

Frank Field Education Trust



Governance Structure & Scheme of Delegation 2023-24 Handbook

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Approved by CEO:

Tom Quinn.

Approved by Chair of Trustees:

Dr Chris Hampshire



Frank Field
Education Trust

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Aim

The Governance Structure and Scheme of Delegation handbook sets out the Trust's vision and priorities for effective school and trust governance by:

- outlining the terms of reference of the Trust Board and its subcommittees;
- summarising the role of the central and executive team employees;
- signposting to more detailed information, guidance and resources;
- providing the governance scheme of delegation
- providing the financial scheme of delegation

This guidance is also aligned to the [Academies Trust Handbook](#), which academy trusts must comply with as a condition of their funding agreement.

Review date

This handbook is kept under review and updated to reflect changes to the law affecting governing boards and changes to education policy. It is reviewed on an annual basis and presented for approval at the first Board meeting of the academic year.

Introduction and Trust vision:

The Trust Board has overall legal responsibility for the operation of the Frank Field Education Multi Academy Trust (FFET) and the schools within it. It is legally responsible and accountable to the DfE and has to operate and comply with the provisions set out in its constitutional documents and all relevant legislation including the [Articles of Association](#) of the Trust, the [Master Funding Agreement](#) and the Academy Trust Handbook. The Frank Field Education Trust (FFET), is constituted as a charitable company limited by guarantee, and must comply with the requirements of the Companies Acts, Charity and Education law.

In accordance with the terms of its Articles of Association, the Trust's powers are exercised by its Trustees with the CEO having executive authority for day-to-day operations. FFET Trustees appoint a Local Governing Body for each School within the Trust. In accordance with the terms of its constitutional documents and, where applicable, determinations made by the Trustees, the Terms of Reference (Appendix 1 for Members and 2 for Trustees) sets out in detail those powers which are reserved to the Members and Trustees (the Board).

Trust Vision:

The Frank Field Education Trust (FFET) is a multi-academy trust (MAT) based in the North West of England and West Midlands which aims to build on the work of outstanding teachers, leaders and schools within the Trust to serve schools and communities. Our vision is that social justice can be achieved through excellence in education.

The founder of the Trust, the Rt. Hon. Lord Frank Field, served for almost 40 years as the Member of Parliament for Birkenhead. During this time, Frank has campaigned extensively for social justice and in 2010 wrote "The Foundation Years: preventing poor children becoming poor adults" report, which has become a landmark document regarding the importance of Education and Early Years care in ending disadvantage.

More recently research published by the Education Policy Institute in 2017, showed that if you are born in certain areas of the country the school system works better for you. Furthermore, if you are born in a disadvantaged family in certain areas of England, the school system is essentially broken. As children grow and develop within the school system the gap sadly worsens. In certain parts of the country the disadvantaged gap can be as much as 29 months by the time a child from a disadvantaged background reaches secondary school.

We believe that all pupils in our schools will experience a high-quality education ensuring that all children gain the cultural capital necessary for a choice-filled life.

Throughout their time with us, it is our aim to deliver a knowledge rich curriculum that will enable pupils to have:

- Unlimited ideas and dreams that can make the world a better place.
- A vision of what they want to achieve in life and how to achieve it.
- A strong sense of duty, responsibility and service.
- Care and compassion towards each other, within the local community and the wider world.
- Choice-filled lives and the desire and motivation to develop as a good person.
- A positive contribution to local communities and wider society and a zest for living life to the full.

Above all else we want our pupils to have an education that gives them 'fullness of life', where the person that they become will change the world that they live in for the better. The promotion

and development of cultural capital (social and intellectual capital) is at the core of the Trust's vision for social justice in our society which we believe can be achieved through excellence in education. Such a vision is increasingly necessary to counter the current stagnation in social mobility.

We have designed a Curriculum for Social Justice that will enable pupils to acquire a set of knowledge, skills and behaviours (cultural capital) that will enable them to lead a choice-filled life guided by a moral compass (moral virtues). Our curriculum has the following characteristics:

- a sequenced knowledge rich curriculum which enables our pupils to achieve the qualifications they need to lead choice filled lives. We call this our Intellectual Capital.
- A Be More Curriculum which focuses on the development of moral virtues and LORIC skills that will enhance pupils' ability to succeed in life and be good citizens. We call this our Social Capital.

Essentially our schools will have:

- a knowledge rich curriculum that everyone has access to, based on high expectations.
- a Be More Curriculum / Stepping Stones Curriculum.
- an Annual Learning Programme Cycle which provides a routine and rhythm of learning taking place week-by-week. An assessment cycle lies at the heart of this, designed to enable all pupils to achieve.
- a Monitoring for Achievement quality assurance system that swiftly addresses under achievement and under performance.
- an FFET Awards programme designed to capture and celebrate pupils' social and intellectual capital achievements.
- a consistent approach to how we teach and how pupils learn.
- a robust CPD programme and recruitment and retention strategy to ensure all our staff are the very best.

We are currently working within the North West and West Midlands regions in the following ways:

- Developing an Early Life Programme offer centered around childrens' school readiness pre-Nursery.

- Developing our Primary and Secondary Schools to make a real difference to childrens' lives by ensuring they're able to have a choice filled life.

There are currently three Academies within FFET:

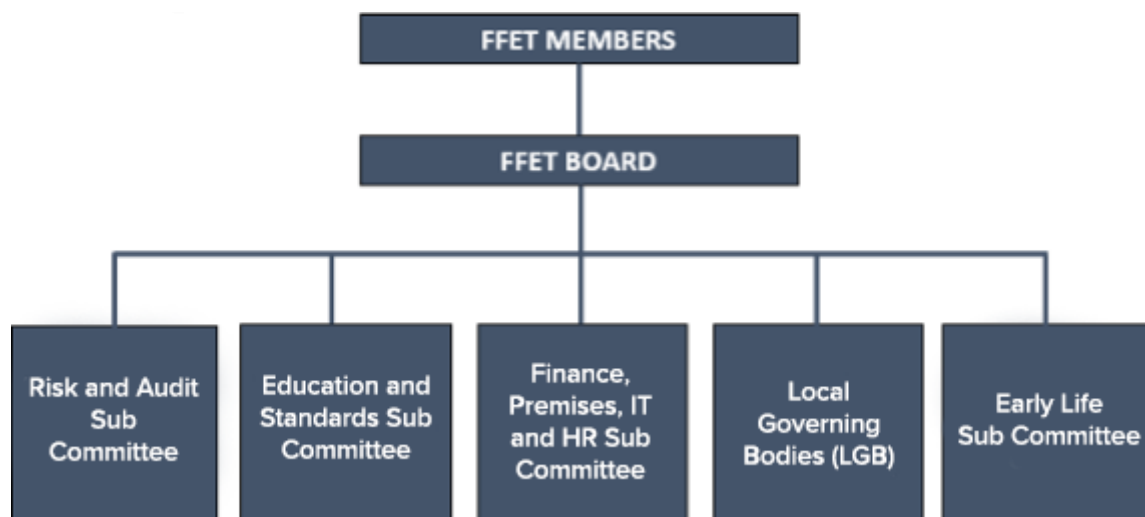
- Birches Head Academy, Stoke (11-16)
- Ellesmere Port Church of England College (11-18)
- Handforth Grange Primary School (3-11)

FFET Board Governance Structure

1.1 External information

[The Academies Handbook](#) and the [Governance Handbook](#) are two key documents from ESFA and DfE which set out the governance requirements for multi-academy trusts. Aspects of these documents which relate to the role of Members and Trustees and have been reviewed and incorporated as appropriate in this document.

1.2 FFET Board Governance Structure



1.3 The Trust has established a clear Trust Board Structure with identified lines of accountability and reporting for all its operations. This includes defining the responsibilities of the Trust Board and those delegated to its subcommittees and each person involved in the management and administration of finances within the Trust, in order to avoid the duplication or omission of functions and to provide a framework of accountability for members of the Trust Board and staff. The Trust is made up of 3 **layers of governance**: members, trustees/Trustees and Local Governing Bodies/Subcommittees.

1.4 Trust Board Members

The role of FFET Members is an important one for the Trust. [Appendix 1](#) summarises the responsibilities of the Members role and describes the process that ensures these responsibilities are fulfilled.

1.5 The role of Members is similar to the shareholders of a company limited by shares in holding the Trustees to account in their performance of Trustee responsibilities, which is the furtherance of the Companies Objects. For FFET these Objects are:

1.6 to establish, run and develop schools offering a broad and balanced curriculum in the UK

1.7 to establish, run and develop suitable alternative provision for children with SEN or illness, or who have been excluded

1.8 to promote recreational activities and facilities for the benefit of individuals and the communities in which the Trust has academies.

2. FFET Board – Trustees

2.1 [Appendix 2](#) summarises the responsibilities of the Trustees role and describes the process that ensures these responsibilities are fulfilled. FFET’s charitable Objects include “to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing schools (“the Academies”) offering a broad and balanced curriculum. FFET exercises its powers to further these Objects, which in practice means that FFET:

- is the employer of all staff in all Academies, the Central Team and its subsidiary projects;
- holds or controls all the assets of all the Academies and subsidiary projects;
- holds and manages the finances for the Trust, including all its Academies and subsidiary projects;
- enters into all the requisite legal agreements to enable the establishment of its subsidiary projects and the opening and subsequent operation of all Academies within the Trust, including Funding Agreements and leases for land and buildings.

2.2 FFET manages its Academies through the Trust Board, which is similar to the Governing Board of a single Academy. The main responsibilities of FFET, as the Governing Board, are prescribed in the Master Funding Agreement between FFET and the DfE together with each Supplemental Funding Agreement that relates to each Academy within the Trust.

These Funding Agreements have various conditions in relation to the receipt of grant funding from the ESFA, including compliance with the requirements of the Academies Financial Handbook.

2.4 Chair and Vice-Chair to the Trust Board and Chairs of Subcommittees - Roles

The Chair and Vice-Chair of the Trust Board and subcommittees are important roles for the Trust and, as per the Articles, need to be appointed every year. ([Appendix 8](#) Outlines their roles). Any Trustees who are also employees of FFET are not eligible for election. The process for the election of these posts is outlined in [Appendix 9](#) and [Appendix 10](#).

2.5 Chair's Action

Chair's action is the Chair of Trustees' power to take decisions in emergencies. Academy trustees can make decisions between meetings via written resolution. An urgent decision needs to be made and it is not "reasonably practicable" to call a meeting of the trust board or the relevant subcommittee in time. These are powers for emergencies only.

The chair must believe that delaying the decision would likely be seriously detrimental to either the school, a pupil, the parent of a pupil or a school employee. Note that the chair must believe it is likely there would be serious harm if the decision was delayed, not just that there might be serious harm.

Please see [Appendix 16](#)

3.0 FFET Board - Subcommittees

3.1 The Trust Board has delegated some of its responsibilities for day to day management to officers of FFET and to its subcommittees ([Appendix 3](#)).

The subcommittees are:

- Finance, Premises It and HR (FPITHR) (TOR: [Appendix 4](#))
- Risk and Audit Subcommittee (TOR: [Appendix 5](#))
- Education and Standards (TOR: [Appendix 6](#))
- Early Life Subcommittee (TOR: [Appendix 7](#))

3.2 FFET Local Governing Body Subcommittee

3.3 The Trust Board has established Local Governing Body (LGBs) in each of its schools that operate as subcommittees of the Trust Board, and approves their terms of reference. The main responsibilities of the LGBs are documented within its Terms of Reference, as shown in [Appendix 11](#) and [Appendix 12](#)

3.4 The Chair of each LGB shall ensure that minutes are available to the Chief Executive Officer and are signed at the next meeting to confirm their accuracy. These minutes are presented to the next available FFET Board meeting. Terms of Reference for the role of Chair of each LGB are contained in [Appendix 13](#).

4. Code of Conduct and Registers of Interests

The Trust has a code of conduct setting out the expectations and commitment required from its members Trustees and Governors to ensure the efficient and effective operation of the Trust Board and subcommittee meetings. [Appendix 17](#)

5 Trust Central Team Structure

Day to day responsibility for running the Trust is delegated to the Chief Executive and the Executive Team supported by a central team. The powers and responsibilities delegated to key individuals in the organisation are outlined in the following sections of this document. The detailed roles and responsibilities of these individuals are not covered in this document but further detail is contained within their individual job descriptions.



Chief Executive

- 8.1 Within these Financial Regulations, it is acknowledged that the Chief Executive is ultimately accountable to the Trust Board and, as the Accounting Officer, to the Secretary of State for Education and to Parliament for ensuring that the Trust Board meets its obligations for the proper stewardship and use of the public funds and assets entrusted to it and to perform its functions within the available financial resources and in accordance with relevant Funding Agreements. The Academies Financial Handbook sets out the responsibilities conveyed on the Chief Executive in this respect.
- 8.2 As noted previously, the day to day responsibility for running the Trust is delegated to the Chief Executive. The Chief Executive has overall executive responsibility for the Trust's activities, is responsible to the Chair and the Trust Board for ensuring that its financial obligations are met and has overall responsibility for the Trust's system of internal control.
- 8.3 The Chief Executive is also specifically responsible for the approval of any proposals for ensuring the quality, standards, performance and development of teaching and educational services provided by the Trust and its Academies, having regard to any guidance issued by the DfE and relevant professional bodies
- 8.4 The Chief Executive may delegate their detailed responsibilities but remains accountable for the Trust's financial activities and overall system of internal control, including:
- ensuring regularity and propriety
 - prudent and economical administration
 - avoidance of waste and extravagance
 - efficient and effective use of available resources, and
 - the overall organisation, management and staffing of the Trust.
- 8.5 The Chief Executive delegates much of the day to day financial responsibility to the Chief Finance and Operating Officer, but the Chief Executive still retains responsibility for:
- recommending to the Trust Board the annual budgets and Medium-Term Financial Plans;
 - ensuring income and expenditure remains within budget for the Trust as a whole;
 - approvals as identified as being reserved for Chief Executive in the Scheme of Delegation; and
 - ensuring delegated responsibilities are monitored.

8.6 The Chief Executive shall ensure that all members of the Trust Board, employees and all new appointees have access to and are put in a position to understand their responsibilities within these Financial Regulations.

8.7 The Chief Executive Officer, in his role also as Chief Education Officer, is responsible for the educational outcomes of the Trust. This responsibility is delivered through line-management of Academy Principals and Director of Standards.

The Chief Education Officer is responsible for overseeing, quality assuring and supporting all Academies, and for ensuring that the FFET's vision, strategic aims and ethos are embedded in all Academies and that its targets are met. The Chief Executive Officer is responsible for ensuring that Principals effectively manage their budgets.

9. Chief Finance and Operating Officer

9.1 The Chief Finance and Operating Officer reports to the Chief Executive Officer and is the Trust lead on all HR, Procurement, Catering, Health and Safety, Estates Management, Media, Internal Audit, Risk Management, IT and Project Management. The CFOO is also responsible for Trust Governance. The Chief Finance and Operating Officer may delegate the day to day responsibilities for these to the Operations Team members.

9.2 Finance and organisational risk

The Chief Finance and Operating Officer has overall day to day responsibility for the financial management and financial accounting of the Trust, its Academies and subsidiary companies, and as such is the Trust Chief Financial Officer (as defined in the Academies Handbook). The Chief Financial Officer works closely with the Chief Executive and is supported in their role by a Central Finance Team.

