



Changing Lives Learning Trust

RESPECT · RESILIENCE · ACHIEVEMENT · OPPORTUNITY

CHANGING LIVES LEARNING TRUST (THE TRUST)

2024 - 2025 COMMITTEE TERMS OF REFERENCE

UPDATED FOR 05.12.20

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OVERARCHING PRINCIPLES

The vision of Changing Lives Learning Trust is to provide an inclusive, ambitious, inspirational and holistic education for all of our learning community, and a working environment for our people that supports everyone's opportunities to be the best they can be, succeeding academically and vocationally.

And underpinning this: We are working towards the ambitious aim that children in Changing Lives Learning Trust will attend schools that are pedagogically focused, where teachers understand and deliver excellent, inspirational teaching and learning. We are working to make sure our children have the very best teachers, schools and opportunities right there in their own communities.

Under the expert guidance of adults who are academically curious and passionate about educational research and enquiry, our children will have the opportunity to develop the powerful knowledge, skills, attitudes and values they need to thrive and shape their world, today and in the future.

Our teachers and leaders will hold the developing needs of children and young people alongside high expectations for outcomes and ambitious aspirations for them, building their character and resilience, while remaining aware of the increasingly complex landscape our learning community need to navigate.

This is underpinned by the work of One Cumbria Teaching School Hub (TSH) and School Centred Initial Teacher Training (SCITT), which seeks to recruit talented aspiring teachers, as well as the continuing work we put into delivering high quality Early Career Frameworks (ECF) and National Professional Qualifications (NPQs), facilitated by our own network of experienced and inspiring facilitators, to retain and develop the talents of existing teachers and leaders in Cumbria. Our professional learning communities and alumni groups will intuitively deliver a self-sustaining network of continuous development and

opportunity. One Cumbria will enable a thriving, collaborative partnership of professionals based on trust, with the common purpose of social justice and knowledge exchange; we are aiming to make Cumbria the best place to train, and teach, and learn.

UPDATED FOR 05.12.2024

INTRODUCTION

As a charity and company limited by guarantee, The Trust is governed by a Board of Trustees (**The Board**) who have overall responsibility and ultimate decision-making authority for all the work of Changing Lives Learning Trust, including the establishing and running of the academies maintained by The Trust (**Academies** and each an **Academy**).

In order to support the effective operation of The Trust and the academies, The Board has established an Executive Team (**The Executive**) which currently comprises the following key roles:

- The Chief Executive Officer and Accounting Officer
- The Chief Finance Officer (Finance Director)
- The Chief Operating Officer

In order to support the effective operation of The Trust and the academies, The Board has established a number of committees to which it has delegated certain of its powers and functions. These terms of reference (**Terms of Reference**) set out the constitution, membership and proceedings of the committees The Board has established.

In summary, The Board has established three different types of committee:

- Trust Board Committees to deal with Trust-wide matters, to oversee the strategic direction and hold accountability for The Trust. They oversee internal and external accountability, legislative compliance and quality of provision across the full range of internal and external Key Performance Indicators. They are also responsible for the development of The Trust's estate.
- Academy Boards (ABs) are Trust Board Committees and their sole function is to support, challenge leaders and promote the effective operation of the academies.

They hold academy leaders to account for the full range of academy key performance indicators.

- Academy Board Committees are Committees of each Academy Board and are Sub-Committees of The Board. They undertake in-depth analysis of each academy, hold them and their leaders accountable, support their improvements as a collective group of governors, chaired by an elected governor (unless the Academy Board is an Interim Board appointed by The Board), also making observations and recommendations to The Board. They are accountable for academy performance within the scope of that sub-committee.

The governance structure between the three groups seeks to encourage insight into opportunities, representing views, communicating views and making recommendations that reflect a Trust-wide perspective while originating in response to individual academy's stated aims and objectives.

Importantly the structure seeks to provide opportunity for Trustees and Governors to use their skills in a way that materially contributes to the governance and strategic decision-making of The Trust; recognising the Trust-wide portfolio management context of all decision-making, and reporting and supporting the jointly agreed decisions back to ABs who can effectively undertake their duty to hold their academy leaders to account.

Additionally, the structure intends to provide a balance between the legal duty of The Trust and the engagement of the local community each academy serves.

The Board will review these Terms of References together with the membership of the committees at least once every twelve months.

Only The Board can amend these Terms of Reference. The functions, duties and proceedings of Committees set out in these Terms of Reference shall also be subject to any regulations made by The Board from time to time.

Date last approved by The Board: 5th December 2023

Date for next review: 5th December 2024

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DEFINITIONS

The following definitions apply:

‘(The) Sponsors’ denote the ‘owners’ or ‘shareholders’ of the company of Changing Lives Learning Trust. They are:

- The Nuclear Decommissioning Authority (NDA)
- Sellafield Limited (SL or SL Ltd.) - a wholly owned subsidiary of NDA
- The University of Central Lancashire (UCLAN)

There are two additional non-Sponsor Members. They are:

- Professor Sam Twiselton
- Professor Mick Waters

The term ‘Member’ (noting the uppercase ‘M’) denotes either an individual Sponsors’ representative from the three Sponsor Organisations or the two individuals who are non-Sponsor representatives. ‘Members’ refers to all three Sponsor organisations’ representatives and the two additional non-Sponsor representatives.

The term ‘member’ (noting the lowercase ‘m’) denotes an individual who is ‘a member’ of The Board or any of its committees.

The term ‘Academy’ shall be taken to mean any educational establishment within Changing Lives Learning Trust, including the term ‘school’.

The term ‘Headteacher’ denotes the Headteacher of any educational establishment within Changing Lives Learning Trust, including the term ‘Executive Headteacher’.

THE BOARD

1. In determining the agenda for Trust Board meetings and Board Committee meetings, Trustees will have regard to the requirement on them to:

1.1. Ensure the effective academic performance and the overall quality of education provided by The Trust and the academies within it.

1.2. Ensure the effective safeguarding of all children, young people and adults associated with The Trust.

1.3. Ensure good financial management and effective internal controls:

1.3.1. Complying with the Funding Agreement and the current version of the Academy Trust Handbook (or successor documents);

1.3.2. Receiving and considering information on financial performance at least five times a year; and

1.3.3. Taking appropriate action to ensure ongoing viability against agreed budgets.

1.4. In consultation with The Chair, the Governance Professional to The Board shall prepare an annual plan for the meetings of The Board. The Trustees are responsible for the governance and supervision of The Multi-Academy Trust and its Board Committees (including Academy Boards) and sub-committees (Academy Board Committees).

1.5. Trustees have a wide range of responsibilities in regard to the running of The Trust but, in summary, Trustees are responsible for:

1.5.1. Establishing the vision and values of The Trust;

- 1.5.2. Carrying on The Trust in accordance with the objects of The Trust as set out in The Articles of Association and safeguarding the assets of The Trust;
 - 1.5.3. Approving Chief Executive Officer's strategy and structure for the operation of The Trust;
 - 1.5.4. The delegation of the running of The Trust and its academies and the direction of the education, pastoral care, financial and other policies of The Trust to The Chief Executive Officer and their Executive Team;
 - 1.5.5. Ensuring the sound management and administration of The Trust by The Executive, and ensuring that The Executive is equipped with the relevant skills and guidance;
 - 1.5.6. Ensuring financial controls and the financial management of The Trust are in accordance with the provisions of the Academy Trust Handbook and any other accounting regulations and directions statutorily in force, that set out in detail provisions for the financial management of The Trust;
 - 1.5.7. Setting values and standards of conduct, monitoring performance and the achievement of objectives, and ensuring that plans for improvement are acted upon swiftly and decisively;
 - 1.5.8. Risk management; that is identifying, reviewing, quantifying and devising systems to minimise the major risks affecting The Trust; and
 - 1.5.9. Ensuring the Executive lead The Trust and Headteachers lead the Academies, being compliant with General Data Protection Regulations and general law.
2. Trusteeship is a personal office of trust and responsibility and Trustees cannot transfer that responsibility to another individual. However, in order to ensure the proper management of its Academies, The Board are able to delegate specific tasks to assist

them in carrying out their duties and obligations. It is for The Board to determine what decisions it will take for itself, what they delegate to board committees (including Academy Boards), what they will delegate to specially formed working groups or individual Trustees (e.g. the Chair) and what they delegate to The Executive. The Trustees must also consider when and from whom they should take professional advice.

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

3.1. Non-executive powers must be exercised by Trustees personally and may not be delegated;

3.2. Executive powers should be delegated to the Chief Executive Officer (who is the Accounting Officer) and The Chief Finance Officer (The CFO), except when it is impracticable to do so, who may authorise further delegation.

3.3. Every act of delegation is only a delegation of authority and does not relieve Trustees of accountability. The process of delegation for Changing Lives Learning Trust is outlined in the Scheme of Delegation that gives rise to these Terms of Reference.

ESTABLISHING THE BOARD COMMITTEES

4. The Board has resolved to establish the following Board Committees and Academy Boards as committees of The Board and Academy Board Committees as their sub-committees:

4.1. Trust Quality of Education (QoE), covering

4.1.1. Outcomes

4.1.2. Teaching and Learning

4.1.3. Curriculum

4.1.4. Safeguarding, welfare and inclusion

4.1.5. Children with Special Educational Needs

4.1.6. Children who are disadvantaged or vulnerable

4.1.7. Assessment

4.1.8. Attendance

4.1.9. Behaviour

4.1.10. Risk Management

4.1.11. Policies related to Quality of Education

4.2. People, Estates and Finance (PEF)

4.2.1. HR

4.2.2. Appraisal

4.2.3. Culture

4.2.4. Health and Safety

4.2.5. Asset Management

4.2.6. Finance

4.2.7. Investment

4.2.8. Risk Management

4.2.9. Policies related to People, Estates and Finance

4.3. Audit and Risk Committee (A&R)

4.3.1. Internal and External Audit

4.3.2. Risk Management and Growth

4.3.3. Advocates (Parentview, Children and Young People voice, Staff voice)

5. The Board meeting will have standard agenda items from each of the three Board Committees. They are:

5.1. Summary of Strengths

5.2. Summary of Weaknesses

5.3. Summary of Risks and measure of mitigation

6. The Board has resolved to establish additional committees for the specific purpose of:

6.1. "One Cumbria" Teaching School Hub

6.2. “One Cumbria” School Centered Initial Teacher Training (SCITT)

6.3. Endowment Fund Management; and

6.4. Chief Executive Officer Appraisal and Pay Setting.

7. The Board has resolved to establish Academy Boards (ABs) for its Academies each as separate committees of The Board. An AB may act in respect of two or more Academies. The current list of ABs and the academies they operate in respect of is set out in [Appendix 1](#).

