

Wardle Academy Trust – Scheme of Delegation 2018/19

Introduction

The purpose of the Scheme of Delegation is to identify the responsibilities and delegated authorities for making key decisions in the name of, or on behalf of, the Wardle Academy Trust (“the Trust”).

The trustees are responsible for the same three core governance functions performed by a governing body in a maintained school:-

- setting the direction,
- holding the senior executives, including the headteachers, to account,
- ensuring financial probity.

As charity trustees, they ensure that they are complying with charity law requirements. In addition, academy trusts are charitable companies and the trustees are company directors thereby complying with company law requirements. Trustees set the strategic direction of their academies and are responsible to the DfE, via the Regional Schools Commissioner, for the quality of education they provide. In turn, they must have systems in place through which they can assure themselves of quality, safety and good practice.

This Scheme of Delegation outlines the ways in which the trustees fulfil their responsibilities for the leadership and management of their academies.

Within the Trust they are supported by academy committee governors at individual school level. Driven by a common set of values, and a recognition that no two schools are the same. The Trust offers academies, through academy committees, the independence to drive their own schools forward. Trustees are supported by an infrastructure that empowers committee members (governors) and headteachers to focus exclusively on the development and progress of their students, thereby reducing the requirement to divert attention away from those elements of school that matter the most.

Whilst a Scheme of Delegation cannot be exhaustive, the intention is to provide clarity on the decision-making process and final authorities in relation to key strategic and policy matters. It also provides a frame of reference to inform decision-making.

Direction Statement

To lead in everything we do.

Vision Statement

We believe in building active learning communities that foster a culture of excellence, celebrate individuality, promote growth through opportunity and support their children to live life in all its fullness. (Reflects the C of E Education Vision Statement)

Mission Statement

To ensure access to the resources and guidance that member academies need in order to deliver inspirational learning to their communities.

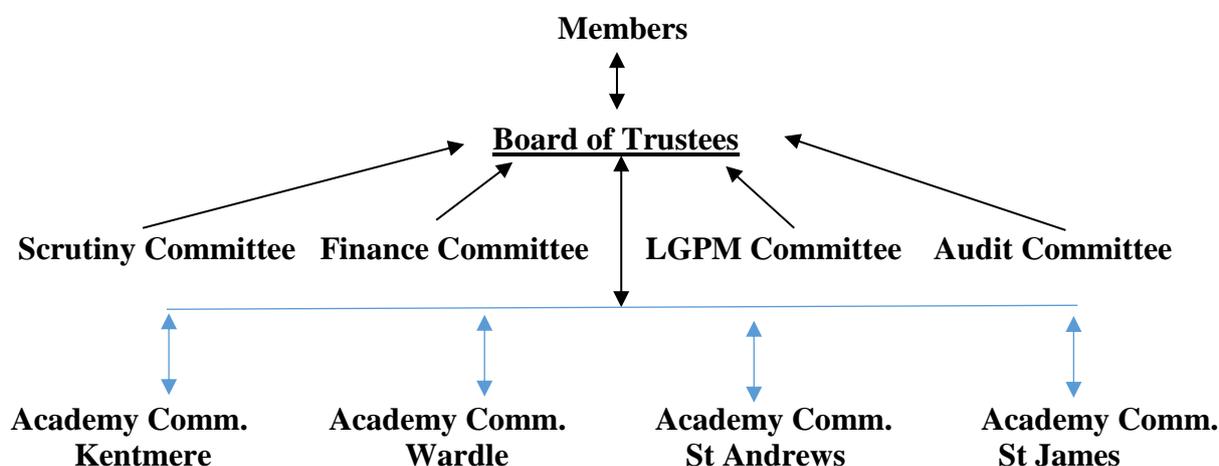
Wardle Academy Trust Values

We believe in **ASPIRE**:

- A**CCOUNTABILITY - To ensure academies understand the importance of their role and take full responsibility for their actions and performance.
- S**TRENGTH - To have the courage to take risks, be innovative and embrace change.
- P**ASSION - To enjoy and be enthusiastic about learning and living.
- I**NTEGRITY - To know and do what is right regardless of influence.
- R**ESPECT - To value and care for our environment, ourselves and others.
- E**XCELLENCE - To aim for excellence in everything we do.

We believe that our ethos and values compliments the Church of England Vision for Education.

Trust Governance Model



Members

The Trust currently has four members but is seeking to expand to five (Sept 18).

- three internal Members (Also trustees or academy committee governors)
- two external Members (No other positions within the Trust).

Corporate diocesan members make up 25% of the membership. To ensure independence and effective accountability no more than three members will hold joint offices of governance within the Trust. 2015 DfE Governance Handbook recommends a reduction in this number.

The members are the guardians of the Trust's constitution. They determine the governance structure of the Trust overseeing the work of the trustees to ensure that the charitable objectives of the Trust are realised. Members have limited but important powers under the Articles of Association. These include the right to wind up the Trust, amend the Articles, change the name of the company, appoint other members and appoint and remove one or more directors/trustees. Members also sign off the financial accounts and the annual report.

Members meet as required in accordance with their guardianship responsibilities. This must include an Annual General Meeting to approve the Board of Trustees Annual Report. Members not on other Wardle Trust governance bodies are welcome to attend any of the other governance meetings as observers.

Board of Trustees ("the Board")

The Board consists of eleven trustees. Trustees sit in their own right and not as representatives of any one organisation. The trustees must act in good faith and in the best interests of the Trust. All Trustees are expected to abide by the Wardle Academy Trust Governance Code of Conduct (Appendices 1) and sign it annually. No employee, including the CEO, can sit as a trustee.

Trustees (also known as Directors) are expected to have the skills, knowledge and experience to effectively oversee the work of the chief executive, academy committees, academy headteachers and other senior staff. This includes being able to effectively interpret financial and academic data.

The purpose of the Board is to ensure the Trust's compliance with charity and company law, its Articles of Association, all other applicable legislation, and DfE and EFA requirements relating to the Trust and its academies. The Board must ensure proper and regular use of public funds and comply with the Funding Agreement and the latest Academies Financial Handbook (current edition September 2018). The Trust must remain solvent and demonstrate good value for money.

The **Board of Trustees** meets three times per year as a full Board. Trustees with the appropriate expertise will sit on one of four committees that inform the Board (Academic Scrutiny; Finance; Audit; Leadership Group Performance Management). The **quorum** for any full Board meeting or vote is **five** Trustees. Attendance at additional governance training sessions and attendance at governance liaison meetings between trustees and governors are encouraged.

Trustees monitor a Board approved, and annually updated, Strategic Plan prepared on their behalf by the Chief Executive Officer using a range of Key Performance Indicators to monitor Trust performance.

Each meeting follows the same format. Dates for the year are known in advanced. Trustees receive a Board Pack in good time for each meeting. There is an expectation that the pack had been read and that trustees can commit the time, contribute and attend most meetings.

Trustees, as well member appointed governors, are selected based upon their educational or business expertise. Members interview prospective trustees to assess their appropriate skills. Chairs of Academy Committees are excepted and sit as ex-officio trustees. A job description and person specification for trustees is attached as Appendices 2.

The term of office for any trustee is negotiable up to a maximum of four years, subject to a light annual review of performance (attendance, contribution to meetings). Any trustee may be re-appointed for additional terms of office (subject to the approval of Members).

Nominations for Chair will be sought and a Chair elected annually. No one will hold the Chair for a period exceeding six years.

A trustee will cease to hold office if s/he resigns her/his office by notice to the Company but only if at least three trustees will remain in office when the notice of resignation is to take effect.

Where a trustee resigns from his/her office, or is removed from office, that trustee, or, where she/he is removed from office, those removing her/him, shall give written notice thereof to the Chief Executive Officer who will notify the Educational Funding Agency of the changes to the Board.

