THE RUTLAND LEARNING TRUST

**Working Together
Sustaining Excellence
Transforming Learning**

Scheme of Delegation 2020/21

Terms of Reference

To be read in conjunction with the:

RLT V&A 2020 and School Improvement Strategy

Appendix

Contents

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 first-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 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.

A considerable strength of the Rutland Learning Trust is its vision to inculcate and promote genuine collaboration. We believe in true collaboration; working in partnership, investing in people and building capacity for long term, sustainable success. The RLT supports its schools with protocols and procedures to ensure effective systems are in place where they are appropriate and needed to ensure efficiency and safety - but the underlying belief is that its schools are unique and should demonstrate this whenever there is good opportunity. It is important to us that schools to retain their unique characteristics and specialness to reflect their locality, community and families.

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 and vocabulary 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	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.	Vision overview 2020-2023

Aims	Working Together (Real, genuine and planned collaboration)	Sustaining Excellence (Raising standards of achievement)	Transforming Learning (Improving the quality of teaching and learning, curriculum and use of assessment)

Delivery priorities - key objectives

Strong Leadership and Governance A sustainable learning organisation Partnerships and networks	**Highly Effective School Improvement and Quality Assurance** Approprite challenge and support for all schools	**Ambitious and Inspirational Curriculum** Intent, implementation and impact Broad and balanced - knoweldge and vocabulary rich
Sustainable Growth of the Trust Vision, values, strategy and culture	**Improving Standards** Attainment and achievement High expectations	**High quality teaching and learning** Evidence informed reflective practice Shared principles and consistent approaches
Talent Management and Succession Planning People, learning and capacity	**Inclusion** Consistently high quality provision for disadvantaged and vulnerable pupils, and children with SEND	**Effective and Innovative Use of IT** Enhanced collaboration, communication and connectivity / **Clear Assessment Strategy** Meaningful, maneagable, motivating

Financial Aims

Value for money	Sustainability	Effectiveness

Critical Success Factors

DEMAND Pupil numbers, reputation, standards, Ofsted rating	GROWTH Sustainable and progrerssive growth: 10-15 schools or 2000 pupils by 2022	FINANCIAL SUSTAINABILITY Funding and grants
LOCATION Geographically close	COMMUNICATION Communicate, connect, collaborate	EFFECTIVE LEADERSHIP Standardisation, alignment, autonomy. Central direction and collaborative convergence	PEOPLE Capability and capacity Talent management and succession planning	IDENTITY Reataining unique characteristics and specialness to reflect locality, community and families

Values	The Rutland Learning Trust promotes high achievement and learning for life through our commitment to Working Together, Sustaining Excellence and Transforming Learning. 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

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Nolan principles

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 (including School Cards) about academies are shared with its LGB. Likewise, LGB minutes are reported to the Board of Trustees.

With the 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 - if required - appointed by the Board. In this scheme of delegation, the Trust Board delegates responsibility for the performance management of academy head teachers 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.
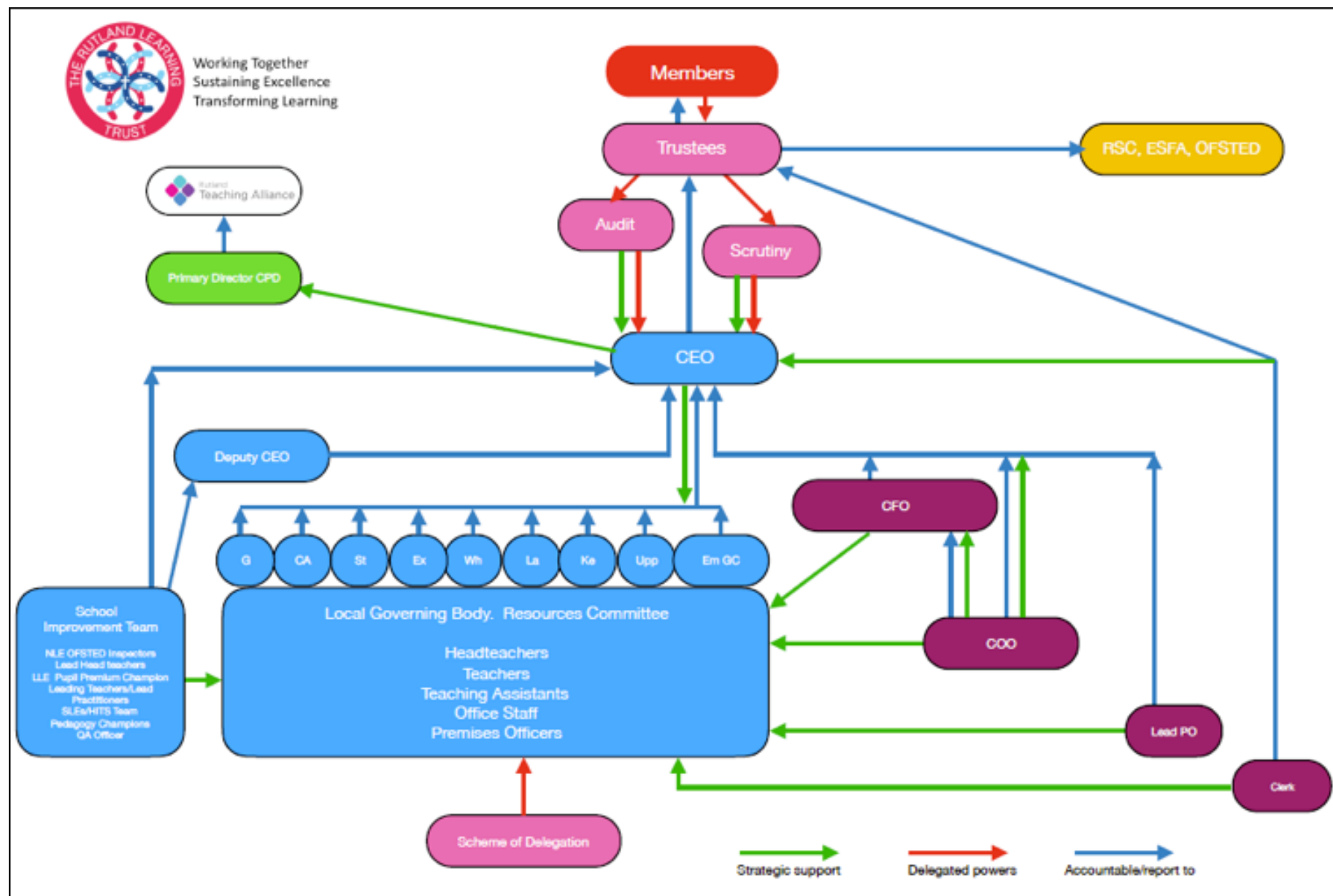
Rutland Learning Trust. Governance Structure

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 Trustees. 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, TBA
- The Chair of Trustees:
  James Saunders
- An Additional Member appointed under Article 16:
  TBA

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 accountable 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.

