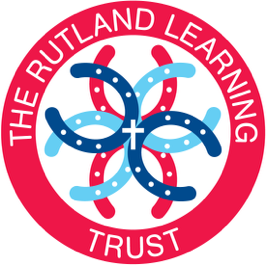
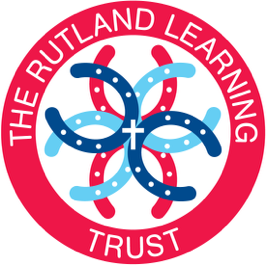
The Rutland Learning Trust

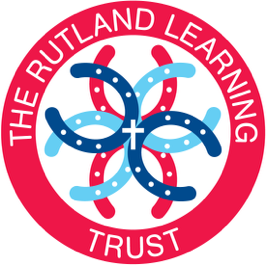
*Providing outstanding education for all pupils – today and tomorrow*



By:   
**Working Together**   
*(Real, genuine and planned colla**boration)*

**Sustaining Excellence**   
*(Raising standards of achievement)*

**Transforming Learning**   
*(Improving the quality of teaching and learning, curriculum and use of assessment)*



Scheme of Delegation

Governance Structure

Terms of Reference

2016/7

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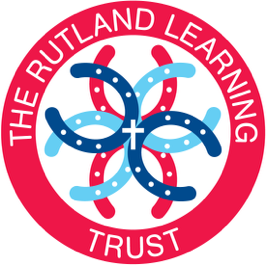
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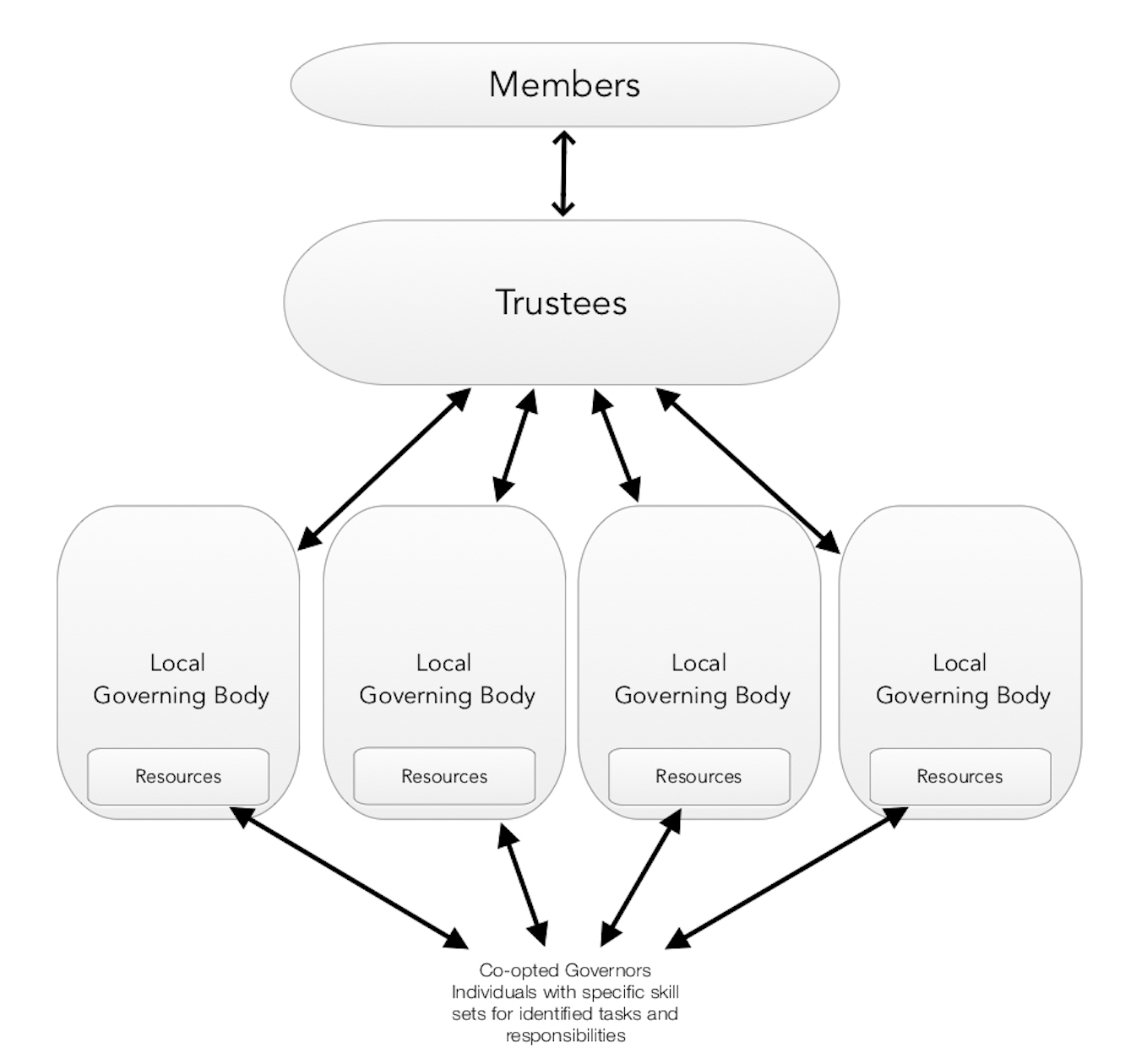
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The Rutland Learning Academy Trust – Governance StructureMEMBERS:

