

# **Governance Arrangements and Scheme of Delegated Authority**

**2025-2026**

Review September 2026

Vision for Education in the Diocese of Hereford Multi-Academy Trust

Sharing God's Mission in Education across the Hereford Diocese today, to shine as a light to the glory of God the Father. 'Ours is an education for everyone'

1. 'Educating for life in all its fullness'
2. A Light in the Hereford Diocese: Grace, Service & Family
3. A Light of Service - The Good Shepherd
4. A Light for Family



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## 1. Welcome Introduction from the Chair/CEO

I am pleased to introduce our Scheme of Delegated Authority, a key document that sets out the governance and operational framework for the Diocese of Hereford Multi-Academy Trust (DHMAT). This scheme provides clarity, accountability, and transparency in decision making across the Trust, empowering leaders at every level to act with confidence and integrity.

Our vision, Flourishing Together, is at the heart of this framework. By clearly defining roles and responsibilities, we enable our schools to focus on what matters most: providing an excellent education and nurturing environments where every child and adult can thrive. This document also ensures that all actions and decisions comply with statutory obligations, regulatory requirements, and the principles of good governance that underpin our work as a charitable trust.

Thank you for your continued dedication and partnership in making DHMAT a place where grace, service, and family values guide all that we do.

### **Andrew Teale**

Chief Executive Officer

Diocese of Hereford Multi-Academy Trust

## 2. Overview

The Diocese of Hereford Multi Academy Trust (Trust) is run by an Executive, under a Board of Directors, referred to as ‘Directors’, and is accountable to the Department of Education (DfE). The Directors on the Board are appointed by the Diocesan Corporate Members of Trust (DHET). Each academy has its own Local Governing Board (LGB). The members who serve on the Local Governing Board (LGB) are appointed in line with the Articles of Association, which includes Parent members.

The Directors have overall legal responsibility for the operation of the Trust and the academies within it. In practice, the Board intends to work in partnership with its family of academies. The Scheme of Delegated Authority (SODA), provides for certain functions to be carried out by one or more of the following:

- The Board of Directors (‘the Board’); and/or
- The Chief Executive Officer (the CEO’), who is an executive member of the Board of Directors; and/or
- The Chief Finance Officer (the CFO’), who is an executive, but not a member of the Board of Directors; and/or
- The Headteacher/Executive Headteacher of the academy; and/or
- The Local Governing Board of the Academy.

All academies are required to operate in accordance with Trust's policies and procedures, and to demonstrate the principles of good financial management. Academies are subject to annual external and internal audit, as well as other assurance work, as required by the Trust's Finance and Resources Committee. In the event that an academy is designated as "high-risk" (due to failing educational standards, accumulated deficits or poor financial management, etc.), then the academy shall be presented with a bespoke SODA that identifies the level of delegated responsibility in some, or all, areas.

The purpose of this document is to clarify the roles and responsibilities of the Trust (represented by the Board of Directors and the Executive) vis a vis Headteachers and Local Governing Boards (LGBs). It further details different degrees of roles and responsibilities for academies that are performing well, as well as those that are underperforming. The School Effectiveness visit reports will determine the level of support and challenge required. The Scheme of Delegated Authority is one of the principle outputs of the working agenda the Board of Directors is using to focus its resources on substantial improvement in the performance of the Trust.

The document should be seen as a handbook that will save time and energy that might otherwise be lost trying to clarify roles and responsibilities on an issue by issue, or academy by academy, basis. Its primary objective is to free up the time and resources of the LGBs, Headteachers and the Trust so that we may all focus our time and resources on our mission to provide our children with the high-quality education they deserve. Like all rulebooks it will be open to modification with time and experience. It is a rulebook that clarifies the responsibilities and expectations of each group of leaders with regard to each other.

This document, in its entirety, constitutes the Trust Board's Scheme of Delegated Authority. Delegated powers are summarised in Appendix F

### **3. Terminology**

All references to 'academy' or 'academies' in this document include all schools.

All references to 'Headteacher' in this document include 'Executive Headteacher' and 'Head of School' where these arrangements are in place.

The committees of the Trust Board which operate at academy level (which are referred to in the Trust's articles as 'Local Governing Boards') are known within the Trust, and referred to in this document, as Local Governing Boards.

The members of the LGBs, who may be referred to in DfE documents and guidance as 'governors', are known within the Trust, and referred to in this document, as local governors.

4. Our Vision and Values

4.1 Our Commitment to Equality, Diversity and Inclusion

The Diocese of Hereford Multi-Academy Trust is committed to fostering equality, diversity and inclusion across all aspects of Trust life. This commitment is rooted in our Christian values and our belief in the dignity and worth of every person.

4.2 Integration into Strategy:

EDI principles are embedded in the Trust's strategic plan and inform all strategic decision-making  
Each academy's School Development Plan includes specific EDI objectives relevant to their context and community  
The Trust monitors EDI data and outcomes to identify and address any disparities

4.3 Building a Diverse Board:

The Trust actively seeks to build a diverse Trust Board that reflects the communities we serve  
Skills audits include consideration of diversity characteristics to identify gaps  
Recruitment processes for Directors and LGB members are designed to encourage applications from underrepresented groups  
The Trust provides support and development opportunities to enable diverse candidates to take on governance roles

4.4 Monitoring and Accountability:

The Trust Board receives regular reports on EDI matters, including workforce diversity, pupil outcomes by protected characteristics, and progress against EDI objectives  
An EDI link Director provides additional oversight and challenge  
LGBs monitor EDI at academy level and ensure that all pupils, regardless of background or characteristics, can flourish



Grace:	Service:	Family
We are fully committed to ensuring, through God’s grace, that the education provided by our academies, equips every child and young person in our care with the necessary wisdom, knowledge and skills they need, to open up horizons of hope and aspiration in their young lives.	Like St Thomas, ours is a mission of service. We exist to serve the children and families of our diocese by providing an enlightening and inspiring education. We are here to develop qualities of character that enable children to flourish together, respecting human dignity and with appreciation of the ultimate worth of each person.	We are here to develop qualities of character that enable children to flourish together, respecting human dignity and with appreciation of the ultimate worth of each person. Ours is an education which builds bridges and which enables all our children to live a life in all its fullness.

5. How Governance Operates within the Trust

5.1 Transparency and Openness

The Trust is committed to operating with transparency and openness in all aspects of its governance. This commitment includes:

- Publishing governance information: Details of the Trust Board membership, committee structures, terms of reference, and the Scheme of Delegated Authority are published on the Trust website and kept up to date.
- Making information accessible: Stakeholders can access information about governance structures, decision-making processes, and how to raise concerns or provide feedback.
- Clear communication: The Trust ensures that parents, staff, and the wider community understand how the Trust operates and how decisions are made.
- Financial transparency: The Trust publishes its annual accounts, budget information, and details of executive pay in accordance with Academy Trust Handbook requirements.

Information will only be withheld where there are clear and lawful reasons for doing so, such as matters relating to individual pupils or staff, commercially sensitive information, or matters subject to legal privilege.

The governance structure of the Trust is shown below. It reflects the legal structure of the Trust as both a company limited by guarantee (which means it doesn’t have shareholders), and an exempt charity (which means that it’s overseen by the Secretary of State for Education instead of the Charities Commission)

5.2 Governance Layers in the Trust



The Diocese of Hereford Educational Trust (DHET) are the Corporate Members of the Diocese of Hereford Multi-Academy Trust, and these members are appointed by the Diocesan Board of Education (‘DBE’) There are a minimum of 3 Members. Members are equivalent to shareholders in a commercial company and are the top tier of governance in the Trust. The first Members of the Academy Trust are described as the ‘subscribers’ or ‘signatories’ to the Memorandum of Association.

### 5.3 Powers of Members

- Members can remove Directors (Trustees) under the Companies Act 2006
- Members appoint Directors
- Members receive the Annual report and accounts
- Members appoint the Auditors

Church of England MATs reference 'Directors' rather than 'Trustees' because the word 'Trustees' is used with regards to Church land and buildings; this includes the majority of church school's/academy sites. Trustees and Directors are used differently in non-church MATs. Directors are appointed for four-year terms, and they have independent control over, and legal responsibility for, a charity's management and administration.

### 5.4 Director's Duties

- Company law duties – Companies Act 2006
- Charity law duties – Charities Act 2011
- Charity Commission guidance CC3: The Essential Trustee

Directors have three core functions:

- Ensuring clarity of vision, ethos, and strategic direction
- Holding executive leaders to account
- Overseeing and ensuring effective financial performance

### 5.5 Link Directors

Provide additional support and expertise as and when needed to a Local Governing Board.

The Trust Board delegates responsibilities to 2 committees and to Local Governing Boards (LGB's)

The terms of reference of the committees (the documents which explain what each committee is responsible for) are included in this document as Appendix E. The responsibilities of the LGBs are

explained in Section 7 below. The Trust Board further delegates all work relating to panels and

processes to the Trust's Resolutions Team. The role of this team is explained in Appendix E

The Department for Education's (DfE) Academy Trust Governance guide says that governance within trusts has three purposes; to provide:

- strategic leadership
- accountability and assurance
- strategic engagement

All governance processes should follow the Nolan Principles Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, Leadership, explained at Appendix B.

Governance oversight will link directly to Ofsted toolkit (Sept 2025).

In the Diocese of Hereford Multi-Academy Trust, governance is shared between the Trust Board, the CEO, Trust central team, the Local Governing Boards (LGBs), and this document (the Trust's 'Scheme of Delegated Authority') outlines who is responsible for what.

Because Multi-Academy Trusts are companies, some of the governance arrangements are determined by the Companies Act 2006. The Trust also must comply with its funding agreement with the Secretary of State for Education, and the articles of association, which are an annexe of that agreement. The Trust's articles of association (or 'articles') are available to download from the Trust's website at: [Diocese of Hereford - Trust Governance](#)

Directors and all LGBs have a duty to act independently and must act with integrity, objectivity and honesty in the best interests of the Trust/Academy. The Trust is committed to being open about decisions and being prepared to justify those decisions, other than in relation to specific issues which the Trust Board or the LGB has decided are confidential, because they relate to a particular individual, are commercially sensitive or for some other valid reason.

## 5.6 The Role and Remit of the Trust Member

The National Governance Association (NGA) calls the Members "the guardians of the governance of the Trust.". In a company limited by guarantee (a not-for-profit company like an academy trust), Members take the place of shareholders. Their responsibilities are limited but very important. Details of the Trust's Members are published on the website at Diocese of Hereford - Trust Governance

The Members fulfil their responsibilities by appointing the Directors - and would also have the power to remove them if necessary; they also appoint the Trust's auditors. The Members meet at least once a year and can make decisions between meetings through a formal written agreement. The details of how Members' meetings and decision-making processes are conducted is determined by the Companies Act 2006 and by the Trust's articles. One of the Members' meetings is required to be an 'Annual General Meeting' (AGM). This takes place during the spring term and at the meeting the Members receive the Trust's annual accounts.

## 5.7 The Role and Remit of the Trust Board

The Trust Board will provide the best possible education to all pupils at its Academies and give them the best possible chances in life. The Board will do this by:

- Providing strategic direction for the Trust, through the creation and monitoring of a strategic plan;
- Making sure the Trust works within its budget and focuses its spending on delivering that plan;
- Making sure the Trust complies with the requirements and expectations of the Department for Education (DfE) and all relevant legislation;



- Holding the Trust's CEO and central Senior Leadership Team (SLT) to account for delivering the strategic plan;
- Ensuring co-operative values are always clear in the way the Trust works.

The Trust Board will always consider:

- The need to keep our children and young people safe;
- The requirements and expectations of the Trust
- The need to operate with corporate social responsibility; and
- Stakeholder feedback.

Directors must always follow the Code of Conduct at Appendix B The Trust Board will organise its work in line with the Trust's articles and the arrangements set out in Appendix C. The Trust Board will always consider the advice and guidance of the CEO and the Trust's governance professional. A more detailed list of the Trust Board's responsibilities ('matters reserved to the Board') is included as Appendix A.

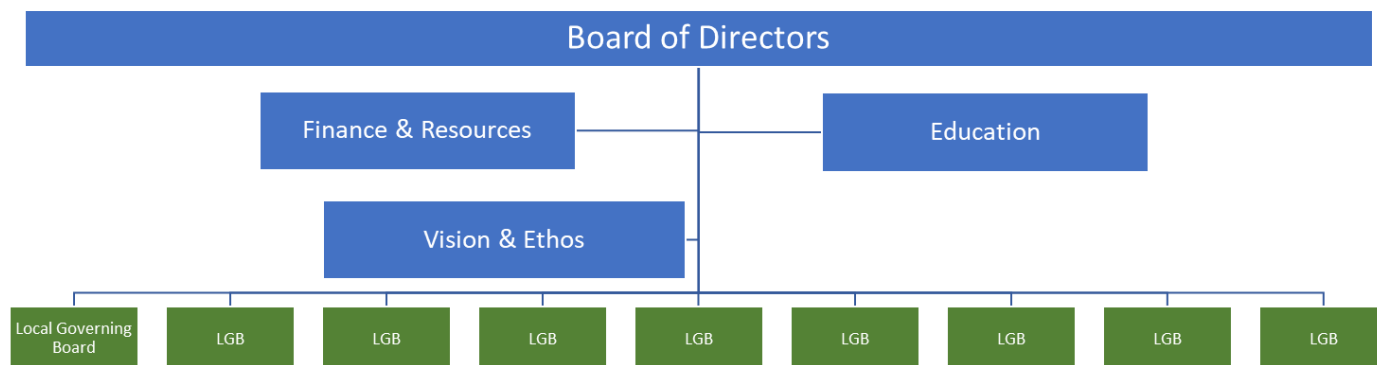
The Trust Board has the right to change the role of the LGB or to approve an individual Scheme of Delegated Authority relating to a specific academy, which might include the removal of the LGB and the establishment of a Strategic Task Group (STG), if one of the following happens:

- the academy gets a judgement of "Inadequate" or "Requires Improvement" following an Ofsted inspection.
- The Trust Board has a reasonable belief that the academy is not acting in accordance with this Scheme of Delegated Authority or is otherwise not acting in accordance with the ethos of the Trust; or
- The academy is identified as being 'high priority' under the Trust's agreed school improvement arrangements.

