GOVERNANCE FRAMEWORK & SCHEME OF DELEGATION

A thriving family of schools who work together to celebrate differences, and support each other in pursuit of excellence.

DOCUMENT CONTROL

This document has been approved for operation within:	The Chancery Trust Board and all local governing boards.		
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Approved by:	Board of Trustees		
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Summary of changes within this version

- Ofsted terminology has been updated to reflect new handbook
- Appendix 1.4 (Headteacher Performance Management) – Membership section has been updated

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Section 1: GOVERNANCE FRAMEWORK

1. BACKGROUND

1.1 Chancery Multi Academy Trust (CMAT) was formed in April 2018 with a strong sense of moral purpose to provide the best education and opportunities for children and an aspiration to improve the quality of teaching and learning in all CMAT academies. We have created a Trust in which schools support each other to enable their children and staff to thrive through a creative approach to collaboration. There is a strong sense of ownership and belonging in CMAT; this ensures schools benefit from opportunities to collaborate and work together.

1.2 Our Board and academy senior leaders have carefully considered the benefits of growth for our current academies and those joining our Trust. We strongly believe that carefully growing CMAT will have significant benefits for the children and staff in both converting academies and our existing CMAT academies.

1.3 We have therefore created this document to help joining schools and local governing boards understand their roles and remit within Chancery MAT.

1.4 The scheme of delegation sets out how accountability and decision-making works within a multi academy trust. It details which tasks are carried out by the members, trust board, academy local governing boards and the trust's central team.

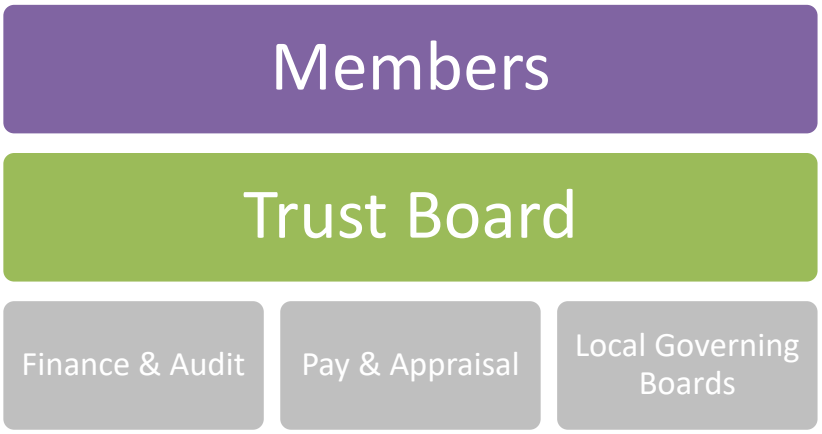
1.5 The scheme of delegation is not designed to cover every eventuality that may occur at every level. Indeed, members of the Trust may interpret it differently and while it does provide a delegated framework and clear guidance, there may be the possibility that further information is required in order to understand who may be responsible or accountable. If a situation occurs in which further guidance is required, the Trust Board and Chief Executive Officer (CEO) are to be consulted.

2 INTRODUCTION

Chancery Multi Academy Trust (the "**Trust**") is governed by a Board of Trustees (the "**Trustees**", sometimes referred to as "Directors") who are accountable to the Department for Education and have overall responsibility and ultimate decision-making authority for all the work of the Trust, including the establishing and running of the academies operated by the Trust. The Trust will delegate responsibility to Local Governing Boards, the CEO, the Central Leadership Team (CLT) and academy Headteachers for aspects of running the academies as it sees fit, however the Trust retains ultimate decision-making authority in all areas (see Section 2: Scheme of Delegation).

The Trustees may review the scheme of delegation at any time but shall review it at least annually. This scheme of delegation may only be amended by the Board of Trustees.

2.1 The Trust governance structure complies with the Academy Trust Handbook, the Academy Trust Governance Guide, the code of conduct (for members, trustees and governors) and the Trust's Articles of Association:



2.2 A link trustee for each statutory area of Safeguarding, Special Educational Needs and Disabilities (SEND) and Health & Safety will be appointed. Although accountability for these areas sits at Board level, each LGB shall also appoint link governors for these areas. Attendance of these link governors and trustees is encouraged at regular cross-Chancery meetings. These link areas will be reviewed in accordance with statutory requirements.

2.3 Other link trustees and governors shall be appointed as required in accordance with school/trust priorities, and reviewed annually.

2.4 This Framework should be read in conjunction with the following documents:

- Code of Conduct for governors and trustees
- Link trustee role descriptors
- Link governor role descriptors
- Governor Visits Policy and Report form

3 MEMBERS

3.1 The Trust is governed by Members constituted under a Memorandum of Association and Articles of Association.

3.2 The Members are responsible for:

3.2.1 Approving and amending the Articles of Association

3.2.2 Recruitment and Appointment of Members

3.2.3 Securing the highest standards of accountability from Trustees for the provision of all pupils in the Trust and may direct Trustees to take specific action to achieve this

3.2.4 Holding the Board of Trustees to account for performance and standards within academies.

3.2.5 Appointment and removal of the Trust's Auditors and receiving the annual accounts

3.3 The Members have the power to appoint up to five Trustees, and may remove any or all Trustees.

3.4 CMAT aims to have 5 Members with the majority independent of the Board of Trustees. Employees of the Trust are not permitted to act as Members.

3.5 Members will hold an Annual General Meeting every financial year.

3.6 A Member counts towards the quorum by being present in person, by video or conference call or by proxy. Two persons entitled to vote upon the business to be transacted, each being a Member or a proxy of a Member, shall constitute a quorum.

3.7 Members are required to undertake relevant Disclosure and Barring Service checks and to maintain an updated record of pecuniary/business interests.

4 TRUST BOARD

4.1 All Trust Boards have three core functions:

4.1.1 Ensuring clarity of the vision, ethos and strategic direction of the Trust.

4.1.2 Holding the Executive Leaders to account for the educational performance of the schools and their pupils and the effective and efficient performance management of staff.

4.1.3 Overseeing the financial performance of the schools and making sure that its money is well spent.

4.2 The Trust Board is responsible for:

4.2.1 Delivering the charitable objectives of the Trust.

4.2.2 Strategically controlling the organisation and managing the charitable assets.

4.2.3 Ensuring compliance with the Trust's duties under company law and charity law and agreements made with the Department for Education (DfE) including the funding agreement and continued charitable status of the Trust.

4.2.4 The determination, educational character and mission of the Trust.

4.2.5 Setting key strategic objectives and targets and reviewing performance against these, enabling the LGBs to set and achieve their aims and objectives within such vision.

4.2.6 Reviewing attainment, achievement and attendance data to monitor the standards and progress of pupils and their learning across all schools.

4.2.7 Ensuring that the highest possible standards are set, achieved and maintained across the trust; identifying areas of concern and implementing action plans where necessary.

4.2.8 Ensuring that the trust's curriculum is balanced, broadly based and effective.

4.2.9 Ensuring that there are effective procedures in place across all academies within the trust regarding pupil support, safeguarding, attendance and discipline.

4.2.10 Appointing Co-opted Trustees in accordance with S.58 of the Articles of Association.

4.2.11 Ensuring that trustees and governors have access to high quality training.

4.2.12 Approving the Trust development plan.

4.2.13 Approving statutory policies that are common to all academies within the Trust.

4.2.14 Determining the provision of Central Leadership and the level of contribution from each academy.

4.2.15 Ensuring that the year-end accounts are approved and submitted to Members.

4.2.16 Approving the annual consolidated budget for the Trust.

4.2.17 Authorising income and expenditure in line with the financial Scheme of Delegation.

4.2.18 Appointing or dismissing the CEO, Headteachers and Central Leadership Team staff.

4.2.19 Intervening as appropriate in any academy at risk of underperformance and managing the overall risk of the Trust.

4.2.20 Undertaking determination of the establishment, constitution, membership, proceedings and delegated powers and functions of the Local Governing Board and committees along with their annual review and revision.

4.3 The Trust seeks to appoint Trustees with a range of skills and experience. The quorum for meetings of the Board of Trustees will be three Trustees or one third rounded up (whichever is greater), voting in person, by video or tele-conference. The term of office for all Trustees will be four years, normally for a maximum of two terms. The Board can authorise additional terms of office provided the trustee's skills and experience complement the Board's requirements. Associate Members may be appointed for a period of one year to bring specific skills and expertise to the Trust Board. Other senior staff may be invited to meetings as and when required.

4.4 Where an issue is being discussed that directly affects a Trustee or the CEO, an interest (whether financial or non) must be declared and the individual must withdraw from the meeting. Any Trustee may attend any of the Trust and Local Governing Board meetings.

4.5 The Trust clerk will undertake the clerking of the meetings of Members and Trustees and its committees and ensure that the minutes are included as an agenda item for consideration and approval at the next appropriate meeting. All decisions made by committees with delegated powers must be reported to the next full meeting of the Trust Board.

4.6 The annual agendas for the Trust board revolve around vision and strategy, educational performance, financial performance, governance matters, compliance, safeguarding and risk management.

4.7 The Chair of the Board of Trustees will be elected at the first meeting of the academic year. Chairs of each sub-committee will be elected at the first meeting of the academic year.

4.8 Trustees are required to undertake relevant Disclosure and Barring Service checks and maintain an update record of pecuniary/business interests.

5 INDIVIDUAL ROLES AND RESPONSIBILITIES

5.1 The Role of the Chair of the Board of Trustees

5.1.1 To lead the board in ensuring the strategic direction of CMAT whilst offering effective support and challenge at all levels of the organisation.

5.1.2 To ensure the business of the Board is conducted properly, in accordance with legal requirements.

5.1.3 To ensure any decisions taken are done so in accordance with the scheme of delegation.

5.1.4 To ensure meetings are run effectively, focusing on priorities and making the best use of time available.

5.1.5 To ensure that all attendees have an equal opportunity to participate in discussion and decision making.

5.1.6 To establish and foster effective relationships with the Chief Executive Officer, Central Leadership Team, Chairs of Local Governing Boards and Headteachers within the Multi Academy Trust based on trust and mutual respect for each other's roles

5.1.7 To exercise emergency powers as and when required. In the event of a need to make a genuinely urgent decision, the Chair of the Board of Trustees, where appropriate in consultation with the CEO, will take appropriate action on behalf of the Trust Board. The decisions taken and the reasons for urgency will be explained fully and minuted at the next meeting of the Trust Board.

5.1.8 To have a casting vote in the event of a tie.

5.2 The Role of the Chief Executive Officer

The Chief Executive Officer will:

5.2.1 Provide strategic leadership and direction of the Trust and its Academies within the vision and strategy agreed by the Trust Board, to ensure that children consistently achieve good or better outcomes

5.2.2 Act in the role of accounting officer

5.2.3 Fulfil the Board's vision for medium term growth by engaging with potential MAT academies and liaising with external partners

5.2.4 Be the lead education professional for academies in the Trust, ensuring an effective strategy for building educational and leadership capacity ahead of need

5.2.5 Act as an ambassador for the Trust to promote CMAT and its ethos and values in the communities in which it works, with the DfE, Regional Schools Team and Local Authority colleagues

5.2.6 Ensure that the Trust's financial viability is secure and is able to meet the Trust's and its academies' needs

5.2.7 Establish and foster an effective relationship with the Chair of the Board, Chairs of the Local Governing Boards and Headteachers within the MAT based on trust and mutual respect for each other's roles.

5.2.8 Effectively deploy the staff and resources of the Central Leadership Team in line with strategic direction as determined by the Board of Trustees.

5.2.9 Provide a written report on areas of responsibility to the Trust Board on at least a termly basis.

5.2.10 Line manage the Central Leadership Team and Headteachers to ensure the strategic direction of the Trust is followed and that standards are maintained across the Trust. The Chancery School Improvement Framework will be used annually to determine the categorisation of each school, and outline the appropriate support.

5.2.11 Ensure that best practice is shared within the MAT but also that best practice nationally is applied across our organisation.