The Trust Board will publish a register of attendance for all trustee meetings on the Trust and Academies' websites.

Trustees are expected to be familiar with sections 1 – 3, and section 7 of the Governance Handbook (January 2017).

Whilst the Board delegates some duties to officers and academy committees, overall responsibility remains with them. Therefore, the Board of Trustees and trust officers need to remain largely independent of the academy committees if they are to hold the individual academies to account. The Chair of Governors/nominated governor of each academy committee sit as a trustee as this aids effective communication, but the composition of each academy committee will not exceed two members who are also trustees.

All newly appointed trustees require enhanced Disclosure Barring Service checks prior to commencing their roles. These would be refreshed at the commencement of a second term of office.

Trustee Committees

The Board is advised by four committees:-

- Academic Scrutiny;
- Finance;
- Leadership Group Performance Management;
- Audit.

Academic Scrutiny and Finance meet for a minimum of three meetings per year. Audit meets for a minimum of two meetings and Leadership Group Performance Management meets once.

The aim of the committees is to inform the Board of academic standards and financial probity resulting from more detailed scrutiny of academic and financial performance of the Trust's academies.

These committees consist of trustees, officers and co-opted professionals. Their role is to:-

- (a) monitor the progress of actions outlined in the Annual Strategic Plan (as appropriate to their committee as detailed in the Decision Matrices below);
- (b) review the academic progress and financial effectiveness of individual academies highlighting to both Board and to the individual academy any areas of concern;
- (c) advise the Board on strategic need and direction;
- (d) undertake any tasks specifically delegated to them by the Board.

The terms of reference for each committee are attached as Appendix 3.

Trustee Committee membership

- (a) **Academic Scrutiny.** A minimum of two trustees with educational experience, supported by the CEO and lead School Improvement Partner.
- (b) **Finance.** A minimum of two trustees with corporate management experience, supported by CEO and Trust Finance Manager.
- (c) **Leadership Group Performance Management.** Chair of Trustees, one other trustee supported by an external School Improvement Partner.
- (d) **Audit.** A minimum of two trustees who are not on the Finance Committee (nor governance officer holders within the Trust).

An annually elected Chair chairs each committee. The CEO represents the Academic Scrutiny, Finance, Audit and LG Performance Management Committees in providing relevant feedback to individual academic committees and headteachers on issues arising from committee discussions.

Headteachers are NOT normally in attendance at Board Meeting unless invited, but meet collectively with the CEO ½ termly to discuss strategic issues to aid communication and scrutiny.

Academy Committees (“AC”)

The primary function of the ACs is to support the Board in ensuring that their academy is accountable for educational performance, financial performance, the maintenance and delivery of a broad and balanced curriculum, the pastoral care and support of its students and for engagement within the community. ACs also have an advisory role. Although the Board undertakes centralised educational and financial performance monitoring, thereby enabling ACs to focus upon teaching, learning and pastoral issues. ACs are expected to be knowledgeable on these issues holding headteachers to account and directing early interventions where necessary.

Expectations of the Academy Committee

The AC shall support the Board of Trustees in taking a delegated strategic role in the governance of the Academy. It will act as a critical friend to its academy providing support to the headteacher and the staff. Members of the Academy Committee are known as governors. Each committee will annually elect a Chair.

The AC will agree to monitor and review all school policies, targets and priorities for the academy, as well as implement and advise on all Trust policies. It will be accountable to the Board of Trustees for its decisions.

To carry out its role the AC will:-

- (a) Share in the Trust’s vision and direction.

- (b) Ensure that the academy fulfils its statutory duties in relation to SEND and safeguarding, appointing a committee member (governor) to take lead responsibility for SEND and Child Protection.
- (c) Encourage the highest standards of leadership and management at all levels. In doing this, the AC will support, advise and hold the headteacher and leadership to account.
- (d) Systematically, and regularly, monitor and evaluate the work of the academy in relation to student performance, thereby agreeing targets and monitoring progress against them.
- (e) Monitor and evaluate the effectiveness of the curriculum direction set by the headteacher and agree policies which will enhance the quality of teaching and learning within the academy.
- (f) Work closely with the headteacher and trust officers/consultants to prepare the academy for formal inspection including preparation of self-assessment statements.
- (g) Consider, and where necessary amend, the Academy Development Plan (School Improvement Plan) submitted by the headteacher before formally approving it, ensuring that all actions support the strategic direction of the Trust as set out in its Three Year Strategic Plan.
- (h) Approve the academy's staffing structure annually ensuring that it meets the curriculum need and is deliverable within the constraints of the financial budget.
- (i) Operate within the remit of the Wardle Academy Trust's Decision Matrices of Governance (see below).
- (j) Advise the Board on financial, resource, capital and staffing issues as related to the school.
- (k) Respond appropriately, and timely, to Trustee Committee concerns related to academic performance and financial management.
- (l) Ensure that the academy fulfils its statutory duties with regard to equality, discrimination and works to strengthen social cohesion.
- (m) Be informed on health and safety issues, including all incidents and near misses relevant to the school and, where necessary, work with the academy to reduce all risks to tolerable levels.
- (n) Promote each student's spiritual, moral, social and cultural development.
- (o) Where appropriate (St James and St Andrews), work to maintain and enhance the religious character of the school to ensure that they are 'distinctively and recognisably Christian institutions' in accordance with Statutory Inspection of Anglican and Methodist Schools (SIAMS) expectations.
- (p) Ensure that the academy communicates well with parents, seeking and maintaining good relationships with other external bodies and community groups.
- (q) Recognise and celebrate achievement by pupils and staff of the academy and Trust.
- (r) Recommend to the Board the Pupil Admission Policy and monitor its application.
- (s) Ensure all governors are skilled in understanding, interpreting and comparing academy performance, attendance, admissions and exclusions data.

The terms of reference for academy committees is attached as Appendices 4.

Academy Committee (AC) Membership

In line with our ethos that one model does not fit all, the size of the academy committee is not prescribed by the Trust. However, committees should be no bigger than necessary to secure the range of skills they need and smaller committees are likely to be more cohesive and dynamic.

The Board approves the composition of each AC, but it would not wish to intervene in its composition or change its delegated responsibilities unless the AC was proving ineffective in the delivery of its responsibilities. Any AC not able to meet expectations would be dissolved and

replaced by an Executive Board until such a time as the issues have been addressed, at which point a new AC would be constituted.

To enhance accountability a link committee member (governor) is essential for SEND and Safeguarding and are to be encouraged for core subjects, disadvantaged students, pastoral care and guidance (including careers).

A **minimum** of two parent governors will sit on each AC. Parent governors must have the skills to hold the school to account and they are not representatives of other parents. In addition, they must not use the position to advantage their own child/ren.

Up to two staff governors can sit on academy committees, but they sit in their own right and not as representatives of staff and possess the skills necessary to be able to hold the school to account.

The Trust recognises the value of both types of governors, but the key consideration in the appointment and election of any governor are the skills and experience that the governing body needs to be additionally effective. A job description for local governors is attached as Appendices 4.

Headteachers are expected to be members of the AC whilst they remain in office. To enhance accountability the CEO cannot sit as a local governor but may attend meetings.

A minimum of two 'foundation governors' will sit on the Academy Committees of our C of E faith schools. Foundation governors are expected to bring to the Committee an informed regard for the church nature of the foundation of the school, to ensure that its Christian ethos is preserved and developed, and the religious worship reflects the tradition of the Church of England. The Parochial Church Council (PCC) will recommend people who it regards as being able to bring a Christian perspective to the life of the school to the Diocesan Board of Education, for appointment as foundation governors.

To ensure effective accountability academy committee membership will be distinct from trustee membership, however, up to one trustee may sit on a governing body as it aids communication and scrutiny. Members may approve a maximum of two trustees if there is recognised to be a skills shortage on the academy committee that can be filled, at least in the short term, by a Trustee.