The members are akin to the shareholders of a company. They have ultimate control over the academy trust, with the ability to appoint/remove some of the trustees and the right to amend/review the trust’s articles of association. They also sign off the financial statement and annual report. The Chair of the Board of Trustees will also be a Member. The separation of Members and Trustees is desirable for achieving robust accountability.

**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 Goringe
* Two indivduals appointed by the Peterborough Diocese Church Schools Trust: Alexandra Martin, Dr Revd Andrew Rayment
* The Chair of Trustees:
* An Additional Member appointed under Article 16:

Ed Burrows from 27th May 2016

The Members

* Appoint/remove Trustees
* Review the Articles of Association
* Sign off the financial statement and annual report

**In the Rutland Learning Trust the majority of Trustees will be Foundation Governors.**

# 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 Headteacher to account and ensuring financial probity.

3 Trustees will also form an Audit Committee.

As charity Trustees, they must also ensure that they are complying with charity law requirements.

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.

# THE ROLE OF A TRUSTEE

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.

Trustees should have the skills and attributes to:

* Constantly focus on what’s best for the Trust and pupils by challenging in a constructive manner, asking probing questions and visualising the strategic picture, in terms of both the MAT and the academies within it.
* Understand and effectively carry out their roles, responsibilities and accountabilities, with the ability to take risks and consider dynamic and innovative options.
* Measure and lead Trust wide school improvement and drive the necessary changes.
* Understand the financial and the business elements of leading a MAT, as well as the legal aspects of the role and how the trust and the business work.
* Work as part of a team and accept shared responsibility and accountability, as well as undertaking frequent self-evaluation in order to remain effective.
* Uphold and develop the Christian ethos across the MAT
* 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 academy.
* Be innovative, creative and open-minded by engaging in futures thinking and ‘horizon scanning’.
* Ensure that they have the commitment and stamina to drive forward the MAT, as well as the will to abandon the ‘good’ in order to find the ‘outstanding’.

Trustees set the strategic direction of the the MAT by:

* Setting the vision, values, aims and objectives for the MAT
* Agreeing the policy framework for achieving those aims and objectives
* Appointing/removing/suspending members of the Local Governing Body
* Reviewing the scheme of delegation arrangements annually
* Electing a chair, vice chairs and any other officers

Trustees challenge and support the school by monitoring, reviewing and evaluating:

* The effectiveness of the school in relation to external benchmarks
* The implementation and effectiveness of the policy framework
* Progress towards annual priorities as detailed in the strategic plan

Trustees ensure accountability by:

* Ratifying the annual evaluation of school effectiveness
* Holding the CEO/ Executive Head teacher / Headteachers / School Leadership Team to account for the performance of the school including finance and achievement of pupils
* Responding to OFSTED and other commissioned reports, where necessary
* Ensuring parents and students are involved, consulted and informed as appropriate
* Making available information to the community
* Appointing and performance managing the CEO/Executive Headteacher who, with the LGB and school leadership teams, deliver the vision (through the day to day leadership and management of the school, implementation of the agreed policy framework and school improvement strategy, and delivery of the curriculum) and report appropriately to the Trustees.