5.2.12 Actively support and enhance the wellbeing and achievements of pupils and staff.

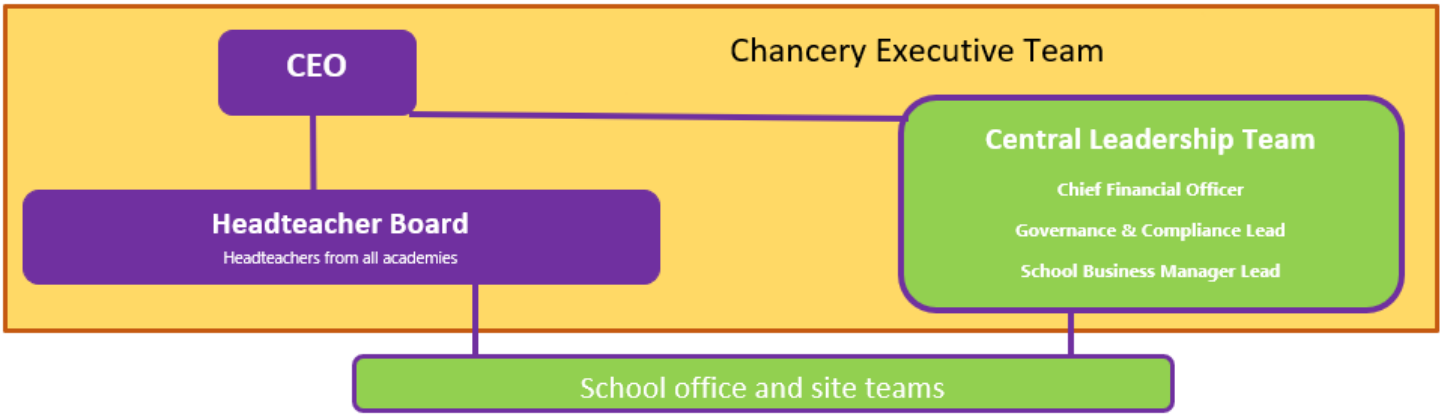
5.2.13 Ensure CMAT is represented in national, regional and local networks so that the Trust influences and is aware of new trends and is familiar with current best practice in the education sector

5.2.14 Ensure any decisions taken are done so in accordance with the scheme of delegation

5.3 **The Role of the Central Leadership Team (CLT):**

The CLT is responsible for delivering the Board's vision for the Trust through the day-to-day leadership of all the Trust's business, financial and administrative functions. This includes the establishment, maintenance and development of key non-educational policies, processes and procedures.

The CLT currently is made up of the CEO, Chief Financial Officer (CFO), School Business Lead (SBL) and the Governance and Compliance Lead (GCL).



5.4 **The Role of the Trust Clerk and Clerks to the Governing Boards**

The Trust Clerk (appointed by the Trust Board) and Clerks to the Governing Boards (appointed by Trust Board in consultation with the academies) will provide effective support, advice and guidance to the Board and its respective committees.

They will:

5.4.1 Ensure governance business is conducted properly, in accordance with legal requirements and the Scheme of Delegation.

5.4.2 Ensure accurate minutes are recorded and maintained of meetings of the Board, LGBs and their respective committees and sub-committees.

5.4.3 Advise Trustees / Governors on constitutional or procedural matters, duties and powers.

5.4.4 Work with relevant stakeholders to develop an annual overview/calendar of events and meetings for the Board and LGB

5.4.5 Maintain those records that are required by legislation (Register of business interests, attendance of governors, persons with significant control etc.), using the trust's systems.

5.4.6 Establish and foster an effective relationship with the Members, Trustees, Chair of the Board, CEO, CLT, LGBs and Headteachers within the Multi Academy Trust based on trust and mutual respect for each other's roles

5.5 **The Role of the Chair of a Trust Committee (including LGB)**

5.5.1 Ensure the business of the committee is conducted properly, in accordance with legal requirements and the committee's terms of reference.

5.5.2 Ensure that all delegated responsibilities are undertaken in line with agreed policiesand on a timely basis.

5.5.3 Ensure meetings are run effectively, focusing on priorities and making the best use of time available.

5.5.4 Ensure that all members have an equal opportunity to participate in discussion and decision-making.
5.5.5 Ensure any decisions taken are done so in accordance with the scheme of delegation.

5.6 **The Role of the Headteacher (in those schools identified as in line with gradings of "Expected Standard" or "Strong Standard")**

The LGB, with the agreement of the CEO, shall appoint the Headteacher of each academy. The Headteacher of each academy within the Trust is responsible for the operational leadership, internal organisation, management and control of the academy.

They are responsible for:

5.6.1 Ensuring high quality education for all pupils that includes a broad and balanced curriculum.
5.6.2 Implementing all policies approved by the Trust Board
5.6.3 Implementing the agreed CMAT documents related to School Improvement, Standards and Assessment.
5.6.4 Developing and sustaining effective relationships with the CEO, CLT and LGB members which are based on trust and mutual respect for each other's roles.
5.6.5 Providing written reports to the CEO and LGB to enable effective monitoring to take place.
5.6.6 Ensuring any actions / decisions taken are done so in accordance with the scheme of delegation.

5.7 **The Role of the Headteacher (in those schools identified as being at risk of receiving an Ofsted judgement which needs attention or urgent improvement)**

The Trust Board, in consultation with the CEO and LGB, shall appoint the Headteacher of each academy that is identified as being at risk of receiving an Ofsted grading which needs attention or urgent improvement. The Headteacher of each academy is responsible for the operational leadership, internal organisation, management and control of the academy.

With the support of the CEO or other allocated mentor, they are responsible for:

5.7.1 Raising the standards and quality of education for all pupils that includes a broad and balanced curriculum.
5.7.2 Implementing all policies approved by the Trust Board.
5.7.3 Adhering to the agreed CMAT documents related to School Improvement, Standards and Assessment.
5.7.4 Developing and sustaining effective relationships with the CEO, CLT and Chair of LGB which are based on trust and mutual respect for each other's roles.
5.7.5 Providing written reports to the CEO and LGB to enable effective monitoring to take place.
5.7.6 Ensuring any actions / decisions taken are done so in accordance with the scheme of delegation.

6 BOARD COMMITTEES

6.1 The Trust Board, in order to meet its requirements, may opt to have board committees and the membership will be reviewed and agreed by the Board of Trustees annually. The quorum for each of the LGBs is three. The quorum for all other committees is one half of the numbers of the committee rounded up to the nearest full number.

6.2 The Chair of each committee will have a casting vote in the event of a tie. The committees will meet as often as is necessary to fulfil their responsibilities but usually at least 3 times per year. The CEO and other relevant senior staff should routinely attend committee meetings as appropriate to provide information and participate in discussions. The

committees may invite attendance at meetings from persons who are not members of the committee such as academy Headteachers, professional advisors and auditors to assist or advise when and where appropriate.

6.3 There are three Committees which meet a minimum of three times per year:

6.3.1 Finance and Audit Committee (Appendix 1.1)

This committee will consider the Trust's financial, staffing, premises and health and safety matters and, by exception, individual academy matters, as well as any internal and external audit reports, in order to provide the Trust Board with assurance on the business aspects of the Trust.

6.3.2 Appraisal & Pay Review Committees (Appendix 1.4 and 1.5)

The committees oversees the effective appraisal of the CEO, Central Trust staff and academy Headteachers.

6.3.3 LGB Committees (Appendix 1.6)

The committees play a crucial role in driving each school forward whilst offering appropriate challenge to the Headteacher

7 LOCAL GOVERNANCE

7.1 Structure

7.1.1 In order to assist with the discharge of their responsibilities, the Trustees have established a Local Governing Board ("LGB") for each of the Academies. The LGB shall be a committee established pursuant to Articles 100 to 104 (inclusive) of the Articles of Association of the Trust (the "Articles").

7.1.2 The responsibilities that are delegated to the LGBs are set out in the Scheme of Delegation. All decisions made, therefore, must be in line with the agreed Scheme of Delegation.

7.1.3 The CMATB believes that the best results will be achieved when each academy's LGB receives a level of responsibility and autonomy appropriate to its specific circumstances. Where an academy is performing very effectively, achieving good or better outcomes for its pupils, the Trust's involvement in it will be minimal and the LGB will operate with maximum autonomy. The Trust will exercise closer supervision of an academy (facilitated through the Chief Executive Officer) that is judged to be needing attention or urgent improvement.

7.1.4 The LGB has the authority to delegate their functions to sub-committees, run a flat structure or in certain circumstances, delegate to an individual Governor or the Headteacher.

7.2 Membership

7.2.1 Members of the Local Governing Board will be known as governors.

7.2.2 The Local Governing Board is constituted in accordance with the requirements set out by the Trust.

7.2.3 The appointment of governors is delegated to the LGB.

7.2.4 Where the Trust Board has significant concerns about a particular academy, including OFSTED gradings, the Trust Board has the power to remove or replace some or all of the local governors.

7.2.5 Where an existing academy is deemed to be at risk of failing its pupils, the Trust may exercise the right to reconstitute the LGB and appoint the majority of its members to ensure that the identified weaknesses can be effectively addressed.

7.2.6 The Trustees have the right to appoint such persons to the LGB as they shall determine from time to time.

7.2.7 In accordance with National Governance Association guidance all Local Governors will serve a 4-year term of office, normally for a maximum of two terms. Any LGB wishing to retain a governor for an additional term(s) must consult with the Board of Trustees stating how the individual's skills and experience continue to meet the needs of the LGB. Alternatively, governors may be recommended to serve on another LGB within the Trust.

7.3 Terms of Reference – please see Appendix 1.6

7.3.1 The Terms of Reference for the LGBs can be found in Appendix 1.6.

8 SUMMARY ACCOUNTABILITY LEVELS FOR LOCAL GOVERNING BOARDS

8.1 The LGB will play a crucial role in driving forward the school and offer appropriate challenge to the Headteacher. It will:

8.1.1 Promote high standards and aim to ensure that students and pupils are attending a successful school which provides them with a good education and supports their well-being.

8.1.2 Ensure arrangements are in place for the effective safeguarding of pupils and staff

8.1.3 Be accountable to the Trust Board for its actions and follow the expectations of governors as laid down by the Trust Board.

8.1.4 Aim to establish that it is competent, accountable, independent and diverse

8.1.5 Aim to promote best practice in governance.

8.1.6 Ensure that its governors promote and uphold high standards of conduct, probity and ethics.

8.2 The Trust, through the Central team and in consultation with the LGB, will retain responsibility for:

8.2.1 Planning the Capital Expenditure programme

8.2.2 Setting whole academy financial targets in line with Trust priorities

8.2.3 Establishing Trust wide policies applicable to each academy

8.2.4 Setting attainment and progress targets for each academy (where progress is a concern)

8.2.5 Undertaking Headteacher appraisal along with one LGB member. It will remain the responsibility of the CEO to make the final decision regarding Headteacher appraisal.

8.3 In lower performing schools, the Trust will also retain responsibility for:

8.3.1 Budget setting and intervention (this will be undertaken in consultation with the Headteacher and LGB).

8.3.2 Approval of governor appointments

8.4 Working on behalf of the Board of Trustees, it is the responsibility of the LGB to:

8.4.1 Set the vision, ethos and direction of the academy in partnership with other stakeholders.

8.4.2 Provide effective support and challenge to academy leaders.

8.4.3 Approve the strategic areas and targets for inclusion in the Academy Development Plan.

8.4.4 In conjunction with the CEO and Headteacher, approve educational targets for the academy as a whole and for identified groups with regard to Trust-based, local and national standards.