## 5.8 Ensuring Appropriate Skills and Expertise on the Board

The Trust Board recognises that effective governance requires Directors to possess appropriate skills, knowledge and experience. The Board ensures it has the necessary expertise through:

- Financial Skills: The Board includes at least one Director with significant, recent and relevant financial expertise.
- The Finance and Resources Committee includes members with the skills to understand detailed financial information, challenge financial decisions, and provide assurance to the Board



All Directors receive training to ensure a basic understanding of the financial cycle, legal requirements on accountability, procurement and oversight of Trust spending

The Board can access external financial advice when needed for complex matters.

- **Data Analysis Skills:** The Board includes at least one Director with the skills to interpret the full detail of educational performance data. This Director ensures the Board has a correct understanding of the Trust's educational performance and can ask informed questions of executive leaders. All Directors receive training in understanding educational data and key performance indicators.
- **Skills Audits:** The Board undertakes regular skills audits (at least annually) to identify any gaps in expertise Skills audits inform Director recruitment and development planning. The Board considers diversity of skills, experience and perspectives when recruiting new Directors.
- **Training and Development:** All Directors complete induction training covering their legal duties, the Trust's context, and key policies. Directors are provided with access to training relevant to their roles and the Trust's priorities. The Board reviews its development needs annually and agrees to a programme of training.
- **Accessing Expertise:** Where specialist expertise is needed, the Board can co-opt additional members to committees or seek external professional advice. The Board maintains strong relationships with professional advisers including auditors, legal advisers, and education consultants.

## 5.9 Lead Director Roles

The Trust Board aims to appoint Lead Directors to provide additional expertise, oversight and assurance in key areas. They do not have individual decision-making powers, but the role can provide enhanced scrutiny and act as a point of contact between the Board and relevant staff members.

The Trust Board will appoint the following Lead Directors:

- **Safeguarding Lead Director**

Provides strategic leadership responsibility for the Trust's safeguarding arrangements. Meets regularly with the Director of Safeguarding and Inclusion. Ensures the Board receives appropriate safeguarding training. Provides assurance to the Board that safeguarding policies and procedures are effective. Monitors safeguarding across the Trust, including through academy visits.

- **SEND Lead Director**

Provides strategic oversight of the Trust's arrangements for special educational needs and disabilities. Works closely with the Trust SENDCo and Director of Safeguarding and Inclusion. Ensures the Board understands its duties under the SEND Code of Practice. Monitors SEND provision and outcomes across the Trust. Champions inclusive practice

- **Careers Lead Director (for secondary schools)**

Provides strategic oversight of careers education, information, advice and guidance across the Trust's secondary schools. Ensures compliance with statutory requirements, including the Baker Clause. Monitors the quality and impact of careers provision. Works with school leaders to ensure all pupils receive high-quality careers guidance. Ensure careers provision supports pupils to make informed decisions about their future pathways

- **Finance Lead Director**

Chairs the Finance and Resources Committee. Provides additional financial expertise and oversight. Works closely with the Chief Finance Officer. Ensures the Board has the financial information and understanding needed for effective decision-making

- **Quality of Education Lead Director**

Provides oversight of educational standards and outcomes across the Trust. Works closely with the Director for Education. Monitors progress against the Trust's educational strategy. Ensures the Board understands educational performance data

Lead Directors are appointed annually by the Trust Board. The Board ensures that Lead Directors have appropriate skills, experience and training to fulfil their roles effectively.

## 5.10 The Role and Remit of the Local Governing Board (LGBs)

The LGBs do not have legal responsibilities but they do have important responsibilities delegated to them by the Trust Board.

Members of the LGBs must always follow the Trust Code of Conduct (Appendix B). The way that LGBs work is explained in Appendix D and a summary of roles and responsibilities are listed at Appendix J. The LGBs must consider any advice given by the Headteacher, CEO or Deputy CEO and must follow advice, instruction and/or direction given by the Trust Board.

The LGBs will monitor how well the academy is meeting the needs of its pupils, in line with the Trust's strategic plan, including by working with and supporting the local community. Our Local Governing Boards have varying levels of autonomy / authority delegated to them by the local board. DHMAT operates a tiered governance framework ensuring strong oversight across diverse contexts. The model upholds CE Articles, maintains a clear focus on safeguarding and standards, and reflects the principle of proportionate governance: giving each school the level of local oversight appropriate to its context, capacity, performance, and trust-wide contribution.

## 5.11 Overview of Governance Tiers

We categorise these levels of delegated authority at three levels or 'tiers'. Tier 1 boards have the most governance responsibility delegated to them by the DHMAT Board of Directors. Tier 3 schools have the least governance responsibility delegated by the DHMAT Board. Tier 1 schools are likely to need less input / oversight from central team officers, whereas the Tier 2 and 3 Schools are likely to have more input and oversight from the Central Team. There may be some exceptions to this pattern if there is a change in risk factors such as when there is a new headteacher in post.

### **Tier 1 – Local Governing Board (LGB)**

Schools: Tenbury, Condover/St Edward's (shared), Morville

Features:

- Full delegated powers
- Sustainable volunteer recruitment
- Includes foundation governors
- Traditional LGB structure
- Trust officer attendance only as needed

### **Tier 2A – Local Board with Limited Delegation (Volunteer-led)**

Schools: Pembridge, Much Marcle, Eastnor, St George's Clun, Goodrich

Features:

- 3–6 members including foundation representation
- Volunteer chair
- Limited delegated powers (ethos, community voice, safeguarding walk-throughs)
- Periodic DHMAT officer support

### **Tier 2B – Local Board with Higher Levels of Executive Support**

Schools: St Thomas Cantilupe, Bitterley, Burford, Bishop's Castle, Lydbury North & Onny (shared), Burley Gate & St Michael's (shared)

Features:

- Small local group with foundation representation
- Chaired by a DHMAT senior officer where appropriate
- Very limited delegation
- Enhanced executive involvement for alignment, safeguarding and capacity

### **Tier 2B+ – Secondary Governance with Integrated School Effectiveness**

Schools: Ludlow CE School, The Hereford CE Academy

Features:

- Local Board and School Effectiveness Cycle integrated
- Routine involvement of DHMAT senior officers and Directors
- Foundation representation maintained
- Strongest monitoring structure below Trust Board level

### **Tier 3 – Local Ethos & Community Board (LECB)**

Schools: None currently designated, but Tier 3 remains available.

Features:

- 3–4 members including a foundation representative
- No delegated powers; advisory and relational focus
- Central team holds full accountability for standards, safeguarding and compliance
- Focuses on Christian distinctiveness, community engagement, local voice, and celebration

Tier 3 may be used in the future to increase central capacity or where volunteer recruitment is consistently low, especially in small rural schools.

## 5.12 System Leadership Hubs

Some schools act as system leadership hubs, contributing significantly to DHMAT's school improvement capacity. Examples include St Thomas Cantilupe CE Primary, Ludlow Primary, and the Executive Headteacher partnership at Burley Gate and St Michael's. These schools provide Lead Professionals, model curriculum leadership and host collaborative activity. A leaner Tier 2 governance model with closer executive involvement supports alignment and protects leadership capacity for this wider work.

## 5.13 Serving Trust Headteachers on Tier 2 Boards

All Tier 2 Boards include a serving DHMAT headteacher, strengthening professional dialogue, curriculum coherence and collaborative leadership across the Trust.

## 5.14 Role of the Trust Board and Central Executive

The Trust Board remains the accountable body for standards, safeguarding, finance, estates and compliance. The central executive provides expert support in safeguarding, SEND, inclusion, improvement, HR, estates and data. Local governance complements these functions and avoids duplication.

## 5.15 Summary

The DHMAT governance model is CE-compliant, proportionate to context, and sustainable for rural and urban schools alike. It maintains foundation representation across delegated tiers, supports system leadership, and reflects the Trust's ethos of Grace, Service and Family.

## 5.16 The Delegated Powers of the Chief Executive Officer (CEO)

As well as delegating some responsibilities to the LGBs, the Trust Board delegates powers and responsibilities for the running of the Trust on a day-to-day basis to the Trust's central team and the academy staff, via the CEO. It is the Trust Board's role to set the strategy and Trust-wide policy, to ensure financial stability and effective school improvement, and to consider and respond to strategic issues. The CEO is responsible for implementing the strategy and policy determined by the Board, establishing procedures to ensure this happens. The financial delegations to the CEO and beyond can be found on the Trust's website at [Diocese of Hereford - Trust Reports](#) and which are summarised on the table attached to this document as Appendix G

Specifically, the following responsibilities are delegated to the CEO:

- Implementing the Board's strategic plan;
- Ensuring the highest possible academic standards are achieved by the academies' pupils;
- Implementing all operational aspects of Keeping Children Safe in Education and promoting a safe working culture across the Trust;

- Building and facilities maintenance and the development and implementation of the estate's vision and strategy;
- Setting the academy and central team staffing structure, Trust's Central SLT, and all staffing appointments outside of central SLT, as long as they fall within the agreed budget;
- Ensuring that effective performance management takes place in relation to all centrally employed staff and all headteachers, and for putting processes in place for the proper professional and personal development of all staff;
- Ensuring that effective and efficient financial management processes are in place across the Trust and are consistently implemented, and that the Trust's resources are efficiently and effectively managed;
- Ensuring that appropriate and effective human resources (HR) policies are in place across the Trust and are consistently implemented;
- Ensuring that the Board's internal scrutiny programme is implemented and identified actions are followed up;
- Capitalise on the relationship with the Diocese, to help drive up educational outcomes and an awareness of the power of the Trust education and lifestyle;
- Ensuring that the Trust values and principles are embedded in all the Trust's activities.
- Ensure that sufficient resources are allocated and authorised within the organisation's budget to meet statutory procedures and standards for health and safety in the Trust.'

Subject to the fact that headteachers must always follow any reasonable direction of the CEO, which may be made via the Deputy CEO or Executive Headteacher, the following are delegated to headteachers:

- the internal organisation, management and control of the academy (including the implementation of all policies approved by the Trust Board and the direction of the teaching and curriculum at the academy);
- the appointment and management of all academy staff outside the academy's senior leadership team, provided that relevant Trust policies are complied with;
- ensuring that effective performance management takes place in relation to all academy staff and that processes for the proper professional and personal development of staff are in place;
- the setting and annual review of the academy's admissions policy and arrangements, in line with the principles set by the Trust Board, which is the admissions authority for every academy in the Trust;
- any activities designed to generate business income, in line with Trust policy;

- ensuring effective mechanisms are in place to safeguard pupils and to appropriately handle child protection concerns. This will include appointing a properly trained designated safeguarding lead member of staff.

#### 5.17 Safer Recruitment and Pre-Employment Checks

The Trust is committed to safeguarding children and young people. Robust pre-employment checks are a critical part of this commitment. The CEO is responsible for ensuring that:

- All staff, volunteers, Directors, and LGB members undergo appropriate pre-employment checks before commencing their roles;
- A Single Central Record (SCR) is maintained for each academy and for the central team and that the SCR is regularly audited for compliance;
- Procedures are in place to ensure checks are completed in a timely manner.

#### Required Checks:

The Trust will complete the following checks in accordance with Keeping Children Safe in Education:

- For all staff:
- Identity checks
- Right to work in the UK
- Enhanced DBS check
- Barred list check
- Prohibition from teaching check (for teachers)
- Section 128 check (for management positions)
- Qualifications (where relevant to the role)
- Professional references
- Health declaration

For Directors and LGB members:

- Section 128 check (for Directors)
- Disqualification from acting as a charity trustee check

For volunteers:

- Checks appropriate to the role and level of supervision, in line with KCSIE guidance.

Single Central Record:

- Each academy will maintain a compliant SCR covering all staff, regular volunteers, Directors, and LGB members;
- The central team will maintain an SCR for centrally employed staff;
- The SCR will be audited at least termly by the Headteacher or designated senior leader;



- The Trust's internal audit programme includes SCR compliance checks;
- The Safeguarding Lead Director will review SCR compliance as part of their monitoring role.

#### 5.18 Accountability

- Headteachers are responsible for ensuring all checks are completed for academy-based staff and volunteers;
- The CEO is responsible for ensuring all checks are completed for centrally employed staff;
- The Trust's Head of Governance is responsible for ensuring all checks are completed for Directors and LGB members;
- The Director of Safeguarding and Inclusion provides oversight and assurance to the Trust Board;

#### 5.19 The Resolutions Team

The Board delegates the authority to hear and resolve panels and processes on its behalf to the LGBs. LGB's further delegate these powers to the Trust's "Resolutions" Team to act on their behalf. The terms of reference and appointment arrangements relating to this team are attached as Appendix E (iii).

#### 5.20 Review

This Scheme of Delegated Authority will usually be reviewed on an annual basis, with a comprehensive review at least every three years. The last comprehensive review took place in 2025. The Trust Board will have the discretion to review this Scheme of Delegated Authority at any time and to alter any provisions of it. In considering any significant changes to this Scheme of Delegated Authority or any framework on which it is based, the Trust Board will have regard to and consider views of the LGBs.