Trustees have complete discretion over what is delegated to each Local Governing Body.   
3 Trustees will also form an Audit Committee.

TRUSTEES are appointed based on their particular skill set:   
LEADERSHIP, PEDAGOGY, FINANCE, BUSINESS, PERSONNEL, CURRICULUM, COMMUNICATION, LEGAL and STRATEGY,ABILITY TO DEVELOP THE CHRISITIAN ETHOS

The Executive Head teacher is also a Trustee – unless s/he chooses otherwise.

The Trustees meet at least 4 times a year to discuss: STRATEGY, FINANCE, STANDARDS, ACCOUNTABILITY, POLICY.

Documents forwarded to the Trustees for their consideration include:

* Head teacher report –self-evaluation against OFSTED criteria
* Impact statement – progress towards priorities in the Way Forward School Development Plan
* Minutes of Local Governing Body
* Minutes of RESOURCES Committee
* SEF SUMMARY at the end of each academic year to inform new Way Forward School Development Plan

In his speech to the 2013 National Governors Association Summer conference, Schools Minister Lord Nash recommended that more should be done to attract highly talented and committed people to volunteer as school governors and academy trustees. He called for all schools to have a dynamic board akin to the board of company or charity, focused on its non-executive leaders who:

* Are driven by their core strategic functions of setting the vision, holding the Headteacher to account for results and making sure money is well spent.
* Sit on boards that are no bigger than they have to be.
* Are curious about what’s going on in the classroom and aren’t afraid to innovate.
* Focus ruthlessly on what really matters: raising standards.

