeguarding 13. Policies: Trust policies to be adopted, school policies to be approved.	1. Leadership Report to Governors to include progress towards key priorities and data presentation. 2. Ratify targets 3. Sports Premium - Plan 4. Pupil Premium Report - Impact Statement and Action Plan 5. Governor monitoring 6. Governor Training 7. Safeguarding 8. Policies: Trust policies to be adopted, school policies to be approved. 9. RLT QA Reports - Review Day	1. Leadership Report to Governors to include progress towards key priorities. 2. End of Spring Term data sets 3. SEND/Inclusion updates 4. Governor monitoring 5. Governor Training 6. Safeguarding audit 7. Policies: Trust policies to be adopted, school policies to be approved.	1. LGB - skills profile and audit 2. LGB Self evaluation 3. EYFS updates 4. Governor monitoring 5. Governor Training 6. Safeguarding 7. Policies: Trust policies to be adopted, school policies to be approved.	1. Leadership Report to Governors to include progress towards key priorities and criteria outlined in the SIAMS evaluation schedule. 2. End of Summer Term data sets: Initial discussion of data - EYFS KS1 and KS2 data dashboards - establish key priorities for coming year 3. Survey Results - pupils, staff, families 4. Sports Premium - impact statement 5. Governor monitoring 6. Governor Training 7. Safeguarding 7. Policies: Trust policies to be adopted, school policies to be approved. 8. RLT QA Reports
Resources Committee				
	1. Terms of Reference - Resources Committee 2. Scheme of delegation 3. Finance committee self-assessment 4. Financial Management Report 5. Headteacher input. Personnel, H&S, Premises updates 6. Residential Visits – Approval 8. Pay Review recommendations 9. Policies: Trust policies to be adopted, school policies to be approved.	1. Financial Management Report 2. Medium Term Financial Planning In year review 2. Headteacher input. Personnel, H&S, Premises updates 3. Whole school risk assessment 4. Policies: Trust policies to be adopted, school policies to be approved.	1. Financial Management Report 2. Budget planning - first look. 2. Headteacher input. Personnel, H&S, Premises updates 3. Asset Management Plan: Referencing condition survey and Health & Safety Inspection 4. Asset Register/Inventory report 5. Policies: Trust policies to be adopted, school policies to be approved.	1. Headteacher input: Personnel, H&S, Premises updates 2. Financial Management Report 3. FINAL 3 year and 1-year budget recommendation to the LGB 4. FINAL staffing structure for next academic year. 5. General maintenance and redecoration summer programme - referencing H&S and condition survey. 6. ICT infrastructure and hardware replacement plan 7. Risk Protection Arrangements and Insurances Review
MONTHLY FINANCE REPORTS to the Chair of Governors, Chair of Resources and HT. Six reports per year to the LGB.				

Appendix 9

Terms of Reference

RESOURCE COMMITTEE

ROUTINE COMMITTEES

These committees are those through which the work of the Rutland Learning Trust is accomplished.

They meet regularly, as decided by the LGB themselves and their meeting dates are published in advance.

Either the Chair or Vice Chair, or the Chair of the respective committee may call them to an emergency meeting.

RESOURCE COMMITTEE

Committee Membership:

At least three LGB members.

This Committee may have assigned to it appropriate members of the SLT, to advise it on aspects of its remit. Other members of staff responsible for specific areas may be asked to attend meetings to discuss with, report to or advise the committee on issues pertinent to their roles within the school. Staff attendees will not have voting rights.

Quorum: Half committee membership (rounded up to a full number)

Frequency of meetings: 4 meetings per year and, as and when required.

The date and timing of the meetings will be as decided by the Committee.

Terms of reference for RESOURCE COMMITTEE - FINANCE

Remit: To monitor and review expenditure on a regular basis and ensure compliance with the terms of the Funding Agreement, drawing any matters of concern to the attention of the Trust by.....