## Appendix A: Matters Reserved to the Board

### Strategy and Management

- Establishing the vision and ethos of the Trust and ensuring its values and principles are embedded in all of the Trust's activities;
- Setting the strategic priorities for the Trust, including the Trust's growth strategy;
- Providing strategic direction to the Trust and its academies through the creation of a strategic plan;
- Appointing the CEO and the Trust's senior leadership team (SLT);
- Holding the CEO and Trust's SLT to account for delivering the strategic plan;
- Overseeing the strategic growth of the Trust and approving free school applications and schools/academies/trusts joining the Trust;
- Performance managing the CEO and determining the performance management policy for the Trust;
- Provide strategic direction in the importance of Health and Safety across the organisation taking all reasonable steps to provide safe and healthy conditions for pupils/employees and others who may be affected by its activities;

### Governance

- Preparation and approval of this Scheme of Delegated Authority, in consultation with the LGBs, and ensuring it is regularly reviewed;
- Establishing and setting the terms of reference of Board committees and appointing committee chairs;
- Arrangements for Board succession planning and presenting new Directors to Members for appointment;
- Ensuring that a suitable programme of internal scrutiny is in place;
- Ensuring the Trust remains compliant with all regulatory requirements including the Trust Funding Agreements and the latest Academy Trust Handbook;
- Undertaking a regular review of its own performance and structures and that of its committees and link Directors;
- Establishing and appointing to Board committees and link Director roles;
- Appointing the LGB chairs;
- Setting up register of Directors' interests and ensuring these are published on the website and updated annually;
- Setting the risk appetite and overseeing the management of risk across the Trust;
- Setting the schedule of matters reserved for Board decision.

## Finance and Capital

- Ensuring financial viability and the best use of the Trust's funds to ensure it delivers its purpose;
- Strategic and financial planning for the Trust and the academies;
- Approval of three year and financial budgets for the Trust;
- Approval of the annual report and accounts;
- Approval of each academy's annual funding;
- Cost allocation between the Trust and the academies;
- Compliance with the Academy Trust Handbook;
- Compliance with the financial and accounting requirements of the Trust;
- Setting procedures for financial controls;
- Approving the levels of organisation-wide financial delegations;
- Approval of all proposed capital projects (for prior approval) before any costs incurred in relation to any project (subject to the delegations in Appendix F;
- Approval of any changes to academy planned admissions numbers (PANs);
- Central procurement of insurance including buildings, land and Directors' and LGBs' insurance;
- Approval of the Trust's insurance and indemnity arrangements;
- Curriculum, Teaching and Achievements;
- Securing strong foundations for all pupils.

## School and subject curriculum

- Teaching
- Inclusive curriculum and teaching
- Foundational knowledge
- Inclusive achievements; national tests and examination
- Inclusive achievements across the curriculum

## Human Resources

- Determination of Early Retirement requests (where there is a cost to the organisation);
- Approval of pension discretions within the local government pension scheme (LGPS);
- Approval of any change in staff numbers beyond those budgeted for in the approved budget of the academy;
- Determination of terms and conditions of all staff.

## Communication

- communicating with the Department for Education and Education and Skills Funding Agency and the Trust's sponsor on key issues;
- communicating and consulting with the Academies, including the LGBs on key issues;
- approval of the appointment of the organisation's principal professional advisers, and seeking additional specialist advice where required;
- devising Trust branding and branding guidance.

The Trust is committed to providing high-quality Early Years Foundation Stage provision in academies where this is applicable. The Trust ensures Statutory Compliance:

- All EYFS provision meets the requirements of the EYFS statutory framework;
- EYFS policies and procedures are in place and regularly reviewed;
- Staff working in EYFS settings are appropriately qualified and trained;
- Safeguarding and welfare requirements are met in full;

## Quality of Provision:

- The Trust monitors the quality of EYFS provision through its school improvement processes
- EYFS outcomes are reported to the Trust Board and LGBs
- Best practice is shared across the Trust
- Headteachers are responsible for the day-to-day delivery of EYFS provision
- LGBs monitor EYFS provision and outcomes at academy level
- The Trust Board receives assurance about EYFS compliance and quality through the CEO's reports

Further information can be found within the Strategy 30 document.

## **Appendix B: Code of Conduct for Members, Directors, and Local Governing Board Members (LGB).**

The Diocese of Hereford Multi-Academy Trust asks its Members, Directors, Local Governors and Appeals Committees to reflect the Trust values in all their work, making sure that the Trust ethos and values underpin everything they do.

Members, Directors, Local Governors and Appeals Panel members should always follow the seven Nolan principles of public life as these provide a framework for good and effective work in a public office. These are:

### **Selflessness**

Holders of public office should act solely in terms of the public interest.

### **Integrity**

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

### **Objectivity**

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

### **Accountability**

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

### **Openness**

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

### **Honesty**

Holders of public office should be truthful.

### **Leadership**

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Specifically, Members, Directors, Local Governors and Appeals Panel members in the Trust must:

- Always work in the best interest of the Trust, its academies, its pupils, parents and staff;
- Familiarise themselves with safeguarding procedures and policies and always prioritise the safeguarding of children and young people, accepting that safeguarding is always everyone's business;
- Complete an application for a disclosure and barring check within three weeks of their appointment/election;
- Uphold the Trust values and be an ambassador for the Trust/Academy in all aspects of public and personal life, including on social media;
- Attend all relevant meetings other than in exceptional circumstances, and, when unable to attend, send apologies explaining these circumstances to the chair;
- Prepare for meetings by reading meeting paperwork and considering any questions that arise;
- Engage in meetings by contributing appropriately and asking questions where relevant, always treating others with respect;
- Take responsibility for their own development, undertaking relevant e-learning and face to face training as requested;
- Follow Trust policies in all interactions with the Academy Trust.
- Be diligent and transparent in declaring personal interests, and not use any information gained in the role for personal gain;
- Keep the information received through meetings and their role confidential;
- Uphold and promote the Trust values and principles and ways in their own conduct and in their decision-making;
- Act as part of the Members/Trust Board/LGB/Appeals team, understanding that decisions are made as a collective, with responsibility lying with the group, not with them as an individual.

### **How we deal with concerns**

If any concerns arise, the Trust will act with fairness, openness, and transparency, but breaches of this code of conduct could potentially lead to the removal of a Member, Trustee, Trust Committee Member, Local Governing Board member or Resolutions Team Member.

## Appendix C: Operating Principles for the Diocese of Hereford Multi-Academy Trust Board

### Trust Board Membership

The size of the Trust Board is determined by the Articles of Association. Members may appoint up to 12 Directors by ordinary resolution. Directors are permitted to co-opt additional board members under article 58. Appointment of Directors is carried out in line with the articles of association (article 50-64).

### Recruitment Checks

All Directors must sign the Trust's Code of Conduct and must complete an application for a disclosure and barring service (DBS) check, within three weeks of their appointment or election. DBS checks completed for roles outside the Trust are not valid.

### Term of Office

The term of office for all Directors is four years. As long as they are still eligible, a Director can be re-appointed at the end of their term of office.

Directors can be reappointed by Members for another 4-year term in line with the Articles of Association.

### Resignation

A Director may resign from their position at any time by writing to the Governance Professional or the Trust Board Chair, as long as at least three Directors remain in post.

### Removal and Suspension of Directors (articles 65-67)

Any appointed trustee can be removed from the Trust Board by the Members at any time; any co-opted trustee can be removed by the Trust Board, in line with Article 66.

### Qualification as a Director

All Directors must be at least eighteen years old and may not be a current pupil of any Trust academy.

- A Director will stop being a Director automatically if they become incapable by reason of mental disorder, illness or injury of managing their own affairs.
- A Director will be removed from the role if they are absent without permission from all the full meetings of the Trust Board as well as the meetings of any committee, they are a member of, held within a period of six months, and the Trust Board resolves that they are removed. To be granted permission for absence the Trustee must have submitted apologies to either the Chair or the Trust's Head of Governance in advance of the meeting, and the meeting minutes must reflect that the Trustee's apologies were accepted by the meeting.

- An individual is disqualified (article 68-80) from being a Director within the Trust if any of the disqualification criteria relating to bankruptcy, disqualification as a company director or charity trustee, prohibited or restricted employment or criminal convictions apply, as detailed in Articles 71-74.

### **Appointment / Election of Chair and Vice Chair and Committee Chairs**

The Chair will be elected at the first meeting of each academic year; nominations for the role of chair will be invited from the Trust in advance of this meeting. The Chair has particular responsibility for providing effective leadership on matters such as:

formulating the Board's strategy for discharging its duties;

encouraging high standards of propriety;

representing the views of the Board externally and internally; and

providing for the induction, training, objectives and assessment of individual Board members

advising the Members on the performance of the Trust, and of the CEO.

Where the position of chair falls vacant the Trust Board must elect a new chair at its next meeting.

### **Election of Vice Chair**

The Vice Chair will be elected at the first meeting of the academic year. All eligible Directors will be asked by the Governance Professional in advance of the relevant meeting whether they wish to nominate themselves for the role of Vice Chair. Where more than one person has put themselves forward for the role of Vice Chair, there will be a secret ballot at the meeting.

The Vice Chair can resign from the role at any time by writing to the Chair or the Trust's Governance Officer. Where the position of Chair becomes vacant, the Vice Chair will act as Chair until the position is filled; where the position of Vice Chair falls vacant, the Trust Board must elect a new vice chair at its next meeting. Self-nominations will be invited in advance of that meeting if time allows, otherwise self-nominations will be invited from all eligible Directors at the meeting.

If the Chair is unable to attend a meeting, the Vice Chair will act as Chair for the purposes of that meeting. If the Vice Chair is also absent, the Trust Board will elect a chair for the purposes of that meeting.

### **Appointment of Committee Chairs**

Committee chairs will be appointed by the Board at the last meeting of the academic year, for the following year, or at the Trust's strategy day at the beginning of the academic year. The Trust Board Chair will bring nominations to the Board for its consideration.



## Removal of the Chair / Vice Chair

The chair may be removed from the role by the Members but, before the chair is removed, the Members will consider representations from the Chair, and consult with the Trust's Head of Governance.

The Vice Chair may be removed by the Trust Board. Any decision to remove the Vice Chair must be a specified agenda item at a Trust Board meeting, and the Vice Chair must be given the opportunity to speak on their own behalf, before leaving the meeting while a vote is taken on the issue via secret ballot.

## Conflict of Interest

A trustee will be considered to have a conflict of interest, and should withdraw from any related discussion and vote, in any situation where:

- there may be a conflict between the individual interests of the trustee and the interests of the Trust or any of its academies;
- a fair hearing is required and there is any reasonable doubt about a trustee's ability to act impartially;
- The director has a direct or indirect pecuniary interest.
- Where there is any disagreement about whether a trustee should withdraw, this will be determined by a vote of the other Directors present. If a trustee leaves the meeting in this context, they no longer count towards the quorum.

## Committees

The Trust Board may establish any committees it chooses and is required to have a separate Finance and Resources committee, which includes audit and risk elements. The terms of reference, proceedings and membership of each committee are included as Appendix E of this document and are also published separately on the Trust's website in line with the DfE's expectations; these must be reviewed annually and will be approved at the first Trust Board meeting of the academic year. The membership of a committee can include people who aren't Directors, and these members will have voting rights at committee meetings and will contribute to the quorum, but the majority of the members present at any committee meeting, must be Directors. People who serve on a committee but are not Directors are not entitled to attend Trust Board meetings.

## Meeting Papers

At least seven clear days before each board and committee meeting, all Directors will be provided with a copy of the agenda and all papers to be discussed at the meeting.

Papers should only be tabled at meetings or distributed less than seven clear days in advance of the meeting, in exceptional circumstances which are agreed as such by the Chair of the Board or the relevant Committee.

Minutes of the meeting will be drawn up by the Governance Professional (Clerk), in line with current Trust guidance, and shared with the Chair, usually within seven days of the meeting, and then circulated to all Directors. In circumstances where the Governance Professional or an appropriate substitute has not been able to attend the meeting, a Director or other attendee may be nominated to act as minute-taker for that meeting. The minutes will be approved at the next meeting of the Board, or, in the case of committee minutes at the next Committee meeting and marked as signed on Governor Hub following the meeting.

The agenda for every meeting of the Board, including committee meetings, all reports and documents for each meeting and the agreed minutes of meetings will be made available, as soon as possible after each meeting, to be viewed by anyone who asks to see them. This does not apply to any paper or minutes that the Board, or the Committee, has decided is confidential; confidential matters include anything relating specifically to a pupil or potential pupil of any academy and their family, a member of staff or a potential member of staff of any academy or of the Central Team.

## Trust Board Meetings

The Trust Board can choose to meet more frequently but must meet at least three times each year. The full Trust Board meets 4 times a year. These meetings are full days; Trust development and strategy are included in these meetings. Meetings of the full Board will usually be held in person, at either the Trust main office or at one of the Trust academies. Committee and any additional meetings required will usually be held virtually via an electronic meeting platform.

Meetings will usually be convened by the Chair, but any of the three Directors can put a request to the Clerk to convene a meeting and the Clerk must do so. When the Chair considers the issue(s) to be discussed to be urgent, they can call an additional meeting with less than the usual notice, but otherwise Directors must be given at least seven clear days' notice of a meeting.

The usual quorum for a Trust Board meeting, which is the number of Directors who need to be present for the meeting to be valid, is three Directors or one third of the Directors in post at that time (not including any vacancies, rounded up to the nearest whole number), whichever is greater. The quorum for a committee meeting is three committee members, which can include non-trustee committee members as long as the majority of committee members present are Directors.