# TERMS OF REFERENCE FOR TRUSTEES 4 Vacancies

* To agree constitutional matters
* Approve Trust Board Terms of Reference.
* Approve Trust and Academy Scheme of Delegation.
* Establish Trust Committees – Audit
* 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 Principal Finance Officer
* Appoint a Responsible Officer
* Appoint CEO, Executive Head Teacher
* 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 EFA
* Approve calendar and schedule of Trust Board
* 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’ and monitoring schedules
* Review risk management plan
* Review disaster management plan
* Review business continuity plan
* Monitor and evaluate the impact of the school improvement plan 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** | **Skill Set** | **Brief Biography/Experience** |
| Gareth Williams | LEADERSHIP, STRATEGY, PEDAGOGY/EDUCATION, CURRICULUM, GOVERNANCE. | Education Consultant. Has been a primary school teacher, headteacher, a Registered Inspector with Ofsted and an LA Officer. Served as a Deputy Director of Education (Wigan MBC, 1999-2005) and a Director of Education (Leicestershire CC, 2005-6) and Director of Children and Young People Services (Leicestershire CC 2006-2013). Also served as a Governor in a CE school in Merseyside and as Church Warden in a rural Leicestershire parish. Works for Virtual Staff College Nottingham developing Leadership Training and has been a mentor for senior educationalists in various organisations in England. Works part time as a ministerial adviser to the Welsh Government and sits on a number of Boards that are working with failing schools and Local Authorities in Wales. Chairs the Welsh Government group developing national accountability strategies for schools, Local Authorities, Consortia and Central Government. Also works on a part time basis with a number of national educational bodies in England. |
| David Evans | LEADERSHIP, STRATEGY, FINANCE, BUSINESS, CHANGE MANAGEMENT | Member and Director of RLT.  Previous Chair of Governors. 15 years of business and team leadership. Married with two young sons schooled within the RLT. Interests in running and cycling. |
| Stuart Fry | LEADERSHIP, STRATEGY, FINANCE, BUSINESS, CHANGE MANAGEMENT | Previous Governor at Whissendine. Chartered mechanical engineer (C.Eng) and Fellow of Institute of Mechanical Engineers (IMechE). Managing Director of Linecross Group for past 16 years. Married with 3 children. Interests in Rugby (coaching at Oakham RFC), football, squash and music. |
| Adrienne Holland | LEADERSHIP, STRATEGY, PEDAGOGY/EDUCATION, CURRICULUM, | Since retiring from 17 years of Headship, was the temporary Primary Strategic Lead for RCC and was interim Head for a very small rural school in Leicestershire. Has been a School Improvement Partner for schools in Leicestershire, Nottinghamshire and Warwickshire and is also Vice Chair of Governors for a local Primary School and Vice Chair of Home-Start Melton and Rutland. She is a Trustee for Raynes Trust, a Charitable Foundation and have acted as an External Assessor for both Warwick and Nottingham Trent Universities, from 2005-2011.  She remains passionately committed to education and continuous school improvement. I have 2 children and 2 grandchildren and live in Melton Mowbray. |
| Niki Eastwood | PERSONNEL | Director of NGE Consulting Ltd.  More than 20 years HR and PM experience gained in blue chip organisations.  In the process of going freelance, specialising in change management and business transformation.  Previously served 4 years as a parent governor. Single parent with 3 children.  Enjoy being active and outdoors: currently training for London marathon. |
| Sue Hickey | LEADERSHIP, STRATEGY, PEDAGOGY/EDUCATION, CURRICULUM, | Previously a headteacher of both small rural primaries and latterly in large city schools. After thirteen years as a headteacher, she left headship to become a School Improvement Partner. For the last seven years, she has been an Education Adviser and has considerable experience in supporting, monitoring and challenging school performance through school improvement work with senior leadership teams. |
| Nick Horrigan\* | BUSINESS, COMMUNICATION, IT | Chair of Governors at Langham Primary School and on the strategic board of trustees of the RLT.  Work for a local IT company-developing solutions for local and central government and the financial sector. |
| Julia Seary\* | COMPANY LAW | Previous school governor/director of an Academy. Qualified solicitor – Company and Commercial partner at Roythornes solicitors. Local JP Magistrate for Leicestershire and Rutland.  Married with 4 children. Interests include running, cycling skiing and sailing |
| Rob Gooding | EXECUTIVE HEAD TEACHER of the Rutland Learning Trust | |
| Associate Board Members | | |

# 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. An annual report/minutes will be produced by the Audit Committee 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 EFA 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.

**Frequency of meetings**

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

The Audit Committee will consist of three members of the Trust Board.   
Additionally, up to two external co-opted members may also be appointed.   
The Chair of the Trust Board cannot be a member of the Audit Committee.

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

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

Administrative support will be provided by the Clerk to the Governing Body.

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:** 4 meetings per year and, as and when required.

**Scrutiny and Policy Committee**

**DRAFT Terms of Reference**

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

Maintain a consistent focus on checking the effectiveness of the Trust strategic plan: recognise and celebrate achievement – identify areas for development.

Review policies as outlined in the monitoring and and evaluation schedule.

**Curriculum and Assessment**

* Recommend to the Trust targets for educational attainment and standards.
* Monitor and report to the trust on the achievement of targets and pupil/student progress.
* Review and recommend to the trust for approval the academy's curriculum policy and development/ improvement plan.
* Establish arrangements for leadership and management and for supporting and challenging the HT and senior leadership team to continually improve outcomes.
* Secure an external specialist improvement partner, with the board’s approval, to provide an independent review and evaluation of the performance of the HT to inform the trust’s pay review group which includes the chair of governors. Receive and act on an annual report on the performance of the HT.
* Ensure sufficiency and adequacy of data and information relating to standards and attainment.

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

* The effectiveness of the academy's leadership and management, curriculum policy and the quality of teaching and learning and their impact on pupil/student progress and outcomes.
* The academy's 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/students 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 inspections.

Key Performance Indicators and Targets

* Support and monitor the attainment of key performance indicators and targets as outlined in school development plans and report progress to the Board.

Policies, procedures and plans

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

**Membership –** a minimum of 3 Trustees including Chief Eexecutive Officer.

**Quorum: Half committee membership** (rounded up to a full number)  
**Frequency of meetings:** 4 meetings per year and, as and when required.

