



# LOXFORD SCHOOL TRUST Governance Handbook Scheme of Delegation

Updated Autumn Term 2018

## Abstract

Governance is about providing constructive support and challenge to leaders and managers to enable them to do their job to the best of their ability

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# Loxford School Trust (“the Trust”)

## UPDATED AUTUMN TERM 2018

This guide is underpinned by the following documents:

- The Governance Handbook (January 2017) - DfE
- A Competency Framework for Governance (January 2017) - DfE
- The Academies' Financial Handbook - ESFA

## The Trust's Scheme of Delegation

### (Structure of Governance)

There are three tiers of Governance:

1. The Members' Board
2. The Board of Trustees/Directors (The term “Trustees” is consistent with the description of this Board's responsibilities as noted in the Governors' Handbook<sup>1</sup> (DfE 2017))
3. Local Governors' Boards.

Each Board has a distinct role which complements those in the other tiers and which is designed to make the Trust as efficient and effective as possible in delivering high quality education and outcomes for the pupils and students of the schools, securing value for money.

**The Members' Board** oversees the work of the Trustees' Board in setting and developing the strategic direction of the Trust and is responsible for the Trust's Annual Report. (See: “Terms of Reference”).

**The Trustees' Board** performs the duties of Finance and General Purposes Committees and oversees and challenges the strategic Financial Management of the Trust (also through its Finance and Audit Sub-committee), including health and safety, the schools' estates management, condition and suitability and contractual obligations, setting Trust-wide policies ensuring the highest standards and compliance in the context of (for example) Safeguarding, Equalities Provision, Employment Law, all relevant legislation and regulation as determined by the Department for Education and its agencies and other Government Departments where relevant or applicable. (See: “Terms of Reference”). Both the CEO and the CFO will report termly to the Trustees' Board on matters consistent with the Board's terms of Reference. Additionally, the Trustees' Board will receive the minutes of all LGB meetings and receive the minutes and recommendations of the Finance and Audit sub-committee. (see: “Terms of Reference”).

**Local Governors' Boards** have no delegated responsibility from the Board of Trustees of which they are a sub-committee. Their prime concern is reviewing and challenging the Leadership Teams of their Academy on all matters impacting on the quality of Teaching and Achievement including the quality of the outcomes for all pupils and students and curriculum provision. When local issues arise which have implications outside of the LGB's terms of reference they will be referred to the Trustees' Board for discussion and action, if necessary, at the next Trustees' Board meeting. LGBs will receive feedback via their Academy's Leadership

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<sup>1</sup> Governors' Handbook January 2018 “Terminology” - page 7

Report or summary reports from the CEO or CFO. There are some essential sub-committees required to meet for specific duties:

- a. **Finance and Audit Committee** – which is a sub-committee of the Board of Trustees
- b. **Pay Committee** – a further sub-committee of the Board of Trustees considering pay recommendations referred to it as an outcome of the annual performance review cycle – in particular Trust Headteacher pay and that of Trust operational directors, including the Chief Finance Officer and CEO
- c. **CEO’s Performance Review Panel** – a sub-committee of the Trustees’ Board.
- d. **Head teachers’ performance Review Panel** for each academy.
- e. **Pupil Discipline Panels** for each academy (Ad hoc: constituted as and when necessary)
- f. **Staff Discipline Panels** for each academy and/or the Trust (Ad hoc: constituted as and when necessary)
- g. **Grievance Panels** for each school and/or the Trust (Ad hoc: constituted as and when necessary)
- h. **Complaints Panels** for each school and/or the Trust (Ad hoc: constituted as and when necessary)
- i. **Appeals Panels**, constituted when required to review the work of any of the above committees (excluding the Audit Committee) as part of Grievance Procedures and other activities subject to formal appeal procedures.

**Wherever possible the Clerks to the Boards will form these ad hoc panels from LGB members.** Occasionally members of other LGBs and / or Trustees may be asked to fill places in support of other Trust academies.

## What we require of Governors and Trustees

All Governors, Trustees and Members within the Loxford School Trust, apart from those who serve ex-officio, work on a voluntary basis. All those involved in Governance must have an Enhanced Disclosure and Barring Service check<sup>2</sup>. Some details about those involved in governance must be published, both on the School/Trust websites and also on “Get Information about Schools) GIAS (formerly: **Edubase**<sup>3</sup>).

*“Governance is about overseeing the success of the school. It is about agreeing priorities and monitoring progress towards them. It is not about running or managing the school or college – that is the job of paid professionals. Governance is about providing constructive support and challenge to leaders and managers to enable them to do their job to the best of their ability. Strong governance is becoming all the more essential as schools and colleges become more autonomous.*

*“Your governing body has a vital strategic role. The Government and Ofsted have high expectations of your ability to hold your headteachers and principals to account and drive improvement.*

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<sup>2</sup> Paragraph 4.1.2 “Governors’ Handbook” 2018

<sup>3</sup> Paragraph 4.8 “Governors’ Handbook” 2018

*“While you have a constitution that determines the number and type of people who will make up your governing body, once around the table, all your governors must simply govern in the best interests of learners. This means that you need to recruit governors not primarily because of who they are, but because of what they can contribute to the effective working of your governing body.” – National Governors Association (NGA)*

**The work of governors is highly valued.** Within Loxford School Trust (“The Trust”) we have a clear model of Governance at each tier which is subject to annual or more frequent review. We also require all Governors annually (or on appointment, if that falls outside of the annual cycle) to sign, and agree to comply with, our Code of Conduct. We require Governors and Trustees to prioritise meetings they are asked to attend and to this end publish an annual calendar of meetings to which we aim to conform, other than for unforeseen circumstances (Appended).

Outstanding governance requires that Governors know their schools other than just from the information provided by schools’ Executive Leaders. This will require governors, by appointment or invitation and with a clear purpose or agenda, to undertake these kinds of activities outside of the meeting schedule:

- To be aware of the statutory responsibilities of governors
- To visit their school whilst it is both at work and when celebrating its achievements
- To attend training and suggest training to improve governors’ effectiveness and knowledge
- To report their observations and experiences to governor colleagues and/or senior leaders (in writing or verbally where a written submission is not yet available) to improve collective awareness and knowledge
- To take an interest in a particular aspect of the school’s work on behalf of its pupils and/or students.
- To take an interest in the experiences of a cohort or section of pupils/students for example, one governor must undertake a Safeguarding lead role and another must undertake a SEND lead role (guidance and support as well as training will be made available within the Trust).

**Outstanding governance is a professional job undertaken voluntarily.** It requires a commitment of time and, for those governors in employment, reasonable time off (i.e. by negotiation between the employee and their employer) **is a statutory right** – although employers are under no obligation to pay governors for the time taken, which may be a stumbling block.