The Chief Finance and Operating Officer also leads on organisation risk management. It is a requirement of the [Academies Financial Handbook \(AFH\)](#) that:

- Academy trusts must manage risks to ensure their effective operation and they must maintain a risk register (part 2).
- The trusts management of risks must include contingency and business continuity planning (part 2).

The role of Chief Finance and Operating Officer includes responsibility for performing the duties which would be within a Company Secretary role for the Trust.

9.2 Finance Managers

Each Academy has a named 'Finance Manager or Officer' who is the lead officer at each Academy, responsible for managing the schools' day to day financial management and accounting systems, and for following the Trusts financial procedures and controls. In practice, this role may be performed by officers with different job titles. In some cases, Finance Manager/Officers roles operate across a region, taking responsibility for the finances of more than one academy.

Finance Managers/Officer are line-managed by the Academy Principals, but are also professionally accountable to the Chief Finance and Operating Officer via the Trust's Finance Managers.

9.3 Other Primary Budget Holders

Other Primary Budget Holders will have some financial responsibilities and these are detailed within the Financial Regulations Policies. **The Financial Scheme of Delegation** (see [Appendix 15](#)) also provides further details and clarity on the various financial responsibilities.

9.4 Human Resources (HR)

The Chief Finance and Operating Officer supports the Chief Executive as the Trust lead on HR and pay related issues. The Chief Finance and Operating Officer oversees the Trust's HR and Payroll functions, which may be a delegated function for the day to day activities.

9.5 Procurement

The Central Team reports to the Chief Finance and Operating Officer who manages the strategic procurement for the Trust and its academies.

9.6 Catering

The outsourced Catering provider reports to Schools who manage the catering provision for their academies, ensuring compliance with relevant legislation. Overall contractual management is the responsibility of the CFOO.

9.7 Health and Safety

The Academy Principal provides Health & Safety reports to the Chief Finance and Operating Officer who provides a full Health and Safety support function via external consultants, including the provision of advice, guidance and training, conducting risk assessments, accident reporting and investigations, and conducting audits and inspections on all sites.

9.8 Project Management

The Chief Finance and Operating Officer coordinates the project management activities for all significant Trust development programmes. This includes the setting and monitoring of project plans and working with the School's senior management team (such as progress against timelines, risks and issues).

9.9 Estates Management

The Academy Principal provides estates management reports to the Chief Finance and Operating Officer who provides support and advice to Academies across the Trust in relation to the maintenance and repair of Trust property to ensure that Academies have a regime of planned maintenance that satisfies legal requirements, including information on the likely annual lifecycle costs for inclusion in the budget setting process;

9.10 IT Systems

The Academy Principal provides IT reports to the Chief Finance and Operating Officer, who is responsible for ensuring the Trust's IT systems are robust, secure, safe, resilient, scalable and responsive. The Chief Finance and Operating Officer is also accountable for ensuring that the Trust's IT technical architecture is stable, based on industry standards, and is developed within a sustainable environment. The Chief Finance and Operating Officer is supported by a team of IT staff, to whom responsibilities may be delegated.

10. Executive Team and School Improvement Structure



10.1 Trustees of Standards

The Trustees of Standards are deployed in to the Schools by the CEO and are line managed by the Principals. They hold senior management responsibility in the appropriate School.

11 Academy Principals

11.1 Academy Principals are responsible for the provision of a full learning experience and support for pupils, and for carrying out the professional duties of a Headteacher as provided for under the relevant sections of the School Teacher's Pay and Conditions Document. They provide the vision and professional leadership to secure high quality education and high standards of achievement for all pupils, through the implementation of FFET's Vision, strategic aims, ethos and policies within their Academy / School. Principals are responsible for managing the budget of their academy.

12 Data Protection Officer (DPO)

12.1 The Trust's employes the services of an external DPO. The Data Protection Officer (DPO) is responsible for overseeing the implementation of this policy, monitoring our compliance with data protection law, and developing related policies and guidelines where applicable.

The DPO is also the first point of contact for individuals whose data the trust processes, and for the ICO. Our DPO is **Matthew Keefe of Keefe and Associates Ltd.**

Terms of Reference - Role of the Trust Board Members

Membership

The Members of the Frank Field Education Trust shall comprise:

- (a) the Diocesan Corporate Member;
- (b) the Chairman of the Trustees;
- (c) two individual members; and
- (d) any person appointed under Article 15A, provided that at any time the minimum number of Members shall not be less than three.

An employee of the Company cannot be a Member of the Company.

Each person entitled to appoint Members in Article 12 shall have the right from time to time by written notice delivered to the Office to remove any Member appointed by them and to appoint a replacement Member to fill a vacancy whether resulting from such removal or otherwise.

If any of the persons entitled to appoint Members in Article 12:

- (a) in the case of an individual, die or become legally incapacitated;
- (b) in the case of a corporate entity, cease to exist and are not replaced by a successor institution;
- (c) becomes insolvent or makes any arrangement or composition with their creditors generally;
or
- (d) ceases to themselves be a Member,

their right to appoint Members under these Articles shall vest in the remaining Members.

Membership will terminate automatically if:

- (a) a Member (which is a corporate entity) ceases to exist and is not replaced by a successor institution;
- (b) a Member (who is an individual) dies or becomes incapable by reason of illness or injury of managing and administering his or her own affairs; or
- (c) a Member becomes insolvent or makes any arrangement or composition with that Member's creditors generally.

The Members with the written consent of the Diocesan Corporate Member may agree by passing a special resolution to appoint such additional Members as they think fit.

In addition to their rights under to Article 13 and subject to the requirements of the Relevant Funding Agreement, the Members with the written consent of the Diocesan Corporate Member may agree by passing a special resolution to remove any such additional Members appointed under Article 15A. The Member whose proposed removal is the subject of the resolution shall not be entitled to vote on that resolution.

Upon the resignation or removal of any member (including a signatory to the Memorandum) other than the Diocesan Corporate Member the Members shall appoint by majority a replacement Member if required to ensure that the number of Members appointed to represent the interests of the Church of England shall not exceed 25% of the total number of Members.

If the number of Members appointed to represent the interests of the Church of England is less than 25% of the total number of Members the Diocesan Corporate Member may appoint additional Members provided that the total proportion of Members appointed to represent the interests of the Church of England does not exceed 25% of the total number of Members.

In exercising their rights under these Articles and the Companies Act 2006, the Members shall not do anything or take any action which would cause the Company to contravene its Object.

Every person nominated to be a Member of the Company shall sign a written consent to become a Member or sign the register of Members on becoming a Member.

Any individual (but not corporate) Member may resign provided that after such resignation the number of Members is not less than three. A Member shall cease to be one immediately on the receipt by the Company of a notice in writing signed by the person or persons entitled to remove him under Articles 13 or 16 provided that no such notice shall take effect when the number of Members is less than three unless it contains or is accompanied by the appointment of a replacement Member.

The Diocesan Corporate Member is not precluded by its membership of the Company from taking any action or exercising any function it has as Diocesan Board of Education under the Measure.

Frequency of Meetings

The Company shall hold an Annual General Meeting each Academy Financial year in addition to any other meetings in that year and shall specify the meeting as such in the notices calling it; and not more than fifteen months shall elapse between the date of one Annual General Meeting of the Company and that of the next. Provided that so long as the Company holds its first Annual General Meeting within eighteen months of its incorporation, it need not hold it in the year of its incorporation or in the following year. The Annual General Meeting shall be held at such time and place as the

Trustees shall appoint. All meetings of the Members other than Annual General Meetings shall be called General Meetings.

The Trustees may call General Meetings and, on the requisition of Members pursuant to the provisions of the Companies Act 2006, shall forthwith proceed to convene a General Meeting in accordance with that Act. If there are not within the United Kingdom sufficient Trustees to call a General Meeting, any Director or any Member of the Company may call a General Meeting.

FFET Members – Responsibilities and Process

Composition and number of Members

The recommendation from the Handbooks is that whilst the legal requirement is a minimum of three (3) Members, the strong preference is for Trusts to have five (5). FFET is supportive of this and will aim to have at least five (5) members, including the requirements of the Church of England (Ellesmere Port C of E College is a Church of England church school, that sits as one of our Academies). It is proposed that one or more of the Trustees of FFET is also a Member, in order to help keep the Members informed and engaged.

In accordance with article 23 and 24 of the FFET articles of association, quorum shall be 2 persons being present either in person or by proxy.

Appointment of new Members

The Trust articles state that the existing FFET Members can appoint further new Members via a special resolution in writing.

Who can be a Member?

- The FFET Articles prevent employees from being a Member
- There should be significant separation between those individuals who are Members and those who are Trustees – the DfE recommends that a majority of Members should be independent of the Board of Trustees, however also suggests that having at least one Member in common may help to keep Members informed and engaged.

Proposed Process

The process below has been proposed in order to ensure that Members are fulfilling their responsibilities.

DfE recommendations

The following excerpt is within their Governance Handbook, and helps to identify the role of Members:

“Members should therefore be ‘eyes on and hands off’, and avoid over stepping their powers or undermining the boards’ discretion in exercising its responsibilities. In general, Members would not be expected to attend board meetings, sit on executive leaders’ performance review panels, or even contribute to specific decisions in relation to the trusts’ business.”

“It is for each trust to determine how best to keep Members informed so they can be assured that the board is exercising effective governance and leadership of their trust. Members will want to be well informed of the skills the board needs to be effective and to have confidence in the board at all times, with sufficient arrangements in place for them to know when they may need to exercise their powers – particularly to appoint or remove one or more Trustees. If the governance of the trust by the board of Trustees becomes dysfunctional the Members have a strong interest in ensuring the board has sufficient plans to address the issues or otherwise to remove the board or individual Trustees and re-appoint Trustees with the skills necessary for effective governance.”

Proposed Process and Member Involvement

Formal meetings

In order to formally discuss the performance of the Trust and to fulfil their responsibilities as Members it is proposed to meet in person once a year:

- Each December at the Annual General Meeting (which is a requirement under the FFET’s Articles in any case)

In order for Members to co-ordinate effective scrutiny of the Trust Board they may also want to either meet immediately prior to these meetings, or to have a phone conference (or exchange of emails) in the days leading up to the meetings – this would be to agree any comments or issues to be brought up at the meeting.

If any Member considers that circumstances require additional meetings during the year, these should be arranged as appropriate.

It is recommended that the Board Chair, CEO and CFOO are in attendance at the Member’s AGM.

It is proposed that the Clerk to the Trust Board supports the Members in the practicalities of arranging meetings and in distributing paperwork. This includes attendance at any meeting for minute-taking or legal direction, if requested by the Members. Members appoint the external auditor each year at the AGM.

Information Review

In order to remain appraised of the operation of the Trust it is proposed that Members review the following information as a minimum:

- Information which forms part of the annual report, including:
 - The annual financial statements
 - External auditors report
 - The Trustees report, which will include a summary of the educational performance for the year and a summary of Ofsted reports taken place during the year
 - Attendance records of Trustees at Trust Board and Subcommittee meetings
- The meeting minutes of each Trust Board meeting
- A report from Trustees to summarise the academic results of the Trust for each Primary and Secondary academy (following the Summer Term examinations)
- A report from Trustees to summarise the proposed annual budgets and medium-term plans (produced for review and approval by Trustees in the Summer Term)
- Information to summarise the outcome of any self-evaluation processes that the Trust Board has been through

The members are also responsible for the appointment and re-appointment of the Trust's External Auditor.

It is proposed that the Clerk to the Trust Board is responsible for making the above information available to Members. In addition, it is proposed that all paperwork presented to Trust Board and Subcommittees is made available to Members, so that additional information can be read if desired.

Provide Appropriate Challenge to Trustees

The main opportunity to provide this challenge is at the AGM. It is expected that Members will be provided the opportunity at the AGM to question Trustees and to explore any areas of the operation of the Trust that they deem appropriate. However, such areas of question and challenge should not extend outside the bounds required in order for them to discharge their duties as Members, which is essentially to ensure that the Trustees are appropriately discharging their responsibilities to further the company's Objects, as set out in the Articles of Association.

Appointment of Trustees/Trustees to FFET (Article 50)

- The Members shall appoint by ordinary resolution a minimum of three Trustees. It is proposed that these appointments are typically made via a proposal from the FFET Trust Board/Chair of the Trust which the FFET members can choose to either approve by ordinary resolution or decline. This is because the FFET Board will have the most relevant

information regarding the skills and experience of the existing Trustees and therefore cognisant of any gaps that need to be filled. It is not expected that members would need to meet to fulfil this responsibility and that any necessary paperwork (i.e. candidates CVs) would be circulated to inform such an appointment.

- The Diocesan Corporate Member shall appoint at least two (and in its absolute discretion may appoint more than two) Trustees provided that where the Academies comprise only schools that had been Community Schools and Voluntary Controlled schools as defined by the Education Acts the total number of Trustees appointed under this Article shall not exceed 25% of the total number of Trustees.
- The total number of Trustees including the Chief Executive Officer if they so choose to act as Director under Article 57 who are employees of the Company shall not exceed one third of the total number of Trustees.

Terms of Reference: The Role of Trust Board Trustees

Purpose

The role of Trustees can be summarised as:

- ensuring clarity of vision, ethos and strategic direction
- holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
- over-seeing and ensuring effective financial performance.

Terms of Reference

- determining any matter, for which it has delegated or statutory authority, it wishes in full session in accordance with its charitable Objects, statutory powers and Articles of Association;
- approval of the Financial Regulations and suspension of, or amendments to them, including approval of a Scheme of Delegation of powers from the Trust Board to subcommittees and officers;
- establishment of subcommittees for Finance, Premises, IT and HR; Audit and Risk and Education and Standards, election of their members and approval and review of their terms of reference and membership on an annual basis;
- establishment of LGBs and approval and review of their terms of reference on an annual basis;
- ratification of urgent decisions taken by the Chair and Chief Executive;
- ratification or otherwise of recommendations by subcommittees that don't have executive powers;
- appointment and appraisal of the Chief Executive;
- discipline and dismissal of the Chief Executive, in accordance with the Trust's Capability and Disciplinary policy;
- review and acceptance of the Medium-Term Financial Plans;
- approval annually the Trust's Business Strategy;

- approval of the annual budget and review of material changes to it as proposed by the Chief Finance and Operating Officer through the year, including future spending priorities;
- approval of new Academy projects and associated budgets;
- approval of the Trust's annual report and statutory accounts (and those of its subsidiary projects);
- receiving the annual management letter(s) and governance report(s) of the External Auditor and agreement of proposed action;
- approval of the internal audit arrangements for the Trust;
- approval of the Trust's risk management policy, strategy, annual Risk Management Plans, processes and procedures, including its risk appetite and tolerance;
- continuous appraisal of the affairs of the Trust, its Academies and subsidiary companies by means of the provision of reports to the Trust Board as may be required from Executive Trustees, subcommittees and officers of the Trust and external parties;
- requiring and receiving the declaration of Trust Board Trustee's interests that may conflict with those of the Trust and determining the extent to which that member may remain involved with the matter under consideration;
- ensuring that funds from sponsors are received in accordance with any associated Trust Deed, and are used only for the purposes intended;
- ratification of proposals for the acquisition, disposal or otherwise legal change of use of land and/or buildings;
- authorising use of the FFET logo.
- The number of Trustees shall not be less than 5 but shall not be subject to any maximum.
- In accordance with article 117 quorum for a meeting of the Trustees and any vote on any matter there at shall be any 3 Trustees, or where greater, any one third (rounded up to a whole number) of the total number of Trustees holding office at the date of the meeting who are in each case present at the meeting and entitled to vote in the matters to be resolved.
- Frequency of Meetings -The Trust Board will meet 6 times per year, as a minimum, and when required. They will be supported by subcommittees.
- Authority – Please see the Scheme of Delegation [Appendix 14 section 1.](#)

Terms of Reference for Subcommittees

Subcommittees will be responsible for close scrutiny of all aspects of the MAT and schools' work. Subcommittee Chairs and the Executive Principal will report to the Trust Board by exception. An exception report will be used to identify and prioritise instances which require immediate attention when reviewing the performance of our schools, or academy trust. It will allow the board to easily understand issues of concern, or where the performance at our schools or trust has significantly deteriorated from that which you would expect, and to question and challenge executive leaders to understand and contribute towards the improvement actions. The ESFA have developed 7 themes which they suggest help Trustees to monitor the performance of their Trust.