8.4.5 Monitor progress against the agreed educational targets in the Academy Development Plan.

8.4.6 Recommend the budget, including the 3-year plan, and staffing structure, for approval to the Trust Board.

8.4.7 Review and challenge the 3-year budget on a termly basis.

8.4.8 Identify current and future financial risks and accrue/plan accordingly via maintenance of the academy risk register and report on such to the LGB

8.4.9 Approve or reject any and all non-budgeted expenditure that arises throughout the academy year that is over and above £10,000

8.4.10 Contribute to the consultation process for Trust policies.

8.4.11 Approve expenditure in line with the Financial Procedures.

8.4.12 Action any recommendations for their academy contained within internal or external audit reports.

8.4.13 Contribute to Trust Board consultations.

8.4.14 Ensure effective local policies are in place for matters not covered by central Trust policies.

8.4.15 Ensure the implementation of Trust policies and review their effectiveness and impact.

8.4.16 Arrange for the preparation of any reports requested by the Trust Board.

Section 2: SCHEME OF DELEGATION

R - Responsible (Approves) A – Accountable (Completes) C - Consult with I – Inform about	CMAT				Academy	
	Members	**Trust Board**	**CEO**	**CLT**	**LGB**	**Head-teacher**
1. Strategy						
1.1 Trust Strategic Development						
Approval of Trust Strategy		RA	A	C	C	C
Delivery of Trust Strategy and Strategic Development Plan		R	A			
Financial strategy including the management of Trust reserves and assets		R	A	A	C	C
Monitoring of progress against strategic targets		RA	A			
Entering into, or withdrawing from, a formal partnership		R	C	C	A	C
Admission of academies to MAT		RA	A	C	I	I
Provision of advice in relation to due diligence for the admission of academies to MAT		R	A	A		
Creation and admission of new free schools to MAT		R	A	A	I	I
Making application to the DfE for significant changes to an academy within the Trust		R	C	C	A	A
Provision of financial and risk advice in relation to the creation and admission of new free schools to the MAT		R	A	A		
1.2 Financial						
Entering into DfE funding arrangements		RA	C	C	C	C
Entering into leases or other legal arrangements (as per Financial Handbook)		RA	C	C	C	
1.3 Academy Strategic Development						
Approval of Academy Development Plan		I	C		R	A
Implementation of Academy Development Plan		I	C	C	R	A
Reviewing progress against Academy Development Plan and reporting to Trust on progress.		R	A		C	C
Reviewing progress against Academy Development Plan and reporting to LGB on progress.			I		R	A
Highlighting risk to Trust Board by exception		I	RA	I	RA	AI
Review of overall effectiveness of SDP		I	C	C	R	A
1.4 Risk Management Systems						
Strategic oversight of risk • Strategic • Financial • Operational • Reputational		R	A	A		
Delivery of risk management: • Strategic • Financial • Operational • Reputational		I	C	C	R	A

R - Responsible (Approves) A – Accountable (Completes) C - Consult with I – Inform about	CMAT				Academy	
	Members	**Trust Board**	**CEO**	**CLT**	**LGB**	**Head-teacher**
2. Governance						
2.1 The Business of Governance						
Appointment and Removal of Members	RA	I	I	I		
Appointment of Trustees	RA	RA	I	I	I	
Removal of Trustees (depending on who appointed them)	RA	RA	I	I	I	
Appoint Chair of Trustees (annually)		RA	I	I	I	
Removal of Chair of Trustees	RA	I	I	I	I	
Approval of Terms of Reference for Trust committees and LGBs		R	A	C	C	I
Approval of terms of reference for LGB sub-committees		I	C	C	R	A
Recruitment procedures for appointed governors for Academy LGBs where outcomes are good or better		I	C	C	R	A
Recruitment procedures for appointed governors for Academy LGBs where outcomes are less than good		R	A	C	C	C
Appoint local governors in schools/LGBs where outcomes are less than good		R A	C	C	C	C
Appoint Chair of Academy LGBs		I	C	C	AR	C
Remove & replace Chair of Academy Local Governing Boards in schools providing cause for concern		RA	C	C	C	C
Removal of Local Academy LGB		RA	C	C	C	C
Appoint and Remove Trust Clerk		RA	C	C	C	C
Appoint and Remove LGB Clerk		I	I	C	AR	C
Maintain Register of Interests	R	R	I	A	R	I
Approval / amendment of scheme of delegation		R	A	C	C	C

R - Responsible (Approves) A – Accountable (Completes) C - Consult with I – Inform about	CMAT				Academy	
	Members	**Trust Board**	**CEO**	**CLT**	**LGB**	**Head-teacher**
3. Compliance						
3.1 Policies						
Approval of MAT policies		R	A	C	C	C
Approval of local policies		I	C	C	R	A
Monitoring the effectiveness and impact of policies in accordance with the annual agenda plan and reporting termly to the Trust Board.		RA	C	C	RA	C
3.2 Miscellaneous						
Term dates and INSET dates (may differ between academies)		I	C	C	R	A
Length / organisation of academy day		I	C	C	R	A
Fixed term exclusions			C		R	A
Permanent exclusions			C		R	A
Exclusions and Admissions appeals			C		R	A
Admissions policies and criteria		I	C	C	R	A
Ensuring staff and pupil records are maintained appropriately (school register etc.) and reports (such as Census) are made accurately and in a timely manner.		I	I	I	R	A
Ensuring the academy website is maintained with accurate and up-to-date information and is fully compliant with statutory requirements.		I	I	C	R	A
Ensuring the Trust website is maintained with accurate and up-to-date information and is fully compliant with statutory requirements.		R	R	A		
3.3 GDPR						
Approval of data protection and associated policies		R	C	A	C	C
Ensuring that data protection practices reflect the Trust data protection policy		R	C	A	C	C
Monitoring data protection systems and practice at local academy level to ensure they fulfil the requirements of the Trust Policy – reporting any concerns to the Trust Board.			C	C	R	A

R - Responsible (Approves) A – Accountable (Completes) C - Consult with I – Inform about	CMAT				Academy	
	Members	**Trust Board**	**CEO**	**CLT**	**LGB**	**Head-teacher**
4. Educational Performance						
4.1 Educational Performance & Attendance						
Setting Academy targets based upon previous performance, ASP, IDSR and FFT		I	C		R	A
Setting targets where KPIs are not met, in line with the Chancery School Improvement Framework.		R	A		I	C
Monitoring of progress against targets and ensuring that outcomes are in line with Trust-based, Local & National standards and monitoring specific groups (PPG, SEND, Gender, Attendance).		I	C		R	A
Analysing Trust educational performance and identifying areas of underachievement.		R	A		C	C
4.2 Quality of Teaching And Learning						
Monitoring the quality of teaching and learning and reporting to the LGB and Trust Board.		I	R		R	A
4.3 Curriculum						
Curriculum planning, implementation and review		I	C		R	A
Monitoring the impact of curriculum on standards		I	C		R	A
Ensuring the delivery of a broad and balanced curriculum		I	C		R	A
Ensuring the effectiveness of PPG		I	C		R	A
Ensuring the effectiveness of sports premium and any other ringfenced funding		I	C		R	A
4.4 Assessment						
Provide termly reliable and validated assessments		I	C		R	A
Provide overview of Trust educational performance		R	A		C	C

R - Responsible (Approves) A – Accountable (Completes) C - Consult with I – Inform about	CMAT				Academy	
	Members	**Trust Board**	**CEO**	**CLT**	**LGB**	**Head-teacher**
5. Financial Performance						
5.1 Financial Controls						
Approval of systems of financial control		R	C	A	C	C
Assurance over adequacy of systems of internal financial control		R	C	A	C	C
Initial appointment of external Auditors	R	I	I	A		
Recommendation to retain/alter external auditors		R	I	A		
Approval of CMAT financial procedures		R	C	A	I	I
5.2 Budget & Management Reporting						
Draft annual academy budget in good schools			C	A	R	A
Draft annual academy budget in less good schools		R	A	A	C	C
Review academy budget and recommend to Trust Board			C	A	R	C
Draft and recommend annual Centralised Trust Budget		I	C	A		
Approve consolidated Trust budget		R	C	C		
Approve Annual Top Slice charge		R	C	A	C	C
Receipt and review of monthly management accounts		R	I	A		
Prepare and present termly financial reports to LGB in good or better academies			I	C	R	A
Prepare and present termly financial reports to LGB in less than good academies			I	A	R	A
Termly review of financial position of each academy and report to Trust Board of risk by exception		I	C	A	R	C
Present and interrogate Benchmarking data.		I	C	A	I	A
5.3 Purchasing and Procurement						
Placing orders for goods and services, entering into contracts		In line with CMAT Financial Procedures Policy				
Waiver of CMAT financial regulations in respect of purchasing		In line with the Academy Trust Handbook				
Ensuring compliance with tendering processes		In line with CMAT Tendering and Procurement Policy				
5.4 Banking Authority and Cash Management						
Approval to borrow money		In line with CMAT Financial Procedures Policy				
Cash flow Management, Treasury & Investment		In line with CMAT Investment Policy				
Open a bank account and approve signatories		In line with CMAT Financial Procedures Policy				
5.5 Insurance						
Ensure all necessary insurances not covered by CMAT (e.g. staff absence) are entered into by the academy		I	I	I	R	A
Ensure all academies are entered into the RPA		R	C	A	I	I

5.6 Statutory Reporting						
Responsible for the drafting of the annual accounts and Trustees' end of year report in conjunction with the Trust's auditors		RA	C	A	I	I
Responsible for the approval of the annual accounts	I	RA	I	I	I	I
Responsible for the drafting and timely submission of accounting returns and termly reporting to the Board		R	C	A	I	I
PAYE Returns		R	C	A	I	I
VAT Returns		R	C	A	I	I

R - Responsible (Approves) A – Accountable (Completes) C - Consult with I – Inform about	CMAT				Academy	
	Members	**Trust Board**	**CEO**	**CLT**	**LGB**	**Head-teachers**
6. Staffing						
6.1 Staff Planning						
Approval of annual Trust staffing structure and budgets		R	A	C		
Approval of annual Academy staffing structure and budgets			C	C	R	A
Sign off Job Description grade of CEO post		RA		C		
Sign off Job Description grade of CLT posts		R	A	C		
Sign off Job Description grade of academy Headteacher posts		R	C		C	
Sign off Job Description grade of academy teaching & support staff posts			C		R	A
Evaluation of job grades		R	C	A	C	C
Approval / variation of basic employment terms and conditions		R	C	A	C	C
6.2 Recruitment						
Recruitment & appointment of CEO		RA				
Recruitment & Appointment of central Trust staff		R	A			
Recruitment & Appointment of Headteachers		CR	RA		AC	
Recruitment & Appointment of Deputy Headteachers		I	C		RA	A
Recruitment & Appointment of all other staff			C	C	R	A
Recruitment processes		R	C	A	C	C
Suspension/dismissal of CEO		RA				
Appeals panel for dismissal of CEO	R	A				
Suspension/dismissal of CLT		RA	A			
Appeals panel for dismissal of CLT	R	A				
Suspension/dismissal of Headteacher		R	A		A	
Appeals panel for dismissal of Headteacher		R	A		A	
Suspension/dismissal of other staff			I		R	A
Appeals panel for dismissal of other staff					R	A
Approval of any severance / settlement / redundancy agreements		R	C		C	A
6.3 Pay and Appraisal						
Annual approval of pay policy, including pay awards, pay point values, other discretionary allowances etc.		R	C	A	C	C
Determination of pay ranges		R	C	A	C	C
Annual Appraisal & Pay Progression CEO (see A1.5)		RA				
Pay appeal - CEO	R	A				
Annual Appraisal & Pay Progression CLT (see A1.5)		R	A			

Pay appeal - CLT	R	A				
Annual Appraisal & Pay Progression Headteachers (see A1.4)		I A=1	R		R A=1	
Pay appeal - Headteachers	R	A				
Annual Appraisal & Pay Progression - Other SLT in good schools (see A2.1)			C		R	A
Annual Appraisal & Pay Progression - Other SLT in less than good schools (see A2.1)			A		R	A
Pay appeal – Other SLT		R			A	
Annual Appraisal & Pay Progression - Other Academy Staff (see A2.1)					R	A
Pay appeal – all other staff					RA	
6.4 Pensions						
Pension Policy & Discretions		R		A		
Handling of all pension matters (teachers and support staff)		R		A		A
Approval of use of pension discretions		R		A		