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MEMBERSHIP - TRUST BOARD COMMITTEES

8. Each Board Committee shall have a minimum of three members and maximum of eleven members. “One Cumbria” Teaching School Hub Board shall comprise a minimum of 3 Board Committee members three of whom must be Trustees of The Trust (**Trustees**). The SCITT shall comprise a minimum of 3 Board Committee members, one of who must be a Trustee of the Trust.
9. The Board will appoint and remove all Board Committee members.
10. The Board will ensure that Board Committee members have the necessary skills, background and experience to properly fulfil the relevant Board Committee functions.
11. The current Board Committee members are set out in the register of committee members maintained by The Trust and, which at the date of adoption of these Terms of Reference, is set out in [Appendix 2](#).
12. No member of The Board can be appointed a member of People, Estates and Finance (PE&F) Committee and be appointed as a member of the Audit and Risk (A&R) Committee unless there are less than six Trustees to distribute separately across PEF and A&R and matters.
13. The Trustees recognise the overriding principles of The Academy Trust Handbook and that The Audit & Risk Committee should be established in such a way as to achieve internal audit that delivers objective and independent assurance for The Trust. In establishing The Audit and Risk Committee, The Board will adhere to the principles of The ATH and:
 - 13.1. colleagues employed by The Trust will not be members of the committee, but may attend meetings to provide information and participate in discussions; and

- 13.2. the Trust's Accounting Officer (Chief Executive Officer) and other relevant executive and senior employees will routinely attend committee meetings in the capacity set out above.

ACADEMY BOARDS

14. Pursuant to paragraph 2, The Board has resolved to establish Academy Boards as Committees of The Board.

15. Academy Boards will normally meet at least three times per academy financial year. Where urgent action, monitoring or growth-related work is required they may meet more frequently in that capacity.

16. Academy Boards collective primary responsibility is to assess the corporate and strategic performance of their Academy in its broadest sense, and form a wide view on the adequacy of progress made in achieving strategic objectives and outcomes, and of the systems to measure, monitor and deliver on them.

17. Academy Boards will review, endorse and monitor the Disaster Recovery Plan for their academy.

18. In particular, the role of each Academy Board is:

18.1. To provide evidence to The Board through the relevant committee on the adequacy of its strength in holding leaders to account for performance and outcomes in their academy;

18.2. To make available evidence- and research-informed information to The Board in respect of their academy within the remit of the relevant committee;

18.3. To provide evidence to The Board in respect of any implications for The Trust's strategic evaluation of risk arising out of a review of strategic performance;

18.4. To act as a sounding board for The Board in monitoring of the full range of key performance indicators and strategic plans in place to deliver The Trust's performance and growth strategy;

18.5. To undertake, as necessary, appropriate review and analysis of specific activities that will affect the outcomes for children and young people in their academy.

19. Each Academy Board will carry out its specific duties through:

19.1. The consideration of reports on overall performance in respect of the achievement of the objectives. These will be supplemented by presentations and delivery of reports at Academy Board meetings, and circulation of information in the intervening period between meetings.

19.2. The consideration of ad-hoc reports on specific areas of performance or areas of risk as requested by The Board, any Board Committee or Academy Boards;

19.3. Engaging in discussions with The Board and The Executive on the development, content and review of strategic plans;

19.4. Assessing on an annual basis, the adequacy of the academy's arrangements for managing the performance of staff through appraisal.

19.5. Cross-Academy Board working, including the referral of matters brought before it by another Academy Board where specialist consideration or investigation is required.

MEMBERSHIP - ENDOWMENT FUND MANAGEMENT COMMITTEE

24. The membership of the Endowment Fund Management Committee shall be:

24.1. The Chair of The Board so long as the Chair is an employee of The Nuclear Decommissioning Authority.

24.2. The Vice Chair of The Board so long as the Vice Chair is an employee of Sellafield Ltd.

24.3. The Chair of People, Estates and Finance Board Committee so long as the Chair of PEF is an employee of either The Nuclear Decommissioning Authority or Sellafield Ltd.

24.3.1. Pursuant to 24.3 if the Chair of PEF is a Trustee other than an employee of The Nuclear Decommissioning Authority or Sellafield Ltd., The Board must elect a Trustee who is an employee of The Nuclear Decommissioning Authority or Sellafield Ltd. to be a member of PEF and that member must also be a member of the Endowment Fund Management Committee. If a third individual is not employed by The Nuclear Decommissioning Authority or Sellafield Ltd., they must be approved by the two existing members who are employed by the Nuclear Decommissioning Authority or Sellafield Ltd.

MEMBERSHIP - CHIEF EXECUTIVE OFFICER APPRAISAL AND PAY SETTING

25. The membership of the Chief Executive Officer Appraisal and Pay Setting Committee shall be:

25.1. The Chair of The Board who shall be a member of the committee

25.2. The Vice Chair of The Board who shall be a member of the committee

25.3. The Chair of People, Estates and Finance Trust Board Committee

MEMBERSHIP - ACADEMY BOARDS

27. Each AB operating in respect of one Academy shall (unless The Board resolve otherwise) have a minimum of five members and a maximum of eleven members.

28. Each AB operating in respect of two or more Academies shall (unless The Board resolve otherwise) have a minimum of seven members and a maximum of thirteen members.

29. The membership of each AB (each an **AB member**) shall be as follows (unless The Board resolve otherwise):

29.1. Two parent members (by election);

29.2. One colleague member (by election);

29.3. Headteacher;

29.4. Up to four persons appointed by The Trust Board; and

29.5. Pursuant to Paragraph 33, up to three other persons co-opted by members of the AB who shall not be parents of children at the Academy nor members of staff at the Academy.

30. The current AB members are set out in the register of committee members maintained by The Trust and which, at the date of adoption of these Terms of Reference, are set out in [Appendix 2](#).

31. Four members of the AB shall be appointed to be members of Quality of Education Committee. Three members of the AB shall be appointed to be members of People, Estates and Finance Committee.

32. The Headteacher cannot be a member of any AB committee.

33. The Board will delegate to the AB who shall:

33.1. Make all necessary arrangements for, and determine all other matters relating to, an election of parent AB members, including any question of whether

a person is a parent of a registered pupil at an Academy. Any election of a parent member which is contested shall be held by secret ballot;

33.2. Make all necessary arrangements for, and determine all matters relating to, the election of the colleague AB member;

33.3. Pursuant to Paragraph 33.1, where there is United Academy Board (UAB); one colleague member from across the academies; one parent member per academy; and

33.4. Pursuant to Paragraph 33.3, where there is no parent nomination from academy "A" then two parent members can be elected from academy "B" if there are sufficient nominations. If there are not, there will remain a parent vacancy from academy "A".

34. The AB members may only recommend co-opted members for the approval of The Board.

35. The term of office for any AB member shall be four years, save that this time limit shall not apply to Headteachers. Subject to remaining eligible, any member may put themselves forward for re-appointment or re-election (as the case may be).

36. The Board shall from to time to time appoint and review annually members of ABs and AB committees where they warrant it.

CHAIRS OF COMMITTEES

36. The term **Chair** refers to the person appointed under this paragraph as chair of the relevant Board Committee or Academy Board (as appropriate).

37. No person may act as Chair of a Board Committee under Paragraph 36 unless they are also a Trustee.

38. Pursuant to Paragraph 37, each Board Committee shall at the first meeting of each academic year elect a member to act as chair of the committee. The committee will elect a temporary replacement from among the members present at any meeting where the Chair is absent.

39. Pursuant to Paragraph 33:

39.1. The AB members shall at the first meeting of each academic year appoint two AB members; one to act as Chair and one to act as Vice Chair of the AB;

39.2. The AB members will elect a temporary replacement from among the members present at the meeting in the absence of the chair.

40. No person may act as Chair under Paragraph 39 if they are an employee of The Trust.

41. The Trust may appoint a Chair to an Academy Board if:

41.1. The performance of the AB is judged to require improvement or the Academy requires improvement or is in Special Measures; or

41.2. The most recent skills audit identifies experience and length of service gaps that require a Chair appointed by The Board.

AUTHORITY, REMIT AND RESPONSIBILITIES OF BOARD COMMITTEES

43. Each Board Committee shall be responsible for the matters set out in [Academy Boards](#).

44. Each Committee is authorised by The Board to:

44.1. Carry on any activity authorised by these Terms of Reference; and

44.2. Seek any appropriate information that it properly requires to carry out its role from any senior colleague of The Trust and all senior colleagues shall be directed to co-operate with any request made.

45. Save with the consent of The Board, Board Committees may not establish sub-committees other than those described in these Terms of Reference.

UPDATED FOR 05.12.2024

PROCEEDINGS OF BOARD COMMITTEE MEETINGS

46. Committees are taken to mean Board Committees and Academy Boards, unless otherwise specifically stated.
47. The Board Committees will meet as often as is necessary to fulfil their responsibilities but at least three times a year. The Executive will determine the calendar of meetings for the forthcoming year in accordance with regulatory frameworks.
48. Any two Committee members can request that The Chair convene a meeting by giving no less than 28 days' prior notice.
49. The quorum for the transaction of the business of:
- 49.1. A Board Committee shall be three Trustee Board Committee members and no vote on any matter shall be taken at a meeting of a Board Committee unless the majority of members present are Trustees;
- 49.2. An Academy Board shall be three AB members provided that at least one of them is an AB member appointed or approved by The Board (not including colleague members or parent members).
50. The Chief Executive Officer shall ensure that a Governance Professional is provided to take minutes at meetings of Board Committees and Trust Board Meetings.
51. The relevant Headteacher shall ensure that a Governance Professional is provided to take minutes at meetings of Academy Boards and their Committees.
52. Every matter to be decided at a meeting of a Committee must be determined by a majority of the votes of the members present and voting on the matter.
53. Each member present in person shall be entitled to one vote.

54. Where there is an equal division of votes The Chair shall have a casting vote.
55. A register of attendance shall be kept for each Committee meeting and published annually.
56. Committees may invite attendance at meetings from persons who are not members to assist or advise on a particular matter or range of issues. Such persons will require the Chair's approval to attend and may speak with the permission of The Chair only on the matter for which they are attending and shall not be entitled to vote.
57. References to the "Chair" shall in the absence of The Chair be deemed to be references to the chair of the relevant meeting.

CONDUCT OF COMMITTEE MEMBERS

58. All Committee members at all levels shall observe at all times the provisions of the NOLAN Principles of Public Office, NGA Code of Governance, and the Framework for Ethical Leadership.

COMMITTEE MEMBERS' INTERESTS

59. Committee members are required to declare any business or other interests in any item being discussed at a meeting.
60. Each Committee member, if present at a Committee meeting, must disclose their interest, withdraw from the meeting and not vote on a matter:
- 60.1. If there may be a conflict between their interests and the interests of any of The Academies or The Trust;
- 60.2. If there is reasonable doubt about their ability to act impartially in relation to a matter where a fair hearing is required; or

- 60.3. If they have a personal interest in a matter (this is where they and/or a close relative will be directly affected by the decision of The Committee in relation to that matter).