### **Trust Board Decisions**

Every question to be decided at a Trust Board meeting, or one of its committees, will be decided by a simple majority of the Directors present; no votes can be cast by proxy.

Other than in contested ballots for the role of vice chair, votes will usually be determined by a show of hands, unless a secret ballot is requested by the Chair or any trustee present. If there is an equal division of votes the chair of the meeting will have a second and casting vote.

There may be pressing circumstances where decisions have to be taken outside Board meetings. Where decisions that would ordinarily be taken at Board meetings have to be made on an urgent basis, they may be taken by the Chair in consultation with the CEO of the Trust, and will then be reported at the next Board meeting, with an explanation of the urgency.

The decision will be recorded in the minutes of the Board meeting.

In between meetings the Board is also allowed to make a decision by way of a resolution in writing. This is a document signed by every Director. In practice, this may be several identical documents, and electronic signatures (or email confirmations) are acceptable. Decisions made in this way should be minuted at the next Board meeting.

## **Appendix D: Operating Principles for the Trust Academies Local Governing Boards (LGBs)**

### **LGB membership**

As a Trust, we are aware of the importance of identifying the appropriate blend of skills and experience required to manage the affairs of the academy. Above all we seek to recruit Local Governing Board members who possess a passion, or are willing to develop a passion, for: the education of children, the maintenance and development of their academy's ethos reflecting the Trust's Christian ethos and vision and upholding the Christian foundations (of the Church of England academies only), For a Multi-Academy Trust, there is more flexibility. Local Governance is determined by the Trust, subject to the Trust Articles of Association (100-102 and 104)

### **Parent members**

Parent members are elected by the parents and carers of pupils at the academy. Any parent or registered carer of a pupil is eligible to put themselves forward for the role, and any election where more than one person puts themselves forward will be decided by a secret ballot of all parents and carers, administered by the academy.

Where the role of Parent Member has been advertised at least once and nobody has put themselves forward for the role, the LGB is permitted to appoint someone as a parent member. This person must be the parent of a school-aged child, but the child does not have to be a pupil at the academy. A decision to appoint a parent member in this way should be agreed with the Trust.

### **Local Members**

Local members are appointed by the LGB because of the skills, experience and/or community links that they bring. They are likely to be part of, or have links with, the geographical or student community served by the academy, but an individual from outside this community may be appointed where they are considered to bring valuable skills and experience not present elsewhere within the LGB. It will be important for all LGBs to consider including members who have lived experience of the communities served by the academy

All LGBs must agree to adhere to the Trust's code of conduct Appendix B and must complete an application for a disclosure and barring service (DBS) check within three weeks of their appointment or election. DBS checks completed for roles outside the Trust cannot be re-used. Failure to complete the DBS application will result in the member being removed from the LGB.

The term of office for all LGB members, other than the Headteacher, is four years. The Headteacher is automatically an LGB member for the whole time they are in that role. As long as they are still eligible, an LGB member can be re-appointed or re-elected at the end of their term of office.

An LGB member may resign their position at any time by writing to the academy's LGB Governance Professional, or the LGB Chair.

## Removal and Suspension of LGBs

Any member can be removed from the LGB at any time by the Chair of the Trust Board, for any of the following reasons:

- They have acted in a way that is inconsistent with the ethos of the Trust;
- They have brought or are likely to bring the Academy or the Trust or the LGB into disrepute;
- They are in breach of the duty of confidentiality to the Trust, the Academy or to any member of staff or pupil at the Academy;
- They are in breach of the Trust's code of conduct for LGB members in some other way.

An LGB member can also be suspended for a period of up to six months where this is considered to be a reasonable course of action by the Chair of the Trust Board, for example where an investigation is pending into an issue that could potentially lead to the member's removal. While a member is suspended, they will not be allowed to attend LGB meetings or have any access to information relating to the LGB's activities. Before making a decision to remove or suspend a LGB member, the Chair of the Trust Board will consider anything the individual LGB wants to say about the issue and will consult the chair of the LGB.

A staff LGB member who is suspended from their paid role in an academy will, without any further action being needed, also be suspended as an LGB member, for the same period of time.

## Disqualification as an LGB member

An LGB member will stop being a member automatically if they become incapable because of mental disorder, illness or injury of managing their own affairs.

A member will be considered to have resigned from the LGB if they are absent without permission from all LGB activities within a period of six months, without having agreed this with the chair of the LGB.

An individual is disqualified from being a member of an LGB in an academy if any of the disqualification criteria relating to bankruptcy, disqualification as a company director or charity trustee, prohibited or restricted employment or criminal convictions apply, as detailed in Schedule 4 of the School Governance (Constitution) (England) Regulations 2012, or any regulations which replace these.

## Appointment / Election of Chair and Vice Chair for a Local Governing Board

The Chair of the LGB appointments will be agreed by the Trust Board every year, at the beginning of the autumn term, following a nomination from the LGB. The Vice Chair will be elected by the LGB at the first meeting of the autumn term, for a term of office which will last until the first meeting of the following autumn term. No member who works at the academy will be eligible to be Chair or Vice Chair. All eligible members will be asked by the Governance Professional in advance of the first meeting of the autumn term whether they wish to nominate themselves for the role of Vice Chair. Where more than one person has put themselves forward for the role of Vice Chair, there will be a secret ballot at the meeting.

The Chair or Vice Chair can resign from the role at any time by writing to the Trust's Governance Officer and will automatically stop being Chair/Vice Chair if they choose to leave the LGB or are removed for some reason. Where the position of Chair becomes vacant the Vice Chair will act as chair until the position is filled by the Trust Board Chair; where the position of vice chair falls vacant the LGB must elect a new vice chair at its next meeting. Self-nominations will be invited in advance of that meeting if time allows, otherwise self-nominations will be invited from all eligible members at the meeting.

If the Chair is unable to attend a meeting, the Vice Chair will lead that meeting. If the Vice Chair is also absent, the LGB will decide who will lead that meeting.

### Removal of the Chair / Vice Chair (LGB)

The Chair may be removed from the role by the Chair of the Trust Board, but, before a Chair is removed, the Chair of the Trust Board will consider representations from the Chair and consult with the Trust's Governance Officer.

The Vice Chair may be removed by the LGB. Any decision to remove the Vice Chair must be agreed at a meeting by at least 50% of the LGB members; the Vice Chair must be given the opportunity to speak on their own behalf, before leaving the meeting while a vote is taken on the issue via secret ballot.

### LGB Meetings

The LGB must meet at least three times each year, usually in the first half of each term. Template agendas and timetable of items to be discussed will be provided by the Trust. The agendas will then be agreed between the Chair and the Governance Professional; any LGB member can request that an item is added to the agenda, by liaising with the Governance Professional and Chair.

At least six days before the meeting the agenda and any papers or other resources to be considered at the meeting should be uploaded to GovernorHub and shared with all LGB members. Papers

should only be tabled at meetings or distributed less than six days in advance of the meeting, in exceptional circumstances which are agreed as such by the Chair of the LGB.

When the Chair considers the issue(s) to be discussed to be urgent they can call a meeting with less than the usual six days' notice.

The quorum for an LGB meeting, which is the number of members who need to be present for the meeting to be valid, will be one third of the number of LGB members in post at that time, not including any vacancies, rounded up to the nearest whole number.

Meetings will be formally minuted and actions and completion of actions will be tracked by the Chair.

### LGB Decisions

Every question to be decided at an LGB meeting will be decided by a simple majority of the members present; in the unusual circumstances of a vote being required, this will usually be determined by a show of hands. If there is an equal division of votes the Chair of the meeting will have a second and casting vote.

### Meeting Attendance

All LGB members and anyone invited by the LGB, as well as anyone invited/instructed to attend by the CEO of the Trust, or Chair of the Trust Board, are entitled to attend LGB meetings.

Members can participate in meetings of the LGB, by telephone or video conference, provided that they have arranged this in advance, and it has been possible to make appropriate arrangements.

The LGB can also agree for meetings to be conducted entirely via a virtual meeting platform.

### Meeting Records

Meetings will be formally minuted with a record made of the key issues discussed, and actions will be recorded and tracked.

### Link LGB

LGBs will usually have the following link roles which will be common across the Trust and supported by trust-wide network: Pupil Premium, SEND and vulnerable pupils, church school distinctiveness, equality, diversity and inclusion (EDI), Health & Safety, Safeguarding

Other relevant roles may be added at LGB's discretion in order to help it fulfil its remit. All link LGB members will be expected to engage in relevant LGB activity between meetings agreed with the Chair and headteacher and feed this back to the next meeting.

## **Appendix E (i) Terms of Reference for Trust Board Committees**

### **Finance and Resources Committee - Terms of Reference**

#### **1. Purpose of the Committee**

- 1.1 The Finance and Resources Committee will exercise responsibility for and have oversight of the overall finances, the risk management process, internal controls arrangements, personnel and the premises of the Trust. The Committee shall appoint internal and external auditors to provide assurance as to the financial statements and the internal control framework. The Committee will consider and respond to the findings of auditors.
- 1.2 The Trust must have sound internal control, risk management and assurance processes in accordance with the Academy Trust Handbook. The Committee is responsible for overseeing the Trust's internal scrutiny arrangements, which provide assurance to the Trust Board that:
- Financial controls are operating effectively
  - Risks are being appropriately managed
  - Resources are being used efficiently and effectively
  - The Trust is complying with regulatory requirements

#### **2. Internal Scrutiny Programme:**

- 2.1 The Committee will approve an annual programme of internal scrutiny, which will include:
- A risk-based approach focusing on areas of highest risk
  - Coverage of key financial and operational controls
  - Thematic reviews across multiple academies where appropriate
  - Follow-up of previous recommendations

The programme will be developed by the Chief Finance Officer with input from:

- Internal auditors (where appointed)
- External auditors
- The Trust's risk register
- Previous audit findings

The Committee will receive reports on internal scrutiny work completed, including:

- Findings and recommendations
- Management responses and action plans
- Progress on implementing previous recommendations
- Any significant control weaknesses identified
- The Committee will escalate any significant issues to the full Trust Board.



- 2.2 **Internal Auditors:** The Trust Board will appoint internal auditors (or an alternative provider of internal scrutiny) to provide independent assurance.

Internal auditors will have direct access to the Committee Chair and can request meetings if they have concerns. The Committee will review the performance of internal auditors annually.

### **3. Constitution**

- 3.1 The Board of Directors (the Directors) of the Trust, referred to as the Trust Board, hereby resolves to establish a committee of the Trust Board, to be known as the Finance and Resources Committee (the Committee). The Committee will report to the Trust Board.

### **4. Membership**

- 4.1 The Committee will be appointed by the Trust Board and, including the CEO of the Trust, will comprise of no more than six and no fewer than three members. The majority of the Committee will be Directors.
- 4.2 Subject to paragraph 2.3, the Committee shall at the first meeting of each academic year elect a member to act as Chair of the Committee (the Chair). The Committee will choose a temporary replacement, from among the members present at the meeting, in the absence of the Chair. The CEO and Chief Finance Officer are not eligible to be elected as Chair of the Committee.
- 4.3 No person may act as Chair under paragraph 2.2, unless they are also a member of the Trust Board.
- 4.4 The Chair of Committee shall ensure that a clerk is provided to take minutes at meetings of the Committee.
- 4.5 The Committee may invite attendance at meetings from people who are not Directors or Committee members to assist or advise on a particular matter or range of issues. Such persons may speak with the permission of the Chair; but shall not be entitled to vote.

### **5. Remit and Responsibilities of the Committee**

- 5.1 The committee shall be responsible for the matters set out in the terms of reference.

### **6. Proceedings of Committee Meetings**

- 6.1 The Committee will meet as often as is necessary, to fulfil its responsibilities, but at least three times a year.
- 6.2 Any two Committee members can request that the Chair convene a meeting by giving no less than 14 days prior notice.
- 6.3 The quorum for the transaction of the business of the Committee shall be a majority of the Committee members and no vote on any matter shall be taken at a meeting of the Committee, unless the majority of members of the Committee present are Directors of the Trust.

- 6.4 Every matter to be decided at a meeting of the Committee must be determined by a majority of votes of the members present and voting on the matter. Should the meeting not be quorate, an email vote is permitted following the meeting.
- 6.5 Each member present in person shall be entitled to one vote.
- 6.6 Where there is an equal division of votes, the Chair shall have a casting vote.
- 6.7 A register of attendance shall be kept for each Committee meeting and published annually.
- 6.8 Meetings can be requested by the external or internal auditors, if they consider one necessary.
- 6.9 The Clerk to the meeting will be provided by the Trust

## **7. Authority**

- 7.1 The Committee is authorised by the Trust Board to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any employee and all employees are directed to co-operate with any request made by the Committee.
- 7.2 The Committee is authorised by the Trust Board to obtain independent legal or other professional advice and to secure the attendance of any person at any Committee meeting, with relevant experience and expertise, if it is considered necessary.
- 7.3 The Committee is authorised by the Trust Board to seek any appropriate information that it requires from any officer of the Trust and all officers shall be directed to co-operate with any request made.

## **8.0 Reporting Procedures**

- 8.1 Within 14 days of each meeting the Committee will: Produce and agree a set of draft minutes of its meetings, which will be formally signed and approved at its next meeting and;
- 8.2 The Committee Reports can be agreed by Committee members by email.
- 8.3 The Committee shall arrange for the production and delivery of such other reports or updates as requested by the Trust Board from time to time.
- 8.4 The Committee shall conduct an annual review of its work and these terms of reference and shall report the outcome and make recommendations to the Trust Board.