The Chair of Trustees has, after consulting with one other Board Member or the CEO, delegated executive powers to make decisions in the event of emergency. The Chair is required to report any actions or decisions taken to the next formal meeting of the Board for ratification, with a full written 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. The responsibilities of these Board committees are set out in their Terms of Reference: **Scrutiny, Audit, CEO Appraisal, Safeguarding.**

Rutland Learning Trust: Trustees	Rutland Learning Trust: Audit Committee	Rutland Learning Trust: Scrutiny Committee	CEO Appraisal Trustees
Rev James Saunders (Chair) David Evans (Vice Chair) Adrienne Holland (Vice Chair) Nicole Topham Kristi Withers Anna Raine Ian Blackburn Emma Keith Adam Cooper Sarah Bysouth Richard White Rob Gooding CEO	David Evans (Chair) Kristi Withers Anna Raine Ian Blackburn Richard White Adam Cooper Rob Gooding CEO Graham Kirby CFO Emma Kirklamnd COO	Adrienne Holland (Chair) Nicole Topham Rev James Saunders Emma Keith Sarah Bysouth Rob Gooding CEO	Rev James Saunders (Chair) David Evans (Vice Chair) Adrienne Holland (Vice Chair) Nicole Topham
Trustees are appointed based on their particular skill set: Leadership, Strategy, Education - Curriculum and Pedagogy, Business, Accountancy - Finance, Communication, Legal, Ability to develop the Christian ethos, Marketing, HR - Personnel			

Trust Board

The corporate management and trustee responsibility for the actions of the company is vested in the "**Trustees**" of the Academy Trust (together, referred to as "the **Trust Board**"), who are company directors registered with Companies House.

The Trustees are personally responsible for the actions of the Academy Trust and the Academies and are accountable to the Members, to the Secretary of State for Education and to the wider community for the quality of the education received by all pupils of the Academies and for the expenditure of public money. The Trustees are required, as trustees and pursuant to the Funding Agreements, to have systems in place through which they can assure themselves of the quality, safety and good practice of the affairs of the Academy Trust.

The role of the Trust Board is reflected in the '21 questions that every Multi-Academy Trust should ask itself' identified by the All Party Parliamentary Group on Education Governance and Leadership (January 2015):

- Setting the vision, ethos and strategy for the Academy Trust and its academies over the next three to five years;
- Establishing the governance structures for the Academy Trust, from Members to Academy level, in keeping with the Articles of Association;
- Providing clarity, through the published Terms of Reference, the roles and functions overview and the Scheme of Delegation, about the level at which the following governance functions are exercised:
  - determining each individual Academy's vision, ethos and strategic direction
  - recruiting each Academy's Headteacher
  - performance management of each Academy's Headteacher
  - determining Human Resources policy and practice
  - oversight of each Academy's budget
  - assessment of the risks for each Academy.

- Setting the level at which the LGBs will have authority and accountability through the scheme of delegation;
- Engaging with the Academies' communities, parents, pupils and staff;
- Contributing to developing collaborative relationships beyond the Academy Trust;
- Ensuring that there is a strong and effective executive leadership structure, and personnel, in place across the Trust;
- Overview and scrutiny of Academies' education performance data;

- Overview and scrutiny of the Academy Trust's financial capability and management systems to ensure compliance with the Academies Financial Handbook, and deliver best value for money;
- Ensuring senior leaders within Academies are challenged to improve the education of pupils;
- Developing the Trust Board to ensure that it has the capacity, skills and succession lans to have a positive impact on outcomes for pupils.
- Providing a published Annual Report.

The Trust Board sets Trust-wide policy.

The Board will carry out a regular skills audit of its Trustees. Where key skills are missing on the Board, expertise will be procured to support the challenge and scrutiny of specialist areas such as human resources or educational performance.

Trust Board Sub-Committees

Trust Board Sub-Committees will provide the overview and high-level scrutiny of the prioritised risks. The Trust Board Sub-Committees will be:

- Scrutiny
- Audit
- The Local Governing Bodies of each individual academy

The Audit Sub-Committee shall determine senior executive salaries and performance criteria. Senior executives include the CEO and any member of the Executive - Central Team that reports directly to the CEO, including Executive Headteachers and Headteachers, COO, CFO, Lead Premises Officer. The salaries of all employees are determined according to the overall budget limits and the Pay Policies approved by the Trust Board.

Executive - Central Team

The RLT "**Executive - Central Team**" is the executive management arm of the Academy Trust, focusing on finance, operations and the educational performance of the Academies. It operates under the leadership and direction of the CEO, who is by virtue of his/her position a Trustee of the Academy Trust. The Executive Team works directly with the staff in each Academy and the Local Governing Bodies to ensure that the required outcomes are achieved in accordance with the direction and vision of the Trust Board.

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
- Governors appointed via application process
- At least 3 Foundation Governors (in each C of E School)
  (St Nicholas must maintain a Foundation Governor majority overall)
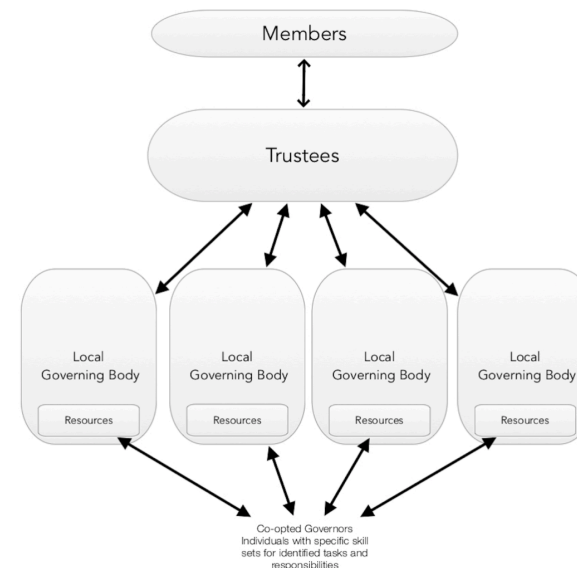
Local Governing Body

The LGB meets 6 times a year

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 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.

Local Governing Bodies provide advice, support and challenge to the headteacher in leading the school and ensuring all pupils flourish. They guard the school's ethos, ensure the school collaborates with other schools in the Trust to share effective practice, resources and experience and manage its relationship with the community.

Local Governors work with the Trust CEO to manage the performance of the Headteacher and report annually to the Trust Board on the school's achievements and areas of development.

The Local Governors are accountable to the Trust Board (which in turn is accountable to the Department for Education) as well as to the communities they serve.

The responsibilities and duties of the Local Governing Body are outlined in the Scheme of Delegation, a key document which supports the work of Local Governing Bodies, facilitating a clear focus on the core areas of:

• Quality of Education

• The effectiveness of Leadership and Management

• The Ethos and Culture of the school

• Behaviour and Attitudes

• Inclusion

• Health, safety and premises, including safeguarding

• Parental and wider community engagement

• Assurance and oversight of compliance and risk, including finance.

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.

A Resources/Business Committee meet termly to consider – Health and Safety, Finance, Personnel, Premises, Deployment of RLT support. The responsibilities and authorities of Local Governing Bodies are set out in the Scheme of Delegation below. LGBs must nominate Governors to join this committee.

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.

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 RLT. The CEO will delegate aspects of the executive management functions to the Central Business Team: CFO, COO and Lead Premises Officer as appropriate.

The Role of the Academy Head teacher

The academy Head teacher is responsible for the day to day leadership and management of the school as outlined in their job descriptions.
The academy Head teacher remains the lead professional in the school 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 LGB with the full involvement of the CEO and/or an external adviser appointed by the Trust Board.

