



MAIDEN ERLEGH  
TRUST

# Governance Structure

2025-2026



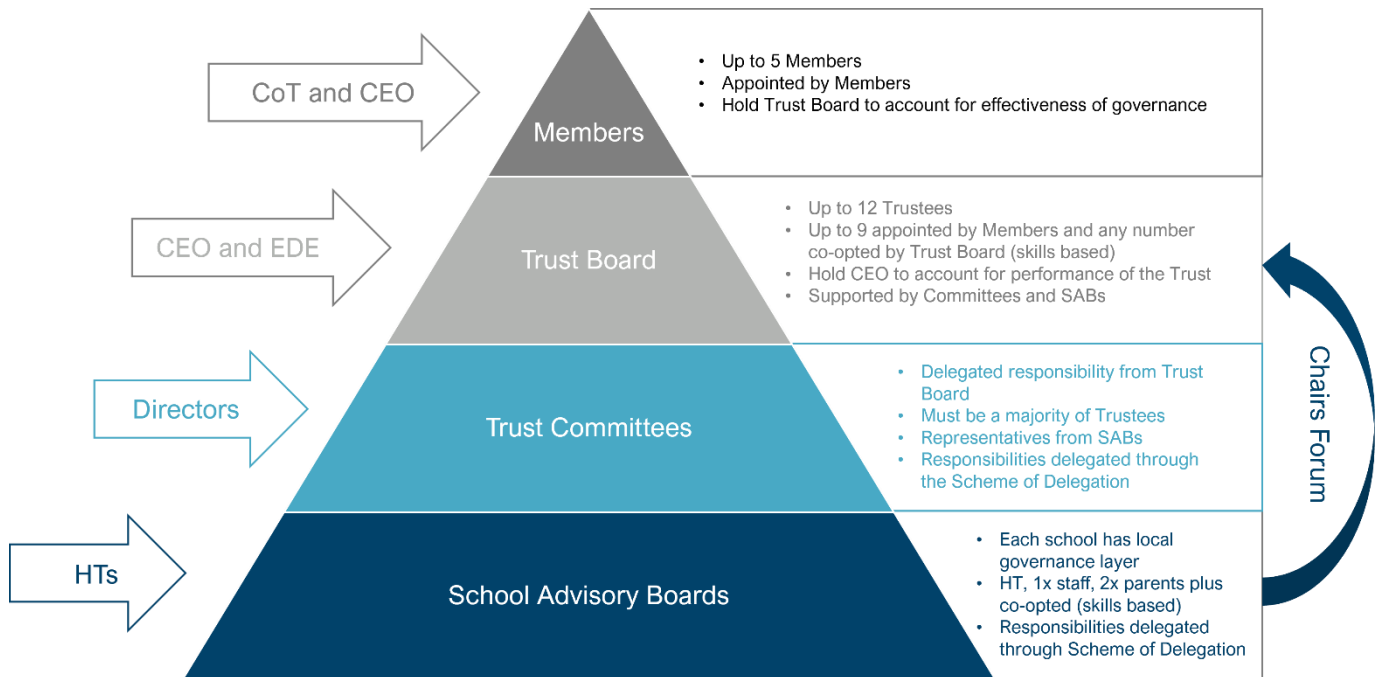


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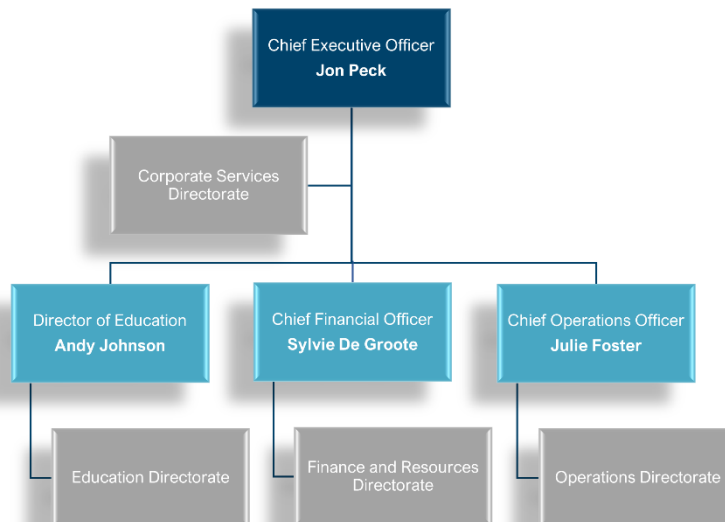
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## Governance Structure