## **9.0 Finance**

- 9.1 To recommend to the Trust Board approval of the annual budget plan and cashflow forecasts, for the forthcoming financial year, in accordance with the timescales provided by the Trust.
- 9.2 To determine the Trust's financial priorities, through plans such as the Trust Development Plan and the Asset Management Plan.
- 9.3 To receive monthly management reports, to facilitate the monitoring of the Trust's actual financial performance, compared with budgeted priorities and cash flow, to review and monitor budget projections/ medium term financial plans to ensure the Trust's budget is realistic and

any financial decisions are sustainable, and to take remedial action as necessary. Such action will be reported to the Trust Board. In all cases liaison must be maintained with other appropriate committees.

- 9.4 To make decisions on requests from other committees, that will have an impact on the Trust's financial position.
- 9.5 To make decisions on expenditure within the Committee's delegated powers
- 9.6 To make decisions on virements and budget changes within the Committee's delegated powers.
- 9.7 To advise the Trust Board on the appropriateness, or otherwise, of budget changes to be made, outside of the Committee's delegated powers.

## **10. Terms of Reference**

- 10.1 To review annually the Terms of Reference of the Finance and Resources Committee.
- 10.2 To ensure the Register of Business Interests is kept up to date.
- 10.3 To annually review all ongoing contracts, within the jurisdiction of the Trust.
- 10.4 To review the various leasing agreement schemes and options available to the Trust.
- 10.5 To award contracts by tender up to a specified limit, where this is the responsibility of the Trust Board.
- 10.6 To monitor all spending and income received in the Trust.
- 10.7 To ensure that funding from the Trust and other sources is used only in accordance with any conditions attached.
- 10.8 To approve the write-off of bad debts, in accordance with the Trust's Scheme of Delegation.
- 10.9 To agree and determine appropriate charges for lettings of the premises, in line with Trust Lettings policy.

## **11. Procurement**

- 11.1 To ensure the Trust adheres to the policies and procedures as specified by the Department for Education and the Trust Finance Policy and compliance with the Funding Agreement.
- 11.2 To oversee compliance with the Trust Procurement Policy

## **12. Estates**

- 12.1 To keep a record of fixed assets, in accordance with the Trust's Scheme of Delegation.
- 12.2 To approve the disposal of fixed assets and inform the Trust of any changes.

### **13. HR**

- 13.1 To provide oversight of the staff complement, structure, appointments, etc.
- 13.2 To ensure personnel management policies and procedures have been identified, formally approved and documented to cover as a minimum: employment (including terms and conditions), recruitment (including references and police checks), performance appraisal and review, equal opportunities, disciplinary (including absence policies, grievance, staff expenses, code of conduct).
- 13.3 To review the recommendations of the CEO as to the Headteachers' salaries particularly and disciplinary awards if relevant, and the salaries of the CEO and Chief Finance Officer.
- 13.4 To keep oversight of Health and Safety issues, including review and monitor the Health and Safety policy statement, to safeguard the health and well being of students, employees and visitors to the academy, and to make recommendations to the Trust Board.
- 13.5 To consider and review the development of the HR Strategy for the Trust.
- 13.6 Liaise with and receive reports in respect of HR issues and then to make recommendations to the Trust Board about the people aspects of matters being considered by them.
- 13.7 Monitor and receive procedures and policies for ensuring the effective implementation and operation of HR procedures, on a regular basis and, where appropriate to make recommendations for improvement.

### **14. Internal Controls**

- 14.1 Consider any matters where requested to do so by the Trust Board.
- 14.2 To review the effectiveness of the human resources control systems.

### **15. Risk**

- 15.1 To review the Risk Register at each meeting
- 15.2 To agree which risk, if any, need to be escalated to the Board.

## Appendix E (ii) People and Remuneration Committee - Terms of Reference

1. The committee shall comprise at least 3 members, all of whom shall be independent Directors of the Trust Board. The Chair of the Board may also serve on the committee as member. Other individuals such as the Accounting Officer (AO), CEO, the Chief Financial Officer (CFO), executive officers and external advisers may be invited to attend for all or part of any meeting, as and when appropriate. The quorum necessary for the transaction of business shall be two members of the committee. Appointments to the committee are made by the Board and shall be for a period of up to four years. The Board shall appoint the committee Chair who shall be an independent non-executive Director. Neither the Chair of the Board, CEO, AO or CFO can be the committee Chair.

### 2. Duties

- 2.1 The committee should carry out the duties below for the Trust.

Determine and agree with the Board the framework or broad policy for the remuneration of the Trust's Chief Executive, the Executive Officers, the Trust's Headteachers and such other members of the Executive Leadership as it is designated to consider.

The remuneration of non-executive directors shall be a matter for the Chair and the executive members of the Board. No Director or manager shall be involved in any decisions as to their own remuneration.

Consider all factors that it deems necessary, including relevant legal and regulatory requirements, the provisions and recommendations of the UK Corporate Governance Code and associated guidance. The objective of such policy shall be to ensure that members of the executive management of the Trust are provided with appropriate incentives to encourage enhanced performance and are, in a fair and responsible manner, rewarded for their individual contributions to the success of the Trust.

Review the on-going appropriateness and relevance of this policy and be guided by the principles laid out in the Academies Financial Handbook for setting Executive Pay.

### 3. Executive Pay Principles

- **Transparency:** All decisions about executive pay will be clearly documented with rationale and approved by the full Trust Board. The Trust will publish information about executive pay in its annual accounts.
- **Proportionality:** Executive pay will be proportionate to the role, responsibilities and context of the Trust. The Committee will obtain reliable, up-to-date benchmarking information from comparable trusts and organisations.

- **Justification:** The Committee will ensure that pay decisions can be justified to stakeholders, including staff, parents and the wider community.
- **Moderation:** There is a basic presumption that executive pay and benefits should not increase at a faster rate than that of teachers, both in individual years and over the longer term, unless there is clear justification for doing so.
- **Performance-related:** Pay decisions will take account of performance, including the achievement of objectives and the Trust's overall performance.
- **Affordability:** All pay decisions must be affordable within the Trust's budget and sustainable over the medium term.
- **Fairness:** The Committee will ensure that executive pay is fair in the context of pay for other staff in the Trust and reflects the Trust's values.

#### 4. **Process:**

- The Committee will review executive pay annually
- Decisions will be informed by benchmarking data, performance information, and affordability considerations
- All decisions will be documented with clear rationale
- The full Trust Board will approve all executive pay decisions
- Any significant increases (above inflation or teacher pay awards) will require detailed justification
- Within the terms of the agreed policy and in consultation with the Chair and/or Chief Executive, as appropriate determine the total individual remuneration package of the CEO, Executive SLT and Trust Officers,
- Obtain reliable, up-to-date benchmarking information about remuneration in other MATs to help it fulfil its obligations. If required, the committee shall have full authority to appoint remuneration consultants and to commission or purchase any reports, surveys or information that it deems necessary, within any budgetary restraints imposed by the Board.
- Be exclusively responsible for establishing the selection criteria, selecting, appointing and setting the terms of reference for any remuneration consultants who advise the committee
- Approve the design of, and determine targets for, any performance-related pay schemes operated by the Trust and approve the total annual payments made under such schemes
- Determine the policy for, and scope of, pension arrangements for each executive director and other designated senior executives

- Ensure that contractual terms on termination, and any payments made, are fair to the individual, and the Trust, that failure is not rewarded and that the duty to mitigate loss is fully recognised.
- Oversee any major changes in employee benefits structures throughout the Trust
- Monitor HR data including staff turnover and staff absence
- Monitor risk register

## **5. Reporting responsibilities**

- 5.1 The committee Chair shall report to the Board on its proceedings after each meeting on all matters within its duties and responsibilities.
- 5.2 The committee shall produce a report of the Trust's remuneration policy and practices to be included in the Trust's annual report and ensure each year that it is put to Members and Directors for approval at the AGM.

## **6. Other matters**

- 6.1 The Trust Board shall:
- Arrange for periodic reviews of its own performance and, at least annually, review its constitution and terms of reference to ensure it is operating at maximum effectiveness and recommend any changes it considers necessary to the Board for approval.

## **7. Authority**

- 7.1 The committee is authorised by the Board to obtain, at the company's expense, outside legal or other professional advice on any matters within its terms of reference.

## Appendix E (iii) Resolutions/Appeals Panels Terms of Reference

### 1. Delegation of Powers

- 1.1 The functions outlined in section 2 below are delegated by the Trust Board of Directors to the relevant Local Governing Board. LGB's further delegate these powers to the Trust's "Resolutions" Team to act on their behalf.

### 2. Purpose

- 2.1 The Resolutions Team will provide two or three members, depending on the nature of the process and which of the Trust's policies is being followed, to form a panel which will have delegated powers to determine the outcome of all human resources processes, complaints processes and exclusions, and suspensions processes in the Trust, where such a panel is required.
- 2.2 The specific nature of each panel will be determined by which of the Trust's policies is being followed.
- 2.3 Where an appeal is made against the decision of a panel, and where this is consistent with the relevant Trust policy, a further panel will be formed from the Resolution Team's membership, with delegated authority to determine the outcome of the appeal; this panel will not include any members who were responsible for the original decision being appealed against.
- 2.4 At the request of the CEO, which may be made via the Deputy CEO suitably trained members of the Resolutions Team may also be commissioned to undertake investigations in relation to any of the processes outlined in paragraph 2.1, or in relation to whistleblowing processes.

### 3. Membership of the Resolutions Team

- 3.1 The membership of the Team will be approved on a basis by the Trust Board; Between Board meetings additional members will be approved by the Board Chair and these appointments will be reported back to the Board at its next meeting.
- 3.2 Membership will not be time limited, but all members will be asked to confirm their willingness to continue to serve on the Team on an annual basis in the autumn term.
- 3.3 Members must have suitable skills and/or experience which ensure they will be able to give a fair hearing to both sides in any process and will be able to understand and analyse the issues involved.
- 3.4 Recruits to the team will be recommended by the Trust Governance Team and approved by the Governance Officer and Chief Executive Officer, before being recommended to the Board Chair for appointment;



- 3.5 Members of the Resolutions Team will be expected to commit to sitting on a minimum of three panels per year, or undertaking at least one investigation, and may be removed from the Team if this expectation is not fulfilled.
- 3.6 Members of the team who are not employees of the Trust will need to complete an enhanced DBS check and sign up to the Directors' / Committee members'/LGB Code of Conduct on appointment.
- 3.7 Members may be drawn from the LGBs, the Trust central team of officers or from outside of the Trust. All Directors will be members of the team by virtue of their office, but will only sit on panels in exceptional circumstances, e.g. where a complaint is raised against the CEO.
- 3.8 The size of the team will be dependent on the number of suitable individuals identified and the needs of the Trust in terms of volumes of processes and panels but will not be subject to a minimum or maximum number of members.

#### **4. Constitution**

- 4.1 Panels will be constituted by the Governance Assistant in consultation with the Governance Officer and CEO; depending on member availability and the nature of members' skills and relevant experience in relation to the case under consideration.
- 4.2 Members of each individual panel will appoint a Chair for the meeting, with support from the attending governance professional/adviser. Where it is necessary to identify a Chair in advance of the panel meeting, the Governance Officer will determine this, based on the relative experience of the panel members or other relevant factors.
- 4.3 Panels will be supported by a member of the governance team and, in relation to HR processes, a member of the HR team. Suitable minutes will be drawn up for each panel meeting and agreed with the Chair of that panel. Investigating Officers will also be supported by a member of the governance team or other members of trust staff as appropriate.

#### **5. Training**

- 5.1 The Team will be supported by the Governance Officer, who will oversee recruitment and arrange training for its members.
- 5.2 The training requirements and expectations of team members will be reviewed on an annual basis; all training will be provided/commissioned by the Trust and at the Trust's expense.
- 5.3 Members will be required to undertake appropriate training prior to undertaking work on the Team's behalf.

#### **6. Remuneration**

- 6.1 Team Members will not normally be remunerated for their time, but reasonable out-of-pocket expenses will be reimbursed

**APPENDIX F Scheme of Delegated Authority (SoDA) Summary Matrix**

The following descriptions are used in this document to describe the roles of the various groups and individuals.

**Accountable (and Approver) – A** Ultimately answerable for the task being delivered. Delegates the task to those responsible. There should be only one group/person accountable for each task/decision.

**Responsible – R** Responsible for the delivery. Does the work to achieve the task. Can be shared between groups/individuals.

**Consulted – C** Needs to be involved before the decision is made. Communication is two-way – these are important stakeholders or have relevant specialist knowledge in the subject.

**Informed – I** Those to be kept up to date on progress. Communication is one-way and may be updated only when the decision has been taken or the task completed.

References to the CEO include members of the executive and central team to whom the CEO will delegate, for example the Chief Finance Officer, in relation to financial matters and Senior Leaders, in relation to educational matters.

**Ofsted Evaluation Areas (2025)**

Leadership and Governance	L&G
Curriculum and Teaching	C&T
Attendance and Behaviour	A&B
Achievement	ACH
Personal Development and Wellbeing	PD & W
Inclusion	INC
Early Years Setting	EYS
Safeguarding	SG now judged separately as “Met” or “Not Met”

This document should be read in conjunction with the Trust’s policy schedule and financial regulations and this document.

