

Governance Structure and Scheme of Delegation

Updated December 2018

Company number 07548754

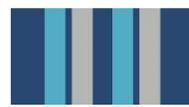
Background

Maiden Erlegh Trust was formed in October 2014. It was formed from Maiden Erlegh Academy Trust, a single academy Trust with responsibility for Maiden Erlegh School (Earley). The Trust was approached by the local Member of Parliament to apply to the Department for Education (DfE) to open a new school in East Reading, with the same vision and ethos as Maiden Erlegh School. The Maiden Erlegh School in Reading opened to 180 Year 7 students in September 2015.

In September 2014 we became a DfE approved sponsor.

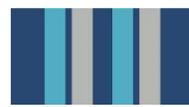
Trust schools

 <p>MAIDEN ERLEGH SCHOOL</p> <p>www.maidenerleghschool.co.uk</p>	 <p>MAIDEN ERLEGH SCHOOL IN READING</p> <p>www.maidenerleghschoolreading.co.uk</p>
 <p>MAIDEN ERLEGH CHILTERN EDGE</p> <p>www.maidenerleghchilternedge.co.uk</p>	 <p>Great Hollands Primary School</p> <p>www.greathollandsprimary.co.uk</p>



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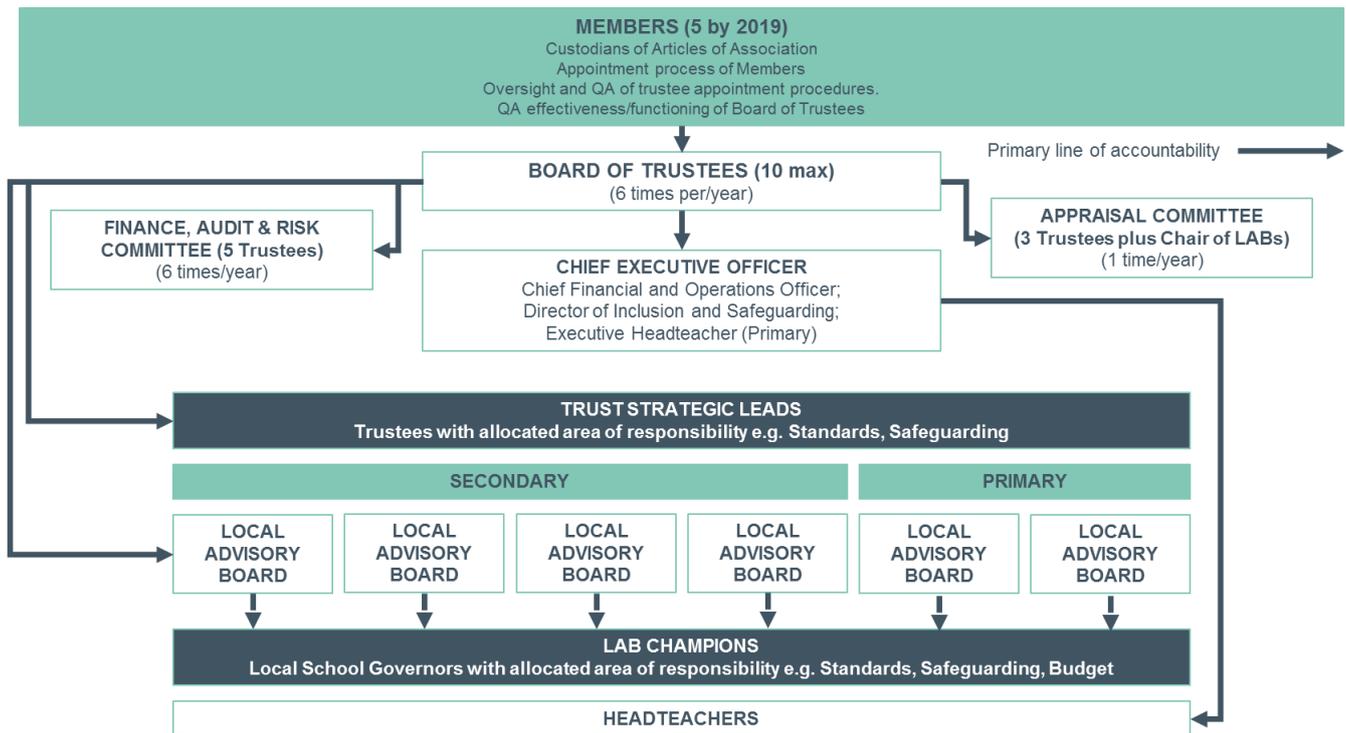
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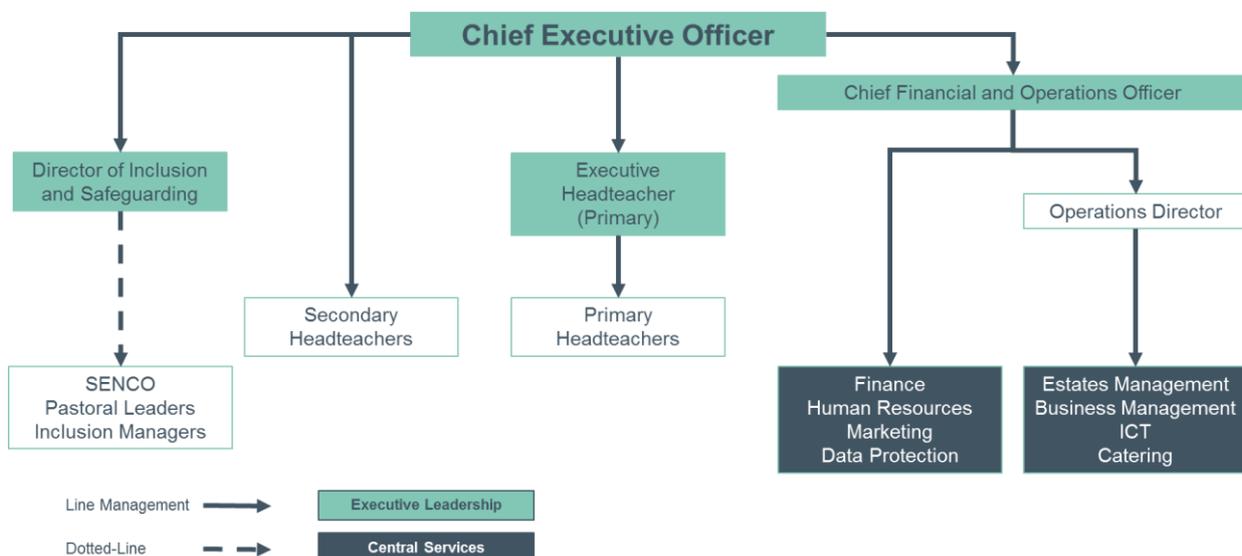
Governance