Rutland Learning Trust: Scheme of Delegation June 2020 – Unrestricted Delegation							
Area of Accountability		Members	Trustees	CEO	Local Governing Body	Resources/ Business Committee	Head Teacher
Governance	Appoint and remove members	✓					
	Role descriptions for members	✓					
People	Appoint Chair and Vice Chair of Trust Board		✓				
	Appoint a Trust 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 Committee - ensuring the skills profile includes: Finance, HR, H&S and Business acumen				✓		
	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,		✓	<A	<A		<A
	Carry out roles and responsibilities of Governance in line with the Governance Code of Conduct.		✓				
	Ensure Chair and CEO performance - 360* review - every two years		✓				

Key

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

Area of Accountability		Members	Trustees	CEO	Local Governing Body	Resources/Business Committee	Head Teacher
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: • the Scheme of Delegation • the Terms of Reference for the Trust Board • the Constitution and Terms of Reference of the LGBs and Resources Committees		✓	<A		<A	
	Review and amend the Terms of Reference for any other locally determined LGB committees or working parties				✓	<A	
	Approve 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 each school has robust school development plan which aligns to the priorities of the Trust			A>	✓	<A	<A
	Review and amend the policies of the Academy (in line with any relevant RLT template policy).			A>	✓		<A
	Ensure succession planning is in place for Trust Board		✓	<A>			<A
	Ensure succession planning is in place for Local Governance				✓		
	Succession planning for CEO		✓	<A>			
	Succession planning for Headteachers				✓		
	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		✓				
	Undertake an annual audit of Governor skills				✓		
	Undertake an annual self-review of Trustee		✓				
	Undertake an annual self-review of skills				✓		

Key

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

Area of Accountability		Members	Trustees	CEO	Local Governing Body	Resources/ Business Committee	Head Teacher
Reporting	Ensure Trust governance details on Trust website			✓			
	Ensure Academy Governance details on academy website with link to Trust website: ensure				✓		<A
	Establish and publish register of all interests: business, pecuniary, loyalty for members/Trustees/committee members:			✓			
	Approve annual report and accounts including accounting policies, signed statement on regularity, propriety, and compliance, incorporating governance statement demonstrating value for money: submit		✓	<A	<A	<A	<A
	Ensure annual report on work of the LGB in line with Trust Board requirements - as part of the school SEF			A>	✓	<A	<A
	Receive termly Leadership Reports (to LGB and Trustee Champions)			A>	✓		<A
	Approve Trust Attendance Policy		✓	<A			
	Provide School Report Cards to LGBs, Trustee Champions and Head teachers - twice a year in line with the RLT School Improvement Strategy			✓			
	Ensure auditing and reporting arrangements for matters of compliance: Safeguarding, H&S, Employment, Website, Data capture			A>	✓	<A	<A
	Monitor the impact of Pupil Premium expenditure				✓	<A	<A
	Monitor the impact of Sports Premium expenditure				✓	<A	<A
	Approve Quality Assurance/ School Improvement Reports Notes of Visit, School Report Cards			✓			<A

Key

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

Area of Accountability		Members	Trustees	CEO	Local Governing Body	Resources/ Business Committee	Head Teacher
Financial probity	Appoint external auditors		✓	<A			
	Appoint internal auditors.		✓	<A			
	Respond to auditor's management letter		✓	<A			
	Ratify annual accounts and reports.	✓					
	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
	Approve 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>	✓	<A	
	Report contracts which constitute related party transactions: up-to delegated limits		✓	<A			
	Approve Budget Forecast Return BFR Approve Budget Forecast Return out-turn BFR)		✓	<CFO			
	Approve Trust central budget 3 Year Plan and annual plan		✓	<CFO			
	Approve Pay Policy		✓	<CEO			
	Approve the Academy charging and remissions policy			CFO>		✓	<A
	Annually approve Central Services expenditure: 3-year plan		✓	<CFO <CEO			
	Agree and approve central services annual expenditure		✓	<CFO <CEO			

Key

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

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Area of Accountability		Members	Trustees	CEO	Local Governing Body	Resources/ Business Committee	Head Teacher
School Improvement	Approve RLT vision, aims and strategy: 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
	Approve a trust-wide school improvement strategy		✓	<A			
	Ensure School Improvement Plans which aligns with academy and Trust key priorities.			A>	✓		<A
	Receive a Data Capture report from the CEO regarding standards 2 x per year (and others as appropriate/outlined in the School Improvement Strategy document)		✓	<A			
	Receive a Leadership report (three times a year) from the academy headteacher regarding standards (to include progress towards achieving KPIs, attendance and the impact of the Pupil Premium and Sports Grants)				✓	<A	<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
	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	<A

Key

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

Area of Accountability		Members	Trustees	CEO	Local Governing Body	Resources/Business Committee	Head Teacher
Curriculum and Standards	Approve academy performance targets		✓	<A>	Propose		<A
	Approve a Trust-wide curriculum, T&L and assessment framework. RLT Curriculum vision for all schools, T&L Handbook, Assessment Strategy		✓	<A	<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
	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
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.				✓		
	Review attendance and pupil absences (as part of the KPIs).				✓		<A
	Approve exceptional bans from the premises of any persons, ensuring that the relevant protocol is adhered to.			A>	✓	<A	<A

Key

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

Area of Accountability		Members	Trustees	CEO	Local Governing Body	Resources/ Business Committee	Head Teacher
Safeguarding	Adopt a Trust-wide Safeguarding and Child Protection policy.		Safeguarding Trustee	<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	<A
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.				✓		
	Determine school term dates, holidays, teacher training days		✓	<A	<A		<A
	Approve changes to the school day and week.		✓	<A	<A		<A
Health and Safety, Risk and Estates							
	Review and monitor risk management for the Trust and maintain a Trust risk register.		✓	<A	<A		<A
	Approve insurance arrangements.		✓	<A			
	Review and maintain a buildings strategy and asset management planning arrangements.					✓	<A
	Approve an Academy health and safety policy.					✓	<A
	Approve the Academy lettings policy.					✓	
	Approve the Academy business continuity plan					✓	
	Approve the Academy risk register			A>	A>	✓	<A

Key

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

Area of Accountability		Members	Trustees	CEO	Local Governing Body	Resources/ Business Committee	Head Teacher
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
	Agree an appropriate staffing structure for the Academy.			CFO CEO 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.		✓		<A		

Key

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

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Area of Accountability		Members	Trustees	CEO	Local Governing Body	Resources/ Business Committee	Head Teacher
Information Management and Communication	Approve data protection policies and procedures to cover: • 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			
	Approve Trust-wide IT related policies and procedures		✓				
	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
	Ensure that the Trust website is compliant with the law/ statutory guidance and are up to date.		✓	<A			

Area of Accountability		Members	Trustees	CEO	Local Governing Body	Resources/ Business Committee	Head Teacher
Stakeholder engagement	Approve the Trust-wide Complaints Policy and receive reports from the Central Team regarding the level of complaints across the Multi Academy Trust.		✓	<A	<A	<A	<A
	Ensure all Academies have a clear home - school communication strategy				✓		<A
	Undertake an annual review of stakeholder views: pupils, staff, parents, governors, wider community members - and present to 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 a swiftly 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/COO (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

Members

RLT has "**Members**" who are best viewed as guardians of the constitution, changing the Articles if necessary and ensuring the charitable object is fulfilled. The Members appoint the Trustees and can exercise reserve powers to appoint and remove Trustees, but it is anticipated that this power will be rarely exercised. The Academy Trust will ordinarily have at least five Members.

