



Maiden Erlegh Trust  
**GOVERNANCE STRUCTURE**

September 2021

*Opportunity, Diversity and Success for All*



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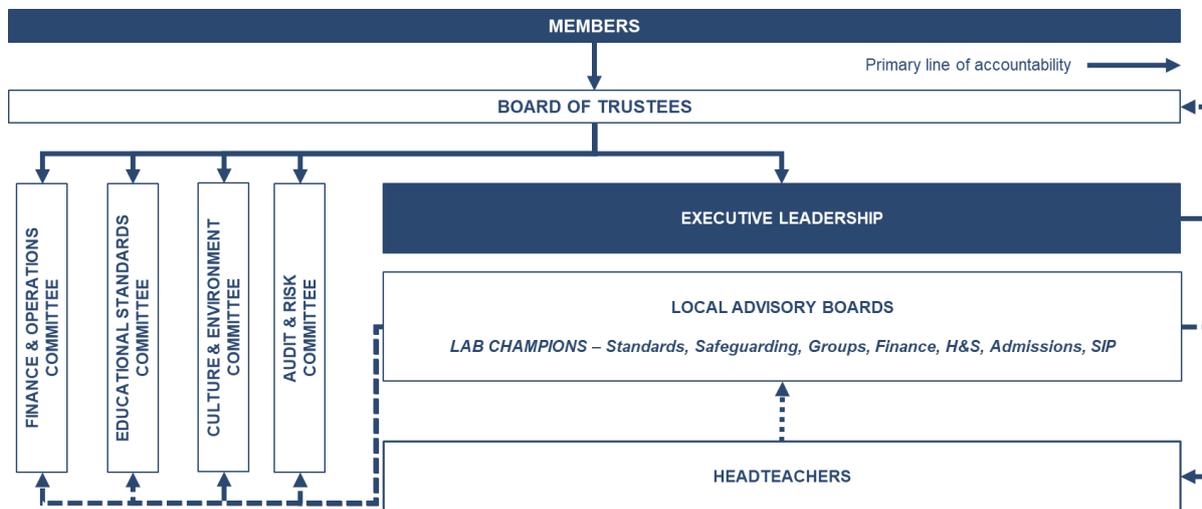


### Governance Structure

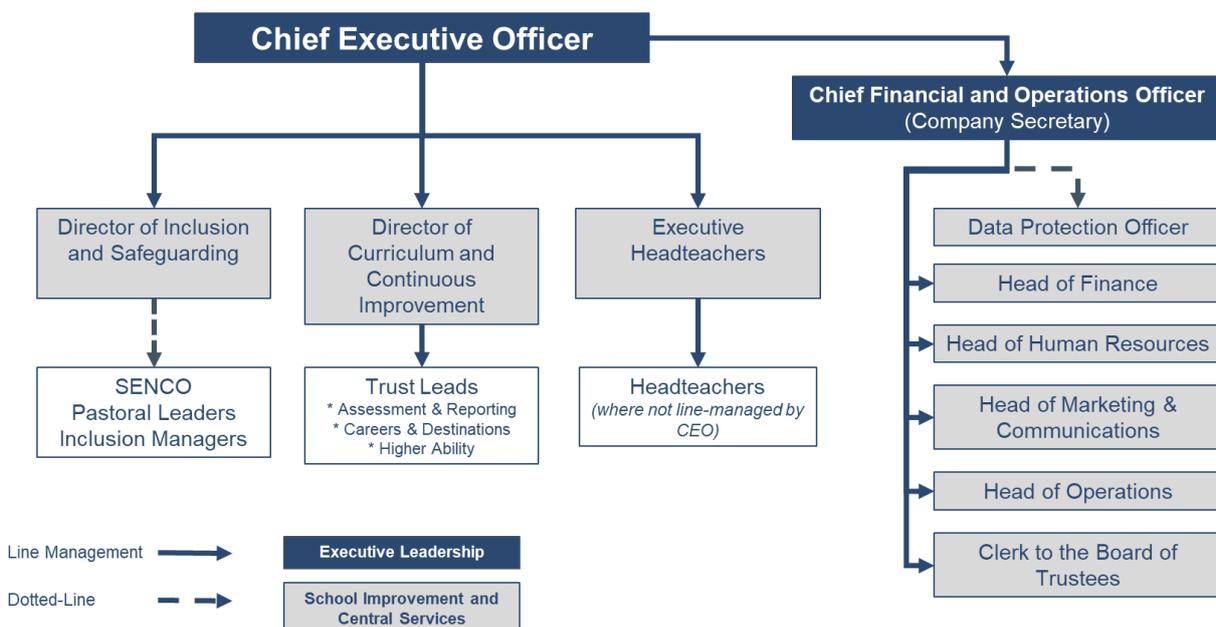
The activities of the Trust are overseen by five Members, who have overall control of the Trust and are empowered to appoint and remove Trustees from the Board of Trustees. It is the Board of Trustees who are responsible for the performance of the Trust, ensuring the Trust operates within the requirements 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, led by the Chief Executive Officer, and their activities are governed by four committees:

