



Maiden Erlegh Trust
GOVERNANCE STRUCTURE

2024 - 2025

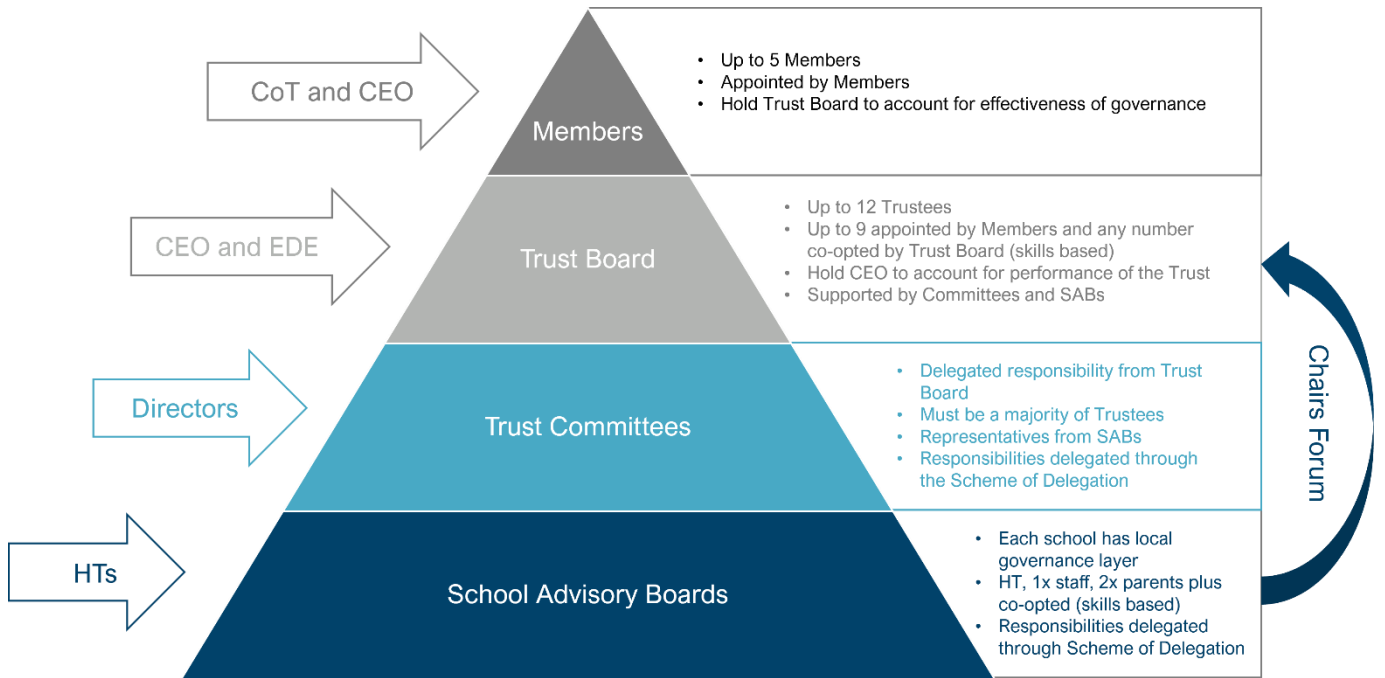


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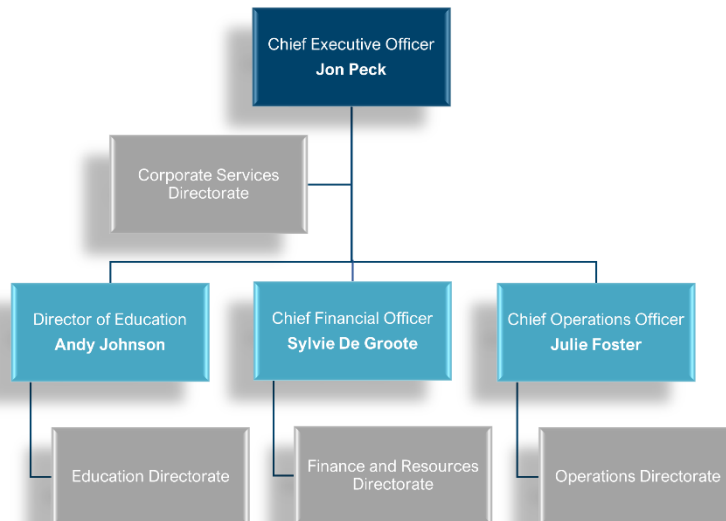
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Governance Structure