THE ACCOUNTING OFFICER  
Responsibilities:  
- Appropriate oversight of financial transitions  
- Regularity and propriety  
- Prudent and economical administration

- Value for money through efficient, effective and economic use of available resources  
- Preparation of the annual report (auditors – accountants)

PRINCIPAL/CHIEF FINANCE OFFICER  
Responsibilities:  
- Prepare the annual accounts  
- Prepare and monitor the budget  
- Provide technical advice

- Liaise with auditors and accountants   
Reports to Trust Board and through written reports and meeting attendance.

RESPONSIBLE OFFICER  
Responsibilities:  
- To undertake a programme of work to address the risks, inform the statement of internal control and provide assurance to the external auditors.  
Reports to Trust Board and through written reports and meeting attendance.

THE ROLE OF THE EXECUTIVE HEADTEACHER  
The Executive Head Teacher, as the lead professional within school, is responsible for its internal leadership, management and organization, for advising the Trustees and for implementing the actions in the strategic plan. The Headteacher, Head of School and SLT will support the Executive Headteacher in the day-to-day leadership and management of the school.

* Formulating and reviewing the vision, values, aims and objectives for the schools, for modification and adoption by the Trust.
* Formulating and reviewing policies for adoption by the Trust.
* Reporting to the Trust on progress, either at full Trust meetings or at committee meetings as required.
* Completing an annual evaluation of school effectiveness and associated strategic plan, for ratification by the Trust.

# LOCAL GOVERNORS – LOCAL GOVERNING BODY

Membership – up to 12

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

- Chair

- Vice

- Head teacher/Head of School

- Staff member

- At least 2 parents

**- At least 3 Foundation Governors (**St Nicholas must maintain a Foundation Governor majority overall)

Local Governing Body   
The LGB meets at least 4 times a year to consider:   
Provision; Safeguarding; Inclusion; Teaching, Learning and Assessment; Culture and Christian Ethos; Outcomes, Standards and Progress; Quality of the Curriculum Offer; EYFS; Behaviour and Welfare.   
  
There are nominated Governors for each of these key areas linked to the Way Forward Action Plan.   
  
Some Governors may also undertake planned monitoring activities across other schools in our Multi-Academy Trust.

There is an expectation that there are at least 3 Foundation Governors in the LGBs for Ketton and Whissendine and a majority for St Nicholas .

Please refer to the LGB – Monitoring Schedule.

The LGB consider:

* The Headteacher Report – self evaluation against current OFSTED criteria
* Impact of key actions undertaken from the Way Forward School Development Plan
* Monitoring activities undertaken by the school and Governors
* Local and contextualised issues
* Resource Committee minutes
* Recommendations to the Trust Board

The LGB evaluate and challenge as set out below.

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

**Quorum: Half committee membership** (rounded up to a full number)  
**Frequency of meetings:** At least 4 meetings per year and, as and when required.

# THE LOCAL GOVERNING BODY EVALUATE AND CHALLENGE:

**THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**

* demonstrating an ambitious vision, have high expectations for what all children and learners can achieve and ensure high standards of provision 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, taking account of users’ views, and use the findings to develop capacity for sustainable improvement
* providing learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community
* successfully planning and managing learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment

# THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

* teachers, practitioners and other staff have consistently high expectations of what each child or learner can achieve, including the most able and the most disadvantaged
* teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to children and learners
* assessment information is gathered from looking at what children and learners already know, understand and can do and is informed by their parents/previous providers as appropriate
* assessment information is used to plan appropriate teaching and learning strategies, including to identify children and learners who are falling behind in their learning or who need additional support, enabling children and learners to make good progress and achieve well
* except in the case of the very young, children and learners understand how to improve as a result of useful feedback from staff and, where relevant, parents, carers and employees understand how learners should improve and how they can contribute to this
* engagement with parents, carers and employees helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve
* equality of opportunity and recognition of diversity are promoted through teaching and learning
* where relevant, English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning.