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



### Leadership 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 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, 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 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 regulations and legislation; 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.

The Board of Trustees 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](#).

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

Each member of the Trust Board takes on a **Trust Scrutiny Lead** (TSL) role based on their skillset, training and experience. Whilst all Trustees share the responsibility for the entirety of the Board's work, TSLs review, through a more specialist lens, the provision across all schools in key areas of work:

- Safeguarding
- Primary Standards
- Secondary Standards
- Specialist & AP Standards
- Careers & STEAM
- Equalities/Disadvantaged/Social Mobility
- GDPR Compliance / HR
- Governor Training/Induction
- Health & Safety
- Finance & Estates

### Trust Committees

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

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

Each sub-committee meets at least three times per year and operates within the terms of reference which have been developed for each sub-committee. Each is chaired by a Trustee, and the majority of sub-committee members are Trustees. Other members are drawn from the pool of LAB Chairs and Headteachers who represent all the LABs and Headteachers respectively. This ensures that devolved decision-making can take place, subject to adherence to the Scheme of Delegation. This work is further supported by a **Chairs Forum**, chaired by a Trustee and attended by all LAB Chairs.



## Local Advisory Boards (LABs)

Each School will have a Local Advisory Board which is accountable to the Board of Trustees. Each LAB will consist of up to 10 members and will include up to 2 elected parent members and one elected staff member. The other members are co-opted by the Trust, based on skills/experience and also their ability to act strategically and impartially as a critical friend to the Headteacher and school leadership team, but also to represent and champion the school in the community.

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

Each LAB works closely with their school's Headteacher to provide support and challenge in the context of the Trust's strategic aims and values and the school's vision and culture.

It is the LAB that manages each school on behalf of the Trust, and thus hold the Headteacher and other leaders to account for their stewardship of the school. The LABs key responsibilities are to ensure that the school provides the highest educational standards for all pupils/students and that schools are safe and happy places to learn and work. To do this, the LAB monitors the performance of the school and its progress towards goals set out in the School Improvement Plan. It reviews the School Evaluation, and supporting evidence, with school leaders; oversees the management of the delegated finances and property; verifies that statutory obligations are being met and ensure the school is appropriately staffed. LAB members also support the school by attending events, participating in recruitment and being providing support and encouragement to staff and pupils/students.

In line with the Trust's motto and values and ethos, the LAB has an important community facing role, ensuring that each school is ambitious for, and meets the specific needs of, the pupils/students in its care. The LAB also works with the Headteacher to ensure the good reputation of the school and Trust is maintained within the community and beyond. 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 Champion who will represent the school on appropriate local community groups and also be a point of contact for the community.

## 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/Behaviour
2. Standards
3. Inclusion & Equality (SEND, DA etc)
4. Finance
5. Health & Safety and sites/facilities
6. Admissions
7. Community Liaison
8. SIP area 1 - if required
9. SIP area 2 - if required

LAB Champions meet with key School leaders prior to each LAB meeting. They scrutinise the SEF, progress towards relevant SIP success criteria and compliance evidence. They also review evidence linked to stakeholder voice, 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.



## Recruitment, support and training of Members, 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 Members, Trustees and LAB 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 LAB 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 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.

All Members, Trustees and LAB 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 our Volunteer Policy.