UPDATED FOR 05.12.2024

DISQUALIFICATION & REMOVAL OF COMMITTEE MEMBERS

61. A person shall be ineligible for appointment to a Committee and, if already appointed, shall immediately cease to be a member if the relevant individual:

- 61.1. Is or becomes disqualified from holding office under The Trust's Articles of Association or behaviours and principles contained in Paragraph 58;
- 61.2. Is or becomes disqualified from holding office as a governor of an Academy;
- 61.3. Is included in the list of teachers or workers considered by the Secretary of State as unsuitable to work with children or young people;
- 61.4. Is barred from any regulated activity relating to children;
- 61.5. Is or becomes bankrupt or makes any arrangement or composition with his/her creditors generally; or their estate has been sequestrated and the sequestration has not been discharged, annulled or reduced;
- 61.6. Is convicted of any criminal offence (other than minor offences under the Road Traffic Acts or the Road Safety Acts for which a fine or non-custodial penalty is imposed or any conviction which is a spent conviction for the purposes of the Rehabilitation of Offenders Act 1974);
- 61.7. Has been fined for causing a nuisance or disturbance on academy/academy premises during the 5 years prior to or since appointment or election as a Committee member;
- 61.8. Refuses to an application being made to the Disclosure and Barring Services (DBS) for a criminal records check;
- 61.9. Pursuant to Paragraph 58, commits a serious breach of The Trust's codes of governance or any standing order or protocol implemented by The Board;

61.10. In the case of an AB member, is absent without the permission of the AB members from all their meetings held within a period of six months and the AB members resolve that his office be vacated;

61.11. In the case of an AB member, is absent without permission of the AB members from two consecutive meetings where they were required to be present for the purposes of decision making pursuant to Paragraphs 46 to 57;

61.12. Resigns his/her office by notice in writing to the relevant Chair;

61.13. In the case of a Headteacher, they cease to be so; or

61.14. In the case of an AB member, their term of office expires and they are not re-appointed.

62. The Board shall have the right at their sole discretion to remove or suspend (on such terms as they see fit) any AB member by written notice to the relevant Chair.

REPORTING PROCEDURES

63. Within 7 days of each meeting each Committee will:

63.1. Produce and circulate draft minutes of its meetings to committee members and agree minutes of its meetings;

63.2. Provide a summary document identifying:

63.2.1. Decisions made;

63.2.2. Summary of Strengths;

63.2.3. Summary of Weaknesses;

63.2.4. Summary of Risks;

63.2.5. Any items for the attention of The Board; and

63.3. Items for further discussion by The Board, together with **Committee Reports**.

64. Board Committee members can agree reports and minutes by email.

65. The Committee Reports will be sent to The Board, via the Governance Professional, within 21 days but no less than 7 days of each Committee meeting.

66. Trust Board Meetings and Board Committees shall arrange for the production and delivery of such other reports or updates as requested by The Board from time to time.

67. Each Committee shall conduct an annual review of its work and the powers and functions delegated to it under these Terms of Reference and shall report the outcome and make recommendations to The Board.

POWERS & FUNCTIONS DELEGATED

These are set out in the Trust Scheme of Delegation

UPDATED FOR 05.12.2024

QUALITY OF EDUCATION BOARD COMMITTEE

71. The quorum for The Quality of Education Board Committee is fixed at three Trustees.

72. Confidential minutes of The Quality of Education Board Committee shall remain confidential to Trustees who were present at the confidential discussion and The Board.

73. The powers and functions delegated by The Board to Quality of Education and the associated meetings are as set out below.

74. In all Meetings consideration must be given to:

74.1. Research and evidence;

74.2. Student, parent and community voice;

74.3. Quality Assurance Measures;

74.4. Self-evaluation;

74.5. Outcomes of inspection reports or School Improvement Partner reports;

74.6. The relevance of academy development plans in achieving the required performance for the academy;

74.7. Measures to improve performance;

74.8. Risk evaluation;

74.9. Policies and procedures falling within the remit of The Committee; and

75. Additionally the Committee may:

- 75.1. Liaise with other Committees or an Academy Board on aspects of colleague performance, reporting to The Board
- 75.2. Provide feedback or advice to an Academy Board from the Committee
- 75.3. Undertake any other matters relating to performance and quality management as either The Board or CEO may request

General

- 76. Review or investigate any other matters referred by The Board to The Quality of Education Committee.
- 77. Draw any significant recommendations and matters of concern to the attention of The Trust Board.
- 78. Ensure leaders and Academy Board governors follow the Terms of Reference.
- 79. Review, on a regular basis, the policies which are the remit of this committee.

<p>BOLD - Policies and other documents that Academies are required to have by law.</p> <p><u>Underlined</u> - Policies and other documents that Academies should have.</p> <p><i>Italic</i> - Policies and other documents that Academies must publish on websites.</p>	Review frequency	Last Date Reviewed/Approved	Author	Responsible for Approval	Next Review Date
Admissions Policy					
Attendance Policy					
Behaviour Policy					
Careers Policy (secondary) Provider access statement					
Management of Intimate Care and Toileting Procedures					
Positive Handling Procedures					
Pupil Premium Strategy Plan and Review					
Safeguarding Policy Child on Child Abuse Child Protection Policy					
Safeguarding Supervision Policy					
Sex and Relationships and Health Education Policy					

Special Educational Needs Policy					
Supporting students with medical conditions (Policy and Procedure)					
Suspension and Exclusion					
Uniform Policy					
Home Academy Agreement					

The above policies are approved at Local Academy Board meetings

UPDATED FOR 05.12.2024

Curriculum

78. Ensure The Trust delivers a curriculum (in the wider sense) that reflects the culture of our society; giving equality of access to all children, who can acquire, ever-deepening knowledge and ever-broadening skills that inform who they are now and who they can become in adult life
79. All children, at all levels, from Early Years through KS1 and KS2 at primary to KS3, KS4 and where appropriate KS5 at secondary, are entitled to, and will receive a broad and balanced curriculum where they will secure a solid foundation in knowledge and vocabulary.
80. Deliver a broad and balanced curriculum that supports social mobility. To ensure that the academy fulfils any statutory duties in relation to curriculum provision. Schemes of Work will:
- 80.1. Be free from any form of indoctrination; and
 - 80.2. Comply with equal opportunities legislation.
81. All Trust academies must enhance their literacy and numeracy provision to ensure that all children have the core knowledge that enables success within those subjects and enables them to access the remaining curriculum.
82. To facilitate the delivery of knowledge at the highest standard possible, ensuring the curriculum will be *specific, cumulative, well-rounded, preparatory and rigorous*. That is:
- 82.1. The specific content that children learn throughout the year will be clearly stated;

- 82.2. Content will be cumulative ensuring that children develop both deep and broad understanding leading to mastery;
- 82.3. Well-rounded. Not only are the arts, humanities, social and health sciences, sciences, technology (design and ICT) and sports interesting and exciting subjects in their own right but we recognise that the reading comprehension, knowledge and vocabulary that these subjects convey enriches a child's development;
- 82.4. Preparatory, in that we will always ensure that not only is content delivered appropriate for the particular key stage but also is constantly seeking to prepare and encourage children to access further studies; and,
- 82.5. Rigorous. We will teach complex and rigorous academic topics as we understand that complex topics, delivered in a carefully planned way, builds a deeper understanding and enables mastery to take place.
83. Ensure that our leaders have the ability to promote excellence, cultivate challenge and encourage all to embrace the struggle inherent in learning.
84. Ensure that our leaders of learning must never make learning too easy; losing the value of its own reward and the permanence of its comprehension.
85. Ensure our leaders embrace educational change to ensure our curriculum prepares our students for life.
86. Ensure the curriculum is fundamental to our vision to put students first: and ensuring leaders are relentless about raising standards and ensuring equity to change lives through learning.
87. Ensure a broad range of other opportunities for all children.

88. Receive and review recommendations relating to the development and delivery of the curriculum and related staffing requirements.

89. To recommend to the Governing Board the times for the start and finish of the academy day and the lunchtime period, together with the dates for the beginning and end of academy terms and breaks.

UPDATED FOR 05.12.2024

Learning and Teaching

90. Ensure The Trust focuses on the quality of what happens in every classroom, every day because raising children's attainment fundamentally rests on what happens in each lesson.
91. Ensure leaders are able to deliver teaching excellence at the heart of The Trust.
92. Receive and review recommendations relating to the development of research-led, evidence-informed learning, teaching and assessment practice together with associated cost/benefit analysis.
93. Ensure leaders promote and share excellence whilst addressing any unacceptable variability, because the quality of the teaching a student receives impacts upon the quality of their education.
94. Ensure continued strong leadership of teaching and learning as a key factor in success. Ensure improvement strategies are borne from leaders' ability to accurately recognise any deficits, identify where they lie, and effectively gauge how to ameliorate them.
95. Ensure that our leaders are skilled in judging the quality of teaching and its impact on learning providing detailed constructive feedback that pinpoints strengths, and effectively identifies the necessary developments and approaches to enhance practice.
96. Ensure there is a Trust-wide quality assurance mechanism to monitor, evaluate and provide constructive feedback, ensuring leaders guarantee a consistent emphasis on teaching and establish the conditions, expectations and interest that enables others to be effective.
97. Ensure leaders provide an accessible source of instructional advice through their involvement in colleague discussions of learning, teaching, assessment and training.

98. Judge whether leaders model exemplary practice demonstrating their love of teaching and consistency of purpose and approach.
99. Receive recommendations for investment in leaders' ability to evaluate, analyse and support teaching to create a climate of engagement, success and innovation in which student learning flourishes.
100. Ensure there are improved quality assurance measure (QAM) structures designed to evaluate how well students learn in order to better assess the typicality of learning and teaching over time, triangulating lessons, students' books, student voice and progress.
101. Ensure there is provision of quality feedback on learning processes and corrective strategies to further enhance teacher effectiveness.
102. Monitor how all identified areas for development link to teachers' performance management targets and professional development, strengthening their accountability for their own practice, linking to the People, Estates and Finance Committee.
103. Ensure leaders deploy high quality feedback and assessment at the closest point of action focussing feedback and its impact on student learning and teachers' planning. Feedback takes many different forms and these are to be encouraged to maximise engagement, deepen student understanding and foster responsive teaching.
104. Ensure leaders give teachers freedom to be excellent providing regular effective feedback that enables all children and young people to recognise what they can do, what they can't yet do and how they must improve.
105. Ensure students and families contribute to the assessment of quality of education.