Good practice dictates that Governors and their immediate families may not profit personally through their association with The Trust. To this end, a new and comprehensive **register of interests**<sup>4</sup>, regularly updated, has been in place since September 2015.

The documentation supporting this is included with this document.

The structure of The Trust is appended.

Additionally included with this document are the current Constitution and Terms of Reference of

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<sup>4</sup> Section 4.8 Governors Handbook 2018

- the Board of Members
- the Board of Trustees
- the Finance and Audit Sub-Committee
- Local Governing Boards

Also appended is the Code of Conduct

## CLERKING within the Trust

The DfE recognises that professional, quality clerking is critical to the effectiveness of a governing board, including MAT Boards, in fulfilling their core strategic functions:

- 1. Ensuring clarity of vision, ethos and strategic direction;**
- 2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and**
- 3. Overseeing the financial performance of the organisation and making sure its money is well spent.**

Professional, quality clerking is about much more than taking minutes to record the discussions and decisions of the board. It is also about providing governing boards with expert advice on governance, procedures and compliance and directly contributing to its efficient conduct. The voluntary nature of governance makes it all the more important that boards conduct their business efficiently to make the best possible use of everyone's time. Professional clerking has a vital role to play in meeting the administrative and procedural requirements of boards and enabling efficient and effective discussion and decision making.

The current Clerks to the Trust's Boards are:

### **Jahan McCready:**

- The Loxford School Trust Members' Board
- The Loxford School Trust Trustees (Directors) Board
- The Finance and Audit Sub-Committee
- The Loxford School Local Governing Board
- The Aldborough Primary Academy Local Governing Board
- The Warren Local Governing Board
- Plus Clerking any ad hoc panels and/or Pupil Discipline Panels etc. for the above schools

### **Debbie Hilliard:**

- Tabor Academy Local Governing Board
- Abbs Cross Academy Local Governing Board
- Gaynes School

## The role of the clerk<sup>5</sup>

All academy trusts and maintained schools must appoint a clerk to their governing board as set out in their articles of association or in regulations, as appropriate. These legal documents

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<sup>5</sup> Clerking Competency Framework 2018 Page 7

define a specific set of functions and duties for the clerk, but do not provide a full description of professional clerking which is about ensuring the efficient functioning of the board by providing:

- administrative and organisational support;
- guidance to ensure that the board works in compliance with the appropriate legal and regulatory framework, and understands the potential consequences for non-compliance; and
- advice on procedural matters relating to the operation of the board.

Further details of the Competencies expected of Clerks, according to the DfE can be found in the **Clerking Competency Framework 2018 downloadable from:**

<https://www.gov.uk/government/publications/governance-handbook>

Copies of the Handbook for Governors 2017 (or as amended) and the Competency Framework for Governance 2017 (or as amended) are also downloadable from that link.

## The Governance Structure of the Trust

**Local Governors' Boards (LGB)** meet before the termly Trustees' Meeting and report to the Trustees by way of minutes with any local issues.

- Local Governors' Boards receive primarily, Head teachers' reports, monitor local policies and any relevant information provided by The Trust.

**The Pay Committee** will meet at least annually at the conclusion of the Appraisal / Performance Management Cycle to review the Trust's pay policy, senior leaders and others' pay progression and, by report, make recommendations to the Trustees' Board.

The **Finance and Audit Sub-committee** meets with auditors to review Internal and External Audit Reports before the termly Trustees' Meeting

- The Audit committee receives, primarily, Audit reports and reports from the Director of Finance (CFO) who may be supported by the CEO/Chief Accounting Officer
- Specific details of Financial Management are written in the separate Finance Manual.

**The Trustees** meet at least termly to review the strategic success of the Trust in its schools.

- The Trustees receive, primarily, a report from the CEO, together with reports/minutes from the Audit and LGB sub-committees.
- Specific details of Financial Management are written in the separate Finance Manual.

**The Members** form the Limited Company and meet at least annually to oversee the Annual Report of the Trust's undertakings.

## Meeting Dates 2018-2019 Academic Year

**Meeting Papers including Headteacher/CEO/CFO Reports to be ready and sent to the relevant members at least 7 working days before the scheduled meeting.**

MEETING DATES 2018-2019 LOXFORD SCHOOL TRUST

**School Year 2018 -2019**

All Meetings Start at 6:00 pm unless otherwise stated

Autumn Term		Spring Term			Summer Term		
<b>September</b>		<b>January</b>		<b>May</b>			
Monday	03/09/2018 Term Starts	Thursday	31/01/2019 Loxford LGB	Thursday	23/05/2019 Loxford LGB		
<b>October</b>		<b>February</b>		<b>June</b>			
Thursday	04/10/2018 Loxford LGB	Wednesday	06/02/2019 Aldborough LGB	Thursday	05/06/2019 Aldborough LGB		
Wednesday	10/10/2018 Aldborough LGB	Thursday	14/02/2019 Warren LGB	Thursday	13/06/2019		
Thursday	18/10/2018 Warren LGB	Thursday	28/02/2019 Tabor LGB 4:00 p.m.	Thursday	20/06/2019 Tabor LGB 4:00 p.m.		
<b>November</b>		<b>March</b>		Thursday	27/06/2019 Abbs Cross LGB		
Thursday	01/11/2018 Tabor LGB 4:00 p.m.	Thursday	07/03/2019 Abbs Cross LGB	July			
Thursday	08/11/2018 Abbs Cross LGB	Thursday	14/03/2019 Fin/Audit Ctte 10:00 a.m.	Thursday	04/07/2019 Fin/Audit Ctte 10:00 a.m.		
Thursday	15/11/2018 Fin/Audit Ctte 10:00 a.m.	Thursday	28/03/2019 Loxford Directors'	Thursday	18/07/2019 Loxford Directors'		
Thursday	29/11/2018 Loxford Directors'						
<b>December</b>							
Thursday	13/12/2018 Loxford Members'						

# Code of Conduct for School Governors

Updated: Autumn Term 2018

This code sets out the expectations on and commitment required from school governors and trustees for governance to be properly carried out within The Trust, its schools and their communities.

All those involved in any tier of governance will be subject to an enhanced DBS check.