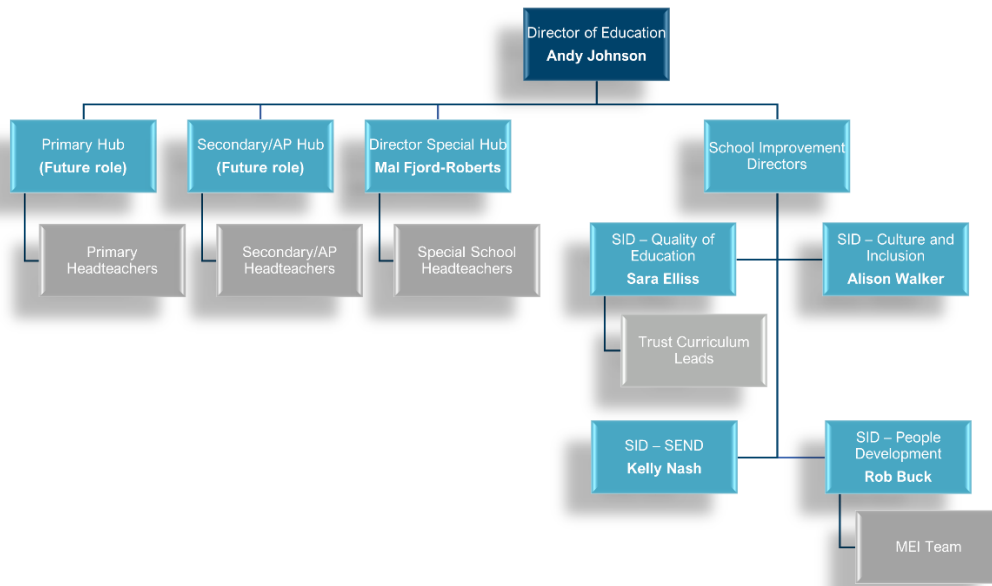


Executive Leadership Team





Education Directorate





Roles and Responsibilities

The roles and responsibilities of the various levels of governance, alongside lines of accountability are clearly set out in the Trust's **Scheme of Delegation** (Annex 4). This is reviewed annually by the Trust, or more often if the composition of the Trust changes.

Members

Maiden Erlegh Trust has five Members, and at no time shall the number of Members fall below three, in line with Article 12.

The Members are the guardians of the governance of Maiden Erlegh Trust and as such they sit at the top of the Trust's governance structure. Members hold the Trust Board to account for the effective governance of the Trust but have a minimal role in the day-to-day running of the organisation.

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 appoint, by special resolution, any new Members as they think fit in line with Article 15A
- may remove, by special resolution, existing Members in line with Article 16
- may appoint, by ordinary resolution, up to 9 Trustees in line with Article 50
- may remove, by ordinary resolution, any Trustee provided that the number of Trustees does not fall below three
- may amend the Articles of Association subject to agreement by the Department for Education
- may, by special resolution, issue direction to the Trust Board to take a specific action
- **must** appoint the Trust's external auditors
- may change the name of the Trust and, ultimately, wind up the Trust if necessary.

Trust Board

The Trust Board is comprised of non-executive directors and its primary function is to deliver against the three core functions of governance:

- ensure clarity of vision, ethos, and strategic direction of the organisation
- hold executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
- oversee and ensure effective financial performance.

The Trust Board is accountable for:

- Co-opting as many Trustees onto the Trust Board as they think fit
- Establishing the organisations structure of governance, including approving a written scheme of delegation annually
- Ensuring that the Trust Board is represented by a broad range of skills and experience
- Election of the Chair and Vice-Chair annually
- Ensuring the appointment of external auditors
- Authorising significant financial transactions, in line with the Scheme of Delegation
- Appointment of the Chief Executive Officer and any other senior personnel in line with the Scheme of Delegation
- Approving the annual and medium-term budget
- Approving the Strategic Plan
- The establishment of the organisation's Risk Appetite, and review of the Risk Register annually

The Trust Board acts in the capacity of both charity trustees and company directors. The Trust Board discharges its legal responsibilities through the structures of governance described herein, and in accordance with its Terms of Reference, as detailed in Annex 1.

The Trust Board has strategic oversight of the entirety of the work of the organisation; it assures itself of compliance with regulations and legislation; it sets the organisations mission and vision; it approves statutory policies and is ultimately accountable for the educational and financial performance of the organisation.

The Trust Board gives 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 Board understands its obligations to abide by the Nolan Principles - [The 7 Principles of Public Life](#).

The Trust Board must ensure compliance with the Trust's charitable objects and with company and charity law. They are accountable for adherence to the Trust's funding agreement and all supplemental funding agreements with the Secretary of State.