- Drafting the budget, based on priorities in the school's development/improvement plan to present to the Trustees for adoption.
- Establishing and monitoring appropriate policies and procedures for sound budgetary control.
- Reporting regularly on the school's finances to the Trust.
- Implementing the financial delegation to be made to the CEO, Executive Headteacher, Headteacher, Head of School and or the Business Manager.
- Responding and reporting on any issues arising from the audit of the school's accounts.
- Ensuring that the financial implications of staffing decisions are explicitly identified, understood, budgeted for and that any unbudgeted items are pre-approved by the Resource Committee.
- Considering financial implications of recommendations by the CEO, Executive Headteacher, Headteacher or Head of School.
- Ensuring that the Local Governing Body annually prepares and maintains a Register of Pecuniary Interests for Local Governing Body members and staff.

Terms of reference for RESOURCE COMMITTEE – PAY AND REVIEW

Remit: To review the school pay policies annually, to take account of statutory guidance, local and national developments and to make any appropriate recommendations to the Trust by:

- Implementing and ensuring that the aims of the school pay policies/appraisal are met.
- Ratifying salary recommendations made by the CEO, Executive Headteacher or Headteacher or Head of School following appraisal meetings with staff.
- Establishing the criteria and procedures for determining all discretionary elements of the pay policy.
- Ensuring the performance of the Head of School is reviewed annually by this committee.

Appendix 9

Terms of Reference

RESOURCE COMMITTEE

ROUTINE COMMITTEES

These committees are those through which the work of the Rutland Learning Trust is accomplished.

They meet regularly, as decided by the LGB themselves and their meeting dates are published in advance.

Either the Chair or Vice Chair, or the Chair of the respective committee may call them to an emergency meeting.

RESOURCE COMMITTEE

Committee Membership:

At least three LGB members.

This Committee may have assigned to it appropriate members of the SLT, to advise it on aspects of its remit. Other members of staff responsible for specific areas may be asked to attend meetings to discuss with, report to or advise the committee on issues pertinent to their roles within the school. Staff attendees will not have voting rights.

Quorum: Half committee membership (rounded up to a full number)

Frequency of meetings: 4 meetings per year and, as and when required.

The date and timing of the meetings will be as decided by the Committee.

Terms of reference for RESOURCE COMMITTEE – PERSONNEL

Remit: The Trust have delegated certain powers to the Local Governing Bodies who in turn have delegated the following of these to the personnel committee.

To:

- implement a pay and conditions policy for the school which is to be consistent with statutory requirements, national and local guidance, the staff and their unions/professional associations
- implement this policy in a fair and equal manner in accordance with staff contracts of employment and employment law and giving due regard to the fact that any decision with a financial implication can only be made subject to the approval of the local governing body following advice from the finance committee
- draft and recommend for adoption a strategic staffing plan and recommend to the finance committee the annual budget for pay and possible staff salary adjustments in line with appraisal and INSET developments
- regularly review and implement Trust personnel policies and procedures
- report to the Trustees on all staff matters which relate to conditions of service
- advise the Trustees on all current personnel developments which may affect the school's pay policy or budget, and consider matters to be reported to the Trustees
- implement and monitor the appointments procedure on behalf of the Trustees
- set and monitor a training strategy each year to ensure that adequate staff training and governor training is taking place
- ensure that governors on the personnel committee and other committees which have personnel responsibilities are aware of and understand those responsibilities
- ensure that all staff have an effective induction programme and compliance with the induction requirements for newly qualified teachers.
- comply with the appraisal regulations for teachers.
- ensure compliance with the latest version of "Keeping Children Safe in Education" and all other safer recruitment and safeguarding guidance for schools
- form a salary appeals committee when required.

Appendix 9

Terms of Reference

RESOURCE COMMITTEE

ROUTINE COMMITTEES

These committees are those through which the work of the Rutland Learning Trust is accomplished.

They meet regularly, as decided by the LGB themselves and their meeting dates are published in advance.

Either the Chair or Vice Chair, or the Chair of the respective committee may call them to an emergency meeting.