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:
  TBA

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.

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

Appendix 3

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'.

Appendix 4

Trustees - Meeting Planner 2020/21			
Autumn 1 October 2020	**Autumn 2 December 2020**	**Spring April 2021**	**Summer July 2021**

1. Appoint Chair of Trust Board
2. Appoint Vice Chairs of Trust Board
3. Declaration of Pecuniary Interests
4. Recruitment and terms of office
5. Approve:
- **Vision and Aims: Key objectives**
- **School Improvement strategy**
  (Scrutiny Trustees)
- **Scheme of Delegation and Terms of Reference**
  Governor and Trustee training
- **Draft Transformation Plan**
6. Trustee code of conduct
7. Appoint Trust Audit Committee Members
8. Appoint Scrutiny Committee Members
9. CEO Appraisal Trustees
10. Appoint Clerk to Trust Board/LGB
11. Agree calendar of Trust Board meetings
 	
12. Policies as per schedule
	1. Annual Trustees Report
	2. CEO Report - progress towards KPIs in Trust Plan
	3. Academy Performance Reviews - School Cards
	4. Holidays and term dates
	5. Safeguarding updates
	6. Policies as per schedule
	
	Audit committee report/minutes
	Scrutiny committee report/minutes
	
	Monitoring/Due Diligence Reports
	LGB consultations
		1. CEO Report - progress towards KPIs in Trust Plan
		2. Outcomes from RLT QA/Due Diligence activities
		3. Safeguarding updates
		4. Policies as per schedule
		
		Audit committee report/minutes
		Scrutiny committee report/minutes
		Monitoring/Due Diligence Reports
		LGB consultations
			1. CEO Report - progress towards KPIs
			2. Outcomes from RLT QA activities
			3. Safeguarding updates
			4. Policies as per schedule
			5. Academy Performance Reviews - School Cards
			6. Outcomes of Governor reviews
			
			Audit committee report/minutes
			Scrutiny committee report/minutes
			Monitoring/Due Diligence Reports
			LGB consultations

Audit Committee - Meeting			
Autumn 1 October 2020	**Autumn 2 December 2020**	**Spring April 2021**	**Summer July 2021**
1. Appoint Chair 2. Agree terms of reference 3. Update on 'Year end' status 4. Review ESFA Academies Financial Handbook Changes - Review key sections in line with FMGS requirements. 5. Approve Delegated limits 6. Internal audit report 7. Confirm Top Slice - Central Services Offer 8. Policies - Investment and Reserves 9. Approve Pay Policy with any recommendations 10. Estate Management - Land and Buildings Collection tool (LBCT) November submission. 11. Applications for additional funding 12. BACS, Cashflow and Banking	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 6. Cash flow report	1.Budget Monitoring report (central and academies) 2. Cash flow report 2. Internal Audit report 3.Approve Budget Forecast Return Outturn (BFRO) submission 5. Review RLT Finance Policy (internal control procedures). 9. Risk Management Strategy and Register	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
TERMLY FINANCE REPORTS to the Chair of Trustees, Chair of Resources and CEO. Six reports per year to the Trustees.			

Appendix 5

Scrutiny Committee - Meeting Planner			
Autumn 1 September 2020	Autumn 2 December 2020	February 2021	Summer July 2021

Each September the RLT undertakes a diagnostic assessment of each school using a wide range of evidence. Headline key priorities and ambitions for the school are established. Strengths, weaknesses, risks and challenges are identified - as well as new initiatives that will support school improvement. In negotiation with the school, quality assurance and school improvement activities are identified and mapped out across the year. Support is allocated according to the bespoke needs of the school. This is formalised in the shape of a school support plan. Where a school is placed in a high level of support category there will be additional periodic checkpoint reviews as part of the plan. Formal reviews of each school's performance will be made at each
 	
September Trustee Scrutiny Committee.
 	
1. Appoint Chair
2. Agree terms of reference
3. Approve RLT policies as outlined in the schedule - School Improvement Strategy
4. Safeguarding Policy and updates
5. CEO presentation: RLT Outcomes
   Attainment and achievement data, trends, themes and key priorities for 2020/21
6. Headteacher presentations:
  School Outcomes
   - Attainment and achievement data
   - Headline priorities, targets and ambitions for the year
	1. Ratify school targets for 2020
	2. CEO presentation: RLT School Reports and Support Plans.
	3. RLT deployment of school improvement staff: outcomes of QA and impact of school improvement team
	4. Curriculum, T&L and Assessment strategy updates
	5. Safeguarding updates - from Leadership reports to LGB
	6. CEO Summary Report: Pupil Premium Reports and Sports Premium trends
	6. Approve RLT policies as outlined in the schedule
	
	Periodic checkpoints for 'high support' schools
		1. CEO/HT presentations: Progress towards targets and key priorities
		2. CEO summary report: RLT deployment of school improvement staff: outcomes of QA and impact of school improvement team
		3. Curriculum, T&L and Assessment strategy updates
		4. Safeguarding updates - from Leadership reports to LGB
		5. Approve RLT policies as outlined in the schedule
		
		Periodic checkpoints for 'high support' schools
			1. CEO data presentation: RLT progress and attainment data sets
			2. Headteacher presentations:
			Progress towards achieving targets and KPIs
			3. LGB Governor self-evaluation reports - trend analysis and implications for training
			4 Safeguarding updates - from Leadership reports to LGB
			5. Approve RLT policies as outlined in the schedule

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Appendix 6
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 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 7
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 8
Trustees - Audit Committee

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

The Audit Committee will consist of at least 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)
Frequency of meetings: at least 3 meetings per year and, as and when required.

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.

Rutland Learning Trust: Trustees	Rutland Learning Trust: Audit Committee	Rutland Learning Trust: Scrutiny Committee	CEO Appraisal Trustees
Rev James Saunders (Chair) David Evans (Vice Chair) Adrienne Holland (Vice Chair) Nicole Topham Kristi Withers Anna Raine Ian Blackburn Emma Keith Rob Gooding CEO **Vacancy: Marketing** **Vacancy: HR** **Vacancy: EYFS**	David Evans (Chair) Kristi Withers Anna Raine Ian Blackburn Rob Gooding CEO Graham Kirby CFO Emma Kirklamnd COO	Adrienne Holland (Chair) Nicole Topham Rev James Saunders Emma Keith Rob Gooding CEO	Rev James Saunders (Chair) David Evans (Vice Chair) Adrienne Holland (Vice Chair) Nicole Topham
Trustees are appointed based on their particular skill set: Leadership, Strategy, Education - Curriculum and Pedagogy, Business, Accountancy - Finance, Communication, Legal, Ability to develop the Christian ethos, Marketing, HR - Personnel			

Appendix 9
Trustees
Scrutiny Committee

Terms of Reference

Monitor, evaluate and report to the Trustees on the Quality of Education at each school:
- the intent, implementation and impact of an academy's curriculum
- the quality of teaching and learning
- use of assessment
- standards of attainment 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.