Any Trustee is entitled to attend any committee meeting they so wish.

Chief Executive Officer

The Chief Executive Officer (CEO) is ultimately accountable to the Trust Board and, as Accounting Officer, to the Secretary of State for Education and to Parliament for ensuring that the Trust Board meets its obligations for the proper stewardship and use of public funds. The Academy Trust Handbook sets out the responsibilities conveyed on the CEO in this respect.

The day-to-day running of the organisation is delegated to the CEO who as overall executive responsibility for the organisation's activities, is responsible to the Chair and the Trust Board for ensuring its financial obligations are met and has overall responsibility for the organisation's systems of internal control.

The CEO may delegate certain responsibilities, for example to the Director of Education and the Chief Financial Officer, but the CEO remains accountable for the educational and financial performance of the Trust.

Trust Committees

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

- Educational Standards and Culture Committee
- Finance and Operations Committee
- Audit & Risk Committee

Each committee meets at least 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 must be Trustees. Other committee members are drawn from the pool of SAB Chairs who represent all the SABs. This ensures that devolved decision-making can take place, subject to adherence to the Scheme of Delegation.



School Advisory Boards (SAB)

Each School, or hub of schools, will have a School Advisory Board (SAB) which is accountable to the Trust Board.

SAB Chairs will be appointed by the Trust Board and SABs will comprise:

- Headteacher (in an ex-officio capacity)
- 1 x elected staff member (or appointed by the Trust Board if no candidate is forthcoming)
- 2 x elected parent members
- Up to 5 x co-opted community members, based on skills and experience

Each SAB works closely with the Headteacher to provide support, challenge and a critical friendship in the context of the Trust's strategic vision and values and the school's culture. Through harnessing local knowledge, resources and relationships to benefit our children and their communities, the SAB provides local input and feedback to the Trust to ensure accountability to local stakeholders and effectiveness in decision making.

The terms of reference of the SAB are detailed in Annex 2.

The key responsibilities of the SAB are to:

- serve as ambassadors of the school and the Trust, supporting and championing the school's achievements
- be custodians of the vision, values, ethos and reputation of the Trust
- ensure the school is a safe and happy place to learn and work
- engage with and elevate the voice of stakeholders, pupil's families and the wider community
- develop local links to the community for learning, development, and employment
- provide assurance on whether the Trust's understanding of the school matches the 'lived experience'
- ensure the school's progress towards goals set out in the School Improvement Plan through the School Performance Report
- signpost concerns and feedback to the Trust through Chairs Forum

The SAB works with the Headteacher to ensure the reputation of the school and of the Trust is maintained within its own community and beyond. SAB members also support the school by attending school events, providing support and encouragement to staff and pupils, developing links with the wider community and participating in panels for recruitment, exclusions, and admissions.



Recruitment, support and training of Members, Trustees and SAB members

The Trust Board oversees the leadership and management of each SAB and charge the Executive Leadership and the Chairs of each SAB with monitoring the conduct of SAB members. All Members, Trustees and SAB Members are recorded on the Single Central Record and are thus required to undergo an enhanced DBS check, and Section 128 suitability checks. They must also sign the Maiden Erlegh Trust Code of Conduct (see Annex 5) and complete all required training, which is administered through an online system.

Trustees and SAB Members are appointed for an initial period of 4 years; however, the Trust places a high degree of focus on succession planning. It looks for potential future Trustees and SAB Members within the local communities and provides development opportunities within each SAB and the Trust Board. Skills audits are carried out annually across all areas of governance with a view to filling skills gaps as they arise.

All Members, Trustees and SAB Members are volunteers. In most cases, school policies relating to the support and management of staff will apply to them, but some elements fall under the Trust’s Volunteer Policy.

Training

In addition to a comprehensive induction process, utilising both internal Trust resources and online training modules from the National Governance Association, all Trustees and SAB members undergo mandatory online training as below as well as attending Trust-wide Governance Training sessions.

Mandatory Training	
Online training - Members	Safeguarding Training Keeping Children Safe in Education Prevent Training Data Protection Training
Online training – Trustees and SABs	Safeguarding Training Keeping Children Safe in Education Prevent Training Data Protection Training School Exclusions Training (Trustees and SAB Chairs)
Trust-wide training (3 sessions/year)	A 3-year rolling training programme with sessions delivered by the Company Secretary and Trust senior leadership group including: <ul style="list-style-type: none"> • Annual safeguarding update • Effective governance and providing challenge and support • Driving school improvement – SIP/SPR awareness • Standards, performance data and monitoring progress • Engaging with the curriculum across the Trust • Governance of SEND • Understanding Trust finance • Ofsted readiness • Working with stakeholders • Risk management • Attendance • Disadvantaged • Reducing exclusions
Annual Trust Conference	Opportunity for whole Trust training, networking and workshops with both internal and external speakers.