Outcomes

106. Receive, monitor, review and approve targets and outcomes for student progress, achievement, attendance, and to challenge these as appropriate. Monitor all DfE Performance Table-related Key Performance Indicators and any additional measures that are agreed at the beginning of the year as being of importance for the benefit of the groups of children concerned
107. Receive and monitor progress, achievement and spending in benefit of Pupil Premium students. Review the Pupil Premium plans and reports and approve it for publication by each academy.
108. Ensure all children, and all particular groups of children, are supported by leaders who continue to seek to provide exceptionally high (well above national averages) progress and attainment scores for these students at all levels so that they have the best chance of not being 'vulnerable' for life.
109. To this end, ensure leaders continue to develop expertise in the monitoring and intervention for all groups of students.
110. Ensure leaders develop a culture for learning with high expectations for all in regard to behaviour and conduct in and out of their academy.
111. Ensure there is deep collaboration so academies pool their resources and links to further and higher education establishments.
112. Ensure there are trust-wide arrangements to support high prior attaining and most able students, exposing them to a greater number of similarly able students and providing greater access to events that encourage their development.
113. Ensure there is an incremental increase in the number of students, year-on-year, who study courses and programmes that are of demonstrable benefit to the

economic productivity of both the region and country: we recognise the value of a wide variety of Post-16 and Post-18 courses.

114. Ensure there is continual tracking of NEET figures and destination data to affirm an annual improvement
115. Ensure parents receive regular, appropriate reports regarding their child's progress, welfare and achievement, and are provided with opportunities to discuss these with colleagues.
116. Ensure leaders create environments where students' attendance are significantly above national average and where exclusions and persistent absenteeism are significantly below national average.
117. Ensure excellent performance at KS2 in reading, writing and mathematics remain a key target in assuring that academically our children are ready to access the secondary curriculum with the core key skills that are at the heart of a knowledge-based curriculum.
118. Ensure leaders offer not only the highest levels of pedagogy in reading, writing and maths but also the highest standards in the broader curriculum, which we will always ensure is balanced across the key stages.
119. Ensure the high levels of attainment obtained at primary transition to secondary with no child unable to cope with the transition. Equally ensure there is no 'lost learning' due to replicated schemes of work and ensuring that our secondary teachers understand the primary curriculum. Linking to the People, Estates and Finance Committee, ensure colleague development maximises the opportunity for cross-phase professional development.

Safeguarding

120. The powers and functions delegated by The Board under Safeguarding are as set out below.
121. The Board has a collective responsibility for safeguarding across The Trust and in each Academy. The purpose of the committee is to assist The Trust and those with specific accountability and governance responsibility in safeguarding in fulfilling their oversight responsibilities for Child Protection and Safeguarding at each Academy, and to provide additional support for each Nominated Safeguarding Governor.
122. The objective of the committee is to ensure that The Trust has effective safeguarding policies which are properly implemented, and that each Academy Board is provided with sufficient information to exercise their collective responsibility for safeguarding. The members have a duty to ensure that policies are compliant with published legislation and regulations.
123. The role of the Committee is to:
- 123.1. Advise The Board and The Executive Team on the most appropriate policy and operational framework for safeguarding within The Trust;
 - 123.2. Ensure that safeguarding children and adults is embedded into each Academy and The Trust's work on registration, inspection and monitoring;
 - 123.3. Ensure alignment and consistency of The Trust's approach across all our Academies;
 - 123.4. Provide strategic oversight for all aspects of safeguarding work across The Trust and ensure our policies and procedures are up to date and effective in protecting children and adults from potential or actual harm;

- 123.5. Provide assurance that the agreed policies, procedures and standards for The Trust's work on safeguarding are being adhered to by Trust colleagues and those external providers who work with our children;
- 123.6. Initiate improvements in The Trust's working practices, systems and procedures to support effective safeguarding practice in The Trust's statutory and regulatory roles to protect everyone from potential or actual harm;
- 123.7. Identify, respond and escalate, as appropriate, organisational risk within The Trust related to safeguarding;
- 123.8. Raise the profile of children and adults' safeguarding in all The Trust's work and promote proactive communications and raise awareness both internally and externally;
- 123.9. Monitor and evaluate performance, including scrutiny of performance data, understanding what is driving performance levels and making recommendations to improve performance.
124. Ensure safeguarding is a collective responsibility across The Trust and that each Academy is accountable for its performance. Within this, the responsibilities of the committee are:
- 124.1. Ensure implementation of The Trust's safeguarding policy and procedures, monitor the effectiveness and impact of the policy and procedure both internally and externally and recommend and implement improvements where needed;
- 124.2. Use The Trust's governance structures to ensure that safeguarding issues are considered and addressed at the appropriate level;
- 124.3. Ensure that appropriate data is collected about safeguarding children and adults' activity in a way that supports The Trust's statutory and regulatory roles;

- 124.4. Ensure that the training programmes are in place to enable all Trust colleagues to fulfil their duties and responsibilities in relation to safeguarding;
- 124.5. Ensure that The Trust's regulatory role within multi-agency children and adults' safeguarding procedures is clearly understood internally and externally;
- 124.6. Ensure that The Trust and each Academy responds appropriately to changes in relevant legislation related to Child Protection and Safeguarding without delay;
- 124.7. Provide input in to any reports (such as on trends in safeguarding in the sector) and produce an Annual Report on The Trust's internal performance;
- 124.8. Ensure that constructive links have been maintained with relevant stakeholders and external agencies.
125. Each safeguarding governor will meet with the DSL for each academy six times per academic year to monitor performance and report to the Committee through the nominated Safeguarding Trustee.
126. The committee will inform, make decisions for recommendation and update The Board and Academy Board with the outcomes of decisions for recommended proposals of strategic development of safeguarding, audit and risk audits across the full range of Trust activity, the management of all risks to the organisation.
127. The AB will hold leadership and governance of each academy and The Trust-wide leadership of safeguarding, audit and risk to account for, report and make, recommendations to The Board through The Audit and Risk Board Committee on all matters relating to safeguarding, audit findings and risks to the organisation.
128. Have a strategic overview of all safeguarding, internal and external audit findings, risks requiring attention including plans for improvement and further development.

129. Ensure we are the most respected trust for our approach to the safeguarding of children and adults.

130. Ensure we never take safeguarding for granted and that:

130.1. We constantly ensure our practice puts students first;

130.2. We ensure a regular programme of independent external and internal scrutiny of our practice.

131. Review policies and practices to make sure that first and foremost our students obtain the best service from us but also to question the demands made upon our colleagues when associated policies are introduced or updated. The Committee will:

131.1. Discuss and implement regulatory changes across The Trust;

131.2. Review Child Protection and Safeguarding Policy at least once a year and report to The Board through the Quality of Education Committee, and Academy Boards on their findings and decisions;

131.3. Confirm that measures have been taken to ensure that colleagues, children and young people are aware of the policy and that it is published on the intranet & website.

132. Review the effective implementation of Child Protection and Safeguarding policies and procedures. The Academy Board will review the implementation of safeguarding looking at factual evidence to demonstrate the Academy has effective:

132.1. Training;

132.2. Reporting lines;

132.3. Reviews of any relevant complaints; and

- 132.4. Effective working relationships with all external agencies.
133. The Academy Board Quality of Education Committee will reflect on recent cases or sector guidance, questioning the relevant safeguarding governor or DSL by:
- 133.1. Reviewing recent anonymised safeguarding cases and identify new or emerging trends and elicit views on what the Academy or Trust is doing to mitigate the risks;
- 133.2. Reviewing anonymised case notes on a sample of cases to identify learning points.
134. The Quality of Education members will report and make recommendations to the Trust Board following discussions with leaders and the Academy Board on all matters relating to safeguarding, personal development and welfare as these relate to student progress, achievement and aspiration.
135. The Quality of Education Committee may review and monitor the Academy's performance with reference to:
- 135.1. External and internal audit factual information three times per academic year;
- 135.2. Children considered vulnerable;
- 135.3. Children eligible for Pupil Premium;
- 135.4. Children with Special Educational Needs
- 135.5. The Personal Development programme;
- 135.6. Attendance rates;
- 135.7. The use of Alternative Education providers;

- 135.8. Exclusions and inclusion;
 - 135.9. Ofsted reports;
 - 135.10. Quality Assurance Measures;
 - 135.11. Self-evaluation; and
 - 135.12. The use of assessment information.
136. The Quality of Education Committee will provide advice to The Board and Academy Board as appropriate, on:
- 136.1. Management of student numbers;
 - 136.2. Attendance and exclusion information;
 - 136.3. Actions to meet any Ofsted concerns and recommendations; and
 - 136.4. Policies and procedures falling within the remit of the Committee.
137. Additionally the Committee may:
- 137.1. Provide members to sit on student discipline panels;
 - 137.2. Provide members to sit on attendance panels;
 - 137.3. Provide members to support Academy Admissions consultations and provide feedback or advice to each Academy; and
 - 137.4. Undertake any other matters relating to safeguarding, personal development, behaviour and welfare as either the CEO or The Board may request.

Accountability

- 137.5. The Academy Board is accountable to The Board
- 137.6. The AB QE committee will keep the Academy Board informed at all times about its activities.
- 137.7. The minutes of the AB QE committee meetings and copies of audit/inspection reports will be circulated to The Board and Academy Board
- 137.8. The Chair of the AB QE committee will be accountable for ensuring the recommendations to the Executive Team, The A&R Board Committee, The Board reflect appropriate consideration of:
- 137.8.1. Equality, Diversity and Human Rights
 - 137.8.2. Colleague Development
 - 137.8.3. Children's Involvement
 - 137.8.4. Resources (including IT)
 - 137.8.5. Value for Money
 - 137.8.6. Evaluation
 - 137.8.7. Public Reporting
 - 137.8.8. Environmental
 - 137.8.9. Legal
 - 137.8.10. Corporate priority
 - 137.8.11. Risks/interdependencies

PEOPLE, ESTATES AND FINANCE BOARD COMMITTEE

138. The quorum for The People, Estates and Finance Board Committee is fixed at three Trustees.
139. Confidential minutes of The People, Estates and Finance Board Committee shall remain confidential to Trustees who were present at the confidential discussion, and The Board.
140. The powers and functions delegated by The Board to The People, Estates and Finance Board Committee and the associated Meetings are as set out below.
141. The Academy Board PEF members will hold their academy leaders to account, report and make recommendations to the Academy Board for referral to The Board on all matters relating to People, Estates and Finance.
142. Receive any complaint relating to, or appeal against, the funding of a particular academy within The Trust.
143. The Committee will review and monitor the CEO's plans including:
- 143.1. The relevant priorities, namely:
 - 143.1.1. Ensuring financial strength and sustainability;
 - 143.1.2. Growing The Trust;
 - 143.1.3. Recruiting, developing, retaining and deploying the best colleagues across The Trust;
 - 143.1.4. Creating physical environments that are conducive for learning;
 - 143.1.5. Providing exceptional subject expertise; and

143.1.6. Intervention in academies where required.

144. In all meetings consideration must be given to:

144.1. Research and evidence;

144.2. Student, parent and community voice;

144.3. Quality Assurance Measures;

144.4. Self-evaluation;

144.5. Outcomes of inspection reports;

144.6. The relevance of academy development plans in achieving the required performance for the academy;

144.7. Measures to improve performance;

144.8. Risk evaluation;

144.9. Policies and procedures falling within the remit of The Committee; and

General

145. Review or investigate any other matters referred by The Board to the Committee or an Academy Board or an Academy Board People, Estates and Finance committee.