ACs will agree with the Board the proportion of parent and staff governors on the AC. Once agreed, both groups will be elected by ballot. Nominations must be able to meet the job description and person specification for governors (Appendices 5). ACs must not exceed 19.9% of local authority influenced governors.

Members delegate to the Board the responsibility of appointing local governors. Any Board appointed governors would be subject to a satisfactory interview involving either a trustee or the CEO and a member of the existing AC (ideally the headteacher or Chair of AC). Both would need to approve the appointment.

Governors serve up to a four year term of office, subject a light review of their performance (attendance, contribution to meetings, support for school). Governors can seek reappointment/re-election for an extended term. For new schools joining the Trust, the date when existing governors were last reappointed/appointed to office would, in both cases, count as the starting date for their first term.

All local governors are expected to adhere to the Trust's Governance Code of Conduct (Appendices 1) and sign each year.

The Trust Board will publish a register of attendance for all local governance meetings on the Trust and Academies' websites.

Governors are expected to be familiar with sections 1 – 5, and section 12 of the Governance Handbook and attend appropriate training.

All newly appointed governors would require volunteer Disclosure Barring Service checks prior to commencing their roles. These would be refreshed at the commencement of a second term of office.

Nominations are to be sought each year for the positions of Chair and Vice Chair, and elections held. Chairs will not normally hold the position for a period longer than six years. Governing Bodies may wish to consider rotating the Chair at meetings to give other governors experience. The Trust will support appropriate training for Chairs/potential Chairs to help enable them to perform their role effectively.

If the local governing body chooses to form an additional sub-group or committee that meets regularly, it is expected that the Chair of that committee will not be the Chair of Governors.

Academy Committee – Sub Groups

As the primary functions of the AC are related to the curriculum, teaching, learning, pastoral management and student care, there are no expectations that ACs will have additional committees for finances, resources or staffing.

The Board does delegate some responsibility to ACs in these areas (Please see Decision Matrices below), but most of the monitoring is via executive officers or Trustee Committee. The decision to form additional sub-groups rests with the AC, however, they would be expected to have nominated group/s of governors for the following:-

- a) Complaints
- b) Student Disciplinary
- c) Staff Disciplinary/Staff Redundancy
- d) Admissions
- e) Ethics/Faith – (C of E schools only)

Academy Committee (AC) Meetings (Local Governing Body Meetings)

The full AC will meet at least termly with the headteacher formally reporting to the meeting. ACs without additional committees will meet at least half-termly. ACs need to ensure sufficient time is allocated across the year to meeting the training needs of the group.

Meetings shall be convened by the Clerk assisted by the Governance Manager. The Clerk shall comply with any direction given by

- the Headteacher
- Chair of the Committee

- Board of Trustees
- CEO

Members of the AC and the CEO will receive a copy of the agenda for the meeting at least seven days in advance. Accompanying papers will be attached to the agenda. No decision or item for discussion can be formally adopted if supporting papers arrive on the day, or too close to the meeting for proper governor consideration. AOB items will not be accepted on the day.

To be quorate ACs need a minimum of 50% of the governors in attendance, including the headteacher. This does not apply to AC sub-groups unless an issue requiring a decision has been delegated to them by the AC. In this case, at least three governors should be present. ACs are reminded that any vote taken without the majority of the governing board present may be subject to scrutiny and challenge.

Any trust member, trustee or CEO can attend any AC meeting but (unless they have been appointed in a dual capacity) they have no voting rights and cannot hold office within the group. The CEO may attend full AC Meetings to provide feedback or raise concerns emanating from Trustee Academic Scrutiny, Audit, Leadership Group and/or Finance Committee meetings.

The AC shall ensure that a copy of the agenda, approved minutes of every such meeting, supporting papers, and reports considered are, as soon as practicable, made available centrally to persons wishing to inspect them. Copies of all ACs minutes are lodged with the CEO. ACs are reminded that all documentation is available for public scrutiny.

There may be excluded, from any item required to be made available, any material relating to a named staff member or student or any other such matter that the AC is satisfied should remain confidential.

Roles and Responsibilities of the Chief Executive Officer

The CEO reports to the Board of Trustees who have the strategic responsible for decision making. The CEO's primary role is to lead on the implementation of the Board approved Strategic Business Plan.

Main Responsibility

The Chief Executive Officer (CEO) is the accountable officer of the Trust working closely with the Members, Chair, Trustees, headteachers and individual local school governors to lead on the development and ensure the implementation of the strategic vision, associated development plans and controls, risk and assurance processes. The purpose of the post is to work with the Board of Trustees in ensuring accountability and informed decision making at the appropriate levels of governance and management.

The CEO will be an outstanding strategic leader, who is able to develop and articulate the vision and ethos of our Trust and who will inspire and empower others to share it achieving it. The CEO will be accountable and take responsibility for the performance of all academies within the Trust.

Strategic

- Develop and facilitate the Trust in accordance with the Trust Board's and Academies stated aims, objectives and values.

- Develop and implement an effective corporate environment that allows the Trust and its constituent academies to achieve and sustain excellence.
- Take responsibility for the key documents such as the Trust's long term strategic plan, self-evaluation and improvement plans of the individual Academies.
- Lead the growth and development of the Trust.
- Together with the Trust Board ensure robust and appropriate proactive risk mitigation and management for the Trust and that the risk strategy is aligned to local academy risk strategies.
- Develop and maintain effective relationships with the Regional School Commissioner (RSC), Department for Education (DfE), Education and Skills Funding Agency (ESFA), Local Authority, Manchester Diocesan Board of Education, Trustees, Headteachers and Local Governing Body members in order to ensure the success of the Trust and its academies.
- Maintain an outward facing role with the local community on behalf of the Trust to further its external relationships, promote growth and development and also support the individual academies within the Trust.
- Instigate and coordinate applications for the transfer of new schools into the Trust, liaising with the Regional Schools Commissioner (RSC) as appropriate.

Leadership and Management

- Be responsible for the development, implementation and review of Trust level policies to achieve the Boards stated objectives, within the agreed organisational structure.
- Ensure the effective capture and evaluation of all data to meet statutory and legislative standards
- Provide motivational and inspirational leadership at all levels of the organisation• Ensure the Trust's management and organisational structures are fit for purpose and facilitate continuous improvement.
- Have overall accountability for the teaching and learning outcomes and performance management improvement in each individual academy.
- Support the Chair of the Trustees in his/her strategic role of leading and supportingthe Local Governing Body Chairs.
- Ensure that there are clear quality assurances systems embedded across the Trust that drive consistency and improvement in performance.
- Achieve effective communication, both internally and externally to the Trust, including liaising with all stakeholders and the local and national media.
- Lead on the Trust Joint Consultative Council (JCC) meetings with the professional associations and trades unions.
- Enhance opportunities through partnerships working with stakeholders and the community.
- Build leadership capacity including succession planning throughout the Trust group of schools.
- Oversee all local governing body reports to ensure consistency with Trust policy and practice.
- Work with local governing bodies to achieve a high level of governance performance throughout the Trust schools.
- Support and advise on headteacher appraisal and school pay progression.

Resources/Change Management

- Oversee the development and management of the learning environment and resources of each academy within the Trust, with emphasis on the planning and development to support the growth in pupil numbers over the next five years.
- Oversight of the people resources across the Trust.
- Accountable for large scale asset management across the estate including the oversight of major capital projects and central Trust assets.
- Liaise with the local authority and Diocese over partner school expansion plans.
- Lead the continued development of the Trust Core Team with the objective of enabling academy leaders to focus on teaching and learning and performance outcomes, increased efficiency and better value for money.
- Management of the Trust Core Team.
- Ensure the Trust effectively manages its talent through strategic and local CPD and succession planning.
- In line with the agreed Trust models of delegation - to select, train, develop, empower and motivate the senior staff of the Trust; to appoint associate consultants as appropriate; and to support academy headteachers in local academy recruitment and staff development.