Optional Training depending on role and experience	
Online Training	E-learning from Learning Link (NGA) National College modules for SEND and Safeguarding Link roles Webinars, Networks and Forums through the National Governors' Association (NGA) Governors for Schools e-learning and webinars Safer Recruitment Training School Exclusions Training
Information & Guidance	National Governors' Association (NGA) Confederation of School Trusts Internal sources within the Trust senior leadership such as Chief Executive Officer, Director of Education, School Improvement Director - Quality of Education, School Improvement Director - Culture and Safeguarding, School Improvement Director – SEND, Chief Financial Officer and Company Secretary
Other face to face training	Open invitation to any in-school training session One-to-one sessions with senior leaders/governance colleagues in other Trust schools Courses/conferences where appropriate
Succession Planning Programme	Shadowing Chair of SAB or Chair of Trustees Attending Trustee meetings as observers Visits to other Academies



ANNEX 1: TERMS OF REFERENCE FOR THE TRUST BOARD

1. PURPOSE

- 1.1 The Trust Board is the ultimate accountable and responsible body and has overall responsibility and ultimate decision-making authority for all the work of the Trust. The Trust Board is responsible for establishing the strategic vision, values and ethos of the Trust and for modelling the behaviours expected of all staff within the organisation.
- 1.2 The Trust Board will put the wellbeing and highest quality education of children first, and 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. The Trustees will act with integrity and honesty in all dealings.
- 1.3 The Trust Board fulfils its 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.
- 1.4 The Trustees will be supported by three Trust committees; Finance and Operations, Audit and Risk & Educational Standards and Culture. 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.
- 1.5 The day-to-day management and responsibility for the running of the Trust is delegated in line with the Scheme of Delegation.

2. MEMBERSHIP

- 2.1 The membership of the Trust Board is outlined in the Articles of Association (Article 45-49).
- 2.2 The Members have resolved to appoint the Chief Executive Officer as an ex-officio Trustee, in line with Article 57.
- 2.3 The Executive Director of Education will ordinarily attend the meeting in a non-voting capacity.
- 2.4 The Company Secretary shall ensure that a clerk is provided to take minutes at meetings of the Trust Board and its sub-committees.
- 2.5 The term of office of any member of the Trust Board is for a period of four years and, subject to Article 64, is eligible for re-appointment or re-election at the next General Meeting.
- 2.6 The role of Chair and Vice-Chair are elected on an annual basis, in line with Article 82.

3. QUORACY

- 3.1 The quorum for a meeting of the Trust Board, and subsequent vote on any matter, shall be a minimum of one third plus one of the total number of Trustees holding office on the date of the meeting.

4. FREQUENCY OF MEETINGS

- 4.1 The Trust Board shall meet at least 6 times per annum.

5. REPORTING PROCEDURES

- 5.1 Within 14 days of each meeting the Clerk will:
 - 5.1.1 Produce and agree minutes of its meetings.



ANNEX 2: TERMS OF REFERENCE FOR SCHOOL ADVISORY BOARDS (SABs)

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 SAB has an important community facing role, ensuring the school meets the needs of its community and the students attending the school. The SAB represents the community and is responsible for engagement with families and the wider community.

ROLES AND RESPONSIBILITIES

The SAB shall meet at least 3 times a year. Members of the SAB will;

- Serve as ambassadors of the school and the Trust, championing the school's achievements
- Be custodians of the values, ethos and reputation of the Trust
- Harness local knowledge, resources and relationships to benefit our children and their community
- Provide assurance on whether the Trust's understanding of the school matches the 'lived experience'
- Ensure the school is a safe and happy place to learn and work
- Support and challenge Senior Leaders in a constructive manner
- Monitor the school's progress towards goals set out in the School Improvement Plan
- Provide local input, signpost concerns and feedback to the Trust through Chairs Forum
- Engage with parents, stakeholders and the wider community
- Develop local links to the community for learning, development and employment
- Work within the Trust's Scheme of Delegation and policies

SKILLS AND ATTRIBUTIONS

Those serving on the SAB 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 SAB 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. SAB members are expected to:

- Prepare for and attend meetings, being ready to contribute to discussions and commit to agreed actions
- Be ready to ask questions
- Demonstrate a commitment to fulfilling the Trust's mission and objectives for the school
- Understand the most up to date policies and procedures of the Trust and how these are flowed down to the school
- Be respectful of the views of others and to be open to new ideas and thoughts
- Keep up to date with educational changes
- Commit to training and skills development
- Treat all confidential information confidentially

COMPOSITION

It is intended that the members of the SAB will be drawn from the community, those employed within the school, families 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 SAB with the number being determined by the Board itself, the expectation is that it will comprise of 6-9 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 SAB in an ex officio capacity. The chair of each SAB will be elected by the Board of Trustees.