## Executive Leadership Team





## Roles and Responsibilities

The roles and responsibilities of the various levels of governance within Maiden Erlegh Trust, 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.

Our governance puts the interests of our children and young people at the forefront of all it does and upholds and models our values. In so doing, it also considers the impact of decisions on staff workload and wellbeing and how it can support and develop colleagues across the organisation. The Trust reviews its governance arrangements annually and undertook an External Review of Governance in 2024.

### Members

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

Members have oversight of the work of the Trust Board and hold the Trust Board to account for the effective governance of the Trust. Members play a limited but crucial role in safeguarding Academy Trust governance. While they must ensure they do not stray into undertaking the Trustees' role, they should assure themselves that the governance of the Trust is effective, that Trustees are acting in accordance with the Trust's charitable object(s) and that they, the Members, use their powers to step in if governance is failing.

Members are subscribers to the Memorandum and Articles of Association, the legal document which outlines the governance structure and how the Trust will operate. Additionally, they

- **must** appoint the Trust's external auditors and will receive and review (but not sign off) the Trust's annual audited accounts (subject to the Companies Act)
- 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 any restrictions in the articles, the funding agreement or charity and company law
- may, by special resolution, issue direction to the Trust Board to take a specific action
- 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 (Trustees) 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:

- Establishing the organisations structure of governance, including approving a written Scheme of Delegation 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
- Compliance with all areas of the Academy Trust Handbook
- The establishment of the organisation's Risk Appetite, and review of the Risk Register annually
- Co-opting Trustees onto the Trust Board and ensuring that the Trust Board is represented by a broad range of skills and experience
- Approval of Statutory & Trust Policies

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 has 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

Trust Committees discharge duties of cross-Trust monitoring in their allocated areas as delegated by Trust Board. To support the work of the Trust Board, and considering the need to effectively manage the workload of both Trustees and Trust 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.

In addition, a formally constituted Chairs Forum, comprising a Trustee Chair and all SAB Chairs, meets three times a year to support communication between Trust Board and School Advisory Boards.

## 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
- Co-opted community members, based on skills and experience

Each SAB works closely with the Headteacher to provide support and critical friendship in the context of the Trust's strategic vision and values and the school's culture. The SAB has an important community-facing role, ensuring that each school meets the needs of the students in its care and contributes positively to the local community. 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 good reputation of the school and of the Trust is maintained within the 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.

All governance colleagues represent the Trust and are custodians of our values, ethos and standards. They are strategic, visible, supportive, and professionally challenging. They are not partisan or operational and demonstrate strong communication and collaboration, rigorous and evidence-based monitoring.

The names and further details of the current Members and Trustees can be found [here](#). Names and details of SAB members are available on the individual school websites.



## Recruitment, support and training of Members, Trustees and 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 statutory training, which is administered through an online system.

Trustees and SAB Members are appointed for an initial term of 4 years; however, the Trust places a high degree of focus on succession planning. It looks for potential future Trustees within the local governance community and for SAB Members within the local community 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.

### Training

In addition to a comprehensive induction process, including an Induction Session with the Lead Governance Professional and online training modules from the National Governance Association, all Trustees and SAB members undergo mandatory online training as well as being invited to attend Trust-wide Governance Training sessions as below.

