



Maiden Erlegh Trust  
**GOVERNANCE STRUCTURE**

September 2019



**MAIDEN ERLEGH**  
TRUST



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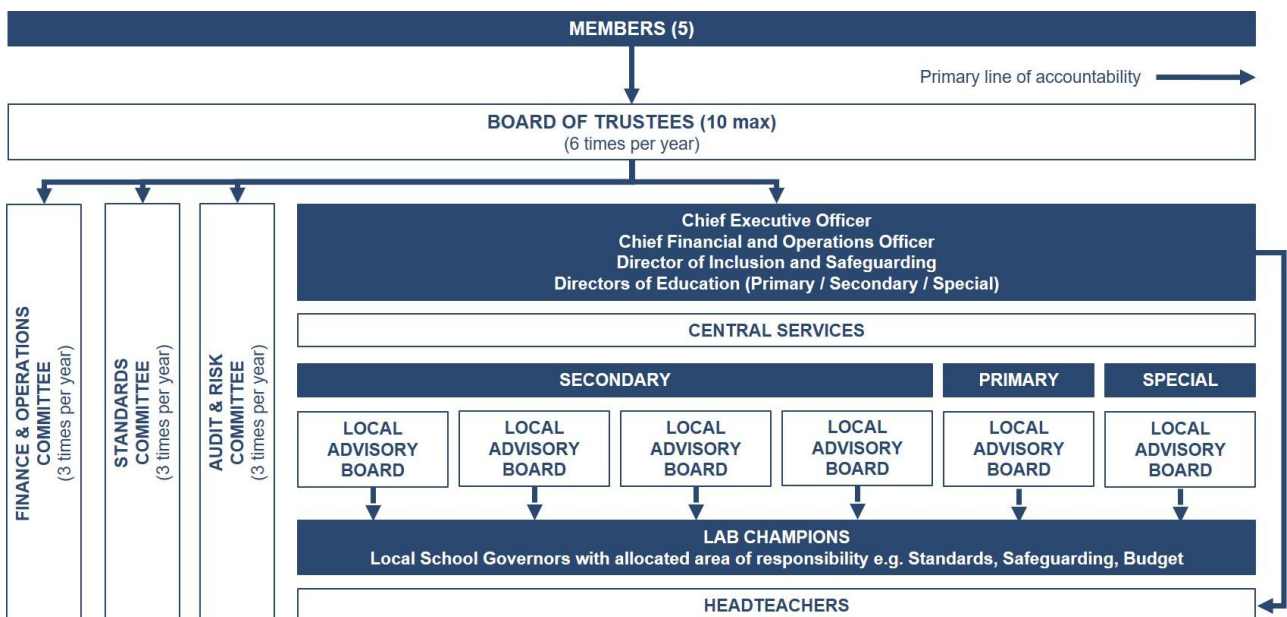