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

The SAB 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 SAB, including the removal of members of the SAB.

Minutes of SAB meetings will be circulated to all members of the school SAB and reported to Trust Board through Chairs Forum. Approved minutes will be available to the general public.

SCHEME OF DELEGATION

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

A new School 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 School will be reviewed annually.



ANNEX 3: TERMS OF REFERENCE FOR SCHOOL TRANSITION BOARDS (STBs)

PURPOSE

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

- The Leadership and Management of a school has been rated as Grade 3 or 4 by Ofsted as a result, at least in part, because of governance.
- Where internal governance reviews have highlighted concerns about the quality of support and challenge.
- There are issues of conduct 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 key areas of action:

- Curriculum (design, delivery, and assessment)
- Outcomes and Progress (ambition and equity)
- Personal Development, Behaviour and Wellbeing
- Leadership & Management

STBs report to the Trust Board and recommend further action/intervention as necessary.

A review of the STB will take place at least annually, and will only convert to a SAB where:

- There are enough members to form a SAB
- A Chair has been appointed and appropriately inducted

MEMBERSHIP

Members of the Transition Board can be drawn from the Trust and SABs from existing Maiden Erlegh Trust Schools. Where possible they will include at least one member from the school's local community. Additionally, they will usually include the CEO and Director of Education where appropriate. The Chair of the STB will ordinarily be a Trustee.

STB members are appointed by the Trust Board to provide support and challenge to leaders and staff in the school and to build/maintain 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 (where one has been assigned by a Local Authority).
2. Demonstrate an understanding of and commitment to the ethos and values of Maiden Erlegh Trust

Membership of the STB will typically be between 3 and 6 members.

DURATION AND WAYS OF WORKING

STBs are intended to be a temporary governance solution, designed to support the conversion of the school and ensure its rapid turnaround as it joins the Trust. The initial term for the STB will be determined by the Chair of the Trust Board and reviewed as necessary. Any initial period will not be greater than 12 months. STBs meet at least 6 times a year.

ANNEX 4: SCHEME OF DELEGATION

Scheme of Delegation 2024-2025

DATE OF LAST REVIEW: JULY 2024

DATE OF NEXT REVIEW: JULY 2025

R	Responsible: for ensuring that the task is done
A	Accountable: Approval authority
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

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 Committees, to School 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 School Advisory Boards), Executive Leadership and Headteachers are clear about their responsibilities and accountabilities, 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 restrictions on academies that are judged to be 'Inadequate' or 'Requires Improvement'. Any restrictions on delegated authority will be determined on a case-by-case basis considering the local context and will ensure that those academies can place a high degree of focus on achieving their improvement objectives.

CEO: Chief Executive Officer

EXECUTIVE LEADERSHIP: Director of Education, Chief Finance Officer, Chief Operations Officer

DIRECTORS: School Improvement Directors who report into the Director of Education