R - Responsible (Approves) A – Accountable (Completes) C - Consult with I – Inform about	CMAT				Academy	
	Members	**Trust Board**	**CEO**	**CLT**	**LGB**	**Head-teacher**
7. Health & Safety						
7.1 Safeguarding Policy						
Approval of Trust safeguarding statement		R	A	C	I	C
Responsibility for ensuring the Trust safeguarding statement is reflected in local policies and practice		R	A	C	I	C
Approval of individual academy safeguarding policy		I	C	I	R	A
7.2 Safeguarding Practice						
Ensuring Academy practices reflect local academy safeguarding policy		I	C	I	R	A
Maintaining effective systems for the identification and reporting of safeguarding concerns		I	C	I	R	A
Ensuring all staff & governors receive appropriate training in relation to safeguarding, including safer recruitment.		I	C	I	R	A
Ensuring safer recruitment formalities are completed in accordance with CMAT policy and the single central record is maintained appropriately		I	C	I	R	A
Maintenance of register of interests and DBS checks for Central Trust		R	A	C	I	I
Maintenance of register of interests and DBS checks for Academy		I	C	C	R	A
Ensuring that safeguarding is covered within the curriculum in an age-appropriate format including e-safety and road safety		I	C	I	R	A
7.3 Safeguarding Governance						
Reporting an overview of safeguarding, behaviour and attendance at academy level on a termly basis		I	C	I	R	A
Reviewing safeguarding matters and holding senior leaders to account for safeguarding in accordance with the annual agenda plan and reporting termly to the Trust Board.		R	A	C	C	C
Approving appropriate actions in academies where concerns are raised in relation to the safeguarding practices in any particular academy.		R	A	C	C	C
Implementing appropriate actions in academies where concerns are raised in relation to the safeguarding practices in any particular academy.		I	C	I	R	A
7.4 Health and Safety						
Approval of CMAT health and safety policy		R	C	A	C	C
Ensuring the adequacy of health and safety practice throughout CMAT		R	C	A	C	C
Health and Safety Accident reporting – termly reporting		I	I	I	R	A
Health and Safety RIDDOR reporting		I	I	I	R	A

Reviewing systems in place to ensure compliance with health and safety policy and minimising risk. Reporting of medium – high levels of risk to Trust Board		R	A	A	C	C
Responsibility for ensuring health and safety throughout the Trust		R	A	A	C	C
Responsibility for ensuring that staff receive appropriate health and safety training		I	I	C	R	A
Responsibility for ensuring statutory compliance checks are undertaken (asbestos, legionella, PE equipment etc.)		I	I	C	R	A
Responsibility for ensuring risk assessments are completed (using external contractors where appropriate) and recommended actions are completed.		I	I	C	R	A
Ensuring that the level of risk for school visits is acceptable and obtaining approval from the LGB for any residential visits.		I	I	C	R	A
7.5 Critical Incident Management						
Development and approval of CMAT Critical Incident and Business Continuity Policies		R	C	A	C	C
Implementation of Critical incident management planning at academy level		I	C	C	R	A
Ensuring suitable critical incident plans are in place, monitoring compliance and reviewing the effectiveness of the policy at academy level		I	C	C	R	A

Appendix 1: TERMS OF REFERENCE FOR THE TRUST BOARD COMMITTEES

A1.1 - Finance & Audit Committee

1. **Constitution**

1.1 The Trust Board ("the Board") has resolved to establish a Finance & Audit Committee to advise the Board on matters relating to the Trust's finance and risk management arrangements and to direct a programme of internal scrutiny and consider the results and quality of the external audit.
1.2 The Finance & Audit Committee is responsible to the Trust Board.
1.3 The Committee's Terms of Reference are adopted by the Board and may only be changed with the approval of the Board.
1.4 The Committee's remit will extend to advise the Board on the performance and pay of the Chief Executive of the Trust and the Clerk to the Board.
1.5 The Clerk to the Board (or appointed deputy) shall be the Clerk to the Committee. However, the Clerk can be required to withdraw from that part of any meeting at which the Clerk's remuneration (or any other matter relating to the Clerk within the remit of the Committee) is to be discussed. In these circumstances, one of the Committee members will act as a temporary Clerk to minute the proceedings of the Committee or a deputy may attend.

2. **Authority**

2.1 The Committee is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Board. It is authorised to request any information it requires from any governor, employee, external auditor, internal auditor or other assurance provider.
2.2 The Committee is authorised to obtain any outside legal or independent professional advice it considers necessary, normally in consultation with the Accounting Officer and/or Chair of the Board.

3. Duties

The duties of the Finance & Audit committee are:

3.1 To fulfil its responsibilities as set out in this Terms of Reference in line with the Academy Trust Handbook, the Trust's Financial Procedures and in compliance with the Funding Agreement with the Secretary of State of Education.
3.2 To consider the indicative funding of the academies within the trust, notified annually by the DfE, and to assess its implications for the trust, in consultation with the Accounting Officer and CFO in advance of the financial year, drawing any matters of significance or concern to the attention of the Board.
3.3 To inform development of the trust's strategic plans through financial decisions. To consider financial priorities and proposals, in consultation with the Accounting Officer & CFO, with the stated and agreed aims and objectives of the trust.
3.4 To establish and monitor KPIs with regard to trust finances.
3.5 In consultation with the Accounting Officer, CFO, Local Governing Boards and Headteachers, to draft and recommend to the Board, the first formal budget plan of the financial year on broad budget headings. This should include the level and use of any contingency fund or balances, ensuring the compatibility of all such proposals with the development priorities set out in the trust's development plan.
3.6 To establish and maintain an up to date 3-year strategic financial plan.
3.7 To monitor and review income and expenditure on a regular basis and ensure compliance with the overall financial plan for the academies and the trust, and with the financial regulations of the DfE, drawing any matters of concern to the attention of the Board.
3.8 To consider budget position statements at both academy and trust level including virement decisions at least termly and to report significant anomalies from the anticipated position to the Board of Trustees.
3.9 To review the financial elements of the Risk Listing including Health and Safety, buildings and insurance

and to make reports to the Board on the adequacy of the trust's financial and non-financial controls.

3.10 To review any strategic matters with financial implications concerning sponsorship of Academies and make recommendations to the Board of Trustees.

3.11 To be responsible, in conjunction with the Board of Trustees, for approving dismissal payments/early retirement.

3.12 To receive potential bids from academies and the trust for external funding and recommend to the Board for approval.

3.13 To review benchmarking data on an annual basis to secure best value for money.

3.14 To monitor and review procedures for ensuring the effective implementation and operation of financial procedures, on a regular basis, including the implementation of bank account arrangements and, where appropriate to make recommendations for improvement.

3.15 To advise the Board on the need for and, where appropriate, the appointment, re-appointment, dismissal and remuneration of the external auditor, internal auditor, regulatory auditor and any other assurance providers.

3.16 To assess the quality, effectiveness and resources of the external auditor to provide a basis for decisions by the trust's Members about the auditor reappointment or dismissal or retendering.

3.17 To review the external auditor's annual planning document and approve the planned audit approach.

3.18 To consider any additional services delivered by the external auditor or other assurance providers and ensure appropriate independence is maintained.

3.19 To review the internal and external audit plan for the academic year and agree a programme of work, in a way most appropriate to the trust's circumstances, to deliver internal scrutiny that provides necessary coverage across the year, reviewing the ratings and responses on the trust's risk register to inform the programme.

3.20 To consider the reports from those carrying out the programme of work.

3.21 To consider the internal scrutiny reports and discuss the progress made against previous recommendations to enhance financial and non-financial controls and risk management procedures.

3.22 To discuss the recommendations and outputs of any assurance activities by third parties, including the DfE financial management and governance reviews, funding audits and investigations.

3.23 To ensure information submitted to the DFE that affects funding, including pupil number returns and funding claims (for both revenue and capital grants) completed by the trust, is accurate and in compliance with funding criteria.

3.24 To review and consider the annual report and financial statements for the previous financial year prior to their finalisation and submission to the Board.

3.25 To advise on the content of the governance statement to be presented alongside the finalised financial statements.

3.26 To ensure that the audited financial statements and annual summary report of internal scrutiny are submitted to the DfE and Companies House by 31 December each year.

3.27 To review the suite of finance related policies including the Finance Procedures, accounting policies, anti-fraud policy, whistleblowing policy and financial Scheme of Delegation.

4 Administration

4.1 The Committee will meet at least once per term. The Chair or any two members may, by giving notice in writing to the clerk, call unscheduled meetings as long as appropriate notice of at least seven days is given to other members of the committee. A shorter notice may be given where the chair of the committee decides a particular matter requires addressing immediately.

4.2 The frequency and dates for the committee meetings will be considered before the first Autumn term meeting of the year.

4.3 The Committee will consist of at least three members of the Board. Members of the Committee are appointed annually. Additionally, up to two external co-opted members with particular expertise may also be appointed who are not members of the Board. At least one of the members should have relevant financial experience.

4.4 The members of the Committee shall hold office from the date of their appointment until the resignation or their omission from membership of the Committee on subsequent consideration by the Board (whichever shall happen first).

4.5 A Committee Chair will be elected annually. The Chair of the Trust Board and the Accounting Officer are not permitted to be elected as Chair of the Finance & Audit committee. If the Chair is absent from a meeting, the members shall choose another member, who is also a member of the Board, to act as Chair for that meeting.

4.6 The quorum of the committee is one half of the numbers of the committee rounded up to the nearest full number. In addition, at least 50% of those members present are Board members and no more than 50% of those present may be employees of the Trust. Only full members of the committee who have been approved by the board of trustees have the right to vote on any matters.

4.7 Every matter to be decided upon will be determined by a majority vote, where there is an equal division of votes, the chair will have the deciding vote. Each full member of the committee who is present at the meeting will be entitled to one vote.

4.8 The Accounting Officer, Chief Finance Officer and other members of the Trust's staff may be invited to attend but will have no voting rights.

4.9 Administrative support will be provided by the Clerk to the Board/Governing Board or his/her deputy.

4.10 The agenda for meetings will be agreed in advance by the Chair of the Committee (based on, but not limited to, a pre-agreed annual schedule of activity) and papers will be circulated to members and attendees at least 7 working days in advance of the meeting.

4.11 The clerk will take minutes of the meeting. These will be approved, by the chair of the committee as accurate representations of the meeting before they are handed to the committee members for final approval at the next committee meeting. Following approval, the clerk will distribute the minutes to the Board.

4.12 Confidential minutes will only be shared with the trustees who were present at the meeting where the confidential item was discussed.

4.13 Members will withdraw from the meeting if there is an identified or potential conflict of interest, or there is a motion to question their ability to remain impartial.

4.14 The Committee will self-assess its performance against these Terms of Reference on an annual basis and will also review the Terms of Reference, submitting any proposed changes to the Board for approval.

4.15 The Board must not add to these Terms of Reference responsibilities that require the Committee to adopt an executive role, or its members to offer professional advice to the Board. Advice should only be given in Committee members' capacity as Trustees and co-optees and only within their terms of reference.

A1.4 – Appraisal and Pay Review Panel for Academy Headteachers

1. Purpose

The Appraisal and Pay Panel has the delegated authority of the Board of Trustees.

The Panel:

1.1 Exercises the delegated authority of the Board of Trustees to determine the pay of the academy Headteacher within an agreed range as set out in the Trust's pay policy.

1.2 Exercises the Board of Trustees' delegated authority in respect of the Trustees' expectations of conduct, attendance and integrity of the academy Headteachers.

1.3 Refers major issues to the Board of Trustees for information.

2. Membership

2.1 CEO, external SIP (if applicable), Chair of Governors of LGB

2.2 An additional trustee or governor may be invited to attend.

3. The Panel undertakes to:

3.1 Achieve the aims of the Trust Pay Policy in a fair and equal manner.

3.2 Attend all meetings throughout the year, other than in exceptional circumstances

3.3 Apply the criteria set by the Trust Pay Policy in determining the pay of the academy Headteacher.

3.4 Observe all statutory and contractual regulations.

3.5 Make clear and accurate records of the reasoning behind decisions made about Headteacher pay.

3.6 Ensure that, where relevant, pay progression is based upon evidence that staff meet the relevant standards including those for attainment and progress of students.

