Learn Academies Trust Governance Framework Part One

2019/20

Blaby Stokes CE Primary School | Church Langton CE Primary School | Great Bowden CE Academy | Husbands Bosworth CE Primary School | Ridgeway Primary Academy | Lubenham All Saints CE Primary School | Market Harborough CE Academy | Meadowdale Primary School | St. Andrew's CE Primary School

Commented [SE1]: Add RHF new logo in Learn-AT cog here

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Foreword from the Chair

Over the last academic year members of the executive team have worked with local governors and trustees to create a framework that brings clarity to the different elements and roles within the governance structure of Learn Academies Trust. This has been no easy task, but by learning together and in fellowship, we are confident that we now have a greater shared understanding of how we can carry out our roles effectively for the benefit of all children and families in our schools. This document sets out the principles and formal arrangements for governance across Learn-AT.

Governance in a charity like Learn-AT is dependent on the calibre and capabilities of the non-executive team. By non-executive, we mean those of us who volunteer. In our roles, we serve children and families, offering our experiences and judgement. In doing so, we accept accountability, not for personal, material benefit but for the greater public good and in particular, to improve the life chances of the pupils in our schools. This year, our team of Learn-AT volunteers will consist of some 120 Local Governors and 11 Multi-Academy Trust (MAT) trustees. This is a remarkable testament to the charitable, generous spirit of those of you who have agreed to serve as part of the governance team of the Trust.

The quality and effectiveness of our governance is pivotal to ensuring all those resources are used most effectively in delivering exceptional learning opportunities for children and best value to the tax payer.

As a charitable Trust we are accountable for:

- the educational outcomes and welfare of more than 2000 children;
- the livelihoods of close to 300 employees;
- the prudent management of over £8.2 million of public money each year; and
- the stewardship of public buildings and land worth approximately £1.6 million.

The law places accountability for the educational outcomes and financial diligence of the Trust firmly with the Trustees and the CEO as Accounting Officer. However, a fundamental principle for us is that effective governance is best delivered as close as possible to the point of impact of decisions. For this reason, we have a governance structure that delegates significant accountability to our local governing bodies (LGBs). We have nine LGBs; they represent the voices of parents, pupils and staff in shaping the on-going development of the Trust. We want the LGBs to champion their schools and communities as part of the wider trust family.

This document is based on the findings of a governance working group who led a review during 2017/18. It provides clarity on the framework in which the different elements of governance work in fellowship for the benefit of the whole Trust. We know this is a lengthy document: it reflects the breadth of governance work. We will continue to review the detail of these governance arrangements as a family of governors: Local Governors and Trustees.

Thank you for your contribution to this crucial work.

Gillian Weston

Chair

Learn-AT Board – overview of relevant documentation for each element of governance

All	Governance Charter: outlines the tiers and principles of governance across the group Roles and Functions Overview: identifies the tier at which a decision/function sits
Members	Articles of Association: constitution of the Academy Trust specifying the composition of the membership and how it conducts business. Guidance page on the role of a member.
Trustees	Articles of Association: constitution of the Academy Trust specifying the objects, powers, composition of the Trustees and how they conduct business. Terms of reference for the Trust Board: the role of the Trustee. Conflict of interest and related party transaction policy.
Trust Board and Sub-Committees	Terms of reference: specifying composition, remit and delegated functions.
Local Governing Bodies	Constitution and scheme of delegation: specifying composition, remit and delegated functions.
Executive	Scheme of delegation of executive powers.

Learn-AT Governance Charter

Learn-AT is a charitable voluntary organisation which relies on the valuable input of a considerable number of non-executive volunteers, supported by an experienced team of staff. Due to the size of the organisation and the number of schools for which it is responsible, coupled with its drive for accountability, it is also a complex organisation with various important elements of governance.

Members (sleeping partners – appoint trustees/directors; attend the Annual General Meeting, sign off annual report and accounts)				
Director of Diocese of Leicester Board of Education - Carolyn Lewis	Diocese of Leicester: Archdeacon of Leicester, The Rev'd Richard Worsfold	Diocese of Leicester: Rt Rev Martyn Snow, Bishop of Leicester	Duncan Pickering Solicitor; National Leader of Governance	Gillian Weston Chair of Learn-AT Trustees

Trustees (Directors of Learn-AT – a charitable company and governors of the MAT in the legal sense)										
Non-Executive Trustees (volunteers; unpaid)										**Executive Trustee** (employee of the MAT; salaried)
Sir John Dunford (School leadership and improvement)	Jeremy Benson (Educational management) Vice-Chair/Chair of Finance	Gill Weston (Chair) (School leadership and improvement)	Rev. Barry Hill Team Rector of Market Harborough	Nigel Corcoran (Estates specialist)	Carolyn Sanders (LGB Chairs' Trustee)	Karen Cooper HR Specialist	Vacancy (Finance)	Natalie Packer SEND Specialist	Vacancy (Governance)	Stef Edwards CEO

Learn-AT Central Executive Team				
Stef Edwards – Chief Executive Officer				
Wayne Burbidge – Director of Finance and Operations				
Louise Wiltshire - Trust Finance and Operations Manager				
Vanessa Lingley – Academies Business Manager	Kate Jones – Academies Business Manager (0.6)	Kully Gill – Academies Business Manager	Joe Bladon (1.0) IT and Network Manager	Rebecca Hawthorne - Academies Business Manager
Rebecca Lillie – Purchase Ledger Clerk (0.5)		Michelle Daniels – HR and Governance Officer (0.4)		

Learn-AT Academies, Headteachers (HT) and Local Governing Bodies (LGB)																	
Church Langton CE Primary		**Husbands Bosworth CE Primary**		**Market Harborough CE**		**Lubenham All Saints Primary**	**St Andrews CE Primary**		**Great Bowden CE Academy**	**Ridgeway Primary**		**Blaby Stokes CE Primary**		**Meadowdale Primary**		**Red Hill Field Primary**	
HT	**LGB Chair**	**HT**	**LGB Chair**	**HT**	**LGB Chair**	**LGB Chair**	**EHT**	**LGB Chair**	**LGB Chair**	**EHT**	**LGB Chair**	**LGB Chair**	**EHT**	**LGB Chair**	**HT**	**LGB Chair**
Steve Roddy	John Day	Alan Eathorne	John Hallissey	Emma Tayler	Joan Williams	Claire Stevens	Heather White	Carolyn Sanders	Kim Stuart	Angela Dewes	Elspeth Smith	Emma Palmer	Kerry Rodger	Josie	Steve Snelson	Ann Senior

Trust Board Associates (In attendance/non-voting)
Wayne Burbidge – Learn-AT Finance and Operations Director
Mark Christison – Finance Committee
Emma Tayler – Learn-AT Headteacher Representative

Commented [SE2]: Board Changes:
Mark Christison and Peter Rowbotham stepped down in the summer 2019.

DfE advice is that there should only be one executive trustee – ie the CEO. Therefore Emma Tayler is no longer a Trustee – but will attend Board meetings to represent Learn-AT headteachers.

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Principles

1. The Learn-AT Framework sets out the fundamental principles of the organisation and lays down the rules for its governance. The Framework consists of the principles set out here, the Academy Trust Articles of Association and the detail set out in the Roles and Functions Overview, Terms of Reference and Scheme of Delegation.
2. The governance principles of Learn-AT recognise the importance of developing processes and structures and relationships with common purpose.
3. We will continue to develop our governance arrangements to shape and take account of best practice in the sector. The '21 questions that every Multi-Academy Trust should ask itself' (January 2015; see Annex 1), set out by the All Party Parliamentary Group on Education Governance and Leadership, provide a foundation by which we will assess the effectiveness of our governance.
4. Financial governance must, as a foundation, be compliant with the principles and regulations set out in the Academies Financial Handbook. Learn-AT aims to go beyond this foundation to provide excellence in its governance.
5. Governance is underpinned by a common understanding about who is responsible for providing valuable input to decision making and who has the decision-making responsibility.
6. Effective governance in our large Academy Trust is supported by the following:
    a. Trust Members – the guardians of the constitution
    b. Trust Board – the Directors / Trustees
    c. Trust sub-committees
    d. Local Governing Bodies – the Local Governors
    e. The Executive Team - the Chief Executive Officer (the CEO), the Director of Finance and Operations (together with the Executive Leaders) and their respective teams.
7. The Trust Board has overall responsibility and ultimate decision-making authority for all the work of the Academy Trust, including the establishment and maintenance of the Academies.
8. The governance of each Academy shall be delegated to the relevant Local Governing Body.

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Vision and Values

Vision: *a school-led, research-informed professional community in which staff thrive and children flourish*

Values: *Learning ~ Fellowship.*

Guiding Principles: Learning is the main thing. Keep the main thing, the main thing and do the right thing, the right way. Together.

What does being a Church of England 'Mixed MAT' mean?

Learn-AT is a Diocese of Leicester multi-academy trust, with majority Diocesan representation on the Members' Board. The Trust comprises both Church of England and community primary schools. Learn-AT is committed to supporting and nurturing the distinguishing characteristics, identity and values of each Academy, while acknowledging that the strength of the Trust lies in professional and disciplined collaboration. Success does not mean increased isolation. Each academy is likely to be a giver and a receiver of support at any time. The continuous, strategic provision for a strong and collaborative partnership of individual schools contributes to the success of the whole organisation.

Recognising the value of collaboration and the advantage of a public association, Learn-AT will provide a voice on national issues affecting the Academy Trust and our academies, helping to communicate the Academy Trust's needs and concerns to those responsible for the funding and regulation of publicly funded schools.

Learn-AT is committed to supporting the schools within the Learn-AT family for the benefit of the communities served by the schools. The Trust expects academies to work together in the spirit of fellowship. The Trust and Local Governing Bodies work in partnership, sharing a common mission and drawing on each other's strengths to overcome weaknesses and respond robustly to challenges.

Learn-AT aims to provide a strong, responsible foundation from which every academy is supported to develop and improve. The Trust Board, supported by its Local Governing Bodies, ensures that Learn-AT operates with integrity and transparency, delivering the best possible learning experiences for all children.

We are committed to creating a culture that strongly reflects the Trust's core values: *learning and fellowship*

Learning is the main thing. We aim to keep the main thing, the main thing and do the right thing, the right way. Together.

Our Local Governing Bodies champion the Trust's values in our Academies.

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Accountability for decisions

The Trust Board delegates authority to two key groups to ensure the effective leadership and governance of the Academy Trust. The two key groups are:

- Executive leadership and management team (the Executive Team);
- Local Governing Bodies.

The relationship between the Trust Board and the Executive Team and the Local Governing Bodies is characterised as a partnership to realise a common vision and a common purpose. In the case of the Local Governing Bodies the relationship between the two tiers of governance is also based on the principles of:

1. no duplication of governance.
2. governance should be as close as possible to the point of impact of decision-making.

The Terms of Reference and the Roles and Functions Overview provides clarity as to who the decision makers are for different levels of decisions. Effectiveness of both management and governance is supported through clarity over who holds the decision-making responsibility and who supports and advises the decision makers. The use of the 'Bain RAPID' tool, described in Appendix 2, will underpin the relationships developed at different levels of governance and management to ensure effective and efficient decision making.

Intervention

The Trust Board remains ultimately accountable for the Academy Trust and the conduct of the Academies. The operation of the various elements of governance outlined in this Charter is crucial to the success of the group. However, there will be circumstances (more the exception than the norm) where the Trust Board might need to intervene and, for example, withdraw delegated authority for a particular element of governance. The Learn-AT Scheme of Delegation (Appendix xxx) provides detailed information about how authority is delegated between the Members, the Trustees and the Local Governing Bodies.

In such circumstances, the Trust Board, along with the Executive Team, would work closely with any Academies concerned, including Local Governors, who would be expected to promptly implement any advice or recommendations made by the Trust Board and the Executive Team.

The Trust Board reserves the right to review or remove any power or responsibility which it has delegated, in particular, in circumstances where serious concerns in the running of an Academy (or Academies) are identified, including where:

- there are concerns about financial matters;
- insufficient progress is being made against educational targets (including where intervention by the Secretary of State is being considered or carried out);

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- there has been a breakdown in the way the Academy is managed or governed; or
- the safety of pupils or staff is threatened, including a breakdown of discipline.

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Overview of key elements of governance

Members

Learn-AT has "**Members**" who are best viewed as guardians of the constitution, changing the Articles if necessary and ensuring the charitable object is fulfilled. The Members appoint the Trustees and can exercise reserve powers to appoint and remove Trustees, but it is anticipated that this power will be rarely exercised. The Academy Trust will ordinarily have at least five Members.

Trust Board

The corporate management and trustee responsibility for the actions of the company is vested in the "**Trustees**" of the Academy Trust (together, referred to as "the **Trust Board**"), who are company directors registered with Companies House.
The Trustees are personally responsible for the actions of the Academy Trust and the Academies and are accountable to the Members, to the Secretary of State for Education and to the wider community for the quality of the education received by all pupils of the Academies and for the expenditure of public money. The Trustees are required, as trustees and pursuant to the Funding Agreements, to have systems in place through which they can assure themselves of the quality, safety and good practice of the affairs of the Academy Trust.

The role of the Trust Board is reflected in the '21 questions that every Multi-Academy Trust should ask itself' identified by the All Party Parliamentary Group on Education Governance and Leadership (January 2015) and set out in Appendix 1 of this Charter:

- Setting the vision, ethos and strategy for the Academy Trust and its academies over the next three to five years;
- Establishing the governance structures for the Academy Trust, from Members to Academy level, in keeping with the Articles of Association;
- Providing clarity, through the published Terms of Reference, the roles and functions overview and the Scheme of Delegation, about the level at which the following governance functions are exercised:
    - determining each individual Academy's vision, ethos and strategic direction
    - recruiting each Academy's Headteacher
    - performance management of each Academy's Headteacher
    - determining Human Resources policy and practice
    - oversight of each Academy's budget
    - assessment of the risks for each Academy.
- Setting the level at which the LGBs will have authority and accountability through the scheme of delegation;
- Engaging with the Academies' communities, parents, pupils and staff;
- Contributing to developing collaborative relationships beyond the Academy Trust;

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- Ensuring that there is a strong and effective executive leadership structure, and personnel, in place across the Trust;
- Overview and scrutiny of Academies' education performance data;
- Overview and scrutiny of the Academy Trust's financial capability and management systems to ensure compliance with the Academies Financial Handbook, and deliver best value for money;
- Ensuring senior leaders within Academies are challenged to improve the education of pupils;
- Developing the Trust Board to ensure that it has the capacity, skills and succession plans to have a positive impact on outcomes for pupils.
- Providing a published Annual Report.

The Trust Board sets Trust-wide policy.

The Board will carry out a regular skills audit of its Trustees. Where key skills are missing on the Board, expertise will be procured to support the challenge and scrutiny of specialist areas such as human resources or educational performance.

Trust Board Sub-Committees

Trust Board Sub-Committees will provide the overview and high-level scrutiny of the prioritised risks.

The Trust Board Sub-Committees will be:

- School Improvement
- Finance and Audit
- The Local Governing Bodies of each individual academy

The Finance and Audit Sub-Committee shall establish a remuneration committee for determining senior executive salaries and performance criteria. Senior executives include the CEO and any member of the Executive Team that reports directly to the CEO, including Executive Headteachers and Headteachers. The salaries of all employees are determined according to the overall budget limits and the Pay Policies approved by the Trust Board.

Executive Team

The Learn-AT "**Executive Team**" is the executive management arm of the Academy Trust, focusing on finance, operations and the educational performance of the Academies. It operates under the leadership and direction of the CEO, who is by virtue of his/her position a Trustee of the Academy Trust. The Executive Team works directly with the staff in each Academy and the Local Governing Bodies to ensure that the required outcomes are achieved in accordance with the direction and vision of the Trust Board.

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Local Governing Bodies (LGBs)

Learn-AT Local Governing Bodies provide advice, support and challenge to the headteacher in leading the school and ensuring all pupils flourish. They guard the school's ethos, ensure the school collaborates with other schools in the Trust to share effective practice, resources and experience and manage its relationship with the community. Local Governors work with the Trust CEO to manage the performance of the Headteacher and report annually to the Trust Board on the school's achievements and areas of development.

The role of a Local Governor within a Multi-Academy Trust is an important one. In developing our governance arrangements, the Trust Board aims to minimise duplication of governance responsibilities and to secure authentic local governance for each academy. The Trust Board establishes Local Governing Bodies for each of the Academies, for the most part made up of individuals drawn from the Academy's community, both as elected and appointed members.