The Trust is run by the Members, who have overall control of the Trust and appoint Trustees, and the Board of Trustees. The Trustees, amongst other things are responsible for setting the direction of the Trust and thus the schools within the Trust, holding the Executive Headteacher and Headteachers of the different schools to account, ensuring financial probity and the management of risk.

Each member school has its own Local Advisory Board (LAB) which is accountable to the Trust. Each LAB works closely with the Headteacher of the school to support and challenge, whilst still ensuring they fulfil the Trust's mission. In line with the Trust's motto, the LAB has an important community facing role, ensuring the Academy meets the needs of its community and the students attending the Academy. It is the LAB that manages each school on behalf of the members of the Trust. Their key responsibilities are to ensure the quality of educational provision challenge, monitor the performance of the academy, manage the academy trust's finances and property, and employ staff.



Trust Governance links to Executive Leadership and Central Services as follows





Roles and responsibilities

Roles and responsibilities and lines of accountability are set out in the Scheme of Delegation (Annex 3). This is reviewed annually by the Trust and allows academies that require improvement to receive a more intensive focus by the Trust. Intervention, both through governance and leadership and management will be in inverse proportion to success.

Members

Currently Maiden Erlegh Trust has four Members and will look to appoint a fifth Member by 2020. Eligibility to be a Member is set out in the Trust's Articles of Association.

Members are subscribers to the memorandum of association, which includes the definition of the Trust's charitable objects and governance structure (where they are founding Members). Additionally, they

- may amend the articles of association subject to any restrictions in the articles, the funding agreement or charity law
- may, in certain circumstances, appoint new members or remove existing members
- have powers to appoint and remove trustees in certain circumstances
- may, by special resolution, issue direction to the trustees to take a specific action
- appoint the trust's auditors and receive the trust's audited annual accounts (subject to the Companies Act)
- have power to change the name of the company and, ultimately, wind up the academy trust.

Trustees

The Trustees of the academy trust are both charity trustees and company directors. They will discharge their legal responsibilities through the governance structures described, and in accordance with their Terms of Reference, as detailed in Annex 1. They have strategic oversight of the Trust; they ensure compliance with regulation, set the Trust's vision and policies and they are ultimately responsible for the performance of the Trust.

The Trustees have overall responsibility and are the ultimate decision making authority for all the work of the Trust, including the establishing and running of schools. The Trustees will manage their responsibilities through committees as shown on the governance structure on page 3.

There are currently 9 Trustees including the Chief Executive Officer and the Chief Financial and Operations Officer. The Trustees have been chosen for their ability to maintain a strategic overview and bring a range of prior experience of running or managing teams or organisations.

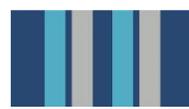
The Trust intends to expand the Board of Trustees to 10 by the end of 2019 and for the group to include at least one primary phase specialist and a National Leader of Governance.

The central management team and central services structure will grow as the Trust grows: its purpose is to support the Executives with the day to day running of the Trust.

The terms of reference of the Board of Trustees can be found in Annex 1. The role of the Trustees is to focus strongly on the three core functions of governance:

- 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
- overseeing and ensuring effective financial performance.

Trustees must ensure compliance with the Trust's charitable objects and with company and charity law. The Board of Trustees signs off the annual accounts and is responsible for adherence to the Trust's



funding agreement and all supplemental funding agreements with the Secretary of State. It is the Trustees who are therefore responsible for the trust's accountability to Parliament and to the Secretary of State as the Principal Regulator of academies as exempt charities.

Trustees will monitor progress towards the Trust Strategic Plan and the Trust Budget plan as well as regularly reviewing the Risk Register. They will also ensure that all Trust Policies are up to date and fit for purpose. They will hold the Chief Executive Officer to account for the quality of leadership and management in the different Academies and for progress towards each Academy School Improvement Plan.

Trustees are entitled to attend any Local Advisory Board meeting.

Finance, Audit & Sites Trust committee

At Trust level there is a group which meets regularly to scrutinise the progress against the budget plan and the risk register but also compliance in terms of health and safety and other operational statutory areas. The Chair of this group will present findings to the main Trust Board meetings.

Trust Scrutiny Leads

Trust Scrutiny Leads (TSLs) take responsibility for reviewing the provision across all schools in two key areas of work. They liaise with LAB Chairs and the relevant Trust executive leads prior to each end of term full Trust meeting to ensure they can report on the overall quality of provision across the Trust. There will be TSLs for:

- 1. Safeguarding/Equalities/SEND**
- 2. Standards and in-Trust variation**

Local Advisory Boards (LABs)

Each Academy will have a LAB consisting of 8-10 'LAB members as detailed on the Governance structure diagram above. The terms of reference of the LAB are detailed in Annex 2.