Activity		Ofsted	TB	CEO	LGB	HT
1.	Vision, Ethos & Strategy					
1.1	Setting Trust vision	L&G	A R	C	C	C
1.2	Setting Trust culture and values	L&G	A R	I	I	I
1.3	Setting Trust strategic plan	L&G	A	R	C	C
1.4	Monitoring progress against the strategic plan	L&G	A R	C	C	
1.5	Setting school development plans in line with the Trust's strategic plan	C&T, ACH		A	I	R
1.6	Monitoring progress against the academy development plan	ACH		A R	C	C
1.7	Setting expectations for Director conduct	L&G	A R			
1.8	Fostering equality, diversity and inclusion including building a diverse board	INC, PD & W	A R		R	
1.9	Ensuring Directors possess appropriate skills including ensuring appropriate financial skills	L&G	AR			
1.10	Ensuring compliance with the Trust's articles of association	L&G	A	R		
1.11	Undertaking regular skills audits of Directors	L&G	AR	R	R	
1.12	Reporting on the effectiveness of LGBs	L&G	A	R	R	C
1.13	Establishing and appointing board committees	L&G	A R			
1.14	Ensuring statutory policies are in place and published as needed	L&G	A	R		
1.15	Comply with all Trust policies	L&G	A	R	R	R
1.16	Nominating Lead Trustee for Safeguarding and SEND	L&G	A R			
1.17	Ensure Trust website is maintained and compliant with statutory requirements and DfE/ESFA expectations and in line with Trust brand requirements	L&G	A	R		
1.18	Ensure school websites are maintained and compliant with statutory requirements and DfE/ESFA expectations and in line with Trust brand requirements	L&G		C	C	A R
1.19	Procure appropriate governance indemnity insurance	L&G	A	R		
1.20	Appoint (and remove) to the post of the Chair of LGB	L&G	A	R	I	C
1.21	Appoint (and remove) to the post of Vice-chair of the LGB	L&G		C I	A R	I
1.22	Ensure a suitably skilled / experienced governance professional is appointed for the Board	L&G	A	R		
1.23	Approve/ratify the appointment of (and remove) LGB members.	L&G	A	R	I	I

1.24	Establish the process for electing parent and staff LGB members	<b>L&amp;G</b>		A R	I	I
1.25	Implement the process for electing parent and staff LGB members	<b>L&amp;G</b>		C	I	A
1.26	Set up register of LGB members' business interests and ensure these are published on academy website	<b>L&amp;G</b>		I	A	R
1.27	Set up register of Directors business interests and ensure these are published on Trust website	<b>L&amp;G</b>	A	R		
1.28	Approve and set up LGBs expenses policy	<b>L&amp;G</b>	A	R		
1.29	Approve and set up Director's expenses policy	<b>L&amp;G</b>	A	R		
1.30	Consider whether or not to delegate functions to individuals or working groups of LGBs	<b>L&amp;G</b>	A		R	
1.31	Engaging with stakeholders and ensuring stakeholder voice is heard and taken into account in decision-making	<b>L&amp;G</b>	I	R	A R	C
1.33	Determine the indicators that trigger the withdrawal of delegated responsibility	<b>L&amp;G</b>	A	R	I	I
1.34	Review Scheme of Delegated Authority annually	<b>L&amp;G</b>	A	R	I	I

<b>Activity</b>		<b>Ofsted</b>	<b>TB</b>	<b>CEO</b>	<b>LGB</b>	<b>HT</b>
<b>2. Finance</b>						
2.1	Approve Trust three-year business plan	<b>L&amp;G</b>	A	R	I	I
2.2	Approve Trust budget plan for the financial year	<b>L&amp;G</b>	A	R	I	I
2.3	Approve school three-year business plan (subject to board approval 2.1 & 2.2)	<b>L&amp;G</b>		A	I	R
2.4	Approve School budget plan for the financial year (subject to Board approval 2.1 & 2.2)	<b>L&amp;G</b>		A	I	R
2.5	Monitor monthly expenditure including all additional school funds	<b>L&amp;G</b>		A		R
2.6	Report on monthly expenditure including all additional school funds	<b>L&amp;G</b>		A		R
2.7	Monitor quarterly expenditure including all additional school funds and debts	<b>L&amp;G</b>	R	A		R
2.8	Report and review quarterly expenditure including all non-general academy grant funding and any debt collection	<b>L&amp;G</b>	R	A	I	
2.9	Establish and publish Trust-wide charging and remissions policy	<b>L&amp;G</b>	A	R		I
2.10	Establish and publish school level charging and remissions policy	<b>L&amp;G</b>	I	A	C	R
2.11	Bad debt write-off in accordance with Academies Trust Handbook	<b>L&amp;G</b>	A	R		I
2.12	Issuance of guarantees, indemnities and letters of comfort	<b>L&amp;G</b>	A	R		I

2.13	Appoint internal auditors	<b>L&amp;G</b>	A	R		
2.14	Approve financial policy, procedures and controls across Trust	<b>L&amp;G</b>	A	R		C
2.15	Comply with the Academy Trust Handbook including cheques/ BACS Processed by the school to be signed in accordance with the Scheme of Delegated Authority/ bank mandate	<b>L&amp;G</b>	A	R		R

Activity		Ofsted	TB	CEO	LGB	HT
<b>3. Human Resources</b>						
3.1	Determine academy staffing structures in accordance with approved budgets	<b>L&amp;G</b>		C	I	A R
3.2	Approval of appointments falling outside of the academy approved budget	<b>L&amp;G</b>	A	R	I	C
3.3	Appointing the CEO	<b>L&amp;G</b>	A R			
3.4	Central Trust senior leadership team (SLT) appointments in accordance with budget decisions / approvals	<b>L&amp;G</b>	A	R		
3.5	Trust central and hub team appointments (exc. SLT) in accordance with budget decisions/approvals	<b>L&amp;G</b>	I	A R		
3.6	Executive Headteacher/Headteacher appointments	<b>L&amp;G</b>	I	A R	I	
3.7	Head of school appointments	<b>L&amp;G</b>	I	A R	I	
3.8	Vice principal/deputy headteacher appointments in accordance with budget decisions/approvals	<b>L&amp;G</b>		A		R
3.9	All other academy-based appointments within approved budgets	<b>L&amp;G</b>			I	A R
3.10	Determine pay policy (including discretions)	<b>L&amp;G</b>	A	R	I	I
3.11	Determine trust-wide terms and conditions of employment	<b>L&amp;G</b>	A	R	I	I
3.12	Determine CEO pay in line with Executive	<b>L&amp;G</b>	A R			
3.13	Determine SLT pay	<b>L&amp;G</b>	A	R		
3.14	Implement pay policy and terms and conditions of employment within central team	<b>L&amp;G</b>		A R		
3.15	Implement pay policy and terms and conditions of employment within academies	<b>L&amp;G</b>		A		R
3.16	Determine performance management (PM) policy	<b>L&amp;G</b>	A	R	I	I
3.17	Undertake PM of CEO	<b>L&amp;G</b>	A R			
3.18	Undertake PM of Headteacher	<b>L&amp;G</b>		A R	C	
3.19	Implement PM policy and undertake performance management of all other academy staff	<b>L&amp;G</b>		A	R	
3.20	Implement PM Policy and undertake performance management of central and hub staff	<b>L&amp;G</b>	I	A R		
3.21	Determine disciplinary and capability policies	<b>L&amp;G</b>	A	R	I	I

3.22	Implement disciplinary and capability procedures in respect of headteachers	<b>L&amp;G</b>		A R	I	I
3.23	Implement disciplinary and capability procedures in respect of all other academy staff	<b>L&amp;G</b>		A		R
3.24	Implement disciplinary and capability procedures in respect of central Trust SLT	<b>L&amp;G</b>	A R (for CEO)	R		
3.25	Implement disciplinary and capability procedures in respect of all other central and hub staff	<b>L&amp;G</b>		A R		
3.26	Lead Trust wide relations with trade unions, and agree trade union recognition and facility agreement (TURFA)	<b>L&amp;G</b>	A	R	I	I
3.27	Lead Academy wide relations with trade unions, and implement TURFA	<b>L&amp;G</b>		A		R
3.28	Approval of all exit payments exceeding contractual notice (e.g. settlement agreements, redundancy payments) in accordance with the Academy Trust Handbook	<b>L&amp;G</b>	A	R		
3.29	Approval of early retirement (where there is a cost to the organisation)	<b>L&amp;G</b>	A	R		C
3.30	Approval of pension discretions within the local government pension scheme (LGPS) requirements	<b>L&amp;G</b>	A	R		C
3.31	Ensure compliance with equalities legislation	<b>INC</b>	A	R	C	C

<b>Activity</b>		<b>Ofsted</b>	<b>TB</b>	<b>CEO</b>	<b>LGB</b>	<b>HT</b>
<b>4. Education</b>						
4.1	Prepare and agree Trust curriculum and qualification statement	<b>C&amp;T</b>	A	R	I	C
4.2	Implement curriculum and qualification policy	<b>C&amp;T</b>		A	I	R
4.3	Delivering Early Years Foundation Stage (EYFS) in line with statutory requirements	<b>EYS</b>		A R	I	R
4.4	Monitoring EYFS provision and outcomes	<b>EYS</b>	A	A R	I	R
4.5	Monitoring standards of teaching	<b>C&amp;T</b>		A	I	R
4.6	Decide which subject options will be taught	<b>C&amp;T</b>		A	I	R
4.7	Set targets for Trust outcomes	<b>ACH</b>	A	R	I	I
4.8	Deliver targets for school outcomes	<b>ACH</b>	I	A	I	R
4.9	Plan and deliver academy improvement strategies	<b>ACH</b>		A	C	R
4.10	Determine Trust pupil discipline principles statement	<b>A&amp;B</b>	A	R		
4.11	Implement academy discipline policy based on Trust principles statement	<b>A&amp;B</b>			C	A R
4.12	Statutory review of permanent and fixed term exclusions	<b>A&amp;B</b>		C	A R	

4.13	Direct reinstatement of excluded students	<b>A&amp;B</b>			A R	
4.14	Set admissions policy and ensure this is reviewed in line with statutory requirements	<b>L&amp;G</b>	A	C R	C	
4.15	Admission appeals panel and admission appeals process	<b>L&amp;G</b>		AR	I	R
4.16	Any reduction or increase to the published admission number (PAN)	<b>L&amp;G</b>	A	RC	C	C
4.17	Arrange for collective worship	<b>PD &amp; W</b>				A R
4.18	Set times of school day and dates of academy terms and holidays	<b>L&amp;G</b>		A R		C
4.19	Ensure that school meets 380 sessions in an academic year	<b>L&amp;G</b>		C		A R
4.20	Ensure provision of free school meals to those pupils meeting the criteria	<b>INC</b>			I	A R
4.21	Adopt and review home/school agreements	<b>PD &amp; W</b>		C		A R
4.22	Discharge duties in respect of students with special needs	<b>INC</b>		A	C	R
4.23	Ensure compliance with SEND Code of Practice	<b>INC</b>	I	A	C	R
4.24	Deliver support for Children Looked After	<b>INC</b>	I	A	C	R
4.25	Approve non-routine educational visits involving adventurous activities and/or overnight stays, and/or foreign travel	<b>PD &amp; W</b>		A		R
4.26	Approve all other educational visits	<b>PD &amp; W</b>			I	A R

<b>Activity</b>		<b>Ofsted</b>	<b>TB</b>	<b>CEO</b>	<b>LGB</b>	<b>HT</b>
<b>5. Asset Management</b>						
5.1	Ensure that health and safety regulations are followed including regular audits	<b>L&amp;G</b>		A		R
5.2	Building insurance and personal liability	<b>L&amp;G</b>	A	R	I	I
5.3	Maintain school buildings in accordance with strategy guidance and approved revenue budget	<b>L&amp;G</b>		A		R
5.4	Establish a Trust Health and Safety Policy	<b>L&amp;G</b>	A	R	I	I
5.5	Implement the Health and Safety Policy approved by the Trust Board and Undertake risk assessments in accordance with that Policy Ensuring the Trust Health and Safety Policy agreed by the Trust Board is implemented in full	<b>L&amp;G</b>		A	I	R
5.6	Request an external audit of Health and Safety practice	<b>L&amp;G</b>	A	R	I	
5.7	Produce school 3-to-5-year asset management schedule and strategy for approval	<b>L&amp;G</b>	A	R	R	I

Activity		Ofsted	TB	CEO	LGB	HT
6. Other						
6.1	Agree and monitor academy strategy around community engagement	PD & W			A	R
6.2	Agree and implement procedures for reporting to parents	PD & W		I	A	R
6.3	Ensure stakeholder voices are heard in trust-wide decision making	PD & W	A	R	R	
6.4	Ensure stakeholder voices are heard in local decision making	PD & W			A	R
6.5	Set trust-wide policy in relation to safeguarding children and young people in line with statutory requirements and monitor its effectiveness	SG	A	R		
6.6	Set school level policy in relation to safeguarding children and young people in line with Trust and statutory requirements, including appointing a suitably trained designated safeguarding lead (DSL), and monitor the effectiveness of this	SG	A	C		R
6.7	Ensure excellent career advice and support are in place for all students	PD & W			A	R
6.8	Agree Trust branding in agreement with the sponsor	L&G	A	R	I	I
6.9	Comply with Trust branding	L&G		A		R
6.10	Establish a Risk Management Policy (including Risk Registers)	L&G	A	R		R
6.11	Maintain, monitor and report in respect of trust-wide risk registers in accordance with the Risk Management Policy	L&G	A	R		
6.12	Maintain, monitor and report in respect of academy risk registers in accordance with the Risk Management Policy	L&G		A	C	R
6.13	Emergency Closures	L&G		I	AR	I
6.14	Acquisition of land	L&G	A	AR	I	I
6.15	Permanent School Closures	L&G	A	R		I
6.16	<b>Disposal of assets (reference DHMAT Finance Policy; page 21; section 34 Disposals)</b>	L&G				



## Appendix G Summary of Financial Delegations

Authorisations & Responsibilities	Revenue Budget Authorisation Levels					Procurement & Expenses Authorisation Levels					Capital Expenditure Authorisation Levels			Other Expenses		
	Annual Budget & 3 year-plan	Revised Forecast	Budget Virements	Changes to Establishment within agreed budget	Increase to staff establishment list	Employee Expenses claim approvals	Staff Overtime Approvals	Purchase Orders	Contract Approvals	Contract Approvals > £100,000	Capital Programme	Capital Major Works < £100k	Large Scale Capital Schemes > £100,000	Write-off Bad Debts	Severence Payments (>£50k DfE approval)	Changes to Executive Pay
Head Teacher	Preparation	Preparation	Request	Request	Request	Approval	Approval within revised budget	Approval ( 3 quotes if > £5K) * see below								
Finance Team	Review	Review	Review	Review	Review											
Estates Manager											Preparation	Tender Review (3 quotes) *	Tender Review (3 quotes)			
CFO	Sign-off	Sign-off	Approval	Recommend	Recommend			Approval if > £25k	Approval		Recommend	Approval	Recommend	Approve < £5k		
CEO										Approval			Approval			
Finance & Resources Steering Group											Review					
SLT	Review	Approval		Approval	Approval										Approve < £30k	
LGB & STG	Recommend to Trust															
Finance & Resources Committee	Recommend to Board										Recommend to Board			Approve > £5k		
Remuneration Committee															Approve <£50k	Approval
Trust Board	Approval										Approval					
*CFO can grant discretion in emergency or inability to secure required number of tenders																

### Cash Management Policy Statement

The Trust is committed to robust cash management to ensure financial sustainability and compliance with the Academy Trust Handbook.