1.0 CORPORATE GOVERNANCE FRAMEWORK

No	Task	Members	Trust Board	Trust Committees (see ToR)	CEO	Executive Leadership	Directors	School Advisory Board	Headteacher
1.1	Appointment and Removal of Members	A/R	I		I				
1.2	Appointment and Removal of Member appointed Trustees	A/R	I		I				
1.3	Appointment and Removal of Co-opted Trustees	I	A/R		I				
1.4	Appointment and Removal of the Chair of Trust Board	I	A/R		I				
1.5	Appointment and Removal of the Vice Chair of Trust Board		A/R		I				
1.6	Appointment and Removal of the Clerk to the Trust Board		A		R				
1.7	Establishment of a School Advisory Board (SAB/STB)		A/R		C				
1.8	Appointment and Removal of SAB/STB Chair		A		C			R	I
1.9	Appointment and Removal of SAB members							A/R	I
1.10	Establishment of Trust Committees		A/R						
1.11	Appointment and Removal of Trust Committee Chair		A/R						
1.12	Appointment and Removal of Trust Committee members		A/R						
1.13	Appointment and Removal of Clerk to Committees		A		R				
1.14	Appointment and Removal of SAB link role members							A/R	I
1.15	Annual calendar of Trust Board and Committee meetings		A		R				
1.16	Amendment of the Articles of Association	A	C		R				
1.17	Approval of the governance structure of the Trust	C	A/R		C				
1.18	Approve Scheme of Delegation		A		R				
1.29	Approve Financial Delegation and Authorisation Limits		A		R	C			
1.20	Approve Board and Committee Terms of Reference		A		R				
1.21	Conduct annual Trustee skills audit		A/R						
1.22	Conduct annual SAB members skills audit							A/R	
1.23	Annual self-review of Trust Board and Committee performance		A/R						
1.24	Annual self-review of SAB performance		A					R	
1.24	Succession Planning (Governance)		A/R	C	C			A/R	
1.25	Ensure published governance details are correct (GIAS)		A		R				
1.26	Register of business and pecuniary interests published		A		R				
1.27	Related Party Transactions reported to ESFA		A		R				
1.28	Annual report to Members on performance of the Trust		A/R		C				
1.29	Preparation of committee reports for the Trust Board			A/R					
1.30	Appointment and Removal of External Auditor	A	R	C	C	C			
1.31	Appointment and Removal of Internal Auditor		A	R	C	C			
1.32	Plan and agree programme of internal audit			A	R	C			
1.33	Response to the Audit Management Letter		A	R	C	C			

2.0 STRATEGIC

No	Task	Members	Trust Board	Trust Committees (see ToR)	CEO	Executive Leadership	Directors	School Advisory Board	Headteacher
2.1	Trust Strategic Plan		A		R	R	C	C	C
2.2	Approve new academies to join the Trust		A		R	C			
2.3	Approve re-brokerage of academies to a new Trust		A		R	C			
2.4	Approve formal Trust Partnerships		A		R				
2.5	Change of Academy Age Range		A		R	C		C	C
2.6	Change of Academy PAN		A		R	C		C	C
2.7	Extension of Academy provision (e.g. SEN Provision)		A		R	C		C	C
2.8	Approval of Statutory Policies			A	R	R	C		
2.9	Approval of Non-Statutory Policies			A	R	R	R		
2.10	Determine school level guidance and annexes to Trust policies showing local arrangements						A	I	R
2.11	Website Compliance						A		R
2.11	Termly Review of Trust Risk Register			A	R	R			
2.12	Termly Review of School Risk Register							A	R
2.13	Annual Risk Report		A		C	R			
2.14	Agree Maiden Erlegh Institute Strategic Plan, and performance review				C	A	R		
2.15	Monitoring school engagement with the wider community		I		I	I		A	R

3.0 PERFORMANCE, CURRICULUM AND TEACHING

No	Task	Members	Trust Board	Trust Committees (see ToR)	CEO	Executive Leadership	Directors	School Advisory Board	Headteacher
3.1	Approval of School Improvement Plans			I	A	R	C	I	R
3.2	Approval of School education targets			I	A	R	C		R
3.3	Approval of targets for student and staff wellbeing			I	A	R	C		
3.4	Monitoring of School Improvement Plans			A	R	R	C	R	
3.5	Monitoring of School education targets			A	R	R	C	C	
3.6	Monitoring of targets for student and staff wellbeing			A	R	R	C	C	
3.7	Monitoring of outcomes of School Performance Reviews					A	R	R	
3.8	Approval of Pupil Premium and Sports Grant Plans and Impact Evaluations			I		A	C	I	R
3.9	Approval of school curriculum intent statements and implementation plans (eg: schemes of work and assessment)					A	C		R
3.10	Approval of term time calendar, holidays and routine CPD days				A	C	C		R
3.11	Approval of changes to Teaching and Learning Responsibility (TLR) structure				C	A/R			C
3.12	Approval of extra-ordinary school closures				A	C			R
3.13	Approve changes to length of school day				A				R
3.14	Approval of Fixed-term Exclusion					I	I		A/R
3.15	Approval of Permanent Exclusion				I	I	C (SID-CS)	I	A/R
3.16	Approval of alternatives to exclusion (eg: MM and FTT, MTT)								A/R
3.17	Directing education to another establishment to improve behaviour				I	A	C (SID-CS)		R
3.18	Termly review of the Single Central Record (SCR)						A	R	R
3.19	Annual Trust Safeguarding Reporting		I	I	I	A	R (SID-CS)		C
3.20	Annual School Safeguarding Reporting						C (SID-CS)	A	R