Each LAB is accountable to the Trust Board and LABs are represented through nominated Chairs of the LABs. Going forwards, there will always be at least one Chair of a LAB from each Hub on the Board of Trustees and they will be responsible for ensuring good communication between the LABs and the Trustees and vice versa. He/she will be responsible for ensuring they represent the views of the local Chairs to the Trust and offer support and guidance as appropriate. It will also enable the Trust to support the local accountability and look at ways it can help the LABs to be more effective.

Each LAB has a series of "champions" for key areas of the Academy's work:

1. Safeguarding/Equalities/SEND
2. Standards
3. Groups
4. Budget
5. Health & Safety and sites/facilities
6. Admissions
7. SIP area 1
8. SIP area 2- if required
9. Community Liaison*



Each Academy may allocate, on a time limited basis, other areas to support their improvement. LAB Champions meet with key school leaders in their respective Academy prior to each LAB meeting. They scrutinise the SEF, progress towards SIP success criteria, stakeholder voice and review any pertinent events, achievements or complaints relevant to their area. They report back to the LAB ensuring significant issues or decisions are taken up at the relevant meeting. Pro-formas are available for completion by LAB champions.

**See below re Community Liaison Governor*

LAB Accountability and membership

Membership of each LAB includes 2 parents (elected by parents) and 1 staff member (elected by staff). This will ensure that the 2 main stakeholder groups are well represented. In addition the students, through their student council will have the opportunity to feed into the LAB meetings. Other members of the LAB are co-opted by the Trust, chosen for their ability to represent the local community, and act as a critical friend, offering challenge and support to the Headteacher and leadership team. We will ensure local representation by carefully matching LAB members of each Academy to the local community it serves.

In order to maintain and develop our extremely positive links with each community and to hold true to our motto of: **“schools for the community, schools as a community”** each LAB will nominate a Community Liaison who will represent the school on appropriate local community groups and also be a point of contact for the community.

Recruitment and training of Trustees and LAB members

The Trust Board will oversee the leadership and management of each Local Advisory Board and charge its Executive Director and the Chairs of each Local Advisory Board with monitoring the conduct of Local Advisory Boards. All trustees and LAB members are required to undertake a DBS check and sign the Maiden Erlegh Trust Code of Conduct- see Appendix 5. The role of the non-executive director is to establish the trust's strategic vision, values and ethos and to model the behaviours expected of all their staff. They will put the wellbeing and highest quality education of children first. They will monitor, challenge and support the executive team, understanding the challenges and pressures on schools and helping leaders navigate these issues with sensitivity, optimism and ambition. They will act with integrity and honesty in all their dealings with the schools.

The Trustees give careful consideration to the Charity Commission’s general guidance on public benefit and believes it conducts the Academy’s business in accordance with the highest standards of integrity, probity and openness. The Trust understands and abides by the Nolan Principles-The 7 Principles of Public Life <https://www.gov.uk/government/publications/the-7-principles-of-public-life>.

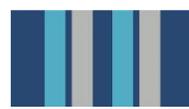
Trustees and LAB members are appointed for an initial period of 4 years. Normally they would serve no more than 3 periods of 4 years. The Trust is aware of the need for succession planning and looks for potential future trustees and LAB members within the local communities and provides development opportunities within each LAB and the Trust Board. Regular skills audits are carried out across the Trust board and all LABs.

Trustee and LAB Training

Mandatory	
Core Training Trustees	Keeping Children Safe in Education Prevent / Chanel Training Equalities Training Self-Review 21 Questions for Multi-Academy Trust Boards
Core Training LAB	Keeping Children Safe in Education Prevent Training Equalities Training



	Self-Review 20 Key Questions for Governing Boards
Trust face to face Training (3 times/year)	Mandatory sessions will include: <ul style="list-style-type: none">• Ofsted ready training• Understanding school performance data• SEF and SIP awareness• Safeguarding updates• Health & Safety updates• Providing challenge and support• Working with stakeholders
Annual half day training and networking day	Opportunity for whole Trust training, networking and workshops with outside speakers.
Optional depending on role and experience	
Online Training	Through National Governors' Association (NGA)
Information & Guidance	Through National Governors' Association (NGA) Chief Executive Officer Director of Finance & Operations Company Secretary
Other face to face training	One-to-one sessions with senior leaders One-to-one sessions with governors in other Trust schools Courses/conferences where appropriate Open invitation to any in-school training session
Succession Planning Programme	Shadowing Chair of LAB or Chair or Trustees Shadowing of Chief Executive Officer Shadowing of Director of Finance & Operations Attending Trustee or Member meetings as observers Visits to other Academies/MATs



ANNEX 1: TERMS OF REFERENCE FOR THE TRUST BOARD

PURPOSE

The Trustees of the Trust have overall responsibility and ultimate decision making authority for all the work of the Trust, including the establishing and running of academies.

The Trustees fulfil their responsibilities through strategic planning and by the setting of policy and standards as well as taking responsibility for the oversight and management of risk. The Trustees have the power to direct change where required.

The day to day management and responsibility for the running of the Academies in the MAT has been delegated to a Chief Executive Officer. They in turn may delegate management responsibilities to Academy Headteachers depending on experience and performance.

The Chief Executive Officer is supported by both a Central Management Team (led by the Chief Financial and Operations Officer) and leadership teams in each of the Academies, including the Headteachers appointed to each of the Academies. The Trustees will be further supported by Local Advisory Boards, the Finance, Audit & Sites Committee, the Appraisal committee and the Trust Scrutiny Leads.

The role of the Non-Executive Director is to establish the Trust's strategic vision, values and ethos and to model the behaviours expected of all their staff. They will put the wellbeing and highest quality education of children first. They will monitor, challenge and support the executive team, understanding the challenges and pressures on schools and helping leaders navigate these issues with sensitivity, optimism and ambition. They will act with integrity and honesty in all their dealings with the schools.

The Trust Board shall meet at least 6 times a year.