146. Draw any significant recommendations and matters of concern to the attention of The Trust Board.

147. Ensure leaders and governance follow the Terms of Reference.

148. Review, on a regular basis, the policies which are the remit of this committee.

<p>BOLD - Policies and other documents that Academies are required to have by law.</p> <p><u>Underlined - Policies and other documents that Academies should have.</u></p> <p><i>Italic - Policies and other documents that Academies must publish on websites.</i></p>	Review frequency	Last Date Reviewed/Approved	Author	Responsible for Approval	Next Review Date
Capability Policy					
Dealing with Allegations of Abuse Against Teachers and Other Staff					
Disciplinary and Dismissal Procedure					
Flexible Working Policy					
Grievance Procedure					
Leave of Absence Policy					
Maternity leave, Pay & Return to Work - A Guide for Employees					
Paternity Policy					
Probation Policy					
Procedure for Dealing with Complaints of Harassment & Bullying					
Recruitment and Appointment Policy					

Shared Parental Leave Policy					
Sickness Management Policy & Procedures					
Acceptance of Gifts and Hospitality					
Asset Management Policy					
Bribery Policy					
Charging and Remissions Policy					
Debt Recovery Policy					
Financial Regulations Manual					
Fraud Policy					
Investment Policy					
LGPS Employer Discretions Policy					
Procurement Policy					
Trustee, Governor and Staff Benefits & Expenses Policy					
Accessibility Plan					
Asset Management Plan					

Estates Strategy Policy					
Lone Working Policy					
Online Safety & Social Media Policy					

UPDATED FOR 05.12.2024

Financial Procedures

149. Monitor and review procedures for ensuring the effective implementation and operation of financial procedures, on a regular basis, including the implementation of bank account arrangements and where appropriate make recommendations for improvement.
150. Prepare the financial statement to form part of the annual report of The Board to stakeholders and for filing in accordance with requirements of the Companies Act, Charity Commission and Funding Agreement (including the AFH).

Growth

151. Monitoring the financial position in regard to the taking on of academies against balancing the financial commitment of The Trust to its existing academies. Liaising with the Internal and External Audit Trustee in this regard.
152. Ensure decisions taken by the Committees provide financial strength and sustainability to be able to take on more academies in line with the performance and growth strategy. Liaising with the Internal and External Audit Trustee in this regard.
153. Ensure financial due diligence is robust and identifies every financial aspect of any academy to be taken on. Liaising with the Internal and External Audit Trustee in this regard.
154. Monitor the growth of the central services and ensure value for money.

Financial Health

155. Monitor the maintaining of our model so that it remains fit for purpose and at the core of our planning.

156. In order to support existing academies, whilst retaining the reserves to manage successfully in difficult times, formalise financial models built around:

156.1. Contingency (reserves);

156.2. Capital (money identified to meet capital expenditure plans);

156.3. Capacity (the creation of a fund to cover the cost of the initial transformation process for example, managing any changes in colleague costs);
and

156.4. Developing flexible supernumerary colleagues which we are able to deploy to the next academy that we support).

Pay

157. Receive from The Executive annual recommendations, in accordance with the School Teachers' Pay and Conditions Document and any other such legislative framework for setting pay, for the adoption by The Trust Board of:

157.1. An appraisal policy/performance management process;

157.2. A Trust pay policy;

157.3. The Executive salary budget and income generated within the central function and services;

158. Determine annually, in accordance with the adopted Pay Policy and any appropriate regulations and agreements and within The Trust central salary budget, the salaries and grades of support colleagues.

159. Ensure The Executive operate in accordance with the statutory appraisal regulations and the relevant Trust's adopted policy as follows:

160. Ensuring the CEO undertakes the appraisal of The Executive against the targets set together with the guidance in ‘Setting Executive Salaries’;
161. Agreeing objectives and reviewing The Executive’s performance against the targets set together with the guidance in ‘Setting Executive Salaries’;
162. Recommend to The Board the pay range for The Headteachers and members of the Senior Leadership Team in accordance with the School Teacher’s Pay and Conditions document (STPCD). On determining the appropriate pay range consideration should be given to the permanent responsibilities of the role(s), any challenges that are specific to the role and all other relevant considerations such as Academy Trust Handbook.
163. Additionally the Committee may:
 - 163.1. Liaise with other Committees or an AB on aspects of colleague performance, reporting to The Board.
 - 163.2. Provide feedback or advice to an Academy from the committee.
 - 163.3. Undertake any other matters relating to people, estates and financial management as either The Board or CEO may request.
164. Deal with any other matters relating to pay, appraisal and employment as may be referred by The Board.
165. Receive from each AB the annual recommendations, in accordance with the School Teachers’ Pay and Conditions Document, for the adoption by The Trust Board of:
 - 165.1. An appraisal policy/performance management process;
 - 165.2. A Trust pay policy;
 - 165.3. Each Academy’s salary budget

166. Ensure leaders operate in accordance with the statutory appraisal regulations and the relevant Trust's adopted policy as follows:

166.1. Ensuring the Headteacher undertakes the appraisal of their academy against the targets set and current policies and procedures;

166.2. Agreeing objectives and reviewing individual performance against the targets set and current policies and procedures;

166.3. Reviewing and ratifying the appraisal of Headteachers conducted by the nominated AB member and the CEO and determine whether the outcome of Headteachers' appraisal meets the criteria for pay progression as covered under the adopted pay policy;

166.4. Review and ratify the objectives of each Headteacher conducted by the nominated AB member and CEO;

166.5. Determine whether the outcome of The Trust's appraisal process meets the criteria for pay progression against the guidance in force for that cycle;

166.6. Ensure leaders of each academy support the CEO with the annual report to The Board on appraisal arrangements and outcomes for all colleagues across all the academies

166.7. Form a panel selected from The AB, The PEF Committee, The Board to hear any appeal by any member of colleague against entries made within their appraisal statement.

166.8. Form a panel selected from The AB, The PEF Committee, The Board to hear any appeal by a teacher employed at any Academy against the outcome of their threshold assessment application

167. Moderate pay decisions across the Academies in conjunction with the PEF Committee.

People

168. The powers and functions delegated by The Board under People, Estates and Finance Committee are as set out below.

169. The Committee will inform, make decisions for recommendation and update The Board and Academy Board with the outcomes of decisions for recommended proposals of strategic development and deployment of people and training.

170. The AB will hold leadership and governance of each academy and The Trust-wide leadership of people to account for, report and make, recommendations to The Board through the People, Estates and Finance Board Committee on all matters relating to people and training. The AB PEF is accountable to the PEF Board Committee and The Board.

171. Have a strategic overview of all trust people and their training including plans for improvement and further development.

172. Ensure colleague retention rates are well above national average, all colleague engagement is positive and that we are the most respected trust and employer regionally.

173. Ensure we never take our people or their training for granted and that:

173.1. We constantly ensure our practice puts students first;

173.2. We maintain a work/life balance so that colleagues are able to have both a successful professional career and a happy healthy family life; and

- 173.3. We ensure through regular consultation that mental health and well-being provision is at the forefront of research and innovation.
174. Review policies and practices to make sure that our students obtain the best service from us first and foremost but also to question the demands made upon our colleagues when policies are introduced or updated.
175. Ensure that all colleagues have access to career-long high-quality professional development, supporting those who wish to stay within their current role and those who wish to progress.
176. Have a strategic overview of all trust opportunities and ensure we have the internal capacity ahead of need and emerging priorities to deliver those needs and priorities.
177. Monitor and evaluate all training and development.
178. Ensure the design and access to professional development will enable people to integrate their learning into their own practice and continue to develop their own thinking and professional research.
179. Contribute to the formulation of each Academy Development Plan, through the consideration of people and training priorities and proposals, in consultation with The Executive and relevant Headteacher and with the stated and agreed aims and objectives of the relevant Academy.
180. Receive and make recommendations on the broad people and training headings and areas of expenditure adopted each year. This will include the level and use of any contingency fund or balances, ensuring the compatibility of all such proposals with the development priorities set out in each of the Academies' Development Plans.

181. Liaise with and receive reports from appropriate committees and make recommendations to those committees about the people and training aspects of matters being considered by them.
182. Ensure people and training, contracts and pay due diligence is robust and identifies every people-aspect of any academy to be taken on.
183. Where The Trust takes on academies that do not meet these criteria, The Executive must draw up plans for the incoming people.
184. Ensure compliance with contract and employment law.
185. Receive reports and make recommendations to The Board on all aspects of matters relating to colleagues at the Academies and across The Trust.
186. Advise on the strategic planning of people, their training and opportunities.
187. Monitor the communication and consultation of policies and processes to colleagues and review feedback.
188. Advise on the means of achieving active participation by colleagues in policy development.
189. Advise and recommend revisions to those policies which affect colleagues, including but not limited to those which relate to recruitment, retention, record-keeping, induction, training, allegations against colleagues, equalities, discipline and grievance, professional conduct, professional development, charging and remissions, training, performance management, management of stress, trade unions, whistle-blowing and pay.
190. Ensure the legal requirements for Early Career Teacher induction are complied with.

191. Hear, consider and make any initial decisions about matters relating to the discipline of colleagues or colleague grievances in accordance with adopted procedures.
192. Carry out a review of an academy whenever there is a key vacancy and at least once per year in relation to the colleague element of the respective academy development plan.
193. Participate in and advise The Board on the appointment of the relevant Headteacher.
194. The Board delegate the appointment of supply colleagues and temporary colleagues appointed for one term, and non-teaching colleagues to the relevant Headteacher.
195. Non-teaching colleagues, appointed to support children with special needs, will be appointed in consultation with the relevant Academy SENCO.

Grievances and Complaints

196. Consider colleague grievances where there is a referral under the grievance procedure adopted by The Board. A panel comprised of appropriate members of the PEF Committee or AB PEF Committee will consider the grievance and seek to resolve the matter following a process and hearing conducted in accordance with the adopted procedure.
197. Consider colleague complaints of harassment where there is a referral to the nominated governor/Chair of Governors/PEF Committee under the procedure adopted by The Board. The Committee will consider the complaint and seek to resolve the matter following a process and hearing conducted in accordance with the adopted policy.