Those involved in Governance within the Loxford School Trust ("The Trust") may contribute to some or all of the following core and strategic functions:

## Establishing the strategic direction, by:

- Setting the vision, values, ethos and objectives for the schools / Trust
- Agreeing the school improvement strategies with priorities and targets
- Meeting statutory duties

## Ensuring accountability, by:

- Appointing the Executive leaders
- Monitoring progress towards targets
- Performance managing the Executive leaders
- Engaging with stakeholders
- Contributing to schools' self-evaluation

## Ensuring financial probity, by:

- Setting the budget/s
- Monitoring spending against the budget/s
- Ensuring value for money is obtained
- Ensuring risks to the organisation are managed
- Ensuring compliance with Regulations

As individuals we agree to the following:

## Role & Responsibilities

- We understand the purpose of governance and the role of the Executive leaders.
- We accept that we have no legal authority to act individually, except when the Board has given us delegated authority so to do, and therefore we will only speak on behalf of the Trust or a Local Governing Board when we have been specifically authorised so to do.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside any governing board meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.

- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school/s. Our actions within schools and the local community will reflect this.
- In making or responding to criticism or complaints affecting the schools we will follow the procedures established by the governing board and or The Trust.
- We will actively support and challenge the Executive Leaders.

## Commitment

- We acknowledge that accepting office as a governor at any level involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
- We will visit the school, with all visits to school arranged in advance with the staff and undertaken within the framework established by the governing board or Trust and agreed with the headteacher.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training
- We accept that in the interests of open government, our names, terms of office, roles on the Board, attendance records, category of governor and the Board responsible for appointing us will be published on the school's website.
- In the interests of transparency we accept that information relating to governors/trustees/members will be collected and logged on the DfE's national database of governors (GIAS – formerly Edubase).

## Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors and the Clerk/s to the Boards.
- We will support the chair/s in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with Executive leaders, staff and parents, the local authority, the Trust and other relevant agencies and the community.

## Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- The Chatham House Rule<sup>6</sup> will apply in all Board meetings (**unless confidentiality takes precedence**).
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing board meeting.
- We will not reveal the details of any governing board vote.

## Conflicts of interest

- We will record any pecuniary, business or other relevant interest (including those related to people we are connected with) that we have in connection with the Board's business in the Register of Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time. We accept that the Register of Interests will be published on the school's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected<sup>7</sup> to the governing board.

## Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate.

## The Seven Principles of Public Life

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

**Selflessness** - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

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<sup>6</sup> **The Chatham House Rule reads as follows:** When a meeting, or part thereof, is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed.

<sup>7</sup> Currently (Autumn Term 2018) this applies to parent and teacher / staff governors

**Integrity** - Holders of public office 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.

**Leadership** - Holders of public office should promote and support these principles by leadership and example.

Re-adopted by The Loxford School Trust - Autumn Term 2018.

# Register of Interests for Loxford School Trust Members, Trustee/Directors and Governors

UPDATED: AUTUMN TERM 2018

**To be completed annually** (or sooner if circumstances change) by all governors.

For each business/relevant interest you must declare the name and nature of the business, the nature of the interest and the date the interest began:

## Personal Details

Your name: \_\_\_\_\_

Your school/ Board: \_\_\_\_\_

Employment, office, trade, profession or vocation: \_\_\_\_\_

Please complete this section if you are in paid employment, or you are self-employed.

Are you self-employed Yes/No\*

My employer is: \_\_\_\_\_

Their/ my business is: \_\_\_\_\_

My job is: \_\_\_\_\_

If you are employed as the headteacher, deputy headteacher or assistant headteacher at the school, and have other interests for which you personally receive remuneration please detail these interests below:

## Contracts

Is there a contract, either existing or proposed, between you or your relatives (defined on the final page) or spouse (or someone living with you as if he or she were your spouse), an organisation/ society/club of which you are a member, or your employer, and the school where you are a governor or an employee?

Yes/No – If yes please give details of each contract below:

Nature of Interest (including details of company or organisation)	Date of Start of Interest

Are you a partner or director in a company or a body corporate or do you hold substantial securities?

Yes/No\*

Nature of company or organisation	Date of Start of Interest

## Interest in securities

Do you hold any substantial securities in any company or body corporate?

Yes/No\* – If yes please give details of each contract below:

Nature of company or organisation	Date of Start of Interest

## Membership of governing boards or academy trusts

Please record the details of governorships or trusteeships you hold on other schools. For each membership please record the name of the school, the office held and the date your membership began. If you do not hold any other governorships or trusteeships please write "not applicable" below.

Nature of School/Academy	Date of Start


**Relationships between governors and members of the school staff including spouses, partners and relatives and relationships between school staff, including consultants.**

Please declare below any relationship with a member of the school staff including spouses, partners and relatives. This includes spouse, partner, parent, parents-in-law, son, daughter, step-son, stepdaughter, child of a partner, brother, sister, grandparent, grandchild, uncle, aunt, nephew, niece

Nature of member of staff	Nature of Relationship

**Declaration**

I declare that to the best of my knowledge the foregoing is accurate, and I am aware that the above information is open to inspection. If my circumstances change, I will immediately inform the governing Board and make an appropriate declaration.

Signature ..... Date .....

Once you have completed this form please return it to the Clerk to the Trust, Mrs J McCready. **Please note that the contents of this document will be published on the Trust's website.**

Please remember you need to declare an interest if your relative or spouse (or someone living with you as if he or she were your spouse) would be considered to have an interest in any item discussed at a meeting. The definition of a relative includes spouse, partner, parent, parents-in-law, son, daughter, step-son, stepdaughter, child of a partner, brother, sister, grandparent, grandchild, uncle, aunt, nephew, niece.)

## **Board of Trustees/Directors**

UPDATED: AUTUMN TERM 2018

# CONSTITUTION AND TERMS OF REFERENCE

The Board of Trustees of Loxford School Trust Ltd is the strategic Committee of the Loxford School Trust Ltd.

## Membership

The Membership of the Board of Trustees will be made up as follows:

- The Trust CEO (ex-officio)
- One Representative elected from the Local Governing Board of each Trust School according to the eligibility criteria i.e. not an employee of any Trust School

## Quorum

Fifty per cent of the current membership of the Board of Trustees will form a quorum to transact business

## Delegation

The Members delegate all strategic and financial responsibilities to the Board of Trustees

## Casual Vacancies

Casual vacancies, other than vacancies resulting from the resignation of representatives of Local Governing Boards, will be filled in accordance with reference to a skills analysis identifying expertise from which the Trust may benefit.

## Frequency of Meetings

The Board of Trustees will meet in accordance with the stated policy of the Loxford School Trust – see “The Loxford Trust Governors’ Handbook 2018” or as amended and at least once per term according to the published Trust Calendar.

## Attendance

All Trustees are urged to make attendance at the meetings of the Board of Trustees a priority.

In the absence of the Chief Executive Officer for any reason, the Chief Finance Officer or other senior member of staff nominated by the CEO may attend on the CEO’s behalf to report to the Board of Trustees.