The Local Governors are accountable to the Trust Board (which in turn is accountable to the Department for Education) as well as to the communities they serve.

The responsibilities and duties of the Local Governing Body are outlined in detail in the Roles and Functions Overview; this forms the basis of the Scheme of Delegation, a key document which supports the work of Local Governing Bodies, facilitating a clear focus on the core areas of:

- Standards, curriculum and school ethos
- Health, safety and premises, including safeguarding
- Parental and wider community engagement
- Assurance and oversight of compliance and risk, including finance.

While LGBs recruit their own candidates for local governance, the final approval for appointment lies with the Trust Board. If the LGB is struggling to fill local governor vacancies, the Trust may support recruitment. LGBs should collaborate with LGBs at other Trust schools to identify non-parent governors. Local Governors are appointed for a maximum term of 4 years and may be re-appointed with the approval of the Trust Board. The Trust Board may decide to appoint one or more members to a Local Governing Body to support capacity or provide governance support. The Trust Board expects all LGBs to undertake a regular evaluation of skills and relevant expertise and to appoint Local Governors on the basis of the skills gaps identified through the evaluation process. LGBs should take account of guidance provided by the Trust relating to skills and expertise pertinent to local governance when undertaking this evaluation and making Local Governor appointments.

The Trust Board will only exercise its right to remove any of the Local Governors in exceptional circumstances and in consultation with the Chair and/or the Vice-Chair and/or other members of the Local Governing Body. Circumstances which might lead to removal would include, for example, any breach of the Trust's Safeguarding Code of Conduct or the Governance Code of Conduct. The Trust Board reserves the right to remove all or some

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Local Governors where the actions of the LGB are putting the effective functioning and leadership of the school at serious risk, for example, if Ofsted found local governance to be inadequate. Similarly, the Trust Board reserves the right to remove a Chair and/or Vice-Chair.

Pupil, parent and staff voice

Accessing and responding to pupils' collective concerns is an important part of the operations and governance of Learn-AT academies. All schools have active School Councils with pupil representatives from each year group. Each LGB is expected to give due regard to issues that are raised though the School Council and the management actions taken in response to issues.

Parental voice is formally built into the governance structure with the election by parents of two Parent Governors to each LGB. Staff voice is similarly built into the governance structure with the election to each LGB of two employees of the Academy (usually one teacher and one non-teaching staff member) by employees of the Academy.

As a Trust we will consider what further mechanisms for pupil, parent and staff representation at other governance levels may be appropriate.

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Overview: composition of governance elements

Trust Members

- The Chair of Trustees (currently Gillian Weston)
- 3 Members representing the Diocese of Leicester, currently the Diocesan Director of Education, the Archdeacon of Leicester and the Bishop of Leicester
- One other independent Member (currently Duncan Pickering, solicitor and National Leader of Governance

Trust Board

- Chief Executive Officer (if confirmed as such by the Members)
- 11 trustees appointed by Members

Local Governing Bodies

Structure of Learn-AT Local Governing Bodies		
Community Academies	**Church of England Academies**	
	Formerly VA Schools	**Formerly VC Schools**
Headteacher of the academy ex-officio	Headteacher of the academy ex-officio	Headteacher of the academy ex-officio
2 elected local Parent Governors *(appointment approved/ratified by the Trust Board according to safer recruitment protocols)*	2 elected local parent governors *(appointment approved/ratified by the Trust Board according to safer recruitment protocols)*	2 elected parent governors *(appointment approved/ratified by the Trust Board according to safer recruitment protocols)*
2 elected local staff governors *(appointment ratified by the Trust Board)*	2 elected local staff governors *(appointment ratified by the Trust Board)*	2 elected local staff governors *(appointment ratified by the Trust Board)*
8 local governors appointed by the Trust Board.	7 local governors appointed by the Trust Board and approved by the DBE *(100% of all local governors with the exception of staff and parents)*	2 local governors appointed by the Trust Board and approved by the DBE. *(25% of all local governors with the exception of elected staff and parents)*
	Parish Incumbent Ex-Officio or 1 additional local governor appointed by the Trust Board and approved by the DBE	Parish Incumbent Ex-Officio or 1 additional local governor appointed by the Trust Board and approved by the DBE
		5 local governors appointed by the Trust Board.
Total - 12 Local Governors	**Total - 12 Local Governors**	**Total - 12 Local Governors**

Note:

- *Local 'Parent Governors' are defined as those elected by the school's community of parents. Local Governors other than elected 'Parent Governors, may also be parents. However, the Trust's aim is that parents will eventually make up no more than one third of the LGB in other words no more than 4 of the maximum of 12 (not including elected Staff Governors who are also parents).*
- *Local 'Foundation Governors' are those local governors nominated by the local C of E parish, in consultation with the school, formally approved by the DBE and appointed by the Trust board. Other local governors who can contribute skills needed by the LGB, may also be members of the school's local parish, or the wider Church of England community.*
- *Staff Governors: there should be no more than 3 members of the school's staff on the LGB: the Headteacher and two elected local Staff Governors.*
- The definition of 'Parent' for the purposes of this structure, includes grandparents of a child registered to the school.

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Roles and Functions Overview

This overview brings together, function by function, relevant extracts from the terms of reference/delegation for each tier of our governance model and provides an outline of the role/s of Headteachers and the wider Executive Team. This Overview is intended as a guide for reference for those playing a *non-executive* role within our governance model: where more detail on a governance function is needed, please refer to the Scheme of Delegation and/or the relevant body's full terms of reference/delegation.

Members	**Governance**
	To carry out the duties and responsibilities of Trust Members in line with the Trust's Governance Code of Conduct.
	To review and amend the Articles of Association.
	To determine the name of the Multi Academy Trust.
	To receive an annual report from the Trustees and the CEO on the Multi Academy Trust's performance.
	Finance
	To appoint external auditors
	Contracts
	To approve any service contract for trustees
	Curriculum and Standards
	To receive an annual report from the Trustees and the CEO on standards.

Trustees	**Governance**
	To carry out the duties and responsibilities of Trustees in line with the Trust's Governance Code of Conduct.
	To review and amend: • the Governance Framework • the Terms of Reference for the Trust Board • the Constitution and Terms of Reference of LGBs and their subcommittees • the Terms of Reference for delegation to the Executive • this Roles and Functions Overview. • The Scheme of Delegation
	To determine the Board's Reserved Matters.
	To determine the educational character, mission and ethos of the Multi Academy Trust.

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	To appoint a Trust Company Secretary, and Clerk to the Trustees.
	To appoint a Clerk to the Local Governing Bodies
	To review and amend the policies of the Multi Academy Trust
	Finance
	To appoint internal auditors.
	To sign off annual accounts and reports.
	To approve the financial scheme of delegation.
	To appoint a finance committee.
	To approve the annual budget for the Trust and approve any significant changes to that budget
	To monitor income, expenditure, cash flow and balance sheet of the Multi Academy Trust
	To establish a charging and remissions policy and to keep this under review.
	To appoint an Accounting Officer.
	To ensure proper financial controls are in place.
	To maintain a register of relevant personal and business interests.
	Contracts
	To adopt a Trust-wide procurement policy.
	To set the delegated levels of authority for contracts.
	To approve contracts with a value above £25,000.
	To approve contracts which constitute related party transactions.
	Curriculum and Standards
	To appoint a school improvement committee.
	To approve a Trust-wide curriculum policy.
	To ensure provision of a rich, rounded and rigorous curriculum and to include: a prohibition on political indoctrination and a balanced treatment of political issues and a written policy on sex and relationship education.
	To determine a Trust-wide policy on religious education and collective acts of worship.
	To receive a termly report from the Executive Team regarding standards
	SEND
	To determine a Trust-wide SEND and Equalities policy
	Safeguarding
	To adopt a Trust-wide safeguarding and Child Protection policy.
	To adopt a Trust-wide policy regarding school trips.
	To support the promotion of a robust safeguarding culture in all Trust Academies.

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	Behaviour
	To adopt a Trust-wide behaviour policy. To review the use of exclusions across the Multi Academy Trust
	Admissions
	To adopt a Trust-wide admissions policy.
	Other Pupil-Related Matters
	To receive a termly report from the Executive Team regarding standards (to include attendance).
	To adopt a Trust-wide Complaints policy and receive reports from the Executive Team regarding the level of complaints across the Multi Academy Trust.
	Staffing
	To appoint an HR committee.
	To define any overarching management structures across Multi Academy Trust and budget.
	To adopt Trust-wide staff policies and procures.
	To appoint, suspend and dismiss the CEO acting through a committee.
	To conduct the performance management review of the CEO (acting through the remuneration committee).
	To appoint, suspend and dismiss the Executive Leaders (excluding the CEO) acting through a committee and in consultation with the CEO.
	To appoint, suspend and dismiss the Headteachers.
	To appoint, suspend and dismiss and conduct the performance management review of the Trust Company Secretary.
	To approve applications for early retirement.
	To approve the termination of contracts involving any form of financial settlement.
	Information Management and Communication
	To adopt data protection policies and procedures to cover: • the requirement to notify individuals as to how information is to be used • safe storage of data according to the GDPR and other legal or regulatory requirements.
	To adopt IT related policies and procedures
	Health and Safety, Risk and Estates
	To appoint an estates and free schools committee.
	To appoint a risk and audit committee.
	To review risk management and maintain a risk register.
	To approve insurance arrangements.
	To review and maintain a buildings strategy and asset management planning arrangements.
	To adopt a Trust-wide health and safety policy.
	To adopt a Trust-wide lettings policy.

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Local Governing Body – Unrestricted delegated powers model	Local Governing Body - Restricted delegated powers model
To carry out the duties and responsibilities of local governance in line with the Trust's Governance Code of Conduct.	To carry out the duties and responsibilities of Local Governors in line with the Trust's Governance Code of Conduct.
Champion the Learn-AT vision and values in the academy and to ensure the wellbeing of the pupils.	To champion the Learn-AT vision and values in the academy and to ensure the wellbeing of the pupils.
To determine the educational and spiritual character, mission or ethos of a particular Academy (to the extent that it is not inconsistent with that of the Multi Academy Trust) in collaboration with the Headteacher.	To determine the educational and spiritual character, mission or ethos of a particular Academy (to the extent that it is not inconsistent with that of the Multi Academy Trust) in collaboration with the Headteacher.
To ensure that the school has a medium to long-term vision for its future and that there is a robust strategy in place for achieving its vision.	To ensure that the school has a medium to long-term vision for its future and that there is a robust strategy in place for achieving its vision.
To select and remove from appointed Local Governors: Chair, Vice-Chair and Local Governors with specific responsibilities for special educational needs, safeguarding, pupil premium and financial matters.	To select and remove from appointed Local Governors: Chair, Vice-Chair and Local Governors with specific responsibilities for special educational needs, safeguarding, pupil premium and financial matters.
To review and amend the policies of the Academies (in line with any Multi Academy Trust prescribed policy).	To review and amend the policies of the Academies (in line with any Multi Academy Trust prescribed policy).
To implement a means whereby the Academy can receive and react to pupil, parent and staff feedback.	To implement a means whereby the Academy can receive and react to pupil, parent and staff feedback.
To establish and maintain a relationship with members of the local community.	To establish and maintain a relationship with members of the local community.

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Finance	
To oversee the administration of finance in the academy.	Delegated to Trust Executive Team
Provide the Trust Board with assurance that:	Delegated to Trust Executive Team
• All Trust finance policies are being implemented at the Academy	Delegated to Trust Executive Team
• The Academy's Register of Business Interests is maintained and up to date	Delegated to Trust Executive Team
• The Risk Assessment Tool ("Risk Register") for Academy is regularly updated	Delegated to Trust Executive Team
• The Asset Management Plan (including repairs, replacements and improvements) is regularly updated and appropriate items are incorporated into financial plans	Delegated to Trust Executive Team
• Spending decisions are appropriate in the light of the Academy's current circumstances, approved budget for the year and future financial challenges and risks	Delegated to Trust Executive Team
• Spending decisions are made according to the Academy Delegated Authority Limits	Delegated to Trust Executive Team
• Trust policies are implemented in budget preparation	Delegated to Trust Executive Team
• The Academy only enters into contracts within the limits of delegation, within an agreed budget and provided they are in line with Trust policy	Delegated to Trust Executive Team
• The Academy is compliant with all legal and statutory financial obligations	Delegated to Trust Executive Team
• To maintain an up to date register of business and personal interests.	To maintain an up to date register of business and personal interests.

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Contracts	
To support the Trust Board in its monitoring and evaluation of the delivery of any central services and functions provided or procured by the Multi Academy Trust for the Academy.	To support the Trust Board in its monitoring and evaluation of the delivery of any central services and functions provided or procured by the Multi Academy Trust for the Academy.
Curriculum and Standards	
To approve the curriculum proposed by the Headteacher (to the extent that it is consistent with the Trust-wide policy).	Delegated to Trust Executive Team.
To ensure effective processes are in place for monitoring standards of achievement, the quality of teaching and learning and the curriculum *for all pupils.*	Delegated to Trust Executive Team
To monitor the KPI figures reported from the Headteacher relating to standards.	Delegated to Trust Executive Team
With the Headteacher and the academy senior team, develop, monitor and approve an Academy Development Plan which aligns with Trust key priorities.	Delegated to Trust Executive Team
Special Educational Needs	
To designate a Local Governor responsible for SEN and inclusion.	Delegated to Trust Executive Team.
To review and maintain the Academy's SEN and Equalities policy (consistent with any Trust-wide policy).	Delegated to Trust Executive Team
To provide oversight of the implementation of the policy within the Academy and compliance with the requirements of the Equalities Act.	To provide oversight of the implementation of the policy within the Academy and compliance with the Equalities Act requirements.
Safeguarding	
To designate a local governor responsible for safeguarding.	To appoint a designated governor for safeguarding.
To adopt the Learn-AT safeguarding and child protection policy for the Academy and monitor/ensure its implementation.	To adopt the Learn-AT safeguarding and child protection policy for the Academy and monitor/ensure its implementation.

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To ensure the completion of the single central record and its regular up-dating.	To ensure the completion of the single central record and its regular up-dating.
To support the promotion of a robust safeguarding culture in the Academy	To support the promotion of a robust safeguarding culture in the Academy
Behaviour	
To adopt and ensure the implementation of a behaviour policy for the Academy (consistent with Trust-wide policy).	To adopt and ensure the implementation of a behaviour policy for the Academy (consistent with Trust-wide policy).
To convene a sub-committee to review any exclusion of a pupil.	To convene a sub-committee to review any exclusion of a pupil.
Admissions	
To undertake consultation, publish admissions and determine arrangements that are consistent with the Learn-AT admissions policy, as required in accordance with the School Admissions and Appeals Codes.	To undertake consultation, publish admissions and determine arrangements that are consistent with the Learn-AT admissions policy, as required in accordance with the School Admissions and Appeals Codes.
To contribute to the development of the Academy prospectus.	To ensure effective arrangements are in place for pupil recruitment. To contribute to the development of the Academy prospectus.
To make arrangements for determining admissions and hearing admission appeals.	To make arrangements for determining admissions and hearing admission appeals.
To ensure effective arrangements are in place for pupil recruitment, reflecting the local context.	
Other pupil related matters	
To review attendance and pupil absences (as part of the KPIs).	To review attendance and pupil absences (as part of the KPIs).
To monitor the impact of the pupil premium in the Academy.	To monitor the impact of the pupil premium in the Academy.
To liaise with the Headteacher over exceptional bans from the premises of any persons, ensuring that the relevant protocol is adhered to.	To liaise with the Headteacher over exceptional bans from the premises of any persons, ensuring that the relevant protocol is adhered to.
To ensure effective arrangements are in place for pupil support and representation at the Academy.	To ensure effective arrangements are in place for pupil support and representation at the Academy.