### Governance Structure

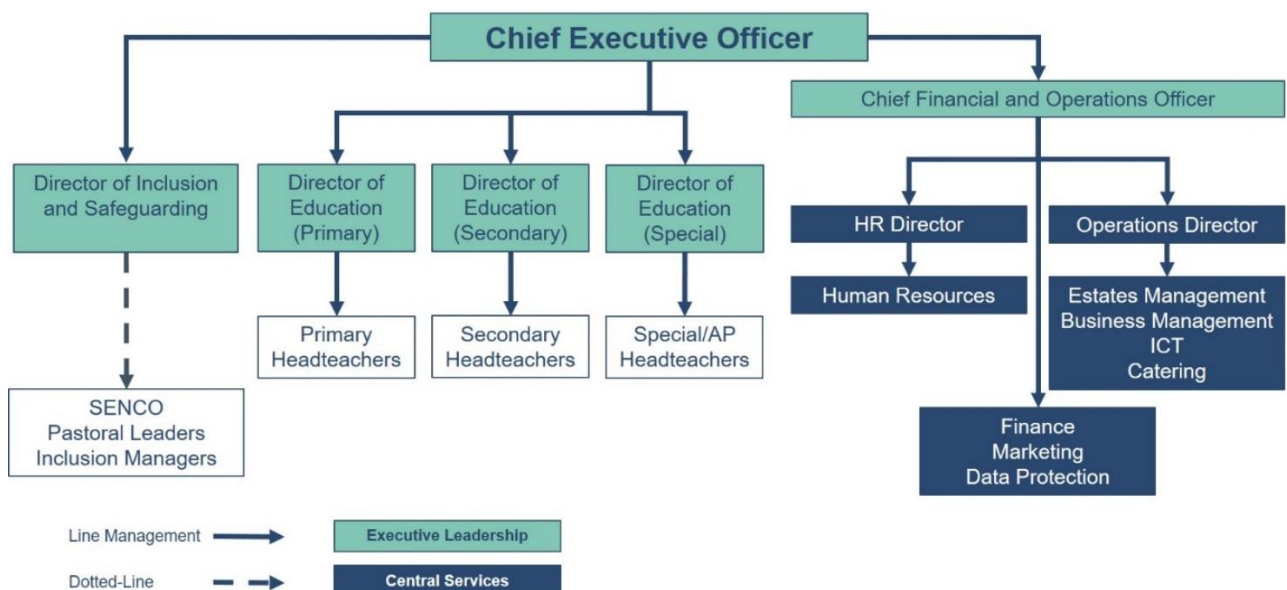
The activities of the Trust are overseen by five Members, who have overall control of the Trust and are empowered to appoint and remove Trustees from the Board of Trustees. It is the Board of Trustees who are responsible for the performance of the Trust, ensuring the Trust operates within the requirements of its Memorandum and Articles of Association and its Charitable Objects.

The Board of Trustees are responsible for setting the strategic vision of the Trust, holding the Chief Executive Officer to account and ensuring financial probity and the adequate management of risk. The day-to-day operational management of the Trust is delegated to the Executive Leadership, lead by the Chief Executive Officer, and their activities are governed by three committees:

- Finance and Operations
- Standards
- Audit & Risk



### Executive Management Structure





## Roles and Responsibilities of Governors

The roles and responsibilities of the various levels of governance, alongside lines of accountability are clearly set out in the Trusts **Scheme of Delegation** (Annex 3). This is reviewed annually by the Trust, or more often if the composition of the Trust changes.

### Members

Maiden Erlegh Trust has five Members, each with various skills and experience.

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 School trust.

### Trustees

The Trustees act in the capacity of 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 10 Trustees, all of which are independent from the operational leadership of the Trust. 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 role of the Trustee 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 ensures it conducts its 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>.

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. They are 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, alongside the Accounting Officer.

Trustees will monitor progress against 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 Schools and for progress against each School Improvement Plan.

Trustees are entitled to attend any Local Advisory Board meeting.

### **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

### **Trust Committees**

In order to support the work of Board of Trustees, and considering the need to effectively manage the workload of both Trustees and School staff, the Trust has established three committees:

- Finance and Operations
- Standards
- Audit & Risk

Each committee meets three times per year and operates within the terms of reference which have been developed for each committee. Each committee is chaired by a Trustee, and the majority of committee members are Trustees. This ensures that devolved decision-making can take place, subject to adherence to the Scheme of Delegation.



## Local Advisory Boards (LABs)

Each School 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.

The LAB is responsible for holding the Headteacher to account in all aspects of School performance, and has an important community facing role. They will assist in the development of policy, advising on standards and target setting as well as supporting daily life within the School.

## LAB Champions

Each LAB has a series of “**champions**” for key areas of the Schools’ work that tie into areas of the School Improvement Plan:

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

LAB Champions meet with key School leaders 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.

## LAB Accountability and Membership

Membership of each LAB includes two parents, elected by parents, and one elected staff member. This ensures that the main stakeholder groups are well represented and can contribute strategically to School life. In addition, the students, through their student council 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 ensure local representation by carefully matching LAB members of each School 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 Board of Trustees oversees the leadership and management of each LAB and charge the Executive Leadership and the Chairs of each LAB with monitoring the conduct of LAB members. All trustees and LAB members are required to undertake a DBS check and sign the Maiden Erlegh Trust Code of Conduct (see Annex 5).