3.7 Keep abreast of any relevant developments which may require the Pay Policy to be revised.

3.8 Work with the CEO and Central Leadership Team to ensure compliance with all regulations relating to staff appraisal.

3.9 Ensure that relevant training and wellbeing are discussed with the Headteacher.

A1.5 – Board Appraisal and Pay Review Panel for Trust Staff

1. Purpose

The Appraisal and Pay Panel has the delegated authority of the Board of Trustees.

The Panel:

1.1 Exercises the delegated authority of the Board of Trustees to determine the pay and conditions of the CEO and Central Leadership Team (CLT).

1.2 Exercises the Board of Trustees' delegated authority in respect of the Trustees' expectations of conduct, attendance and integrity of the CEO and CLT.

1.3 Refers major issues to the Board of Trustees for information.

2. Membership

- 3 Trustees for CEO; or
- 2 Trustees plus CEO for CLT
- Support to be provided by an external advisor with relevant skills

3. The Panel undertakes to:

3.1 Achieve the aims of the Trust Pay Policy in a fair and equal manner.

3.2 Apply the criteria set by the Trust Pay Policy in determining the pay of the CEO and CLT.

3.3 Observe all statutory and contractual regulations.

3.4 Make clear and accurate records of the reasoning behind decisions made about pay.

3.5 Ensure that, where relevant, pay progression is based upon evidence that staff meet the relevant standards and objectives set.

3.6 Keep abreast of any relevant developments which may require the Pay Policy to be revised.

3.7 Work with the CEO and Central Leadership Team to ensure compliance with all regulations relating to staff appraisal.

A1.6 - Local Governing Boards

1. Scope

1.1. The Local Governing Board Terms of Reference relates to all academies and settings across Chancery Multi Academy Trust.

2. Purpose

2.1. The Chancery Multi Academy Trust Board of Trustees (CMATB) has established for each academy a Local Governing Board (the LGB) which will undertake the functions outlined in the Scheme of Delegation.

3. Terms of Reference

3.1 Membership

Each LGB shall comprise at a minimum:

- Headteacher
- At least one staff governor (to be elected by employees of the respective academy) **(no more than a maximum of one third of the LGB may be employees of the academy)**
- At least 2 parent governors (to be elected by the parents of registered pupils of the relevant academy)
- At least two further co-opted governors, appointed by the LGB as required.

3.2 Annual Review

The establishment, terms of reference, constitution and membership of each LGB shall be reviewed annually by the CMATB.

The terms of reference of any sub-committee must be approved by the LGB each year.

3.3 Chair and Vice Chair

The Chair, Vice Chair and any Chairs of Committees will be elected on an annual basis in the autumn term. No governor employed at the academy will act as Chair or Vice Chair to the LGB or a sub-committee. In the absence of the Chair and Vice Chair the committee will elect a temporary replacement from among the Governors present at the committee meeting.

3.4 Clerk

The clerk for all LGB meetings will be appointed by the academy. No meetings of the LGB should take place without the clerk present, unless in exceptional circumstances in which a member of the LGB (other than the chair or staff governor) will take notes or record the meeting.

3.5 Quorum

The quorum for each LGB shall be three governors (excluding staff).

3.6 Meetings

The LGB will meet as often as is necessary to fulfil its responsibilities and at least once each half term. Each sub-committee/panel shall meet as often as necessary to fulfil its responsibilities (the Pay Review panel will meet at least once in each academic year).

Each LGB and sub-committee is authorised to invite attendance at its meetings from persons to assist or advise on a particular matter or range of issues, including parents and members of the academy or Trust staff who

are not Governors.

3.7 Conflicts of Interest

Declarations of interest (financial and non-financial) will be updated annually. Declarations of direct or indirect interest in specific agenda items must also be made at the start of each meeting. Guidance may be given by the Clerk or the Governance and Compliance Lead on when withdrawal from the meeting and non-participation in discussion will be required.

3.8 Agendas

The clerk to the committee/panel will circulate the agenda for each meeting and papers normally at least seven clear days (i.e. not counting the day papers are issued nor the day of the meeting) before the committee meeting.

3.9 Minutes

Attendance at each meeting, conflicts of interests, issues discussed and recommendations for decisions will be recorded.

Minutes of LGB meetings will be recorded and forwarded to the Clerk of the CMATB in sufficient time for inclusion on the agenda and among the supporting papers for the next meeting of the CMATB.

3.10 Decisions

Decisions may be taken only by members of the LGB. Where necessary, the LGB Chair will have a second or casting vote.

3.11 Chair's Action

In the event of a need to make genuinely urgent decision the Chair of Governors, where appropriate in consultation with the CEO, Headteacher and/or Chair of sub- committee (as appropriate), will take appropriate action on behalf of the LGB. The decisions taken and the reasons for urgency will be explained fully and minuted at the next meeting of the Local Governing Board.

In exceptional circumstances an Extraordinary Meeting of the LGB may be called.

3.12 Link governors

Link governors must be appointed for Safeguarding, SEND, Health & Safety and any other area deemed necessary by the CMATB. In addition, LGBs may appoint link governors for any other priority areas which should be reviewed annually to ensure they reflect the priorities of the school development plan. Any changes must be notified to the Governance and Compliance Lead.

Appendix 2: TERMS OF REFERENCE FOR LGB PANELS AND COMMITTEES

A2.1 - LGB Pay Panel Terms of Reference

PURPOSE OF PANEL

The LGB Pay Panel is authorised to decide all pay matters relating to school staff (with the exception of the Headteacher) within the parameters of the Chancery Trust Pay Policies and Scheme of Delegation, and to monitor the implementation of the same pay policies.

All discussions relating to individual pay and/or determinations made by the pay panel must remain confidential. The pay panel's decisions will not be reported back to the full governing board until all rights to appeal against its decisions have been exhausted.

SPECIFIC RESPONSIBILITIES

Terms of Reference

- To achieve the aims and objectives of the trust's pay policies.
- To apply the criteria within the policies fairly and consistently, including links with the trust's appraisal policy, in determining the pay and pay progression of each member of staff, taking account of any recommendations made by the headteacher.
- To observe all statutory and contractual obligations.
- To ensure that all pay decisions have regard to the legislation outlined in the pay policy.
- To ensure that appropriate external advice is sought in relation to decisions made, e.g. the CEO and the school's human resources advisers.
- To ensure that each member of teaching staff receives a written statement of their pay according to statutory requirements.

Appeals

Appeals against the decisions of the pay panel will be managed in accordance with the appeals procedure within the trust's pay policy.

Reporting

The pay panel will report back to the governing board on an annual basis or more often as required on their actions and decisions in a confidential section of the agenda.

Membership:	Not less than three members of the governing board, appointed by the governing board, none of whom are paid to work at the school. This can include associate members who will have voting rights, but associate members will not contribute to the quorum of the meeting.
Quorum:	Three governors excluding the Headteacher or any employee of the school. The Headteacher will attend all meetings to advise.
Meetings:	As required but at least once per academic year.
Chair:	Non-employee to be elected by the panel.
Accountability:	The panel will report back to the governing board by verbal record by the Panel Chair.

A2.2 - LGB Staffing Committee Terms of Reference

PURPOSE OF COMMITTEE

To consider and determine matters relating to the following issues in accordance with agreed procedures, as fall to it to make under those procedures:-

- Conduct
- Discipline
- Grievance
- Capability
- Ill Health (Including absence monitoring)
- Early retirement
- Leave of absence
- Staff reductions/redundancy
- Dismissal

Throughout this document - in the case of central staff, for governors read trustees and for Headteacher read CEO.

SPECIFIC RESPONSIBILITIES

Terms of Reference

- All hearings shall be in private and minuted.
- The employee(s) shall be given at least five working days' notice in writing of the hearing.
- The employee(s) shall be entitled to attend the hearing, to be accompanied by a work colleague or representative if they wish, to call witnesses in their defence where appropriate and to question any witness bringing evidence against them.
- All relevant papers must be circulated, by all parties, to all parties, in advance of the hearing.
- The Committee shall consider its decision in private except for the presence of the clerk and committee's advisor.
- Private deliberations shall not be minuted.
- Where possible the decision of the committee shall be communicated verbally at the end of the hearing.
- In any case the decision shall be confirmed in writing to the employee within 5 working days of the hearing. The employee shall have the right of appeal against any decision of the Disciplinary/Dismissal Committee.

Please also see the relevant policy and procedure document(s) for detailed responsibilities.

Membership:	Not less than three members, none of whom shall be the Headteacher or a staff governor. The Headteacher may attend to give advice but not to vote. Associate members are not eligible to serve on this committee.
Disqualification:	Any governor with prior knowledge of the incident. (It is suggested that the Chair of Governors, due to probable prior knowledge, should not be a member)
Quorum:	Three governors excluding the Headteacher or any employee of the school. ***The number appointed to this committee directly affects the number required for an Appeal Committee.***
Meetings:	As required
Chair:	Non-employee to be elected by the committee.
Accountability:	The committee will report back to the governing board by verbal record by the Committee Chair if necessary

A2.3 - LGB Staffing and Pay Appeals Committee Terms of Reference

PURPOSE OF COMMITTEE

The purpose of the Appeals Committee is to hear any appeal in relation to disciplinary procedures, dismissal, staff grievance or pay.

Throughout this document - in the case of central staff, for governors read trustees and for Headteacher read CEO.

SPECIFIC RESPONSIBILITIES

Terms of Reference

· To hear appeals against decisions of the Staff Grievance Committee about staff grievances, in accordance with agreed procedures.

· To hear appeals against decisions by the Headteacher or Staff disciplinary/dismissal committee in relation to staff discipline and dismissal.

· To make any determination or decision under the trust's Complaints Procedure.

· To hear appeals against decisions of the Pay Panel about pay awards in accordance with agreed procedures.

Membership:	Not less than three members of the governing board, appointed by the governing board, none of whom are paid to work at the school. This can include associate members who will have voting rights, but associate members will not contribute to the quorum of the meeting.
Disqualification:	Any governor with prior knowledge of the incident.
Quorum:	Three governors excluding the Headteacher or any employee of the school.
Meetings:	As required
Chair:	Non-employee to be elected by the committee
Accountability:	The committee will report back to the governing board by verbal record by the Committee Chair if necessary
Clerking:	The Committee will be clerked by the Clerk to the Governing Board; Draft minutes will be sent for approval to the committee members, a copy kept for reference on the Confidential Minutes file, and a copy kept on the pupil's file; Matters dealt with by this committee are confidential and minutes will be safeguarded.

A2.4 - LGB Admissions Panel Terms of Reference

PURPOSE OF PANEL

To be responsible for complying with the terms, conditions and timeline of the agreed Local Authority Scheme for Co-ordination of Admissions.

To be responsible for administering the local governing board's Admissions Policy, including applying the admissions criteria where the school is over-subscribed with parental requests for admission.

To be responsible for preparing and presenting the school's case in response to any parental appeals against the refusal of admission to the school.

To be responsible for raising any issues that arise from the school's Admissions Policy with the full governing board, for their consideration.

SPECIFIC RESPONSIBILITIES

Functions delegated to the Headteacher:

- To be responsible for the day-to-day administration of the admissions process, in relation to any casual requests for admission received where the school is not over-subscribed with requests.
- To oversee the administrative arrangements surrounding the admissions process within the school.
- To be responsible for publishing the Admissions Policy on the school website.

Functions retained by the governing board:

- To be responsible for determining the school's Admissions Policy, including the admissions criteria.
- To be responsible for reviewing the school's Admissions Policy annually, in consultation with the Local Authority.

Membership:	Not less than three members including The Headteacher of the school; the Chair of Governors or another governor nominated by the governing board; the member of staff who oversees the admissions process.
Quorum:	The quorum for a meeting of the panel shall be not less than three of the members.
Meetings:	As required but at least once per academic year
Chair:	Non-employee to be elected as Chair
Accountability:	The panel will report back to the governing board by verbal record by the Panel Chair if necessary
Clerking:	If required

A2.5 - LGB Pupil Discipline and Exclusions Committee Terms of Reference

PURPOSE OF COMMITTEE

To carry out the procedures required in respect of pupil exclusion legislation and best practice.