#### Key Principles:

1. **Avoiding Overdrafts:** The Trust must manage its cash position to avoid becoming overdrawn on any of its bank accounts. Overdrafts constitute borrowing, which requires Secretary of State approval.
2. **Cash Flow Forecasting:** The Chief Finance Officer will prepare monthly cash flow forecasts for the Trust and monitor actual cash positions against forecasts.
3. **Monitoring:** The Finance and Resources Committee will review the Trust's cash position at each meeting, including:
  - a. Current cash balances
  - b. Cash flow forecasts for the next 12 months
  - c. Any concerns about cash adequacy
  - d. Plans to address any projected shortfalls
4. **Academy-Level Cash Management:** Individual academies will manage their cash within the overall Trust framework, ensuring they do not commit to expenditure that cannot be funded.
5. **Reserves:** The Trust will maintain appropriate reserves in line with its reserves policy to provide a buffer against unexpected cash flow challenges.
6. **Reporting:** Any concerns about cash adequacy will be immediately escalated to the Trust Board.

#### Responsibilities:

- **CFO:** Prepare cash flow forecasts, monitor daily cash positions, implement cash management procedures
- **Finance and Resources Committee:** Review and challenge cash forecasts, provide assurance to the Board
- **Trust Board:** Approve reserves policy, receive assurance about cash management
- **CEO:** Ensure effective cash management across the Trust

Academy Name	Address	Phone Number	Headteacher	Phase
Bishop's Castle	Oak Meadow Road, Bishops Castle, SY9 5PA	01588 638522	Rebecca Manning (EHT)	Primary
Bitterley CE	Bitterley, Ludlow, SY8 3HF	01584 890228	Jill France	Primary
Burford CE	Forrester Road, Tenbury Wells, Worcestershire, WR15 8AT	01584 810244	Emma Partridge	Primary
Burley Gate CE	Burley Gate, Hereford, HR1 3QR	01432 820367	Michele Lewis (EHT)	Primary
Condover CE	Station Road, Condover, Shrewsbury SY5 7AA	01743 872108	Rebecca Elvins (EHT)	Primary
Eastnor Parochial	Clenchers Mill Lane, Eastnor, Ledbury, HR8 1RA	01531 632509	Nicola Driscoll	Primary
Goodrich CE	Goodrich, Ross-on-Wye, Herefordshire HR9 6HY	01600 890422	Karen Miles	Primary
Ludlow Primary	Sandpits Road, Ludlow Shropshire, SY8 1HG	01584 873602	Nicola Collins	Primary
Ludlow School	The Burway, Bromfield Road, Ludlow, SY8 1GJ	01584 872691	Michael Stoppard (EHT)	Secondary
Lydbury CE	Lydbury North, Shropshire SY7 8AU	01588 680277	Kerry Geddis (EHT)	Primary
Morville CE	Morville, Bridgnorth, Shropshire WV16 4RJ	01746 714219	Claire Gaskin (EHT)	Primary
Much Marcle CE	Much Marcle, Ledbury, Herefordshire, HR8 2LY	01531 660607	Laura Davies	Primary
Onny CE	Onibury, Craven Arms Shropshire, SY7 9AW	01584 856320	Kerry Geddis (EHT)	Primary
Pembridge CE	Bearwood Lane, Pembridge, Leominster, HR6 9EA	01544 388366	Robert Hollis	Primary
St Edward's CE Dorrington	Church Road, Dorrington Shrewsbury, SY5 7JL	01743 718462	Rebecca Elvins (EHT)	Primary
St George's CE Clun	School Road, Clun, Craven Arms, SY7 8JQ	01588 640229	Rebecca Manning (EHT)	Primary
St Michael's CE Bodenham	Bodenham, Hereford, HR1 3JU	01568 797241	Michele Lewis (EHT)	Primary
St Thomas Cantilupe CE	Coningsby Street, Hereford HR1 2DY	01432 268400	Asha Begley	Primary
The Hereford Academy	Marlbrook Road, Hereford HR2 7NG	01432 373570	Michael Stoppard (EHT)	Secondary
Tenbury CE	Bromyard Road, Tenbury Wells, WR15 8BS	01584 810234	Kerri Phelps	Primary

## Appendix I Diocese of Hereford Multi-Academy Trust Board Membership

Chair:	Robert Pizii
Vice Chair:	Andrew Smith
Margaret Beever	Link Director for Quality of Education
Mathew Laird	Chair of Finance and Resources
Gemma Martin	Link Director for Safeguarding & Inclusion
Canon Andrew Teale	CEO
Charlotte Tully	
Governance professional:	Karen Bowen

### MAT Leadership Team

CEO	Canon Andrew Teale
Deputy CEO	Claire McKeown
Chief financial officer (CFO):	Greg Evans
Accounting officer:	Canon Andrew Teale
Director for Education	Jon Hughes
Director for Safeguarding, Inclusion, Trust designated safeguarding lead	Ben Straker
Trust-wide special educational needs coordinator (SENDCo):	Claire Sankey (1 day per week)
Data protection	Greg Evans

### Trust Board Meeting dates 2025-2026

Date	Time	Meeting detail
24 <sup>th</sup> September 2025	10am - 4pm	Data
26 <sup>th</sup> November 2025	10am- 4pm	Annual Accounts. Members and Auditors in attendance
11 <sup>th</sup> March 2026	9.30am-11am	AGM – Members and Directors
	11am-4pm	Full Board meeting
1 <sup>st</sup> July 2026	10am-4pm	Budgets 2026-2027

### Trust Committee dates Finance and Resources 2025-2026

Date	Time	Meeting detail
12 <sup>th</sup> November 2025	9.30-11.30am	Auditors Feedback
11 <sup>th</sup> February 2026	9.30am-11.30am	
17 <sup>th</sup> June 2026	9.30am-11.30am	Budgets 2026-2027

## APPENDIX J Summary of Local Governors' Roles and Responsibilities

By reading, completing and signing the relevant forms and codes you are giving a written undertaking to the Directors, and the Diocesan Corporate Member to uphold the Object of the Company, within the Trust

<b>Local governor</b>	A local governor will endeavour to carry out the duties detailed below and will be accountable to the Trust
<b>Main purpose:</b>	To contribute to the work of local governance in raising standards of achievement for all pupils, which involves providing a strategic view for the academy, monitoring and evaluating the work of the academy, acting as a critical friend, providing scrutiny and assuring accountability. To agree and maintain the Christian ethos and distinctiveness of the academy.
<b>Main Duties</b>	
<b>1.</b>	To maintain and oversee the Christian ethos and distinctiveness of the school ensuring the Trust values are obvious, and if required, reporting back to an appropriate Director of the Trust.
<b>2.</b>	To maintain and oversee the community ethos and distinctiveness of the school ensuring the Trust values are obvious and if required, reporting back to an appropriate Director of the Trust.
<b>3.</b>	Monitor and evaluate the standards achieved by pupils at the end of each statutory assessment.
<b>4.</b>	Monitor the experiences of vulnerable groups of pupils, particularly through interactions with students and key staff, to ensure policy translates into practice, including for those children with special educational needs, children who qualify for the pupil premium grant and any groups identified as at risk of underachievement within the academy; evaluate the progress that pupils have made since joining the school and how well pupils progress relative to their starting points and compared nationally.
<b>5.</b>	Monitor and evaluate how well gaps are closing between the performance of different groups of pupils in the school and compared to all pupils nationally
<b>7.</b>	Monitor and evaluate how well pupils develop a range of skills, including reading, writing, communication and mathematical skills, and how well they apply these across the curriculum.
<b>9.</b>	Understand and be able to question the tracking data held by the school appertaining to pupil progress and attainment
<b>10.</b>	Review the standards of attainment and progress as reported by the school; agreeing non-statutory targets to ensure all pupils make progress.
<b>11.</b>	Monitor the quality of teaching considering evidence of pupils' learning and progress.
<b>12.</b>	Any standards related task delegated by the Trust, reporting back to the appropriate trustee of the Trust.

13.	Help the academy to plan for the future and oversee the implementation of the key strategic priorities;
14.	Monitor and try to improve staff and student wellbeing;
15.	Monitor and promote positive student behaviour and attendance;
16.	Ensure parents and the local community understand what the academy is doing and are involved as partners in its work; and ensure the key challenges and issues faced by the community are brought to the attention of the Trust Board.
17.	Through their understanding of the academies and the communities they serve, contribute to identifying, and maintaining oversight of, the academy's top strategic risks;
18.	Monitor the academy's careers provision through discussions with pupils and relevant members of staff, and contribute to strong business links within and outside of the academy's community;
19.	Keep the Trust Board informed about any issues that may need input from the Trust Board or, in the view of the LGB, should impact upon Trust-wide decision-making.
20.	Promote the positive reputation of the academy in the local community.
21.	The need to keep our children and young people safe will be an underlying principle of all of the LGBs' work.
<b>Partnerships and membership</b>	
<p>Local governors should work in partnership with the members of the SLT with responsibility for data and assessment, the SENDCo, Subject Leaders and the Headteacher.</p> <p>Each member may be requested to sit on other panels as recommended in the Scheme of Delegated Authority and delegated by the Directors of the Trust.</p>	
<b>General tasks and expectations</b>	

<p>To work as a member of a team</p> <p>To attend local governor meetings</p> <p>To read all papers sent prior to a meeting to ensure a full and informed debate and decision-making process.</p> <p>To respect the Trust decisions and to support them in public.</p> <p>To act within the framework of the policies and legal requirements in relation to the Trust</p> <p>To commit to training and development opportunities</p> <p>To know the school: its needs, strengths and weaknesses and understand the steps necessary for improvement.</p> <p>To observe confidentiality in all aspects of the role</p> <p>To comply with the Code of Conduct and relevant policies</p>
<b>Decision Making</b>
As authorised by the Scheme of Delegated Authority. ('SoDA')
<b>Available support</b>
Professional advice and support is available from the Trust, via the Central Team.
<b>Knowledge and Skills</b>
The ability to meet the requirements of the main duties (with training as required)

## APPENDIX K Roles and Responsibilities Local Governing Board Meeting Agenda Item Calendar

1	2	3
<ul style="list-style-type: none"> <li>• Review TOR if relevant</li> <li>• Confirmation of Chair appointment/ ROI Updates</li> <li>• Admissions (<i>if an academy is looking to change anything, must discuss first with Trust (consultation for changes is for at least 6 weeks, between 1<sup>st</sup> Oct and 31 Jan).</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Determine Admissions arrangements by 28th February, submit to LA by 15th March</li> <li>• Staff Performance Management.</li> </ul>	
<ul style="list-style-type: none"> <li>• Headteacher Report</li> <li>• Finance Dashboard (<i>NOR report after October Census</i>)</li> <li>• School Development Plan</li> <li>• Self-Evaluation Form</li> <li>• SIAMS SEF (if in window)</li> <li>• PPG - Impact Statement and Strategy</li> <li>• Inclusion report</li> <li>• Safeguarding report</li> <li>• Previous end of year data review inc FFT, IDSR, ASP</li> <li>• Targets set for end of year</li> <li>• Sports Premium</li> <li>• Local and trust policies</li> <li>• Designated teacher report</li> <li>• iAM Compliant</li> <li>• CLA and Post CLA report</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher Report</li> <li>• Finance Dashboard (<i>NOR report after January Census</i>)</li> <li>• School Development Plan update</li> <li>• Analysis of Autumn data</li> <li>• Inclusion report</li> <li>• Safeguarding report</li> <li>• IDSR/FFT/ASP updates</li> <li>• iAM Compliant</li> <li>• CLA and Post CLA report - Update</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher Report</li> <li>• Finance Dashboard</li> <li>• School Development Plan update</li> <li>• Analysis of Spring Data</li> <li>• Progress towards targets</li> <li>• Inclusion report</li> <li>• Safeguarding report</li> <li>• iAM Compliant</li> <li>• CLA and Post CLA report - Update</li> </ul>