These are:

1. Pupil numbers/attendance and exclusions
2. Attainment and progress
3. Curriculum planning – staff and class sizes
4. Financial Management and Governance
5. Quality assurance
6. Safeguarding and well-being
7. The school community – staff, pupils and parents

Quorum for subcommittees is 3 Trustees

Terms of Reference: Trust Finance, Premises, IT and Human Resources subcommittee (FPITHR)

Purpose

- To assist the decision making of the Trust Board by enabling more detailed consideration to be given to the best means of fulfilling their responsibility to ensure sound management of the Trust's finances and resources; including proper planning and application of resources, monitoring and probity; and
- To make appropriate comment and recommendations on such matters on a regular and timely basis to the Trust Board.

Terms of Reference

The duties of the Subcommittee shall be to:

- Ensure that Trust resources are applied diligently and appropriately;
- Consider the Trust's allocated funding and the financial decisions underpinning the Trust's Strategic Plan, Asset Management Plan and financial strategy, and stated priorities (on both a short- and longer-term basis), including the likely impact of trends in pupil numbers/characteristics, making recommendations annually to the full Board for the overall Budget model;
- Annually review the Budget Model in the light of the Trust's indicative funding, as notified by the ESFA, to assess the implications for the Trust in advance of the next financial year, drawing matters of significance or concern to the attention of the Trust Board, with strategy options and a recommendation to resolve them;
- Prepare and present an annual budget to the Trust Board, for its approval;
- Review and evaluate individual academy and central budgets, including proposals by academies to recover deficits and to invest balances over a rolling programme, agreeing key principles with the full Board;
- Liaise with the Risk and Audit Subcommittee over the value for money impact of the allocation of funding, procurement strategies and significant contracts or partnership ventures, considering relevant reports and making recommendations to the Trust Board;

- Monitor and review actual income and expenditure against budget on a regular basis to ensure compliance with the overall financial plan for the Trust and the financial regulations of the Trust, drawing any matters of attention to the Board in a timely manner;
- Ensure the maintenance of accounting records consistent with best practice that meet legal and regulatory requirements, informed by Audit reports;
- Maintain an overview of the roll out of the Trust's Asset Management Plan and related capital bids, and grant applications, making recommendations for future guidelines to the Board as needed;
- Monitor and review, on a regular basis, the appropriateness and effectiveness of levels of delegation and protocols, including bank accounts, where appropriate making recommendations for improvement;
- Scrutinise and review relevant Trust policies making recommendation to the Trust Board for any changes; and
- Review and agree the financial statement which will form part of the annual report to the Board.

Membership

- The Chair and members of the Finance, Premises, IT and Human Resources Subcommittee will be non-executive Board members and will be no fewer than 3 as appointed by the Trust Board for a quorum.
- Membership of the Finance, Premises and Human Resources Subcommittee including the Chair of the Finance, Premises, IT and HR Subcommittee will be agreed annually by the Board.
- Board members who are not members of the Finance, Premises and Human Resources Subcommittee have the right of attendance. The minutes of the Finance, Premises, IT and HR Subcommittee will be circulated to all members of the Board.
- The Chief Executive Officer in his or her role as Accounting officer, and the Chief Finance and Operating Officer will attend meetings of the Subcommittee.
- All decisions of the Finance, Premises, IT and HR Subcommittee will be by democratic voting of the Subcommittee members and the Chair of the Business & Finance Subcommittee will not have a casting vote in the event of a tie.

Frequency of Meetings

- The Subcommittee will meet 6 times a year as a minimum, and otherwise as required and will report to the following meeting of the Trust Board.

Authority

- The Finance, Premises, IT and Human Resources Subcommittee is an advisory body with no executive powers.
- The Finance, Premises, IT and Human Resources Subcommittee is authorised to obtain independent professional advice if it considers this necessary, for example in relation to investment.

Terms of Reference: Trust Risk and Audit subcommittee

Purpose

- To review the risks at the Trust and to agree a programme of work that will mitigate the risks, inform the statement of internal control and, so far as is possible, provide assurances to the external auditors.
- To make comment and recommendations as required to the Trust Board.

Duties

The specific duties of the Subcommittee shall be to:

- Review the Trust's internal and external financial statements and reports to ensure that they reflect best practice;
- Conduct re-tendering processes for external and internal audit at regular intervals and in accordance with best practice;
- Discuss and agree with the external auditor the nature and scope of each forthcoming audit and ensure that the external auditor has the fullest co-operation of staff;
- Consider all relevant reports by the appointed external auditor, including reports on the Trust's accounts, achievement of value for money and the response to any management letters and ensure remedial action is undertaken in a timely manner as required
- ensure that the aims, objectives and key performance targets of the organisation are achieved in the most economic, effective and environmentally preferable manner;
- Ensure that the Trust's external audit meets the standards specified in the Academies Financial Handbook, complies in all other respects with these guidelines and meets agreed levels of service;
- Ensure that the Trust's internal scrutiny meets the standards specified in the Academies Financial Handbook, complies in all other respects with these guidelines;

- Consider and advise the Board on the Trust's annual and long-term audit programme;
- Consider audit reports, including value-for-money reports and the arrangements for any actions arising
- Review the operation of the Trust's code of practice for Board members and code of conduct for staff and report any issues or concerns to the Board;
- Ensure that the Trust keeps all areas of risk under regular review and maintains an overview of the risk register and approve appropriate mitigating actions
- Consider all other matters where requested to do so by the Board; and
- Report at least once a year to the Board on the discharge of the above duties.

Membership

- The Chair and members of the Risk & Audit Subcommittee shall be non-executive Board members, or other appropriate bodies as appointed by the Board, and will be no fewer than 3. In the case of the former, the Chair shall be a non-executive member of the Board other than its Chair.
- Membership of the Risk & Audit Subcommittee including the Chair of the Risk & Audit Subcommittee will be agreed annually by the Board.
- Board members who are not members of the Risk Audit Subcommittee have the right of attendance at any meeting. The minutes of the Risk and Audit Subcommittee will be circulated to all members of the Board
- The Chief Executive Officer in his or her role as Accounting Officer, and the Chief Finance and Operating Officer will attend meetings of the Subcommittee.
- All decisions of the Risk & Audit Subcommittee will be taken by democratic voting of the Risk & Audit Subcommittee members and the Chair of the Risk & Audit Subcommittee will not have a casting vote in the event of a tie.

Frequency of Meetings

- The Subcommittee will meet 3 times a year as a minimum. The internal or external auditor may request a meeting with this Subcommittee, and the Board may request a meeting with the auditor as necessary.

Authority

- The Risk & Audit Subcommittee is an advisory body with no executive powers. However, it is authorised by the Board to investigate any activity within its terms of reference, and to seek any information it requires from staff, who are requested to co-operate fully and timeously with any Subcommittee member in the conduct of its inquiries. Requests for work, and reports received, from audit will be channelled through the Accounting Officer.
- The Risk & Audit Subcommittee is authorised to obtain independent professional advice if it considers this necessary, for example in relation to investment.
- In accordance with article 117 Quorum for a meeting of the Trustees and any vote on any matter there at shall be any 3 Trustees, or where greater, any one third (rounded up to a whole number) of the total number of Trustees holding office at the date of the meeting who are in each case present at the meeting and entitled to vote in the matters to be resolved.

Terms of Reference: Trust Education and Standards Subcommittee

Purpose

- To assist the decision making of the Trust Board by enabling more detailed consideration to be given to the best means of fulfilling their delegated responsibility to raise standards and ensure improved outcomes for all pupils
- To make appropriate comment and recommendations on such matters on a regular basis to the Trust Board.

Terms of Reference

The duties of the Subcommittee shall be to:

- Ensure that the highest possible standards are set and maintained across the Trust;
- Receive a termly report from the Executive Team regarding standards and performance of the Trust against key performance indicators;
- Identify any areas of concern in respect of standards and performance and to implement an action plan with the Executive Team;
- Ensure that the Trust's curriculum is balanced and broadly based;
- Scrutinise and review Trust policies for improvements and make a recommendation to the Trust Board;
- Ensure that effective processes are in place for the quality assurance of teaching and learning, the curriculum, inclusion and the sharing of good practice across the Trust;
- Support the Chief Executive Officer in the creation, implementation and monitoring of the Trust's self-evaluation development plan and any post-Ofsted action plan;
- Advise the Trust Board with respect to targets for pupil achievement across the Trust;
- Ensure that effective arrangements are in place across the Trust for pupil support and representation, for monitoring pupil attendance and pupil discipline including SEN students;
- Monitor and evaluate rates of progress and standards of attainment of specific cohorts across the wider Trust;

- Monitor and evaluate the impact and effectiveness of strategies that have been implemented to address any identified areas for improvement; and
- Monitor and review whether the standards attained by all pupils by the time they leave, and the quality of their destinations are appropriately high.

Membership

- The Chair and members of the Education and Standards Subcommittee will be non-executive Board members, and will be no fewer than 3 for a quorum. In accordance with article 117 Quorum for a meeting of the Trustees and any vote on any matter there at shall be any 3 Trustees, or where greater, any one third (rounded up to a whole number) of the total number of Trustees holding office at the date of the meeting who are in each case present at the meeting and entitled to vote in the matters to be resolved.
- Membership of the Education and Standards Subcommittee including the Chair of the Education and Standards Subcommittee will be agreed annually by the Board.
- Board members who are not members of the Education and Standards Subcommittee have the right of attendance. The Minutes of the Education and Standards Subcommittee will be circulated to all members of the Board
- The Chief Executive Officer in his or her role as accounting officer will attend meetings of the Subcommittee.
- All decisions of the Education and Standards Subcommittee will be taken by democratic voting of the Education and Standards Subcommittee members and the Chair of the Educational Standards and Outcomes Subcommittee will not have a casting vote in the event of a tie.

Frequency of Meetings

- The Subcommittee will meet 6 times a year as a minimum and otherwise as required and report to the following meeting of the Trust Board.

Authority

- The Education and Standards Subcommittee is an advisory body with no executive powers.
- The Education and Standards Subcommittee is authorised to obtain independent professional advice if it considers this necessary, for example in relation to investment.

Terms of Reference: Early Life Sub Committee**Purpose**

- To oversee the Early Life project and to ensure it fulfils its stated aims.
- To ensure an equitable and productive partnership between the main organisations involved in delivering the project.
- To become a panel of expertise on strategies, policy and practice for this age group.
- To seek out grant funding from external bodies in aid of the project.
- To make appropriate comment and recommendations on such matters on a regular and timely basis to the Frank Field Trust Board.

Accountability

- The Chair of the Sub Committee is responsible for reporting back to the Frank Field Education Trust Board as a standing item on the Board Meeting agenda.
- The report will be circulated to Trustees of CWP to the Chair of Governors of the Associate Schools.

Chair / Vice Chair of the Trust Board and Chair of a Subcommittee – Role Overview

Aim

- This document specifies the key responsibilities of the Chair of the Trust Board. The clear expectations and requirements set out in this document will also help individual Trustees to decide whether they have the appropriate skills and expertise to volunteer for the position of Chair, and also help other Trustees to assess the relative merits of candidates when voting for their Chair.

Role Overview

- The Chair is responsible for ensuring the effective functioning of the Board and has a vital role in setting the highest of expectations for professional standards of governance. It is the Chair's role to give the Board clear leadership and direction, keeping it focused on its core functions. The Chair should encourage the Trust Board to work together as an effective team, building its skills, knowledge and experience. The Chair needs to ensure that everyone is actively contributing relevant skills and experience, participating constructively in meetings, and actively involved in the work of any subcommittees. It is the Chair's role to make sure everyone understands what is expected of them and receives appropriate induction, training and development. It is for the Chair to have honest conversations, as necessary, if anyone appears not to be committed or is ineffective in their role.
- The Chair must not exercise as an individual any of the functions of the Trust Board except where this has been sanctioned by the Trust Board or is explicitly covered by the Scheme of Delegation.

Specific Elements of the Role of Chair

- To ensure effective and efficient conduct of the Trustees' business, in line with the Code of Practice in 5.13, and in particular:
 - agree with the CEO and Clerk to the Trust Board the agenda for all of the Board's meetings;
 - invite members of staff and professional advisors to Board meetings to comment and advise on Trust Board business as appropriate;

- guide each meeting through the items on the agenda (unless modified with agreement of the Trust Board);
- give immediate rulings on complaints and queries relating to the procedure and conduct of the meeting (the Chair's decision being final);
- to ensure that all Trustees are given the opportunity to express their views before any decisions are taken and to ensure that only those who are entitled to speak (e.g. those without a conflict of interest) are invited to do so;
- to determine at Trust Board meetings whether any late items will be accepted onto the agenda.

To establish a constructive relationship between the Trust Board, its subcommittees, the Senior Executive Team and in particular:

- liaise with the Senior Executive Team to keep an overview of the organisation's affairs and to provide support as appropriate;
 - attend meetings with the Senior Executive Team on a sufficiently regular basis;
 - review and appraise the performance of and deal with disciplinary and any other personal matters concerning the CEO;
 - ensure when a vacancy arises that the CEO is replaced in a timely and orderly fashion.
- To represent the Trust at public occasions and make comments on behalf of the Trust to the press and other media as appropriate.
 - To approve transactions reserved for the Chair of the Trust Board in the Scheme of Delegation.
 - To ensure that the Vice-Chair of the Trust is sufficiently engaged in the functions undertaken by the Chair of the Trust to enable the Vice-Chair to discharge the duties of the Chair if the Chair is absent or unavailable for a period of time.

Vice-Chair of the Trust Board – Role Overview

Specific Elements of the Role of Vice Chair

- To support the Chair in delivering the above responsibilities.
- To deliver on specific tasks as delegated by the Trust Board from time to time.

- To approve transactions reserved for the Vice Chair of the Trust Board on the Scheme of Delegation.
- To act as Chair and to subsume the responsibilities of the Chair if the Chair is absent or unavailable for a period of time up to either the return of the Chair or the election of a new Chair by the Board.