**THE PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE OF PUPILS**

* + pride in achievement and commitment to learning, supported by a positive culture across the whole provider
  + self-confidence, self-awareness and understanding of how to be a successful learner
  + choices about the next stage of their education
  + prompt and regular attendance
  + following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others
  + understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
  + knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
  + personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.

## **THE OUTCOMES FOR CHILDREN AND OTHER LEARNERS**

The Academy Trust take account of current standards and progress, by evaluating the extent to which pupils progress well from their different starting points and achieve or exceed standards expected for their age.

TERMS OF REFERENCE FOR THE LOCAL GOVERNING BODY:  
- To recommend new Governors as vacancies arise\*  
- To hold at least 4 Governing Body meetings per year\*

- To organize and schedule LGB meetings  
- To recommend the Chair and Vice Chair\*

- To recommend the appointment of Foundation Governors following Diocese approval  
- 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 implement the Way Forward School 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\*  
- Appoint Headteacher, Head of School, 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

\*Cannot be delegated to a single individual

**Quorum: Half committee membership** (rounded up to a full number)  
**Frequency of meetings:** 4 meetings per year and, as and when required.

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

**SELFLESSNESS**

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

**INTEGRITY**

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

**OBJECTIVITY**

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

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

**OPENNESS**

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

**HONESTY**

Holders of public office have a duty to declare any private interests relating to their public duties and to

take steps to resolve any conflicts arising in a way that protects the public interest.

**MANAGEMENT**

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

# THE COMMITTEE STRUCTURE AND TERMS OF REFERENCE

Individual sub-committees of the LGB are responsible for the functions that have been delegated to them by the Trustees and operate under their own terms of reference.

The Trustees will review the establishment, terms of reference, constitution and membership of committees at least once a year (normally at the first ordinary meeting of the Full Trust in Term 1).

All Committee meetings must be clerked. Only when the Trust has agreed the minutes of these meetings (or within a maximum period of 4 months after the meeting) will the minutes be issued.

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

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

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

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 Executive Headteacher. The removal of a suspension and re-instatement of a member of staff is delegated to the Executive Headteacher in consultation with a named Trustee. This delegation excludes members of staff who are part of the SLT, where agreement must be sought from the Chair of Trustees. Wherever possible, the Chair/Vice Chair of the Trustees will be notified prior to any suspension.

PUPIL DISCIPLINE COMMITTEE **Committee membership:**Any three eligible individuals who are available within the required timescales.

**Terms of Reference:**

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

**Quorum for above committees: 3 members of Committee**

**Frequency of meetings for above committees: as and when required**

# EXECUTIVE HEADTEACHER PAY AND PERFORMANCE REVIEW COMMITTEE (CONFIDENTIAL)

**Committee membership:**

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

**Terms of Reference:**

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

To agree appropriate professional development opportunities for the Executive Headteacher.

To programme at least two 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 Executive Headteacher’s salary.

# ADMISSIONS COMMITTEE

**Committee membership:**The Head of School and at least two other members of the LGB

**Terms of Reference:**

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

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

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

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

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

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

**ROUTINE COMMITTEES - LOCAL GOVERNING BODY AND THE RESOURCE COMMITTEE**

These committees are those through which the work of the Rutland Learning Trust is accomplished.   
They meet regularly, as decided by the LGB themselves and their meeting dates are published in advance.   
Either the Chair or Vice Chair, or the Chair of the respective committee may call them to an emergency meeting.

# RESOURCE COMMITTEE

**Committee Membership:**

At least five LGB members.

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

**Quorum: Half committee membership** (rounded up to a full number)  
**Frequency of meetings:** 4 meetings per year and, as and when required.   
The date and timing of the meetings will be as decided by the Committee.

# TERMS OF REFERENCE for Resource Committee: FINANCE:

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

Drafting the budget, based on priorities in the school’s Way Forward Development Plan to present to the Trustees for adoption.

Establishing and monitoring appropriate policies and procedures for sound budgetary control.

Reporting regularly on the school's finances to the Trust.

Implementing the financial delegation to be made to the Executive Headteacher, Headteacher, Head of School and or the Business Manager.

Responding and reporting on any issues arising from the audit of the school's accounts.