Colleague Discipline/Dismissals

198. Under the disciplinary or capability procedures for the Headteacher adopted by The Board, consider formal action against a Headteacher and for a panel comprised of members of the AB/PEF Committee/The Board to make a determination as provided for under either procedure. The Committee will be responsible for the future review of any sanction short of dismissal as required under the relevant procedure.
199. Under the disciplinary or other relevant procedures (e.g. relating to capability, colleague reductions or incapability due to ill-health) adopted by The Board, to make any determination that any member or colleague employed at an Academy should be dismissed from their post. The Headteacher has delegated responsibility for recommending dismissal.
200. Before taking a decision on dismissal, to give the member or colleague concerned an opportunity to make representations on the proposed action and to consider those representations at a formal meeting conducted in accordance with the relevant adopted procedure.
201. Where it is determined that a member or colleague should be dismissed, to ensure that the member or colleague is notified of the decision, the reason for it and that the member or colleague has a right of appeal against the decision.

Colleague Appeals

202. Under the disciplinary procedure or capability procedure adopted by The Board, to consider any appeal against a sanction short of dismissal issued by the Headteacher or by the colleague discipline/dismissal committee to a member or colleague employed at the Academy.

203. Under the disciplinary or other relevant procedures (e.g. relating to capability, redundancy or incapability due to ill health) adopted by The Board, to consider any appeal against a decision of the colleague discipline/dismissal Committee to dismiss from their post a member or colleague employed at the Academy.
204. Consider appeals under other procedures that, from time to time, may be delegated by The Board, including appeals under The Trust's adopted Pay Policy.

UPDATED FOR 05.12.2024

Estates

205. The powers and functions delegated by The Board under Trust People, Estates and Finance Committee for Estates are as set out below.
206. The Committee will inform, make decisions for recommendation and update The Board and Academy Board with the outcomes of decisions for recommended proposals of strategic development.
207. The Committee will hold leadership and governance of each academy and The Trust-wide estate to account for, report and make recommendations to The Board through the People, Estates and Finance Board Committee on all matters relating to Estates. The AB PEF Committee is accountable to the PEF Board Committee and The Board.
208. Have a strategic overview of Trust facilities and development including plans for improvement, refurbishment and expansion.
209. Review and monitor funding applications including SALIX energy efficiency and any other Department for Education capital programmes.
210. Monitor and evaluate all capital projects.
211. The AB PEF Committee will lead the management of resources employed at each academy and undertake the functions delegated to it by The Board through the PEF Committee. This will include the strategic use and development of land, buildings and plant across the Estate.
212. Consider each of The Academies' estate annually and assess any Estates implications for the relevant Academy and The Trust. This will be in consultation with The Executive together with the Headteacher of the relevant Academy, in advance of

the financial year, drawing any matters of significance or concern to the attention of The AB and The Board through the PEF Committee.

213. Contribute to the formulation of each Academy Development Plan, through the consideration of Estates priorities and proposals, in consultation with The Executive and relevant Headteacher and with the stated and agreed aims and objectives of the relevant Academy.
214. Receive and make recommendations on the broad capital headings and areas of expenditure adopted each year. This will include the level and use of any contingency fund or balances, ensuring the compatibility of all such proposals with the development priorities set out in each of the Academy Development Plans.
215. Liaise with and receive reports from appropriate committees and make recommendations to those committees about the Estates aspects of matters being considered by them.
216. Ensure Estates due diligence is robust and identifies every estate-aspect of any academy to be taken on.
217. Where The Trust takes on academies that do not meet these criteria, the Executive must draw up plans for refurbishment and priority works.
218. Ensure the entire estate has an environment for learning which is healthy, compliant and ultimately fit for purpose as the right of every child within our Trust.

Health and Safety

219. Annually review and approve if appropriate each AB PEF committee's recommendation to approve their Academy's Health and Safety Policy and Management Plans, overseeing their implementation.

220. Receive each term the relevant governor's Health and Safety report and advise as necessary.
221. Ensure leaders of each academy effectively implement safety rules, risk assessments and safe systems of work. Ensure Academy Boards check compliance, investigating accidents and reviewing procedures.
222. Undertake or commission internal and external audit/inspections and examine safety audit reports produced by external Health and Safety advisors and Responsible Officers, working with the other relevant Meetings.
223. Consider reports provided by Inspectors of the enforcing authorities appointed under the Health and Safety at Work etc. Act 1974.
224. The consideration of any reports, which the Health and Safety Co-ordinator or Safety Representatives may wish to submit.
225. Monitor the effectiveness of the safety content of colleague induction and training, working with the People, Estates and Finance Committee.
226. Monitor compliance with Health & Safety policies and statutory obligations under the Health and Safety at Work Act 1974.
227. Ensure leaders undertake annual reviews of all statutory checks including asbestos, legionella, and fixed wire as examples.
228. Review the safety of food standards.
229. Review the risk assessments for educational visits.

Asset Management

230. Receive reports from the relevant governor on the management of assets including premises and their security, confirm that an asset recording system is being monitored, including an inventory and fixed asset register for each Academy.

Property Management

231. Determine the use of premises and grounds outside Academy sessions with regard to the lettings and charging policy.
232. Ensure that Academy premises are inspected on an annual basis and that a planned and costed statement of priorities is prepared and reviewed.
233. Ensure the responsibilities of The Board under the Environmental Protection Act, and any other Government legislation/policy in force at that time, are met.
234. Advise The Board on environmental issues to ensure the Academies are acting as responsible institutions in their duty to conserve energy, materials and with regard to the local community.

Contracts

235. Ensure leaders and governance follow tendering regulations for contracts related to individual premises but with regard to efficiencies of contract management across the estate.
236. The minutes of the AB PEF meetings and copies of audit/inspection reports will be circulated to The Board, The People, Estates and Finance Board Committee and Academy Board together with necessary action plans.

Finance

237. The powers and functions delegated by The Board under the Board People, Estates and Finance Committee are as set out below.

Funding

238. Consider each of The Academies' indicative funding, notified by the DfE/ESFA annually and assess the implications for the relevant Academy and The Trust. This will be in consultation with The Executive together with the Headteacher of the relevant Academy, in advance of the financial year, drawing any matters of significance or concern to the attention of The Board through the PEF Committee from each AB and their AB PEF committee.

239. To consider and recommend acceptance or non-acceptance of Academy and portfolio budgets each financial year.

Budgeting

240. Contribute to the formulation of each Academy Development Plan, through the consideration of financial priorities and proposals, in consultation with The Executive and relevant Headteacher and with the stated and agreed aims and objectives of the relevant Academy.

241. Receive and make recommendations on the broad budget headings and areas of expenditure adopted each year. This will include the level and use of any contingency fund or balances, ensuring the compatibility of all such proposals with the development priorities set out in each of the Academy Development Plans.

242. Liaise with and receive reports from appropriate committees and make recommendations to those committees about the financial aspects of matters being considered by them.

243. Delegate the day-to-day management of the approved budget to the Accounting Officer who will delegate to the relevant Headteacher the oversight of their individual Academy budget, within agreed authorisation limits.
244. Consider requests for supplementary expenditure and make appropriate recommendations to The Board through the PEF Committee.
245. Review financial policy including consideration of long-term planning and resourcing in accordance with each of the Academy Development Plans.

Expenditure

246. Monitor and review expenditure on a regular basis and ensure compliance with the overall financial plan for each Academy, and with the financial regulations of The Trust, drawing any matters of concern to the attention of The Board through the PEF Committee.

Financial Procedures

247. Monitor and review procedures for ensuring the effective implementation and operation of financial procedures, on a regular basis, including the implementation of bank account arrangements and where appropriate make recommendations for improvement.
248. Monitor portfolio budgets, maintaining them at levels prescribed by The Board before any additional commitments are made upon them.
249. Ensure that we are financially fit for purpose by developing sophisticated benchmarked data where we are able to identify savings whilst balancing the needs of our academies at an individual level.

250. Ensure our finances continue to be underpinned by our curriculum-led financial planning (since the curriculum and its delivery are sacrosanct) which ensures that our curriculum is designed and staffed efficiently and effectively across all key stages.

251. Ensure that education and operations remain aligned and engaged in the financial performance of The Trust through regular stakeholder reviews (such as internal audit) with clear and concise financial reports and performance management.

UPDATED FOR 05.12.2024

AUDIT AND RISK BOARD COMMITTEE

253. The quorum for The Audit and Risk Board Committee is fixed at three Trustees.

254. Confidential minutes of The Audit and Risk Board Committee shall remain confidential to Trustees who were present at the confidential discussion, and The Board.

255. The powers and functions delegated by The Board to The Audit and Risk Board Committee and the associated Meetings are as set out below.

256. Receive any complaint relating to, or appeal against, the funding of a particular academy within The Trust.

257. The Committee will review and monitor The Trust plans, namely:

257.1. Safeguarding all children and adults in The Trust;

257.2. Supporting all children and adults in The Trust;

257.3. Developing a culture for learning with high expectations for everyone;

257.4. Creating safe physical environments that are conducive for learning;

257.5. Strength of governance;

257.6. Stakeholder communication;

257.7. Compliance; and

257.8. Management of risk.

258. In all meetings, consideration must be given to:

258.1. Research and evidence;

- 258.2. Student, parent and community voice;
 - 258.3. Quality Assurance Measures;
 - 258.4. Self-evaluation;
 - 258.5. Outcomes of inspection reports;
 - 258.6. The relevance of academy development plans in achieving the required performance for the academy;
 - 258.7. Measures to improve performance; and
 - 258.8. Policies and procedures falling within the remit of the Committee
259. Working with Internal and External Audit Trustee, ensure there are regular reviews of performance to be as productive as possible, developing where relevant procurement services to make sure that we direct as much of our revenue as possible to high quality frontline services.

General

260. Review or investigate any other matters referred by The Board to The Board A&R Committee or an Academy Board.
- 260.1. Review recommendations from the other committees to:
 - 260.1.1. Initiate a Rapid Action Plan for one or more academies over which the Academy Improvement Board (AIB) will assume authority for monitoring and evaluating academy performance to adhere to the actions and required timescales.
 - 260.1.2. Remove one or more Academy board members over which the AIB will assume authority to follow the required processes in such action.

- 260.1.3. Form an Academy Improvement Board (AIB) over an academy, removing one or more local governors, in order to secure rapid improvement through key interventions. The Board will assume authority to appoint the AIB.
- 261. Draw any significant recommendations and matters of concern to the attention of The Trust Board.
- 262. Ensure leaders and governance follow the Terms of Reference.
- 263. Additionally the Committee may:
 - 263.1. Liaise with other Committees or an AIB on aspects of colleague performance, reporting to The Board.
 - 263.2. Provide feedback or advice to an Academy from the committee.
 - 263.3. Undertake any other matters relating to audit and risk management as either The Board or CEO may request
- 264. To review, on a regular basis, the policies which are the remit of this committee.