Chair of a Subcommittee of the Trust Board – Role Overview

Specific Elements of the Role of Subcommittee Chair

- To ensure effective and efficient conduct of the Subcommittee's business, in line with the Code of Practice in 5.13 and, in particular:
- agree with the CEO the agenda for all of the Subcommittee's meetings;
- invite members of staff and professional advisors to Subcommittee meetings to comment and advise on Subcommittee business as appropriate;
- guide each meeting through the items on the agenda (unless modified with agreement of the Subcommittee);
- give definitive rulings on complaints and queries relating to the procedure and conduct of the meeting (the Subcommittee Chair's decision being final);
- to ensure that all Trustees are given the opportunity to express their views before decisions are taken and to ensure that only those who are entitled to speak (e.g. those without a conflict of interest) are invited to do so;
- to determine at Subcommittee meetings whether any late items will be accepted on to the agenda.
- To establish a constructive relationship with the Chair, Vice-Chair, Trustees, the Senior Executive Team
- Liaise with the CEO, CFOO to keep an overview of the affairs related to the terms of reference of the Subcommittee as appropriate;
- report back to Trustees at Trust Board meetings the key themes of discussion at Subcommittee meetings together with any issues arising or decisions required.

Process for Electing Chair and Vice-Chair of the Trust Board and Chair of Subcommittees

Prior to the Meeting

- The Clerk invites written applications with a short supporting statement (250 to 500 words), which are to be submitted to the Clerk within the time period specified by the Clerk.
- Any applications received after the stated date cannot be considered (unless no applications have been received, in line with point 3 below).
- The Clerk circulates the written statements to all Trustees prior to the meeting at which the voting will occur, normally with the other materials for the Trust Board meeting.

At the Meeting

The business of appointing the new Chair has been described below as being coordinated by the Clerk. In the event the incumbent Chair is at the meeting and not standing for re-election, the Clerk and Chair will decide who performs this role.

- The meeting must be quorate in accordance with the Articles of Association Paragraph 117.
- If no applications have been received, the Clerk seeks applications at the meeting. If no such applications are received, the formal application process will need to be repeated and another meeting of the Trust Board arranged.
- The Clerk confirms to Trustees the applications that have been received, and invites each applicant in turn to provide a short verbal presentation (maximum five minutes) to the other Trustees. After each presentation Trustees may ask questions of points of clarification from the applicant.
- Once all presentations have been heard, the candidates are requested to leave the meeting whilst the remaining Trustees discuss and debate the merits of each candidate.
- The Clerk then conducts the voting process by the issuance of ballot papers, in order to identify the preferred candidate:
 - The decision is made by simple majority.
 - Trustees can abstain from the vote if they wish.

- Only Trustees attending the meeting can vote.
- In the event of a tie, the vote is re-run.
- In the event that voting is still tied, Trustees will need to reconvene a meeting to re-
- run the process.
- The candidates are invited back to the meeting, and the Clerk confirms the outcome of the voting process.

Process for selecting the Vice-Chair

- The process for selecting the Vice-Chair is identical to the above.

Process for selecting the Chair and Vice-Chair at the same meeting

Since it is more typical that the Chair and Vice-Chair will be appointed at the same meeting, additional procedural detail is needed:

- Separate applications are required for each of the positions.
- If candidates are applying for the position of Chair, they need to state on their application whether they would also like to be considered for Vice-Chair in the event that they are not successful in their application as Chair.
- They do not need to prepare a separate supporting statement for Vice-Chair.
- The Clerk will make it clear at the start of the process at the meeting, if the candidates for Chair have made this declaration.
- The presentations for the position of Chair are performed first, and for the vote all candidates for the position of Chair leave the meeting. [Note that any candidates solely for the position of Vice-Chair remain in the meeting].
- Once the vote has been completed, the candidates are invited back and the outcome is announced.
- The presentations for the position of Vice-Chair are then conducted (note any unsuccessful applicants for Chair are not required to present again), and for the vote all candidates for this position leave the meeting.
- Once the vote has been completed, the candidates are invited back and the outcome is announced.

- In the event of a tie in the vote for Chair, if at least one of the candidates for Chair has also expressed a desire to be considered for Vice-Chair then the vote for Vice-Chair must also be postponed to the next meeting until the Chair has been appointed.
- However, if no such issue exists, the vote for Vice-Chair can be conducted in line with the normal procedures.

Process for Electing Subcommittee Chairs and Vice Chairs**Overview**

- This appendix identifies the process for electing Chairs to the Subcommittees of the Trust Board.

Timing

- Subcommittee Chairs will be appointed at the Summer Term Trust Board meeting to coincide with the appointment of Chair and Vice Chair to the Trust Board. The exception to this would be upon resignation of a Subcommittee Chair, and in this circumstance the appointment will be made at the next Trust Board meeting.

Term of Office

- The term of office for each Subcommittee Chair will be one year, at which point a re-election will be held. The term will run from the September following the Summer Term Trust Board meeting at which the appointment was made, for one full academic year.
- The existing Subcommittee Chair is eligible for reappointment for an unlimited number of times.

Process

- The process for seeking applications prior to the Trust Board meeting, and for the process of making the appointment at the meeting, is performed in the same way as the positions for Chair and Vice-Chair

Terms of Reference Local Governing Body

- These terms of reference are drafted and maintained by the Trust. The Trustees may make amendments to these terms of reference from time to time, pursuant to the Trust's Articles.
- In the event that amendments are made, the Trust shall notify the Chair of the Local Governing Body in a timely manner, who shall make the other Governors aware of such changes.

1 The Trust and the Local Governing Body

- 1.1 The Trust is a charitable company limited by guarantee. It has entered into the Funding Agreements with the Department for Education so it is the Trust that is ultimately responsible to the Department for Education pursuant to the Funding Agreements.
- 1.2 The Trustees are the charity trustees (within the terms of S.177 of the Charities Act 2011) and responsible for the general control and management of the administration of the Trust in accordance with the provisions set out in the Articles.
- 1.3 The Local Governing Body shall be a subcommittee of the Trustees established pursuant to Article 100 a) of the Articles.
- 1.4 The Board delegates responsibility to LGBs for driving educational improvement via the monitoring and evaluation of educational performance against the School Development Plan (SDP), provision of challenge as well as support to hold school leaders to account for school standards; pupil outcomes for all, spirituality and wellbeing; stakeholder engagement and regulatory compliance i.e. safeguarding, H&S, SEND.

2 Local Governing Body- main duties

- 2.1 Approve the school's vision and values (aligned with the Trust's vision and values).
- 2.2 Monitor/evaluate the school's educational performance against the SDP, challenging the Headteacher in relation to the impact of interventions and support and agreeing follow-up action or celebrating achievements.
- 2.3 Monitor and evaluate the effectiveness of the ethos, vision and values, including in the schools published curriculum statement of intent, implementation, and impact.
- 2.4 Request changes to designated Trust policies to suit the school in line with its vision, ethos, and values.

- 2.5 Monitor and evaluate impact of the school's communication plan; ensuring it is aligned to the Trust's key messages and promotes the voice of parents, staff, and pupils.
- 2.6 Champion the Trust to parents/communities; promoting strong links with the community and, where church schools, with the parish and church.
- 2.7 Appoint a designated governor for: Disadvantaged/Vulnerable Pupils, Safeguarding, SEND, Health and Safety to facilitate effective monitoring and evaluation in each of these vital areas.
- 2.8 Triangulate internal reports about data, collective worship, and RE teaching.
- 2.9 Contribute to SiP, SIAMS (where appropriate) and Ofsted inspection meetings to identify school areas of strength and improvement and opportunities to share best practice.
- 2.10 Contribute to the appointment of school leaders/teachers, and performance management of the Headteacher.
- 2.11 Establish/convene any panels required i.e. exclusions, disciplinary, capability, complaints, appeals.
- 2.12 Ensure school compliance with statutory duties.
- 2.13 Self-evaluate LGB performance and impact on pupils' outcomes and spiritual development annually.

3 Local Governing Body– Governors

- 3.1 The overarching principles governing the composition of the Local Governing Body are as follows:
 - 3.1.1 where the Academy is performing well, the Local Governing Body will have increased autonomy from the Trust and the Trust may have less overall involvement with its governance structure;
 - 3.1.2 where the Academy is performing less well, the Trust will have increased involvement with the Local Governing Body, including increased direct appointees on the Local Governing Body.
 - 3.1.3 The Local Governing Body may, by agreement with the Trust, operate with a reduced range of responsibilities to enable it to focus more fully on key issues for the Academy, and in particular on outcomes for pupils.

- 3.2 Membership of the Local Governing Body shall be determined in accordance with the following provisions:
- 3.2.1 The total membership shall normally be not less than 9 and no more than 11.
- 3.2.2 The membership of the Local Governing Body shall comprise:
- (a) *2 Elected Parents;*
 - (b) *Up to 2 Elected Staff members;*
 - (c) *A minimum of 5 Trust approved governors of which one will be the Chair of the LGB.*
- 3.2.3 The Academy Principal will not be a member of the Local Governing Body to support an appropriate separation of functions but must attend each meeting in order to properly inform and advise the Governors on the performance and operation of the Academy. For the avoidance of doubt, the Academy Principal will have no voting rights nor will they form part of the quorum. In accordance with article 117 Quorum for a meeting of the Trustees and any vote on any matter there at shall be any 3 Trustees, or where greater, any one third (rounded up to a whole number) of the total number of Trustees holding office at the date of the meeting who are in each case present at the meeting and entitled to vote in the matters to be resolved.
- 3.3 The Local Governing Body may continue to act notwithstanding a temporary vacancy in its composition.
- 4 Appointment of Chair and Vice Chair of LGB**
- 4.1 The Chair of the Local Governing Body will be appointed by the Trust.
- 4.2 The term of office of the Chair of a Local Governing Body shall be 4 years. Further, subject to remaining eligible to be a Chair any Governor may be re-appointed as Chair in accordance with paragraph 5.1 for consecutive periods not exceeding 6 years in total but thereafter a Governor shall not usually be eligible for re-appointment as Chair until one year after his or her retirement, unless it is agreed by resolution of the Trust that he or she shall be eligible to serve for a further consecutive term.
- 4.3 The Vice-Chair of the Local Governing Body shall be appointed by the Governors from amongst all of the Governors for a term of 4 years. For the avoidance of doubt, there is no presumption that the Vice-Chair shall automatically become the Chair following the removal or retirement of the Chair. Subject to remaining eligible to be a Vice Chair, any Governors may be re-appointed for further terms of office as Vice-Chair by the Governors.
- 4.4 If both the Chair and the Vice-Chair are absent from any meeting of the Local Governing Body, those Governors present shall appoint one of their number to chair the meeting.

5 Responsibilities of Trustees, Chief Executive Officer and Local Governing Body

5.1 In summary, the **role of the Trustees** involves controlling the management and administration of the Trust. This includes developing and implementing overall strategy, vision and consistency of brand, and ensuring value for money and legal compliance of the Trust. The Trustees are responsible for ensuring the Trust is solvent, well-run and delivering the Trust's charitable objects. The Trustees will also hold the Chief Executive Officer to account.

5.2 The **role of the Chief Executive Officer** is to have delegated responsibility for the operation of the Trust including the performance of the Trust's academies. He or she manages the Principals of the Trust's academies and is also the Accounting Officer with overall responsibility for the finances of the Trust.

5.3 The **role of Governors** (constituting the Local Governing Body) is to carry the Trust's vision forward, based on the specific qualities and community characteristics of each Academy. The Governors are expected to question and robustly challenge the Academy leadership and to hold them to account.

5.4 The Trust will establish a Scheme of Delegation for each Local Governing Body. This sets out in detail the delegation of functions between the Trust's Members, Trustees, Executive and Local Governing Bodies. It also identifies who can take decisions on specified matters. The Scheme of Delegation will be reviewed on at least an annual basis, however the Trust reserves the right to amend the Scheme of Delegation at any point.

6 Resignation and Removal of Governors

6.1 A Governor may at any time resign his or her office by giving notice in writing to the Clerk.

6.2 A Governor shall cease to hold office if he or she is removed by the person or persons who appointed him or her. This provision does not apply in the case of the elected Parent Governor.

6.3 The Trustees may terminate the appointment of any Governor whose presence or conduct is deemed by the Trustees not to be in the best interests of the Trust or the Academy.

6.4 A Parent Governor shall automatically cease to hold office when his or her child or children cease to be a pupil or pupils at the Academy. This does not prevent the Parent Governor being appointed by the Trust and thereby becoming a Trust Appointed Governor if there is a vacancy.

7 Persons Ineligible to be Governors

- 7.1 No person shall be qualified to be a Governor unless he or she is aged 18 or over at the date of his or her election or appointment. No current pupil of the Academy shall be a Governor.
- 7.2 A Governor shall cease to hold office if he or she becomes incapable by reason of mental disorder, illness or injury or managing or administering his or her own affairs.
- 7.3 A Governor shall cease to hold office if he or she is absent without the permission of the Governors from all their meetings held within a period of six months and the Governors resolve that this office be vacated.
- 7.4 A Governor shall not be eligible or shall cease to hold office if he or she would be disqualified from acting as a charity trustee by virtue of sections 178-180 of the Charities Act 2011 (or any statutory re-enactment or modification of that provision).
- 7.5 A person shall be disqualified from holding or continuing to hold office as a Governor:
- 7.5.1 *If:-*
- (a) *his or her estate has been sequestered and the sequestration has not been discharged, annulled or reduced;*
 - (b) *he or she is the subject of a bankruptcy restrictions order or an interim order.*
- 7.5.2 at any time when he or she is:
- (a) *included in the children or vulnerable adults barred lists under section 2 Safeguarding Vulnerable Groups Act 2006; or*
 - (b) *disqualified from working with section 75 of the Childcare Act 2006, The Childcare (Disqualification) Regulations 2009 and The Childcare (Disqualification) and Childcare (Early Years Provision (free of charge) (Extended Entitlement) (Amendment) Regulations 2018; or*
 - (c) *included in the prohibition from management barring directions list under section 128 of the Education and Skills Act 2008 (in line with Keeping Children Safe in Education 2018 guidance (paragraph 124).*
- 7.5.3 where he or she has, at any time, been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under sections 178-180 of the Charities Act 2011.

7.5.4 if he or she does not comply with the Trust's DBS policies. Governors are required to be familiar with the DBS policies and must act in compliance with them.

7.6 Where a person becomes disqualified from holding, or continuing to hold office as a Governor and he or she is, or is proposed, to become such a Governor, he or she shall upon becoming so disqualified give written notice of that fact to the Trust.

8 Governors' Term of Office

8.1 Any Governor shall hold and vacate office in accordance with the terms of his or her appointment but the length of their term of office shall not exceed four years.

8.2 Subject to remaining eligible to be a Governor any Governor (including, for the avoidance of doubt, the Chair, whose appointment is also subject to the limitations set out in paragraph 5.2) may be re-appointed for consecutive periods not exceeding 8 years in total but thereafter a Governor shall not be eligible for re-appointment until one year after his or her withdrawal from office, unless agreed exceptionally by resolution of the Trustees that he or she shall be eligible to serve for a further consecutive term.

9 Conflicts of Interest

9.1 The income and property of the Academy must be applied solely towards the provision of the Objects as detailed in the Articles. The restrictions which apply to the Trustees with regard to having a Personal Financial Interest shall also apply to the Governors.

9.2 The procedure detailed at article 6 of the Articles shall apply to the Local Governing Body always provided that, in the case of a Personal Financial Interest for a Governor who is not also a Trustee, the Local Governing Body may meet to authorise the benefit and report such authorisation to the Board of Trustees.

9.3 Any Governor who has any duty or personal interest (including but not limited to any Personal or direct family Financial Interest) which conflicts or may conflict with his or her duties as a Governor shall disclose that fact to the Governors as soon as he or she becomes aware of it and it must be recorded in the Trust's Register of Interests. A Governor must absent himself or herself from any discussions of the Governors in which it is possible that a conflict will arise between his or her duty to act solely in the interests of the Academy and any duty or personal interest (including but not limited to any Personal or direct family Financial Interest).