<b>Mandatory Training</b>	
Online training - Members	Safeguarding Training (annual) Keeping Children Safe in Education (annual) Prevent Training (every 3 years) Data Protection Training (every 3 years)
Online training – Trustees and SABs	Safeguarding Training (annual) Keeping Children Safe in Education (annual) Prevent Training (every 3 years) Data Protection Training (every 3 years) School Exclusions Training (for those Trustees and SAB Members who join the Panellist Pool)
Annual MET Governance Conference	Opportunity for whole Trust governance training, networking and workshops with both internal and external speakers, alongside the Annual MET Staff Conference
Trust-wide governance training (2 sessions/year)	A 3-year rolling training programme with sessions delivered by the Lead Governance Professional and Trust Senior Leadership Group including: <ul style="list-style-type: none"> <li>• Annual safeguarding update</li> <li>• Effective governance and providing challenge and support</li> <li>• Driving school improvement – SIP/SPR awareness</li> <li>• Standards, performance data and monitoring progress</li> <li>• Engaging with the curriculum across the Trust</li> <li>• Governance of SEND</li> <li>• Understanding Trust finance</li> <li>• Ofsted readiness</li> <li>• Working with stakeholders</li> <li>• Risk management</li> <li>• Attendance</li> <li>• Disadvantaged</li> <li>• Reducing exclusions</li> </ul>



<b>Optional Training depending on role and experience</b>	
Online Training	E-learning governance modules from The Key Governance Webinars and Forums through CST National College training for governance Governors for Schools e-learning and webinars
Information & Guidance	The Key Governance Confederation of School Trusts (CST) Internal Trust resources within the Trust Senior Leadership (such as the CEO, Director of Education, School Improvement Directors for Quality of Education, Culture and Safeguarding and SEND, Chief Financial Officer and Lead Governance Professional)
Other face to face training	Open invitation to any in-school training session One-to-one sessions with governance colleagues in other Trust schools Additional courses/conferences, where appropriate
Succession Planning Programme	Visits to other schools within the Trust Attending SAB/Committee meetings as an observer Shadowing Chair of SAB or Chair of Trustees



## 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 sub-committees: **Finance and Operations, Audit and Risk** and **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 Lead Governance Professional shall ensure that a clerk is provided to take minutes at meetings of Trust Board and its sub-committees.
- 2.4 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.
- 2.5 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 six times in the academic year.

### 5. *Reporting Procedures*

- 5.1 The Trust Board will:
  - 5.1.1 ensure all reports to the Board are made available on the Trust's chosen document storage system at least seven days before the meeting.
  - 5.1.2 within 14 days of each meeting, produce and agree minutes of its meeting which will be made available to all Trustees on the Trust's chosen document storage system.



## RESPONSIBILITIES OF THE TRUST BOARD

### Responsibilities

- Strategic Planning
- Financial Sustainability
- Compliance with all areas of the Academy Trust Handbook
- Risk Management
- Central Management Team Strategy
- Transition Board and Sponsored School Improvement Plans
- Performance Management Procedure and Impact
- Approval of Statutory & Trust Policies
- Approval of Admissions Arrangements across the Trust
- Statutory Compliance

### To ensure the delivery of the Trust's strategic objectives

Strategic Pillar	Objective 1	Objective 2	Objective 3
<b>Educational Standards</b>	Outcomes and Destination	Quality of Education Provision	Marker of Excellence
<b>Culture and Inclusion</b>	Safeguarding	Attendance	Behaviour and Inclusion
<b>Leading and Developing People</b>	<b>Ethical Leadership</b>	Professional Development	Employer of Choice
<b>Growing and Developing our Community</b>	<b>Trust Growth</b>	<b>Community Confidence</b>	<b>System Leadership</b>
<b>Operational Effectiveness</b>	Financial Sustainability	Operational Sustainability	Statutory Compliance

Strategic Objectives which Trust Board retains sole oversight of are:

**Ethical Leadership** – Staff will feel part of the Trust community as measured through survey against the national benchmark.

- Develop and implement a strategic communications plan to ensure that all staff are informed and engaged in the wider work of the organisation.
- Seek regular feedback from staff and ensure that substantive actions are communicated and followed through.
- Improve intra-Trust engagement, at both staff and pupil/student level through development of a broad range of intra-Trust activities that builds team ethic and embeds a 'One Trust' culture.