## **Functions of the Board of Trustees**

With reference to the Loxford School Trust:

- To promote the core functions of the Trust the Board of Trustees will:
  1. Conduct the Trust with a view to promoting the highest possible standards of educational achievement within its schools:

- a. Ensuring clarity of vision, ethos and strategic direction;
- b. Holding the Chief Executive Officer to account for the educational performance of the Trust and its schools; and
- c. Overseeing the financial performance of the Trust and making sure its money is spent according to the Value for Money principles as stated in the Academies Financial Handbook 2018 or as amended.

#### At its first meeting of the academic year:

- To elect a Chairman and/or Vice Chairman
- To elect a Chairman of the Finance and Audit Committee (this cannot be the Chairman of the Board of Trustees)
- To complete the signing the Trust's Code of Practice where this has not happened at Local Governing Board Level
- To compile and publish on the Trust Website short profiles of all the Trust's Trustees and Governors including:
  - The Register of relevant Interests of the Board of Trustees and Local Governors (details of the requirements are in the Academies Financial Handbook 2018 or as amended)
  - The names of all members, their terms of office, their roles within the governance structure, category of governor and the body responsible for appointing them.
  - Ensure all published data on the Trust website complies with current regulations
  - To review and familiarise themselves with the Trust's Strategic Development Plan and ensure it details an appropriate action plan to deal with key issues following Inspection and or in relation to developments at the Trust's Schools (dealt with in the CEO's/CFO's Report)
  - To receive all relevant Financial Reports and matters related to the Trust's Schools' Estates (dealt with in the CFO's/CEO's Report)
  - To receive reports and recommendations from the Finance and Audit Committee
  - To receive the minutes of each LGB and deal with any specific matters referred from those sub-committees.
  - To note the Staffing Position in each Trust School - in particular the Senior Leadership (dealt with in the CEO's Report)

#### At subsequent meetings during the academic year

- To complete the signing the Trust's Code of Practice (in the case of new members)
- Ensure all published data on the Trust website remains compliant with current regulations
- To review progress against the Trust's Strategic Development Plan and any relevant action plans relating to the Trust or its schools (dealt with in the CEO's Report)
- To receive all relevant Financial Reports (dealt with in the CFO's Report)
- To receive reports and recommendations from the Finance and Audit Committee
- To receive the minutes of each LGB and deal with any specific matters referred from those sub-committees.
- To note the Staffing Position in each Trust School - in particular the Senior Leadership (dealt with in the CEO's Report)

#### Whenever required

- To review the resources of the Trust, human, estate and financial, and to receive and / or implement proposed or already implemented changes

- To deal with any matters referred to it by the Members of the Loxford School Trust Ltd.

### Annually

- To review the effectiveness and impact of Governance within the Trust to inform the Members' Annual Report through updating a "Skills Audit" and "Matrix" in preparation for the Trust's Annual Report.

# Loxford School Trust

## **TERMS OF REFERENCE: FINANCE AND AUDIT COMMITTEE**

ADOPTED: SUMMER TERM 2018 (EFFECTIVE 1 SEPTEMBER 2018)

### 1. CONSTITUTION

1.1. The Trust Board of Directors' ("the Directors'") of the Loxford School Trust ("the Trust") resolves to establish a sub-committee of the Trust Board to be known as the Finance and Audit Committee ("the Committee").

1.2. The Committee will replace the current "Audit Committee" with effect from 1st September 2018.

1.3. The Directors' recognise the overriding principles of the Academies Financial Handbook ("the AFH") and that the audit Committee should be established in such a way as to achieve internal scrutiny which delivers objective and independent assurance for the Trust. In establishing the Committee, the Directors' will adhere to the principles of the AFH.

1.3.1. No member of Staff can participate as a member of the Committee but may be in attendance to provide information and participate in discussions.

1.4. The Chief Accounting Officer and the Chief Finance Officer (included in ("Management")) will routinely attend Committee meetings in the capacity set out in paragraph 1.3.1.

### 2. MEMBERSHIP

2.1. The Committee shall have a minimum of three members and a maximum of six members. A majority of Committee members must be Directors', and the Directors' will ensure Committee members have the necessary skills, background and experience to properly fulfil the Committee functions.

2.2. The current Committee membership is set out in Appendix 1 (as amended from time to time)

2.3. Subject to paragraph 2.4, the Committee shall, at the first meeting of each academic year elect a member to act as Chair of the Committee ("the Chair"). The Committee will elect a temporary placement from among the members present at the meeting in the absence of the Chair.

2.4. No person may act a Chair under paragraph 2.3 unless they are also a member of the Directors'.

2.5. The Chair of Directors' shall ensure that a Clerk is provided to take minutes at meetings of the Committee.

2.6. The Committee may invite attendance at meetings from persons who are not Directors' or Committee members to assist or advise on a particular matter or range of issues. Such persons may speak with the permission of the Chair but shall not be entitled to vote.

### 3. REMIT AND RESPONSIBILITIES OF THE COMMITTEE

3.1. The Committee shall be responsible for the matters set out in the Schedule.

#### 4. PROCEEDINGS OF COMMITTEE MEETINGS

4.1. The Committee will meet as often as necessary to fulfil its responsibilities but at least once per academic term.

4.2. Any two Committee members can request that the Chair convene a meeting by giving no less than 14 days prior notice.

4.3. The quorum for the transaction of the business of the Committee shall be a majority of the Committee members and no vote on any matter shall be taken at a meeting of the Committee unless the majority of members of the Committee present are Trust Directors'.

4.4. Every matter to be decided at a meeting of the Committee must be determined by a majority of the votes of the members present and voting on the matter.

4.5. Each member present shall be entitled to one vote.

4.6. Where there is an equal division of votes the Chair shall have a casting vote.

4.7. A register of attendance shall be kept for each Committee meeting and published annually.

#### 5. AUTHORITY

5.1. The Committee is authorised by the Trust Directors' to:

5.1.1. Carry on any activity authorised by these terms of reference; and

5.1.2. Seek any appropriate information that it requires from any officer or manager of the Trust and all officers and managers shall be instructed to co-operate with any request made.

#### 6. REPORTING PROCEDURES

6.1. Within 14 days of each meeting the Committee will:

6.1.1. Produce and agree draft minutes of its meetings;

6.1.2. Provide a summary document identifying

6.1.2.1. Decisions made

6.1.2.2. Recommendations to the Trust Directors' Board

6.1.2.3. Any items for the information of the Trust Directors' Board

6.1.2.4. Items for further discussion by the Trust Board

6.1.2.5. (These will collectively be called the "Committee Reports")

6.2. The Committee Reports can be agreed by Committee members by email to the Clerk

6.3. The Committee Reports will be included at the next Trust Directors' Board meeting

6.4. The Committee shall arrange for the production and delivery of such other reports or updates as requested by the Trust Directors' Board from time to time.