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Staffing	
To participate in the process to appoint the Headteacher as requested by the Executive Team (acting with the delegated authority of the Trust Board) and to take part in the performance management of the Headteacher.	To participate in the process to appoint the Headteacher as requested by the Executive Team (acting with the delegated authority of the Trust Board) and to take part in the performance management of the Headteacher.
To support the Headteacher, in partnership with the Trust Executive Team, in the development and review (from time to time) of an appropriate staffing structure for the Academy.	To support the Headteacher, in partnership with the Trust Executive Team, in the development and review (from time to time) of an appropriate staffing structure for the Academy.
To support and approve the adjustment of Academy staffing arrangements to ensure that the Academy is always staffed in accordance with that structure.	To support and approve the adjustment of Academy staffing arrangements to ensure that the Academy is always staffed in accordance with that structure.
To approve the adjustment (appointment, removal and contract changes) of Academy staffing arrangements.	Delegated to Trust Executive Team
To ensure that there is effective communication between the Headteacher and the CEO.	To ensure that there is effective communication between the Headteacher and the CEO.
To ensure the Academy Trust's policies on all HR matters are implemented in the Academy.	To ensure the Academy Trust's policies on all HR matters are implemented in the Academy.
To monitor and scrutinise the implementation of the Multi Academy Trust's policies at the Academy for HR matters including the appointment, induction and performance management of staff, pay review process and procedures for dealing with disciplinary matters, grievances and dismissal.	To monitor and scrutinise the implementation of the Multi Academy Trust's policies at the Academy for HR matters including the appointment, induction and performance management of staff, pay review process and procedures for dealing with disciplinary matters, grievances and dismissal.
Information Management and Communication	
To ensure the effective implementation of the data protection policies and procedures in the Academy.	To ensure the effective implementation of the data protection policies and procedures in the Academy.
To ensure systems are in place in line with the Multi Academy Trust's strategy at the Academy for effective communication with pupil, parents or carers, staff and the wider community including the support of a local parent teacher association (if established)	To ensure systems are in place in line with the Multi Academy Trust's strategy at the Academy for effective communication with pupil, parents or carers, staff and the wider community including the support of a local parent teacher association (if established)

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To ensure the effective implementation of the IT policies and procedures in the Academy.	To ensure the effective implementation of the IT policies and procedures in the Academy.
To ensure that the Academy's website is compliant and up to date.	
Health and Safety, Risk and Estates	
To appoint a Local Governing Body sub-committee responsible for health and safety.	To appoint a Local Governing Body sub-committee responsible for health and safety.
To review the Risk Register of the Academy and prepare the Risk report for the Board of Trustees.	Delegated to Trust Executive Team.
To adopt a health and safety policy for the Academy (in line with the Trust-wide policy).	To adopt a health and safety policy for the Academy (in line with the Trust-wide policy).
To review the implementation of the above policy and ensure that appropriate risk assessments are being carried out in the Academy.	To review the implementation of the above policy and ensure that appropriate risk assessments are being carried out in the Academy.
To conduct site inspections to review any health and safety issues and the security. of premises and equipment.	To conduct site inspections to review any health and safety issues and the security. of premises and equipment.
To make a decision in partnership with the headteacher about closing the school on health and safety grounds (e.g. snow)	
Complaints	
To adopt the Learn-AT Complaints policy for the Academy.	To adopt the Learn-AT Complaints policy for the Academy.

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Criteria for LGBs to retain delegated authority include:

- Level 2 (Good) or above Ofsted rating
- Any or all of the following are at or above national average: EYFS, Year 1 phonics, KS1 English and Maths, KS2 English and maths, absence. This will be considered at the Trustees' discretion
- Systems and procedures in the Academy exist which prioritise high quality teaching and learning and continuous school improvement, provide for sufficient challenge and feedback and enable support to be accessed from the academy leadership and trust teams where necessary
- School is fully and appropriately staffed
- In year income higher than vs expenditure for capital and operating costs, day to day budgetary controls are adequate, 3-year financial plan shows income and expenditure balanced each year, reserves at target level (5% of GAG).
- Delegated authority may be returned for any section o the Scheme of Delegation at the discretion of the Trustees and according to the relevant criteria.
- A full complement of Local Governors is in place on the LGB, with appropriate skills and capacity, capable of providing quality support, challenge and feedback to the academy and the Trust Board.
- There are no concerns relating to the safety of pupils or staff at the academy

Delegated authority may be returned for any or all of the roles and functions according to the above criteria at the discretion of the Trustees.

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Governance elements in more detail

Members: general guidance

The Members of the Academy Trust are the equivalent of the shareholders in a commercial company (save that they do not receive dividends). In simple terms the Members "own" the Academy Trust. They have a number of statutory rights and rights set out in the Academy Trust's Articles of Association (the Articles).

The Academies Financial Handbook (July 2016) issued by the Education and Skills Funding Agency ("ESFA") provides as follows:
"The members of an academy trust have a different status from the trustees. The members are the subscribers to the trust's memorandum of association, and any other individuals permitted to become members under its articles of association. Members have an overview of the governance arrangements of the trust and have the power to appoint trustees and remove these trustees.

Members can amend the articles and may do so to support stronger governance arrangements. For details on making changes to the articles, including circumstances in which Charity Commission approval is required, please see the Charity Commission guidance CC36: Changing your charity's governing documents.

While members can also be trustees, retaining some distinction between the two layers ensures that members, independent of trustees, provide oversight and challenge. This is especially important in multi-academy trusts in which trustees are responsible for a number of academies.

Academy trusts should be established with at least three members, although the Department for Education (DfE) encourages trusts to have at least five members in total, as this:

- ensures enough members can take decisions via special resolution (which requires 75% of members to agree) without requiring unanimity, and
- facilitates majority decisions being taken by ordinary resolution (which requires a majority of members to agree)

Governance structures in which members are also employees are not considered by DfE to be best practice. Members must not be employees of the trust unless permitted by their articles of association. The latest model articles do not allow members to be employees."

The Handbook also provides that trusts "must notify DfE via Edubase within 14 days of the appointment or vacating of the positions of member, trustee, local governor, chair of trustees, chairs of Local Governing Bodies, accounting officer and chief financial officer".

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Learn-AT Trust Board: Terms of Reference

1 Core values

The Board of Learn-AT will at all times:

- observe the highest standards of impartiality, integrity and objectivity in relation to the governance of Learn-AT;
- be accountable to its stakeholders and regulatory Committees for its activities.
- engage in a partnership with the Executive Team.

2 Expectations of Learn-AT Trustees

All Trustees are required to:

- follow the Seven Principles of Public Life set out by the Committee on Standards in Public Life (referred to as "the Nolan Principles" and set out in Annex 1);
- comply with:
    - the Articles of Association,
    - these terms of reference,
    - the scheme of delegation
    - the conflicts of interest policy,
    - the code of practice appended at Annex 2 of these terms of reference.
- ensure they understand their duties, rights and responsibilities, and that they are familiar with the function and role of Learn-AT;
- not misuse information gained in the course of their Trusteeship for personal gain, nor seek to use the opportunity of service to promote their private interests or those of connected persons, firms, businesses or other organisations;
- participate actively in the induction process and any relevant training.

3 Powers, functions and responsibilities of Trustees

The Trustees are responsible for the governance and supervision of the Academy Trust and its committees (including the Regional Boards and the Local Governing Bodies).

The Trustees have a number of duties and responsibilities relating to the governance of the Academy Trust and its finances. In summary, the Trustees are responsible for:

- establishing the vision, mission and values for the Academy Trust;
- carrying on the Academy Trust in accordance with the objects of the Academy Trust as set out in the Articles of Association and safeguarding the assets of the Academy Trust;
- designing strategy and structure for the operation of the Academy Trust;

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- the delegation of the running of the Academies and the direction of the education, pastoral care, financial and other policies of the Academies to the Executive Team;
- ensuring sound management and administration of the Academy Trust by the Executive Team, and ensuring that the Executive Team is equipped with the relevant skills and guidance;
- financial controls and the financial management of the Academy Trust in accordance with the provisions of the Academies Financial Handbook, which sets out in detail provisions for the financial management of the Academy Trust;
- setting standards of conduct and values, monitoring performance and the achievement of objectives, and ensuring that plans for improvement are acted upon;
- risk management, that is identifying, quantifying and devising systems to minimise the major risks affecting the Academy Trust; and
- ensuring the Academy Trust and the Academies are conducted in compliance with the general law.

4 Accountability of Trustees

The Trustees are chiefly accountable to:

- the beneficiaries of the Academy Trust (pupils at the Academies, their parents and the local community) for the quality of education and pastoral care at the Academies, for matters of health and safety and for safeguarding and promoting the welfare of the pupils;
- the Department for Education, the Education and Skills Funding Agency and specifically the Secretary of State under the terms of the Funding Agreement;
- the Secretary of State (in his or her role as principal regulator in respect of charity matters) for operating the Academy Trust for the public benefit, for the prudent management of the Academy Trust and its financial efficiency, and for compliance with legislation including charities legislation;
- the employees of the Academy Trust for their working environment, and for compliance with the contract of employment and employment law requirements and matters of health and safety; and
- other regulatory authorities for compliance with regulated responsibilities to which the Academy Trust and the Academies are subject.

5 Conducting Trustees' business

The Trustees are required to:

- act together and in person and not delegate responsibility of the Academy Trust to others;
- act strictly in accordance with the Articles;
- act in the Academy Trust's interests only and without regard to their own private interests;
- manage the Academy Trust's affairs prudently;
- not take personal benefit from the Academy Trust unless expressly authorised by the Articles or the Charity Commission; and
- take proper professional advice on matters on which they are not themselves competent.

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The Trustees should also hold the Executive Team to account. They should offer support, constructive advice, be a sounding board for ideas, a second opinion on proposals and help where needed, but will also challenge, ask questions, seek information and improve proposals where appropriate and at all times act in the best interests of the Academy Trust.

The Trustees shall have regard to the framework for inspecting schools in England under section 5 of the Education Act 2005 (as amended) issued by the Office for Standards in Education, Children's Services and Skills (Ofsted).

The duties and responsibilities of Trustees are explained in further detail in '*The essential trustee: what you need to know, what you need to do' (CC3)* (Charity Commission, July 2015), the *DfE Governance Handbook* and *the DfE Competency Framework for Governance – all of which is available on www.gov.uk.*

The Trustees shall have regard to the Academies Financial Handbook, which shall be circulated to all Trustees and is also available on www.gov.uk.

6 Chair of Trustees

The Board shall appoint an individual from among their number to act as Chair. A change of Chair will require a notification to be made to the DfE, including a Disclosure and Barring Service (DBS) disclosure form to be submitted via the DfE.

The main role of the Chair is to chair meetings of the Trust Board. He or she also provides leadership to the Trustees and acts as the main point of contact between the Trustees and the Executive Team.

Apart from any special responsibilities or powers given to the Chair in the Articles of Association (e.g. the right to chair meetings of the Trust Board and to have a second or casting vote in any case of an equality of votes at a meeting of the Trust Board), the Chair has no special powers or rights over any other Trustee. If the Chair is to carry out certain specific functions (for example, the power to approve an overspend in a certain area of the budget or the CEO's appraisal) then this must be expressly delegated to him by the Board.

7 Meetings of Trustees

There will be a minimum of three meetings of the Trustees each academic year. Meetings of the Trustees shall be convened and conducted as provided by the Articles.

In determining the agenda for Board meetings and committee meetings, the Trustees will have regard to the requirement on them to:

- ensure good financial management and effective internal controls;
- comply with the Funding Agreement and the current version of the Academies Financial Handbook (or successor documents);
- receive and consider information on financial performance at least three times a year; and
- take appropriate action to ensure ongoing viability against agreed budgets.

In consultation with the Chair, the Trust Company Secretary shall prepare an annual plan for the meetings of the Trustees.

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8 Delegation of powers of Trustees

Trusteeship (and directorship which necessarily follows) is a personal office of trust and responsibility and this cannot be transferred to another individual. However, in order to ensure the proper management of the Academies, the Trustees are able to delegate specific tasks to assist them in carrying out their duties and obligations.

It is for the Trust Board to determine what decisions it will take for itself, what will be delegated to committees, working groups or individual Trustees (e.g. the Chair) and what will be delegated to the Executive Team. The Trustees must also consider when and from whom they should take professional advice.

In determining whether delegation is appropriate, the Trustees will have regard to the following principles:

- non-executive powers must be exercised by the Trustees personally and may not be delegated;
- except when it is impracticable to do so, executive powers should be delegated to the Chief Executive Officer and Director of Finance, who may authorise further delegation; and
- every act of delegation is only a delegation of powers and does not relieve the Trustees of responsibility.

The Trustees must not delegate any of their powers listed in Annex 3 ("the Reserved Matters").

Delegation can be made to:

- Board committees including the following committees:
    - Finance and Audit
    - School Improvement
    - the Local Governing Bodies;
- any individual Trustee;
- the Executive Team (which in turn may delegate to further individuals).

9 Stakeholder voices

Trustees are asked to have regard to the voices of their various stakeholders and to put in place arrangements to receive feedback and to respond appropriately. This shall include the following, as they are involved in other elements/tiers of trust governance and more broadly:

- Pupils
- Parents
- Staff
- Local Governors

10 Risk management

The Charities Statements of Recommended Practice ("the SORP") set out requirements for reporting on the risks to a charity.

The Trustees' report therefore must include a description of the principal risks and uncertainties facing the Academy Trust and any subsidiary undertakings, as identified by the Trustees. The report must also include a summary of the Trustees' plans and strategies for managing these risks. The Trustees must identify specific risks

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and describe ways to combat each one, rather than making general statements regarding risk management.

The Trustees are therefore responsible for:

- identifying the major risks that apply to the Academy Trust, including:
    - operational risks (employment issues, health and safety, fraud, service quality and development etc.);
    - financial risks (accuracy of financial information, cash flow, reserves, over-reliance on funding sources etc.);
    - external risks (changes in government policy, economic factors, demographic changes, adverse publicity etc.); and
    - regulatory risks (compliance with legislation, changes in policies of the regulators etc.).
- making decisions (based where appropriate on advice from professional advisors) as to how to respond to those risks; and
- making appropriate statements regarding the management of risks in the annual report.

The Executive Team shall prepare a risk register for approval by the Trustees, along with a procedure by which the risk register shall be subject to regular review. The risk register shall have named individuals assigned to manage each area.

11 The management of conflicts of interest

The Companies Act 2006 imposes a statutory duty on the Trustees to avoid situations in which they have or could have an interest, which conflicts (or could conflict) with the interests of the Academy Trust. The duty is to:

a) declare the nature and extent of any interest in any matter relating to the Academy Trust; and
b) avoid any conflict of interest between that interest and the interests of the Academy Trust.

In addition, charity law and guidance issued by the Charity Commission confers obligations on the Trustees to manage any conflict between a Trustee's duty to the Academy Trust and their own personal or business interests or for a Trustee to be influenced by conflicting duties to the Academy Trust and a third party.

Further details are set out in the Conflicts of Interest Policy with which the Trustees are obliged to comply.

12 Recruitment of Trustees

It is essential that the Trust Board has a proper mix of skills and experience.
The Trustees must therefore be able to identify potential new Trustees in order to plan for succession, which combines continuity of experience and expertise with new ideas and energy.

The Board as a whole is responsible for ensuring that:

- the skills of any new Trustee fit in with the Academy Trust's requirements in the short, medium and longer term;

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- each new Trustee is not disqualified from acting as a Trustee by any provision of the Academy Trust's Articles of Association (including the requirement that he/she is not disqualified as a company director or charity trustee);
- there is a system in place which ensures that all relevant checks, including an enhanced DBS check (countersigned by the Secretary of State in the case of a new Chair), are completed before or as soon as practicable after a Trustee takes up position; and
- the new Trustee understands the responsibility he / she is taking on and consents to act as a Trustee.

Each new Trustee will be properly inducted to ensure that he / she understands the nature and extent of his role and responsibilities. It is the duty of a new Trustee to ensure that he / she is familiar with the Objects of the Academy Trust; its history and ethos and the nature and extent of its activities; and the content of the Academy Trust's Articles of Association.

The Trust Company Secretary, on behalf of the Trustees, shall provide each new Trustee with:

- the Academy Trust's Articles of Association
- the Learn-AT Governance Charter
- these terms of reference
- the scheme of delegation to the Executive Team
- the Roles and Functions Overview
- the conflicts of interest policy.

New Trustees shall be required to sign the declaration set out in Appendix 3.

The Trust Company Secretary shall ensure that any appointment of a new Trustee is notified to the ESFA (via Information about schools) within 14 days of the appointment (as required under the Academies Financial Handbook.

13 Training and development of Trustees

The Trustees shall ensure that the Board has the skills and experience needed to perform its functions effectively. Trustees shall also be kept up to date with developments in the legal and regulatory framework in which the Academy Trust operates.

The Trustees must have in place a system for evaluating Trustees, with a view to identifying potential gaps in their skills and any requirements for training. Such evaluation shall be carried out annually.