RESOURCE COMMITTEE

Committee Membership:

At least three LGB members.

This Committee may have assigned to it appropriate members of the SLT, to advise it on aspects of its remit. Other members of staff responsible for specific areas may be asked to attend meetings to discuss with, report to or advise the committee on issues pertinent to their roles within the school. Staff attendees will not have voting rights.

Quorum: Half committee membership (rounded up to a full number)

Frequency of meetings: 4 meetings per year and, as and when required.

The date and timing of the meetings will be as decided by the Committee.

Terms of reference for RESOURCE COMMITTEE –Facilities/ Health and Safety

Remit: To ensure that the school complies with all Health and Safety standards on school premises by:

- Raising the profile and the importance of the built environment and its link to educational achievement
- Ensuring the regular inspection of the premises to identify essential maintenance work, taking into account the Asset Management Plan
- Oversee the drafting and recommendations of the School Accessibility Plan
- Overseeing the letting of contracts for maintenance, repairs and small improvement work, cleaning and grounds maintenance
- Reporting an ongoing programme of repairs and maintenance
- Considering the need for improvement/extension projects in order to enhance the delivery of the curriculum or to provide for increasing numbers of pupils
- Monitoring and reviewing the school's Health and Safety policy, including regular risk assessment
- Regularly reviewing health and safety issues associated with the building and site;
- Monitoring and reviewing the arrangements for cleaning the building and maintaining the surrounding areas;
- Reviewing the school's lettings policy and out of hours use
- Monitoring the school's energy needs
- Responding to external inspection reports
- Ensuring the insurance or RPA (DfE insurance) in place is appropriate for the needs of the estate and asset management plan
- Monitoring the school's emergency policy and procedures (Critical Incident Management Plan).

Appendix 10

Sub committee structures and Terms of Reference

Individual sub-committees of the LGB are responsible for the functions that have been delegated to them by the Trustees and operate under their own terms of reference. The Trustees will review the establishment, terms of reference, constitution and membership of committees at least once a year (normally at the first ordinary meeting of the Full Trust in Term 1). All Committee meetings must be clerked. Only when the Trust has agreed the minutes of these meetings (or within a maximum period of 4 months after the meeting) will the minutes be issued.

All minutes can be circulated except confidential matters relating to individual staff, pay or students, which will be printed on pink paper and will not be circulated outside of the committee.

In the event of a tied vote the Chair of the Trustees, Local Governing Body or Committee Chair respectively will have the casting vote.

STANDING COMMITTEES

There are 5 Standing Committees, namely:

- 1.The Staff Discipline Committee
- 2.The Staff Discipline/ Appeal Committee
- 3.The Pupil Discipline Committee
- 4.Head Teacher's Pay and Performance Review Committee
- 5.The Admissions Committee

Standing committees meet only when required.

Eligibility

Any Governor shall be eligible to serve on any standing committee.

STAFF DISCIPLINE COMMITTEE

Committee membership:

Any three eligible individuals who are available within the required timescales.

Terms of Reference:

The committee will act in accordance with the school's Disciplinary Policy and procedures, agreed by the Trust and undertake any procedure/hearing which may result in an employee who works at the school having his/her contract of employment with the Trust terminated, not renewed or be in receipt of some other sanction in accordance with the disciplinary procedure.

Scheme of Delegation:

The Trust delegates its authority in respect of the Disciplinary Process, to the CEO/Executive Headteacher.

In all cases except where it has been impossible for the Executive Headteacher to remain untainted. Where this is not possible, the hearing will be before a committee of Trustees, with the case presented by the CEO..

The Trustees delegate the decision to suspend staff in the circumstances which may be considered to be 'Gross Misconduct', or where a fair investigation may be prejudiced by their continued presence at work, to the CEO/Executive Headteacher. The removal of a suspension and re-instatement of a member of staff is delegated to the CEO/Executive Headteacher in consultation with a named Trustee. This delegation excludes members of staff who are part of the SLT, where agreement must be sought from the Chair of Trustees. Wherever possible, the Chair/Vice Chair of the Trustees will be notified prior to any suspension.