6.5 The Committee shall conduct an annual review of its work and these terms of reference and shall report the outcome and make recommendations to the Trust Directors' Board in the Autumn Term.

## RESPONSIBILITIES OF THE FINANCE AND AUDIT COMMITTEE

### 1. FUNDING

1.1. To consider each of the Trust's Academy's indicative funding, notified annually by the Department for Education and Skills Funding Agency (DfE) and to assess its implications for the Trust and the relevant Academy. This will be in consultation with the Chief Finance Officer and the Chief Executive Officer, in advance of the financial year, drawing any matters of significance or concern to the attention of the Trust Directors' Board.

1.2. To consider and recommend acceptance or non-acceptance of the Trust's and Academies' Budgets each financial year.

### 2. BUDGETING

2.1. To contribute to the formulation of the Trust's and the Academies' strategic plans, through the consideration of financial priorities and proposals, in consultation with the relevant Officers and with the stated and agreed aims and objectives of the relevant Academy.

2.2. To consider strategic plans in the light of any available independent bench-marking data.

2.3. To receive and make recommendations on the broad budget headings and areas of expenditure to be adopted each year. This will include the level and use of any contingency fund or balances, ensuring the compatibility of all such proposals with the development priorities set out in each of the Academies' strategic plans.

2.4. To liaise with and receive reports from appropriate committees (for example Local Governing Boards or Interim Executive Boards) and make recommendations to those committees about the financial aspects of matters being considered by them.

2.5. To delegate the day to day management of the approved budget to the relevant Management, within agreed authorisation limits.

2.6. To consider requests for supplementary expenditure and make appropriate recommendations to the Trust Directors' Board.

2.7. To review financial policy including consideration of long term planning and resourcing in accordance with the Trust's and the Academies' Development plans.

### 3. EXPENDITURE

3.1. To monitor and review expenditure on a regular basis and ensure compliance with the overall financial plan for the Academies and the Trust, and with the financial regulations of the DfE, drawing any matters of concern to the attention of the Trust Directors' Board.

3.2. To review expenditure in the light of any available independent benchmarking data.

3.3. To prepare the financial statement to form part of the Annual Report of the Trust Directors' Board to stakeholders and for filing in accordance with the requirements of the Companies Act, the Charity Commission and Funding Agreement (including the Academies Financial Handbook).

#### 4. HEALTH AND SAFETY

- 4.1. To receive each term the relevant Health and Safety Reports and Advise as necessary.
- 4.2. To monitor compliance of the Academies' Health and Safety policies and statutory obligations under the Health and Safety at Work Act 1974 (or as amended).

#### 5. ASSET MANAGEMENT

- 5.1. To receive reports on the management of assets including premises and their security.
- 5.2. To confirm that an asset recording system is in place, including an inventory and fixed asset register for each Academy.

#### 6. PROPERTY MANAGEMENT

- 6.1. To determine and review the arrangements for the use of the Trust's premises and grounds outside Academies' sessions with regard to the lettings and charging policy.
- 6.2. To ensure that condition surveys are conducted on the Trust's premises at least annually and that a costed statement of priorities is prepared and reviewed.
- 6.3. To ensure the responsibilities of the Trust Directors' Board under the Environmental Protection Act (1990) (or as amended) are met.
- 6.4. To advise the Trust Directors' Board on environmental issues to ensure the Academies are acting as responsible institutions in its duty to conserve energy, materials and with regard to the local community.

#### 7. INTERNAL AND EXTERNAL AUDIT

- 7.1. To consider the appointment of the Internal and External Auditors and assess their independence, ensuring that key audit personnel are rotated at appropriate intervals.
- 7.2. To recommend the audit fees to the Trust Directors' Board and pre-approve any fees in excess of £10,000 in respect of non-audit services provided by the external auditor and to ensure that the provision of non-audit services does not impair the external auditors' independence or objectivity.
- 7.3. To oversee the process for selecting the external auditor and make appropriate recommendations through the Trust Directors' Board to the Members of the Trust to consider at any general meeting, usually the Annual General Meeting, where the accounts are laid before members.
- 7.4. To discuss with the internal and external auditors the nature and scope of each forthcoming audit and to ensure that the auditors receive the fullest co-operation.
- 7.5. To review the external auditor's annual management letter and all other audit reports and recommendations, together with the appropriateness of management's (CFO/CAO) response.
- 7.6. To review the performance of both internal and external auditors on an annual basis.
- 7.7. To recommend to the Trust Directors' Board the appointment or re-appointment of the internal and external auditors.
- 7.8. To review and consider the circumstances surrounding any resignation or dismissal of the external auditor.

## 8. CHIEF FINANCE OFFICER

- 8.1. To review the role of the Chief Finance Office to ensure there is sufficient capacity to ensure efficient financial management and oversight within the Trust and each Academy.
- 8.2. To review the reports and recommendations of the Chief Financial Officer, together with the appropriateness of Managements' responses.
- 8.3. To monitor the implementation of action agreed by Management in response to reports from the Internal and External Auditors and the Chief Finance Officer.

## 9. FINANCIAL MANAGEMENT AND POLICIES

9.1. To keep under review the Trust's financial management and reporting arrangements, providing constructive challenge (where necessary) to the actions and judgements of Management in relation to the interim management and financial accounts, statements and reports and the annual accounts and financial statements, prior to submission to the Trust Directors' Board, paying particular attention to:

- 9.1.1. Critical accounting policies and practices, and any changes in them
- 9.1.2. Decisions requiring a major element of judgment
- 9.1.3. The extent to which financial statements are affected by any unusual or complex transactions in the year and how they are disclosed
- 9.1.4. The clarity and transparency of disclosures
- 9.1.5. Significant adjustments arising from the audit
- 9.1.6. The "going concern" assumption (i.e. continuing viability)
- 9.1.7. Compliance with accounting standards
- 9.1.8. Compliance with the DfE and legal requirements
- 9.2. To review the Trust's policy and procedures for handling allegations from whistle-blowers
- 9.3. To review the Trust's policies and procedures for handling allegations of fraud, bribery and corruption.
- 9.4. To receive reports on the outcomes of investigations of suspected or alleged impropriety
- 9.5. To review the adequacy of policies for ensuring compliance with relevant regulatory, legal and code of conduct requirements.
- 9.6. To ensure that any significant losses are investigated and reported to the DfE where required.
- 9.7. To review the Trust's risk management policy, strategy, processes and procedures for the identification assessment, evaluation, management and reporting of risks.
- 9.8. To review the adequacy and robustness of risk registers.
- 9.9. To keep under review the adequacy and effectiveness of the Trust's governance, risk management and internal control arrangements, as well as its arrangements for securing value for money, through reports and assurances received from Management, the CFO, the

internal and external auditors and any other relevant independent assurances or reports (e.g. from the National Audit Office).