### Training

<b>Mandatory</b>	
Core Training Members	Keeping Children Safe in Education Prevent / Channel Training Equalities Training
Core Training Trustees	Keeping Children Safe in Education Prevent / Channel Training Equalities Training Safer Recruitment Training Exclusions 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  LAB Chairs Safer Recruitment Training Exclusions Training
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 Conference	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) Safer Recruitment Training Exclusions Training
Information & Guidance	Through National Governors' Association (NGA) Chief Executive Officer Chief Financial and Operations Officer 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 Chief Financial and Operations Officer Attending Trustee or Member meetings as observers Visits to other Academies/MATs



## **ANNEX 1: TERMS OF REFERENCE FOR THE BOARD OF TRUSTEES**

### **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 four Trust sub-committees; Finance and Operations, Audit and Risk, Educational Standards and Culture & Environment. 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. In addition to this there will be Local Advisory Boards and Trust Scrutiny Leads in place.
- 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 Chief Executive Officer (Accounting Officer) and Chief Financial and Operations Officer will ordinarily attend the meeting in a non-voting capacity.
- 2.3 The Trust has resolved not to have an ex-officio Trustee.
- 2.4 The Company Secretary shall ensure that a clerk is provided to take minutes at the meeting of the Committee.
- 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 any three Trustees or a minimum of one third (rounded up) 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 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 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 ATTRIBUTES**

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 Trust 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 made publicly available upon request.

## **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 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 five key areas of action:

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

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

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

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

### 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. Additionally, they will also usually include either the CEO, CFOO or in some cases both. The Chair of the LTB will ordinarily be a Trustee.

LTB Members are all appointed by Maiden Erlegh Trust 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.
2. Demonstrate an understanding of and commitment to the ethos and values of Maiden Erlegh Trust

Membership of the LTB will typically be between 3 and 7 members.

### DURATION AND WAYS OF WORKING

LTBs are intended to be a temporary governance solution, designed to support the conversion of the school and its rapid turnaround as it joins the Trust. The initial term for the LTB 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 2021-22

**REVIEW DATE:** July 2021

<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/Heads of School.

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/Heads of School 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'. Any restrictions on delegated authority 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 their improvement objectives.



No	Task	Members	Trust Board	Executive (CEO/CFO)	Finance & Operations	Educational Standards	Culture and Environment	Audit & Risk	Local Advisory Board	EHT/HT/HOS
<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 of the Chair of Trust Board	I	A/R							
	Removal of the Chair of the Trust Board	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/LTB)		A/R							I
1.8	Appointment and Removal of LAB/LTB Chair		A/R						C	I
	Establishment of Trust Committees		A/R							
1.11	Appointment of Trust Committee Chair		A/R							
	Removal of Trust Committee Chair		A/R							
1.12	Appointment and Removal of Trust Committee members		A							
1.13	Appointment and Removal of Clerk to Committees			A/R						
1.14	Establishment of LAB Champion Roles		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	C	I	I
1.17	Agree annual cycle of business for Trust Board		A/R	I	I	I	I	I	I	I
1.18	Agree annual cycle of business for Committees		A	C	R	R	R	R		
1.19	Agree annual cycle of business for LAB/LTB		A	C					R	C
1.21	Amendment of the Articles of Association	A	R	C						
1.22	Approval of the governance structure of the Trust	I	A/R	C					C	
1.23	Approve Scheme of Delegation		A/R	C						
1.24	Approve Financial Delegation and Authorisation Limits		A/R	C						
1.25	Approve Board and Committee Terms of Reference		A	R	C	C	C	C		
1.26	Conduct annual Trustee and LAB members skills audit		A	R	C	C	C	C	C	
1.27	Annual self-review of Board and Committee performance		A	R	C	C	C	C	C	
1.28	Succession Planning (Governance)		A/R						C	
1.29	Ensure published governance details are correct (GIAS)		A	R						



1.30	Register of business and pecuniary interests published		<b>A</b>	<b>R</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	<b>C</b>	
1.31	Related Party Transactions reported to ESFA		<b>A</b>	<b>R</b>						
1.32	Annual report to Members on performance of the Trust	<b>A</b>	<b>R</b>	<b>C</b>						
1.33	Preparation of committee reports for the Trust Board		<b>A</b>		<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	
1.34	Appointment and Removal of External Auditor	<b>A</b>	<b>R</b>	<b>C</b>				<b>R</b>		
1.35	Appointment and Removal of Internal Auditor		<b>A</b>	<b>C</b>				<b>R</b>		
1.36	Plan and agree programme of internal audit		<b>A</b>	<b>C</b>				<b>R</b>		
1.37	Response to the Audit Management Letter		<b>A</b>	<b>C</b>				<b>R</b>		