SPECIFIC RESPONSIBILITIES

Exclusions
The Headteacher is the only person with the power to exclude a pupil from the school. In their absence, the most senior teacher has the right to exclude a pupil from school. The Chair of Governors should be informed of the exclusion.

A pupil may not be suspended for an indefinite period: suspension must be for a fixed term or permanently.

Duties of the Headteacher

i) When a pupil is excluded the parent should be informed immediately and followed by a letter stating the reason for the exclusion - within one school day
ii) To issue a new exclusion (whether fixed term or permanent) from the date of the expiry of a first exclusion if evidence comes to light that a more severe consequence is appropriate. (A fixed-term exclusion cannot be extended or converted into a permanent one)
iii) Where a pupil is excluded, the parent of the pupil must be informed that representation about the exclusion can be made to the Pupil Discipline Committee
iv) Where the Headteacher excludes a pupil for more than 15 days in aggregate in any one term, the head to inform the Pupil Discipline Committee without delay of the period of the exclusion and the reason for it. Similarly, this action should be taken if the exclusion is made permanent;
v) Where the Headteacher excludes a pupil permanently and the Pupil Discipline Committee's decision is not to reinstate, as soon as it is reasonably practical to inform the LA of the decision by notice in writing;
vi) To comply with any direction for the reinstatement of the pupil given by the Pupil Discipline Committee.

Duties of the Governing Board/Pupil Discipline Committee
It is the duty of the Pupil Discipline Committee, where they have been informed of the permanent or fixed term exclusion of a pupil for more than fifteen days in aggregate -

i) to consider whether the pupil should be reinstated immediately, reinstated by a particular date or not reinstated at all;
ii) to consider the evidence presented in relation to the exclusion, taking a 'holistic view' of the circumstances before considering the actions of the Headteacher;
iii) in considering the actions of the Headteacher, governors are explicitly required to decide whether the actions were lawful, reasonable and procedurally fair, taking account of the Headteacher's legal duties and any evidence presented at the hearing;
iv) their decisions on the "civil standard of proof"; i.e. that something more probably occurred than not;
v) where they consider the pupil should be reinstated, to give the appropriate direction to the Headteacher;
vi) where they consider the pupil should not be reinstated to inform the parents of their decision. It is the duty of the Pupil Discipline Committee to inform parents of a pupil who has been excluded permanently of their right to appeal against the decision;
vii) when advising a parent/carer of their rights to appeal to the independent review panel (IRP), in providing details of the role of the SEN expert in an independent review panel, the governing board should explain that:
  - There is no cost to parents for this appointment and;
  - Parents must explicitly request a SEN expert in their appeal to the IRP;

viii) In the event the pupil is reinstated, to agree how governors will ensure the pupil's effective reintegration;
ix) To ensure that a note is placed on the pupil's record;
x) To remove the name of a pupil who has been permanently excluded from the school admissions register.

In the event that the IRP recommends or directs the Governing Board to reconsider, the governing board must:

- Decide how the Governing Board will meet e.g. will the same governors form the committee / three different governors / the whole Governing Board?
- Meet within ten school days of receiving notice to reconsider its decision by the independent review panel.
- Decide whether to reinstate the pupil;
- If the independent review panel has issued a direction (not recommendation) to reconsider and the governing board does not decide to reinstate the pupil within ten school days of receiving the direction, to pay the Local Authority (LA) within 28 days;
- Agree how governors will ensure the pupil's effective reintegration in the event the pupil is reinstated.
- Ensure a note is placed on the pupil's record.

Membership:	All governors, not including the Headteacher, staff employed at the school or Associate Members.
Disqualification:	Any governor with prior knowledge of the incident. (It is suggested that neither the Chair of Governors nor a member of staff, due to probable prior knowledge, should be a member)
Quorum:	Three governors, not including the Headteacher or anyone paid to work at the school.
Meetings:	As required
Chair:	Non-employee to be elected by the committee
Accountability:	The committee will report back to the governing board by verbal record by the Committee Chair if necessary
Clerking:	The Committee will be clerked by the Clerk to the Governing Board; Draft minutes will be sent for approval to the committee members, a copy kept for reference on the Confidential Minutes file, and a copy kept on the pupil's file; Matters dealt with by this committee are confidential and minutes will be safeguarded.

A2.6 - Chairs' Forum Terms of Reference

PURPOSE OF FORUM

Chancery Multi Academy Trust has established a Chairs Forum in order to provide a forum for discussion between the Board Chair and the Chairs of Local Governing Boards of each school and allows each of the schools to have a direct route of communication to the representatives of the Trust Board.

The Chairs Forum will meet regularly (usually three times per academic year) which will allow for discussion of matters arising and clear communication to be established.

The LGB Chairs Forum derives its authority from any delegation made by the respective LGB to their Chair (or Vice Chair as the case may be) in respect of any agenda item.

SPECIFIC RESPONSIBILITIES

Terms of Reference

The Chairs Forum will carry out the following key functions and will act to:

- Promote collaboration across the MAT schools
- Share best practice and lessons learned
- Discuss matters appropriate to the respective LGBs and the Trust as a whole
- Ensure that information from the Board is disseminated to each Local Governing Board (LGB)
- Provide an environment for challenge and support between the layers of governance ensuring open and honest discussion on matters of celebration or improvement
- Offer recommendations and provide feedback on areas of consultation requested by the Board
- Coordinate and drive effective Governor recruitment and training.

Membership:	The Chairs Forum will consist of the Chair of the LGB of every school in Chancery MAT; the Chair of the Board of Trustees; the Governance and Compliance Lead and the CEO. A Vice-Chair (or another governor/trustee) may attend in absence of the Chair. Any other members of staff or external professionals will be invited to attend the relevant meeting as required.
Quorum:	The quorum for a meeting of the committee shall be at least two LGB (Vice-) Chairs.
Meetings:	At least two times per academic year.
Agendas:	Chairs will suggest agenda items to the Governance and Compliance Lead and agendas will be sent out prior to the meeting.
Chair:	A rolling meeting Chair shall be appointed for each meeting.
Accountability:	Notes of meetings will be available to all governors and each LGB Chair will report back to their governing board by verbal record if required.
Clerking:	The Governance and Compliance Lead will minute the meetings.

A2.7 - Terms of Reference for Link Meetings

PURPOSE

Chancery Multi Academy Trust has established a programme of meetings for the link areas in order to provide a forum for discussion, peer mentoring and support between the links at each school. The meetings also allow each of the schools to have a direct route of communication to the link representative at Trust Board level, as well as opportunities to meet school staff with responsibilities in these areas.

Currently the link areas are Safeguarding, SEND and Health & Safety, but additional link areas (and therefore meetings) may be established as required. Link meetings will take place twice per year.

The meetings have no delegated authority but provide a forum for individual governors to share ideas, offer support and learn about best practice which they can them take back to their respective schools and LGBs.

SPECIFIC RESPONSIBILITIES

Terms of Reference

The link meetings will carry out the following key functions and will act to:

- Promote collaboration across the MAT schools
- Learn best practice from school staff and other governors
- Share lessons learned from any training, external audits or inspections
- Provide an environment for challenge and support between the layers of governance ensuring open and honest discussion on matters of celebration or improvement
- Offer recommendations and provide feedback on areas of consultation requested by the Board

Membership:	The attendees will consist of the LGB link governor for each respective area from each school in Chancery MAT and the link trustee for the respective area. Any other governor/trustee may also attend. The CEO and the Governance and Compliance Lead (GCL) may attend if appropriate. School leaders for the respective areas may be invited to attend, but there is no expectation that they must do so. Any other members of staff or external professionals will be invited to attend relevant meetings as required.
Quorum:	The quorum for a meeting of the committee shall be at least two link governors.
Meetings:	At least two times per academic year.
Agendas:	Link governors will suggest items for discussion to the GCL prior to the meeting. Agendas will be sent out in advance.
Chair:	A rolling meeting Chair shall be appointed for each meeting from the link governors present.
Clerking:	Brief notes will be taken on a rolling basis by members and shared with the GCL.
Accountability:	Notes of meetings will be available to all governors and each link governor/trustee will report back to their governing board by verbal record if required.

Appendix 3: ROLE DESCRIPTORS

A3.1 – Role of a Local Governor

PURPOSE:

To contribute to the work of the governing board in ensuring high standards of achievement for all children and young people in the school by:

- Setting the school's vision, ethos and strategic direction
- Holding the headteacher to account for the educational performance of the school and its pupils
- Holding to account the financial performance of the school and making sure its money is well spent.

ACTIVITIES:

As part of the governing board team, a governor is expected to:

1. Contribute to the strategic discussions at governing board meetings which determine;

- the vision and ethos of the school
- clear and ambitious strategic priorities and targets for the school
- that all children, including those with special educational needs, have access to a broad and balance curriculum
- the school's budget, including the expenditure of the pupil premium allocation
- the school's staffing structure and key staffing policies
- the principles to be used by school leaders to set other school policies

2. Hold the senior leaders to account by monitoring the school's performance; this includes:

- agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school development plan
- considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance
- asking challenging questions of school leaders
- ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits
- ensuring senior leaders have developed the required policies and procedures and the school is operating effectively
- acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the governing board on the progress on the relevant school priority
- listening to and reporting to the school's stakeholders: pupils, parents, staff, Chancery Trust and the wider community, including local employers

3. Ensure the school staff has the resources and support they require to do their jobs well, including the necessary expertise on business management, external advice where necessary, effective appraisal and CPD (Continuing Professional Development), suitable premises, and that the way in which those resources are used has impact.

4. When required, serve on panels of governors in line with the Chancery Trust Scheme of Delegation, to:

- appoint the headteacher and other senior leaders
- appraise the headteacher
- set the headteacher's pay and agree the pay recommendations for other staff
- hear the second stage of staff grievances and disciplinary matters
- hear appeals about pupil exclusions

A GOVERNOR DOES NOT:

- Write school policies
- Undertake audits of any sort – whether financial or health & safety - even if the governor has the relevant professional experience
- Spend much time with the pupils of the school – if you want to work directly with children, there are many other voluntary valuable roles within the school
- Fundraise – this is the role of the PTA – the governing board should consider income streams and the potential for income generation, but not carry out fundraising tasks
- Undertake classroom observations to make judgements on the quality of teaching – the governing board monitors the quality of teaching in the school by requiring data from the senior staff and from external sources
- Do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the governing board need to consider and rectify this

As you become more experienced as a governor, there are other roles you could volunteer for which would increase your degree of involvement and level of responsibility (e.g. as a link governor).

EXPECTATIONS:

In order to perform the role well, a governor is expected to:
- get to know the school, including visiting the school occasionally during school hours, and gain a good understanding of the school's strengths and weaknesses
- attend induction training and regular relevant training and development events
- attend meetings (full governing board meetings and ad-hoc meetings) and read all the papers before the meeting
- act in the best interest of all the pupils of the school
- behave in a professional manner as set down in the governing board's code of conduct, including acting in strict confidence

TIME COMMITMENT:

Under usual circumstances, you should expect to spend between 10 and 20 days a year on your governing responsibilities; the top end of this commitment, which equates to about half a day per week in term time, is most relevant to the chair and others with key roles, such as link governors. Initially, we would expect your commitment to be nearer 10 days a year. However, there may be periods when the time commitment may increase, for example when recruiting a headteacher. Some longstanding governors may tell you that they spend far more time than this on school business; however, it is fairly common for governors to undertake additional volunteering roles over and above governance.

Under Section 50 of the Employment Rights Act 1996, if you are employed, then you are entitled to 'reasonable time off' to undertake public duties; this includes school governance. 'Reasonable time off' is not defined in law, and you will need to negotiate with your employer how much time you will be allowed.

A3.2 – Role of the Staff Governor

Roles and responsibilities
The role of staff governors is to bring a unique staff perspective to the board. Apart from that, it is no different from other governors, and they will help the board carry out its statutory duties.
The role is not to represent staff, nor to be held to account by the governing board, but to operate as part of the governing board to provide strategic leadership and to hold the headteacher to account.
A staff governor is not a 'delegate' of other staff members, and they are free to contribute and vote freely in the best interests of the whole school. The role is not to speak and act in accordance with the wishes of the majority of staff, so the staff governor should not canvas the opinion of staff.
Staff governors are elected by school staff. They cease to hold office when they cease to be employed at the school or when their term of office ends.