Finance and Procurement

- The CEO is the Accounting Officer for the Trust ensuring that standards set out in the Academies Financial Handbook are followed robustly.
- Ensure financial sustainability, establish and monitor financial systems. Keep Trustees well informed with accurate and timely financial reports.
- Develop and maintain a strong and effective relationship with the DfE, ESFA and relevant funding bodies to ensure the necessary funding streams are secured that support growth.
- Review and approve annual budgets of each of the academies in the Trust and ensure that all budgetary targets are met by individual academies with maximum efficiency.
- Through the most appropriate agreed roles within the Trust structure, negotiate with service providers to achieve economies of scale, within the agreed procurement process.
- Develop and implement strategies for the generation of additional revenue and resources for the Trust.

Compliance

- Direct and manage transfers of schools into the Trust, ensuring that appropriate and timely project management is in place to achieve a smooth transition, complying with all appropriate protocols.
- Ensure the Trust meets all legislative and statutory requirements, including Health and Safety, Safeguarding and those required by Companies House, and the Charity Commissioners, Information Commissioners Office, the Master and Supplementary Funding agreements.
- Ensure all school and Trust websites are compliant with DfE and Financial Academies Handbook.
- Oversee GDPR compliancy.

Partnerships

- Develop and lead a partnership strategy that ensures the Trust and its academies participate in local, national and international education networks
- By identifying key agencies, promote additional skills capacity across all Trust schools, through collaborative partnerships and expertise sharing.
- Further enhance the Trust at local, national and international level by delivering their shared strategy and fostering links that will support continued development.
- Build and maintain strong relationships with parents/carers, students, staff, trustees, Diocese and governors across the Trust.
- Jointly manage (in association with Cardinal Langley School) the work of the Primary Sports Partnership Team

The post is subject to annual review, being underpinned by an external Performance Management process.

Decision Matrix							
Strategy X = Recommend/Advice √ = Approve/Lead	Members	Board of Trustees	Trustees Scrutiny Committee	Trustees Finance Committee	Trustees Audit Committee	Trustees Leadership Group PM	Academy Committee
Organisation							
Appointing and removing Members	√						
Appointing and removing Trustees	√						
Remove/Reconstitute an Academy Committee	√						
Setting the values, vision and strategic aims for the Trust		√					X
Contextualising the vision for each academy							√
Establishing the Scheme of Financial delegation for each Academy				√			
Appointing and removing Chairs of LGBs		√					X
Election of Chairs to LGBs (subject to Trustee ratification)							√
Deciding the committee structure for the Board		√					
Deciding the sub-committee structure for ACs							√
Generating Terms of Reference for all Trustee committees and reviewing annually		√					
Generating Terms of Reference for all Academy Committees and reviewing annually		√					X
Approving the one and three year Strategic Plans		√					X
Developing a format for each academy's School Development Plan							√
Developing a format for each academy's SEF							√
Developing a format for Headteacher's Reports							√
Setting the academy day							√
Setting the academy year							√
Strategic Leadership and Partnerships							
Promote collaboration within the Trust and externally, and identify and support the		√	X	X	X		X

Strategy X = Recommend/Advise √ = Approve/Lead	Members	Board of Trustees	Trustees Scrutiny Committee	Trustees Finance Committee	Trustees Audit Committee	Trustees Leadership Group PM	Academy Committee
development of strategic partnerships that support the vision of the Trust							
Provide challenge and support to the CEO and the Academy Committees		√	X	X	X	X	
Consider strategic threats and opportunities in relation to the academies, assessing the impact on premises, curriculum, resources and admissions.		√	X	X	X		X
Academy Expansion and Contraction	√	x					X
Be responsible for the long term strategy of the Trust and each academy, ensuring the Trust's strategic plan is robust, accountable and promotes outstanding teaching and learning		√					X
Intervene in the management of an academy where necessary		√					
Assist with the creation of a public face and external identity for the academies within the Trust, facilitating discussions with those who might be considered strategic partners of the academies		√					X
Approve the Admission Policy for the academies, including acting as the initial decider for any exclusions by the headteachers		√					X
Support the headteachers in relation to any complaints from parents or the wider community							√
Act as an agency for complaint appeals against LGB decisions		√					
Academy Improvement							
Assist the academies' leadership teams in the development of the curriculum which meets the academy's specific needs and has regard to:			X				√

Strategy X = Recommend/Advise √ = Approve/Lead	Members	Board of Trustees	Trustees Scrutiny Committee	Trustees Finance Committee	Trustees Audit Committee	Trustees Leadership Group PM	Academy Committee
<ul style="list-style-type: none"> Any nationally recognised curriculum priorities and initiatives The obligation to provide religious education, sex education and physical education Special educational needs National testing and attainment targets and Any teaching objectives and priorities adopted by the Trust Board for all academies 							
Monitoring and evaluating the implementation of the SDP: <ul style="list-style-type: none"> Studying data Conducting monitoring visits Receiving reports from the Headteacher and staff 			X				√
Quality assuring the SDP for each academy			√				
Validating or challenging the grades in the SEF			X	X			√
Quality assuring self-evaluation processes for each academy		√	X	X			
Monitoring and evaluating the quality of teaching and learning			X				√
Monitoring and evaluating value for money at the academy				X			√
Monitoring and evaluating behaviour, safety, welfare and engagement with stakeholders			X				√
Identifying patterns and trends to bring to the attention of the Board		√	X	X	X		

Strategy X = Recommend/Advise √ = Approve/Lead	Members	Board of Trustees	Trustees Scrutiny Committee	Trustees Finance Committee	Trustees Audit Committee	Trustees Leadership Group PM	Academy Committee
Pupils. Parents and Community							
To determine who will be offered a place in accordance with the Admission Policy							√
To ensure that the AC and academy complies with all regulations re the publishing of information			X	X	X		√
To ensure that all stakeholders have a voice in decisions that impact on them			√				X
To monitor inclusion through attendance and exclusion rates			X				√
To monitor Trust compliance with ICO/GDPR requirements / expectations regarding the use of data		√ (CEO lead)					X
Financial Management							
Approving financial procedures in accordance with legal and DfE requirements and best practice		√		X			
Review reports from internal audit				X	√		X
Monitor in-year academy expenditure and income to ensure they are in line with the formally agreed budget				X			√
Ensuring that the financial procedures are implemented effectively in line with WAT Finance Manual					√		X
Maintaining accurate, reconciled and up to date records to provide financial and statistical information				X			√
Establishing and maintaining asset registers in accordance with financial procedures				X			√
Ensuring that any disposal of assets complies with the financial procedures				√			X

Strategy X = Recommend/Advise √ = Approve/Lead	Members	Board of Trustees	Trustees Scrutiny Committee	Trustees Finance Committee	Trustees Audit Committee	Trustees Leadership Group PM	Academy Committee
Maintaining a register or pecuniary and business interests of governors and staff	X	√ (Trustees)		X	X		√ (AC)
Establishing and maintaining procedures for effective audit in accordance with legal and DfE requirements					√		
Receiving reports from audit inspections and the resulting Action Plan					√		
Ensuring appropriate insurance arrangements in accordance with the financial procedures				√			
Produce Annual Report for publication		√			X		
Monitor role of CEO in their capacity as Accounting Officer					√		
To approve the first formal budget plan each financial year in accordance with DfE timeframes				√			
Risk Management							
Ensure appropriate risk management policies are in place		√			X		
Review risk register for the academy				X			√
Review the risk register for the Trust		√			X		
Approving a lettings policy and fees				√			X
To monitor, review, and amend as necessary, the Trust's actual financial performance throughout the year and at year end		√		X	X		
Ensuring that all transfers between budget headings (virements) comply with the financial procedures				X	X		√
Complying with VAT and CIT regulations				X	√		
Establishing and implementing procedures for staff, Trustees and Governors to claim expenses				√			