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Part One: Appendix 1

Trust Board Reserved Matters

The Reserved Matters are:

Members *(subject to such other consents/ requirements as might be required by law or the Funding Agreement)*
1. to change the name of the Academy Trust 2. to change the Objects (which would require Charity Commission and Secretary of State consent) 3. to change the structure of the Trust Board 4. to amend the Articles of Association 5. to pass a resolution to wind up the Academy Trust 6. to appoint the auditors (save to the extent that the Trustees may make a casual appointment)

Trustees *(subject to such other consents/ requirements as might be required by law or the Funding Agreement)*
1. to change the name of the Academies 2. to determine the educational character, mission or ethos of the Academies 3. to adopt or alter the constitution and terms of reference of any committee of the Trust Board 4. to terminate a supplemental funding agreement for an Academy 5. to establish a trading company 6. to sell, purchase, mortgage or charge any land in which the Academy Trust has an interest 7. to approve the annual estimates of income and expenditure (budgets) and major projects; 8. to appoint investment advisors 9. to sign off the annual accounts; 10. to appoint or dismiss the Chief Executive Officer, the Finance Director, the Company Secretary or the Clerk to the Trustees; 11. to do any other act which the Funding Agreement expressly reserves to the Trust Board or to another body (including for the avoidance of doubt, terminating the Funding Agreement or any part of it) 12. to do any other act which the Articles expressly reserve to the Trust Board or to another body or 13. to do any other act which the Trust Board determine to be a Reserved Matter from time to time.

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Part One: Appendix 2

Terms of Reference for Learn-AT Board School Improvement Committee 2017-18

The Board of Trustees resolves to establish a committee of the Board to be known as the School Improvement Committee.

The Chair and members of the School Improvement Committee shall be appointed by the Board of Trustees, the Chair being a non-executive member of the Board. *(other than its Chair of the Board)*.

Board members who are not members of the School Improvement Committee should have the right of attendance. Minutes of meetings of the school improvement committee shall be shared at trustees' meetings. The committee will meet for a minimum of once per term. Unless otherwise agreed, notice of each meeting confirming date, time and agenda with supporting papers shall be sent to committee members no fewer than five working days prior to the date of the meeting. The CEO and/or headteacher representative will normally attend meetings of the committee. Other non-trustees may be invited to attend.

The committee will be supported by a clerk who will minute the meetings.

Authority

The School Improvement Committee is an advisory body with no executive powers. However, it is authorised by the Board of Trustees to investigate any activity within its terms of reference, and to seek any information it requires from staff, who are requested to co-operate with the Committee in the conduct of its inquiries.

Purpose

The purpose of the School Improvement Committee is to monitor the curriculum, achievement and quality of educational provision across the trust. Monitoring, in these terms, means working with Local Governing Bodies, asking questions and making visits where appropriate, to learn more about the curriculum, its delivery and its impact on pupil outcomes.

Duties

The specific duties of the School Improvement Committee shall be to:

- receive and scrutinise reports from the CEO on pupils' attainment and progress;
- receive and scrutinise reports from the CEO on the quality of learning across the trust;
- advise the Board on the trust's curriculum statutory obligations and the extent to which the trust is meeting those obligations;
- review any proposals from the CEO for changes to the curriculum and to consider the implications and potential impact on resources and learning;
- contribute towards the review, revision and monitoring of the Trust strategic plan;
- review the policies and provision relating to school improvement and curriculum development;
- review any external scrutiny in relation to pupil outcomes across the Trust;
- report at least once a year to the board on the discharge of the above duties;
- review, on a regular basis, its own performance, constitution and terms of reference.

The members of the School Improvement Committee are: Sir John Dunford (Chair), Natalie Packer, Carolyn Sanders, Gillian Weston, Stef Edwards (CEO), Kerry Rodger (Headteacher representative)

The quorum will be 50% of committee members, rounded up.

These Terms of Reference were discussed and approved by the Board of Trustees on (date).

Signed: ..... Chair of Trustees Date: ……

Part One: Appendix 3: Terms of Reference Learn-AT Board Finance and Audit Committee

The purpose of the committee is to help the Trust and its Accounting Officer to plan and use

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its resources and assets wisely and efficiently, manage risks and meet its reporting requirements. The committee will oversee, monitor and report to the Board of Trustees on the Trust's finances and financial systems, budget planning, risk management, internal audits and annual accounts.

The committee will:

- recommend an annual budget and any subsequent changes to the Board.
- review the effectiveness and implementation of financial management systems and process by the Trust and its schools.
- keep under review the Trust's relationship with the EFA and its compliance with financial management requirements.
- monitor the financial position of the Trust and plans for future years.
- support and advise on significant expenditure decisions [cross-reference to delegation framework]
- oversee internal audit arrangements and the implementation of recommendations from audits.
- review all financial and pay policies, including teacher pensions and insurance, and how they are implemented.
- review risk management and wider internal control systems and their application, and regularly review key risks.
- monitor the financial management arrangements put in place by Local Governing Bodies.
- oversee the production of annual accounts and advise the Board on their sign-off.

Membership

The committee will consist of a minimum of three non-staff Trustees, of whom one will be chosen by the committee as the Chair; plus, the CEO (Accounting Officer) and the Finance Director as ex-officio members. For any meeting for the committee to be quorate, at least two Trustees plus the CEO must be present. [Add reference to clerking arrangements]

Meeting Plan

The committee will meet at least once a term. At each meeting, the committee will consider the minutes from the previous meeting, take a report from the CEO on the financial position and consider the risk register. The Chair will give a report at the subsequent Board meeting.

In addition, the committee will typically consider the following topics at its meetings each term:

Autumn term

- election of Chair [and Clerk]
- review of committee Terms of Reference
- review outturn for previous financial year
- review of Teachers Pensions audit
- review the audited accounts and take to Board for approval
- review internal controls report from CEO

Spring Term

- review mid-year budget position
- review indicative funding position for the following school year and implications for later years
- review of finance-related policies which are due for review

Summer Term

- recommend proposed budget to Board for following year
- review of Internal Audit RO visit

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Part One: Appendix 4: Trustee declaration on appointment
Learn-AT (**Academy Trust**)

I confirm that I am willing to act as a director of the Academy Trust (**"a Trustee"**). I further confirm that I am not disqualified from so acting by virtue of any provisions of the Articles of Association of the Academy Trust, including, but not limited to, the requirement that I am not disqualified from acting as a charity trustee or director by virtue of section 178 of the Charities Act 2011 (extract included below).

Signed		
Full name		
Address		
Date		

Please sign and retain the additional copy of this document with your records.

Learn-AT: a company limited by guarantee
Company registration number: **08095439**
Registered office: Lubenham All Saints Primary School, School Lane, Lubenham, Market Harborough, Leicestershire, LE16 9TW

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Part One: Appendix 5: Extract from section 178 of the Charities Act 2011

178 Persons disqualified from being charity trustees or trustees of a charity

(1) A person ("P") is disqualified from being a charity trustee or trustee for a charity in the following cases—

Case A

P has been convicted of any offence involving dishonesty or deception.

Case B

P has been adjudged bankrupt or sequestration of P's estate has been awarded and (in either case)—

c) P has not been discharged, or

d) P is the subject of a bankruptcy restrictions order or an interim order.

Case C

P has made a composition or arrangement with, or granted a trust deed for, creditors and has not been discharged in respect of it.

Case D

P has been removed from the office of charity trustee or trustee for a charity by an order made—

e) by the Commission under section 79(2)(a) or by the Commission or the Commissioners under a relevant earlier enactment (as defined by section 179(5)), or

f) by the High Court,

on the ground of any misconduct or mismanagement in the administration of the charity for which P was responsible or to which P was privy, or which P's conduct contributed to or facilitated.

Case E

P has been removed, under section 34(5)(e) of the Charities and Trustee Investment (Scotland) Act 2005 (asp 10) (powers of the Court of Session) or the relevant earlier legislation (as defined by section 179(6)), from being concerned in the management or control of any body.

Case F P is

subject to—

g) a disqualification order or disqualification undertaking under the Company Directors Disqualification Act 1986 or the Company Directors Disqualification (Northern Ireland) Order 2002 (S.I. 2002/ 3150 (N.I.4)), or

h) an order made under section 429(2) of the Insolvency Act 1986 (disabilities on revocation of county court administration order).

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Part One: Appendix 6: All Party Parliamentary Group on Education Governance and Leadership (January 2015)

21 Questions every Multi-Academy Trust Board should ask itself
file://zfilemgr2-06/sedwards/Downloads/21-Questions-for-Multi-academy-Trusts-FINAL-(1).pdf

Vision, ethos and strategy

- Does the Trustee Board have a clear vision and strategic priorities for the next three to five years, to which all academies contribute, and which is understood by each of its academies?
- How effectively do these strategic priorities drive the governance structure, activities and agenda setting at all levels of the Trust?
- What vision does the Trustee Board have for the size of the Trust and how does the strategy ensure that there is the capacity to support any additional academies well?

Governance structures

- Is the structure of the Trust from its members to academy level governance conducive to effective working, ensuring check and balances but avoiding duplication at different levels, and delivering good two-way communications?
- How does the Trustee Board ensure that its governance structure is clear, in keeping with its Articles of Association, and that those at regional, cluster and academy level understand their roles and responsibilities compared to those of the Trustee Board?
- Does the Trustee Board have a scheme of delegation, is it published on its website and those of its academies, and does the scheme make clear where the following key governance functions are enacted:
    - Determining each individual academy's vision, ethos and strategic direction?
    - Recruiting each academy's Principal/Head of school?
    - Performance management of each academy's Principal/Head of school?
    - Determination of Human Resources policy and practice?
    - Oversight of each academy's budget?
    - Assessment of the risks for each academy?

- Is the principle of earned autonomy applied to individual academies or local clusters and if so, do all involved at all levels of governance within the MAT understand how?

Trustee Board effectiveness and conduct

- **Right skills:** Has the Trustee Board adopted a robust and transparent process for the recruitment both of trustees and those at local governance level, including role specifications, skills audits and interview panel to ensure those carrying out governance functions have the full range of experience, qualities and skills necessary to discharge all the Trustee Board's responsibilities?

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- **Clerking:** Does the Trustee Board have a professional clerk providing information and guidance on regulatory practice and procedures, including governance leadership to the committees and any academy level governance?
- **Chair:** How does the Trustee Board ensure the chair shows strong and effective leadership?
- **Trustee performance**: Does the chair carry out an annual review of each trustee's contribution to the Board's performance and ensure each trustee is investing in his/her own development?
- **Succession planning**: Do we engage in good succession planning so that, in normal circumstances, no trustee serves for longer than two terms of office and the chair is replaced at least every six years?
- **Conflicts of interest & conduct:** How does the Trustee Board ensure conflicts are avoided and that the Nolan principles of public life are adhered to?
- **Learning from others**: Has the Trustee Board regularly reviewed its structures and practice, making use of other Boards' experiences and periodically seeking external expertise?

Engagement

- How does the Trustee Board listen to, understand and respond to pupils, parents, staff and local communities across all its academies?
- What benefit do the academies within the Trust draw from collaboration with other schools and other sectors, including employers, locally and nationally; and how is the Trust involved in contributing to improving leadership and schools beyond its own academies?

Effective accountability of the executive leadership

- How well does the Trustee Board understand its academies' performance data, and how do Trustees know that pupils in all their academies are making the best progress they can?
- What mechanisms does the Trustee Board use to ensure there is a strong and effective executive leadership structure in place across the Trust, including personnel with the right skills, clear line-management and reporting mechanisms?
- How does the Trustee Board ensure senior leaders within academies are challenged to improve the education of pupils, and what intervention would be used if improvement is not progressing according to plan at an academy?
- How does the Trustee Board ensure that the Trust's financial capability and management systems are robust to ensure compliance with the Academies Financial Handbook, best value for money and deliver the long-term strategy?
- Do the compliance systems give assurance to the Trustee Board that the Trust is meeting its statutory and legal responsibilities?

Impact on outcomes for pupils

- How much have the academies improved over the last three years, and what has the Trustee Board's contribution been to this?

DRAFT

Part One: Appendix 7

The Seven Principles of Public Life set out by the Committee on Standards in Public Life ("the Nolan Principles")

1. Selflessness

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

2. 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.

3. Objectivity

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

4. 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.

5. 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.

6. Honesty

Holders of public office should be truthful.

7. 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.

DRAFT

Part One Appendix 8: RAPID®: Bain's tool to clarify decision accountability
http://www.bain.com/publications/articles/RAPID-tool-to-clarify-decision-accountability.aspx

"Decisions are the coin of the realm in business. Every success, every mishap, every opportunity seized or missed stems from a decision someone made—or failed to make. Yet in many firms, decisions routinely stall inside the organization— hurting the entire company's performance.

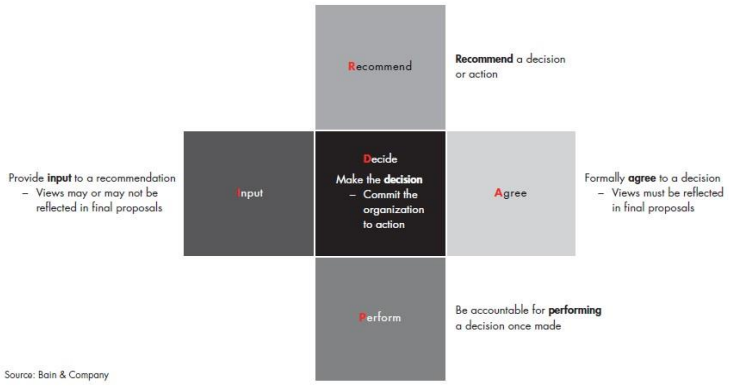
The culprit? Ambiguity over who's accountable for which decisions. In one auto manufacturer that was missing milestones for rolling out new models, marketers and product developers each thought they were responsible for deciding new models' standard features and colors. Result? Conflict over who had final say, endless revisiting of decisions—and missed deadlines.

How to clarify decision accountability? Assign clear roles for the decisions that most affect your firm's performance—such as which markets to enter, where to allocate capital, and how to drive product innovation. Think "RAPID® ": Who should recommend a course of action on a key decision? Who must agree to a recommendation before it can move forward? Who will perform the actions needed to implement the decision? Whose Input is needed to determine the proposal's feasibility? Who decides—brings the decision to closure and commits the organization to implement it?

When you clarify decision roles, you make the *right* choices—swiftly and effectively.

To address this common problem, Bain, created RAPID®, a tool to clarify decision accountability. A loose acronym for Input, Recommend, Agree, Decide and Perform, RAPID® assigns owners to the five key roles in any decision."

"If managers suddenly realize that they're spending less time sitting through meetings wondering why they are there, that's an early signal that companies have become better at making decisions. When meetings start with a common understanding about who is responsible for providing valuable input and who has the *decision-making responsibility*, an organization's decision-making metabolism will get a boost."



Part Two
Framework for Local Governance
2018

Learn-AT Local Governing Bodies
Constitution and Terms of Delegation

Contents

1 Introduction

Members of a Learn-AT Academy's Local Governing Bodies play a valuable and authentic role in Trust governance.

Learn-AT is a charitable voluntary organisation which relies on the crucial input of a considerable number of volunteers, supported by an experienced team of staff. Due to the size of the organisation and the number of schools for which it is responsible, coupled with its drive for accountability, it is also a complex organisation with various important layers of governance. The Learn-AT Governance Charter provides an overview of some of those complexities as well as our principles of governance.

This constitution and terms of delegation for your Local Governing Body (LGB) has been made by the Trustees of Learn-AT (the Trust and Trust Board respectively) and we ask that you please read it alongside the Learn-AT Governance Charter and the Roles and Functions Overview. The Nolan Principles (Annex 1 of the Trust Board Terms of Reference) are also relevant to Local Governing Bodies.

2 Remit

The role of an LGB is an important one. It is to provide focused, authentic governance for the Academy at a local level, which does not duplicate the role of the Trustees. The LGB monitors the Academy's key performance indicators in the areas of achievement, teaching and learning, curriculum, ethos, finance, operations, safeguarding, parental and community engagement, communication and the wellbeing of pupils and staff. It acts as a critical friend to the Headteacher and the Academy's senior leadership team, providing support and challenge where appropriate.

The LGBs carry out their functions in relation to their respective Academy on behalf of the Trust Board and in accordance with policies determined by the Trust Board. The act of delegation from the Trust Board to the LGBs is a delegation of powers and duties, not a delegation or shedding of responsibilities.