No	Task	Members	Trust Board	Executive (CEO/CFOO)	Finance & Operations	Educational Standards	Culture and Environment	Audit & Risk	Local Advisory Board	EHT/HT/HOS
<b>2.0</b>	<b>STRATEGIC</b>									
2.1	Determine policies that reflect the Trust's ethos and values		A	R						
2.2	Determine school level guidance documents, policies, annexes to Trust policies showing local arrangements		I	C					A	R
2.3	Approve new academies to join the Trust		A/R	C						
2.4	Approve re-brokerage of academies to a new Trust		A/R	C						
2.5	Approve formal Trust Partnerships		A/R	C						
2.6	Change of Academy Age Range		A	R					C	C
2.7	Change of Academy PAN		A	R					C	C
2.8	Extension of Academy provision (e.g., SEN Provision)		A/R	C					C	C
2.9	Agree Trust Strategic Plan, key priorities and key performance indicators (KPIs)		A	R						
2.10	Termly Review of Risk Register		A	C				R	C	C
2.11	Development of Marketing and Communications strategy			A/R					C	C
2.12	Agree Maiden Erlegh Institute Strategic Plan, and performance review			A/R						



No	Task	Members	Trust Board	Executive (CEO/CFOO)	Finance & Operations	Educational Standards	Culture and Environment	Audit & Risk	Local Advisory Board	EHT/HT/HOS
<b>3.0</b>	<b>PERFORMANCE, CURRICULUM AND TEACHING</b>									
3.1	Approval and monitoring targets for pupil/student attendance, behaviour, bullying & harassment.		A	R			C		C	C
3.2	Approval and monitoring of school targets for quality of education (including destinations).		A	R		C			C	C
3.3	Approval and monitoring of targets for student and staff wellbeing		A	R		C	C	C	C	C
3.4	Approval of School Improvement Plans		R	A		C	C		C	C
3.5	Approval of Pupil Premium and Sports Grant Plans and Impact Evaluations		I	C		I			A	R
3.6	Approval of Trust curriculum vision & intent statement.		I	R		A	A		C	C
3.7	Approval of school curriculum intent statements and implementation plans (e.g.: schemes of work and assessment)		I	C		I			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		R	C					C	A
3.10	Approve changes to length of school day		A/R	C					C	C
3.12	Approval of Fixed-term Exclusion			I					I	A/R
3.13	Approval of Permanent Exclusion		I	C					A	A/R
3.14	Approval of Trust alternatives to exclusion (e.g.: MM and FTT, MTT)			C						A/R
3.15	Allocation of places against Admissions Policy		I	C					A	R
3.16	Termly review of the Single Central Record (SCR)			A			I		I	R
3.17	Annual Safeguarding Reporting			R			I		I	A



No	Task	Members	Trust Board	Executive (CEO/CFOO)	Finance & Operations	Educational Standards	Culture and Environment	Audit & Risk	Local Advisory Board	EHT/HT/HOS
<b>4.0</b>	<b>BUDGET SETTING</b>									
4.1	Propose Academy Annual Revenue Budget			C	C				A	R
4.2	Propose Central Services Revenue Budget			R	A					
4.3	Approve Trust Annual Revenue Budget		A	C	R					
4.4	Approve Annual Capital Expenditure 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					
4.10	Approve GAG Pooling methodology		A	C	R					



No	Task	Members	Trust Board	Executive (CEO/CFOO)	Finance & Operations	Educational Standards	Culture and Environment	Audit & Risk	Local Advisory Board	EHT/HT/HOS
<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					C	R
5.3	Non-Staffing Expenditure or Contracts up to £100,000		I	A/R					C	
5.4	Non-Staffing Expenditure or Contracts up to £150,000		I	R	A				C	
5.5	Non-Staffing Expenditure or Contracts £150,000+		A	R					C	
5.6	Capital Expenditure within Devolved Capital Budget									A/R
5.7	Capital Expenditure within SCA Budget			A/R						
5.8	Capital Expenditure from Capital Reserve		A	R						
5.9	Conversion of Revenue to Capital			R	A					
5.10	Disposals or write-off of stock, assets or debts up to £5,000								A	R
5.11	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					
5.12	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					
5.13	Non-Contractual <b>recurring</b> payments to staff > <b>£2,000</b>			A						R
5.14	Non-Contractual <b>recurring</b> payments to Staff <b>£2,000+</b>			A/R						
5.15	Non-Contractual <b>one-off</b> payments to staff <b>£2,000+</b>		A	R						
5.16	Severance Payments, where a non-contractual termination payment is below £50,000			A/R	I					
5.17	Severance Payments, where a non-contractual termination payment is above £50,000 <b>with prior approval from the ESFA</b>		A	R	I					
5.18	Approval of Operating Leases			A/R						
5.19	Approval of Finance Leases <b>with prior approval from the ESFA</b>		A/R	C						