Strategy X = Recommend/Advise √ = Approve/Lead	Members	Board of Trustees	Trustees Scrutiny Comm.	Trustees Finance Committee	Trustees Audit Committee	Trustees Leadership Group PM	Academy Committee
Ensuring that any writing off of debts complies with the financial procedures				√			
Ensuring that all procurement processes and resulting contracts and agreements conform with the financial procedures				√			
Premises and Estates							
To establish and implement a Buildings Maintenance strategy		√		X			X
To maintain a strategic oversight of the Buildings Maintenance Strategy		√		X			
Where appropriate raise funds, approving of grant applications put forward by the SEO and/or the LGBs				√			X
To ensure compliance with Health and Safety legislation		X					√
To establish and maintain an ICT Replacement Policy and Plan		√					X
Staffing							
Recruiting & Appointing headteachers and CEO (HT led by school, ratified by Board)		√					x
Recommending the staffing structure for each Academy				√			X
Approving the overall staffing structure for each Academy		√					X
Performance management of CEO						√	
Develop and adopt a set of HR policies and contracts to be used by all academies ensuring consistency and having regard to all legal responsibilities and the equality duty, consulting as necessary		√					X

Strategy X = Recommend/Advise √ = Approve/Lead	Members	Board of Trustees	Trustees Scrutiny Comm.	Trustees Finance Committee	Trustees Audit Committee	Trustees Leadership Group PM	Academy Committee
Monitor the standards of teaching and learning in each of the Academies, ensuring that proper standards of professional performance are established and maintained			√*				√*
Formulate, implement and keep under review a policy for disciplinary and grievance procedures		√					X
Facilitate discussion with staff representative bodies, including the Unions at both Trust Board level and within the academy		√ (CEO lead)					
Performance management of Executive Team		√ (CEO lead)					
Performance management of headteachers including recommendations re pay (via PM Comm)			X			X	√
Validating or challenging recommendations re teachers' and support staff salaries in each academy				X			√
Suspend or dismiss headteachers/CEO		√	X	X	X	X	X
Suspend or dismiss teachers and support staff							√
Approve any leaving payments (redundancy, dismissal, early retirement) in accordance with academy policy				√			X
Policies							
Drafting statutory policies for use across the Trust		√					X
Ensuring that all statutory policies and documents are in place in each academy			X	X	X		√
Monitoring the implementation and evaluating the impact of all statutory policies.		√	X	X	X		
Drafting academy specific policies for use within one school							√
* Independent monitoring that should mirror the judgements of the other governance group							

Appendices 1

Governance Code of Conduct

This code sets out the expectations on, and commitment required from, school governors and trustees in order for their governance board to properly carry out its work within the Trust, school and the community. It is modelled on the 2017 'Code of Conduct for School Governing Bodies' produced by the National Governors' Association.

The governance boards have the following core strategic functions:

Establishing the strategic direction, by:

- Setting the vision, values, and objectives for the school.
- Agreeing the school improvement strategy with priorities and targets.
- Meeting statutory duties.

Ensuring accountability by:

- Appointing the headteacher.
- Monitoring progress towards targets.
- Performance managing the headteacher.
- Engaging with stakeholders.
- Contributing to school self-evaluation.

Ensuring financial probity by:

- Setting the budget.
- Monitoring spending against the budget.
- Ensuring value for money is obtained.
- Ensuring risks to the organisation are managed.

As individuals on a Wardle Academy Trust Governance Board we agree to the following:

Role & Responsibilities

- We understand the purpose of the board, its authority within the Trust and the role of the CEO and headteachers.
- We accept that we have no legal authority to act individually, except when the governance board has given us delegated authority to do so, and therefore we will only speak on behalf of the governance board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governance board meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.

- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the school and the Trust.
- We will actively support and challenge the CEO and headteachers.

Commitment

- We acknowledge that accepting office as a governor or trustee involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governance board, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
- We will visit the school/s, with all visits to school/s arranged in advance with the staff and undertaken within the framework established by the governance board and agreed with the headteacher.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training.
- We accept that in the interests of open government, our full names, date of appointment, terms of office, roles on the governing body, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the school's and Trust website.

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors/trustees.
- We will support the Chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other governors/trustees in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with other internal Trust governance boards, headteacher/s, staff and parents and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils.
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governance board meeting.
- We will not reveal the details of any governance board vote.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governance board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time. We accept that the Register of Business Interests will be published on the Trust and school websites.
- We will also declare any conflict of loyalty at the start of any meeting.
- We will act in the best interests of the school and Trust as a whole and not as a representative of any group.

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the Chair and the Chair will investigate; the governance board will only use suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways. Any removal from a governance board will be subject to Trustee Board approval.
- Should it be the Chair that we believe has breached this code, the CEO on behalf of the governance board will investigate and report back to the Trust Board for consideration.

The Seven Principles of Public Life

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

Selflessness - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family, or their friends.

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership - Holders of public office should promote and support these principles by leadership and example.

Appendices 2

Job Description and Person Specification for Trustees

Job title:	Trustee
Location:	Trust Board meetings at the central office or partner schools
Hours:	Up to seven Trust Board or Committee meetings per year Remote involvement via email/telephone/Skype Regular review of reports and documentation
Salary range:	Voluntary
Term of office:	Four years

Governance

The corporate management and trustee responsibility for the Trust is vested in the Trustees, who will also be the company Trustees registered with Companies House. The Trustees are personally responsible for the actions of the Trust and the academies and are accountable to the Members of the Trust, the Secretary of State for Education and the wider community for the quality of the education received by all pupils of the academies and 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 Trust.

Specific responsibilities of the Trust Board and the Trustees

The role of the Trust Board and the Trustees collectively is to:

- determine the strategic vision and overarching strategic plan of the Trust;
- provide strategic leadership and governance;
- to develop effective links within the academy's community, communicating openly and frequently as appropriate and ensuring that the academies meet their responsibilities to the community and serve the community's needs in relation to the safeguarding and education of its students;
- provide challenge and support to senior leaders including the CEO;
- develop and decide strategic and operational policies;
- facilitate collaboration between the academies to actively seek opportunities for the Academies to work together either with the aim of improving economic efficiencies within the Trust or identifying and implementing best practice across all academies;
- co-ordinate and oversee shared services and resources;
- develop and oversee the implementation of academy action plans focussing on academy improvement;
- approve and monitor the Trust's Strategic Plan;
- set and monitor performance benchmarks (KPIs);
- determine curriculum priorities;
- set the overall Trust budget and approve academy budgets;
- monitor expenditure in accordance with appropriate authorisations;
- develop and implement a risk management strategy;

- ensure the Trust and the academies comply with their legal obligations;
- determine the Trust's reserves/contingency policy;
- ensure appropriate insurance or risk cover is put in place;
- undertake and/or support recruitment and performance management of CEO, headteacher and other senior leaders;
- develop staff and governance training programmes and opportunities for professional development;
- support the development and building of leadership and governance capacity at Academy level;
- approval of site and asset management strategies, including ICT;
- oversee any significant capital expenditure and building projects;
- approve of all funding applications;
- act as decision maker for all appeals;
- monitor compliance with ICO guideline and regulations.

Core Competencies

The following core competencies and skills expected of the Trustees are that they will:

- work as a team;
- attend meetings and be prepared to contribute to discussions and commit to agreed actions;
- be respectful of the views of others and to be open to new ideas and thoughts;
- treat all confidential information confidentially;
- act with integrity, avoiding any personal conflicts of interest and complying with the Trust's Conflict of Interest policy;
- develop a deep understanding of the vision and ethos of the Trust and its Academies and the roles played by all individuals in fulfilment of the Trust's mission;
- understand the policies and procedures of the Trust and how these flow down to the Academies;
- support the Trust in public and act as an ambassador of the Trust and the Academies;
- commit to training and skills development.