PLEASE REFER TO SCHOOL IMPROVEMENT STRATEGY 2020

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, teaching and learning policy, school improvement strategy and transformation 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 offer 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.
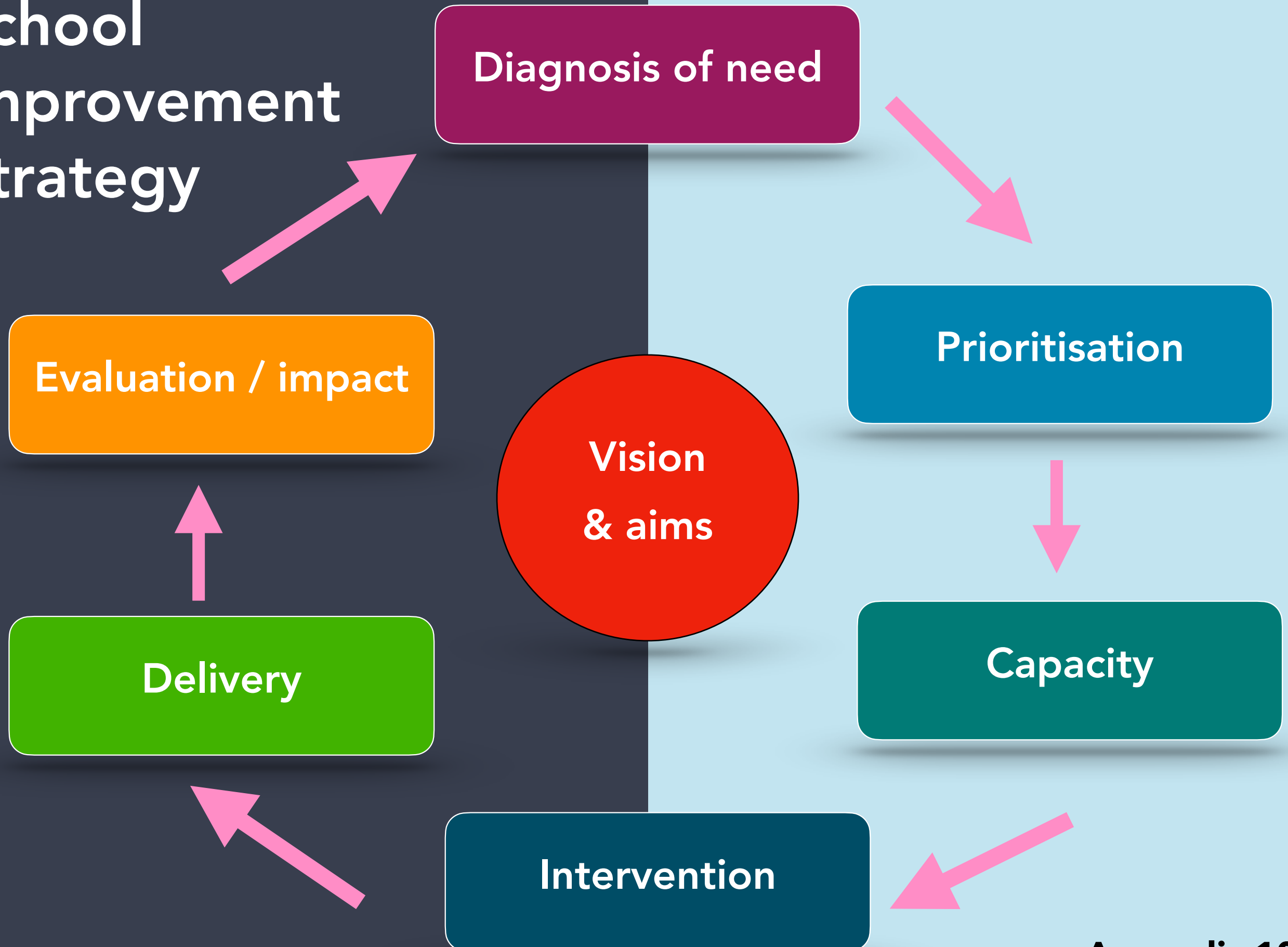
Policies, procedures and plans
- Develop and/or regularly review and evaluate the effectiveness of all trust-wide, frameworks or school specific policies and procedures within the remit of this sub-committee
- Annually present the **RLT SCHOOL IMPROVEMENT STRATEGY TO LGBs AND TRUSTEES**

Membership – a minimum of 3 Trustees including Chief Executive Officer.
Quorum: Half committee membership (rounded up to a full number)
Frequency of meetings: At least 3 meetings per year and, as and when required.

School Improvement Strategy

Trustees - Scrutiny Committee

Diagnosis of need

Evaluation / impact

Vision & aims

Prioritisation

Delivery

Capacity

Intervention

Appendix 10

Each September the RLT undertakes a diagnostic assessment of each school using a wide range of evidence. Headline key priorities and ambitions for the school are established. Strengths, weaknesses, risks and challenges are identified - as well as new initiatives that will support school improvement. In negotiation with the school, quality assurance and school improvement activities are identified and mapped out across the year. Support is allocated according to the bespoke needs of the school. This is formalised in the shape of a school support plan. Where a school is placed in a high level of support category there will be additional periodic checkpoint reviews as part of the plan. Formal reviews of each school's performance will be made at each Trustee Scrutiny Committee.

Quality assurance activities **QA**

School improvement activities **SI**

September
Trustee Scrutiny Committee

Checkpoint

February
Trustee Scrutiny Committee

Checkpoint

July
Trustee Scrutiny Committee
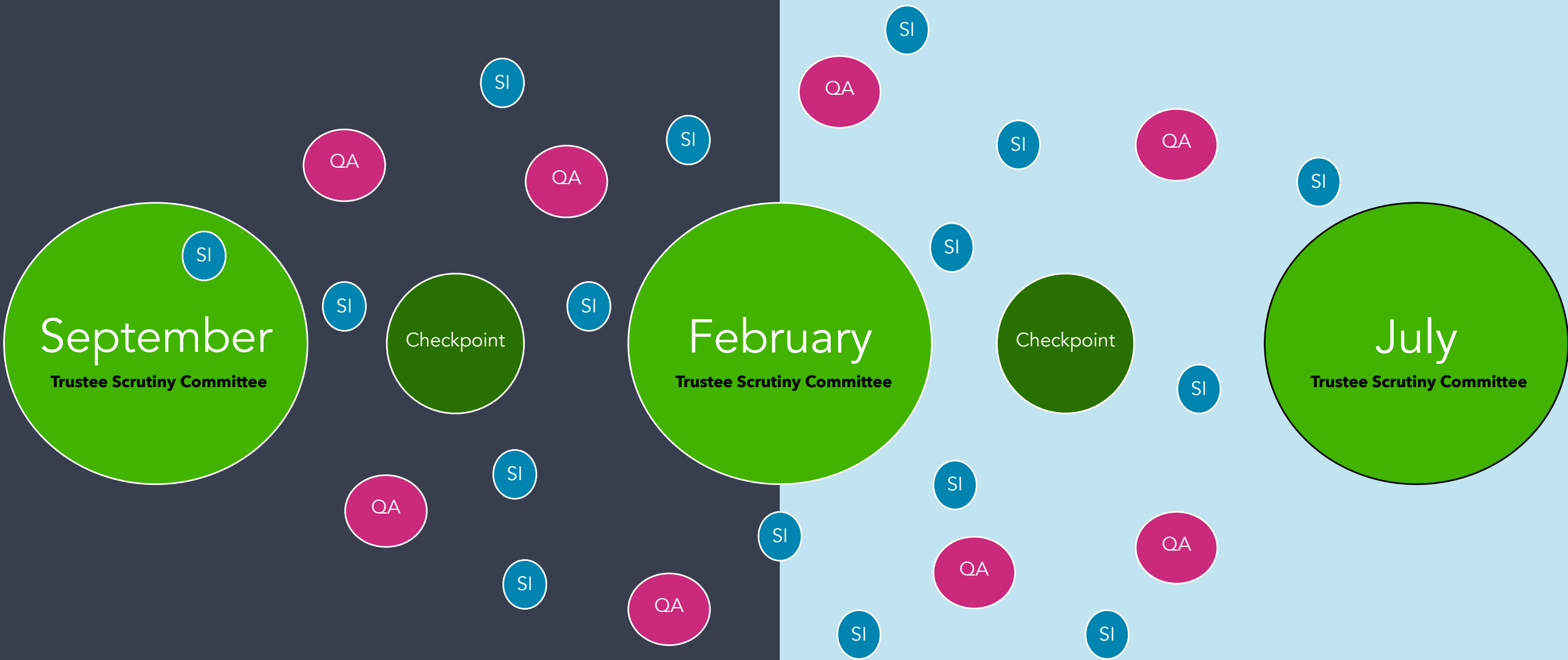
September: School presentations to the Trustee Scrutiny Committee - headline priorities and ambitions for the Year and RLT School Report and Support Plan.
Periodic checkpoints for 'high support' schools.
February: Trustee Scrutiny Committee - progress towards achieving targets and priorities
J**uly:** Trustee Scrutiny Committee - progress towards achieving targets and priorities