3 Intervention

The LGB will work closely with the Executive Team and shall promptly implement any advice or recommendations made by the Executive Team in respect of standards and performance, particularly where areas of weakness have been identified (either internally within the Trust or externally by the Regional Schools Commissioner or Ofsted).

The Trust Board reserves the right to review or remove any power or responsibility conferred on the LGB under this constitution and terms of reference, in particular, in circumstances where serious concerns in the running of the Academy are identified, including where:

- there are concerns about financial matters;
- there is insufficient progress being made against educational targets (including where intervention by the Secretary of State is being considered or carried out);
- there has been a breakdown in the way the Academy is managed or governed; or
- the safety of pupils or staff is threatened, including a breakdown of discipline.

Where necessary, the Trust Board may appoint additional 'associate' members of the LGB whose responsibility it will be to support the LGB to address the areas of weakness.

4 Composition of Local Governing Bodies

Structure of Learn-AT Local Governing Bodies		
Community Academies	**Church of England Academies**	
	Formerly VA Schools	**Formerly VC Schools**
Headteacher of the academy ex-officio (Executive Headteachers can delegate attendance to the Head of School).	Headteacher of the academy ex-officio	Headteacher of the academy ex-officio
2 elected local Parent Governors *(appointment approved/ratified by the Trust Board according to safer recruitment protocols)*	2 elected local parent governors *(appointment approved/ratified by the Trust Board according to safer recruitment protocols)*	2 elected parent governors *(appointment approved/ratified by the Trust Board according to safer recruitment protocols)*
2 elected local staff governors *(appointment ratified by the Trust Board)*	2 elected local staff governors *(appointment ratified by the Trust Board)*	2 elected local staff governors *(appointment ratified by the Trust Board)*
8 local governors appointed by the Trust Board.	7 local governors appointed by the Trust Board and approved by the DBE *(100% of all local governors with the exception of staff and parents)*	2 local governors appointed by the Trust Board and approved by the DBE. *(25% of all local governors with the exception of elected staff and parents)*
	Parish Incumbent Ex-Officio or 1 additional local governor appointed by the Trust Board and approved by the DBE	Parish Incumbent Ex-Officio or 1 additional local governor appointed by the Trust Board and approved by the DBE
		5 local governors appointed by the Trust Board.
Total - 12 Local Governors	**Total - 12 Local Governors**	**Total - 12 Local Governors**

Note:

- *Local 'Parent Governors' are defined as those elected by the school's community of parents. Local Governors other than elected 'Parent Governors, may also be parents. However, parents will make up no more than one third of the LGB in other words nor more than 4 of the maximum of 12.*
- *Local 'Foundation Governors' are those local governors nominated by the local C of E parish, in consultation with the school, formally approved by the DBE and appointed by the Trust board. Other local governors who can contribute pertinent skills needed by the LGB, may also be members of the school's local parish, or the wider Church of England community.*
- *Staff Governors: there should be no more than 3 members of the school's staff on the LGB: the Headteacher and two elected local Staff Governors.*

Each LGB shall have a Chair and a Vice-Chair.

The length of service of all Local Governors and the Clerk to the LGB shall be four years. Subject to remaining eligible to be a Local Governor, any Local Governor may be reappointed or re-elected at the end of his or her term, subject to approval by the Trust Board.

Every person wishing to become a Local Governor will be required to sign a declaration of acceptance and of willingness to act as a Local Governor, in the form set out in Appendix 1 or as prescribed by the Trust Board from time to time and shall make disclosures for the purposes of a criminal records check by the Disclosure and Barring Service. All Local Governors must sign the Learn-AT Governance Code of Conduct annually.

5 Commitment of Local Governors

Local Governors are asked to:

- prepare for and make an active contribution at meetings of the LGB;
- champion the Academy in the local community;
- familiarise themselves with the Academy's policies;
- visit the Academy both during school hours (with prior arrangement with the Headteacher) and for evening events to get to know the Academy and to be visible to the Academy community; and
- attend training sessions for Local Governors, where possible.

6 Stakeholder voices

LGBs are expected to have regard to the voices of their various stakeholders (especially pupils, parents and staff) and to put in place arrangements to receive feedback and to respond appropriately. This includes engaging stakeholders through defined governance arrangements (including elected parent and staff governors on the LGBs) and more broadly.

Accessing and responding to pupils' collective concerns is an important part of the operations and governance of Learn-AT academies. All schools have active School Councils with representatives from each year group. Each LGB is expected to give due regard to issues that are raised though the School Council and the management actions taken in response to the issues.

7 Appointment and particular responsibilities of Local Governors

a) Chair

The Chair is appointed by the Local Governors. The term of office of the Chair is two years, but the Chair is eligible for reappointment at the end of that term.

The Trust Board is entitled to remove the Chair from office at any time, although this would not necessarily affect the individual's position as a Local Governor.

The Chair and/or Vice-Chair will ordinarily meet with the Headteacher of the Academy and the Clerk before the start of the academic year to plan the work of the LGB for the year.

The responsibilities of the Chair include the following:

- To chair all meetings of the full LGB
- To be a member of at least one LGB committee
- To liaise with the LGB clerk to set agendas for LGB meeting and prepare and finalise minutes.
- To fulfil the role of critical friend to the headteacher, providing support and challenge for school leadership and management, meeting with the headteacher for a pre-planned meeting at least fortnightly and during the school day where possible.

- To build and lead the team of local governors, ensuring that the LGB has the skills necessary to provide effective monitoring and oversight of the school's activities.
- Represent the school in the wider trust, for example through engagement with the Learn-AT Chairs' Group
- to report to Trust Board in writing following any LGB meeting, if requested;
- to give an oral summary of the LGB's deliberations, if requested, at meetings of the Trust Board; and
- to provide a link between the LGB and the Trust Board, via the LGB Chairs' Group.
- To elect a representative 'Chair of Chairs' to represent the LGBs as a Trustee on the Trust Board.

In the event of a need to make genuinely urgent decisions between meetings on matters falling within the delegated authority of the LGB, the Chair of the LGB (or the Vice Chair of the LGB in his or her absence) in consultation with the headteacher, shall take appropriate action on behalf of the LGB. The decisions taken and the reasons for urgency shall be reported at the next meeting of the LGB.

b) Vice-Chair

The Vice-Chair is appointed by the Local Governors. The term of office of the Vice-Chair is two years, but the Vice-Chair is eligible for reappointment at the end of that term.

The Trust Board is entitled to remove the Vice-Chair from office at any time, although this would not necessarily affect the individual's position as a Local Governor.

The responsibilities of the Vice-Chair include the following:

- to deputise for the Chair in his or her absence;
- to set the agenda for meetings of the LGB with the Chair, if requested.

In the absence of both the Chair and the Vice-Chair at a meeting, the LGB will elect a temporary chair from among their number.

c) Local Staff Governors

One member of the LGB shall be elected by the teaching staff at the relevant Academy.

A second staff member of the LGB shall be elected by the non-teaching members of staff of the relevant Academy.

The responsibilities of the Staff Local Governors are to help reflect the interests and opinions of teaching and non-teaching staff at the Academy to the LGB and to act in concert with the other Local Governors in the best interests of the Academy.

d) Elected Parent Local Governors

Two Local Parent Governors for each LGB shall be elected in accordance with the process set out in Appendix 9 and summarised here:

- When a vacancy arises, the LGB will write to all parents of pupils at the Academy seeking nominees for the vacancy. Nominees will be asked to provide a short statement about why they are interested in being a Local

Parent Governor and their background and experience that makes them suitable for the role.

- In the event that the number of nominees equals or is less than the number of vacancies on the LGB, the LGB can choose to appoint all (or any) of those nominated.
- If there are more nominees than places available, the LGB will write to all parents of pupils at the Academy asking them to vote for their preferred candidate.

A Local Parent Governor should be a parent or carer of a registered pupil at the relevant Academy or where this is not reasonably practical, a person who is the parent of a child of compulsory school age.

The responsibilities of the Local Parent Governor are to help reflect the interests and opinions of the Parent Body of the Academy to the LGB and to act in concert with the other Local Governors in the best interests of the Academy.

e) Other responsibilities

Each LGB shall appoint from among its members individuals with specific responsibilities which shall include:

- a Local Governor with responsibility for special educational needs and inclusion;
- a Local Governor with responsibility for safeguarding;
- a Local Governor with responsibility for finance and statutory grants (including pupil premium);
- a Local Governor with responsibility for health and safety; and

f) Clerk to the Local Governing Body

The Trust Board shall appoint a Clerk to the LGB who must not be a Local Governor. In the absence of the Clerk, the LGB shall elect a replacement for the meeting (who may be a Local Governor).

The responsibilities / functions of the Clerk to the LGB are as follows:

- support the Chair of the LGB to arrange an agenda and papers for each LGB meeting:
- convene meetings of the LGB including sending notices and papers of meetings;
- attend meetings of the LGB and ensure minutes are produced;
- maintain a register of members of the LGB including their terms of office and report any vacancies to the LGB, ensuring this information is on the Academy's website and liaising with the Learn-AT governance team to ensure the academy's governor details in Information about Schools are up-to-date;
- maintain a register of any relevant personal or business interests of LGB members, and ensuring a summary is published on the Academy website;
- maintain a register of Local Governors' attendance at meetings and report on non-attendance to the LGB;
- report to the LGB as required on the discharge of the Clerk's functions; and

- perform such other functions as shall be determined by the LGB from time to time.

g) Ceasing to be a Local Governor

A Local Governor's term of office will be terminated if:

- any event or circumstance occurs which would disqualify him or her from the office of Trustee under the Articles were he or she to hold such office;
- he or she has failed to attend LGB meetings for a continuous period of six months, beginning with the date of the first such meeting he or she failed to attend, and the Chair and the Vice Chair agree that the term of office should be terminated;
- he or she resigns from office by notice to the Trust;
- he or she is removed from office by the Trust Board.

8 Convening meetings of the Local Governing Body

Meetings of the LGB will be held in each term.

The Clerk to the LGB shall give written notice of each meeting and circulate an agenda and any reports or other papers to be considered at the meeting at least seven clear days in advance of each meeting. However, where the Chair determines there are matters demanding urgent consideration, it shall be sufficient if the written notice of the meeting states that fact and the notice, copy of the agenda and other papers are given within such shorter period as the Chair directs.

The Local Governors may invite persons who are not Local Governors (such as a member of a committee, any employee, any pupil, any professional adviser and any experts of any kind) to attend the whole or part of any meeting for purposes connected with the meeting.

The convening of a meeting and the proceedings conducted at meetings shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda.

9 Voting at meetings of the Local Governing Body

The quorum for meetings of the LGB and for any vote on a matter at such meetings is two thirds of the total number of Local Governors in office at that time (rounded up to the nearest whole number).

A meeting shall be terminated if the number of Local Governors present ceases to constitute a quorum. Where a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the Clerk as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was so terminated.

Any Local Governor shall be able to participate in, and be counted as present at for the purposes of the quorum, meetings by telephone or video conference provided that:

- he has given notice of his intention to do so detailing the telephone number on which he can be reached and/or appropriate details of the video conference suite from which he shall be taking part at the time of the meeting at least 48 hours before the meeting; and

- the LGB has access to the appropriate equipment;

and provided that, if after all reasonable efforts it does not prove possible for that Local Governor to participate by telephone or video conference, the meeting may still proceed with its business provided it is otherwise quorate.

Every question to be decided upon at a meeting of the LGBs shall be determined by a majority of the votes of Local Governors present and voting on the question. Votes tendered by proxy shall not be counted.

Where there is an equal division of votes, the Chair has a casting vote.

The Local Governors may act notwithstanding any vacancies, but, if the number of Local Governors is less than the number fixed as the quorum, the continuing Local Governors may act only for the purpose of filling vacancies.

A resolution in writing, signed by all Local Governors entitled to receive notice of a meeting shall be valid and effective as if it had been passed at a meeting duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more Local Governors and may include an electronic communication by or on behalf of the LGB indicating his or her agreement to the form of resolution providing that the Local Governor has previously notified the LGB in writing of the email address or addresses which the Local Governor will use.

10 Interests of Local Governors

Local Governors shall complete a register of their relevant personal and business interests, which shall be reviewed annually and published in summary on the Academy's website.

Any Local Governor who has any duty or personal interest that conflicts or may conflict with his or her duties as a Local Governor shall:

- disclose that fact to the LGB as soon as he or she becomes aware of it. A Local Governor must absent himself or herself from any discussions of the LGB in which it is possible that a conflict will arise between his or her duty to act solely in the interests of the Academy and such duty or personal interest;
- withdraw from any meeting for that item unless expressly invited to remain in order to provide information;
- not be counted in the quorum for that part of any meeting; and
- withdraw during the vote and have no vote on the matter.

11 Sub-Committees of the Local Governing Body

The LGB may establish sub-committees to carry out certain functions of the LGB. The Trust Board will determine the terms of reference of the main sub-committees of the LGB. The LGB will determine the constitution and membership of the sub-committees it decides to establish and review them annually.

The main sub-committees of Learn-AT LGBs are expected to be:

- **Standards, Curriculum and Ethos (including community engagement)**
- **Health, Safety and Premises (including safeguarding)**
- **Pay**
- **Finance, Risk, Resources**

The establishment of any new sub-committees or temporary, ad hoc sub-committees or working groups required to deal with specific issues, must be agreed in advance with the Trust Board and may not be serviced by the Executive Team.

12 Minutes

Attendance at each LGB meeting, issues discussed and recommendations for decisions shall be recorded and the minutes signed by the Chair at the next meeting of the LGB. The written record (once approved by the Chair of the relevant LGB meeting) shall be forwarded by the Clerk to the LGB as soon as is reasonably practicable to the Trust Board and the Trust Governance Coordinator, (and/or whoever else they specify) via Governor Hub.

13 Delegation to the LGB

The roles and functions of the LGBs are set out in the **Roles and Functions Overview**. Delegated powers are outlined in the Learn-AT Scheme of Delegation. Any other role that the Trust Board agree shall be carried out by the LGB will be communicated in writing to the Chair of the LGB.

a) General

The governance of the Academy is delegated to the LGB via the Scheme of Delegation. The LGB may exercise the powers of the Trust in so far as they relate to the Academy, subject to:

- any restrictions in the Companies Act which requires a decision of the Members or the Trust Board;
- the Articles;
- Policies and Procedures set by the Trust Board;
- a specific decision of the Trust Board;
- paragraphs b) to d) below; and
- the reserved matters as set out in Appendix X.

The Trust Board and the LGB acknowledge that they each play a crucial role in the governance of the Academy and commit to working together in the best interests of the Trust and the Academies. They also acknowledge that the duties and responsibilities in relation to the operation of the Trust sit with the Trust Board and as such the Trust Board is entitled:

- to overrule a decision of the LGB; and/ or
- to remove delegated powers from an LGB

if (in their reasonable opinion) they consider it to be in the best interests of the Academy or the wider Academy Trust.

b) Decision Making

The relationship between the Trust Board and the LGB is underpinned by the principles that there should be no duplication of governance and governance should be as close to the point of impact of decision-making as possible.

The Roles and Functions Overview, which provides further clarity as to who the decision makers are for different levels of decisions should be read alongside the Learn-AT Governance Charter and this constitution and the Scheme of Delegation.

c) Financial matters

The LGB shall assess the annual budget for the subsequent financial year prepared by the Academy's Headteacher and senior leadership team and submit the budget to the Trust Board's Finance Committee for approval in accordance with the timeline specified by the Trust Board.

Subject to the paragraph below, the LGB shall have the power to expend funds of the Trust Board which relate to the Academy as it considers in the best interests of the Academy and in accordance with the delegated authority limits and the Procurement Policy. The LGB shall have regard to:

- the Objects of the Trust and the restrictions attached to any grant funding;
- the Academy's developmental priorities as set out in the Academy Development Plan; and
- financial sustainability.