<p>BOLD - Policies and other documents that Academies are required to have by law.</p> <p><u>Underlined</u> - Policies and other documents that Academies should have.</p> <p><i>Italic</i> - Policies and other documents that Academies must publish on websites.</p>	Review frequency	Last Date Reviewed/Approved	Author	Responsible for Approval	Next Review Date
Risk Management Policy					
Freedom of Information Policy					
Protection of Biometric Data Policy					
Records Management Policy					
Special Category Data Policy					
Subject Access Request Policy and Procedure					
CCTV and Surveillance Policy					
Data & Cybersecurity Breach Prevention and Management Plan					
Data Protection Policy					

265. The powers and functions delegated by The Board to the Audit and Risk Committee are as set out below.

266. The Committee shall comprise three members:

266.1. At least one member shall have recent and relevant financial experience; and

266.2. The Chair or Vice Chair of The Board shall be a member of the Audit and Risk Committee.

267. Appointments shall be:

267.1. For a period equal to the eligibility to be a member of the Academy Board or Trust Board by virtue of each member's other positions within the Governance structure; or

267.2. Up to three years that may be extended for up to two additional three-year periods, provided members continue to be independent.

268. The Chief Executive Officer (Accounting Officer), The Chief Finance Officer, The Chief Operations Officer, Responsible Officers will be invited to attend meetings of the Trust A&R Committee on a regular basis and other individuals may be invited to attend all or part of any meeting as and when appropriate.

269. The A&R Committee shall meet at least three times a year at appropriate intervals in the financial reporting and audit cycle and otherwise as required.

270. Outside of the formal meeting programme, the A&R chair will maintain a dialogue with key individuals involved in The Trust's governance, including The Board Chair, other AB chairs, Chief Executive Officer (Accounting Officer), Chief Finance Officer, the external audit lead partner and the lead on any internal audit.

271. The A&R Chair should attend the annual general meeting to answer any Member's questions on the A&R's activities. In addition, the chair should seek engagement with other stakeholders on significant matters related to the A&R's areas of responsibility.
272. The A&R should have oversight of The Trust as a whole and, unless required otherwise by regulation, carry out the duties below for The Trust, each Academy, as appropriate.
273. Review The Trust's risk management policy, strategy, processes and procedures for the identification, assessment, evaluation, management and reporting of risks.

General

274. Review or investigate any other matters referred to the A&R Committee by The Board.
275. Draw any significant recommendations and matters of concern to the attention of The Board.

Review the adequacy and robustness of internal controls and risk management systems:

276. Keep under review the adequacy and effectiveness of The Trust's governance, risk management and internal control arrangements;
277. The Trust's arrangements for securing compliance and effective risk management, through reports and assurances received from management, internal audit, the external auditor and any other relevant independent assurances or reports (e.g. from the National Audit Office, Safeguarding etc.).
278. Review all risk and control related disclosure statements, in particular The Trust's annual "Statement on Internal Control", together with any associated reports and

opinions from The Executive, the external auditor and Responsible Officer, prior to endorsement by The Trust Board.

Compliance, speaking-up and fraud

279. Review the adequacy and security of The Trust's arrangements for its colleagues, contractors and external parties to raise concerns, in confidence, about possible wrongdoing in financial reporting or any other matter. The Committee shall ensure that these arrangements allow proportionate and independent investigation of such matters and appropriate follow up action.
280. Review The Trust's procedures for detecting fraud.
281. Review The Trust's systems and controls for the prevention of bribery and receive reports on non-compliance.
282. Review regular reports from The Executive and keep under review the adequacy and effectiveness of The Trust's compliance through The Executive.

Reporting responsibilities

283. The AB Chair shall report formally to The Board on its proceedings after each meeting on all matters within its duties and responsibilities and shall also formally report to The Board on how it has discharged its responsibilities. This report shall include:

- 283.1. The significant issues that it considered in relation to The Trust's Compliance and Risk Management and how these were addressed;
- 283.2. The AB's assessment of the effectiveness of the internal and external audit process in correctly identifying key risks and those that may emerge.

284. The AB and A&R Committee shall make whatever recommendations to The Board it deems appropriate on any area within its remit where action or improvement is needed to ensure compliance and effectively manage risk.

285. The AB shall compile a report on its activities to be included in The Trust's Annual Report. The report should describe the work of the Academy Board, including:

285.1. The significant issues that the AB considered in relation to improvements and interventions in any academy, risk management and how these issues were addressed;

285.2. An explanation of how the AB has assessed the independence and effectiveness of any audit process; and

285.3. An explanation of how independence and objectivity are safeguarded in all compliance and risk evaluation.

286. In compiling the reports, the AB should exercise judgement in deciding which of the issues it considers are significant, but should include at least those matters that have informed The Board's assessment of whether The Trust is a going concern and whether The Trust is well led and governed at all levels.

External Audit

287. Consider the appointment of the external auditor and assess independence of the external auditor, ensuring that key audit personnel are rotated at appropriate intervals.

288. Recommend the audit fees to The Board, through the Safeguarding, Audit and Risk Board Committee, and pre-approve any fees in excess of £10,000 in respect of non-audit services provided by the external auditor and to ensure that the provision of non-audit services does not impair the external auditors' independence or objectivity.

289. Oversee the process for selecting the external auditor and make appropriate recommendations through The Board to the Members of The Trust to consider at any General Meeting where the accounts are laid before Members.
290. Discuss with the external auditor the nature and scope of each forthcoming audit and to ensure that the external auditor receives the fullest co-operation.
291. Review the external auditor's annual management letter and all other reports and recommendations, together with the appropriateness of management's response.
292. Review the performance of the external auditor on an annual basis.
293. Recommend to The Board the appointment/re-appointment of the external auditor.
294. Review and consider the circumstances surrounding any resignation or dismissal of the external auditor.

Internal Audit and Reporting

295. Set and review the internal audit programme across all aspects of Trust activity and ensure that the internal audit function is adequately resourced and has appropriate standing within The Trust.
296. Review the reports and recommendations of the internal audit, together with the appropriateness of The Executive's and Academy leaders' responses.
297. Monitor the implementation of action agreed by management in response to reports from the external auditor and internal audits.
298. The A&R Committee shall monitor the integrity of all audit statements of The Trust, including its annual and quarterly financial reports, preliminary announcements and any other formal statements relating to its performance, and review and report to

The Board on significant reporting issues and judgements which those statements contain having regard to matters communicated to it by the auditor.

299. The A&R Committee shall review and challenge where necessary:

299.1. The application of significant policies and any changes to them;

299.2. The methods used to account for significant or unusual activity where different approaches are possible;

299.3. Whether The Trust has adopted appropriate policies and made appropriate estimates and judgements, taking into account the external or internal auditor's views on the activity in question;

299.4. The clarity and completeness of disclosures in any audit report and the context in which statements are made; and

299.5. All material information presented with any audit report, The Trust's response relating to the audit and to risk management.

300. The A&R Committee shall first review any other statements requiring board approval which contain financial information, where to carry out a review prior to board approval would be practicable and consistent with any prompt reporting requirements under any law or regulation.

301. Where the A&R Committee is not satisfied with any aspect of the reporting by The Trust, it shall report its views to The Board.

302. Where requested by The Board, the A&R Committee should review the content of the Annual Report and Accounts and advise The Board on whether, taken as a whole, it is fair, balanced and understandable and provides the information necessary for

Members to assess The Trust's performance, business and growth model and strategy and whether it informs The Board's statement in the Annual Report on these matters.

303. Annually review and approve the role and mandate of internal audit, monitor and review the effectiveness of its work, and annually approve the internal audit calendar of activities ensuring it is appropriate for the current needs of The Trust.
304. Review and approve the annual internal audit plan to ensure it is aligned to the key risks of The Trust and receive regular reports on work carried out.
305. Ensure internal audit has unrestricted scope, the necessary resources and access to information to enable it to fulfil its mandate, ensure there is open communication between different functions and that the internal audit evaluates the effectiveness of these functions as part of its internal audit plan, and ensure that the internal audit function is equipped to perform in accordance with appropriate professional standards.
306. Ensure the internal auditor has direct access to The Board Chair and to any Academy Board Chair, providing independence from The Executive and accountability to the Board.
307. Carry out an annual assessment of the effectiveness of the internal audit function and as part of this assessment:
- 307.1. meet with the lead of the internal audit without the presence of The Executive to discuss the effectiveness of the function being audited;
- 307.2. Determine whether the A&R Committee is satisfied that the quality, experience and expertise of internal audit is appropriate for The Trust;
- 307.3. Review the actions taken by leaders to implement the recommendations of internal audit and to support the effective working of the internal audit function; and

- 307.4. Monitor and assess the role and effectiveness of the internal audit in the overall context of The Trust's risk management system and the work of compliance.

Financial Management & Policies

308. To keep under review The Trust's financial management and reporting arrangements, providing constructive challenge (where necessary) to the actions and judgements of management in relation to the interim management and financial accounts, statements and reports and the annual accounts and financial statements, prior to submission to The Board, paying particular attention to:
- 308.1. Critical accounting policies and practices, and any changes in them;
 - 308.2. Decisions requiring a major element of judgement;
 - 308.3. The extent to which the financial statements are affected by any unusual or complex transactions in the year and how they are disclosed;
 - 308.4. The clarity and transparency of disclosures;
 - 308.5. Significant adjustments resulting from the audit;
 - 308.6. The going concern assumption;
 - 308.7. Compliance with accounting standards; and
 - 308.8. Compliance with DfE and legal requirements;
309. Review The Trust's policy and procedures for handling allegations from whistle-blowers.
310. Review The Trust's policies and procedures for handling allegations of fraud, bribery and corruption.

311. Receive reports on the outcome of investigations of suspected or alleged impropriety.
312. Review the adequacy of policies for ensuring compliance with relevant regulatory, legal and code of conduct requirements.
313. Ensure that any significant losses are investigated and reported to the DfE/ESFA where required.
314. Review any recommendations made by the Secretary of State for Education for improving the financial management of the Academies.