9.4 The Local Governing Body shall maintain and keep updated the Register of Interests and records of Conflict of Interest. This will be actioned by the clerk of the Local Governing Body.

9.5 No Governor is permitted to use his or her connection to the Trust or Academy for personal or direct family gain, including payment under terms that are preferential to those that would be offered to an individual or organisation with no connection to the Trust.

9.6 All Governors must ensure that they comply with the relevant parts of the Academies Financial Handbook as published from time to time.

10 Meetings of Local Governing Body

10.1 The Local Governing Body shall meet at least once in every term in line with the Trust's agreed annual cycle, and shall hold such other meetings as may be necessary.

10.2 All meetings shall be convened by the Clerk, who shall send to the Governors written notice of the meeting and a copy of the agenda at least seven clear days in advance of the meeting.

10.3 Notice of a meeting of the Local Governing Body and the agenda may be sent to the Governors electronically using Governor Hub.

10.4 A special meeting of the Local Governing Body shall be called by the Clerk whenever requested by the Chair or at the request in writing by any three Governors. Where there are matters demanding urgent consideration, the Chair or, in his absence, the Vice-Chair may waive the need for seven days' notice of the meeting and substitute such notice as he or she thinks fit.

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

11 Quorum for Governors' Meetings

11.1 Meetings of the Local Governing Body shall be quorate if three or at least one-third of Governors are present (whichever is greater).

11.2 If the number of Governors assembled for a meeting of the Local Governing Body does not constitute a quorum, the meeting shall not be held. If in the course of a meeting of the Local Governing Body the number of Governors present ceases to constitute a quorum, the meeting shall be terminated forthwith.

11.3 If for lack of a quorum a meeting cannot be held or, as the case may be, cannot continue, the Chair shall, if he or she thinks fit, determine the time and date at which a further meeting shall be held and shall direct the Clerk to convene the meeting accordingly.

12 Proceedings of Governors' Meetings

- 12.1 Every question to be decided at a meeting of the Local Governing Body shall be determined by a majority of the votes of the Governors present and voting on the question. Every Governor shall have one vote. Where there is an equal division of votes the Chair of the meeting shall have a second or casting vote.
- 12.2 A Governor may not vote by proxy.
- 12.3 No resolution of the Governors may be rescinded or varied at a subsequent meeting unless consideration of the rescission or variation is a specific item of business on the agenda for that meeting.
- 12.4 Any Governor who is also an employee of the Trust shall withdraw from that part of any meeting of the Local Governing Body at which his or her remuneration, conditions of service, promotion, conduct, suspension, dismissal or retirement are to be considered.
- 12.5 A resolution in writing, signed by all the Governors (or all of the members of a subcommittee of the Governors), shall be valid and effective as if it had been passed at a meeting of the Governors or (as the case may be) a subcommittee of Governors duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more of the Governors (or the members of a subcommittee, as the case may be).
- 12.6 Any Governor may participate in meetings of the Local Governing Body by telephone or video conference only in extraordinary circumstances and with the prior written permission of the Chair (or in the absence of the Chair, the Vice Chair).

13 Minutes and Publication

- 13.1 At every meeting of the Local Governing Body the draft Minutes of the last meeting shall be taken as the first agenda item after any apologies, except in cases where the Governors present decide otherwise, and, if agreed to be accurate, shall be signed as a true record.
- 13.2 At least annually in the Winter Term the Local Governing Body shall review and note the Trust's safeguarding policy and a Minute to this effect shall appear in the Minutes of the meeting.
- 13.3 The Clerk shall ensure that a copy of the agenda for every meeting of the Governors, the draft Minutes of every such meeting (if they have been approved by the Chair of that meeting), the signed Minutes of every such meeting and any report, document or other paper considered at any such meeting are, as soon as is reasonably practicable, made available to the Governors. A copy of the signed Minutes should also be sent to the Clerk for Trust records.

14 Delegation of Functions and Subcommittees

- 14.1 The Local Governing Body may request that the Trust establish LGB subcommittees. The powers of these Subcommittees, their terms of reference and membership shall be determined by the Trust and the LGB. The CEO and CFOO of the Trust will meet with an LGB representative half termly to discuss the school's management accounts and business plan.
- 14.2 The Local Governing Body may establish any additional subcommittees, with prior agreement of the Trust. The powers of these subcommittees, their terms of reference and membership shall be drafted by the Local Governing Body and approved by the Trust in advance of any meeting.
- 14.3 Except where it is otherwise constrained within its terms of reference, a subcommittee may invite attendance by persons who are neither Governors nor subcommittee members where such attendance is considered by the members of the subcommittee to benefit its deliberations.
- 14.4 Copies of the Minutes of subcommittee meetings are to be circulated to all Governors and those who are entitled to attend Local Governing Body meetings.

15 Financial Matters

- 15.1 The annual budget for each Academy will be set by the Trust Board or the Finance, Premises, IT and HR Subcommittee of the Trust if delegated authority has been established.

16 Responsibilities of the Principal

- 16.1 Subject to responsibilities of the Local Governing Body and the policy statements of the Trust, the Principal shall be responsible to the Local Governing Body for:-
- 16.1.1 implementing the agreed policies and procedures in a timely manner laid down by the Local Governing Body, including the implementation of all statutory regulations;
- 16.1.2 advising the Local Governing Body on strategic direction, forward planning and quality assurance;
- 16.1.3 the leadership and management of the Academy;
- 16.1.4 the admission or exclusion of pupils;
- 16.1.5 managing the approved delegated budget and resources of the Academy;
- 16.1.6 advising the Local Governing Body on the appointment of any Vice Principal and such other senior posts as the Local Governing Body may determine;

- 16.1.7 the appointment of all other staff and (except to the extent directed otherwise by the Trustees and/or the Local Governing Body), the salary grading, allocation of duties, appraisal and discipline of all staff;
- 16.1.8 the maintenance of good order and discipline by the pupils including their fixed term or permanent exclusion within the framework laid down by the Trust.
- 16.1.9 all such additional functions as may be assigned under the job description or contract of employment.

17 Conduct of Staff

- 17.1 The Trust (as employer) is responsible for determining the human resource policies, procedures and terms and conditions of service for all employees including the setting of appropriate rules for the conduct of staff, in each case as developed with each Academy. Changes to such policies and procedures will be affected only after consultation with the Local Governing Body, Principal and staff groups where appropriate.

18 Rules and Byelaws

- 18.1 The Local Governing Body shall have power to make rules and bye-laws in respect of the government and conduct of the Academy as it shall think fit within any delegated powers. Such rules and byelaws shall be subject to the provisions of this document and the prior approval by the Trustees.

19 Amendment of Instrument and Rules of Government

- 19.1 This document may be modified or replaced by the Trust at any time.

20 Copies of Instrument and Rules of Government

- 20.1 A copy of this document, and of any rules and byelaws, shall be given to every Trustee and Governor and shall be available for inspection upon request by members of staff during normal office hours at the offices of the Academies and the Trust.

21 Effective Date

- 21.1 This Instrument and Rules of Government shall come into effect, in relation to a Local Governing Body, on the earlier of the establishment of the Local Governing Body or the signature by the Chair on behalf of the Local Governing Body to agree to these Terms of Reference.

Role Description: Local Governing Body Governor

Governance Structure

- The Frank Field Education Trust (FFET), is a collaborative family of schools which is governed through a single set of Trustees (or trustees). The Trust is directly accountable to the Secretary of State for Education for its schools, through its Board of Trustees. The Board of Trustees has established a Local Governing Body for each school within the Trust, to which a broad range of responsibilities are delegated.

Role

- The primary role of the Local Governing Body is to provide support and challenge to the Principal in ensuring every child makes good or better progress and that parents and carers are fully involved in their child's education.

Members of the Local Governing Body are expected to:

1. **Contribute to the strategic direction of the Trust/School by contributing to discussions at Local Governing Body meetings which consider:**
 - vision and values;
 - clear and ambitious strategic priorities and targets;
 - access of children, including those with special educational needs, to a broad and balanced curriculum;
 - the school's budget, including the expenditure of the pupil premium allocation;
 - the school's staffing structure;
 - the implementation of the Trust's policies;
 - the principles to be used by school leaders to set other school policies;
 - the development of links with the local community;
 - the establishment of mechanisms to promote good parent/carer/family relations.
2. **Hold the senior leaders to account by monitoring the school's performance; this includes:**
 - agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school's development plan and raising achievement plan;

- considering all relevant data and feedback provided by school leaders and external sources on all aspects of school performance;
 - asking challenging questions of school leaders;
 - ensuring senior leaders have implemented the required policies and procedures and the school is operating effectively according to those policies;
 - acting as a link governor on a specific issue, making appropriate enquiries of the relevant staff, and reporting to the governing body on the progress of the relevant school priority; and
 - listening to and reporting to the school's stakeholders: pupils, parents, staff, and the wider community, including local employers.
3. In conjunction with the Trust, ensure the school staff have the resources and support they require to do their jobs well (including the necessary expertise on business management, external advice where necessary, effective appraisal and continuing professional development, and suitable premises) and that the way in which those resources are used has impact.
 4. When required, serve on subcommittees of the Trust and Local Governing Body to:
 - appoint the Principal, other senior leaders and staff in the school;
 - appraise the Principal;
 - set the Principal's pay and agree the pay recommendations for other staff;
 - hear complaints (if in relation to the Principal), second stage of staff grievances & disciplinary matters;
 - hear discipline, admissions and appeals cases;
 5. Follow the principles and commitments set out in the Trust's Code of Conduct for Trustees and Local Governors.

The role of a local governor is largely a challenge and scrutiny role; they do not manage an academy day-to-day, but are required to oversee its long-term development in conjunction with the Trust.

As you become more experienced as a Governor, there are other roles you could volunteer for which would increase your degree of involvement and level of responsibility (e.g. as a Chair, Vice Chair or Chair of a subcommittee). This role description does not cover the additional roles take on by these roles.

In order to perform this role well, a Governor is expected to:

- Get to know the school, including visiting the school occasionally during schools hours and in agreement with the Principal, and gaining a good understanding of the school's strengths and weaknesses;
- Attend induction training and regular relevant training and development events
- Attend meetings (full Governing Body meetings and Subcommittee Meetings as applicable) and read all the papers before the meeting
- Act in the best interests of all the pupils of the school
- Behave in a professional manner, as set down in the Trust's Code of Conduct, including acting in strict confidence.

Additional Information

Knowledge and skills:

Local governing bodies rely on a variety of experiences and perspectives. No specific prior knowledge is required, and we actively appoint volunteers with a range of skills and backgrounds. Training and support will be offered to all new and existing local governors and is free of charge.

Time commitment:

The average time commitment is 10-15 hours per term. This includes meetings, background reading and academy visits.

Under Section 50 of the Employment Rights Act 1996, if you are employed, then you are entitled to 'reasonable time off' to undertake public duties; this includes school governance. 'Reasonable time off' is not defined in law, and you will need to negotiate with your employer how much time you will be allowed.

Term of appointment:

The normal term of appointment is four years and you would be eligible to be reappointed for a further term if you so wished. However, as a volunteer you can resign at any time if your circumstances change.

Expenses:

You may claim for necessary out of pocket expenses (such as travel costs) incurred as a result of fulfilling your role as a member of the local governing body. Payments do not cover loss of

earnings.

Safeguarding:

FFET is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Governors are expected to be willing to undertake an Enhanced DBS check or Enhanced check for Regulated Activity with the Disclosure & Barring Services (previously the Criminal Records Bureau).

Role Description – Chair of Governors

To provide leadership to the local governing body and ensure that governors fulfil their functions for the proper governance of the school.

Leading Governance

- To ensure that the local governing body and Principal have a shared sense of purpose.
- To ensure that the local governing body sets a clear vision and strategy for the school.
- To lead the board in monitoring the effectiveness of the Principal's implementation of the school strategy.

Leading and Developing the Team

- To ensure the governing body has the required skills to govern well, and that appointments made fill any identified skills gaps.
- To ensure all governors receive appropriate induction, ongoing training as needed and have a thorough understanding of their role.
- To ensure members of the governing body act reasonably and in line with the Trust's agreed code of conduct.
- To develop a good working relationship with the vice chair, ensuring that they are kept fully informed and delegating tasks as appropriate.
- To ensure that governors feel valued and encourage their development.
- To carry out a performance review of each governor annually.
- To ensure that there is a plan for succession for the chair, vice chair and any subcommittee chairs, and that through the limits on terms of office as documented in the LGB's Terms of Reference, there is always a mix of new and experienced members.

The Chair, the Principal and accountability

- To build a professional relationship with the Principal which allows for honest conversations, acting as a sounding board and ensuring there are no surprises at meetings.

- To meet regularly with the Principal, which in normal circumstances is likely to be monthly.
- To ensure appropriate governor involvement in the recruitment of senior leaders.
- To ensure all governors concentrate on their strategic role, receive information fit for purpose and hold the Principal to account.
- To participate in the Principal's performance review with the CEO on a regular basis, ensuring that appropriate CPD (continuing professional development) is provided.
- To ensure that the Principal provides staff with an understanding of the role of the governing body and acts as link between the two.
- Where required, represent the governing body in its dealings with external partners and be an advocate for the school.
- To attend school functions (plays/sports days/prize giving) as appropriate and encourage other governors to do so.
- To ensure that complaints made to the governing body are dealt with in a timely and effective manner.
- The chair will also play a lead role with the Trust Board in any decision to suspend the Principal.

Leading School Improvement

- To ensure the local governing body is involved at a strategic level in the school's self-evaluation process and that this feeds into the key priorities.
- To ensure the local governing body's business is focused on the key strategic priorities as advised by the Trust's Board.
- To take the lead in representing the local governing body at relevant meetings with agencies such as Ofsted and the Department for Education.
- To ensure the local governing body has mechanisms in place to obtain and listen to the views of parents, pupils and staff.
- To ensure the local governing body adopts a visits protocol which is linked to monitoring key strategic priorities (NB the chair who should already have a good knowledge of the school will need to consider whether s/he needs to continue such formal monitoring visits or whether these are now best delegated to the team).

Leading Governing Body Business

- With the clerk and the Principal, to plan for the local governing body meetings, ensuring that agendas focus on the board's key responsibilities and strategic priorities and reducing unnecessary paperwork.
- Chair meetings effectively and promote an open culture on the local governing body that allows ideas and discussion to thrive whilst ensuring clear decisions are reached in a timely manner.
- To collaborate with the clerk to establish effective working procedures and sound subcommittee structures.
- To ensure that decisions taken at the meetings of the Local Governing Body are implemented and monitored as required.
- To ensure the local governing body appoint a professional clerk capable of providing advice on the board's functions and that s/he is appraised and developed.

Please Note

The expectation for governors is that the time commitment should be between 10-20 days a year, with the chair of governors being at the upper end of the time commitment.

Scheme of Delegation

This Scheme identifies the key decisions that are required in connection with the overall governance and management of the Frank Field Education Trust and the individual academies within it and should be read in conjunction with the Terms of Reference for Local Governing Body and the Articles of Association of the Academy Trust.