In line with their duties and responsibilities as trustees and directors, the Trustees shall be entitled to determine that a proportion of the budget in respect of the Academy be held centrally for the following reasons:

- to be allocated to the provision of central services received by the Academy;
- in pursuance of the Academy Trust's reserve policy; and/ or
- as otherwise may be determined by the Trustees acting reasonably and in the best interests of the Academy Trust.

d) Contractual authority

The LGB is authorised to enter into a contract on behalf of the Trust in so far as it relates to the Academy provided that:

- the contract does not exceed the value specified in the delegated authority limits from time to time;
- the contract has been procured in compliance with the Trust's procurement policy and in accordance with the Academies Financial Handbook;
- consideration is given as to whether the contract constitutes a 'related party transaction'; and
- the contract does not relate to the following services:

  HR; payroll; accountancy; audit; education inspection; leadership and CPD; energy supplier and energy management; financial management systems; management information systems; ICT systems and ICT hardware supplier contracts; telecommunication systems; stationery and consumables supplier contracts; catering contracts; cleaning contracts; facilities management; capital works; and health and safety management systems, unless:

a) in the case of leadership and CPD support, it complements rather than duplicates the Trust offer or, in any other service area, the Trust Business Manager has been consulted; or

b) the contract is of a low value and short term (in the view of the LGB acting reasonably).

14 Standing Agenda Items for LGB Meetings:

Autumn:

- Headteacher's Report – Annual School Profile
- Receive Sub-Committee reports: Curriculum and Standards Sub-Committee; Finance Sub-Committee; Health, Safety and Premises Sub-Committee; Pay Committee
- Safeguarding: any issues arising; adopt the reviewed Trust Safeguarding Policy for the year
- Declaration of Pecuniary Interests

Spring:

- Headteacher's Report
- Receive Sub-Committee reports: Curriculum/Standards/Ethos Sub-Committee; Finance Sub-Committee; Health, Safety and Premises Sub-Committee;
- Safeguarding: any issues arising; training; internal safeguarding audit
- Statutory Grants Impact Reports

Summer:

- Headteacher's Report
- Receive Sub-Committee reports: Curriculum and Standards Sub-Committee; Finance Sub-Committee; Health, Safety and Premises Sub-Committee;
- Safeguarding: any issues arising; training; annual safeguarding return
- Website report
- Governance Code of Conduct

Associate Governors

The LGB can appoint up to two (???) Local Governing Body 'Associates'. An Associate may be someone who can bring specific skills or knowledge to the LGB, can attend meetings and contribute to discussions but cannot vote. To meet safer recruitment criteria and provide assurances to the trust board around conflict of interest issues, the appointment process for an Associate must be the same as for a full member of the LGB.

Commented [SE3]: This is the main change – one or two LGBs have asked for this.

14 Key functions of the LGB: (Terms of Delegation)

The LGB is asked to carry out the following functions:

Local Governing Body – Unrestricted delegated powers model	Local Governing Body - Restricted delegated powers model
To carry out the duties and responsibilities of local governance in line with the Trust's Governance Code of Conduct.	To carry out the duties and responsibilities of Local Governors in line with the Trust's Governance Code of Conduct.
Champion the Learn-AT vision and values in the academy and to ensure the wellbeing of the pupils.	To champion the Learn-AT vision and values in the academy and to ensure the wellbeing of the pupils.
To determine the educational and spiritual character, mission or ethos of a particular Academy (to the extent that it is not inconsistent with that of the Multi Academy Trust) in collaboration with the Headteacher.	To determine the educational and spiritual character, mission or ethos of a particular Academy (to the extent that it is not inconsistent with that of the Multi Academy Trust) in collaboration with the Headteacher.
To ensure that the school has a medium to long-term vision for its future and that there is a robust strategy in place for achieving its vision.	To ensure that the school has a medium to long-term vision for its future and that there is a robust strategy in place for achieving its vision.
To select and remove from appointed Local Governors: Chair, Vice-Chair and Local Governors with specific responsibilities for special educational needs, safeguarding, pupil premium and financial matters.	To select and remove from appointed Local Governors: Chair, Vice-Chair and Local Governors with specific responsibilities for special educational needs, safeguarding, pupil premium and financial matters.
To review and amend the policies of the Academies (in line with any Multi Academy Trust prescribed policy).	To review and amend the policies of the Academies (in line with any Multi Academy Trust prescribed policy).
To implement a means whereby the Academy can receive and react to pupil, parent and staff feedback.	To implement a means whereby the Academy can receive and react to pupil, parent and staff feedback.
To establish and maintain a relationship with members of the local community.	To establish and maintain a relationship with members of the local community.
Finance	

To oversee the administration of finance in the academy.	Delegated to Trust Executive Team
Provide the Trust Board with assurance that:	Delegated to Trust Executive Team
• All Trust finance policies are being implemented at the Academy	Delegated to Trust Executive Team
• The Academy's Register of Business Interests is maintained and up to date	Delegated to Trust Executive Team
• The Risk Assessment Tool ("Risk Register") for Academy is regularly updated	Delegated to Trust Executive Team
• The Asset Management Plan (including repairs, replacements and improvements) is regularly updated and appropriate items are incorporated into financial plans	Delegated to Trust Executive Team
• Spending decisions are appropriate in the light of the Academy's current circumstances, approved budget for the year and future financial challenges and risks	Delegated to Trust Executive Team
• Spending decisions are made according to the Academy Delegated Authority Limits	Delegated to Trust Executive Team
• Trust policies are implemented in budget preparation	Delegated to Trust Executive Team
• The Academy only enters into contracts within the limits of delegation, within an agreed budget and provided they are in line with Trust policy	Delegated to Trust Executive Team
• The Academy is compliant with all legal and statutory financial obligations	Delegated to Trust Executive Team
• To maintain an up to date register of business and personal interests.	To maintain an up to date register of business and personal interests.
Contracts	
To support the Trust Board in its monitoring and evaluation of the delivery of any central services and functions provided or procured by the Multi Academy Trust for the Academy.	To support the Trust Board in its monitoring and evaluation of the delivery of any central services and functions provided or procured by the Multi Academy Trust for the Academy.

Curriculum and Standards	
To approve the curriculum proposed by the Headteacher (to the extent that it is consistent with the Trust-wide policy).	Delegated to Trust Executive Team.
To ensure effective processes are in place for monitoring standards of achievement, the quality of teaching and learning and the curriculum *for all pupils.*	Delegated to Trust Executive Team
To monitor the KPI figures reported from the Headteacher relating to standards.	Delegated to Trust Executive Team
With the Headteacher and the academy senior team, develop, monitor and approve an Academy Development Plan which aligns with Trust key priorities.	Delegated to Trust Executive Team
Special Educational Needs	
To designate a Local Governor responsible for SEN and inclusion.	Delegated to Trust Executive Team.
To review and maintain the Academy's SEN and Equalities policy (consistent with any Trust-wide policy).	Delegated to Trust Executive Team
To provide oversight of the implementation of the policy within the Academy and compliance with the requirements of the Equalities Act.	To provide oversight of the implementation of the policy within the Academy and compliance with the Equalities Act requirements.
Safeguarding	
To designate a local governor responsible for safeguarding.	To appoint a designated governor for safeguarding.
To adopt the Learn-AT safeguarding and child protection policy for the Academy and monitor/ensure its implementation.	To adopt the Learn-AT safeguarding and child protection policy for the Academy and monitor/ensure its implementation.
To ensure the completion of the single central record and its regular up-dating.	To ensure the completion of the single central record and its regular up-dating.
To support the promotion of a robust safeguarding culture in the Academy	To support the promotion of a robust safeguarding culture in the Academy
Behaviour	
To adopt and ensure the implementation of a behaviour policy for the Academy (consistent with Trust-wide policy).	To adopt and ensure the implementation of a behaviour policy for the Academy (consistent with Trust-wide policy).

To convene a sub-committee to review any exclusion of a pupil.	To convene a sub-committee to review any exclusion of a pupil.
Admissions	
To undertake consultation, publish admissions and determine arrangements that are consistent with the Learn-AT admissions policy, as required in accordance with the School Admissions and Appeals Codes.	To undertake consultation, publish admissions and determine arrangements that are consistent with the Learn-AT admissions policy, as required in accordance with the School Admissions and Appeals Codes.
To contribute to the development of the Academy prospectus.	To ensure effective arrangements are in place for pupil recruitment. To contribute to the development of the Academy prospectus.
To make arrangements for determining admissions and hearing admission appeals.	To make arrangements for determining admissions and hearing admission appeals.
To ensure effective arrangements are in place for pupil recruitment, reflecting the local context.	
Other pupil related matters	
To review attendance and pupil absences (as part of the KPIs).	To review attendance and pupil absences (as part of the KPIs).
To monitor the impact of the pupil premium in the Academy.	To monitor the impact of the pupil premium in the Academy.
To liaise with the Headteacher over exceptional bans from the premises of any persons, ensuring that the relevant protocol is adhered to.	To liaise with the Headteacher over exceptional bans from the premises of any persons, ensuring that the relevant protocol is adhered to.
To ensure effective arrangements are in place for pupil support and representation at the Academy.	To ensure effective arrangements are in place for pupil support and representation at the Academy.
Staffing	
To participate in the process to appoint the Headteacher as requested by the Executive Team (acting with the delegated authority of the Trust Board) and to take part in the performance management of the Headteacher.	To participate in the process to appoint the Headteacher as requested by the Executive Team (acting with the delegated authority of the Trust Board) and to take part in the performance management of the Headteacher.
To support the Headteacher, in partnership with the Trust Executive Team, in the development and review (from time to time) of an appropriate staffing structure for the Academy.	To support the Headteacher, in partnership with the Trust Executive Team, in the development and review (from time to time) of an appropriate staffing structure for the Academy.
To support and approve the adjustment of Academy staffing arrangements to ensure that the Academy is always staffed in accordance with that structure.	To support and approve the adjustment of Academy staffing arrangements to ensure that the Academy is always staffed in accordance with that structure.

To approve the adjustment (appointment, removal and contract changes) of Academy staffing arrangements.	Delegated to Trust Executive Team
To ensure that there is effective communication between the Headteacher and the CEO.	To ensure that there is effective communication between the Headteacher and the CEO.
To ensure the Academy Trust's policies on all HR matters are implemented in the Academy.	To ensure the Academy Trust's policies on all HR matters are implemented in the Academy.
To monitor and scrutinise the implementation of the Multi Academy Trust's policies at the Academy for HR matters including the appointment, induction and performance management of staff, pay review process and procedures for dealing with disciplinary matters, grievances and dismissal.	To monitor and scrutinise the implementation of the Multi Academy Trust's policies at the Academy for HR matters including the appointment, induction and performance management of staff, pay review process and procedures for dealing with disciplinary matters, grievances and dismissal.
Information Management and Communication	
To ensure the effective implementation of the data protection policies and procedures in the Academy.	To ensure the effective implementation of the data protection policies and procedures in the Academy.
To ensure systems are in place in line with the Multi Academy Trust's strategy at the Academy for effective communication with pupil, parents or carers, staff and the wider community including the support of a local parent teacher association (if established)	To ensure systems are in place in line with the Multi Academy Trust's strategy at the Academy for effective communication with pupil, parents or carers, staff and the wider community including the support of a local parent teacher association (if established)
To ensure the effective implementation of the IT policies and procedures in the Academy.	To ensure the effective implementation of the IT policies and procedures in the Academy.
To ensure that the Academy's website is compliant and up to date.	
Health and Safety, Risk and Estates	
To appoint a Local Governing Body sub-committee responsible for health and safety.	To appoint a Local Governing Body sub-committee responsible for health and safety.
To review the Risk Register of the Academy and prepare the Risk report for the Board of Trustees.	Delegated to Trust Executive Team.
To adopt a health and safety policy for the Academy (in line with the Trust-wide policy).	To adopt a health and safety policy for the Academy (in line with the Trust-wide policy).

To review the implementation of the above policy and ensure that appropriate risk assessments are being carried out in the Academy.	To review the implementation of the above policy and ensure that appropriate risk assessments are being carried out in the Academy.
To conduct site inspections to review any health and safety issues and the security. of premises and equipment.	To conduct site inspections to review any health and safety issues and the security. of premises and equipment.
To make a decision in partnership with the headteacher about closing the school on health and safety grounds (e.g. snow)	
Complaints	
To adopt the Learn-AT Complaints policy for the Academy.	To adopt the Learn-AT Complaints policy for the Academy.
To hear complaints at the relevant stage.	To hear complaints at the relevant stage.

15 Alterations

This constitution and these terms of reference may be altered by a majority resolution of the Trust Board.

16 Circulation list

This constitution and these terms of reference shall be circulated to the Trust Board, all Local Governors, the Clerks to the Board and LGBs and others at the discretion of the Chair of the Trust Board or the Chair of an LGB. This constitution and these terms of reference were approved and adopted by a resolution of the Trust Board.

Part Two: Appendix 1

Local Governor Declaration

The Trustees

[• address]

[• 00 month year]

Dear Sirs

Learn-AT - appointment as a Local Governor

I confirm that I wish to be a Local Governor in respect of [• name of academy] in accordance with the Terms of Reference for Local Governing Bodies prescribed by the Trustees of Learn Academies Trust from time to time.

I confirm that I am not disqualified from becoming a Local Governor by reason of any provision in the Terms of Reference for Local Governing Bodies (and by extension the Articles of Association of the Academy Trust).

I also confirm that I understand that I must disclose any personal interest I may have in any matter to be discussed at a meeting of the Local Governors in accordance with paragraph 10 of the Constitution and Terms of Reference for Local Governing Bodies (or as prescribed by the Trustees of the Academy Trust from time to time).

Yours faithfully

Signed

.....

Name

.....

Date

.....

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Part Two: Appendix 2: Nominations to the Learn-AT Board of Trustees to appoint Local Governors to the Local Governing Body of a Learn-AT C of E Academy (formerly VA).

Academy	

Local Governor Designation		Name	Term		Professional skills pertinent to academy local governance	LGB leadership role	Date approved by the Trust Board	DBE approval confirmed and date	DBS check in place
			From	To					
1	Headteacher (Ex-Officio)								
2	Incumbent (Ex-Officio)								
3	Elected member of teaching staff								
4	Elected member of support staff								
5	Elected parent								
6	Elected parent								
7	Local Foundation Governor*								
8	Local Foundation Governor								
9	Local Foundation Governor								
10	Local Foundation Governor								
11	Local Foundation Governor								
12	Local Foundation Governor								

**Local Foundation Governors must be approved by the DBE*

Signed by the Chair of the Board of Trustees		Date	

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Part Two: Appendix 3: Nominations to the Learn-AT Board of Trustees to appoint Local Governors to the Local Governing Body of a Learn-AT C of E Academy (formerly VC).

Academy	

Local Governor Designation		**Name**	**Term**		**Professional skills pertinent to academy local governance**	**LGB leadership role**	**Date approved by the Trust Board**	**DBE approval confirmed and date**	**DBS check in place**
			From	**To**					
1	**Headteacher (Ex-Officio)**								
2	**Incumbent (Ex-Officio) *(or additional Local Foundation Governor*)***								
3	**Elected member of teaching staff**								
4	**Elected member of support staff**								
5	**Elected parent**								
6	**Elected parent**								
7	**Local Governor**								
8	**Local Governor**								
9	**Local Governor**								
10	**Local Governor**								
11	**Local Foundation Governor *(DBE approved)***								
12	**Local Foundation Governor *(DBE approved)***								

**Local Foundation Governors must be approved by the DBE*

Signed by the Chair of the Board of Trustees		**Date**	

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Part Two: Appendix 4: Nominations to the Learn-AT Board of Trustees to appoint Local Governors to the Local Governing Body of a Learn-AT Community Academy

Academy	

Local Governor Designation		Name	Term		Professional skills pertinent to academy local governance	LGB leadership role	Date approved by the Trust Board	DBS check in place
			From	To				
1	Headteacher (Ex-Officio)							
2	Elected member of teaching staff							
3	Elected member of support staff							
4	Elected parent							
5	Elected parent							
6	Local Governor							
7	Local Governor							
8	Local Governor							
9	Local Governor							
10	Local Governor							
11	Local Governor							
12	Local Governor							

Signed by the Chair of the Board of Trustees		Date	

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Part Two: Appendix 5: Local Governing Body – Finance Sub-Committee

***Example* Terms of Reference**

The purpose of the committee is to support the Academy and the Trust to plan and use its resources and assets wisely and efficiently, manage risks and meet its reporting requirements.

The committee will work in partnership with the Headteacher to prepare an Annual Budget for submission to the Trust Board. It will also provide assurance to the Trust Board that the Academy's finances and financial systems, budgets and forecasts, risk management systems and internal audits are robustly monitored at Academy level.