Trustees and LAB members are appointed for an initial period of 4 years. The Trust places a high degree of focus on 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 all areas of governance with a view to filling those skills gaps as they arise.



## Trustee and LAB Training

<b>Mandatory</b>	
Core Training Trustees	Keeping Children Safe in Education Prevent / Chanel Training Equalities Training Self-Review 21 Questions for Multi-School 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"> <li>• Ofsted ready training</li> <li>• Understanding School performance data</li> <li>• SEF and SIP awareness</li> <li>• Safeguarding updates</li> <li>• Health &amp; Safety updates</li> <li>• Providing challenge and support</li> <li>• Working with stakeholders</li> </ul>
Annual half day training and networking day	Opportunity for whole Trust training, networking and workshops with outside speakers.
<b>Optional depending on role and experience</b>	
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 BOARD OF TRUSTEES

### PURPOSE

The Trustees 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 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 Schools, including the Headteachers appointed to each of the Academies. The Trustees will be further supported by the Committees and Local Advisory Boards.

The role of the Trustee 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"> <li>• SIP progress (Student Outcomes)</li> <li>• Attainment and progress of students across the Trust</li> <li>• Quality of Teaching, Learning and Assessment</li> <li>• Setting of targets and educational KPI's</li> <li>• Development of staff</li> <li>• Reviewing Self-evaluation forms and School Improvement Plans</li> <li>• Quality of Leadership and Management (LAB effectiveness)</li> </ul>





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

## **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 School, 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.



## **ANNEX 2: TERMS OF REFERENCE FOR LOCAL ADVISORY BOARDS**

### **PURPOSE**

Each School 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 School meets the needs of its community and the students attending the School. 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 School.

### **ROLES AND RESPONSIBILITIES**

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

- Serve as ambassadors of the School 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 School.
- 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 School and the Trust, whilst recognising that the School 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 School 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 School
- 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 School.

It is intended that the members of the LAB will be drawn from the community and will represent those employed within the School, parents of students attending the School, organisations who provide support or work in partnership with the School 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 School and 1 member being elected from the staff body. The Headteacher of the School 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 School 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.



## 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 School 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 School'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 School 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**

## Scheme of Delegation 2019-20

**REVIEW DATE:** JUNE 2019

<b>R</b>	<b>Responsible:</b> Those responsible for the task, who ensure that it is done
<b>A</b>	<b>Accountable:</b> 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
<b>S</b>	<b>Support:</b> Resources allocated to responsible. Unlike consulted, who may provide input to the task, support help complete the task
<b>C</b>	<b>Consulted:</b> Those whose opinions are sought, and with whom there is two-way communication
<b>I</b>	<b>Informed:</b> Those who are kept up to date with progress

Maiden Erlegh Trust recognises both the benefits of collaboration and the importance of allowing schools appropriate autonomy and flexibility to respond to the needs of their own communities. Whilst the Board of Trustees is legally responsible and accountable for all the major decisions within the Trust, this does not mean that they are required to make all the decisions themselves. The Trust believes that many decisions can, and should, be delegated to the Executive Leadership, to sub-committees, to local advisory boards and to individual Headteachers.

This scheme of delegation is the key document defining the lines of responsibility and accountability in the Trust. It is intended to be a clear and systematic way of ensuring members, trustees, committees (including local advisory boards), executive leadership and academy Headteachers are clear about their roles and responsibilities, allowing everyone to focus on improving outcomes for the young people who attend one of our schools.

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

The Trust reserves the right to place some restrictions on academies that are judged to be in 'Special Measures' or 'Requires Improvement'.

These restrictions will be determined on a case-by-case basis taking into account the local context and will ensure that those academies can place a high degree of focus on achieving improvement objectives.