KEY AREAS OF RESPONSIBILITY AND REVIEW

- Trust Strategic Plan
- Trust Budget Plan
- Risk Register
- Central Management Team Strategy
- Transition Board and Sponsored School Improvement Plans
- Appraisal Procedure and Impact
- Statutory & Trust Policies
- Teaching School Plan
- Admissions across the Trust
- Website Compliance

TRUST SCRUTINY LEADS

TSL	Areas for Scrutiny
Standards and in-Trust variation	<p>Report to Board of Trustees termly on the performance of <u>all</u> schools in respect of:</p> <ul style="list-style-type: none"> • SIP progress (Student Outcomes) • Attainment and progress of students across the Trust • Quality of Teaching, Learning and Assessment • Setting of targets and educational KPI's • Development of staff • Reviewing Self-evaluation forms and School Improvement Plans • Quality of Leadership and Management (LAB effectiveness) <p>Review relevant policies eg:</p>



	<ul style="list-style-type: none"> • Reporting and Assessment • Pupil Premium Strategy and Impact Report
Safeguarding/Equalities/SEND	<p>Report to Board of Trustees termly on the quality of:</p> <ul style="list-style-type: none"> • Effectiveness of Behaviour Policy • Attendance and persistent absence • Safeguarding • Effectiveness of Anti-bullying Policy • Effectiveness of Equality Policy • Pastoral provision – internal and impact of outside agencies <p>Review relevant policies eg:</p> <ul style="list-style-type: none"> • Behaviour and Attendance • Anti-bullying • Safeguarding • Annual Safeguarding Report • SEND Information Report • Equalities Policy and Access Plan

MEMBERSHIP

The composition and powers of the Trust Board are (subject to charity and company law) determined by the Articles of Association and in any conflict between these Terms of Reference and the Articles, the Articles shall prevail. Board members must be able to demonstrate an understanding of the ethos and values of the Trust and a commitment to fulfilling the Trust's mission and objectives for the Academy, drawing on specialist skills where required.

REVIEW

In accordance with best practice, the Trust Board will carry out a regular review of the skills and experience available on the Trust Board and will seek to develop additional capacity and skills where required. Except in relation to posts held in an ex officio capacity and otherwise only in exceptional circumstances, Trustees will not seek reappointment beyond the usual 3 terms of office, a standard term of office being 4 years.

SCHEME OF DELEGATION

In line with the Scheme of Delegation, the Trust Board is Accountable and Responsible for the following activities:

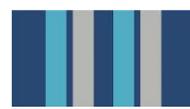
	Governance Frameworks	
1.3	Trustees: appoint/remove	A/R
1.4	Chair of Trust Board: appoint/remove	A/R
1.5	Vice Chair of Trust Board: appoint/remove	A/R
1.6	Appoint Board Advisors	A/R
1.7	Appoint (and remove) non-elected LAB members	A/R
1.8	Appoint (and remove) committee members	A/R
1.9	FAS committee chair: appointed/removed by Trust Board	A/R
1.10	Chair of LAB / LTB: appoint	A/R
1.11	LAB Chairs: remove	A/R
1.12	Clerk to Board: appoint/remove	A
1.13	Clerk to LAB: appoint/remove	A
	Governance systems and structures	
2.2	Governance Structure for the Trust	A/R



2.3	Approve Terms of Reference of Trust Board and Committees	A/R
2.4	Terms of Reference for LABs	A/R
2.5	Approve Trust Scheme of Delegation	A/R
2.6	Trustee and LAB Skills Audit	A/R
2.7	Annual self-review of Trust Board and Committee performance	A/R
2.8	Annual self-review of LAB performance	A/R
2.9	Performance 360 Review: Chair of Trust	A/R
2.10	Succession Plan at Trust Board and LAB level	A/R
2.11	Approve Academies joining the Trust	A/R
2.13	Establish Trust Scrutiny Lead	A/R
2.14	Organise calendar of Trust Board and LAB meetings	A/R
2.15	Approve Trustee & LAB Expenses Policy	A
2.16	Agree annual cycle of business for Trust Board	A/R
2.17	Agree annual cycle of business for Committees	A/R
2.18	Agree annual cycle of business for LAB/LTB	A/R
	Reporting	
3.1	Ensure Trust governance details are correct on Trust website	A
3.2	Academy governance details on academy websites	A
3.3	Register of all interests, business, pecuniary for members/Trustees/committee members/LAB/budget holders: establish and publish annually	A/R
3.4	Annual report on performance of the Trust: submit to members and publish	R
3.5	Preparation and submission of Annual Report and Accounts, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money	A
3.6	Termly report of committees: submit to Trust	A
3.7	Annual report of work of LAB: submit to Trust	A
	Strategic	
4.1	Determine Trust wide policies which reflect the Trust's ethos and values	A/R
4.3	Engagement with stakeholders	R
4.4	Agree Trust Strategic Plan, key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured	A/R
4.5	Academy's vision and strategy: approve	A
4.6	Chief Executive Officer: Appoint/Dismiss	A/R
4.7	Chief Financial and Operations Officer: Appoint/Dismiss	A/R
4.8	Executive/Director: Appoint/Dismiss	A
4.8	Academy Headteacher/Head of School: Appoint/Dismiss	A
4.9	MAT/School Improvement Partner: Appoint	A/R
	Performance, Curriculum and Teaching	
5.1	Monitor quality of teaching and learning across the Trust and agree strategies for improvement if required	A
5.3	Set, agree and monitor student/pupil level targets across the Trust	A
5.4	Set, agree and monitor student/pupil level targets in the academy	A
5.5	Approve and Review Academy School Development Plan and SEF	A
5.6	Approval of cross-MAT curriculum policies, schemes of work and development.	A
5.7	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment)	A
5.8	Teaching School: Agree strategic plans and review performance	A
6.1	Financial delegation & authorisation limits	A
6.3	Appoint External Auditor	R
6.6	Prepare and Submit Trust Annual Accounts	A
6.7	Trustees Report for Annual Report and Accounts	A/R
6.8	Response to Auditor's Management Letter	A
6.9	Trust Academies Accounts Return and other statutory financial returns to ESFA	A
6.10	Approval of Trust Annual and Strategic Budget	A/R
6.11	Approval of Annual top slice percentage and Central Annual and Strategic Budget	A/R