**Trust Growth** – The Trust will continue to grow in a measured and sustainable way, educating 10,000 children and young people by 2028.

- Develop, publish and implement a Trust Growth Strategy.
- Regularly review the Trusts School Improvement, Operational and Financial capacity to meet its growth KPI.
- Maintain and enhance relationships with the DfE and Regional Director team to ensure that the Trust is fully appraised of all opportunities to develop and grow.



*Community Confidence* – The Trust will maintain community confidence as we continue to grow as measured through stakeholder survey against the national benchmark.

- Develop and maintain strong relationships, built on honesty and transparency, with our statutory partners.
- Ensure that the Trust and its schools communicate regularly with stakeholders, using inclusive media, to build engagement across the organisation.
- Actively engage with, and seek feedback from, all stakeholders and compare our results against national benchmarks.

*System Leadership* - The Trust will contribute to wider system leadership with MEI growing year-on-year.

- Engage with strategic system leadership opportunities (e.g. Challenge partners hub leaders, behaviour hubs) as they emerge, ensuring that commitment is proportionate to other demands.
- Develop, via MEI, our external training and CPD support offer, in both scope and level of professionalism.
- Develop and deliver an effective school review and improvement offer for commissioning schools.



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

### *Purpose*

Each school within Maiden Erlegh Trust has its own School Advisory Board (SAB) which is accountable to the Trust Board. Each SAB works closely with the Headteacher of their school to provide support and challenge in the context of the Trust's strategic vision and values. The SAB has an important community-facing role, ensuring that each school meets the needs of the students in its care and contributes positively to the local community.

Through harnessing local knowledge, resources and relationships, the SAB provides local input and feedback to the Trust Board to ensure accountability to local stakeholders and effectiveness in decision-making. Members of the SAB support the Trust Board to fulfil their statutory, contractual and regulatory duties by exercising the responsibilities delegated to the SAB by the Trust Board as detailed in the Scheme of Delegation.

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 exclusions and senior recruitment.

The SAB shall meet formally four times a year.

### *Role and responsibilities*

Members of the SAB will;

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

### *Skills and competencies*

Those serving on the SAB must act in the best interest of their school and the wider Trust. Members of the SAB are expected to use their skills and experience in supporting their school to the best of their abilities.

SAB members are expected to:

- Prepare for meetings by reading the pre-circulated papers
- Attend meetings, being ready to ask questions, contribute to discussions and commit to agreed actions.
- Know their school in the round (context, strengths, and areas for improvement).
- Make purposeful visits to the school (e.g. governance visits, school events).
- Learn how the Trust is supporting their school.
- Understand the Trust's strategic vision and values and how the work of their school fits into that.
- Demonstrate a commitment to fulfilling the Trust's vision and objectives for the school.
- Take opportunities to celebrate the school's successes and progress, in school and in the wider community.
- Ensure meaningful engagement with parents and the School community.



- Understand the relevant policies and procedures of the Trust and how these are implemented by the school.
- Keep up to date with latest information, guidance and policy (e.g. from the Trust and DfE).
- Be respectful of the views of others and open to new ideas and thoughts.
- Commit to undertake training/skills development and to participate in evaluating the SAB's work.
- Treat all confidential information confidentially.
- Work collaboratively as a team and make and stand by collective decisions.

The SAB are expected to complete a self-evaluation exercise annually which included a skills audit. This provides evidence of the SAB's contribution to the success of the school and supports both individual and group development. Specific skills may be needed if a member of the SAB is to take responsibility for 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, safeguarding, standards and school improvement across the Trust.

### *Composition*

It is intended that the members of the SAB will be drawn from the community, 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 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.

Every SAB member has the opportunity to take on a SAB link role. These roles, which give SAB members an opportunity to develop a greater understanding of the detailed workings of a relevant area within the school, are usually allocated in the first meeting of the academic year. A SAB must have a Safeguarding link and a SEND link and can allocate further link roles in line with the remit of the SAB and school improvement priorities.