No	Task	Members	Trust Board	CEO / CFOO Directors	Finance & Operations	Standards	Audit & Risk	Local Advisory Board	HT
<b>1.0</b>	<b>GOVERNANCE</b>								
1.1	Appointment and Removal of Members	A/R	I						
1.2	Appointment and Removal of Foundation Trustees	A/R	I						



1.3	Appointment and Removal of Co-opted Trustees	I	A/R						
1.4	Appointment and Removal of the Chair of Trust Board	I	A/R						
1.5	Appointment and Removal of the Vice Chair of Trust Board	I	A/R						
1.6	Appointment and Removal of the Clerk to the Trust Board		A	R					
1.7	Establishment of a Local Advisory Board (LAB)		A	R					I
1.8	Appointment and Removal of LAB Chair		A/R					I	I
1.9	Establishment a Local Transition Board (LTB)		A	R					I
1.10	Appointment and Removal of LTB Chair		A/R					I	I
1.11	Appointment and Removal of Committee members		A/R	C	C	C	C	C	I
1.12	Appointment and Removal of Committee Chair		A		R	R	R		
1.13	Appointment and Removal of Clerk to Committees			A/R	I	I	I	I	I
1.14	Establishment of LAB Champions		A					R	
1.15	Appointment of LAB Champions		I	I				A/R	C
1.16	Annual calendar of Trust Board and Committee meetings		A	R	C	C	C	I	I
1.17	Agree annual cycle of business for Trust Board		A/R	I	I	I	I	I	I
1.18	Agree annual cycle of business for Committees		A	C	R	R	R		
1.19	Agree annual cycle of business for LAB/LTB/IEB		A	C				R	C
1.20	Approval of new Academies joining the Trust		A	R					
1.21	Amendment of the Articles of Association	A	R	C					
1.22	Approval of the governance structure of the Trust	I	A	R	I	I	I	I	I
1.23	Approve Scheme of Delegation		A	R					
1.24	Approve Financial Delegation and Authorisation Limits		A	R			R		
1.25	Approve Board and Committee Terms of Reference		A	R	I		I		
1.26	Conduct annual Trustee and LAB members skills audit		A	R	C	C	C	C	
1.27	Annual self-review of Board and Committee performance		A	R	C	C	C	C	
1.28	Key governance roles succession plan		A/R					C	
1.29	Ensure published governance details are correct		A	R					
1.30	Register of business and pecuniary interests published		A	R	C	C	C	C	
1.31	Related Party Transactions reported to ESFA		A	R					
1.32	Annual report to Members on performance of the Trust	A	R	C					
1.33	Preparation of committee reports for the Trust Board		A		R	R	R	R	
1.34	Appointment and Removal of External Auditor	A	R	C			R		
1.35	Appointment and Removal of Internal Auditor		A	R			R		
1.36	Plan and agree programme of internal audit		A	R			R		
1.37	Response to the Audit Management Letter		A				R		



No	Task	Members	Trust Board	CEO / CFOO Directors	Finance & Operations	Standards	Audit & Risk	Local Advisory Board	HT
<b>2.0</b>	<b>STRATEGIC</b>								
2.1	Determine Trust policies that reflect the Trust's ethos and values		A	R					
2.2	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
2.3	Approval of new academies joining the Trust		A	R					
2.4	Change of School Age Range		A	R				C	C
2.5	Change of School PAN		A	R				C	C
2.6	Extension of School provision		A/R	C				C	C
2.7	Agree Trust Strategic Plan, key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured		A	R					
2.8	Ensure appropriate insurance arrangements in place			R	A				
2.9	Termly Review of Risk Register		A	R			R	C	C
2.10	Development of Marketing and Communications strategy			A/R				C	C



No	Task	Members	Trust Board	CEO / CFOO Directors	Finance & Operations	Standards	Audit & Risk	Local Advisory Board	HT
<b>3.0</b>	<b>PERFORMANCE, CURRICULUM AND TEACHING</b>								
3.1	Approval and monitoring targets for student achievement and attendance		A	R		C		C	C
3.2	Approval and monitoring of targets for quality of teaching and learning		A	R		C		C	C
3.3	Approval and monitoring of targets for student and staff wellbeing		A	R		C		C	C
3.4	Approval of School Improvement Plans			A		R		C	C
3.5	Approval of School Pupil Premium and Sports Grant Plans and Impact Evaluations		I	C		I		A	R
3.6	Approval of Trust curriculum intent statement.		I	R		A		C	C
3.7	Approval of School curriculum intent statements and implementation plans (eg: schemes of work and assessment).		I	I		C		A	R
3.8	Approval of term time calendar, holidays and routine CPD days.		I	A				C	R
3.9	Approval of extra-ordinary School closures.		I	A				C	R
3.10	Approve changes to length of School day		A/R	C					
3.11	Agree Teaching School strategic plan and review performance		A	R					
3.12	Approval of Fixed-term Exclusion			I				I	A/R
3.13	Approval of Permanent Exclusion		I	C				A	A/R
3.14	Allocation of places against Admissions Policy		I	C				A	R
3.15	Termly review of the Central Record			A		I		I	R