No	Task	Members	Trust Board	Executive (CEO/CFOO)	Finance & Operations	Educational Standards	Culture and Environment	Audit & Risk	Local Advisory Board	EHT/HT/HOS
<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	Ensure appropriate insurance arrangements are in place			R	A					
6.8	Authorisation of Annual Report and Accounts	I	A					R		



No	Task	Members	Trust Board	Executive (CEO/CFO)	Finance & Operations	Educational Standards	Culture and Environment	Audit & Risk	Local Advisory Board	EHT/HT/HOS
<b>7.0</b>	<b>HR &amp; STAFFING</b>									
7.1	Agree Academy Senior Leadership structure			A/R					C	C
7.2	Agree Academy Teaching Staff structure			A					C	R
	Agree Academy Support Staff structure			A					C	R
7.3	Agree Central Services / School Improvement 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) / Executive Headteachers		A/R	C/I						
7.7	Appointment of Headteacher / Head of School		A/R	C/I					C	
7.8	Dismissal of Senior Staff (Head of School +)		A/R							
7.9	Appointment of Academy Senior Leadership posts		I	A					C	R
7.10	Appointment of Academy Teaching Staff within approved structure									A/R
7.11	Appointment of Academy Support Staff within approved structure									A/R
7.12	Appointment of Central Services Staff within approved structure			A/R						
7.13	Appointment of Trust Improvement Partner		A/R	I						
7.14	Appointment of Strategic Improvement Partners			A/R	C	C	C	C		
7.15	Performance management and pay progression of the Chief Executive Officer		A/R							
7.16	Performance management and pay progression of the Chief Financial and Operations Officer		I	A/R						
7.17	Performance management and pay progression of Director(s) / Executive Headteachers		I	A/R						
7.18	Performance management and pay progression of Headteacher / Head of School		I	A/R					C	
7.19	Performance management and pay progression of Central Services staff		I	A/R						
7.20	Approve School Staff Pay Progression in line with Terms of Reference							A		R
7.21	Suspension of Chief Executive Officer		A/R							
7.22	Suspension of Chief Financial and Operations Officer		A	R						
7.23	Suspension of Director(s) / Executive Headteachers		A	R						
7.24	Suspension of Headteacher / Head of School		A	R					C	
7.25	Suspension of Central Services staff			A/R						



7.26	Suspension of Teaching Staff			C					A	R
7.27	Suspension of Support Staff			C					A	R
7.28	Approve Staff Restructure programme		A	R	C				C/I	C/I
7.29	Approve Terms and Conditions Restructure		A	R	C					
7.30	Approve Staff Redundancy (within ESFA prescribed limits)		A	R	C				C/I	C/I
7.31	Approve Staff Termination (within ESFA prescribed limits)			A/R						C/I
7.32	Job Evaluation and role grading			A/R					I	I

No	Task	Members	Trust Board	Executive (CEO/CFOO)	Finance & Operations	Educational Standards	Culture and Environment	Audit & Risk	Local Advisory Board	EHT/HT/HOS
<b>8.0</b>	<b>POLICIES</b>									
8.1	Approval of Statutory Policies		A	C	R	R	R	R	C	C
8.2	Local Implementation of Policies								A	R
8.3	Website Compliance								A	R

No	Task	Members	Trust Board	Executive (CEO/CFOO)	Finance & Operations	Educational Standards	Culture and Environment	Audit & Risk	Local Advisory Board	EHT/HT/HOS
<b>9.0</b>	<b>APPEALS</b>									
9.1	Complaints Appeals (Stage 4)		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 and role of the Board, LAB and 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 Trust's values and ethos and reputation and culture of our schools. Our actions within the school and the local community (including online) will reflect this.
- In making or responding to criticism or complaints affecting the Trust or school, we will follow the procedures established by the Trust.
- We will actively support and challenge the CEO, CFOO and Headteacher(s).

#### **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 and/or the LAB, and accept our fair share of responsibilities, including service on committees or working groups and/or as LAB Champions.
- We will make full efforts to attend all meetings, and where we cannot attend give reasons in advance and make every effort to keep up to date.
- 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 in a timely way.
- 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 the Board/LAB Chair/CEO/CFOO 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 both at meetings and at all times.
- We are prepared to answer queries from other Trustees/LAB 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 the Headteacher(s), 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/students, both inside and 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.
- 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 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**

**Re-adopted by the Maiden Erlegh Trust on 15 December 2020**

**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: \_\_\_\_\_