6.12	Approval of Academy Annual and Strategic Budget	A
6.14	Termly Financial Reporting	A
6.15	Agree Chief Executive Officer Pay Award	A/R
6.16	Agree Chief Financial and Operations Officer Pay Award	A/R
6.23	Termly Review of Risk Register	A/R
6.24	Approve policies relating to the Trust's financial governance and operation	A/R
7.4	Third Party Expenditure or Contracts from £100,000+	A/R
7.7	Capital Expenditure over £50,000	A/R
7.10	Disposals or write off of stock, assets or debts – £45,000+ (or 1% of total annual income whichever is smaller) with prior approval from the ESFA	A/R
7.12	Non-Contractual Payments to Staff over £5,000	A/R
7.13	Severance Payments, where a non-contractual element is below £50,000	A/R
7.14	Severance Payments, where a non-contractual element is above £50,000 with prior approval from the ESFA	A/R
8.1	Agree Central Trust staffing structure	A/R
8.2	Agree Academy Senior Leadership structure	A/R
8.4	Performance management of the Chief Executive Officer	A/R
8.12	Suspension/Return of Chief Executive Officer	A/R
8.13	Suspension/Return of Headteacher/Head of School	A
8.16	Staff Restructure programme	A
8.17	Approve Staff Redundancy (within ESFA prescribed limits)	A
9.1	Trust term time calendar, holidays and INSET days	A
9.2	Change of Academy Age Range	A/R
9.3	Expansion of Academy PAN	A/R
9.4	Extension of Academy provision	A/R
9.5	Child Protection & Safeguarding Policy	A/R
9.11	Appeals against Permanent Exclusion	A/R
9.12	Complaints Policy	A/R
9.13	Complaints Appeals	A/R
9.14	Admissions Policy	A/R
9.16	Admissions Appeals	A/R
9.17	SEND Report and Policy	A/R
9.18	Supporting Pupils with Medical Conditions Policy	A/R



ANNEX 2: TERMS OF REFERENCE FOR LOCAL ADVISORY BOARDS

PURPOSE

Each Academy is accountable to and must serve its community. All children deserve and should expect to receive a high standard of education and to have the best experience of school life possible.

The LAB has an important community facing role, ensuring the Academy meets the needs of its community and the students attending the Academy. The LAB represents the community and is responsible for all engagement with parents and the wider community.

Each LAB will assist in the development of policy, advising on standards and target setting as well as daily life within the Academy.

ROLES AND RESPONSIBILITIES

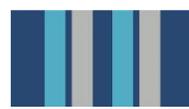
The LAB shall meet at least 4 times a year. Members of the LAB will;

- Serve as ambassadors of the Academy and the Trust
- Be custodians of the values, ethos and reputation of the Trust
- Work strategically
- Support and challenge Senior Leaders to provide the highest standards of education as compared to national benchmarks
- Provide feedback to the Directors/Trustees.
- Demonstrate a commitment to fulfilling the Trust's mission and objectives for the Academy.
- Work within the Trust's Scheme of Delegation and policies at all times

SKILLS AND ATTRIBUTIONS

Those serving on the LAB must act in the best interest of the Academy and the Trust, whilst recognising that the Academy is part of a family of schools run by the Trust. Members of the LAB are expected to use their skills and experience in supporting the Academy and having made a commitment must fulfil that responsibility to serve to the best of their abilities. LAB members are expected to:

- Work as a team
- Fulfil their role as a LAB Champion. Actively engaging with their Senior Leader contact, accurately reporting back to the LAB and becoming an expert in their field
- Prepare for and attend meetings, being ready to contribute to discussions and commit to agreed actions
- Be respectful of the views of others and to be open to new ideas and thoughts;
- Treat all confidential information confidentially
- Understand the most up to date policies and procedures of the Trust and how these are flowed down to the Academy
- Keep up to date with educational changes
- Commit to training and skills development
- Be ready to ask questions
- Be focussed on problem solving and be ready to learn from past experiences.



COMPOSITION

Specific skills may be needed if a member of the LAB is to take responsibility for and lead on a specific area as part of a working party or when invited to serve on any of the Trustee committees looking at finances, audit and risk management, premises, resources, standards and continuous school improvement across the Trust. A regular skills audit will be undertaken and those serving on the LAB should expect to be able to articulate their contribution to the success of the Academy.

It is intended that the members of the LAB will be drawn from the community and will represent those employed within the Academy, parents of students attending the Academy, organisations who provide support or work in partnership with the Academy and the wider community. Whilst there is no limit on the size of the LAB with the number being determined by the Board itself, the expectation is that it will comprise of 8-10 persons with at least 2 members being elected from amongst the parents of students attending the Academy and 1 member being elected from the staff body. The Headteacher of the Academy will serve on the LAB in an ex officio capacity. The chair of each LAB will be elected by the Board of Trustees.

The LAB will comply with any guidance issued from time to time by the Trust Board as to the composition of the Board, the carrying out of elections and any other matter affecting the functioning of the LAB, including the removal of members of the LAB.

Minutes of LAB meetings will be circulated to all members of the Academy LAB and the Trust Board and members. Approved minutes will be available to the general public.

LAB CHAMPION ROLE

Each member of the LAB is allocated a LAB Champion role and will have a key area linked to the School Improvement Plan that they will monitor with a Senior Leader ahead of each meeting.