Appendix 11

Appendix 12
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 (if appropriate) and set 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)

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 13
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 LOCAL 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 Local 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
- Governors appointed via application process
- **At least 3 Foundation Governors (in each C of E School)**
  (St Nicholas must maintain a Foundation Governor majority overall)

Local Governing Bodies provide advice, support and challenge to the headteacher in leading the school and ensuring all pupils flourish. They guard the school's ethos, ensure the school collaborates with other schools in the Trust to share effective practice, resources and experience and manage its relationship with the community. Local Governors work with the Trust CEO to manage the performance of the Headteacher and report annually to the Trust Board on the school's achievements and areas of development.

The role of a Local Governor within a Multi-Academy Trust is an important one. In developing our governance arrangements, the Trust Board aims to minimise duplication of governance responsibilities and to secure authentic local governance for each academy. The Trust Board establishes Local Governing Bodies for each of the Academies, for the most part made up of individuals drawn from the Academy's community, both as elected and appointed members.

The Local Governors are accountable to the Trust Board (which in turn is accountable to the Department for Education) as well as to the communities they serve.

The responsibilities and duties of the Local Governing Body are outlined in the Scheme of Delegation, a key document which supports the work of Local Governing Bodies, facilitating a clear focus on the core areas of:

• Quality of Education

• The effectiveness of Leadership and Management

• The Ethos and Culture of the school

• Behaviour and Attitudes

• Inclusion

• Health, safety and premises, including safeguarding

• Parental and wider community engagement

• Assurance and oversight of compliance and risk, including finance.

Local Governing Body

The LGB meets <u>6</u> times a year to consider:

"What is it like to be a child in this school?"

• **Quality of Education**

• **The effectiveness of Leadership and Management**

• **The Ethos and Culture of the school**

• **Behaviour and Attitudes**

• **Inclusion**

Quality of Education
Curriculum - Intent, Implementation, Impact
Teaching and Learning
Outcomes
EYFS

Leadership and Management

Ethos and Culture
Vision and Values
Personal Development – Learning Character
Spiritual, Moral, Social and Cultural Development
Well being of staff and pupils

Inclusion
Meeting the needs of ALL pupils

Behaviour

What is it like to be a pupil in my school?

Local Governing Body

Clarity of vision, ethos and strategy

Pupil success and well being

Holding the headteacher to account for the educational performance of the school and its pupils

Overseeing the financial performance of the school and making sure its money is well spent

1. The QUALITY of EDUCATION in school - across EYFS, KS1 and KS2

- The CURRICULUM: BROAD, BALANCED, INSPIRATIONAL!
  The INTENT, IMPLEMENTATION and IMPACT

- The quality of TEACHING and LEARNING

- OUTCOMES: Attainment and Achievement

- PROGRESS towards achieving ambitious TARGETS

- Use of ASSESSMENT to track and monitor performance

2. The effectiveness of LEADERSHIP and MANAGEMENT

- A CLEAR and AMBITIOUS VISION for providing high quality education for all pupils - realised through strong, shared values, policies and practice aligned to the Trust vision of Working Together, Sustaining Excellence, Transforming Learning.

- HIGH EXPECTATIONS for what all children and learners can achieve and ensure high QUALITY EDUCATION and CARE for children and learners

- IMPROVING staff practice and teaching, learning and assessment through rigorous performance management and appropriate professional development

- EVALUATING the quality of the provision and outcomes through robust self-assessment, using a wide range of monitoring strategies, and using the findings to develop capacity for sustainable improvement - LEADERSHIP REPORTS and SELF-EVALUATION.

- DEVELOPING learning programmes and a curriculum that have suitable breadth, depth and relevance so that they meet all relevant statutory requirements, as well as the needs and interests of learners - (Prioritising READING, KNOWLEDGE and VOCABULARY)

- PROMOTING strong PARENTAL ENGAGEMENT

- Understanding LOCAL and CONTEXTUAL issues/priorities

- Ensuring highly effective SAFEGUARDING policies, processes and procedures

3. ETHOS and CULTURE

- Inculcating the VISION, VALUES and ETHOS of the Trust and school to enhance pupils spiritual, moral, social and cultural development

- PERSONAL DEVELOPMENT - LEARNING CHARACTER - independent and creative thinkers.
  Learners that are RESILIENT, RESOURCEFUL, RESPECTFUL, RESPONSIBLE, REFLECTIVE, take RISKS and form strong RELATIONSHIPS.

- Prepare pupils for life in modern Britain - developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

- WELL BEING of staff and pupils

4. BEHAVIOUR and ATTITUDES

- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe, staff know and care about pupils.

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly.

- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes towards their learning.

- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.

- Leaders support all staff well in managing pupil behaviour. Leaders, staff and pupils create a positive environment in which bullying is not tolerated.

- A strong focus on attendance and punctuality.

5. INCLUSION

- EVERYONE MATTERS and are INCLUDED! Differences are celebrated. Learning builds on pupils' strengths.

- A shared commitment for IMPROVING OUTCOMES for disadvantaged children, vulnerable groups and SEND learners.

- Meeting the NEEDS of ALL PUPILS

Appendix 14
Local Governing Body

Core governor responsibilities

Setting the strategic direction
Governing bodies are the key strategic decision makers in every school. Along with the Head Teacher, it is the job of a governing body to set the school's aims and objectives around how the school will develop and improve. They set policies, formulate plans and agree targets to help the school achieve these objectives, as well as regularly reviewing their strategic framework in light of that progress.

Creating robust accountability
The governing body is there to support and challenge the school's senior leadership team. They play a crucial role in holding the Head Teacher to account for securing the best possible outcomes for pupils. By challenging key decisions and asking pertinent questions about the school's performance data, governors aim to guarantee high standards in education.

Ensuring financial probit
Governing bodies have a strategic role in the financial management of schools. Their key responsibilities include, setting financial priorities through the school development plan, 3 year financial plan and the annual budget. They also decide on how the school's delegated budget should be spent in accordance with the school improvement plan and statutory curriculum requirement.