Person Specification

Personal qualities and values:

- A desire to create positive change for young people;
- A commitment to the aims and objectives of the Wardle Academy Trust;
- A willingness to devote time and effort;
- An ability to work effectively as a team while contributing an independent perspective;
- An ability to build productive and supportive professional relationships;
- A commitment to the Nolan's seven principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership;
- A commitment to equal opportunities and anti-discriminatory practice;
- A commitment to safeguarding young people;
- Reliability and integrity.

Education and training:

- A record of continuous professional development;
- Educated/training in a professional area of expertise.

Experience:

- Experience of driving positive change;
- Experience in leadership and management (public / private / charity sector);
- Experience in education / accountancy/ finance / business / HR / marketing / law.

Knowledge:

- An understanding and acceptance of legal duties, responsibilities and liabilities of trusteeship;
- An understanding of the use of attainment and other data to assess the progress, strengths and weaknesses of an educational environment;
- An understanding of financial and workforce data.

Skills:

- Strategic vision;
- An ability to think creatively;
- Good, independent judgement;
- An ability to use financial and workforce data to inform decision-making.

Legal Requirements:

Individuals who are not able to make the following declarations may not serve as a Trustee:

- I am not disqualified from acting as a charity trustee;
- I have not been convicted of an offence involving deception or dishonesty (or any such conviction is legally regarded as “spent”);
- I have not been involved in tax fraud or other fraudulent behaviour including misrepresentation and/or identity theft;
- I have not used a tax avoidance scheme featuring charitable reliefs or using a charity to facilitate the avoidance;
- I am not an undischarged bankrupt;
- I have not made compositions or arrangements with my creditors from which I have not been discharged;
- I have not been removed from serving as a charity trustee, or been stopped from acting in a management position within a charity;
- I have not been disqualified from serving as a company Trustee;
- I am not included in the list kept by the Secretary of State for Education under s1 of the Protection of Children Act 1999 (or equivalent) or have ever been disqualified from working with children or serving on a governing body of a school;
- I am able to provide a valid Disclosure and Barring Service Certificate under the Protection of Freedoms Act 2012 which does not disclose any reason why I should be unsuitable for working with children.

Appendices 3

Terms of Reference - Board of Trustees

Introduction

The trustees of the Trust have overall responsibility and are the ultimate decision making authority for all the work of the Trust including the running of the academies. Trustees have delegated to academy committees some governance responsibilities (See the Decision Matrix above) empowering them to act as critical friends to their academies.

Due to the incorporation of all school academies, Trustees are also 'Directors' and subject to the requirements and regulations of company law.

The trustees fulfil their responsibilities through strategic planning and by the setting of policy and standards, as well as taking responsibility for the oversight and management of risk. The trustees have the power to direct change where required. The trustees are responsible for the three core strategic functions of the Trust, i.e., strategic direction, accountability for educational performance, and the financial performance of the Trust. Whilst the Board of Trustees may delegate some duties to officers and academy committees, overall responsibility remains with them. The trustees must act independently and in the best interest of the trust even if those interests conflict with those of the body or organisation that might have appointed or nominated such persons to serve on the trust Board. The trustees are accountable to the Secretary of State for Education and to the communities that they serve.

Membership

Trustees meet up to seven times a year:-

- AGM
- Three Board of Trustee Meetings
- and up to three Committee Meetings (Audit/Academic Standards/Finance/LG PM).

In addition, trustees are expected to participate in training.

Trustees are selected based upon their educational or business expertise. Prospective trustees are interviewed by the Chair/Vice Chair of Trustees and the CEO to assess their appropriate skills.

The term of office for any Board trustee is four years. Subject to remaining eligible to be a trustee, any Board Trustee may be re-appointed or re-elected.

A Board Trustee (Director) will cease to hold office if s/he resigns her/his office by notice to the Company but only if at least three Board Trustees will remain in office when the notice of resignation is to take effect.

Where a Board Trustee resigns from his/her office or is removed from office, that trustee, or, where she/he is removed from office, those removing her/him shall give written notice thereof to the Chief Executive Officer.

Trustees monitor an agreed, and annually updated, Strategic Plan prepared on their behalf by the Chief Executive Officer using a range of Key Performance Indicators.

Each meeting follows the same format. Dates for the year known in advanced. Trustees receive a Board Pack in good time for each meeting. There is an expectation that the pack had been read and that trustees can commit the time, contribute and attend most meetings.

Responsibilities

The responsibilities of trustees are to collectively:

- determine the strategic vision and overarching strategic plan of the Trust;
- provide strategic leadership and governance;
- to develop effective links within the academy's community, communicating openly and frequently as appropriate and ensuring that the academies meet their responsibilities to the community and serve the community's needs in relation to the safeguarding and education of its students;
- provide challenge and support to senior leaders including the CEO;
- develop and decide strategic and operational policies;
- facilitate collaboration between the academies to actively seek opportunities for the academies to work together either with the aim of improving economic efficiencies within the trust or identifying and implementing best practice across all academies;
- co-ordinate and oversee shared services and resources;
- develop and oversee the implementation of academy action plans focussing on academy improvement;
- approve and monitor the trust's Strategic Plan;
- set and monitor performance benchmarks;
- determine curriculum priorities;
- review annually staff pay policies;
- set the overall trust budget and approve academy budgets;
- monitor expenditure in accordance with appropriate authorisations;
- develop and implement a risk management strategy;
- ensure the trust and the academies comply with their legal obligations;
- determine the Trust's reserves/contingency policy;
- ensure appropriate insurance or risk cover is put in place;
- undertake recruitment of CEO and headteachers, performance manage the CEO, and support the recruitment and performance management of senior leaders;
- develop staff and governance training programmes and opportunities for professional development;
- support the development and building of leadership and governance capacity at individual academy level;
- approval of site and asset management strategies, including ICT;
- oversee any significant capital expenditure and building projects;
- monitor the potential risks that may hinder the reputation, safety, security and financial prosperity of the trust;
- approve of all funding applications;
- act as decision maker for all appeals;
- approve any changes to Admission Policies;

- undertake those additional duties expected of trustees as detailed in the Decision Matrices above.

To support their work, the Board of Trustees are supported by four additional committees:- Academic Scrutiny, Finance, Leadership Group Performance Management and Audit. The aim of the committees is to inform the Board of academic standards and financial probity resulting from a detailed scrutiny of academic and financial performance.

Scrutiny Committee - A minimum of two educational trustees sit on this group, one of whom acts as Chair. The role of the committee is to independently scrutinise ongoing academic standards in the schools and is advised by the lead school improvement officer/partner and the CEO. The CEO feeds back to individual academy committees. The Scrutiny Committee sits three times a year, normally after the termly reports from the lead school improvement partner have been received.

Finance Committee – A minimum of two trustees sit on this group, and are advised by the Trust Finance Manager and CEO. Overview of individual school accounts is the responsibility of the Trust Finance Officers who are accountable to the Finance Manager overseen by the Finance Committee. The Finance Committee sits three times a year.

Leadership Group Performance Management Committee – A minimum of two trustees sit on this group. Chairs of Academy Committees who are also trustees are ineligible, although they are welcome to attend to present to the committee on behalf of their governance board. The role of this committee is to approve Academy Committee recommendations for CEO/headteacher/deputy headteacher/assistant headteacher pay progression. The LGPM Committee sits once a year.

Audit Committee. A minimum of two trustees (but not those on the Finance Committee, nor the Chair of the Board) receive feedback from audit and decide upon internal audit priorities. Both the Finance Officer and CEO are present to respond to issues (however, neither officer is a member of this committee).

Scrutiny Committee – Terms of Reference

The Scrutiny Committee monitors academic standards within the academies. Scrutiny is focused upon Key Performance Indicators as used within the Annual Strategic Plan to measure progress against one and three year targets and shorter term milestones.