LAB CHAMPION MEETINGS AND REPORT SUBMISSION

The LAB Champion is responsible for arranging regular meetings with their Senior Leader contact and will be required to submit a report using the approved report template to the Clerk at least one week before each LAB meeting. Reports will be shared with the LAB and will form the basis of discussion during the LAB meeting. Champions should come prepared to elaborate on their report and answer questions relating to their findings.

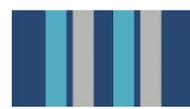
SCHEME OF DELEGATION

The Trust reserves the right to review the delegated authority of each academy where it considers that the academy is not performing as expected, or where the Trust perceives there is a higher risk in maintaining these levels of delegation.

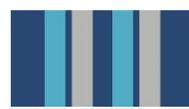
A new Academy joining the Trust may also have lower levels of delegated authority if the Trust considers this is necessary to mitigate a risk. Levels of delegated authority for each Academy will be reviewed annually.

In line with the Scheme of Delegation, the LAB is **Accountable and Responsible** for the following activities:

2.12	Establish LAB Champions	A/R
3.7	Annual report of work of LAB: submit to Trust	R
4.2	Determine school level guidance documents, policies, annex of Trust policies showing local arrangements; approved by LAB, written and recommended by Headteacher & Senior Leadership Team	A
4.3	Engagement with stakeholders	R



4.5	Academy's vision and strategy: approve	R
5.2	Monitor academic performance, quality of provision and quality of care in each academy	A
5.4	Set, agree and monitor student/pupil level targets in the academy	R
5.5	Approve and Review Academy School Development Plan and SEF	R
5.6	Approval of cross-MAT curriculum policies, schemes of work and development.	R
6.13	Monthly Budget Monitoring	R



ANNEX 3: LOCAL TRANSITION BOARDS (LTBs)

PURPOSE

The Trust may choose to put in place a Local Transition Board to facilitate the establishment of an effective Local Advisory Board to whom delegated responsibility can be given. This may happen where:

- The governance of a school has been rated as Grade 3 or 4 by Ofsted
- There are issues of quality of membership or attendance
- There are issues of skillset during conversion

(This list is not exhaustive)

The Transition Board will ensure that the Strategic Plan for the Academy is being implemented and focus on five key areas of action:

- Student outcomes
- Teaching, Learning and Assessment
- Personal Development, Behaviour and Wellbeing
- Leadership & governance
- Facilities & resources and finance

LTBs report to the Maiden Erlegh Trust Board and recommend further action/intervention as necessary. LTB's are a temporary situation, designed to support the conversion of the School and its rapid turnaround as it joins the Trust.

A review of the LTB will take place at least annually

MEMBERSHIP

Members of the Transition Board can be drawn from the Trust and LABs from existing Maiden Erlegh Trust Schools. Where possible they will include at least one member from the Academy's local community.

LTB Members are all appointed by Maiden Erlegh Trust to provide support and challenge to leaders and staff in the school and to building/maintaining strong existing links with the community. They must:

1. Have the capacity and skills to work intensively and strategically with the Academy and the appointed School Improvement Link officer.
2. Demonstrate an understanding of and commitment to the ethos and values of Maiden Erlegh Trust

Whilst there is no limit on the numbers expected to serve on an LTB, typically there will be between 3 and 8.

DURATION AND WAYS OF WORKING

LTBs are not intended to be in place long-term. The initial period for the LTB to remain in place will be determined by the Chair of the Trust Board and reviewed as necessary. Any initial period will not be greater than 12 months. LTBs meet at least 5 times a year, more if necessary.

ANNEX 4: SCHEME OF DELEGATION
2018-19

This Scheme of Delegation should be read in conjunction with the Terms of Reference for the relevant body or individual.

While the Scheme of Delegation is designed to be comprehensive, it will not cover every task, and each Academy may prescribe its own internal delegations to ensure the smooth running of the Academy. Where this occurs it is the responsibility of the Academy Headteacher to ensure that the Scheme of Delegation is adhered to at all times. It should also be noted that not every task requires all levels of delegated power to be defined.

REVIEW DATE: SEPTEMBER 2018

R	Responsible: Those responsible for the task, who ensure that it is done
A	Accountable: Those who are ultimately answerable for the correct and thorough completion of the deliverable or task, and the one who delegates the work to those responsible
S	Support: Resources allocated to responsible. Unlike consulted, who may provide input to the task, support help complete the task
C	Consulted: Those whose opinions are sought, and with whom there is two-way communication
I	Informed: Those who are kept up to date with progress

No	Task	Members	Trust Board	CEO / CFOO	Finance, Audit, Site Committee	Appraisal Committee	Local Advisory Board	Head
GOVERNANCE FRAMEWORKS								
1.1	Members: appoint/remove	A/R	C/I					
1.2	Foundation Trustees: appoint/remove	A/R	C/I					
1.3	Trustees: appoint/remove	I	A/R					
1.4	Chair of Trust Board: appoint/remove	I	A/R					
1.5	Vice Chair of Trust Board: appoint/remove	I	A/R					
1.6	Appoint Board Advisers		A/R					
1.7	Appoint (and remove) non-elected LAB members		A/R				C	
1.8	Appoint (and remove) committee members		A/R		C	C		