Ensuring that the financial implications of staffing decisions are explicitly identified, understood, budgeted for and that any unbudgeted items are pre-approved by the Resource Committee.

Considering financial implications of recommendations by the Executive Headteacher, Headteacher or Head of School.

Ensuring that the Local Governing Body annually prepares and maintains a Register of Pecuniary Interests for Local Governing Body members and staff.

# PERSONNEL

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

a) 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,

b) 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,

c) draft and recommend for adoption a strategic staffing plan and recommend to the finance committee the annual budget for pay and possible staff salary adjustments in line with appraisal and INSET developments,

1. regularly review Trust personnel policies and procedures and ensure familiarisation with DFE guidance , in particular in relation to the following:

Staff Recruitment and Selection

Induction

Support Staff Probation

DBS Ex Offenders Statement (Statutory Requirement)

Staff Induction

Redundancy

Grievance Policy

Whole School Pay Policy (Statutory Requirement)

Health, Safety and Well Being

Teachers Appraisal and Capability (Statutory Requirement)

Performance Management of Support Staff

Personal Information

Equality and Diversity

Bullying and Harassment

EHRC Public Sector Equality (Statutory Requirement)

Shared Parental Leave

Flexible Working

Sickness Absence

Special Leave of Absence

Whistleblowing

e) report to the Trustees on all staff matters which relate to conditions of service.

f) advise the Trustees on all current personnel developments which may affect the school's pay policy or budget, and consider matters to be reported to the Trustees.

g) implement and monitor the appointments procedure on behalf of the Trustees.

h) set and monitor a training strategy each year to ensure that adequate staff training and governor training is taking place.

i) ensure that governors on the personnel committee and other committees which have personnel responsibilities are aware of and understand those responsibilities.

1. ensure that all staff have an effective induction programme and compliance with the induction requirements for newly qualified teachers.
2. comply with the appraisal regulations for teachers.
3. ensure compliance with “Keeping Children Safe in Education July 2015” and all other safer recruitment and safeguarding guidance for schools
4. form a salary appeals committee when required

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

Implementing and ensuring that the aims of the school pay policies/appraisal are met.

Ratifying salary recommendations made by the Executive Headteacher or Headteacher or Head of School following appraisal meetings with staff.

Establishing the criteria and procedures for determining all discretionary elements of the pay policy.

Ensuring the performance of the Head of School is reviewed annually by this committee.

ESTATES/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 the 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;

Monitoring the work of the maintenance and health and safety groups;

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);

SCHOOL IMPROVEMENT (as part of the LGB Terms of reference) **(Standards, Progress and Achievement, Appraisal Targets, Personal Development, Behavior and Welfare)**

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

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

In addition it will:

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

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

PROVISION (as part of the LGB Terms of reference) **(Curriculum, Quality of Teaching, Learning and Assessment, EYFS, Inclusion and Safeguarding)**

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

**Remit: To ratify the annual evaluation of the Quality of Teaching, Curriculum and use of Assessment.  
To ensure that the school provides a broad and balanced curriculum that meets the needs of all students and enables them to achieve their full educational potential by:**

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

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

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

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

* Ensuring that the Safeguarding Policy reflects and meets statutory requirements
* Overseeing arrangements for intervention to support students at risk of underachieving
* Monitoring and reviewing the school’s policies with regard to school uniform (including the rights of children to wear dress and symbols which are related to religion)
* Monitoring all exclusions and ensuring that provision for excluded pupils meets statutory requirements.
* Monitoring student attendance and ensuring arrangements meet statutory requirements
* Monitoring the delivery of L2L, collective worship , relationships and sex education
* Monitoring arrangements for Section 48 inspections
* Liaising with members of the School Council, as appropriate
* Ensuring that arrangements for reporting to parents meet statutory requirements
* Monitoring provision designed to develop student’s social and cultural development through enrichment activities
* Overseeing and authorising the arrangements for school visits in line with school policy and legal requirements

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

# APPENDIX 1

Scheme of Delegation – Decision Planner

# APPENDIX 2

Scheme of Delegation – 3 Year Decision Planner

# APPENDIX 3

Monitoring Schedule