In particular, the sub-committee will provide the Trust Board with assurance that;

- All Trust finance policies are being implemented at the Academy
- The Academy's Register of Business Interests is maintained and up to date
- The Risk Assessment Tool ("Risk Register") for Academy is regularly updated
- The Asset Management Plan (including repairs, replacements and improvements) is regularly updated and appropriate items are incorporated into financial plans
- Spending decisions are appropriate in the light of the Academy's current circumstances, approved budget for the year and future financial challenges and risks
- Spending decisions are made according to the Academy Delegated Authority Limits
- Trust policies are implemented in budget preparation
- The Academy only enters into contracts within the limits of delegation, within an agreed budget and provided they are in line with Trust policy
- The Academy is compliant with all legal and statutory financial obligations

Membership

The sub-committee will consist of a minimum of three Local Governors, of whom one will be chosen by the sub-committee as the Chair, plus the Headteacher and the Academy Business Manager as ex-officio members.

Quorum

For any meeting, for the sub-committee to be quorate, at least two Local Governors plus the Headteacher must be in attendance.

Meeting Plan

The sub- committee will meet once per term unless there are particular circumstances requiring more frequent meetings. At each meeting, the sub-committee will consider the minutes from the previous meeting, take a report from the Headteacher and Academy Business Manager on the financial

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position and update the Risk Assessment Tool. The Chair will give a report at the subsequent Local Governor meeting.

In addition, the sub-committee will typically consider the following topics at its meetings each term:

Autumn term

- election of Chair [and Clerk]
- review of sub-committee Terms of Reference
- review outturn for previous financial year
- review internal audit report
- review and update Risk Assessment Tool
- review and update Register of Business Interests

Spring Term

- review mid-year financial position and latest forecast
- review indicative funding position for the following school year and implications for later years
- review of finance-related policies which are due for review
- review and update the Asset Management Plan (in preparation for the annual budget)
- review and update Risk Assessment Tool
- review and update Register of Business Interests

Summer Term

- review latest financial position and latest forecast
- review proposed budget to Board for following year
- Review 3-year plan and ensure appropriate actions are being taken to ensure the Academy is financially sustainable
- review and update Risk Assessment Tool
- review and update Register of Business Interests

Date of last review: November 2017

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Part Two: Appendix 6: Local Governing Body – Curriculum, Standards and Ethos Sub-Committee

Terms of Reference

The purpose of the sub-committee is to support the Academy and the Trust to…

The sub-committee will work in partnership with the Headteacher and Senior Leadership team to ensure

In particular, the sub-committee will:

And provide the Trust Board with assurance that…

Membership

The sub-committee will consist of a minimum of three Local Governors, of whom one will be chosen by the sub-committee as the Chair, plus the Headteacher and/or a member of the academy's senior leadership team as ex-officio members.

Quorum
For any meeting, for the sub-committee to be quorate, at least two Local Governors plus the Headteacher/SLT member must be in attendance.

Meeting Plan
The sub-committee will meet once per term unless there are particular circumstances requiring more frequent meetings. At each meeting, the sub-committee will consider the minutes from the previous meeting, take a report from the Headteacher/SLT member on achievement in all year groups (including the latest assessment data from the academy's tracking system) and update the Risk Assessment Tool. The Chair will give a report at the subsequent full Local Governing Body meeting.

In addition, the sub-committee will typically consider the following topics at its meetings each term:

Autumn Term
- election of Chair [and Clerk]
- review of sub-committee Terms of Reference
- review and update Risk Assessment Tool
- CPD Report
- review and update Register of Business Interests
- Annual end of Key Stage achievement data

Spring Term
- Latest assessment/achievement data from O-Track
- Outcomes of most recent Pupil Progress Meetings
- Outcomes of monitoring activity, eg book scrutinies/learning walks
- CPD report

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- review and update Risk Assessment Tool
- review and update Register of Business Interests

Summer Term

- Latest assessment/achievement data from O-Track
- Outcomes of most recent Pupil Progress Meetings
- Outcomes of monitoring activity, e.g. book scrutinies/learning walks
- CPD report
- review and update Risk Assessment Tool
- review and update Register of Business Interests

Date of last review: January 2018

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Part Two: Appendix 7: Local Governing Body – Health, Safety and Premises -Sub-Committee

***Example* Terms of Reference**
The purpose of the sub-committee is to support the Academy and the Trust to…
The sub-committee will work in partnership with the Headteacher and Senior Leadership team to…

In particular, the sub-committee will:

provide the Trust Board with assurance that…

Membership

The sub-committee will consist of a minimum of three Local Governors, of whom one will be chosen by the sub-committee as the Chair, plus the Headteacher and/or a member of the academy's senior leadership team as ex-officio members.

Quorum
For any meeting, for the sub-committee to be quorate, at least two Local Governors plus the Headteacher/SLT member must be in attendance.

Meeting Plan
The sub-committee will meet once per term unless there are particular circumstances requiring more frequent meetings. At each meeting, the sub-committee will consider the minutes from the previous meeting and update the Risk Assessment Tool. The Chair will give a report at the subsequent Local Governor meeting.
In addition, the sub-committee will typically consider the following topics at its meetings each term:

Autumn term
- election of Chair [and Clerk]
- review of sub-committee Terms of Reference
- Outcomes of monitoring activity, eg site inspections; H&S Audits
- review and update Risk Assessment Tool
- review and update Register of Business Interests

Spring Term
- Outcomes of monitoring activity, eg site inspections; H&S Audits
- review and update Risk Assessment Tool
- review and update Register of Business Interests

Summer Term
- Outcomes of monitoring activity, eg site inspections; H&S Audits
- review and update Risk Assessment Tool
- review and update Register of Business Interests

Date of last review: January 2018
Part Two: Appendix 8: Local Governing Body Pay Sub-Committee

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***Example* Terms of Reference**

The purpose of the sub-committee is to support the Academy and the Trust to…

The sub-committee will work in partnership with the Headteacher and Senior Leadership team and In particular, will provide the Trust Board with assurance that decisions relating to Teachers' Pay and Performance Management are fair and equitable and align robustly with the academy's improvement priorities.

Membership

The sub-committee will consist of a minimum of three Local Governors, of whom one will be chosen by the sub-committee as the Chair, plus the Headteacher as ex-officio member.

Quorum
For any meeting, for the sub-committee to be quorate, at least two Local Governors plus the Headteacher must be in attendance.

Meeting Plan
The sub-committee will meet once per year unless there are particular circumstances requiring more frequent meetings. At each meeting, the sub-committee will consider the minutes from the previous meeting, take a report from the Headteacher on the Teachers' Performance Management cycle and update the Risk Assessment Tool. The Chair will give a report at the subsequent Local Governor meeting.

In addition, the sub-committee will typically consider the following topics at an Autumn Term meeting
meeting

Autumn term

- election of Chair [and Clerk]
- review of sub-committee Terms of Reference
- Review the Headteachers' Report on the annual Teachers' PM Cycle
- Provide assurance to the trustees that the decisions relating to Teachers' Pay and PM are fair and equitable and align robustly with the academy's improvement priorities
- Approve the pay decisions relating to Teachers' Pay
- review and update Risk Assessment Tool
- review and update Register of Business Interests

Date of last review: January 2018

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Part Two: Appendix 8:
Learn-AT role description for the chair of the Local Governing Body

(adapted from NGA role description for the chair of the governing board, 2016)

The role of the chair of Local Governing Body (LGB) should be viewed in the same light as that of the chair of the board in any other sector. The role of the chair is demanding, complex and multi-faceted. The chair leads the LGB in ensuring it fulfils its functions well. A good chair will ensure the LGB's focus is on the strategic and on achieving the vision of the Trust Board. The culture of the LGB is largely determined by its chair. The chair is "first among equals" but has no defined individual power. A good chair works well with school leaders to advise and shape proposals to be discussed at the LGB meetings.

The chair should facilitate the LGB working as a team to challenge, support and contribute to the strategic leadership of the school. A well as leader of the board, the chair is at times a confidante, a manager, a critical friend, a cheerleader, an ambassador, an arbitrator, and possibly a mentor and coach; the balance of these roles adopted will depend on the situation at hand and in particular the experience and strengths of the headteacher.

Role Purpose: Leading governance in schools

To provide leadership to the LGB and ensure that Local Governors fulfil their functions for the proper governance of the school.

Leading governance in schools

- To ensure that the LGB and headteacher have a shared sense of purpose.
- To ensure the LGB sets a clear vision and strategy for the school, within Learn Academies Trust.
- To lead the LGB in monitoring the headteacher's implementation of the trust and school strategy.

Leading and developing the team

- To ensure the LGB has the required skills to govern well, and that appointments made fill any identified skills gaps.
- To ensure all local governors receive appropriate induction, ongoing training as needed and have a thorough understanding of their role.
- To ensure Local Governors act reasonably and in line with the Trust's agreed code of conduct.
- To develop a good working relationship with the vice chair, ensuring s/he is kept fully informed and delegated tasks as appropriate.
- To ensure that Local Governors feel valued and to encourage their development.
- To carry out a performance review of each Local Governor.

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- To ensure that there is a plan for succession for the chair, vice-chair and any committee chairs, and that by recommending limits on office, there is always a mix of new and experienced members.

The chair, the headteacher and accountability

- To build a professional relationship with the headteacher which allows for honest conversations, acting as a sounding board and ensuring there are no surprises at meetings.
- To meet regularly with the headteacher, which in normal circumstances is likely to be monthly.
- To ensure that there are transparent and effective processes for the recruitment and induction of the headteacher.
- To ensure appropriate Local Governor involvement in the recruitment of senior leaders.
- To ensure all Local Governors concentrate on their strategic role, receive information fit for purpose and hold the headteacher to account.
- To ensure that the headteacher provides staff with an understanding of the role of the LGB and acts as link between the two.
- Where required, represent the LGB in its relationship with the Trust Board and external partners and be an advocate for the school.
- To attend school functions (plays/sports days/prize giving) as appropriate and encourage other Local Governors to do so.
- To ensure that complaints made to the Local Governing Body are dealt with in a timely and effective manner.
- The chair will also play a role, with the Trust Executive Team and the Trust Board, in any decision to suspend the headteacher.

Working on behalf of the Trust Board to contribute to leading school improvement

- To ensure the LGB is involved at a strategic level in the school's self-evaluation process and that this feeds into the key priorities.
- To ensure the LGB's business is focussed on the Trust and school's key strategic priorities.
- To take the lead in representing the LGB at relevant external meetings with agencies such as Ofsted, the Department for Education and the local authority.
- To ensure the LGB has mechanisms in place to obtain and listen to the views of parents, pupils and staff.
- To ensure the LGB adopts a visits protocol which is linked to monitoring key strategic priorities. The chair, who should already have a good knowledge of the school, will need to consider whether s/he needs to continue such formal monitoring visits or whether these are now best delegated to the team.

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Leading Local Governing Body Business

- With the clerk and the headteacher, to plan for the LGB meetings, ensuring that agendas focus on the LGB's key responsibilities and strategic priorities and reducing unnecessary paperwork.
- Chair meetings effectively and promote an open culture on the LGB that allows ideas and discussion to thrive whilst ensuring clear decisions are reached as quickly as possible.
- To collaborate with the clerk to establish effective working procedures and sound committee structures.
- To ensure that decisions taken at the meetings of the LGB are implemented.
- To ensure the LGB appoints a professional clerk capable of providing advice on the board's functions and that s/he is appraised and developed.

Appointing the Chair

In Learn-AT, the chair of the LGB will be appointed by the other Local Governors.

What skills/attributes should a chair have?

Candidates for chair should be able to demonstrate a good selection of the skills/attributes set out below:

- Commitment to the school
- Good understanding of the environment in which the school is operating and wider education policy
- Personal integrity
- Negotiation and diplomacy skills
- Good understanding of the legal responsibilities of the LGB as individual Local Governors and as a corporate entity
- Strong communication skills
- Good organisational skills
- Ability to think strategically
- Ability to prioritise
- Ability to chair meetings well
- Ability to have courageous conversations and make courageous decisions
- Ability to build and get the best out of a team
- Capacity to process information quickly and understand relevant data
- Ability to delegate

What are the extra time commitments?

The expectation for charity trustees is that the time commitment should be between 10-20 days a year, with the chair of the board being at the upper end of the time commitment. There are many similarities between chairs of governing boards and charities (indeed academies are charitable companies)

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so you should aim to keep your commitment at or below the 20-day limit. If you are finding your commitment is significantly more than 20 days then it may be productive to sit down and work out what you are spending your time on, whether it is strictly necessary and/or whether it can/should be delegated to someone else.

Further advice and guidance about all of the above information can be found in the NGA's publication, *The Chair's Handbook* (4th ed.), available at a discounted rate to members.

The Chairs of Governors Leadership Development programme provides opportunities for chairs and aspiring chairs to develop their leadership skills. The programme developed by the National College is provided by a number of licensees around the country and the NGA in conjunction with the Eastern Leadership Centre is one of those licensees for the programme – see www.leadginggovernance.org.

NGA Governance Leadership 360 Diagnostic

How do you know if you are a good chair? Working with the Eastern Leadership Centre (ELC), NGA has launched a new 360 diagnostic designed especially for chairs of governing boards. The NGA 360 online tool consults chairs' colleagues to produce feedback containing an array of nuanced views and opinions which form a comprehensive description of the chair's performance. The report aims to offer comprehensive information regarding areas of strength, as well as areas where improvement may be required.

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Part Two: Appendix 9: Electing Local Parent Governors

All individuals governing on the Local Governing Body, regardless of their constituency are elected or appointed with one common purpose – to govern the school/s in the best interest of pupils. Local Parent Governors are no exception. They are not elected to represent their stakeholder group but are elected in order to contribute to the work of the Local Governing Body in ensuring high standards of achievement for all children and young people in the school, contributing to strategic discussions, holding senior leaders to account by monitoring school performance and ensuring money is well spent.

Having Local Governing Body (LGB) members who bring different perspectives and knowledge to the LGB strengthens it. Elections can provide a useful device for ensuring that not all members of the LGB are appointed and that those with different views are able to join the LGB. But irrespective of how Local Governors are appointed, it is crucial that they are confident in their role, committed to asking challenging questions and equipped with the confidence to have the courageous conversations essential for good governance being achieved.

Parents or individuals exercising parental responsibility of a registered pupil at the academy holding the election at the time when he/she is elected are eligible to stand for election and to vote subject to the disqualifications outlined in

The required number of Local Parent Governors is outlined in the Learn-AT Governance Policy. The election procedure below will apply.

The Local Governing Body is responsible for making the arrangements for elections of Local Parent Governors and must take reasonable steps to make sure that every parent of a registered pupil at the school is:

- informed of the vacancy and the fact that it is required to be filled by election;
- informed that they are entitled to stand as a candidate and vote in the election; and
- given the opportunity to do so.

In the event that the election is contested a secret ballot will be arranged.

In the event that there are fewer candidates than vacancies, the Local Governing Body may recommend for appointment Local Parent Governors up to the maximum allowed by the Learn-AT Governance Policy. Final appointment is subject to approval by the Board of Trustees. Again, it must appoint a person who is the parent, or an individual exercising parental responsibility, of a registered pupil at the academy.

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Election Procedure - step by step

1. When a serving parent trustee/parent local governing committee member is reaching the end of his/her term of office, the clerk to trustees will inform the board of trustees and headteacher. A timetable for an election is agreed that minimises delay and avoids school holidays.

2. The returning officer (the headteacher or the Chair of the Local Governing Body) will send a letter to all parents notifying them that an election for a Local Parent Governor is required and inviting nominations on an enclosed nomination form. Parents will be alerted to the election via ParentMail. The nomination form will indicate the closing date for nominations, which will be no less than 10 school days from the date of issue. Candidates will be invited to submit a statement in support of their nomination, which should be no longer than 250 words.

3. The Local Governing Body will carry out a regular skills audit of Local Governing Body members and on occasion, may ask for parents with particular skills/experience to put their name forward for election. This does not preclude any other member of the parent body from standing for election.

4. Parents may self-nominate but if a parent wishes to nominate another parent, they should seek their approval before submitting the nomination.

5. Where the number of candidates nominated is equal to or fewer than the number of vacancies, then all those nominated will be elected unopposed. If too few parents stand for election to fill all the vacancies, the Local Governing Body may recommend the appointment of Local Parent Governors to the vacancy or vacancies in accordance with the Learn-AT Governance Policy, subject to final approval by the Board of Trustees.