9.10. To review all risk and control related disclosure statements, in particular the Trust's "Statement of Internal Control", together with any associated reports and opinions from Management, the internal or external auditor, the CFO, prior to endorsement by the Trust Directors' Board.

9.11. To review any recommendations made by the Secretary of State for Education and Skills for improving the financial management of Academies.

## 10. GENERAL

10.1. To review or investigate any other matters referred to the Committee by the Trust Directors' Board.

10.2. To draw any significant recommendations and matters of concern to the attention of the Trust Board.

# Local Governors' Boards

UPDATED AUTUMN TERM 2018

## CONSTITUTION AND TERMS OF REFERENCE

Local Governors' Boards are sub-committees of the Trustees' Board of Loxford School Trust Ltd.

### Membership

The Membership of the Local Governors' Board will be made up as follows:

- Headteacher [Ex-Officio]
- One Teacher [Elected by teachers]
- One Staff Member [Elected by staff]
- Two Parents [Elected by the parents] **SEE NOTE RE: LOXFORD SCHOOL BELOW**
- Up to 3 Co-opted Governors – from the school community, including parents or other interested parties but not those employed by the Trust.

Additionally – any Trust Member is entitled to attend, without voting rights, the meetings of any LGB.

The CEO and or the CFO may attend LGB meetings from time to time as the need arises.

**Loxford Parent Governors** will be elected:

- One, from the parents of children in years R – 5, and
- One, from the parents of children in years 6 – 13

### Revised terms of Office

With effect from 1 September 2015 all newly **elected** governors (staff, teacher, parent) will normally serve a term of **two** years from the date of their election. At the end of the term of office they may seek re-election. The usual term of office for co-opted governors will remain **four** years after which re-cooption remains an option.

Provision exists for governors to be removed from governors' boards where their board determines by secret vote, that the governor has not maintained the high standards required of those serving in public office as outlined in the "Nolan Principles of Office in Public Life", included with the Trust's Code of Conduct.

### The role of the LGB within the Trust's Scheme of Delegation

The Local Governors' Board normally has no delegated **authority** but has deleted **responsibilities** according to the policy of the Board of Trustees; primarily holding the academy's executive leaders to account for the quality of teaching and the progress and attainment of all the academy's students/pupils. This also includes committing to serving on pupil discipline panels or other such panels as and when they may be formed.

### Casual Vacancies

Casual vacancies will be filled in accordance with the normal recruitment procedures for members of the Local Governors' Board

## Frequency of Meetings

The Local Governors' Board will meet at least once per term according to the published Trust Calendar.

## Attendance

In compliance with the Code of Conduct, all Governors are urged to make attendance at the meetings of the Local Governing Board a priority.

In the absence of the Head teacher for any reason, the Deputy Head-teacher or other senior member of staff nominated by the Head teacher may attend on the Head's behalf to present the Executive report and other matters to the Local Governors' Board.

Any members of the school's leadership team, including from time to time curriculum leaders [middle leaders], will be welcome as observers, may be asked to report to, or to make contributions to the discussions at the Local Board meetings. They will not be members of the Local Governors' Board or have the right to vote at meetings.

## Functions of the Local Governors' Board

With reference to the School Development Plan:

- To promote the core functions of the Trust the Local Governors Board will:
  - Review the Conduct of the school with a view to promoting high standards of educational achievement;
  - Ensure that there is clarity of vision, ethos and strategic direction;
  - Hold the Head teacher to account for the educational performance of the school and its pupils; and
  - Note the financial performance of the school, making sure its money is well spent.

At its first meeting of the academic year:

- To elect a Chairman and/or Vice Chairman and decide who may represent the Local Governing Board on the Board of Trustees of the Loxford Trust
- To link governors to areas deemed appropriate by the LGB
- To appoint a Governor to have a special regard for Special Educational Needs and Disability (SEND)
- To appoint a Governor to have a special regard for Safeguarding
- To receive any reports from or select link governors for subjects or areas in need of improvement or development where available
- To sign the Trust's Code of Practice (if not already completed in another role within the Trust)
- **Prior to the meeting** to read all relevant paperwork.
- **Prior to the meeting** ensure all published data on the school website complies with current regulations (The LGB this may decide that this is a role for a specific Governor).
- To review and familiarise themselves with the School Development Plan and ensure it details an appropriate action plan to deal with key issues following the academy's most recent inspection and/or Executive Leadership's School Self-evaluation

- To review in detail pupil achievement at the end of all Key Stages in the previous academic year and to review the progress of all current pupils, including projections of their future progress and achievement and to agree pupil progress/achievement targets (through the Leadership Report)
- To ensure that the progress of pupils with SEND and Disadvantaged Pupils is reviewed as a priority
- To monitor the impact statement and the strategy statement relating to Pupil Premium/Primary Sports funding (and publish on the website)
- To review available benchmarking data in relation to pupil achievement including the Ofsted Dashboard data for the school (or other benchmarking data)
- To review the curriculum provision map in the context of ensuring appropriate breadth and balance
- **To review Sex Education provision and minute its findings whether there are intended changes or not**
- To review staffing, teaching and other relevant plans for the academic year in light of the School Development Plan and or other action plans

### At subsequent meetings during the academic year

- To review Safeguarding
- To keep the Curriculum provision in the academy under scrutiny with particular reference to breadth and balance
- To receive a report on pupil progress by Year Group and Key Stage prioritised by key characteristics: SEND, Disadvantage (Pupil Premium), and by any other characteristics that are relevant including the academy's vulnerable groups and gender, etc.
- To review curriculum enrichment (the extended curriculum) including both on-site and off-site visits and experiences
- **To know the name of the Senior Leader with responsibility for Health and Safety for visits**
- **To receive and review risk assessments for school visits and curriculum areas and minute its findings**
- To receive occasional reports, written or face-to-face, from Subject leaders / ATLs
- To receive reports from link Governors
- To receive pupil, parent, staff and community Voice feedback or to initiate such surveys

### Whenever required

- To consider the suitability of all resources (human and material) and to receive impact statements relating to any changes, planned, anticipated or implemented.
- To review, publish on the schools' website and keep up-to-date all statutory and other relevant school policies [it may be appropriate to delegate the review function to an individual].
- To deal with any matters referred to it by the Board of Trustees.