The bodies identified in the Scheme are as follows:

- Members = shareholders who have ultimate control over the direction of FFET and ensure that FFET achieves its objectives
- Trust Board (including delegations to its subcommittees) = develops strategic direction, holds individual academies to account for their performance and ensures the MAT and academies are performing financially
- CEO and Executive Team
- Local Governing Body = a subcommittee of the Trust Board, which operates subject to Terms of Reference set by the Trust Board. It is important to remember that although a responsibility may have been delegated to an LGB the legal responsibility is still with the MAT in terms of performance, finance and as the employer of staff.
- The Principals

Whilst this scheme intends to cover all foreseen aspects of responsibility and procedure it is not exhaustive and when in doubt all parties should engage in meaningful consultation before acting, in order to ensure that the Trust meets the regulations as set out in the Academy Trust Handbook.

It is the Frank Field Education Trust's stated intention and preference that:

- The Trust and the LGBs will always work collaboratively and in partnership
- The Trust will make decisions, following consultation with LGB's, on matters related to all the academies in the Trust. LGB's will make decisions within their powers of delegation on matters which affect individual academies and make recommendations to the Trust and the Principal of the Academy
- The Trust Board will put into place effective arrangements for monitoring and evaluating the performance of LGB's and academies

- LGBs / Principals will report regularly and frequently to the Board and will make available all relevant data and information on performance and effectiveness.

Members of the LGB agree to

- Attend such training as is reasonably required by the Trust in order to update and
- improve the knowledge and skills available within the LGB to fulfil its role;
- Provide the information required by the Trust in the form indicated in this Scheme and its Appendix and not to withhold any information which the Trust reasonably requires;
- Refer certain decisions to the Trust for approval as set out in this Scheme, and not to act, or to omit any act, in reliance on such a decision prior to obtaining such approval.
- All policies referred to in this Scheme of Delegation relate to the current policies stored in the Trust's website www.ffet.co.uk.

1. Governance

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> • Legally responsible for the Trust, schools and their governance • Responsible for the Board’s own processes in line with the legal requirements as set down in the Articles of Association and, for academies, the Master Funding Agreement • Legally responsible for statutory compliance • Delegate certain responsibilities to the LGBs and to the executive • Responsible for succession planning and the recruitment and removal of Board Trustees and Local governors* to ensure an appropriate balance of skills and effectiveness of Trustees and governors at a local level • Responsible for ensuring that Trustees have the right level of training 	<ul style="list-style-type: none"> • Act on behalf of the Board to enable it to discharge its duties in relation to statutory compliance and the performance of schools • Support the Board and LGBs with their training and new Trustee/LGB induction • Provide the Board and LGBs with advice and guidance to help them improve and evaluate their processes and effectiveness • Make recommendations to the Board on local governance model(s) • Provide administrative support for the Board • Review the independence and professionalism of clerking to ensure that LGBs have effective clerking service to drive improved governance • Responsible for new LGB Governors’ induction 	<ul style="list-style-type: none"> • Are responsible for succession planning and the recruitment of LGB members to ensure an appropriate balance of skills and effectiveness • Appoint LGB Chair ideally no more than 3 years and to ensure succession planning for Chair of LGB • Responsible for ensuring that members have the right level of training • Are responsible for evaluating its own processes and effectiveness • Are responsible for maintaining its register of business interests • Members are responsible for declaring any business interests they have in relation to the school. • Responsible for securing provision of administrative support clerking for the LGB, line management and 	<ul style="list-style-type: none"> • Part of the recruitment process for securing provision of administrative support clerking for the LGB • Shared Drive is kept up to date with governance information • 0–2-year-old Early Years provision only – any changes of staff and services to Ofsted within 14 days of change

<ul style="list-style-type: none"> • Responsible for new Trustee induction • Responsible for evaluating their own processes and effectiveness • Responsible and accountable for evaluating the performance and effectiveness of LGBs • Responsible for declaring any business interests <p>*Members of FFET approve nominated Trustees for appointment</p>	<ul style="list-style-type: none"> • Responsible for ensuring the Department for Education's (DfE) Get Information about Schools (GIAS) database is kept up to date with required governance information 	<p>performance management of the clerk to the LGB</p> <ul style="list-style-type: none"> • Shared Drive is kept up to date with governance information via the Clerk to LGB • Responsible for the line management of Principals 	
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2. Trust Strategic Plan

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> • Review and agree the overall vision, values, strategy and long term objectives for the Trust • Approve key performance indicators against which to monitor implementation of strategy and long term objectives 	<ul style="list-style-type: none"> • Develop and propose strategy to the Board • Are responsible for implementing the strategy approved by the Board • Develop and propose key performance indicators (KPIs) against the strategy and long term objectives • Monitor progress against strategic aims and kpis, taking corrective action as required • Oversees the development and regular updating of accurate self- evaluation of school and LGB • Provide professional support and challenge to schools in developing and implementing their strategic plan 	<ul style="list-style-type: none"> • Responsible for overseeing the implementation of the Board's strategy as it applies to the school • Provide challenge and support for developing the school's 3 year School Improvement Plan • Oversees the development and regular updating of accurate self- evaluation of school and LGB • Contribute to the development, implementation and monitoring of the Trust Education Strategy 	<ul style="list-style-type: none"> • Responsible for developing the school's 3 year improvement Plan in line with the Trust expectations • Responsible for developing the school's annual Development/ Improvement Plan, based on accurate self-evaluation • Contribute to the development, implementation and monitoring of the Trust Education Strategy

3. School Improvement

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> • Create robust accountability, oversight and assurance for educational performance through the Trust school improvement strategy • Hold executive leaders to account for the educational performance of Trust schools and its pupils, and the performance management of staff • Accountable for the attainment and progress of disadvantaged pupils who attract the pupil premium, catch up and other targeted payments 	<ul style="list-style-type: none"> • Provide professional support and challenge to schools to drive improvement and high standards • Set annual performance targets for schools relating to the quality of education • Responsible for monitoring the schools' performance • Report to Trustees on schools' performance against targets • Responsible for monitoring the schools' response to the recommendations of the last inspection • Responsible for monitoring pupils' quality of education • Responsible for monitoring progress and attainment of different groups of pupils (including but not limited to pupil premium and others facing financial disadvantage, 	<ul style="list-style-type: none"> • Responsible for knowing, understanding and challenging: • The school in its self-evaluation of significant strengths and weaknesses • The school's response to the recommendations of its last inspection • The school vision and intent for the curriculum • Pupils' overall progress and attainment • Progress and attainment of different groups of pupils (including but not limited to pupil premium and others facing financial disadvantage, special educational needs and disability, looked after children, different ethnic groups with English as an Additional Language, most 	<ul style="list-style-type: none"> • Responsible for the accurate self-evaluation of the school, its strengths and weaknesses and for implementing a 3 year plan of action to improve and develop based on the evaluation • Ensures a high quality of education is provided for all children • Has a detailed understanding of pupil attainment and progress (and the attainment and progress of specific groups), underpinned by sound evidence (including at individual pupil level) • Ensures appropriate action is taken in a timely, consistent and strategic way to address areas of weakness and improve academic performance, drawing on the best available evidence and monitoring impact

	<p>special educational needs and disability,</p> <ul style="list-style-type: none"> • looked after children, different ethnic groups with English as an Additional Language, most able pupils, differing ability cohorts) 	<p>able pupils, differing ability cohorts).</p> <ul style="list-style-type: none"> • The provisions in place to support pupils' progress and attainment (and the progress and attainment of • specific groups), and for knowing and understanding the impact of those provisions 	
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4. Quality of Teaching

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> Monitor and evaluate the quality of teaching across schools and ensure that sufficient resources are allocated to deliver teaching excellence 	<ul style="list-style-type: none"> Responsible for supporting, challenging and advising the school in its programme of improvement. Responsible for monitoring statutory compliance on behalf of the Board 	<ul style="list-style-type: none"> Responsible for knowing and understanding the school's own evaluation of the quality of teaching and ensuring the Principal is held accountable for improvements. Responsible for supporting and challenging the school in its programme of improvement 	<ul style="list-style-type: none"> Responsible for the quality of teaching in the school according to Trust policies and guidance Responsible for the accurate self- evaluation of the quality of teaching, its strengths and weaknesses and for taking action to improve the quality of teaching

5. Curriculum

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> Responsible for oversight of the curriculum as part of the overall strategy for school improvement 	<ul style="list-style-type: none"> Monitor the quality of education across the Trust and intervene as defined in the School Improvement Strategy if the curriculum is not meeting the needs of all children. Provide subject networks to support the delivery of a curriculum for an ever-changing World across the Trust schools Provide curriculum and statutory assessment guidance for all schools (EYFS, KS1 and KS2) Monitor the implementation of the curriculum across the Trust (with the LGB) support, challenge and advise the school in the development and implementation of its curriculum policy Responsible for monitoring statutory compliance on behalf of the Board 	<ul style="list-style-type: none"> Responsible for agreeing the principles on which the school's curriculum policy is developed Responsible for knowing and understanding the school's own evaluation of the quality of its curricular and co-curricular provision Support, challenge and advise the school in the development and implementation of its curriculum policy Ensure senior leaders are accountable for the overall quality of education within the school 	<ul style="list-style-type: none"> Responsible for the development and implementation of the school's curriculum policy Responsible for the quality of education provided across the school for all learners Responsible for the progression of learning across all subjects Responsible for ensuring statutory requirements regarding curriculum are adhered to across the school

6. Finance

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> • Legally responsible for the Trust's assets and accounts and for statutory compliance • Maintain robust financial oversight in accordance with the Education and Skills Funding Agency (ESFA) Academy Trust handbook • Review and support a rolling 3 year strategic vision for the finances of the Trust and its schools • Set the budget principles for the schools' budgets and 3 year forecasts and approve the consolidated position for the Trust • Develop and monitor the strategic plan for capital expenditure considering all schools' 3 Year Plans. • Consider management accounts six times a year (Chair and resources subcommittee to consider on a monthly basis) 	<ul style="list-style-type: none"> • Responsible for compliance with the ESFA Academy Trust handbook • Develop a rolling 3 year financial plan in accordance with the strategic vision of the Trust • Act on behalf of the Board to discharge the duties in relation to statutory compliance and financial performance of the schools • Provide accounting, financial planning, treasury and financial systems services for schools • Work closely with the Principal and school in the preparation of the budget and 3 year forecast, setting national assumptions and • reviewing and challenging locally set assumptions • Challenges and supports the school where there are variances to budget and the 3 	<ul style="list-style-type: none"> • Provides challenge and support to the Principal in relation to the draft budget 	<ul style="list-style-type: none"> • Works with the LGB and executive in the preparation of the budget and 3 year forecast for approval by the Board in line with Trust budget principles • Responsible for controlling costs and ensuring budget commitments are met • Ensures compliance with all Trust financial policies and procedures • Cooperates with auditors and implements their reasonable recommendations • Responsible for delivering value for money through adherence to the procurement processes and purchasing limits • Receives summary management accounts monthly to ensure the Principal is fully aware of the school's financial performance

<ul style="list-style-type: none"> • Ensure a programme of internal scrutiny to provide independent assurance to the board that its financial and non-financial controls and risk management procedures are operating effectively • Ensure an appropriate, reasonable and timely response to any findings given by auditors, taking the opportunity to strengthen the systems of financial management and control • Approve appropriate procurement processes and purchasing limits to ensure value for money and to ensure compliance with the Academies Trust Handbook. • Approve cash, banking and investment policies 	<p>year forecast in order to achieve budget overall</p> <ul style="list-style-type: none"> • Provides challenge and assurance that the school is complying with the finance policy (including the procurement processes and purchasing limits) • Prepare the consolidated Trust budgets for approval by the Board • Monitor the schools' financial performance and challenges where there are variances to budget and the 3 year forecast • Develop a rolling programme of internal scrutiny for approval • Cooperate with auditors and implement their reasonable recommendations. • Develop procurement processes and purchasing limits to ensure Value for Money and ensure compliance with Academies Trust Handbook • Open new bank accounts as appropriate • Manage cashflow in line with investment policy 		
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	<ul style="list-style-type: none">• Maintain the Trusts Asset register		
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7. Recruitment of staff

Key policies and procedures which provide further detail on this Scheme of Delegation:

- Recruitment
- Whole School Pay
- Safeguarding
- Equal Opportunities

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> • Responsible for the recruitment and appointment of the Chief Executive ensuring it is in line with Trust policy and procedure • Responsible for the recruitment and appointment of the CFOO/CFO ensuring it is in line with Trust policy and procedure • Responsible for the recruitment and appointment of the Strategic Lead for Governance ensuring it is in line with Trust policy and procedure • Support the CEO by joining appointment panels contributing to the appointment 	<ul style="list-style-type: none"> • The Executive and HR central team will provide the Board and schools with professional support and advice relating to the recruitment of staff • Responsible for the recruitment and appointment of Principals ensuring it is in line with Trust policy and procedure and has final responsibility for agreeing an appointment • Responsible for recruitment to Central Team positions • Responsible for monitoring the Central Team Single Central Record (SCR) and statutory compliance with safer recruitment on behalf of the Board 	<ul style="list-style-type: none"> • Contributes to the appointment of the Principal in close consultation with the Central Executive • Supports the Principal by joining all appointment panels for senior leadership posts This must include Nursery Manager posts where applicable • Using key performance data provided by the school and HR central team, staying fully aware of the school's activity in terms of its staff, staffing structures and more general HR data • Responsible for knowing and understanding the training 	<ul style="list-style-type: none"> • Responsible for the recruitment and appointment of all school staff other than themselves and for ensuring it is in line with all relevant Trust policies and ensuring that appropriate job descriptions and pay rates are deployed • Responsible for informing the LGB of all proposed senior leadership recruitment enabling the LGB to be part of the panel • Responsible for communicating senior staff appointments to the LGB • Reports key performance on recruitment and more general HR to the LGB

<p>process of an Executive team member</p> <ul style="list-style-type: none"> • In their role as a link Trustee, any Trustee may be invited to be part of a recruitment and selection process for a Principal role 	<ul style="list-style-type: none"> • Support the Principal by joining appointment panels contributing • to the appointment process of senior leadership team members depending on school risk • Provide LGBs and schools with relevant data regarding staff recruitment and retention, including Trust and national benchmarks where available • Responsible for ensuring sufficient central team members are trained on safer recruitment training and maintaining training records • Must ensure that all recruitment paperwork is filled out and is kept in line with the Retention Policy 	<p>requirements for safer recruitment</p> <ul style="list-style-type: none"> • Responsible for ensuring sufficient LGB members are trained on safer recruitment training and maintaining training records • Responsible for signing off the SCR at least half termly ensuring compliance with Trust policy and procedure 	<ul style="list-style-type: none"> • Responsible for the accuracy of the school's Single Central Record and statutory compliance with safer recruitment requirements • Responsible for knowing and understanding the training requirements for safer recruitment • Responsible for ensuring sufficient school leadership staff are trained on safer recruitment training and maintaining training records • Responsible for ensuring that all recruitment paperwork is filled out and is kept in line with the Retention Policy
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8. Staff Professional Development

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> • Ensure that staff development is given appropriate attention and resource by the Executive through monitoring performance of the organisation, challenge and support the executive to develop the capability of staff 	<ul style="list-style-type: none"> • Monitors the professional development provided by schools to ensure that the organisation provides appropriate opportunities for all staff • Provide and deliver an induction programme for newly appointed school leaders and central team members • Provide Trust wide professional development for all Trust Principals • Coordinate talent development and succession planning for leadership across the Trust • Develop and implement the HR strategy, including delivery (directly or via commissioned support) of professional development programmes where appropriate • Ensures Trust wide staff development resources are available through the Trust 	<ul style="list-style-type: none"> • Monitors effectiveness of professional development, talent management and succession planning of all school based staff and supports and challenges appropriately • Ensure a nominated governor is in place with portfolio responsibility for CPD 	<ul style="list-style-type: none"> • Develops and implements the school's continuing professional development (CPD) strategy, including delivery of CPD aligned with the school's improvement plan targeted to different groups of staff • Reports on CPD and its impact through the Principal report • Maintains a structured approach to talent management and succession planning at school level • Ensures staff are able to benefit from appropriate professional development opportunities, (including internal and external opportunities) , in line with talent management objectives • Ensures that CPD is recorded for staff