6. Nominees must complete a Learn-AT Local Governor Application Form.

7. If there are more nominations than vacancies, a ballot will be conducted. Letters, ballot papers and return envelopes will be sent to all parents. The letters will set out that:
    - All parents of registered pupils at the academy are entitled to vote.
    - Depending on the number of vacancies, parents may be asked to vote for more than one candidate. Each parent can submit one ballot form, regardless of the number of children they have attending the school
    - The closing date and time for receipt of ballot papers, which will be no less than 10 school days.

8. If applicable, the candidates' personal statements will be enclosed.

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9. A ballot box will be provided in the school reception area/foyer, and parents will also be given the option to vote by post. No arrangements will be made for proxy voting.

10. Returned envelopes must be locked away unopened until the closing date.

11. At the closing date for return of ballot papers, the returning officer will count the votes in front of at least two witnesses. Candidates and trustees will be invited to witness this, but there is no requirement for either to attend. The returning officer is responsible for determining whether a "spoiled" ballot should be included. The outcome of the vote will be decided by the simple majority vote system.

12. In the event of a tie, there should be a recount. If this does not produce a clear result, the returning officer should, in the presence of the witnesses, draw lots.

13. The clerk to the Local Governing Body will inform all the candidates individually about the result of the ballot.

14. Other parents will be notified of the result via the school newsletter.

15. The ballot papers will be retained securely for six months in case the election result is challenged.

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Annex A: Model Nomination Letter

Dear Parent/Carer,

PARENT TRUSTEE/LOCAL GOVERNING COMMITTEE MEMBER ELECTION

I am writing to you to invite you to stand for election as a Local Parent Governor or nominate another parent to do so. In our school we have provision for *<insert number>* Local Parent Governors and there is/are currently *<insert number>* vacancy/vacancies.

The local governing committee is delegated certain functions by the board of trustees as detailed in the Learn-AT Governance Policy.

No special qualifications are needed; the most important thing is to have a keen interest in the school and be prepared to play an active part in the Local Governing Body's work. However, we would particularly welcome nominations from parents with the following skills *<description of desired skills>*. Training is available for all local governors and this LGB has an expectation that those new to being a Local Governing Body member, attend free induction training.

The enclosed sheet summarises the circumstances under which someone cannot serve as a local governor. Nominations must be from parents, or individuals exercising parental responsibility, of a child at the academy.

If you would like to stand for election please complete the enclosed nomination form and return it to the school no later than *<insert date>*. You may also include a short personal statement to support your nomination, which should be no longer than 250 words. Self-nominations will be accepted but if you are nominating another parent, please seek their prior consent.

If there are more nominations than vacancies the election will be by secret ballot. If that is necessary, voting papers will be sent to all parents together with details of the ballot procedure.

Yours faithfully,

Returning Officer.

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Annex B: Election of Local Parent Governor – Nomination Form

Please enter in BLOCK LETTERS, the name and address of the person being nominated for election:

Name: _____

Address:
_____

Signature of nominee: _____

Signature of proposer (if different to nominee):
_____

Name and address of proposer (if different to nominee):
_____

Personal Statement (maximum 250 words)

I wish to submit my nomination for the election of Local Parent Governor.

I confirm (i) that I am willing to stand as a candidate for election as Local Parent Governor (ii) that I am not disqualified from holding office for any of the reasons set out below.

Signature
……
…….

Date
……
…….

Completed nomination forms must be returned to the school by <insert date>

Annex C: Qualifications and disqualifications to serve as a Learn-AT Local Governor

A person must be aged 18 or over at the date of their election or appointment.

A person shall be disqualified from holding office or continuing to hold office as trustee/local committee member if:

- s/he becomes incapable by reason of illness or injury of managing or administering his/her own affairs;
- s/he is absent without the permission of the local governors from all their meetings held within a period of six months, and the local governors resolve that his/her office be vacated;
- s/he has been declared bankrupt and/or his/her estate has been seized from his/her possession for the benefit of his/her creditors and the declaration or seizure has not been discharged, annulled or reduced; or
- s/he is the subject of a bankruptcy restrictions order or an interim order;
- s/he is subject to a disqualification order or a disqualification undertaking under the Company Directors Disqualification Act 1986; or
- s/he is subject to an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order);
- s/he ceases to be a Local Governor by virtue of any provision in the Companies Act 2006;
- s/he is disqualified from acting as a trustee by virtue of section 178 of the Charities Act 2011 (or any statutory re-enactment or modification of that provision); or
- s/he is otherwise found to be unsuitable by the Secretary of State;
- s/he has been removed from the office of charity trustee or trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of any misconduct or mismanagement in the administration of the charity for which he was responsible; or to which he was privy; or which he, by his conduct, contributed to or facilitated;
- s/he has, at any time, been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section 178 of the Charities Act 2011;
- s/he has not provided to the chairman of the trustees a criminal records certificate at an enhanced disclosure level under section 113B of the Police Act 1997.
- h/she commits a breach of the Learn-AT Governance Code of Conduct.

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Annex D: Model Ballot Letter

Dear Parent/Carer,

LOCAL PARENT GOVERNING BODY MEMBER

I wrote to you on *<insert date>* to invite nominations for the vacancy/vacancies for a Local Parent Governor(s).

I am delighted to say that there has been a good response and there are *<insert number>* candidates for the *<insert number>* vacancy/vacancies. This means we must now hold a ballot.

Attached to this letter is:

- A ballot paper with the names of the candidates (in alphabetical order)
- A copy of the personal statements from the candidates who are *<insert parents' names>*

You may vote for up to *<insert number equal to the number of vacancies>* of the candidates. Each parent can submit one ballot paper, regardless of the number of pupils you have attending the school. As indicated on the ballot paper you should vote by marking an 'X' alongside the name(s) of the parent(s) you support.

Once you have marked the ballot paper you should seal it in the envelope. This should then be put in the ballot box, which can be found *<named location, e.g. school reception area/foyer>* by *<date ending 10 school days from the date of this letter>*. If it is not possible for you to vote in person, please return to the following address: *<insert address for returning officer>*.

The election will be decided by a simple majority of votes cast. In the event of a tie, lots will be drawn.

When the election has been completed, I will let you know the outcome. If, in the meantime, you have any queries, please let me know.

Yours faithfully,

Returning Officer

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Annex E – Model ballot paper

NB: This ballot paper includes the candidates' personal statements in the same document. You may choose to provide these as a separate document.

Election of Parent Trustees/ parent local governing committee member *<insert school name>*

There are *<insert number>* vacancies for Local Parent Governors. You may vote for *<insert number>* candidates, but NOT vote more than once for each candidate.

Candidates

<Insert a copy of candidates' personal statements>

Election of parent trustees/ parent local governing committee member – *<insert school name>*

Candidate	Mark an 'X' to indicate your vote

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Annex F: Application Form to be completed by all nominees for Local Parent Governor

Learn-AT Academy	
Date	

2. PERSONAL DETAILS	
Family Name:	Other Names:
Previous Names:	National Insurance Number:
Title:	Contact Telephone Number:
	Please only answer the questions below if they are a requirement on the Person Specification for this post
Address:	
Post Code:	
Email:	

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3. PRESENT EMPLOYMENT **(If you are not currently in employment please leave blank)**	
Job Title:	Telephone Number:
Employer's Name:	May we contact you on this number? **Yes** ☐ **No** ☐
Address and postcode:	

Outline of key skills and experience relevant to the role of Local Governor:

6. RELATIONSHIPS
Are you related to any employees of Learn Academies Trust? **Yes** ☐ **No** ☐ If yes, please give details

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7. CRIMINAL CONVICTIONS AND CAUTIONS

To be read in conjunction with the criminal convictions section on the application form guidance notes.

Have you ever received a caution, including conditional cautions, been convicted by a court of any offence, been reprimanded or given a final warning?

Yes ☐

No ☐

Please give details of all convictions and/or cautions in a sealed envelope and attach this to your form including date, court and nature of offence.

The Terms and Conditions of Employment found in your job pack will tell you if this post is defined as a 'Regulated Activity' undehe Safeguarding Vulnerable Groups Act 2006.

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8. REFERENCES	
Name:	Name:
Address:	Address:
Postcode:	Postcode:
Email Address:	Email Address:
Telephone Number:	Telephone Number:
Title/ Position:	Title/ Position:
Relationship to applicant:	Relationship to applicant:
One of your references should be your present or most recent employer. For all candidates shortlisted for posts which have been designated as a regulated activity, it will be necessary to approach both referees at the shortlisting stage.	

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Local Governor Declaration

[• address]

[• 00 month year]

Dear Sirs

Learn-AT - appointment as a Local Governor

I confirm that I wish to be a Local Governor in respect of [• name of academy] in accordance with the Terms of Reference for Local Governing Bodies prescribed by the Trustees of Learn Academies Trust from time to time.

I confirm that I am not disqualified from becoming a Local Governor by reason of any provision in the Terms of Reference for Local Governing Bodies (and by extension the Articles of Association of the Academy Trust).

I also confirm that I understand that I must disclose any personal interest I may have in any matter to be discussed at a meeting of the Local Governors in accordance with paragraph 10 of the Constitution and Terms of Reference for Local Governing Bodies (or as prescribed by the Trustees of the Academy Trust from time to time).

Yours faithfully

Signed

.....

Name

.....

Date

.....

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Part Two: Appendix 10: Glossary

TERM	MEANING
ACA	Area Cost Adjustment - used to adjust funding formula to cater for local needs e.g. relative wages
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
AfL	Assessment for Learning
AGOG	Advisory Group on Governance
AHT	Assistant Head Teacher
AP	Alternative Provision (e.g. a PRU)
AR	Annual review
ARE	Age Related Expectations
ASIP	Additional Support and Intervention Plan
AST	Advanced Skills Teacher
AWPU	Age Weighted Pupil Unit
BESD	Behavioural Emotional and Social Difficulties
BPPE	Basic Per Pupil Entitlement
C2G	Clerk to Governors
CAA	Comprehensive Area Assessment
CAF	Common Assessment Framework
CDT	Craft, Design and Technology
CFC	Cared for Children (also known as Looked After Children)
CFF	Common Funding Formula
CFR	Consistent Financial Reporting
CIRT	Critical Incident Response Team
CP	Child Protection
CPD	Continuing Professional Development
CPR	Child Protection Register
CRB	Criminal Records Bureau (now DBS)
CYPP	Children and Young Peoples Plan

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DBS	Disclosure and Barring Service
DCSF	Department of Children, Schools and Families (now DfE)
DfE	Department for Education (since May 2010)
DfES	Department for Education and Skills (now DfE)
DFC	Devolved Formula Capital
DHT	Deputy Headteacher
DMS	Designated Member of Staff (re child protection) or Data Management System
DPA	Data Protection Act
DT	Design and Technology
E2L	English as a Second Language
EAL	English as an Additional Language
EBacc	English Baccalaureate
EBD	Emotional and Behavioural Difficulties
ECAR	Every Child A Reader
ECAT	Every Child A Talker
ECAW	Every Child a Writer
ECM	Every Child Matters
EHCP	Education, Health and Care Plans (replacing statement of SEN from Sept. 2014)
EHE	Electively Home Educated
EHT	Executive Headteacher
EIP	Education Improvement Partnership
EFA	Education Funding Agency
EMA	Education Maintenance Allowance
EOTAS	Education Other Than At School
ESG	Education Services Grant
EWO	Education Welfare Officer
EY	Early Years
EYFS	Early Years Foundation Stage
EYDP	Early Years Development Plan
FE	Further Education

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FFT	Fischer Family Trust
FGB	Full Governing Body
FOI	Freedom of Information
FMSiS	Financial Management Standard in Schools (now SFVS)
FS	Foundation Stage
FSM	Free School Meals
FT	Full-time
FTE	Fixed Term Exclusion or Full-time Equivalent
G&T	Gifted and Talented
GAG	General Annual Grant – main funding per pupil for academies
GB	Governing Body
GCSE	General Certificate of Secondary Education
GTC	General Teaching Council
GTP	Graduate Teacher Programme
H&S	Health and Safety
HE	Higher Education
HLTA	Higher Level Teaching Assistant
HMCI	Her Majesty's Chief Inspector
HMI	Her Majesty's Inspectorate
HMSO	Her Majesty's Stationery Office (now TSO)
HoD	Head of Department
HoS	Head of School
HoY	Head of Year
HR	Human Resources
HSE	Health, Safety and Environment
HT	Headteacher
IAP	Individual Action Plan
IBP	Individual Behaviour Plan
ICT	Information and Communications Technology
IEP	Individual Education Plan
IiP	Investors in People

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INSET	In-Service Education and Training
IQ	Intelligence Quotient
ISA	Independent Safeguarding Authority (now DBS)
ISR	Individual School Range (of salaries)
IT	Information Technology
ITT	Initial Teacher Training
KS1, 2, 3, 4	Key Stage 1, 2, 3, 4 (KS1 age 5 – 7 "Infants", KS2 age 7 – 11 "Juniors", KS3 age 11- 14, KS4 age 14 -16)
LA	Local Authority
LAC	Looked after Children (also known as Cared for Children, or Children in Care)
LACSEG	Local Authority Special Equivalent Grant – paid to academies t cover equivalent LA maintained schools general shared costs.
LGB	Local Governing Board
LADO	Local Authority Designated Officer
LEA	Local Education Authority
LMS	Local Management of Schools
LSA	Learning Support Assistant
LSCB	Local Safeguarding Children's Board
MAT	Multi Academy Trust
MFA	Master Funding Agreement – General agreement between EFA and Academy/Trust/MAT
MFL	Modern Foreign Language
MIFP	Manual of Internal Financial Procedures
NC	National Curriculum
NCTL	National College for Teaching and Leadership
NEET	Not in Education, Employment or Training
NGA	National Governors' Association
NGC	National Governors Council
NGfL	National Grid for Learning
NOR	Number (of pupils) on Roll
NPQG	National Professional Qualifications for Headship

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NQT	Newly Qualified Teacher
NUT	National Union of Teachers
NVQ	National Vocational Qualifications
OFSTED	Office for Standards in Education
PAN	Published Admission Number
PE	Physical Education
PGCE	Post Graduate Certificate of Education
PLASC	Pupil Level Annual School Census (now School Census)
PICSI	Pre-Inspection Context and School Indicators
PM	Performance Management (or Provision Map)
POAP	Post Ofsted Action Plan
PP	Pupil Premium
PPA	Planning, Preparation and Assessment
PRP	Performance Related Pay
PRU	Pupil Referral Unit
PSCHE	Personal, Social, Citizenship and Health Education
PSE	Personal and Social Education
PSHE	Personal Social Health Education (also PSCHE including citizens
PT	Part-time
PTA	Parent Teacher Association
PTR	Pupil to Teacher Ratio
QCA	Qualification and Curriculum Authority
QTS	Qualified Teacher Status
R&R	Recruitment and Retention
RAP	Raising Attainment Plan
RC	Roman Catholic
RE	Religious Education
ROV	Record of Visit
RSE	Relationship and Sex Education
SA	School Action
SA+	School Action Plus

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SACRE	Standing Advisory Council on Religious Education
SBM	School Business Manager
SBSA	Schools' Business Support Agreement (see also SLA)
SDP	School Development Plan (see also SSDP and SIP)
SEAL	Social and Emotional Aspects of Learning
SEF	School Self-Evaluation (Form)
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability
SENSS	SEN specialist services
SELT	Southern Educational Leadership Trust
SFA	Supplementary Funding Agreement – Specifics of agreement between EFA and individual Academy/Trust/ MAT
SFVS	Schools Financial Value Standard
SIC	Statement of Internal Control
SIP	School Improvement Partner or School Improvement Plan
SLA	Service Level Agreement (see also SBSA)
SLT	Senior Leadership Team
SMT	Senior Management Team
SMSC	Spiritual, Moral, Social and Cultural
SOD	Scheme of Delegation
SORP	Statement of Recommended Practice
SpLD	Specific Learning Difficulties
SS	Social Services
SSDP	Strategic School Development Plan (See also SDP and SIP)
STEM	Science, Technology, Engineering and Mathematics
STPDC	School Teachers' Pay and Conditions Document
TA	Teaching Assistant
TDA	Training and Development Agency
TEFL	Teaching English as a Foreign Language
TES	Times Educational Supplement

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TLG	Training Liaison Governor, also known in some LA's as Link Governors for Training and Development
TUPE	Transfer of Undertaking Protection of Employment
UPN	Unique Pupil Number
UT	Umbrella Trust
VAK	Visual Auditory and Kinaesthetic
VA	Voluntary Aided
VC	Voluntary Controlled
VI	Visually Impaired
VLE	Virtual Learning Environment
YOT	Youth Offending Team

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