# Model Agenda – First meeting of the Academic Year – Local Governing Boards

Governors are requested to attend a meeting of the <SCHOOL> Local Governing Board for the transaction of the business set out below, on <DATE AND TIME> at <VENUE>.

## CHATHAM HOUSE RULE

All attendees are respectfully reminded that information disclosed during a meeting may be **reported** by those present, but the source of that information may **not** be explicitly or implicitly identified and that to do so may be considered a breach of the Code of Conduct.

## CONFIDENTIALITY

All attendees are also reminded that some information disclosed during a meeting will be deemed confidential. That will generally be any information that relates to identifiable individuals - either staff or pupils/students. **Confidentiality will always take precedence over the Chatham House Rule.** This information, which will be included in confidential minutes with restricted circulation, must never be discussed outside of the meeting at which it is raised.

## PROCEDURE:

### 1 Membership and Attendance

List the members of the LGB, their status (i.e. Trust, parent, staff etc), the expiry of their term of office and their role on the LGB.

- a. Governors/visitors will sign the register of attendance
- b. To receive any apologies for absence.
- c. To consider whether the Governing Board consents to any member(s) being absent
- d. To note those absent without apologies
- e. To note any changes in Membership
- f. To co-opt Governors (where relevant)
- g. Governors will complete and or update their skills audit and note areas relevant for any new recruits

### 2 Declaration of Pecuniary Interests/Code of Conduct

- a. Governors will complete the Register of Interests form and withdraw from any item causing a conflict of interest during the meeting.
- b. Governors will sign the Code of Conduct

### 3 Business of Meeting

- a. To identify and agree any items to be considered under the agenda item "Other Urgent Business" or to defer any item to the next meeting

- 4 Minutes of Previous Meeting
  - a. To agree the minutes of the last meeting
  - b. To discuss any matters arising
  
- 5 Elections/Roles and responsibilities
  - a. Elect a Chair and/or Vice-chair if necessary (essential)
  - b. Propose a Representative to the Trust Board of Trustees
  - c. Name the Governor with oversight of Safeguarding (essential)
  - d. Name the Governor with oversight of SEND (essential)
  - e. Name other link Governors (e.g. curriculum area/phase) etc. (desirable)

## Teaching and Achievement

- 6) School Improvement/Development Plan/Action Plan
  - a. To receive and discuss the Leadership document outlining strategic and forward planning in relation to improving pupil achievement, the curriculum, staffing and teaching and learning (**The School Improvement Plan/Action Plan**) noting where it deals with any issues from the most recent Self-evaluation, Inspection or Monitoring Reports (where relevant).
  - b. To receive the strategy document specifying the planned use of Pupil Premium and Primary Sports Premium income (if the latter is relevant) (see also: **Pupil Premium Impact Statement** below)
  - c. To receive a statement on the planned use of Y7 Catch-up funding (where relevant)
  - d. To receive a summary of progress in implementing any previous / on-going specific action plans for school improvement (where relevant).
  - e. Current, whole staff list, their status and their responsibilities; vacancies and how they may be managed
  
- 7) Performance Indicators (to be included in the Leadership Report):
  - a. Information from any new, current Self-evaluation, Inspection or Monitoring reports
  - b. Achievement of pupils by Key Stage: EYFS – KS5 (most recent results of National Tests/Examinations)
  - c. Ofsted Dashboard benchmarking data or data from other data sources (FFT/Aspire, Compare-school performance,)
  - d. Destination data for leavers (University/College entrants, Apprenticeships, NEETS, other); (grammar school entrants from Y6).
  - e. Attendance (whole staff) contextualised to Well-being and Welfare and its / any impact on the quality of teaching - including any management principles that can be reported generically
  - f. Attendance (Pupils) contextualised to its impact on pupil progress and attainment and Well-being and welfare - including how any matters are being managed (generic reporting)

- g. To receive the current **impact report** on the use of Pupil Premium/Primary Sports Premium
- h. To receive any targets for pupil attainment / progress and to note performance against any previous targets
- i. To receive and discuss the Leadership report and data on the most recent/current assessments of the specific relevant groups from the following list:

*(NOTE: Clearly not all of these will be relevant to individual schools, or at all. They are included as pointers towards identifying potential vulnerable groups and those who may have clear or potential barriers to learning which the school may need to recognise and or manage)*

- a. disabled children and learners and those who have special educational needs
- b. disadvantaged children and learners
- c. children looked after and care leavers
- d. the highest, middle and lowest prior-attaining children and learners
- e. children and learners for whom English is an additional language
- f. children and learners from minority ethnic groups
- g. Gypsy, Roma and Traveller children and learners
- h. lesbian, gay, bisexual, transgender or intersex children and learners
- i. young carers
- j. boys/men
- k. girls/women
- l. children and learners in specialist provision children and learners attending alternative provision (still on the school role)
- m. children and learners with medical conditions
- n. older learners
- o. children and learners of different religions and beliefs
- p. ex-offenders
- q. teenage mothers
- r. other vulnerable groups.

The Report **may** also include:

- a. Progress and attainment of pupils by year group or department noting any specific challenges or interventions (e.g. particular groups of children receiving intervention, "narrowing the gap" progress, etc.) or any particular challenges / barriers to learning impacting negatively on adding value to previous attainment and how they will be managed
- b. Any other pupil progress-related information – including any significant changes in the school's demographic which may impact on learning or attainment outcomes.

The Report **will** also include:

- a. **TEACHING STANDARDS:** The Leadership's assessment of current Teaching Standards by phase/department/Key Stage and any matters related to training for improvement or consolidation – (this latter may have been dealt with under the School Improvement Plan, to which it may be cross-referenced).
- b. **SAFEGUARDING and PREVENT:** Confirmation from the Head teacher concerning:
  - a. The names of Senior Managers with specific responsibilities
  - b. The date and nature of the most recent training
  - c. That the Single Central Register is up to date and any related issues

- d. Any confidential issues related specifically to Safeguarding (if necessary deferred to the end of the meeting)
- c. **CURRICULUM:** Information on planned or implemented changes or developments to the school's curriculum
- d. **EXTENDED CURRICULUM:** Information on the provision under the extended curriculum.
- e. **STANDARD ITEMS:**
  - a. Security and thefts: resulting in loss or damage of resources, personal property or to buildings (also to be reported to the Board of Directors)
  - b. **Serious accidents** to pupils and or staff: only those resulting in serious injury or time lost from school/work plus any remediation needed (e.g. to faulty or damaged equipment or building repairs) should be reported
  - c. Fire drills: date and time taken to evacuate the building plus any urgent health and safety implications noted
  - d. Exclusions: Number of internal/external and permanent exclusions and nature of offences
  - e. Formal Complaints: Raised internally or by parents/others

**Any other matters** the Head teacher wishes the LGB to note – “Good News”, sports and other successes, positive press, etc.