## APPENDIX L

### Useful Sources of Information

Governor Hub	<a href="https://governorhub.com">https://governorhub.com</a>
National Governance Association	<a href="https://www.nga.org.uk/Home.aspx">https://www.nga.org.uk/Home.aspx</a>
Trust website	<a href="https://www.dhmat.org.uk/">https://www.dhmat.org.uk/</a>
Diocese of Hereford website	<a href="https://www.hereford.anglican.org/schools/">https://www.hereford.anglican.org/schools/</a>
School website	

Academy Trust Governance Guide	<a href="https://www.gov.uk/guidance/-governance-in-academy-trusts">https://www.gov.uk/guidance/-governance-in-academy-trusts</a>
Articles of Association	<a href="https://www.dhmat.org.uk/governance/">https://www.dhmat.org.uk/governance/</a>
Keeping Children Safe in Education KCSiE	<a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a>
Scheme of Delegated Authority	School website or Trust website <a href="https://www.dhmat.org.uk/governance/">https://www.dhmat.org.uk/governance/</a>
Church of England Vision for Education	<a href="https://www.churchofengland.org/about/education-and-schools/education-publications">https://www.churchofengland.org/about/education-and-schools/education-publications</a>
SIAMS Inspections – Church of England	<a href="https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-inspections">https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-inspections</a>

## APPENDIX M Glossary – Useful Acronyms

<b>ASP</b>	Analyse School Performance (replaced RAISE online).
<b>AFL</b>	Assessment for Learning.
<b>AGM</b>	Annual General Meeting (meeting of the members of the Academy Trust).
<b>AHT</b>	Assistant Headteacher.
<b>AIP</b>	Academy Improvement Partner. (also referenced as School Improvement Partner).
<b>Articles of Association</b>	Document that specifies the regulations for a company's operations and defines the company's purpose. The document lays out how tasks are to be accomplished within the organisation, including the process for appointing directors and the handling of financial records.
<b>ASCL</b>	Association of Schools & College Leaders – a Headteacher union.
<b>BSP</b>	Behaviour Support Plan.
<b>CAMHS</b>	Child & Adolescent Mental Health Service.
<b>C of E</b>	Church of England.
<b>Census</b>	Pupil statistics collected termly by DfE.
<b>CEO</b>	Chief Executive Officer.
<b>CFO</b>	Chief Finance Officer.
<b>COO</b>	Chief Operating Officer.
<b>Co-opted local governor</b>	Appointed by the Local Governing Board, generally on the basis of relevant skills required on the Local Governing Board, usually for one year.
<b>COSHH</b>	Control of Substances Hazardous to Health.
<b>CP</b>	Child Protection.
<b>CPD</b>	Continuing Professional Development.
<b>CSA</b>	Church Supplemental Agreement.
<b>CTA</b>	Commercial Transfer Agreement.
<b>Cyber-bullying</b>	Deliberate use of technology and electronic forms of communication (particularly mobile phones, email and the internet) to upset someone else.
<b>DBE</b>	Diocesan Board of Education.
<b>DBS</b>	<i>Disclosure and Barring Service</i>
<b>DDE</b>	Diocesan Director of Education.
<b>DfE</b>	Department for Education.
<b>DHT</b>	Deputy Headteacher.
<b>Director within the</b>	Due to Church Schools having Trustees who look after the school buildings, it was recommended to have a distinction; within the Trust, they are Directors. Responsible

<b>AFH</b> referred to as Trustees	for the same three core governance functions performed by the governing body in a maintained school: setting the direction, holding the headteacher to account and ensuring financial probity.
<b>DOV</b>	Deed of Variation.
<b>DSL</b>	Designated Safeguarding Lead.
<b>DDSL</b>	Deputy Designated Safeguarding Lead.
<b>EAL</b>	English as an Additional Language.
<b>ECT</b>	Early Careers Teacher
<b>EHCP</b>	Education and Health Care Plan
<b>EHT</b>	Executive Headteacher.
<b>ESFA</b>	Education & Skills Funding Agency.
<b>Ex-officio</b>	Able to attend meetings by virtue of holding a particular office.
<b>EP</b>	Educational Psychologist.
<b>EWO</b>	Education Welfare Officer.
<b>EYFS</b>	Early Years Foundation Stage.
<b>FFT</b>	Fischer Family Trust.
<b>FRSG</b>	Finance and Resources Steering Group.
<b>Foundation LGB member</b>	A Foundation LGB member is appointed to ensure that the school uphold the Christian Distinctiveness and Ethos as a church school. This is also the expectation of all LGB members.
<b>FSM</b>	Free School Meals.
<b>GIAS</b>	Getting Information About Schools.
<b>HMI</b>	Her Majesty's Inspector.
<b>HR</b>	Human Resources.
<b>H&amp;S</b>	Health and Safety.
<b>HLTA</b>	Higher Level Teaching Assistant.
<b>HT</b>	Headteacher.
<b>IEB</b>	Interim Executive Board.
<b>IEP</b>	Individual Education Plan.
<b>IRP</b>	Independent Review Panel (For Exclusions).
<b>ISBL</b>	Institute of School Business Leadership
<b>KS1</b>	Key Stage1 – years 1-2 (5-7 years old).
<b>KS2</b>	Key Stage 2 – years 3-6 (8-11 years old).
<b>KS3</b>	Key Stage 3 - years 7-9 (12-14 years old).
<b>KS4</b>	Key Stage 4 – years10 -11 (15-16 years old).

<b>LA</b>	Local Authority.
<b>LAC/CLA</b>	Looked After Children; also referred to as Children Looked After
<b>LGB</b>	Local Governing Board. Each academy will usually have its own LGB. The only powers they have are those delegated to them by the Trust Board This is formalised into a Scheme of Delegated Authority (SoDA).
<b>LGB members</b>	Members of the Local governing board may include: <ol style="list-style-type: none"> <li>1. Parent members, parents or carers elected by other parents or carers with children at the school or, on occasion appointed by the Trust/Local Governing Board.</li> <li>2. Headteacher ex-officio role;</li> <li>3. LGB member with relevant skills;</li> <li>4. LGB members appointed to ensure that the school uphold the Trust Deeds, Christian Distinctiveness and Ethos as a church school. Often referred to as foundation members, however, this would also be an expectation for all appointed LGB members within a church school.</li> </ol>
<b>Members</b>	Members are in effect the ‘guardians’ of the Trust. They sit at the top of the governance structure. The role is discreet and distinct. They assess if the Board is performing well and ensure that the purpose of the Trust is being met, and its charitable object is being fulfilled. They appoint the Directors.
<b>NAHT</b>	National Association of Headteachers
<b>NC</b>	National Curriculum.
<b>NGA</b>	National Governance Association.
<b>NLE</b>	National Leader of Education.
<b>NOR</b>	Number on Roll.
<b>NUT</b>	National Union of Teachers.
<b>Ofsted</b>	Office for Standards in Education.
<b>PAN</b>	Published Admissions Numbers – Number of children that can be admitted in any one-year group in the school.
<b>Progress 8</b>	A headline measure of school performance at GCSE.
<b>PP</b>	Pupil Premium.
<b>PPG</b>	Pupil Premium Grant.
<b>PRU</b>	Pupil Referral Unit.
<b>PSHE</b>	Personal Social & Health Education.
<b>PSP</b>	Pastoral Support Plan.
<b>PTA</b>	Parent Teacher Association.
<b>QTS</b>	Qualified Teacher Status.
<b>Quorate</b>	A meeting is quorate if sufficient number of members are present. Decisions can only be ratified if the meeting is quorate. The number is determined by the Terms of Reference and Scheme of Delegated Authority.
<b>Quorum</b>	The minimum number of members present at a meeting before decisions can be made.

<b>RA</b>	Risk Assessment
<b>RSC</b>	Regional Schools Commissioner- Acts on behalf of the Secretary of State. Responsibilities include intervening in underperforming academies, making decisions on conversions to academies.
<b>RSE</b>	Relationship & Sex Education.
<b>SALT</b>	Speech & Language Therapist.
<b>SBM</b>	School Business Manager.
<b>SoDA</b>	Scheme of Delegated Authority A document defining the lines of responsibility and accountability delegated by the Trust Board.
<b>SATs</b>	Standard Assessment Tests.
<b>SCA</b>	School Condition Allocation.
<b>SCR</b>	Single Central Register.
<b>SDP</b>	School Development Plan – describing how the school will work towards the strategic priorities.
<b>SEF</b>	School Self Evaluation Form.
<b>SEND</b>	Special Education Needs & Disability.
<b>SENCO</b>	Special Educational Needs Coordinator.
<b>SFA</b>	Supplemental Funding Agreement.
<b>SIAMS</b>	Statutory Inspection of Anglican & Methodist Schools.(church schools only)
<b>SIMS</b>	Schools Information Management Systems- provided by Capita.
<b>SIP</b>	School Improvement Plan.
<b>SMT/SLT</b>	Senior Management Team/Senior Leadership Team.
<b>STG</b>	Strategic Task Group.
<b>TA</b>	Teaching Assistant.
<b>TLR</b>	Teaching & Learning Responsibility.
<b>TOR</b>	Terms of Reference - the scope & limitations of a committee's activity or area of knowledge.
<b>Trustee (church schools)</b>	Voluntary (aided or controlled) schools usually comprise two charities that work independently, the governing body, a corporate body created under the SSFA 1998, which runs the school the charity usually called the <b>foundation</b> , which holds the land and buildings on trust for the provision of a school and/or for specified religious and educational purposes.
<b>TUPE</b>	Transfer of Undertakings and Protection of Employment.
<b>VA</b>	Voluntary Aided – School set up and owned by a voluntary board, usually a church, largely financed by the LA. Governing Body employs the staff and controls admissions and religious education. The building & land will normally be owned by a charitable foundation. The number of Foundation Governors must exceed the total of other Governors by two. In addition, one third of all governors must be parents of pupils at the school.

<b>VC</b>	Voluntary Controlled – usually a denominational school wholly maintained but with residual rights regarding religious worship. VC schools are 'managed' by the LA whilst maintaining their distinctive characteristics.
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## Finance Acronyms

<b>AO</b>	Accounting Officer.
<b>AFH</b>	Academies Financial Handbook.
<b>AWPU</b>	Age Weighted Pupil Funding: the basic, per pupil funding granted to schools.
<b>BFRO</b>	Budget Forecast Return Outturn: sets out the financial forecast for the coming three years.
<b>Close down</b>	The period at the end of the financial year when academies are unable to raise invoices. This allows the Trust to compile its draft financial results for audit without ongoing transactions.
<b>DFC</b>	Devolved Formula Capital: the capital grant allocated to the Trust for improvements to the academies' assets.
<b>ESFA</b>	Education and Skills Funding Agency.
<b>EOY</b>	End of Year.
<b>Financial Year</b>	September to August, each year (in line with academies' calendar year); may also be called accounting period.
<b>FO</b>	Finance Officer.
<b>GAG</b>	General Annual Grant: the annual funding per school determined by a number of factors including student numbers, ages and socio-economic factors.
<b>HCSS</b>	The budgeting tool used by the Trust and its academies to prepare academy and central team budgets.
<b>HMI</b>	Her Majesty's Inspector.
<b>HMRC</b>	Her Majesty's Revenue & Customs.
<b>HoF</b>	Head of Finance.
<b>LGPS</b>	Local Government Pension Scheme.
<b>MFA</b>	Master Funding Agreement.
<b>PSF</b>	PS Financials: the software used by the Trust and its academies to monitor and report on financial transactions and accounts.
<b>PPG</b>	Pupil Premium Grant - Funding allocated to schools to support pupils for FSM, in care, or who have parents in the armed forces.
<b>ROI</b>	Register of Interest (Business and Pecuniary).
<b>SCA</b>	School Condition Allocation.
<b>SoFA</b>	Statement of Financial Activities.
<b>SORP</b>	Statement of Recommended Practice: sets out accounting principles on which annual accounts and financial reporting is based.
<b>SLA</b>	Service Level Agreement.
<b>TPS</b>	Teachers' Pension Scheme.

## APPENDIX N New Local Governor Induction checklist

Meetings		
Action	Date	Notes
Following appointment: Meet Chair of Local Governing Board		
Tour of school		
Meet Headteacher		
Training and Documentation		
Skills audit completed (should be completed at point of application)		
Training requirements highlighted		
Complete relevant paperwork DBS completed Register of interest form Local governors Code of conduct		
Access school information which will include: <ul style="list-style-type: none"> <li>• composition of the LGB</li> <li>• future meeting dates</li> <li>• information on local governor visits</li> <li>• school and trust policies</li> <li>• school development plan, SEF and SIAMS toolkit</li> <li>• minutes from the last meeting</li> <li>• the clerk's contact details</li> <li>• articles of association of the Trust</li> </ul> <p>This list is not exhaustive</p>		
Actions for new LGB member		
Read latest edition of the Keeping Children Safe in Education (KCSiE)		
Read Scheme of Delegated Authority and Governance Handbook		
Read Academy Trust Governance Guidance		
Read the school's latest Ofsted report and Ofsted action plan (if appropriate)		
Look at the school and Trust website		
Academy Trust Handbook		
Register for Governor Hub		
Process with the school Enhanced DBS Checks		
Complete relevant training on Governorhub; Essential Safeguarding for Governors		
Discuss with Chair and Clerk other relevant training to access either through GovernorHub, NGA or Diocese of Hereford Education Team training SLA.		