No	Task	Members	Trust Board	CEO / CFOO Directors	Finance & Operations	Standards	Audit & Risk	Local Advisory Board	HT
<b>4.0</b>	<b>BUDGET SETTING</b>								
4.1	Propose School Annual Budget			C	C			A	R
4.2	Propose Central Services Budget			R	A				
4.3	Approve Trust Annual Budget		A	C	R				
4.4	Approve Annual Capital Expenditure Budget		A	C	R				
4.5	Propose School 3-year Strategic Budget			C	C			A	R
4.6	Propose Central Services 3-year Strategic Budget			R	A				
4.7	Propose Trust 3-year Budget		A	C	R				
4.8	Approve use of reserves to cover in-year deficit budget		A/R	C	C				
4.9	Approve Topslice methodology		A	C	R				
<b>5.0</b>	<b>EXPENDITURE</b>								
5.1	Non-Staffing Expenditure or Contracts up to £25,000								A/R
5.2	Non-Staffing Expenditure or Contracts up to £50,000							A	R
5.3	Non-Staffing Expenditure or Contracts up to £100,000		I	A/R					
5.4	Non-Staffing Expenditure or Contracts up to £150,000		I	R	A				
5.5	Non-Staffing Expenditure or Contracts from £150,000+		A	R					
5.6	Capital Expenditure within Devolved Capital Budget							A	R
5.7	Conversion of Revenue to Capital			R	A				
5.8	Disposals or write off of stock, assets or debts up to £5,000							A	R
5.9	Disposals or write off of stock, assets or debts – between £5,000 and £45,000 (or 1% of total annual income whichever is smaller)			R	A				
5.10	Disposals or write off of stock, assets or debts – £45,000+ (or 1% of total annual income whichever is smaller) <b>with prior approval from the ESFA</b>		A	C	R				
5.11	Non-Contractual <b>recurring</b> payments to staff up to <b>£2,000</b>							A	R
5.12	Non-Contractual <b>recurring</b> payments to Staff over <b>£2,000+</b>		A	C	R				
5.13	Non-Contractual <b>one-off</b> payments to staff (any value)			A/R					
5.14	Severance Payments, where a non-contractual element is below £50,000		A	C	R				
5.15	Severance Payments, where a non-contractual element is above £50,000 <b>with prior approval from the ESFA</b>		A	C	R				
5.16	Approval of Operating Leases			A/R					



No	Task	Members	Trust Board	CEO / CFOO Directors	Finance & Operations	Standards	Audit & Risk	Local Advisory Board	HT
<b>6.0</b>	<b>FINANCIAL GOVERNANCE AND REPORTING</b>								
6.1	Approve changes to Trust Banking arrangements		A	R	C				
6.2	Approve changes to the Financial Procedures Manual			R	A				
6.3	Statutory Financial Returns to ESFA and DfE		A	R					
6.4	Monthly Financial Report to Chair of Trust and Trustees		A	R					
6.5	Monthly Budget Monitoring			R	A			C	C
6.6	Preparation of Annual Report and Accounts			R			A		
6.7	Authorisation of Annual Report and Accounts	I	A				R		