No	Task	Members	Trust Board	CEO / CFOO	Finance, Audit, Site Committee	Appraisal Committee	Local Advisory Board	Head
1.9	FAS committee chair: appointed/removed by Trust Board		A/R		C			
1.10	Chair of LAB / LTB: appoint		A/R				I	
1.11	LAB chairs: remove		A/R				C	
1.12	Clerk to Board: appoint and remove		A	R			I	
1.13	Clerk to LAB: appoint and remove		A	R			I	
GOVERNANCE SYSTEMS AND STRUCTURES								
2.1	Amendment of the Articles of Association	A/R	C/I				C/I	
2.2	Governance Structure for the Trust		A/R	C			C/I	
2.3	Approve Terms of Reference of Trust Board and Committees		A/R	S	C/I	C/I		
2.4	Terms of Reference for LABs		A/R	S	C/I			
2.5	Approve Trust Scheme of Delegation		A/R					
2.6	Trustee and LAB Members Skills Audit		A/R	S	C	C	C	
2.7	Annual self-review of Trust Board and Committee performance		A/R		C	C		
2.8	Annual self-review of LAB performance		A/R				C	
2.9	Performance 360 Review: Chair of Trust		A/R				C	
2.10	Succession Plan at Trust Board and LAB level		A/R	S			C	
2.11	Approve Academies joining the Trust		A/R	S				
2.12	Establish LAB Champions						A/R	
2.13	Establish Trust Scrutiny Leads		A/R					
2.14	Organise Calendar of Trust Board and LAB meetings		A/R	S				
2.15	Approve Trustee & LAB Expenses Policy		A		R			
2.16	Agree annual cycle of business for Trust Board		A/R					
2.17	Agree annual cycle of business for Committees		A/R		C			
2.18	Agree annual cycle of business for LAB/LTB		A/R				C	
REPORTING								
3.1	Ensure Trust governance details are correct on Trust website		A	R				
3.2	Academy governance details on academy websites		A	R			C	
3.3	Register of all interests, business, pecuniary for members/Trustees/committee members/Lab/budget holders: establish and publish annually		A/R		C	C	C	
3.4	Annual report on performance of the Trust: submit to members and publish	A	R	S	S	C	C	



No	Task	Members	Trust Board	CEO / CFOO	Finance, Audit, Site Committee	Appraisal Committee	Local Advisory Board	Head
3.5	Preparation and submission of Annual Report and Accounts, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money		A	R	C/S/I			
3.6	Termly report of committees, submit to Trust		A		R	R		
3.7	Annual report of work of LAB: submit to Trust		A				R	
STRATEGIC								
4.1	Determine Trust wide policies which reflect the Trust's ethos and values		A/R	C				
4.2	Determine school level guidance documents, policies, annex of Trust policies showing local arrangements; approved by LAB, written and recommended by Headteacher & Senior Leadership Team		I	C			A	R
4.3	Engagement with stakeholders	A	R	R			R	R
4.4	Agree Trust Strategic Plan, key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured		A/R	C			C/I	I
4.5	Academy's vision and strategy: approve		A	C			R	C
4.6	Chief Executive Officer: Appoint/Dismiss		A/R					
4.7	Chief Financial and Operations Officer: Appoint/Dismiss		A/R	C	C			
4.8	Executive/Director: Appoint/Dismiss		A	R				
4.8	Academy Headteacher/Head of School : Appoint/Dismiss		A	R			C	
4.9	MAT/School Improvement Partner: Appoint		A/R	C				
PERFORMANCE, CURRICULUM AND TEACHING								
5.1	Monitor quality of teaching and learning across the Trust and agree strategies for improvement if required		A	R				
5.2	Monitor academic performance, quality of provision and quality of care in each academy		I	R			A	R
5.3	Set, agree and monitor student/pupil level targets across the Trust		A	R				
5.4	Set, agree and monitor student/pupil level targets in the academy		A	C			R	R
5.5	Approve and Review Academy School Development Plan and SEF		A	C			R	R



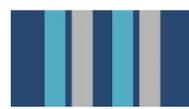
No	Task	Members	Trust Board	CEO / CFOO	Finance, Audit, Site Committee	Appraisal Committee	Local Advisory Board	Head
5.6	Approval of cross-MAT curriculum policies, schemes of work and development.		A	C			R	R
5.7	Auditing and reporting arrangements for matters of compliance (eg safeguarding, H&S, employment)		A	R			I	C
5.8	Teaching School: Agree strategic plans and review performance		A	R				
FINANCIAL MANAGEMENT AND GOVERNANCE								
6.1	Financial delegation & authorisation limits		A	R	R		I	I
6.2	Trust & Academy Financial procedures		I	R	A			
6.3	Appoint External Auditor	A	R	C	C			
6.4	Appoint Internal Auditor		I	R	A			
6.5	Plan and implement the internal audit programme		I	R	A			
6.6	Prepare and Submit Trust Annual Accounts		A	R/S	R			
6.7	Trustees Report for Annual Report and Accounts		A/R	S	C			
6.8	Response to Auditor's Management Letter		A	S	R			
6.9	Trust Academies Accounts Return and other statutory financial returns to ESFA		A	R/S	R			
6.10	Approval of Trust Annual and Strategic Budget		A/R	C/S	C			
6.11	Approval of Annual topslice percentage and Central Annual and Strategic Budget		A/R	C/S	C			
6.12	Approval of Academy Annual and Strategic Budget		I	C	A/R		C	C
6.13	Monthly Budget Monitoring			I			R	R
6.14	Termly Financial Reporting		A	R	A		I	I
6.15	Agree Chief Executive Officer Pay Award		A/R		C			
6.16	Agree Chief Financial and Operations Officer Pay Award		A/R		C			
6.17	Agree Executive/Director level Pay Award			A/R				
6.18	Agree Academy Headteacher Pay Award			A/R			C	
6.20	Staff appraisal policy, procedure and pay progression review			C		A/R		
6.21	Benchmarking and Trust wide value for money			R		A		
6.22	Ensure appropriate Insurance Arrangements in place			R	A			
6.23	Termly Review of Risk Register		A/R	R	R		C	C
6.24	Approve Trust Banking arrangements			R	A			