## 2. Safeguarding

- a. Governors will confirm on the register that they have read and understood the current documents required under the terms of the Trust's Safeguarding Policy (Keeping Children safe in Education (e.g))
- b. Governors will receive specific reports on all relevant aspects of Safeguarding (e.g.)
  - i. The training that has taken place
  - ii. Any staff or student matters which may be reported appropriately having regard to both confidentiality and any formal interventions that may have been / will be implemented
  - iii. Any site issues that have become apparent and how they have been managed

## 8) Finance Information

- a. To receive and note any relevant Finance Reports insofar as they impact upon the school

## 9) Trust Matters

- a. To receive and note any relevant information from Loxford School Trust insofar as it impacts upon the school (e.g. new key leavers/appointments).
- b. To list / highlight any items to be referred to the Trust Trustees/Directors

## 10) Governor involvement

- a. To note any Chair's action
- b. To receive reports from any Governors who have visited the school since the previous meeting
- c. To receive reports from specific link governors on their areas/involvement

- d. To note future opportunities for Governor visits (book-looks, learning walks, etc.) and receive notice of any fixed dates that may be relevant (concerts, exhibitions, INSET, etc)

11) Policies

- a. To deal with any matters relating to any policies that may be referred by the Head teacher
- b. To note specifically the policies that are published on the school's/Trust's websites and receive assurance that they are currently relevant
- c. To review specifically and minute the school's policy on Sex Education (statutory)
- d. To review the School's Admissions Policy (if necessary)

12) Other Urgent Business

- a. To deal with any matters agreed under Item 3 of the Agenda

13) Confidential Items

- a. To deal with any matters deemed confidential (visitors or staff governors may be asked to withdraw to avoid a conflict of interest)

14) Date, time and place of the next meeting

- a. To note the published calendar of meetings for the academic year
- b. To note the date of the next meeting

## SKILLS AUDIT 2018/19

### Trustee of a multi-academy trust – Knowledge, experience, skills and behaviours

Level of knowledge  
or skills/behaviour:  
rate on scale of

No → → →  
Yes

**1 2 3 4 5**

#### 1. Strategic leadership

I am committed to improving education and welfare for all pupils.					
I understand current national education policy and the local education context.					
I have experience of charity law and governance.					
I have experience of trusteeship or management of a complex organisation with multiple sites/subsidiaries.					
I have experience of chairing a board/governing board or committee.					
I am committed to the organisation's vision and ethos.					
I have experience of strategic planning and applying this to set and preserve the culture of the organisation.					
I have experience of working with executive leaders to agree and monitor operational plans.					
I am able to question and challenge, working as part of a team to identify viable options through collective decision making.					
I am able to work in a professional manner, avoiding conflicts, acting with transparency and integrity.					
I am confident I can identify when to seek independent/professional advice.					
I have experience of stakeholder management and engagement including communicating with and taking account of the views of parents and pupils.					
I have experience of promoting community cohesion.					
I understand school sector risk management including conflicts of interest/loyalty.					
I am proficient in prioritising, assessing and mitigating risk.					

I have experience of agreeing organisation expansion plans and conducting due diligence on other organisations prior to signing a legally binding contract.					
<b>2. Accountability</b>					
I understand the importance of collecting high quality data and have expertise using data to interpret/evaluate performance and identify trends to target improvement.					
I have experience of curriculum development, school assessment and progress/attainment.					
I have experience of working with executive leaders to establish expectations for improvement and outcomes.					
I have experience of agreeing the range and format of information and data needed in order to hold leaders to account.					
I have experience of providing challenge to leaders on strategies for monitoring and improving behaviour and safety.					
I understand the board's duties in relation to safeguarding including Prevent.					
I have an understanding of special education needs and disabilities (SEND).					
I have financial management expertise including funding allocation/budget monitoring, and financial solvency. I am able to contribute to financial self-evaluation and efficiency drives.					
I have experience of basing funding decisions on organisational priorities and the ability to interpret financial data and question financial performance against strategic priorities.					
I have experience ensuring that organisational financial obligations are met and adequate financial controls are in place, including submission of annual returns and accounts.					
I have business development experience/expertise.					
I have experience of procurement/purchasing.					
I have experience of property and estate-management.					
I have experience of HR policy and processes including employment legislation, executive recruitment, performance management and pay.					
I have experience of school sector HR policy and processes.					
I have experience of change management (overseeing a merger or an organisational restructure).					
I have experience of marketing, media and PR.					

I have experience of preparing for and responding to external oversight.					
I have experience of inspection and oversight in the school sector.					
<b>3. People</b>					
I am willing to devote time, enthusiasm and effort to the duties of and responsibilities of a trustee including duties of compliance, care and prudence.					
I'm a strong communicator and experienced in building strong collaborative relationships.					
I am able to discuss sensitive issues with experience of conflict resolution and influencing consensus.					
I am able to demonstrate a commitment to ethical behaviour and values, honesty, independence of thought and sound judgement.					
I am committed to equal opportunities and the promotion of diversity.					
I am willing to reflect, listen and learn from a diversity of views, to receive and provide feedback and accept impartial advice.					
<b>4. Structures</b>					
I am familiar with the strategic nature of the board's functions and how this differs from and works with others including executive leaders and academy or regional committees.					
I have experience of designing/reviewing/adapting governance structures appropriate to the size and complexity of the organisation, reflecting the diversity of stakeholders.					
<b>5. Compliance</b>					
I have you have experience of complying with legal, regulatory and financial frameworks and statutory guidance.					
I understand and accept the legal duties, responsibilities and liabilities of trusteeship.					
Governing boards are responsible for ensuring schools comply with a whole range of legal responsibilities. I have experience ensuring legal compliance in this way and a commitment to understanding the full range of legal responsibilities.					
I understand the importance of adhering to organisation policies e.g. on parental complaints or staff discipline issues.					
I am able to speak up when concerned about non-compliance.					
<b>6. Evaluation</b>					

I am aware of my own strengths and weaknesses and committed to personal development.					
I have experience evaluating board decisions and am willing to contribute to board self-review.					

**Existing MAT Trustees/Directors only**

What contribution do you feel you have made to the trust board over the past year?

Please give brief details of courses you have undertaken in the past year - include trustee training, work based training/development and/or any other development/training activities.

Are there any additional areas of the governing board's responsibilities to which you would like to contribute in the future?