TERMS OF REFERENCE FOR THE LOCAL GOVERNING BODY:

- To recommend new Governors as vacancies arise*
- To hold at least 6 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 C of E 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: 6 meetings per year and, as and when required.
Expectations and commitment: All new Governors must attend induction training within the first 6 months of being appointed. This will include clarification on roles and responsibilities of being a Church or Academy Governor.
Link roles: All Governors are all expected to undertake appropriate school based activities associated with their role or responsibilities.
Training: Governors should attend the annual RLT Governor Training day and must undertake at least one RLT and one NGA virtual training session each year. These sessions should be linked to their allocated roles and responsibilities.

Appendix 15

Outline Meetings Planner

Meetings Planner

Local Governing Body - Meeting Planner					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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. **Sports Premium** 13. **Pupil Premium Report** 13. Safeguarding 14. 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. Governor monitoring 4. Governor Training 5. Policies: Trust policies to be adopted, school policies to be approved. 6. RLT School Report Card	1. **Ethos and Culture** 2. Governor monitoring 3. Governor Training 4. Policies: Trust policies to be adopted, school policies to be approved.	1. **Leadership Report to Governors** 2. **LGB - skills profile and audit** 3. **LGB Self evaluation** 4. Governor monitoring 5. Governor Training 6. Policies: Trust policies to be adopted, school policies to be approved.	1. **SEND/Inclusion and Behaviour** 2. **Survey Results - pupils, staff, families** 3. Governor monitoring 4. Governor Training 5. Policies: Trust policies to be adopted, school policies to be approved.	1. **Leadership Report** 2. **End of Summer Term data sets: Initial discussion of data - EYFS KS1 and KS2 data dashboards - establish key priorities for coming year** 4. Governor monitoring 5. Governor Training 6. Policies: Trust policies to be adopted, school policies to be approved. 7. **Sports Premium Report** 8. **Pupil Premium Report**

Appendix 16
Terms of Reference LGB RESOURCE/BUSINESS COMMITTEE

ROUTINE COMMITTEE

This committee is through which the work of the Rutland Learning Trust is accomplished.

This committee meets termly.

RESOURCE/BUSINESS COMMITTEE

Committee Membership: At least one LGB member, Headteacher, Office Manager, CEO, CFO, COO. Lead POC

This committee may have assigned to it appropriate members of the SLT or LGB, 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: At least one Governor, Headteacher, CEO, CFO, COO

Frequency of meetings: 6 times per year, one each term
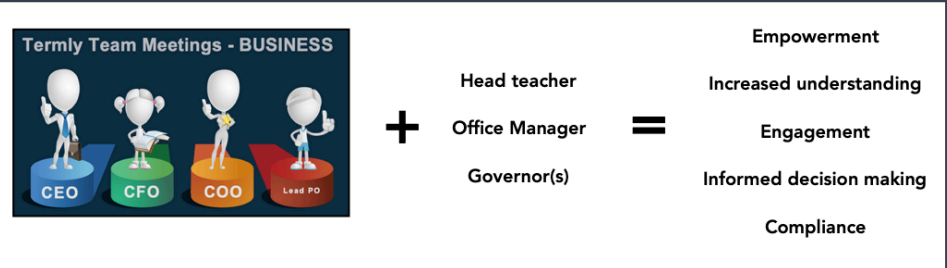
Remit:

Scheduled (and protected) termly meetings with the CFO, COO, CEO and Lead PO to discuss finance, HR, premises and staff deployment with the Head teacher and **Governor(s).**
The head teacher must be accompanied by the school office manager and at least one Governor.

Ideally this meeting will take place during the school day.

Minutes of the meeting (including Finance Reports and Dashboards) are forwarded to each LGB so that they are fully informed about any current or future decisions. Essential financial data and other relevant information is also captured on the Head teacher's Leadership Report and RLT School Report Card.

Terms of reference for RESOURCE/BUSINESS 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 (one and three year), based on priorities in the school's development/improvement plan to present to the LGB and Trustees for adoption.
- Establishing and monitoring appropriate policies and procedures for sound budgetary control.
- Reporting regularly on the school's finances to the LGB and 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 approved by the Resource Committee.
- Considering financial implications of recommendations by the CEO, Executive Headteacher, Headteacher or Head of School, CFO, COO
- 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/BUSINESS 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).

Terms of reference for RESOURCE/BUSINESS COMMITTEE
PERSONNEL

Remit:

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 LGB 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 LGB/Trustees on all staff matters which relate to conditions of service
- advise the LGB/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

Appendix 17

Terms of reference for RESOURCE/BUSINESS 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 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.

Resources/Business Committee					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
1. Terms of Reference - Resources Committee 2. Delegation limits 3. Finance committee self-assessment 4. Financial Management Report and dashboard 5. Headteacher input. Personnel, H&S, Premises updates 6. Pay Review recommendations 7. Policies: Trust policies to be adopted, school policies to be approved.	1. Financial Management Report and dashboard 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 and dashboard 2. Headteacher input. Personnel, H&S, Premises updates 3. Business Continuity Plan 4. Policies: Trust policies to be adopted, school policies to be approved.	1. Financial Management Report and dashboard 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. General maintenance and redecoration plan 5. Policies: Trust policies to be adopted, school policies to be approved.	1. Financial Management Report and dashboard 2. Headteacher input: Personnel, H&S, Premises updates 3. FINAL 3 year and 1 year budget recommendation to the LGB 4. FINAL staffing structure for next academic year. 5. ICT infrastructure and hardware replacement plan 7. Risk Protection Arrangements and Insurances Review	1. Financial Management Report and dashboard 2. Headteacher input: Personnel, H&S, Premises updates
TERMLY FINANCE REPORTS to the Chair of Governors and HT. Six reports per year to the LGB.					

Appendix 18
LGB Sub Committees
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 - in all cases except where it has been impossible for the CEO 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. The removal of a suspension and re-instatement of a member of staff is delegated to the CEO 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 19

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).

Appendix 20

Local Governors
Roles and Lead Responsibilities

Chair

Vice Chair

Quality of Education (All)
English, Maths, EYFS, 3 other subjects that rotate each year

Leadership and Management
Chair & Vice Chair

Ethos and Culture (3)
Foundation Governors

Inclusion/SEND (1)

Behaviour, attitudes and personal development (2)

Safeguarding (1)

Headteacher's pay and performance review (3)

Admissions (2)

Some Governors might have a specific role or responsibility across more than one school.

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 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.safeguardinginschools.co.uk/safeguarding-and-governors/role-of-the-safeguarding-governor/

Appendix 21

INDUCTION

"Induction is essential for all those governing in schools to ensure all Trustees and Governors are clear about what their powers and responsibilities are and that they understand the organisation they are governing." NGA 2018

Local Governors

Stage 1: Expression of interest.
Prospective Governors meet with the Chair of Governors and the Head teacher to discuss:
- The role of Governors in the Rutland Learning Trust and in our school
- What do Governors do - key roles and responsibilities
- Skills audit/profile discussion - meeting the needs of the Local Governing Body
- Code of Conduct and the Nolan Principles
- Declaration form - conflicts of interests/business interests/pecuniary interests
- Consider opportunities to observe a Local Governing Body Meeting in action

Stage 2: Application
- A completed application form is sent to the Chair of Governors
- Chair of Governors and Head teacher - cross reference skills profile with the needs of the Local Governing Body
- The Chair of Governors forwards the application and a recommendation to other Governors for comments
- The application form and recommendation are then sent to Trustees for approval.