	<ul style="list-style-type: none">• Provide and record CPD for central team members		
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9. Performance management, staffing and pay

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> • Responsible for approving Trust policies for performance management and pay to include terms and conditions of employment and setting of pay scales • Directly responsible for the performance management of the Chief Executive, grievance or disciplinary action • Approve annual pay awards applicable for all groups of staff • Responsible for authorising performance-based pay awards for the Central Executive team as proposed by the CEO • Responsible for monitoring pay progression awarded for the central team • May be requested to be part of a pay appeal panel 	<ul style="list-style-type: none"> • Develop overall policies for performance management and pay • Responsible for managing performance management of the Principal and the chair of the LGB • Responsible for actioning informal capability and structured support to the Principal where appropriate • Monitors pay progression for school based staff and triangulates with the SDP • Responsible for determining pay progression of all school based staff • Approves and supports restructuring of school-based posts (not Principal) • Monitors terms and conditions, pay grades, roles and contracts to ensure they do not deviate from Trust standards 	<ul style="list-style-type: none"> • May be requested to be part of a pay appeal Panel • Monitoring the well being of the Principal through weekly Chair meetings • Contributes to performance management of the Principal • Discipline/dismiss school-based staff as part of a panel • Be part of an appeal for school based staff • Support grievance process lodged by school staff where Principal has had previous involvement • Participate in formal capability against a member of school based staff 	<ul style="list-style-type: none"> • Responsible for managing performance of school based staff and implement Trust performance management policies for all staff in schools • Ensures HR policies and processes are implemented in line with policy • Ensures LGBs have sufficient information to monitor performance management and pay progression • Ensures pay and performance management are conducted in line with equality requirements, Trust policy and procedure • Recommends pay progression for school based staff in line with the Pay Policy to include UPR teachers • Moderates pay progression of school based staff

<ul style="list-style-type: none"> • Approve restructuring of central team and central executive posts • Be part of a panel to dismiss or discipline a Principal or a central executive member • Participate in formal capability Panel against the CEO, member of the Executive, central team or Clerk to Trustees or Principal • Investigate a grievance lodged against a member of the executive/Clerk to Trustees • Be part of an appeal panel for action taken against a Principal or member of the central team 	<ul style="list-style-type: none"> • Investigate a grievance lodged against the Principal • Provide professional support for performance management across all schools • Undertake and approve pay progression of central team members • May be requested to be part of a pay appeal panel • Approve restructuring of Principal post • Responsible for proposing central team restructuring • Responsible for agreeing new roles and ensuring that new roles are evaluated through a JE panel • Responsible for communicating all changes to LGBs and Principals and ensuring that relevant information is available • Be part of a panel to dismiss or discipline a Principal or central executive member • Be part of a formal capability panel against a Principal or member of the central team • Investigate a grievance lodged against a member of the central team 		<ul style="list-style-type: none"> • Commencing informal capability and structured support for school staff • Discipline/dismiss school based staff as part of a Panel • Investigate formal grievance against school based staff unless grievance is against the Principal • Lead formal capability against school -based staff • Consults with LGB on staff restructure plans, using central team expertise
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	<ul style="list-style-type: none">• Be part of an appeal for action taken against a Principal or a member of the central team		
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10. Inspection and *SIAMS (* Statutory Inspection of Anglican and Methodist Schools, for church schools only)

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> • Receive inspection reports and lessons learned as appropriate • Receive SIAMS reports and lessons learned as appropriate • Receive reports regarding proposed actions to address key issue where a school is found to be inadequate or requiring improvements 	<ul style="list-style-type: none"> • Provide support to the school prior to, during and after inspections • Provide update training for Ofsted inspections • Diocese responsible for SIAMS training and preparation for inspections in church schools 	<ul style="list-style-type: none"> • Understands the requirements of the inspection process and supports the Principal • Responsible for engaging fully with the inspection process • Communicates the outcomes of the inspection process to parents, carers and guardians in line with statutory requirements 	<ul style="list-style-type: none"> • Responsible for ensuring all staff and the LGB fully understand requirements of the inspection process • Responsible for ensuring all staff and the LGB fully understand requirements of the siams process

11. Early Years Foundation Stage (EYFS) (as applicable)

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> • Receive annual reports on compliance, standards and proposed actions to address issues • Review data on EYFS performance across the Trust schools with EYFS provision 	<ul style="list-style-type: none"> • Responsible for monitoring statutory compliance with respect to EYFS • Review data on EYFS performance • Provide training, advice, guidance, support and challenge with respect to EYFS provision 	<ul style="list-style-type: none"> • Appoints an LGB member to have specific responsibility for EYFS • Responsible for monitoring the school's evaluation of the quality of education, in particular early reading and phonics as part of the EYFS provision • For 0-2 provision responsible for monitoring the quality of provision, care practices in line with Early years inspection handbook for Ofsted- • Registered provision for September 2022 with a named responsible governor. 	<ul style="list-style-type: none"> • Responsible for quality of provision of EYFS, and for implementing actions to address weaknesses <p><i>For 0-2 provision responsible for monitoring the quality of provision, staff training and expertise, ratios and care practices in line with Early years inspection handbook for Ofsted- registered provision for September 2022.</i></p>

12. Communication

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> Communicate a clear vision, strategy and communication plan for the Trust 	<ul style="list-style-type: none"> Ensure effective communication between the Board, LGB Chairs, Principals and other staff Ensure that staff understand relevant organisational strategies and associated priorities Ensure that schools are communicating appropriately with their communities Responsible for Trust wide communication about schools, including inspection outcomes 	<ul style="list-style-type: none"> LGB Chair (with Principal) responsible for ensuring LGB members have all the information they require to be well informed about both the school and the Trust LGB Chair (with Principal) responsible for ensuring the views of the LGB are well communicated to Trustees and Executive Responsible for submitting agendas / papers / minutes for LGB meetings Responsible for ensuring the activities of the LGB are communicated clearly to the school community Monitors communication with staff, parents and community to ensure that priorities are well understood and issues of concern addressed Triangulate parental and staff feedback, ensuring that appropriate plans are in 	<ul style="list-style-type: none"> (With LGB Chair) responsible for ensuring LGB members have all the information they require to be well informed about both the school and BWMAT (With LGB Chair) responsible for ensuring the views of the LGB are well communicated to Trustees and Central Office Ensures that organisational priorities are understood by staff, parents and pupils as appropriate Ensure all staff and volunteers are trained and abide by policies and code of conducts as regards communication including use of social media Ensure that staff and parental surveys are carried out three times a year and followed up appropriately

		place to address concerns and key issues	<ul style="list-style-type: none">• Conduct at least termly pupil voice activities and respond to any concerns identified
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13. Links with parents, carers, guardians and the wider community

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> Ensure development of a strategy for links with parents, carers and guardians. 	<ul style="list-style-type: none"> Develop strategy for links with parents, carers and guardians 	<ul style="list-style-type: none"> Responsible for monitoring the school's links with parents, carers, guardians and the wider community Responsible for supporting and challenging the school to improve and develop links 	<ul style="list-style-type: none"> Responsible for developing effective links with parents, carers, guardians and the wider community

14. Review of local school policies, processes and procedures

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> • Review and approve Trust level policies • Trust safeguarding policy • Review and approve Supporting Pupils with Medical Needs policy • Review and approve the Trust health & safety policy • Review number and nature of complaints across the Trust 	<ul style="list-style-type: none"> • Development of exemplar policies, policy guidance and compliance checklists • Monitor schools' adherence to the cycle of policy reviews 	<ul style="list-style-type: none"> • Ensure adherence to regular cycle of school policy reviews • Ensure that practice within the school reflects most up-to-date policy documents – if practice does not follow policy guidance, then policies are not effective and should be reviewed • Regular cycle of process scrutiny e.g. SCR, attendance registers, complaints log, work experience procedures 	<ul style="list-style-type: none"> • Regular updating of all school policies • Regular updating of process and procedures eg, attendance registers, complaints log, work experience procedures • Ensures that school health and safety policies are reviewed in accordance with Trust requirements including those determined by local risk assessment

15. Risk management

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> • Overall responsibility for the risk management framework • Approve the Trust Risk Management Policy, including setting risk tolerances and determining risk appetite • Consider the minutes of the Audit, Risk and Scrutiny Subcommittee, including the subcommittee's review of the Strategic Risk Register, at each of its meetings and an annual report from the Chair of the subcommittee 	<ul style="list-style-type: none"> • Manage the strategic risks facing the organisation • Draft and implement a Trust Risk Management Policy • Maintain, regularly review and update the Trust Strategic Risk Register • Audit school compliance with policy including existence and regular review of school key risk register 	<ul style="list-style-type: none"> • LGB Oversees risk management at the local level, including regular reviews • And contribution to the Trust organisational risk register 	<ul style="list-style-type: none"> • Responsibility for risk management at their school, including the maintenance and regular review of a school risk register by SLT

16. Safeguarding

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> • Accountable for setting overall policies for safeguarding and child protection to ensure appropriate action is taken in a timely manner to safeguard and promote children’s welfare • Appoint a named safeguarding Trustee • Set the strategic vision for the spiritual, moral, social and cultural development of pupils • Monitor data in relation to safeguarding incidents and their resolution • Monitor data in relation to exclusions and their resolution 	<ul style="list-style-type: none"> • Provide safeguarding and child protection guidance for all schools, in line with statutory guidance and non-statutory national guidance • Quality assure by sampling safeguarding visits to monitor compliance with policies and effectiveness of practice • Responsible for monitoring that each LGB is effectively scrutinising statutory compliance with respect to safeguarding and child protection for all schools on behalf of the Board • Responsible for monitoring statutory compliance with respect to the quality of spiritual, moral, social and cultural development of pupils on behalf of the Board • Ensure all board members have the appropriate child protection checks and are 	<ul style="list-style-type: none"> • Appoints an LGB member to have specific responsibility for welfare and child protection in the school, reporting to full LGB as appropriate • Checks SCR half termly • Monitor data in relation to safeguarding incidents and their resolution within the school • Nominates an LGB member (usually the Chair) to liaise with the LA or partner agencies • Monitor and challenge exclusions, racism allegations • Monitors, supports and challenges the welfare and child protection in the school including: <ul style="list-style-type: none"> child protection (ii) exclusions (iii) serious disciplinary incidents (iv) attendance and (v) behaviour 	<ul style="list-style-type: none"> • Responsible for safeguarding and child protection within the school • Nominates a Senior Manager as a Designated Safeguarding Lead who is responsible for ensuring all staff are trained and up to date with safeguarding procedures • Responsible for identifying risks to effective safeguarding and taking action to reduce potential risks • Responsible for the quality of spiritual, moral, social and cultural development of pupils • Responsible for ensuring that school policies and practices take into account the procedures and practice of the local authority • Responsible for any exclusions and

	recorded on the Central Team Single Central Record	<ul style="list-style-type: none">• Responsible for knowing and understanding the school's own evaluation of the quality of spiritual, moral, social and cultural development of pupils	arrangements for alternative provision as required <ul style="list-style-type: none">• Responsible for providing reports on welfare and child protection to the LGB and to the Central Team
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17. Buildings and maintenance

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> • Review and support the Vision and strategy plans for Trust: • Estates • Green agenda • Review and approve ‘planned’ capital project proposals using annual Capital Improvement Fund bids or, when the Trust reaches 5+ Schools, Schools Capital Allocation (SCA). • Review ‘reactive’ and ‘emergency’ capital project funded from SCA • Monitors the impact of DFC (Devolved Formula Capital) spend on the quality of school buildings • Monitors planned and approved capital works 	<ul style="list-style-type: none"> • Develop and review 3- year Vision and strategy for Estates in line with the DfE Good Estates Management for Schools • Develop and review spend criteria for SCA • Responsible for developing plans for SCA capital expenditure based on knowledge of estate • Approval of SCA capital expenditure under ‘reactive’ and ‘emergency’ spend Report to Trustees • Provide the Board and schools with professional support, challenge and advice relating to the management of buildings and estates • Review and approve expenditure outside of the budget proposals for capital investment • Responsible for organising condition surveys for all schools on rolling 3–5- year basis, along with new school joining Trust • Responsible for insurance valuations (rebuilding) 	<ul style="list-style-type: none"> • Responsible, with the Principal, for developing and reviewing business continuity plans 	<ul style="list-style-type: none"> • Responsible for the maintenance of the school and facilities, with support from central team • Responsible, with the LGB, for developing priorities for capital expenditure from DFC in line with condition surveys and other estates information • Develops Expenditure Outside Board plans for capital projects • Responsible, with the LGB, for developing and reviewing business continuity plans

	<ul style="list-style-type: none">• Responsible for monitoring compliance with statutory regulations relating to premises and accommodation• Receive, review and report to the Board and relevant subcommittees on proposals schools for planned capital works• Supports the Principal in preparing Expenditure Outside Budget plans for capital projects• Responsible, with the Principal, for developing priorities for capital expenditure in line with the condition surveys		
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18. Health and safety

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> • Form the corporate body and serve as the employer under the Health and Safety at Work Act 1974 • Responsible for setting overall policies for health and safety that are applicable Trust wide • Responsible for monitoring and periodically reviewing health and safety performance • Ensure adequate resources are made available for the discharge of the employer's health and safety duties • Appoint a named Health and Safety Trustee. 	<ul style="list-style-type: none"> • Appoint a competent health and safety professional • Appoint external Health & Safety professional support. • Develop health and safety policies and monitor performance reporting to Board • Provide health and safety support to all schools and central team • The health and safety policy defines the Trusts risk appetite with regard to health and safety compliance • Provide central team staff with the training, information, instruction, and supervision as necessary to meet statutory requirements and fulfil their duties in a safe manner • Approval of category B visits as the Trust educational visits advisor 	<ul style="list-style-type: none"> • Appoints an LGB member to have specific responsibility for health and safety in the school, attending the relevant sub-subcommittee where health & safety is discussed (if relevant) Reporting to full LGB as appropriate • Monitors, supports, and challenges the health and safety performance at the school • Approval and monitoring of external visits (approval can be delegated to Principal for Category A visits) • Monitor accident records 	<ul style="list-style-type: none"> • Accountable for health and safety performance within the school • Responsible for the implementation of health and safety policies and for statutory compliance • Ensures that all staff within their school have received sufficient training, information, instruction, and supervision as necessary to meet statutory requirements and fulfil their duties in a safe manner • Responsible for providing reports on health and safety to the LGB and relevant sub-subcommittee (if relevant) • May delegate some health and safety responsibilities to staff in accordance with the Trust and school health and safety policy • Ensures that staff with delegated responsibilities receive sufficient training,

	<ul style="list-style-type: none">• Report RIDDOR reports to the HSE• Liaise with enforcing authorities		information, instruction and supervision This includes time to undertake the role
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19. Provision of information