	Task	Members	Trust Board	CEO / CFOO	Finance, Audit, Site Committee	Appraisal Committee	Local Advisory Board	Head
6.24	Approve policies relating to the Trust's financial governance and operation		A/R	C/S	C			
6.25	Develop Trust wide procurement strategies and efficiency savings programme		I	A/R	C/I			
FINANCIAL AUTHORISATIONS								
7.1	In-budget Third Party Expenditure or Contracts up to £10,000			A/R				A/R
7.2	Third Party Expenditure or Contracts up to £50,000			A/R				
7.3	Third Party Expenditure or Contracts up to £100,000			C	A/R			
7.4	Third Party Expenditure or Contracts from £100,000+		A/R	C	C			
7.5	Capital Expenditure within Devolved Capital Budget			C				A/R
7.6	Capital Expenditure up to £50,000			A/R				
7.7	Capital Expenditure over £50,000		A/R	C	C			
7.8	Disposals or write off of stock, assets or debts up to £5,000			A/R				
7.9	Disposals or write off of stock, assets or debts – between £5,000 and £45,000 (or 1% of total annual income whichever is smaller)			C	A/R			
7.10	Disposals or write off of stock, assets or debts – £45,000+ (or 1% of total annual income whichever is smaller) with prior approval from the ESFA		A/R	C	C			
7.11	Non-Contractual Payments to Staff up to £5,000			A/R				
7.12	Non-Contractual Payments to Staff over £5,000		A/R	C				
7.13	Severance Payments, where a non-contractual element is below £50,000		A/R	C				
7.14	Severance Payments, where a non-contractual element is above £50,000 with prior approval from the ESFA		A/R	C				
STAFF PERFORMANCE AND MANAGEMENT								
8.1	Agree Central Trust staffing structure		A/R	C	C			
8.2	Agree Academy Senior Leadership structure		A/R	C			C	C
8.3	Agree Academy staffing structure			A/R			C	C
8.4	Performance management of the Chief Executive Officer		A/R					
8.5	Performance management of the Chief Financial and Operations Officer		I	A/R (CEO)	I			
8.6	Performance management of Executive/Director level roles		I	A/R				



	Task	Members	Trust Board	CEO / CFOO	Finance, Audit, Site Committee	Appraisal Committee	Local Advisory Board	Head
8.7	Performance management of Academy Headteacher/Head of School		I	A/R			C	
8.8	Senior Leadership appointments			A/R				C
8.9	Teaching staff appointments			A				R
8.10	Support staff appointments			A				R
8.11	Central Services staff appointments			A/R				
8.12	Suspension/Return of Chief Executive Officer		A/R					
8.13	Suspension/Return of Headteacher/Head of School		A	R			C	
8.14	Suspension of Teaching Staff			A			C	R
8.15	Suspension of Support Staff			A			C	R
8.16	Staff Restructure programme		A	R	C		C/I	C/I
8.17	Approve Staff Redundancy (within ESFA prescribed limits)		A	C/S	R			
POLICIES AND PROCEDURES								
9.1	Trust term time calendar, holidays and INSET days		A	R			C	
9.2	Change of Academy Age Range		A/R	C			C	C
9.3	Expansion of Academy PAN		A/R	C			C	C
9.4	Extension of Academy provision		A/R	C			C	C
9.5	Child Protection & Safeguarding Policy		A/R	C			C	C
9.6	Attendance Policy & Plan							
9.7	Pupil Behaviour Policy (including exclusions)							
9.8	Short-term Exclusion							A/R
9.9	Return after short-term exclusion							A/R
9.10	Permanent Exclusions			C				A/R
9.11	Appeals against Permanent Exclusion		A/R					
9.12	Complaints Policy		A/R					
9.13	Complaints Appeals		A/R					
9.14	Admissions Policy		A/R				C	
9.15	Allocation of places against Admissions Policy						C	A/R
9.16	Admissions Appeals		A/R	C/S				
9.17	SEND Report and Policy		A/R	C			C	C
9.18	Supporting Pupils with Medical Conditions Policy		A/R	C			C	C
9.19	Asset Management Policy			S	A/R			
9.20	Health and Safety Policy (including local annexes)			S	A/R			



ANNEX 5: CODE OF CONDUCT OF TRUSTEES AND LAB MEMBERS

The Trust has the following core strategic functions:

Establishing the strategic direction, by:

- Setting the vision, values, and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties
- Setting the budget
- Appointing the Headteacher

The Local Advisory Board of each school has the following core functions:

Ensuring accountability, by:

- Monitoring progress towards targets
- Performance managing the headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation

Ensuring financial probity, by:

- Monitoring spending against the budget
- Ensuring value for money is obtained
- Ensuring risks to the organisation are managed

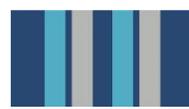
As individuals on the Trust or the Local Advisory Board (LAB) we agree to the following:

Role & Responsibilities

- We understand the purpose of the board and the role of the headteacher.
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the Trust or the LAB when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the Trust or the LAB meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing board.
- We will actively support and challenge the Headteacher.

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the Trust or the LAB, and accept our fair share of responsibilities, including service on committees or working groups.



- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- We will visit the school, with all visits to school arranged in advance with the staff and undertaken within the framework established by the Trust or the LAB and agreed with the headteacher.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training
- We accept that in the interests of open government, our names, terms of office, roles on the governing body, category of governor and the body responsible for appointing us will be published on the school's website.

Relationships

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

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a Trust or the LAB meeting.
- We will not reveal the details of any Trust or the LAB vote.

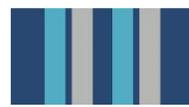
Conflicts of interest

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

Breach of this code of conduct

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

The Seven Principles of Public Life



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

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

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

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

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

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

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

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

Adopted by the Maiden Erlegh Trust on 6 November 2014

Copies of this code of conduct to be given to all Trustees and members of Local Advisory Boards

I agree to abide by the Code of Conduct for Maiden Erlegh Trust.

Signed: _____ Date: _____

Designation: _____