No	Task	Members	Trust Board	CEO / CFOO Directors	Finance & Operations	Standards	Audit & Risk	Local Advisory Board	HT
<b>7.0</b>	<b>HR &amp; STAFFING</b>								
7.1	Agree School Senior Leadership structure			A/R				C	C
7.2	Agree School staffing structure			A/R				C	C
7.3	Agree Central Services staffing structure			A/R					
7.4	Appointment of Chief Executive Officer		A/R						
7.5	Appointment of Chief Financial and Operations Officer		A	R					
7.6	Appointment of Director(s)		R	A					
7.7	Appointment of Headteacher		R	A				C	
7.8	Dismissal of Senior Staff		A/R						
7.9	Appointment of School Senior Leadership posts			A				C	R
7.10	Appointment of School Teaching Staff								A/R
7.11	Appointment of School Support Staff								A/R
7.12	Appointment of Central Services Staff			A/R					
7.13	Appointment of Trust Improvement Partner		A/R	I					
7.14	Appointment of Strategic Improvement Partners			A/R					
7.15	Performance management of the Chief Executive Officer		A/R						
7.16	Performance management of the Chief Financial and Operations Officer		I	A/R					
7.17	Performance management of Director(s)		I	A/R					
7.18	Performance management of School Headteacher		I	A/R				C	
7.19	Approve Chief Executive Officer Pay Award		A/R						
7.20	Approve Chief Financial and Operations Officer Pay Award		A	R					
7.21	Approve Director(s) Pay Award			A/R					
7.22	Approve Headteacher Pay Progression			A/R				C	
7.23	Approve Teaching Staff Pay Progression						A		R
7.24	Suspension of Chief Executive Officer		A/R						
7.25	Suspension of Chief Financial and Operations Officer		A	R					
7.26	Suspension of Director(s)		A	R					
7.27	Suspension of Headteacher		A	R				C	
7.28	Suspension of Central Services staff			A/R					
7.29	Suspension of Teaching Staff			C				A	R
7.30	Suspension of Support Staff			C				A	R
7.31	Staff Restructure programme		A	R	C			C/I	C/I



7.32	Terms and Conditions Restructure		A	R	C				
7.33	Approve Staff Redundancy (within ESFA prescribed limits)		A	R	C			C/I	C/I
7.34	Job Evaluation and role grading			A/R				I	I



No	Task	Members	Trust Board	CEO / CFOO Directors	Finance & Operations	Standards	Audit & Risk	Local Advisory Board	HT
<b>8.0</b>	<b>POLICIES – DETERMINE AND UPDATE</b>								
8.1	Local Annexes to Trust Policies		I	A					R
8.2	Child Protection and Safeguarding Policy		A	C		R			
8.3	Anti-Bullying Policy		A	C		R			
8.4	Charging and Remissions Policy		A	C	R				
8.5	Behaviour & Exclusion Policy		A	C		R			
8.6	Attendance Policy		A	C		R			
8.7	Sex Education Policy		A	C		R			
8.8	Data Protection Policy		A	C			R		
8.9	Health and Safety Policy		A	C	R				
8.10	Admissions Arrangements		A	C	R				
8.11	Complaints Policy		A	C	R				
8.12	Supporting Students With Medical Conditions		A	C				C	R
8.13	Freedom of Information Policy		A	C	R				
8.14	Early Years Foundation Stage		A	C		R			
8.15	Trustee & LAB Expenses Policy		A	C			R		
8.16	Equality Policy		A	C		R			
8.17	Trust Equality Objectives		A	R					
8.18	Staff Disciplinary Policy and Procedures		A	C	R				
8.19	Whistleblowing Policy		A	C			R		
8.20	Capability Policy		A	C	R				
8.21	Appraisal Policy		A	C			R		
8.22	Pay Policy		A	C			R		
8.23	Staff Grievance / Anti-Harassment Policy and Procedures		A	C	R				
8.24	Staff Code of Conduct		A	C	R				
8.25	Special Educational Needs Information Report		A	C				C	R
8.26	School Accessibility Plan		A	C				C	R
8.27	School Equality Objectives			C				A	R
8.28	Home School Agreement			C				A	R
8.29	School guidance documents and local policies			C				A	R



No	Task	Members	Trust Board	CEO / CFOO Directors	Finance & Operations	Standards	Audit & Risk	Local Advisory Board	HT
<b>9.0</b>	<b>APPEALS</b>								
9.1	Complaints Appeals		A	R					C
9.2	Admissions Appeals		A	C				R	R
9.3	Exclusion Appeals		A/R	C				R	C

## **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**

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

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Designation: \_\_\_\_\_