The committee also monitors:-

- How the academies deal with their statutory obligations in relation to the National Curriculum.
- The quality of the assessment system.
- The performance of different groups, subjects and key stages making relevant comparisons to local and national data and analysing trends.
- Provision for, progress and attainment of vulnerable groups e.g. disadvantaged children, looked after children, young carers, and the effectiveness of any intervention strategies.
- The SEND policy, monitoring provision and ensuring that the academies fulfil their responsibilities for pupils with special educational needs and with disabilities.
- The quality of teaching and curriculum.

- The impact of interventions linked to specific grants such as pupil premium, or primary PE and sport funding.
- Attendance and exclusion rates
- The range and impact of extra-curricular activities on pupil achievement and well-being.
- How well teaching prepares pupils for the next stage in their education.
- Equality and cohesion objectives.
- Undertake those additional duties expected of the Committee as detailed in the Decision Matrix above.

Finance & Asset Management Committee – Terms of Reference

Each academy has its own finance officer responsible to the Trust's Finance Manager. The academy's financial performance is centrally managed and concerns fed back via the Finance Manager and/or SEO. All decisions and delegation are in accordance with the Wardle Academy Trust Finance Manual.

Areas for consideration include:-

- Monitor compliance with Wardle Academy Trust Finance Manual and ESFA Academy Finance requirements.
- Provide guidance to the academy committees and headteachers on all matters relating to finance.
- Review all academy curriculum and staffing structures as well as improvement plans to ensure budget compliance.
- Prepare and recommend a draft budget for consideration, taking account of each academy's improvement plan, indicating the proposed levels of expenditure, prior to its approval by the Wardle Academy Trust Board.
- Consider outturn statements at least termly.
- Review the budget and three year financial plan as part of the process of future financial planning.
- Ensure adequate internal controls apply with the academies.
- Monitor the condition of the academy premises and to report issues back to the trust as represented by the CEO.
- Consider and make recommendation to the Board in respect of major capital works and long term building projects.
- Consider issues of health and safety in respect of the trust premises and to take appropriate action or alert the Trust if actions are deemed necessary.
- Monitor the implementation of the trust's Health and Safety policies, including security, and procedures and compliance with current health and safety regulations.
- Keep under review risk management, including health and safety aspects of major capital works and long term building projects, minor works, repairs and maintenance including re-decoration.
- Make decisions in respect of service level agreements, ensuring that the principles of Best Value are applied to all services purchased.
- Monitor the effectiveness of services sold to non-partner schools and organisations.
- Consider and respond appropriately to recommendations made by the external and internal auditors.

- Consider budget implications of nationally negotiated pay awards in accordance with the Wardle Academy Trust agreement with teaching and associate staff unions and associations.
- Maintain a register of business interests.
- Report on, and manage, all PFI related issues (if appropriate).
- Undertake those additional duties expected of the Committee as detailed in the Decision Matrix above.

Leadership Group Performance Management (LGPM) Committee – Terms of Reference

The LGPM Committee annually reviews and recommends to the Board of Trustees the relevant staff pay policies that apply to all Trust schools. Secondly, the LGPM oversees the performance management of senior trust employees and considers recommendations from academy committees regarding pay progression for Leadership Group colleagues at an assistant headteacher level and above.

Academy Committees have the primary role in monitoring the performance of headteachers. Headteachers take the primary role in monitoring the performance of other Leadership Group staff employed within their establishment.

The role of the committee is limited to:-

- Reviewing annual staff pay policies prior to approval by the Board of Trustees;
- standardising the process by which academy committees review the performance management of senior staff (ie, teachers on the Leadership Group scale);
- consulting with academy committees to determine the Leadership Group range for individual academies;
- considering recommendations from academy committees regarding pay progression for senior staff thereby ensuring a consistency of actions across all trust schools;
- overseeing the performance management of the CEO; and
- considering recommendations from the CEO regarding the regrading of central team members.

Audit Committee – Terms of Reference

With regard to the Trust, the Audit Committee is to maintain oversight of:

- Governance and internal control
- Financial management and value for money
- Internal audit
- External audit
- Financial statements and annual reports.

The duties of the Audit Committee include:

- Advise the Members, Board of Trustees and the Accounting Officer on the adequacy and effectiveness of the areas highlighted in the paragraph above.

- Make recommendations to the Board of Trustees with regard to the appointment, re-appointment, dismissal and remuneration of the external auditor.
- Review the external auditor's annual planning document and approve the planned audit approach.
- Recommend and review internal audits to assess the trust's effectiveness to implement the Academies Financial Manual.
- Receive reports from external auditor and other bodies, for example the Education and Skills Funding Agency, and consider any issues raised, the associated management response and action plans.
- Regular monitoring of outstanding actions raising from independent assurance providers, ensuring any delays in implementing recommendations are reasonable.
- Undertake those additional duties expected of the Committee as detailed in the Decision Matrices above.

Appendices 4

Terms of Reference – Academy Committee (Local Governing Body)

Introduction

The primary purpose of the academy committee (AC) is to monitor, evaluate and receive reports on the implementation and impact of the academy's curriculum and the quality of teaching and learning on targets and student attainment, achievement, standards.

In addition, it is expected to maintain a consistent focus on checking the adequacy of the academy's safeguarding and child protection measures; monitor, evaluate and receive reports on the implementation and impact of the academy's behaviour and welfare policies and plans on student progress, achievement, standards, and on attendance.

The academy committee also needs to ensure that the academy represents value for money and that all human and physical resources are managed and maintained within the parameters of the Trust Strategic Plan.

Finally, it is the role of the committee to ensure that the academy complies with all statutory legislation.

Membership

The academy committee is part of the trust's governance structure with its members acting as governors. The size of the academy committee is not prescribed by the Trust. However, committees should be no bigger than necessary to secure the range of skills they need and smaller governing bodies are likely to be more cohesive and dynamic.

Each academy committee is expected to have a minimum of two parent governors. Staff governors are permissible but, as with parent governors, they sit in their own right and are not representative of any group. Both parent and staff governors are expected to possess skills and attributes that will supplement the work of the academy committee. Academy Committees will agree with the Board the proportion of parent and staff governors on the AC. Once agreed, both groups will be elected by ballot. Nominations must be able to meet the job description and person specification for governors (Appendices 5). ACs must not exceed 19.9% of local authority influenced governors. Headteachers are expected to be members of the AC whilst they remain in office.

Any Board appointed governors are subject to an initial interview involving either a Trustee or the CEO and a member of the existing academy committee (ideally, the headteacher or Chair). Both would need to approve the appointment. Governors serve a four year term of office. Elected governors (parents with children still in the school/staff still working in the school) may seek re-election for a second term. Any Board appointed governor wishing to serve beyond their term of office requires the approval from the Board of Trustees.

All governors are expected to adhere to the Trusts Governance Code of Conduct (Appendices 1).

As the primary functions of the academy committee are related to the curriculum, teaching, learning, pastoral management and student care, there are no expectations that ACs will have additional committees for finances, resources or staffing. The Board does delegate some responsibility to ACs in these areas (Please see Decision Matrices above), but most of the monitoring is via executive officers or Trustees. The decision to form additional committees rests with the AC, however, they would be expected to have nominated group/s of governors for the following:-

- a) Complaints
- b) Student Disciplinary
- c) Headteacher Appraisal
- d) Staff Disciplinary/Staff Redundancy
- e) Admissions
- f) Ethics/Faith – (C of E schools only)

In the absence of regular sub-groups/committees to consider curriculum standards and pastoral issues, the academy committee will meet six times a year. There is a minimum commitment of three meetings per year with the headteacher presenting a report termly and an expectation that academy committees will build in sufficient time to their annual programme to ensure that it can meet its responsibilities in full.