The SAB will comply with any guidance issued 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.

### *Scheme of Delegation*

The Scheme of Delegation is the key document defining the lines of responsibility and accountability in the Trust and providing a systematic way of ensuring Members, Trustees, Committees (including School Advisory Boards), Trust Leadership and Headteachers are clear about their responsibilities and accountabilities. 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. 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.

**ANNEX 3: SCHEME OF DELEGATION**

## Scheme of Delegation 2025-2026

**DATE OF LAST REVIEW:** JULY 2025

**DATE OF NEXT REVIEW:** JULY 2026

<b>R</b>	<b>Responsible:</b> for ensuring that the task is done
<b>A</b>	<b>Accountable:</b> Approval authority
<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 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	
1.25	Succession Planning (Governance)		A/R	C	C			A/R	
1.26	Ensure published governance details are correct (GIAS)		A		R				
1.27	Register of business and pecuniary interests published		A		R				
1.28	Related Party Transactions reported to ESFA		A		R				
1.29	Annual report to Members on performance of the Trust		A/R		C				
1.30	Preparation of committee reports for the Trust Board			A/R					
1.31	Appointment and Removal of External Auditor	A	R	C	C	C			
1.32	Appointment and Removal of Internal Auditor		A	R	C	C			
1.33	Plan and agree programme of internal audit			A	R	C			
1.34	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 <a href="#">Statutory Policies</a>			A	R	R	C		
2.9	Approval of Non-Statutory Policies			A	R	R	R		
2.10	Approval of SEN Information Report						C	A	R
2.11	Determine school level guidance and annexes to Trust policies showing local arrangements						A	C	R
2.12	Website Compliance					A			R
2.13	Termly Review of Trust Risk Register			A	R	R			
2.14	Termly Review of School Risk Register							A	R
2.15	Annual Risk Report		A		C	R			
2.16	Agree Maiden Erlegh Institute Strategic Plan, and performance review				C	A	R		
2.17	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	I	R	C	R	
3.5	Monitoring of School education targets			A	I	R	C	C	C
3.6	Monitoring of targets for student and staff wellbeing			A	I	R	C	C	C
3.7	Monitoring of outcomes of School Performance Reviews				I	A	R	I	
3.8	Approval of Pupil Premium and Sports Grant Plans and Impact Evaluations			I		A	C		R
3.9	Approval of school curriculum models and plans					A	C		R
3.10	Approval of term time calendar, holidays and routine CPD days				A	R	C		C
3.11	Approval of changes to Teaching and Learning Responsibility (TLR) structure				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 Suspension					I	I		A/R
3.15	Approval of Permanent Exclusion				I	I	C (SID-CI)	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-CI)		R
3.18	Termly review of the Single Central Record (SCR)						A		R
3.19	Annual Trust Safeguarding Reporting		I	I	I	A	R (SID-CI)		C
3.20	Annual School Safeguarding Reporting						C (SID-CI)	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 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/COO >£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 <b>within DFC / SCA</b> budget envelope			Unlimited	CFO/COO >£50k	>£25k	
5.5	Capital Contingency <b>within</b> 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 <b>Over £45k requires pre-approval from ESFA as per ATH</b>	£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				C	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		A	R					
6.16	Executive performance management and pay progression		A	R	C				
6.17	Director performance management and pay progression				A	R			
6.18	Headteacher performance management and pay progression					A/R		I	
6.19	Shared 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)		<b>A/R</b>						
7.2	Presenting at Admissions Appeals								<b>R</b>
7.3	Exclusion Appeals							<b>A</b>	<b>R</b>

## 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 Lead Governance Professional as Company Secretary.



## ANNEX 4: 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 Erleigh Trust on 6 November 2014**

**Re-adopted by the Maiden Erleigh Trust on 7 February 2023**

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

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

Name: \_\_\_\_\_

Position: \_\_\_\_\_

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

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