4.0 BUDGET, FINANCIAL PERFORMANCE MONITORING AND FINANCIAL GOVERNANCE

No	Task	Members	Trust Board	Trust Committees (see ToR)	CEO	Executive Leadership	Directors	School Advisory Board	Headteacher
4.1	Approve Trust Annual Revenue Budget		A	C	C	R (CFO)			C
4.2	Approve Annual Capital Expenditure Budget		A	C	C	R (CFO)			C
4.3	Approve use of reserves to cover in-year deficit budget		A		R	C (CFO)			
4.4	Approve changes to Topslice methodology		A		R	C			
4.5	Approve changes to GAG Pooling methodology		A		R	C			
4.6	Approve changes to Trust Banking arrangements		A		R	R			
4.7	Approve changes to the Financial Procedures Manual			A	R	R			
4.8	Statutory Financial Returns to ESFA and DfE		I	I	A	R			
4.9	Monthly Financial Report to Chair of Trust and CEO		I		I	A/R			
4.10	Monthly School Budget Monitoring					A			R
4.11	Monthly Trust Budget Monitoring				A	R			
4.12	Termly Budget Monitoring Deep-Dives		I	I	I	A			C
4.13	Preparation of Annual Report and Accounts		I	A	R	R			
4.14	Ensure appropriate insurance arrangements are in place		A		R	R			
4.15	Authorisation of Annual Report and Accounts	I	A	R	R				

5.0 FINANCIAL SCHEME OF DELEGATION – AUTHORITY LIMITS

No.	Task	Trust Board	Finance & Operations	CEO	Executive Leadership	Headteacher	Budget Holder
5.1	Non-Staffing Expenditure or Contracts	Unlimited	>£250k	>£150k	CFO >£50k	>£25k	>£1k
5.2	Revenue Budget	Approve	Recommend to Trust Board	Propose			
5.3	Capital Budget	Approve	Recommend to Trust Board	Propose			
5.4	Capital Expenditure within DFC / SCA budget envelope			Unlimited	CFO >£50k	>£25k	
5.5	Capital Contingency within approved budget envelope			Unlimited	CFO >£25k		
5.6	Capital Reserve (Unbudgeted)	Unlimited	>£250k	>£150k			
5.7	Conversion of Revenue to Capital	Unlimited	>£250k	>£150k			
5.8	Staff Contractual Commitments (Non-TLR Allowances)	Approve contentious		Unlimited		>£2k	
5.9	One-off Bonus Payments to Staff – up to £1,000			>£1k			
5.10	One-off Bonus Payments to Staff – £1,000+	Unlimited		Propose			
5.11	Severance Payments (up to ESFA prescribed limits as per ATH)			Unlimited	CFO/COO Propose		
5.12	Severance Payments (with pre-approval from ESFA as per ATH)	Unlimited		Recommend for Approval	CFO/COO Propose		
5.13	All Operating Leases			CEO Signature	CFO/COO Signature		
5.14	Disposal of Assets and Bad Debt Write-Off Over £45k requires pre-approval from ESFA as per ATH	£45k+		>£45k		>£5k	>£1k

6.0 HR AND STAFFING

No	Task	Members	Trust Board	Trust Committees (see ToR)	CEO	Executive Leadership	Directors	School Advisory Board	Headteacher
6.1	Agree Academy Senior Leadership structure				A	R			C
6.2	Agree Academy Teaching Staff structure				C	A			R
6.3	Agree Academy Support Staff structure				C	A			R
6.4	Agree Central staffing structure		A		R	C			
6.5	Appointment of Chief Executive Officer	I	A/R						
6.6	Appointment of Executive Leadership posts		A		R				
6.7	Appointment of Directors		A		R				
6.8	Appointment of Headteacher		C		A	R	C	C	
6.9	Appointment of School Senior Leaders				A	A	C	C	R
6.10	Appointment of Teaching Staff within approved structure								A/R
6.11	Appointment of Support Staff within approved structure								A/R
6.12	Appointment of Central Staff within approved structure					A/R			
6.13	Appointment of Trust Improvement Partner		A		R	C			
6.14	Appointment of Strategic Improvement Partners				A	R			
6.15	Chief Executive Officer performance management		I	A/R					
6.16	Executive performance management and pay progression		I	A/R	C				
6.17	Director performance management and pay progression				A	R			
6.18	Headteacher performance management and pay progression					A/R		C	
6.19	Central Services staff performance management and pay progression					A/R			
6.20	Approve Trust Pay Progression in line with Terms of Reference			A	C	R			C
6.21	Suspension of Chief Executive Officer		A/R						
6.22	Suspension of an Executive Leader		C		A/R				
6.23	Suspension of a Director				C	A/R			
6.24	Suspension of a Headteacher				C	A/R			
6.25	Suspension of Central Services staff				C	A/R			
6.26	Suspension of Teaching Staff					C			A/R
6.27	Suspension of Support Staff					C			A/R
6.28	Dismissal of Senior Leaders		A		R	R			
6.29	Dismissal of all other staff				A	R			C
6.30	Approve Staff Restructure programme		A		R	C			C
6.31	Approve Terms and Conditions Restructure		A		R	C			
6.32	Approve Staff Redundancy (within ESFA prescribed limits)		A		R	C			
6.33	Approve Staff Termination (within ESFA prescribed limits)				A/R	C			
6.34	Job Evaluation and role grading					A/R			