Responsibilities

The academy committee shall:

- Set the aims and objectives of the academy in line with the vision and ethos of the trust.
- Agree constitutional matters including procedures where the academy committee has discretion.
- Review and approve school policies and approve and put in place procedures to implement policies agreed by the Wardle Academy Trust as necessary.
- Maintain the academy estate in accordance with the guidelines established by the Trust.
- Maintain a fixed asset register.
- Organise appropriate procedures to elect new members such as parent governors and staff governors when vacancies arise.
- Annually elect a Chair and Vice Chair of Governors.
- With reference to the Decision Matrix, establish any sub-groups/committees deemed appropriate and agree their terms of reference.
- Determine the agenda and calendar of meetings and notify the Chief Executive Officer of the dates, and any alterations thereafter.
- Receive minutes of sub-group meetings and oral reports from sub-groups at each meeting of the Local Governing Body.
- Recommend the academy annual budget in each financial year for approval to the Board of Trustees.
- Receive an annual report on the performance of the headteacher.
- (C of E schools only) Review leadership, management and governance are evaluated from the perspective of the school being a Church of England school.

Its primary roles will be:-

- a) Student Performance: The academy committee will

- agree targets for student performance;
- monitor and evaluate progress against those targets;
- monitor and evaluate the effectiveness of the curriculum direction set by the headteacher;
- ensure the sufficiency and adequacy of data and information relating to standards and attainment;
- agree policies which will enhance the quality of teaching and learning within the academy;
- (C of E schools only) evaluate how effective the school is as a church school in terms of meeting the needs of learners. These needs include well-being, personal development, safeguarding and academic progress.

b) Curriculum

- monitor, evaluate and report on curriculum policy and the quality of teaching and learning and their impact on learning;
- approve the teaching staff structure;
- oversee compliance with statutory requirements relating to the curriculum, including RE, SEND, sex education, early years and looked after children;
- monitor the effectiveness of policies and provision for students with additional needs;
- evaluate the effectiveness of actions using targeted funding to support disadvantaged students, SEND and primary school PE;
- promote each student's spiritual, moral, social and cultural development.

c) Self evaluation: The academy committee will

- work closely with the headteacher and trust officers and consultants to prepare the academy for formal inspection including preparation of the self-assessment statements and pupil premium reports.

d) Pastoral: The academy committee will

- ensure that the academy is fully effective in meeting and addressing all safeguarding issues;
- appoint governors to take lead responsibility for SEND and Child Protection;
- agree attendance targets for authorised and unauthorised absences from the academy in accordance with the appropriate regulations; to keep under review the academy's strategies for encouraging attendance and make recommendations to the headteacher;
- keep under review the academy's policies and strategies for promoting good behaviour and inclusion by promoting community cohesion, anti-bullying strategies and through recognition of the needs of the LGB & T community;
- review and uphold the academy's policy on the promotion of British values;
- promote parental communication and partnership;
- review the role of the academy in encouraging and promoting opportunities within the community;
- ensure a strong student voice within the academy and to be able to identify its impact;
- ensure that the academy annually reviews its Admissions Policy recommending any changes to the Board for approval ahead of formal consultation.

e) Budgeting: The academy committee will

- approve one year and three year financial budgets;

- review the staffing structure of the academy at least every three years;
- review virements between accounts;
- monitor budget performance;
- monitor ICT and material asset replacement plans.

The academy committee will also

- maintain a risk register;
- monitor all aspects of health and safety and annually review its Health and Safety Policy;
- establish procedures to hear appeals under disciplinary, capability and grievance procedures;
- establish procedures to hear complaints from parents;
- establish procedures for appeals relating to admissions;
- support, when required, the recruitment of staff;
- recognise and celebrate achievement by pupils and staff of the academy;
- undertake those additional duties expected of the academy committee as detailed in the Decision Matrices above.

Appendices 5

Job Description and Person Specification for Academy Committee Governor

Job title:	Governor
Location:	Local Governing Board meetings at specified academy Training at a central Rochdale location
Hours:	Between 6 - 9 meetings per year Site visits as necessary Remote involvement via email/telephone/Skype Regular review of reports and documentation
Salary range:	Voluntary
Term of office:	Four years

Academy Committee Governor

The primary purpose of the academy committee is to ensure that there is local accountability for the performance of the Trust and their academies. Those serving on a academy committee are accountable to the Trust Board and must ensure that at all times they act in good faith and in the best interests of the academies and the Trust, exercising reasonable care and skill having particular regard to personal knowledge and experience.

Specific responsibilities of Wardle Academy Trust Governors

The specific tasks and responsibilities of governors are as follows, to:

- ensure implementation of the strategic vision of the Trust and their academy in particular;
- support the Trust Board in developing and maintaining effective links within the academies' communities;
- ensuring that the academy meets their responsibilities to the community and serves the community's needs in relation to the safeguarding and education of its pupils;
- oversee and support the academy's senior leadership team;
- ensure the academy works within its budget and implements the Trust's risk and financial management policies;
- support the Academy's senior leadership team in the development and review of an appropriate staffing structure;
- where appropriate, support the headteachers in the recruitment and performance management of strategic personnel;
- promote collaboration with the other Wardle Trust academies, actively seeking opportunities for the academies to work together either with the aim of improving economic efficiencies within the Trust or identifying and implementing best practice across all academies;

- review delegated local academy policies (e.g. admissions, pupil behaviour, safeguarding); provide advice and feedback to the Trustees and report on all matters, responsibility for which has been passed to the academy committee;
- support the academy's senior leadership team in relation to curriculum and budgeting priorities, determining any local priorities;
- support the academy's senior leadership team in monitoring pupil progress and analysing performance data, having regard to the performance benchmarks (KPIs) determined by the trust across all academies;
- ensure the implementation of any academy plan, focussing particularly on academy performance targets;
- undertake all and any appropriate community consultation;
- provide a point of contact for parents, carers and other members of the local community
- maintain effective links with the local community.

Core Competencies

The following core competencies and skills expected of Governors are to:

- work as a team;
- attend meetings and be prepared to contribute to discussions and commit to agreed actions;
- be respectful of the views of others and to be open to new ideas and thoughts;
- treat all confidential information confidentially;
- act with integrity, avoiding any personal conflicts of interest and complying with the trust's Conflict of Interest Policy;
- develop a deep understanding of the vision and ethos of the trust and its academies and the roles played by all individuals in fulfilment of the trust's mission;
- understand the policies and procedures of the trust and how these flow through to the academy;
- support the trust in public and act as an ambassador of the trust and the academy;
- commit to training and skills development;
- be ready to provide challenge;
- be focussed on problem solving and be ready to learn from past experiences;
- act in accordance with any authority delegated to him or her, including complying with any regulation or requirement of those from whom delegated authority is received;
- adhere to the Nolan Principles of public life.

Person Specification

Personal qualities and values:

- A desire to create positive change for young people;
- A commitment to the aims and objectives of the Wardle Academy Trust;
- A willingness to devote time and effort;
- An ability to work effectively as a team while contributing an independent perspective;
- An ability to build productive and supportive professional relationships;
- A commitment to the Nolan's seven principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership;
- A commitment to equal opportunities and anti-discriminatory practice;
- A commitment to safeguarding young people;

- Reliability and integrity.

Education and training:

- A record of continuous professional development;
- Educated/trained to a professional level.

Experience:

- Experience of driving positive change;
- Experience in education / accountancy/ finance / business / HR / marketing / law/or other relevant field of expertise.

Knowledge:

- An understanding and acceptance of legal duties, responsibilities and liabilities of governance;
- An understanding of the use of attainment and other data to assess the progress, strengths and weaknesses of an educational environment;
- An understanding of financial and workforce data.

Skills:

- Strategic vision;
- An ability to think creatively;
- Good, independent judgement;
- An ability to use financial and workforce data to inform decision-making.