Stage 3: Induction
The training and induction provided for new Governors will depend on their existing experience. Where necessary induction will provide specific training on roles and responsibilities of Governors, church governance, educational, legal and financial matters.
A skills audit/profile is completed to inform appropriate training requirements. All new Governors will be given a tour of our school and provided with access to copies of policies, procedures, minutes, finance dashboards, plans and other strategic documents which they will need to undertake their role.

An induction meeting with the Head teacher and Chair of Governors should be undertaken within the first six weeks of appointment. This meeting includes:

- Tour of the school - an introduction to key staff members
- Staffing - names and roles
- Contextual information about the school
- Contact details
- A copy of the School Governors Year Book 2019
- A discussion about how our school works - staffing and structures:
Composition of the Local Governing Body – names and areas of responsibilities, a brief overview of strategic intent - our key priorities, vision and aims.
- Briefing by Chair or Clerk to Governors on how your Local Governing Body (LGB) operates, its committees, proceedings and protocols at meetings.
- Scheme of Delegation and Terms of Reference for the LGB and committees.
- Complete key documentation e.g. DBS, Safeguarding Policy and any other declarations of pecuniary or business interests
- Complete a governor's skills audit/ profile activity - consider areas of responsibilities or interest.

A brief introduction to the Governor Intranet/TEAMS and school website by the Head teacher:
Roles and Responsibilities - Governors
Meetings and minutes - dates for future meetings and draft agenda items
Monitoring reports
Vision Aims and Ethos
Whole school key Priorities
School Improvement Documents - Action Planning
Monitoring schedules
Policies
Self- evaluation
Performance data, Finance reports, Staffing, Targets
RLT email address and intranet login details
Upcoming training events

Important documents
- Most recent Leadership report to Governors
- School performance data
- OFSTED Report
- Section 48 Denominational Inspection Reports
- Minutes of most recent meetings
- Articles of Association (RLT website)
- Audited Accounts - Annual Report to Trustees (RLT website)
- Trust performance data (RLT website)
- Scheme of Delegation - Terms of Reference (RLT website and intranet)
- Vision and Aims of the RLT - Strategic Intent (Intranet)
- DfE Governance Handbook
- ESFA - Academies Financial Handbook
- Funding agreement (RLT website)
- Guide to the Law for School Governors

Appendix 22

As part of our governance structure we undertake an annual skills audit, a Governor Profiling activity and record details of training that governors have attended to ensure that the skill mix/set is suitable for their important role in governing our schools.

All Governors have access to National Governors Association - E-learning modules.
Over 50 modules are available for Trustees and Governors.

Eight induction modules provide immersive, challenging and interactive learning in all the key areas that new governors or trustees need in order to become effective in their governance role from the start. Those with more experience can refresh and test their understanding of the key areas of governance. Each module is CPD accredited.

- ♣ **Governance:** roles and responsibilities
- ♣ **Your organisation:** curriculum and school structures
- ♣ **Strategy:** vision and values
- ♣ **Progress and attainment:** understanding school structures
- ♣ **Resources:** finance and staffing
- ♣ **Working Together:** building the team
- ♣ **Compliance:** statutory responsibility and risk
- ♣ **Effectiveness:** making an impact and changing lives

All LGBs will undertake an annual review of its performance - self evaluation or part of a peer review process.

All LGBs will have access to Governor Buddy - an experienced (former or current) COG/NLG/Head teacher: to consult, seek advise, coach, mentor or merely acts as a sounding board.

Governor Days

A flexible approach - reflecting

the availability of Governors...

1 day or 1/2 days

Governor Monitoring

Governor monitoring - day - morning - afternoon

1. Quality of education:
English, Maths, EYFS, 3 other subjects
(these 3 rotate each year - linked to the school development plan)
When? How?
*Autumn:** Curriculum intent discussion with subject leaders
School improvement plans discussion
***Spring:** Visit to school to look at curriculum implementation.*
Governor morning/day/afternoon - coaching role from QA Officer
***Summer:** Impact discussion with subject leaders*

2. The impact of leadership and management
Chair and Vice Chair
When? How?
* Termly HT meetings - Leadership reports

3. The ethos and culture of the school
When? How?
***Summer term:** Visit to school -Governor morning/day/afternoon*
Collective worship/ assembly/events in school/ pupil interviews

4. Inclusion/SEND - meeting the needs of all pupils
When? How?
Term 3 and 6, Meeting with SENCO. SEND Review Report

5. Behaviour, attitudes and personal development
When? How?
***Spring:** Visit to school - Governor morning/day/afternoon - Surveys*

6. Safeguarding
When? How?
***Terms 2, 4 , 6:** SCR and Policy review, audits, discussions*

Appendix 23

Governor Training 2020

Saturday 30 Jan 2021 from 9-3

Governor: *RLT* **Annual Training Day**

- all Governors are encouraged to attend

Agenda to include:

- RLT Vision and Aims
  - School Improvement Strategy
  - Where are we now?
  - Successes and Challenges
- Roles and Responsibilities of Governors
- OFSTED input
- A series of workshops

RLT termly training sessions: virtual sessions.

(2 x 1 hour sessions)

All Governor should attend the sessions linked to their key area of responsibility

- TERM 1 Quality of education
  Date: 7pm 16th Sept and 23rd Sept
- TERM 2 Leadership and Management
  Date: 7pm 12th Nov and 25th Nov
- TERM 3 SEND/Inclusion
  Date: 7pm 7th Jan and 21st Jan 2021
- TERM 4 Personal development, behaviour and attitudes
  Date: 7pm 25th Feb and 11th Mar 2021
- TERM 5 EYFS and Safeguarding
  Date: 7pm 22nd Apr and 6th May 2021
- TERM 6 Self-evaluation and Data
  Date: 7pm 10th Jun and 24th Jun 2021

NGA on- line training sessions

All Governor should attend at least one session linked to their key area of responsibility

Governance roles and responsibilities
Getting it right as a staff Governor
Key functions of a Gov Board
Governance of a church school
Effectiveness, making a difference, changing lives
Gov Visits
Handling difficult situations
Ofsted inspections
Working together - building a team
Succession planning
Vision and ethos
Strategic Direction
HT appraisal and capability
Recruitment and succession planning
Finance & understanding school finance
Compliance
Equality and diversity
E Safety
Monitoring and evaluation
Governors roles in school improvement
EYFS
Looked After Children
Data and targets
Exclusions
Arts and culture
The role of the SEND Govs
Curriculum - what children should learn
H&S
Law
Pupil Success and wellbeing
Working with leaders
Resources
Compliance

Additional training events as part of the Diocese SLA

Appendix 24
Delegated Limits

2020 Delegation Limits					
	Office Manager	**Head teacher and COO**	**LGB**	**CEO**	**Trustees**
Ordering Invoicing Purchasing	Up to £1000	Up to £10,000	Up to £25,000 Excluding appointments	Up to £50,000 Excluding appointments	Greater than £50, 000
Budget virements		Up to £5000	Up to £25,000	Up to £50,000	Greater than £50, 000
Write offs/ disposals		Up to £500	Up to £2500	Up to £5000 per item	Greater than £5000