Restrictions on the scope of the role
The staff governor:

- Cannot be chair or vice-chair of the governing board (but can chair certain committees)
- Will be party to confidential information and must not share it, especially if discussed in Part 2 (confidential business)
- Can stay for Part 2 of the meeting as long as there is no conflict of interest or discussion around them or their role (or that of any close personal relations)
- Must withdraw and not take part in discussions relating to the appraisal or pay of any school employee, including the headteacher's appraisal. However:
  - This does not apply to the headteacher, who should be involved in discussions about staff pay but not about their own pay
- Cannot be a parent governor if they work at the school for more than 500 hours in a 12-month period
  - This is explained in the DfE's statutory guidance (page 20) and in parts 3 to 5 and schedule 1 of The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013.

The staff governor must understand the rules on declaring conflicts of interest and withdrawing from meetings.

Link governor role
The staff governor can be a link governor unless there is overlap between their role as a staff member and the link governor role. If, for example, the designated safeguarding lead is a staff governor, they should not be the safeguarding link governor.
The governing board should make sure that all categories of governor, and not just staff governors, are filling core link governor roles.

Staff grievances
Staff governors are not responsible for bringing grievances from another member of staff to the attention of board; they should be referred to the trust's grievance policy. This will outline the correct operational procedure for dealing with a grievance.
Staff governors should become familiar with the grievance policy so they can explain it to staff members who approach them for help.

If many members of staff approach them with the same grievance – workload concerns, for example – they should first raise the issue with the senior leadership team.
If the staff members still feel that the issue hasn't been addressed, the staff governor could ask the clerk to add an item to the agenda for discussion at the next governing board meeting. The staff governor should submit a paper giving details of the issue in advance.

Make sure other staff understand the role
If staff governors are frequently asked by other staff members to go beyond their role, they could produce a poster for the staff noticeboard to:

- Introduce themselves as the staff governor
- Explain what their position entails

- Ask for suggestions for topics to bring before the governors
- Make people aware of the staff grievance policy

Staff governor absence from meetings
If they are absent from a meeting, no-one else may speak or act on their behalf. This is the case for all governors.
They may be able to participate remotely.
Find out about attendance at meetings, and how absences are dealt with by the board.
The board can appoint another member of staff as a co-opted governor. This could, in the absence of the staff governor:

- Help the governing board keep a staff perspective
- Ensure good communications with school staff

But it should not be seen as a way for the role to be shared.

Remember, the number of co-opted governors who are eligible to be elected or appointed as staff governors must not, when counted with the staff governor and the headteacher, exceed one-third of the total membership of the governing board (as per page 18 of the DfE's statutory guidance).

A3.3 – Role of the Link Governors

All Chancery Local Governing Boards (LGBs) must have link governors for Special Educational Needs and Disabilities (SEND), Safeguarding and Health & Safety but may also have links for other key areas in the School Development Plan which may change annually.

The link governor is a source of additional information, support, challenge and scrutiny for the LGB and increases the profile of the governing board within the school and across Chancery trust. The development of good working relationships, effective communication and mutual trust is essential to this role.

Link roles do not remove the board's collective responsibility. The governing board should ensure that any area assigned to a link governor is covered on the agenda of full governing board meetings as appropriate, so that all members of the governing board remain informed of the key issues, strategy outcomes and areas for development, and participate in any relevant decision making.

The link trustees of Chancery Trust can complement the work of the link governors or have a different area of focus. What they should not do is duplicate the work of the LGB or link governor.

If numbers allow, link governor roles could be shared to support succession planning and prevent relationships becoming too 'comfortable'. The Governance and Compliance Lead should be notified as and when link governors change to ensure communications are directed to the correct person.

Link governors must complete records of visit forms after each visit and report back to the full governing board, as per the Visits Policy.

A3.3.1 Link Governor for Safeguarding

Purpose of role:

One of the most important duties that a governing board fulfils is to ensure that their school or trust is creating safe environments for pupils through robust safeguarding practices.

The appointed governor/trustee should take the lead on safeguarding. However, the governing board retains collective responsibility for making sure that safeguarding procedures are properly followed. See NGA Guidance for more information.

Safeguarding link governor duties

1. Working with the Designated Safeguarding Lead (DSL)

The designated safeguarding lead (DSL) is a senior member of the school's leadership team who takes lead responsibility for safeguarding and child protection. The safeguarding governor is the board's main point of contact with the DSL and so they should:

- build an effective relationship with the DSL that allows for appropriate support and challenge
- arrange monitoring visits with the DSL to learn about the school's context and how this influences the approach to safeguarding
- through discussion with the DSL (and other stakeholders within the school community), understand the school's safeguarding strengths and areas for development
- meet with the DSL termly to discuss (without specific pupil details) any safeguarding incidents; conversation should be around the suitability of policies and whether any amendments are necessary
- use meetings and visits with the DSL to monitor progress on any strategic safeguarding priorities
- ensure the DSL has received the training they need and is well supported to carry out their role
- talk to the DSL about staff safeguarding training, seeking assurance that staff are up to date with policy and practice and know what steps to take if they have concerns about a pupil

2. Understanding how safeguarding works in practice

The safeguarding governor should be aware of the legal duties that schools, and their governing boards, must comply with to keep pupils safe. It's also important to build an understanding of how safeguarding procedures work in practice. This should focus around:

- reading and understanding Keeping Children Safe in Education (KCSiE), the DfE's statutory safeguarding guidance (this is a requirement for all governors and trustees)
- building a knowledge and understanding of the school or trust's safeguarding policies and procedures, ensuring these are effective, regularly reviewed and updated
- observing (through arranged visits) how the culture of safeguarding is working within the school
- understanding how safeguarding is built into the school curriculum and how pupils are taught about staying safe (including online safety)
- using any safeguarding assessments or audits (sometimes conducted by local authorities) to help ascertain the robustness of safeguarding procedures and systems
- using data (often supplied within DSL safeguarding reports) to spot trends, for example, absence rates for looked-after children

We recommend that all governors undertake safeguarding training such that everyone has the knowledge and information needed to perform their functions and understand their responsibilities.

3. Report back to the board and keep them up to date

As the board's specialist on safeguarding and child protection, the safeguarding link governor should:

- stay up to date on relevant guidance and policy (including local guidance), ensuring the board are made aware of any changes to their safeguarding responsibilities
- report to the governing board following monitoring meetings with the DSL and any visits/interactions with staff and pupils
- ensure safeguarding is given suitable coverage and prominence within the board's strategic discussions
- feed in to governing board discussions, ensuring that decision making is based on a sound understanding of both the legal requirements and the school/trust procedures and culture
- ensure that the results of safeguarding audits are shared with the board and any concerns addressed
- support the board's oversight of the school's record of pre-appointment checks (the single central record); often this oversight comes from DSL reports to the board (not through the board directly administrating the record).

Safeguarding: sample questions

Health warning: these questions need to be used appropriately and may be asked by any governor, not just the Safeguarding link. You need to consider the best time and place to ask any questions. It is absolutely not intended that these questions should be handed over to the DSL/headteacher and an answer to each one sought. This is not a test for school leaders, but a tool to help governors.

1. **Priorities and resources**
   1.1. What are the school's Safeguarding priorities and how do we plan to address them?
   1.2. Are there any implications for our staffing model?
   1.3. What is the impact on the workload of teaching staff and does this need addressing?
   1.4. Do we need more staff dedicated to Safeguarding work (e.g. Learning Mentors)?
   1.5. Are there any other resourcing needs?

2. **Training and Staff Vigilance**
   1.1 What mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one (or Annex A if appropriate) of KCSiE?
   1.2 Do we know that all staff have read Part one/Annex A?
   1.3 When were the relevant policies last updated?
   1.4 Have staff had an opportunity to read and discuss those policies?
   1.5 How do we ensure that safeguarding is always central to staff practice?
   1.6 Do we have regular updates for staff on safeguarding matters?

3. **Safe environment in which children can learn**
   3.1 What improvements to the environment have been identified as priorities to ensure a safe learning environment?
   3.2 Does safeguarding/keeping safe from undue risk have a coherent place in the curriculum?

4. **Mechanisms/Systems for Staff to Report Concerns**

4.1 Do staff raise questions about concerns/near-misses etc?

4.2 Do staff come to you, as DSL, for (informal/early) counsel on questions about possible safeguarding concerns (first box at the top of the flowchart p22 of KCSiE)?

4.3 What happens when low-level concerns are brought to you?

4.4 Have we had any recent cases of abusive or inappropriate behaviour in the school?

4.5 How were these addressed/how were those involved supported?

4.6 Do we have a record of reported safeguarding concerns available for the Governing Board? Are these separated into concerns that can be addressed through 'early help' and other concerns?

5. **Mechanisms/Systems for Pupils/Parents to Report Concerns**

5.1 One of the signs of effective safeguarding is that the children feel safe at school. Do we have a way of checking actively that our children feel safe?

5.2 Would all pupils be able to identify a trusted adult at the school with whom they could raise any issues? OR Is there a mechanism through which parents and children are able (and encouraged) to raise any issues or experiences that have concerned them?

6. **Partnership Working**

6.1 What issues do we share and how do we work with other schools in the trust?

6.2 What other agencies do we work with within our trust or area and how effective are these partnerships?

6.3 Is there anything we can do as a governing board to enhance partnership working?

A3.3.2 Link Governor for SEND

Purpose of role:

- To lead on the governing board's monitoring of SEND arrangements, ensuring that all pupils with SEND get the support they need.
- To act as the governing board's specialist on SEND and champion the needs of all pupils with SEND at board level.

The appointed governor should take the lead on monitoring SEND provision at a strategic level. However, the governing board retains collective responsibility.

SEND link governor duties:

1. Working with the SENDCO

The special educational needs and disability co-ordinator (SENDCO) is the lead member of staff for SEND within the school, with responsibility for overseeing the day-to-day operation of the SEND policy and co-ordinating provision for children with SEND. The link governor for SEND should engage with the SENDCO on a regular basis in order to:

- Develop an effective working relationship that allows for appropriate support and challenge.
- Conduct monitoring visits to learn about the school or trust's context and the needs of pupils with SEND.
- Discuss SEND provision, focusing on how policies are applied and whether any changes are needed.
- Understand the school/trust's strengths in relation to SEND provision and areas for development.
- Ensure that the SENCO has received appropriate training and is well supported.
- Seek assurance that staff receive effective and up to date SEND training.

2. Understanding and monitoring effective SEND practice

The SEND link governor should have a good understanding of the legal duties of schools and governing boards in relation to pupils with SEND. They also need to learn how SEND provision works in their own setting. This should focus around:

- Investing time in appropriate development and learning: attending regular training on SEND and inclusion, and reading and understanding chapter 6 of the SEND Code of Practice 2015.
- Understanding the views of all key stakeholders in relation to SEND (pupils, families, staff, and local partners).
- Checking that the school makes good use of financial resources (including the notional budget) to support pupils with SEND.
- Ensuring the school publishes the necessary documentation detailing their SEND provision.

3. Supporting the governing board to monitor SEND provision

As the board's SEND specialist, the link governor should:

- Champion an inclusive culture, reminding the board to consider the impact of their decisions on pupils with SEND (particularly during budget discussions).
- Use their specialist knowledge to challenge school leaders about SEND provision.
- Ensure all members of the governing board have the knowledge and understanding they need to make informed decisions – all governors should be familiar with Chapter 6 in the SEND Code of Practice 2015.
- Make sure that the school and governing board comply with their statutory duties around SEND, including but not limited to:
    - SEND information report
    - S175 audit
    - Accessibility Plan

SEND: sample questions

Health warning: these questions need to be used appropriately and may be asked by any governor, not just the SEND link. You need to consider the best time and place to ask any questions. It is absolutely not intended that these questions should be handed over to the SENDCO/headteacher and an answer to each one sought. This is not a test for school leaders, but a tool to help governors.