7.0 APPEALS

No	Task	Members	Trust Board	Trust Committees (see ToR)	CEO	Executive Leadership	Directors	School Advisory Board	Headteacher
7.1	Complaints Appeals (Stage 3)		A/R						
7.2	Presenting at Admissions Appeals								R
7.3	Exclusion Appeals							A	R

8.0 SIGNATORY AUTHORITY

No	Task	Members	Trust Board	Trust Committees (see ToR)	CEO	Executive Leadership	Directors	School Advisory Board	Headteacher
8.1	Leases for Academy Land & Buildings		✓		✓				
8.2	Operating Leases (within delegated limits)				✓	✓			
8.3	Credit Agreements (within delegated limits)				✓	✓(CFO)			
8.4	Supplier Contractual Documentation (within delegated limits)				✓	✓			
8.5	Staff Contracts				✓	✓			✓
8.6	Bank Mandates		✓		✓	✓(CFO)			
8.7	All Other Legal Documentation *		✓		✓				

* Note: Most legal documentation requires the signature of a Director (i.e. a Trustee or the CEO) and/or the Company Secretary.



ANNEX 5: CODE OF CONDUCT OF TRUSTEES AND SAB MEMBERS

The Trust has the following core strategic functions:

Establishing the strategic direction, by:

- Setting the vision, values, and objectives for the Trust and schools
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties
- Setting the budget
- Appointing the CEO, Executive Headteachers, Headteachers

The Trust has the following core functions:

Ensuring accountability, by:

- Monitoring progress of all academies towards targets
- Appointing and appraising Executive Headteachers, Headteachers and Heads of School (through the CEO)
- Engaging with stakeholders
- Contributing to Trust and academy school improvement planning and self-evaluation

Ensuring Trust financial probity, by:

- Setting Trust and academy budgets
- Monitoring spending against those budgets
- Ensuring value for money is obtained
- Ensuring risks across the Trust are managed

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

Ensuring accountability, by:

- Monitoring progress towards targets
- Engaging with stakeholders
- Contributing to school improvement planning and self-evaluation

As individuals on the Trust Board (TB) or the School Advisory Board (SAB) we agree to the following:

Role & Responsibilities

- We understand the purpose of the board and the role of the Executive Headteacher, Headteacher/Head of School.
- 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 SAB 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 TB or SAB 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 CEO/ Director of Education/Executive Headteacher/Headteacher/Head of School.

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 TB and/or SAB, 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 Trust/school(s) well make every effort to visit school(s) at least once a year and, where appropriate speak to staff and/or pupils/students.
- We will respond to opportunities to involve ourselves in Trust/school activities, being mindful not to interfere in the operational work of the school(s).
- When we visit schools, these shall be arranged in advance within the framework established by the Trust and agreed with the Headteacher.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training
- We accept that in the interests of open government, our names, terms of office, roles on the governing body, category of governor and the body responsible for appointing us will be published on the school's website.
- We will inform the Chair of Trust Board/SAB Chair/CEO/DE immediately of any concerns relating to the safety, integrity or conduct of any adult involved in the Trust.

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 at meetings and at all times.
- We are prepared to answer queries from other TB/SAB Members in relation to delegated functions, and consider 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 other stakeholders as appropriate.
- We will have regard for our responsibilities under 'The Equality Act' and will work to advance equality of opportunity for all.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff, pupils or governors, both inside or outside school
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a TB or SAB meeting.
- We will not reveal the details of any TB or SAB vote.
- We will not share confidential or corporate documents outside the Trust without the authorisation of the Chair of the board and/or CEO.

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 TB or SAB 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 Trust/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 TB or SAB.

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 TB or SAB 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 governance colleague, 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
Re-adopted by the Maiden Erlegh Trust on 7 February 2023

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

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

Name: _____

Position: _____

Signed: _____ Date: _____