PUPIL DISCIPLINE COMMITTEE

Committee membership:

Any three eligible individuals who are available within the required timescales.

Terms of Reference:

The committee will act in accordance with statutory guidance, the school's Behaviour Policy agreed by the Local Governing Body and undertake the functions of the Trust in relation to excluded pupils.

Quorum for above committees: 3 members of Committee

Frequency of meetings for above committees: as and when required

Appendix 10

Sub committee structures and Terms of Reference

HEADTEACHER PAY AND PERFORMANCE REVIEW COMMITTEE (CONFIDENTIAL)

Committee membership:

Three Governors to be appointed annually by the LGB to carry out the review.

Terms of Reference:

To complete the Head teacher's annual performance management review, with the support of an external adviser or Trust CEO, and set appropriate targets allied to the Academy and Trust's strategic plan.

To agree appropriate professional development opportunities for the Head teacher.

To programme at least one monitoring meetings to provide support and ensure progress to targets is appropriate. To make a report to the Resources Committee in respect of its findings and recommendations in relation to the Head teacher's salary.

ADMISSIONS COMMITTEE

Committee membership:

The Headteacher/Head of School and at least two other members of the LGB.

Terms of Reference:

Review the school's admissions policy, which will include the admissions criteria.

To review admissions arrangements and to make recommendations for changes to the Trustees.

Ensure that the timetable for the review of the policy provides adequate time for the statutory required annual consultation with the Local Authority.

Recommend to the Trust for approval the final draft of the admissions policy.

To determine within statutory provisions and the policy whether any child should be admitted to the school (cannot be delegated to an individual).

Annually review the Independent Admissions Appeal Panel's administrative procedures to ensure that these are meeting statutory requirements. Should these be found lacking or incorrect then the Trustees are held to be (and named as) the responsible party: although the decisions made by the Independent Admissions Appeal Panel remain completely independent of the school.

Appendix 10

Sub committee structures and Terms of Reference

The Role of the Safeguarding Governor

- Be the lead person who understands the safeguarding requirements [see competency framework]
- Support the work of the Designated Safeguarding Lead
- Meet regularly with the Designated Safeguarding Lead and any other relevant other staff
- Report back to the governing body about his/her activities to inform them in order to facilitate scrutiny and impact of safeguarding; and ensure compliance with statutory duties
- Ensure that safeguarding deficiencies are brought to the governing body
- Ensure that the safeguarding and child protection policy is being followed in practice; and to be involved in any policy review
- Report to the governing body so that they can ensure resources are effectively allocated or where changes might be required
- Ensure that the training programme for staff reflects the needs of the school and statutory regulations.
- Ensure that the governing body are kept aware of the safeguarding risks to young people in the school
- Ensure that records are kept securely and in one place
- Ensure that there is appropriate monitoring and tracking in place for vulnerable pupils
- Ensure that there is a consistent approach to safeguarding and child protection across the school.
- Ensure that the curriculum for safeguarding reflects the risks for the young people in the area
- Ensure that safer recruitment processes are in place
- Ensure that the Single Central Record is compliant

<https://www.safeguardingschools.co.uk/safeguarding-and-governors/role-of-the-safeguarding-governor/>

Appendix 11

Delegated Limits

The Rutland Learning Trust September 2018/19

The Trustees have agreed the matrix shown below in relation to delegation limits;

	DELEGATION LIMITS				
	Office Manager	Head teacher	LGB/ Resources Committee	CEO Executive Head	Trustees (Audit Committee)
Ordering /Invoicing – Purchasing	Orders up to £500	Orders up to £10,000	£25,000	£50,000	Greater than £50,000
Budget Virements	£0	£5000	£25,000	£50,000	Greater than £50,000
Write offs/ Disposals	£0	£500	£2000	£5,000 per item	Greater than £5,000