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> • Accountable for the provision of clear and regular information to a range of relevant bodies • Accountable for statutory compliance 	<ul style="list-style-type: none"> • Monitor statutory compliance on behalf of the Board • Responsible for monitoring statutory compliance in relation to the information provided to the relevant bodies, parents and others on behalf on the Board • Provide guidance and model policies • Responsible for Trust website development and quality 	<ul style="list-style-type: none"> • Responsible for monitoring the quality of information provided by the school • Responsible for supporting and challenging the school on the quality of information • Responsible for reviewing school policies and their implementation within an annual programme 	<ul style="list-style-type: none"> • Responsible for the development and implementation of school policies in line with statutory requirements and best practice guidance • Ensures LGB access to all information provided to relevant bodies, stakeholders including parents, prospective parents and the local community • Ensures the information provided by the school is of a high quality • Responsible for school website development and quality

20. Data protection/General Data Protection Regulation (GDPR)

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> • Accountable for compliance with all data protection legislation • Ensure adequate resource for GDPR compliance • Review any data breaches 	<ul style="list-style-type: none"> • Appoint a suitably qualified Data Protection Officer (DPO) or procure externally • Decide response to data breaches including reporting to the Information Commissioner's Office (ICO) • Ensure Group ICO notifications are accurate and up to date • Prepare, review and update a suite of data protection policies • Ensure central team GDPR compliance • Audit schools' GDPR compliance (external) • Provide access to GDPR training and updates • Review any data breaches • Review the outcome of the DPO audits on all schools, and implement central action points 	<ul style="list-style-type: none"> • Ensure compliance with Trust data protection policies and procedures 	<ul style="list-style-type: none"> • Report Breaches to Data Protection Officer and inform CFOO • Ensure all staff have received GDPR training

21. Handling of complaints

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> • Ensure that a suitable complaints policy exists • Receive and where appropriate investigate complaints about an LGB Chair • Receive and pass on to the relevant Executive complaints from the Department for Education (DfE), the Education and Standards Funding Agency (ESFA), Ofsted, Independent Schools Inspectorate (ISI) and similar bodies • Review the number and type of complaints received across the Trust 	<ul style="list-style-type: none"> • Develop and review Trust wide complaints policy • Responsible for monitoring statutory compliance in relation to complaints • Provide guidance and model templates on complaints handling • Ensure complaints received at Central Office are directed to the appropriate person in line with the complaints policy • Support for complaints which reach stage 3 	<ul style="list-style-type: none"> • Responsible for handling and monitoring of complaints in line with Trust Complaints Policy 	<ul style="list-style-type: none"> • Responsible for handling and monitoring of complaints in line with Trust Complaints Policy

22. Admissions

Members* & Trustees (the Board)	CEO and Executive Team	Local Governing Body	Principal
<ul style="list-style-type: none"> • The Board of Trustees is the legal Admissions Authority for all schools in the Trust • To meet at strategic points in the year in line with admissions timetable • Responsible for determining all admission arrangements on an annual basis or where admissions code changes specify the need • Responsible for approval of PAN changes • Review Trust information and data at subcommittee meetings feeding into full board 	<ul style="list-style-type: none"> • Responsible for developing and reviewing Trust wide admission arrangements for all schools in consultation with schools, external advisors etc • Responsible for monitoring statutory compliance in relation to admissions arrangements • Responsible for developing and sharing appeals timetable for all schools • Provide updates to Trust Board on developments, involvement of external consultants and LA • Responsible for consultation of admissions arrangements 	<ul style="list-style-type: none"> • Responsible with LGB for reviewing oversubscription criteria annually • Review admissions numbers for school • Responsibility for ensuring that all statutory admissions documents are live on the school website • Responsibility for in-year admissions in consultation with the Principal 	<ul style="list-style-type: none"> • Responsible for publishing all statutory admissions documentation on the school website • Responsible for raising school profile for admissions • Responsible with LGB for reviewing oversubscription criteria annually • Responsibility for ensuring compliance with statutory obligations around admissions • Responsibility for in-year admissions in consultation with LGB

Financial Scheme of Delegation (Delegated Levels of Authority)

Account Details		Non-Payroll	Payroll	
Budget Holder (Including any Interim appointment)	Budget Held	Authorised to commit up to (in one or more related transactions) (Budgeted)	Routine Payments up to:	Discretionary Payments up to:
		£	£	£
Middle leaders: All Curriculum Leaders Assigned Budget Holders	Departmental Budget Assigned Budget (eg ICT, Careers)	£500 £500		
Site Manager	Premises Budget	£1,000		
Senior Management Team: Assistant Principal Vice Principal Principal/Headteacher CEO or CFOO	Departmental/Assigned Budget Departmental/Assigned Budget All All	£2,000 £2,000 £5,000 £25,000	£5,000	£250 £1,000 £5,000
Main Board Chair or Vice Chair of Trust Board or Finance Subcommittee	All All	No Limit £50,000	No Limit £5,000	No Limit £5,000

Asset Disposal/Bad Debt Write-Off/Budget Virement			
	Asset Disposal up to:	Bad Debt Write-Off up to:	Budget Virement up to
Principal/Headteacher, CEO or CFOO	£10,000*	£1,500	£10,000
Chair or Vice Chair or Finance Premises & HR sub-subcommittee	£25,000	£5,000	£20,000
Main Board	No Limit	£250,000	No Limit

All expenses incurred on the FFET Business card must be for products and services required by the Trust and must not be used for any personal expenses. If the CFOO has any concerns on any expenditure incurred on the Business card they should discuss this with the Chair of the Finance, Premises and HR sub- subcommittee in a timely manner.

Board

- Approving severance and compensation payments up to £50,000, after which they must seek the ESFA's prior approval.
- Approving property lettings over one year and/or £5000. ESFA approval required if taking up a leasehold or tenancy agreement on land or buildings from another party for a term of seven or more years
- Authorising tenders over £25,000 for the MAT.
- Approving purchase orders, invoices and contracts over £25,000.
- Accepting quotations/tenders over £25,000.
- Asset disposal over £25,000
- Bad debt write-off over £5,000 and under £250,000
- Budget Virement over £20,000

As per ESFA Academies Handbook –

The academy trust must obtain ESFA's prior approval for the following transactions beyond the delegated limits described below:

- writing-off debts and losses
- entering into guarantees, letters of comfort or indemnities

The delegated limits, subject to a maximum of £250,000, are:

- 1% of total annual income or £45,000 (whichever is smaller) per single transaction
- cumulatively, 2.5% of total annual income in any financial year per category of transaction for trusts that have not submitted timely, unqualified accounts for the previous two financial years. This category includes new trusts that have not had the opportunity to produce two years of audited accounts

- cumulatively, 5% of total annual income in any financial year per category of transaction for trusts that have submitted timely, unqualified accounts for the previous two financial years

Writing off bad debts:

- The delegated limits, subject to a maximum of £250,000, are:
- 1% of total annual income or £45,000 (whichever is smaller) per single transaction cumulatively, 2.5% of total annual income in any financial year per category of transaction for trusts that have not submitted timely, unqualified accounts for the previous two financial years. This category includes new trusts that have not had the opportunity to produce two years of audited accounts
- cumulatively, 5% of total annual income in any financial year per category of transaction for trusts that have submitted timely, unqualified accounts for the previous two financial year.

Chair's Action

The Chair (or Vice Chair) may use the following decision-making procedure (to be known as **Chair's Action**):

1. Notwithstanding any provisions of the Trust's Articles of Association (the Articles) and [Scheme of Delegation], if the Chair is of the opinion that a matter of urgency exists [and it is not practicable to arrange a Board meeting on short notice in the circumstances] either:
 - (i) after receiving a written report from the CEO which clearly states, amongst other things, why the item concerned could not be brought to a regular meeting and why it would qualify for urgent decision under this procedure; or
 - (ii) as a result of other information that is brought to their attention and a delay in exercising the function would likely be seriously detrimental to the interests of the Trust, [the/any] Academy, pupil or their parent or a person who works at the Trust, then, in consultation with the CEO, they may exercise any function of the Trust which [(i)] can be delegated to an individual under the Articles, the Trust's funding agreements with the Secretary of State for Education (including the relevant Academies Financial Handbook) [or (ii) any function relating to the exclusion of pupils].

2. Where it appears to the Vice Chair that:
 - (i) the circumstances mentioned in paragraph 1(i) and/or 1(ii) apply; and
 - (ii) the Chair (whether by reason of vacancy in the office, incapacity or otherwise) would be unable to exercise the function in question before the detriment referred to in that paragraph is suffered,

the reference in paragraphs 1 and 3 to the Chair is to be read as if it were a reference to the Vice Chair.

3. The Chair may decide, on receipt of a request for a decision under Chair's Action, that the matter should be dealt with instead by a special Board meeting called on short notice, in which case a meeting shall be called promptly.

4. Any action under Chair's Action should be reported in writing as soon as possible to the Trustees (together with a copy any written report from the CEO. A record of the decisions taken shall also be included with the Board's minutes.

Code of Conduct

Once this code has been adopted, all board members agree to faithfully abide by it.

Trustees: We agree to follow the charity governance code

Those governing at local level: We recognise and support the principles set out in the charity governance code.

We will abide by the Seven Nolan Principles of Public Life:

Selflessness

We will act solely in terms of the public interest.

Integrity

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work.

We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

We will apply the highest standards and will:

1. act within our powers
2. promote the success of the trust
3. exercise independent judgement
4. exercise reasonable care, skill and diligence
5. avoid conflicts of interest
6. not accept benefits from third parties
7. declare interest in proposed transactions or arrangements

Accountability

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty

We will be truthful.

Leadership

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

We will focus on our core purpose:

1. Strategic leadership: defining a vision, fostering a culture and championing the strategy
2. Accountability and assurance: providing robust and effective oversight of operations and performance
3. Engagement: strategic oversight of relationships with stakeholders

As individuals, we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core purpose rather than involve ourselves in day-to-day management.
2. We will fulfil our role and responsibilities as set out in our scheme of delegation.
3. We will develop, share and live the ethos and values of our trust.
4. We agree to adhere to trust policies and procedures.
5. We shall fully cooperate with individual requests that are necessary to ensure organisational compliance, such as disclosure and barring or right to work checks.
6. We will work collectively for the benefit of the trust.
7. We will be candid but constructive and respectful when holding senior leaders to account.
8. We will consider how our decisions may affect the trust and local community.
9. We will stand by the decisions that we make as a collective.
10. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
11. We will only speak or act on behalf of the trust board if we have the authority to do so.
12. Trustees: We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
13. When making or responding to complaints, we will follow the established procedures.
14. We will strive to uphold the trust's reputation in our private communications (including on social media).
15. We will have regard to our responsibilities under The Equality Act and will work to advance equality of opportunity for all.
16. Those governing at local level: We will act as local ambassadors for our trust.

Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the board and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school/s well and welcome opportunities to be involved in school activities.
5. We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting a school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
7. *We will participate in induction training, prioritise training in required areas (such as safeguarding) and commit to developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

1. We will develop effective working relationships with leaders, staff, parents and other relevant stakeholders from our local communities
2. Those governing at local level: We will champion the voices of our school community and stakeholders.
3. Those governing at local level: We will establish effective working relationships with trustees.
4. Trustees: We will engage with and be accountable to those governing at local level.
5. Trustees: We will respect the remit of, and engage constructively with, relevant authorities, sector bodies and other trusts.
6. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
7. We will work to create an inclusive environment where each board member's contributions are valued equally.
8. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

1. We will observe complete confidentiality both inside and outside of the trust when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing board vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the register of business interests.
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the trust's website.
5. We will act as a trustee/academy committee member; not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the trust board, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the trust website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get information about schools), some of which will be publicly available.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

Adopted by: **Frank Field Education Trust Board of Trustees** on 28th September 2023.

Signed: _____ Chair of Trust Board

We agree that this code of conduct will be reviewed annually and endorsed by the full governing board.

Code of Practice for Trust Board and subcommittees

Aim

This document clarifies the procedural steps that must be followed in the operation of Trust Board and subcommittee meetings.

Prior to the Academic Year

The Executive Team will liaise with Trustees prior to the start of each academic year to agree a schedule of all Trust Board and subcommittee meetings (excluding the meetings of the Local Governing Body (LGB), which will be coordinated locally by Academy Principals but will follow the same principles). The timetable shall be drawn up so as to allow the necessary reporting between different subcommittees and from subcommittees to the Board.

Trustees of the Trust Board shall agree at the start of the academic year the membership of each subcommittee, to ensure all subcommittees are appropriately staffed.

The Chief Executive Officer and Chief Finance and Operating Officer are tasked with the coordination of activity for each Trust Board and its subcommittee.

Preparation prior to each meeting

- The Executive team will, together with the Principals and Chairs agree an agenda for the meetings together with dates for the year, which ensures that the items brought for discussion will be sufficient and appropriate to fulfil the terms of reference of the Trust Board and subcommittees

The Executive Team will

- Confirm attendance with Trust Board and subcommittee members to ensure the meeting will be quorate
- Liaise with other members of the Executive to ensure that papers are prepared to the required standard and within the required timescale
- Send final papers to Trust Board and subcommittee members and attendees from the Executive, one week prior to the date of the meeting
- Send an electronic copy of the final papers to the members of Trust Board and each subcommittee.

General Principles for paperwork submitted for meetings

The following general principles must be followed by the Executive when preparing papers for the meeting:

- Any item requiring a decision of the Board must be supported by a written report.
- Any written report should state clearly the purpose of the report (For Approval or For note) and any recommendations, together with sufficient supporting information and any financial or legal consequences.
- Information should be provided in a usable, clear and concise way, that enables the Trust Board or subcommittee to easily identify the key points and supporting rationale.
- It should be made clear whether the recommendation is consistent with existing policy, has any interdependencies or significant consequences for other areas.
- As a general rule, additional papers should not be brought to the meeting (i.e. that have not been submitted in advance of the meeting) unless urgent and agreed with the Trust Board or subcommittee Chair beforehand.
- The Chair or Vice Chair may use the following decision making process known as the Chair's Action (see Appendix 16)

Proceedings at Meetings

The terms of reference for each Board or subcommittee meeting shall identify the following:

- Number of meetings during the year
- In accordance with article 117 Quorum for a meeting of the Trustees and any vote on any matter there at shall be any 3 Trustees, or where greater, any one third (rounded up to a whole number) of the total number of Trustees holding office at the date of the meeting who are in each case present at the meeting and entitled to vote in the matters to be resolved.

In addition:

- The Clerk is responsible for taking minutes, which shall be circulated to the Chair of the board or Subcommittee promptly after the meeting for comment and then circulated amongst Trustees or Subcommittee members for comments. The minutes will then be formally approved at the subsequent meeting.

- Every matter to be decided at a meeting of a Board or Subcommittee must be determined by a simple majority of the votes of the members present and voting on the matter and each Subcommittee member present shall be entitled to one vote.
- A register of attendance shall be kept for each Board or Subcommittee meeting and published annually in the Statutory Accounts and on the FFET website, in line with ESFA requirements.
- Board or Subcommittees may invite attendance at meetings from persons who are not Board or Subcommittee 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.

Reporting Procedures

- The minutes of Trust Board and Subcommittee meetings shall be coordinated as described above.
- In addition, the minutes of Subcommittee meetings shall be presented at the subsequent Trust Board meeting.
- Key summary documents from the Subcommittee meetings are available to any other Trustee, upon request.
- The Clerk to the Trust Board shall ensure that final papers and minutes from each meeting of the Trust Board and its subcommittee are appropriately circulated.