1. What are the current pupil numbers with SEND within the school? How do we compare with the national average and schools within Chancery Trust?

2. How does the number of pupils identified according to their primary needs categories compare to national data?

3. Does our curriculum meet the needs of our SEND pupils? Has the first concerns register process been reviewed to ensure that pupils receive appropriate support to fully access the curriculum and thrive within the school environment?

4. What are the main challenges facing our SENDCO and SLT? In relation to bullying, attendance and behaviour, how do we utilise this data to identify barriers to learning and influence changes to our provision?

5. Are our current resources adequate and effective in addition to quality first teaching? Do we regularly evaluate interventions and teaching practice to make adjustments to our provision?

6. How are we supporting staff well-being and equally ensuring they engage regularly with CPD? Have goals around any previously identified training needs been achieved?

7. How are teaching assistants deployed strategically? How does the SLT review and evaluate their impact?

8. How do you monitor the child's journey from EYFS to Y6?

9. Considering individual academic and SEMH needs, how are we able to monitor SEND pupil achievement and progression and how do we evidence this? How do we strive to celebrate individual progress rather than comparison with peers?

10. How are pupils with SEND enabled to attend school extra-curricular activities and how are they ensured access to the same opportunities as pupils without SEND?

11. How do we ensure collaborative work with staff, pupils, parents and the wider community to capture meaningful contributions, in order to shape the quality of support and provision within our whole-school strategy?

12. How clear is the vision for SEND at the school? What are the current strengths in SEND and what key areas do we need to develop and prioritise into the next academic year?

13. Is the school is making reasonable adjustments in line with the Equality Act 2010 and how is it making progress towards the trust's equality objectives?

14. How are pupils with SEND enabled to attend school extra-curricular activities and how are they ensured access to the same opportunities as pupils without SEND?

A3.3.3 Link Governor for Health & Safety

Purpose of role:

Health and Safety in schools is governed by the Health & Safety at Work Act 1974 and the associated Management of Health and Safety at Work Regulations 1999. Chancery Multi Academy Trust (as the employer) is ultimately responsible for health and safety at the schools, however the responsibility for monitoring activities to ensure compliance with locally set policies and procedures has been delegated to each LGB.

The Health and Safety link governor will need to ensure they keep the role strategic. They are not expected to carry out health and safety checks or inspections but instead hold school leaders to account for completing them.

H&S link governor duties

1. Working with the school's H&S lead

Although the Headteacher is ultimately responsible for the day-to-day management of the school's health and safety policy, schools will usually have a health and safety lead (typically the Site Manager or School Business Manager).

The H&S link governor will support the H&S lead, and assist the governing board to have a better understanding and knowledge of health and safety within the school.

The link governor for H&S should engage with the H&S lead at least twice per year in order to:

- Develop an effective working relationship that allows for appropriate support and challenge.
- Conduct monitoring visits to learn about the school or trust's context and needs.
- Discuss how policies are applied and whether any changes are needed.
- Seek assurance that staff receive effective and up to date training.

2. Understanding and monitoring effective H&S practice

The H&S link governor should have a good understanding of the legal duties of schools and governing boards in relation to health and safety. They also need to monitor and evaluate the effectiveness of the health and safety systems within the school by:

- Working with the school's H&S lead to make at least two health and safety visits per year to the school premises.
- Investing time in appropriate development and learning: attending appropriate governor training.
- Keeping up to date with health and safety legislation and relevant guidance.
- Ensuring that legal (statutory) duties with respect to health and safety are met.
- Seeking to understand the reasons for any outstanding actions.
- Carry out pupil voice exercises as part of at least one tour per year.
- Ensuring that employees have a safe and healthy environment in which to work, and understanding any concerns around staff workload and wellbeing.

3. Supporting the governing board to monitor H&S provision

As the board's H&S specialist, the link governor should:

- Ensure the LGB gives due consideration to H&S in school development planning and budget setting.
- Ensure an annual report is made by school leaders to the LGB and that H&S is discussed at least termly.
- Ensure relevant external reports and audits are brought to the attention of the LGB.
- Keep the LGB informed of any health and safety issues.
- Report to the LGB on the effectiveness of the health and safety policy.

Health & Safety: sample questions

Health warning: these questions need to be used appropriately and may be asked by any governor, not just the H&S link. You need to consider the best time and place to ask any questions. It is absolutely not intended that these questions should be handed over to the H&S lead and an answer to each one sought. This is not a test for school leaders, but a tool to help governors.

Questions to ask H&S leads

1. How are health and safety policies and risk assessments managed?
2. How are staff made aware of the policies and risk assessments and any changes?
3. Have any issues arisen? How have they been dealt with?
4. Do staff raise questions about concerns/near-misses etc?
5. What lessons have been learned?
6. How is H&S audited and how/when are the findings acted upon?
7. How is staff training monitored?
8. Are staff clear about the procedures for dealing with health and safety emergencies?
9. What improvements to the environment have been identified as priorities to ensure a safe learning environment?
10. Were any safety concerns raised on the last stakeholder surveys? If yes, what has been done to resolve these?

11. One of the signs of effective safeguarding is that the children feel safe at school. Do we have a way of checking actively that our children feel safe?
12. Are there any barriers to the effective management of H&S at the school which the LGB need to be aware of?
13. What H&S matters do we share and how do we work with other schools in the trust?

Questions to ask pupils

14. Do you feel safe at school?

Questions to ask staff

15. How are you feeling in terms of your wellbeing or workload?
16. Is there any defective equipment which needs repairing?

A3.3.4 Link Governor for Disadvantaged pupils

Purpose of role:
The role of link governor for disadvantaged pupils encompasses Pupil Premium, Looked After Children and RADY (Raising Attainment for Disadvantaged Pupils). The link governor should hold leaders to account for:

- How they spend ringfenced funding e.g. pupil premium or PP+ for LAC children
- The impact of spending on targeted groups
- The attainment and progress of eligible pupils compared with others
- The attendance and enrichment opportunities available to disadvantaged pupils
- Meeting milestones on the school or trust development plan

Disadvantaged link governor duties
1. Working with the staff members responsible for PP, LAC or RADY
The link governor should:

- build effective relationships with the PP, LAC or RADY lead that allows for appropriate support and challenge
- learn about how funding is calculated and allocated, which groups of pupils attract funding, and how this compares to national figures
- use meetings and visits with the PP lead or designated teacher for LAC to monitor how PP or PP+ funding is being spent
- carry out pupil voice exercises
- meet occasionally with the staff responsible for performance data to discuss issues around under-performing groups, including LAC and those eligible for PP

2. Monitoring data
The link governor should:

- Understand the pupil performance data that shows the progress of different groups over time
- Monitor the spending of the pupil premium, making sure spending decisions are supported by research evidence
- Monitor the impact of pupil premium and PP+ spending on target groups
- Monitor the attainment of different groups of pupils over time to provide evidence of how disadvantaged pupils are progressing compared with others

3. Report back to the board and keep them up to date
As the board's specialist, the link governor should:

- stay up to date on relevant guidance and policy (including local guidance), ensuring the board are made aware of any changes to their responsibilities
- report to the governing board on the school's use of the pupil premium
- take an active part in any governing board or committee discussions where the allocation and monitoring of the pupil premium is discussed
- ensure the school's involvement in the trust-wide RADY project is reported to the board
- ensure the board receives a report on Looked After Children, at least annually

Disadvantaged Pupils: sample questions
Health warning: these questions need to be used appropriately and may be asked by any governor. You need to consider the best time and place to ask any questions. It is absolutely not intended that these questions should be handed over to the PP/ RADY/ LAC lead/ headteacher and an answer to each one sought. This is not a test for school leaders, but a tool to help governors.

1. How many pupils are eligible for pupil premium?
2. How much pupil premium does our school(s) receive?
3. How does the school promote / identify those eligible for PP funding?
4. How many Looked After Children are there? How much PP+ funding has the school received?
5. How is this funding allocated? What impact has this made?
6. How does the attainment and progress of our PP/LAC pupils compare with other pupils and groups of pupils in the school and/or trust?
7. What are the main barriers to learning for our disadvantaged pupils?

8. How do we identify the support needed by particular groups of disadvantaged pupils?
9. Do we have any LAC from neighbouring local authorities? If so, how well do we work with social care and the virtual school from their 'home' local authority?
10. What is our ambition for the attainment and progress of disadvantaged pupils?
11. How does attendance of disadvantaged children compare to non-disadvantaged pupils?
12. How do we make sure disadvantaged pupils can access the same enrichment opportunities?
13. How are we engaging stakeholders, parents, staff and the pupils themselves, to share our ambition for what all pupils can achieve?
14. What specific outcomes are we aiming to achieve with our pupil premium funding? (e.g. raising attainment, accelerating progress, improving attendance, increasing opportunities)?
15. How does our strategy for spending pupil premium funding and our interventions compare with successful schools elsewhere?
16. What has been the impact of the RADY project in this school?
17. Are all staff aware of which pupils are eligible for pupil premium and our strategy for supporting disadvantaged pupils?
18. For LAC, who is involved in writing the child's PEP (Personal Education Plan)? How do we know that the PEP is followed by every member of staff working with that child?
19. How are staff developed and supported to effectively implement our pupil premium and RADY strategies – are they receiving specific CPD?
20. What evidence do we have to show that our pupil premium strategy is working and having an impact (e.g. progress data for pupil premium eligible pupils)?

A3.4 – Role of the Link Trustees

A Link Trustee is appointed by the Board to a specific **school** or **focus area**. These areas could comprise statutory responsibilities of the Trust Board (including SEND and Safeguarding) or could be an area of specific short-term focus for the Trust Board.

The Link Trustees can complement the work of the Link Governors or be in a totally different area of focus. What the role should not do is duplicate the work of the LGB or link governor. Link trustees will report back to the Trust Board as and when requested by the Board.

The Link Trustee is a source of additional information, support, challenge and scrutiny for the Trust Board and LGB of the schools. It also increases the visibility of the Trustees within, and across, Chancery schools. The development of good working relationships and mutual trust across the schools is essential to this role. Effective communication is vital to success.

Link trustee roles will usually be reviewed every two years to support succession planning and impartiality whilst allowing trustees sufficient time to adapt to the role.

Link Trustees for focus areas will:

- Invest time in appropriate learning and development by attending relevant training and encourage local governors to do the same.
- Ensure appropriate training and resources are provided by the trust to support link governors.
- Keep up to date with statutory guidance and any advice issued by the Local Authority relating to their area.
- Meet with the link governors and/or relevant school staff at least twice per year.
- Ensure link governor visits with key school staff are taking place and being reported to the LGB.
- Ensure link governor visits have a strategic focus and data is anonymised.
- Consult with link governors to monitor effectiveness of relevant Trust policies.
- Liaising with senior executive leaders to identify trends across the trust from external and internal audits and reports; benchmark performance against other trusts; ensure school development plans share and build on strengths and that appropriate plans are in place to address areas of weakness.
- Ensure the area is given suitable coverage and prominence within the Trust board's strategic discussions and that appropriate resources are allocated.

Link Trustees for academy LGBs will:

- Keep up to date with progress and priorities at the school.
- Attend at least two LGB meetings per year (good schools) **or** more frequently (schools that are less than good).
    - Link trustees will only attend Part 1 meetings unless specifically invited to stay for Part 2 by the Chair of Governors.
    - Link trustees will not have voting rights at the LGB.
- Feedback to the Board on the business of LGB meetings on significant issues arising.
- Attend the Headteacher performance management meetings
- Support the school by attending any Ofsted meetings wherever possible
- Attend any informal school events on an ad hoc basis to promote the trust to parents, local communities and other stakeholders.
- Ensure governors are providing sufficient challenge and support to school leaders in meetings.
- Support LGBs with identifying additional training needs or resources.

- Promote Chancery Trust to the LGB and answer any questions governors may have about the work of the Trust and feed these back as appropriate to the board.
- Feedback any observations on LGB agendas to the governance lead and/or clerk to ensure meetings have a strategic focus.
- Ensure the LGB and school operates in line with the Scheme of Delegation and Trust-level policies and complies with its statutory responsibilities.