Admissions

- 314.1. The Board has delegated to the Academy Board to discharge the functions conferred on it by relevant Education Acts and Regulations in relation to the number of students to be admitted to each Academy and the area served by each Academy.
- 314.2. All decisions made by the AB must be approved by the A&R Committee and reported to The Board.
- 314.3. The A&R Committee will monitor admissions and student numbers;
- 314.4. The A&R Committee will ensure:
- 314.4.1. The AB complies with the terms, conditions and timeline of the agreed Local Authority Scheme for Co-ordination of Admissions;
- 314.4.2. The Academy Board administers the Academy Board's Admissions Policy, including applying the admissions criteria where the Academy is over-subscribed with parental requests for admission;

- 314.4.3. The AB prepares each Academy's case to the required standard and approval of the A&R Committee in response to any parental appeals against the refusal of admission to that Academy;
- 314.4.4. The Headteacher presents the Academy's case in response to any parental appeals against the refusal of admission to that Academy;
- 314.4.5. Raise any issues that arise from the Academy's Admissions Policy with the Academy Board, for their consideration;
- 314.4.6. Ensure the Headteacher exercises the delegated responsibility to admit students from the Academy's priority admission area in accordance with the arrangements on admissions agreed by the Academy Board;
- 314.4.7. Ensure the Academy Board annually review the Academy's Admission Policy, including the published admission number and the area served by the Academy;
- 314.4.8. Ensure the Academy Board considers any application for admission that the Headteacher cannot determine in accordance with the Academy's Admission Policy;
- 314.4.9. Ensure that where the Academy Board refuse a request from a parent for admission of their child the Academy Board will ensure that the parent is informed of their right of appeal against that decision and how that appeal may be made; and
- 314.4.10. Ensure the Academy Board has full regard to the Academy Admissions Code and comply with all of the mandatory provisions of the Code.

Other matters

315. The A&R Committee shall:

315.1. Have access to sufficient resources in order to carry out its duties, including access to The Executive for advice and assistance as required

315.2. Be provided with appropriate and timely training, both in the form of an induction programme for new members and on an ongoing basis for all members.

315.3. Give due consideration to all relevant laws and regulations, the provisions any published guidance, the requirements of any relevant legislation and direction, as appropriate.

315.4. Work and liaise as necessary with all other Board Committees and Meetings ensuring interaction between Board Committees and with The Board is reviewed regularly, taking particular account of the impact of risk management and internal controls being delegated to different committees.

316. Ensure that a periodic evaluation of the Academy Board's performance is carried out.

Authority

317. The A&R Committee is authorised to:

317.1. Seek any information it requires from any colleague of The Trust in order to perform its duties.

317.2. Obtain, at The Trust's expense, independent legal, accounting or other professional advice on any matter if it believes it necessary to do so.

- 317.3. Call any colleague to be questioned at a meeting of the A&R Committee as and when required.

UPDATED FOR 05.12.2024

Academy Improvement Boards (AIBs)

318. The powers and functions delegated by The Board to the Academy Improvement Board are as set out below.

319. The Academy Improvement Boards (AIB) shall comprise at least three members:

319.1. One individual who shall be appointed by The Trustees as Chair; and

319.2. The Chair of The Board shall not be a member of the AIB.

320. Members of the AIB shall be approved by The Board, on the recommendation of the Academy Board in consultation with the Chair of the AIB and subject to The Trust's Conflicts of Interest Policy.

320.1. For a period equal to the eligibility to be a member of the AIB by virtue of each member's other positions within the Governance structure; or

320.2. Up to three years that may be extended for up to two additional three-year periods, provided members continue to be independent.

321. Only members of the AIB have the right to attend AIB meetings. However, The Executive, The Chair of Audit and Risk Committee, will be invited to attend meetings of the AIB on a regular basis and other individuals may be invited to attend all or part of any meeting as and when appropriate.

322. The Chair will appoint a Governance Professional who will ensure that the committee receives information and papers in a timely manner to enable full and proper consideration to be given to issues.

323. The Governance Professional shall minute the proceedings and decisions of all AIB meetings.

324. Draft minutes of committee meetings shall be circulated to all members of the AIB. Once approved, minutes will be circulated to all other members of The Board and The Company Secretary unless, exceptionally, it would be inappropriate to do so
325. The AIB shall meet at least three times a year at appropriate intervals in the annual audit cycle and otherwise as required.
326. Outside of the formal meeting programme, the AIB Chair will maintain a dialogue with key individuals involved in The Trust's governance, including The Board Chair, The Executive and The Audit and Risk Committee Chair.
327. The AIB Chair should attend the annual general meeting to answer any Member's questions on the AIB activities. In addition, the chair should seek engagement with Members and other stakeholders on significant matters related to the AIB's areas of responsibility.
328. The AIB should have oversight of The Trust as a whole and, unless required otherwise by regulation, carry out the duties below for The Trust and each Academy, as appropriate.
329. Review The Trust's improvement and intervention strategy, management, processes and procedures for the identification, assessment, evaluation, management and reporting of improvement requirements and interventions.

[Rapid Action Plan Improvement:](#)

330. The AIB has the authority to recommend to The Board, based upon the findings from all Meetings and with specific reference to the Audit and Risk Committee and Quality of Education Committee, any improvement requirements covering the full breadth of Trust activity in any Trust academy.

- 330.1. The AIB has the authority to hold academy leaders to account for fulfilling the stated aims and objectives of the Rapid Action Plan to The Board's satisfaction.

Removal of one or more Local Academy Governors

331. The AIB has the authority to recommend, based upon the findings from all Meetings and with specific reference to the Audit and Risk Committee, the removal of one or more local governors.

Forming an Academy Improvement Board (AIB) and Duties of The AIB

332. The Chief Executive Officer has the authority to recommend, based upon the findings from all meetings and with specific reference to the Audit and Risk Committee, an Academy Improvement Board where it is judged that an academy requires such intervention.

- 332.1. In receiving the recommendation, The Audit and Risk Committee will determine whether to approve the forming of an AIB and with that, the removal of one or more of local governors.

- 332.2. The AIB will appoint a new Chair and Vice Chair of the AIB who may be from The Board (the link Trustee to that academy) or a suitably qualified and experienced individual.

- 332.3. The Chief Executive will be appointed to the AIB and can be The Chair should The Board approve.

333. An AIB will be a small, focused group appointed for the full period which it is expected to take to turn the academy around. Members of an AIB will be chosen on a case by case basis, depending on the needs of the academy and existing governors may be appointed to the AIB. Members of an AIB are expected to bring a fresh outlook to

the governance arrangements of the academy, marking a clear break from the previous management of the academy. Therefore, existing governors who are vacating office are not expected to be nominated as AIB members (although this is not prohibited by the law).

Duties of The Academy Improvement Board

334. The AIB will fulfil all functions of an Academy Board set out in these Terms of Reference and will govern the Academy in a way that ensures improvement and promotes high standards of educational achievement and sustains and promotes the expectations of The Trust and the Academy's character and ethos.

335. The main functions of the AIB will be to secure governance of the Academy, developing a sound basis for rapid academy improvement, leadership and management and children's progress.

336. The duties of the AIB fall under key roles within The Trust's expectations and policies.

Ensuring clarity of vision, ethos and strategic direction:

337. Setting targets for academy improvement.

338. Overseeing the conduct of the academy leadership and management including performance management.

339. Setting the curriculum offered.

340. Setting colleague structures and arrangements.

341. Adopting Trust policies and plans and setting The Trust's policy framework within which the academy must operate.

342. Appointing senior leaders and all colleagues as determined by the AIB.

Hold the Headteacher and senior leaders to account, and be accountable to any interested party for the academy's performance by:

343. Receiving regular information from the Headteacher and senior leaders on the performance of all aspects of the academy

344. Monitoring the quality of provision and standards of achievement within the academy.

345. Monitoring performance against targets set by the AIB

346. Monitoring academy self-evaluation and satisfying itself to the accuracy of this, including via external support as determined by the AIB.

347. Ensuring the academy complies with statutory requirements.

348. Providing challenge and support to the Headteacher and senior leaders.

349. Monitoring, agreeing and evaluating progress towards post-inspection action plans

350. Conducting the performance management of the Headteacher and monitoring progress towards agreed targets.

351. Adopting The Trust complaints policy and monitoring its implementation.

352. Receiving appeals on issues relating to colleague grievance, capability, complaints and exclusions.

Overseeing the financial performance of the academy and ensuring its money is well spent

353. Overseeing the management of the Academy's budget including, with the approval of the PEF Committee, setting a policy of spending decisions and limits to decisions

that can be made by the Headteacher alone, and those decisions that must be referred to the AIB for approval;

- 354. Monitoring the budget and the effectiveness of spending;
- 355. Agreeing pay and performance management arrangements and recommendations to People, Estates and Finance Committee.
- 356. Ensuring the budget is targeted on academy development priorities or in line with any post-Ofsted action plan;
- 357. Ensure that sound financial management systems are in place in line with statutory and good practice requirements.

Fulfil its accountabilities to learners, parents, colleagues, The Trust, and the community by:

- 358. Ensuring that the academy website is informative, regularly updated and meeting statutory requirements;
- 359. Determining how the academy's relationships with those of parental responsibility will be managed including what will be communicated, in what medium and how frequently.
- 360. A representative of the AIB, usually the chair, will be expected to attend meetings with The Trust in relation to the improvement of the academy.

The Role of the Headteacher

- 361. The Headteacher will be responsible for the internal organisation, management and control of the academy, and for advising on the implementation of the AIB's strategic framework. It is expected that the Headteacher and senior leaders will fully

co-operate with the AIB and work in partnership to secure effective governance and improvement of the academy.

362. The Headteacher must provide the AIB with regular information on the performance of all aspects of the academy and must comply with any reasonable request from the AIB for information. It is for the AIB to determine the range, content and regularity of the Headteacher's reports. The AIB may request any member of the academy leadership to attend its meetings to provide information on the performance of any aspect of the academy for which they are responsible.

363. Where the AIB delegates any function to the Headteacher the AIB has the power to give the Headteacher reasonable directions in relation to that function and oblige the Headteacher to comply with those directions.

The Role of The Trust

364. The Trust will maintain its role in challenging the academy and AIB to ensure high standards of achievement and will monitor the quality of provision provided by the academy. The Board will provide support to the AIB and academy leadership to ensure there is effective governance of the Academy.

365. The Trust will undertake these roles by:

365.1. Providing support to the AIB.

365.2. Appointing an Academy Improvement Partner (AIP) to monitor the effectiveness and quality of provision and to challenge the AIB and academy leadership to maintain the rate of progress

365.3. Holding (at least) a termly meeting to receive reports on progress and hold the AIB and academy leadership to account

365.4. Reporting the findings of review teams to The Board, the AIB and academy leadership

365.5. Considering further intervention as required.

The Role of the Chair of the AIB

366. To organise the business of the Academy Improvement Board and set agendas for meetings in consultation with the Headteacher and the governance professional.

367. To meet with the Headteacher regularly to monitor progress and to identify issues which may need to be addressed by the AIB.

368. To Chair AIB meetings ensuring that actions are agreed with clear responsibilities and timescales and that actions are carried out.

369. To represent the AIB at meetings with The Board, other partners and the academy community.

370. To take urgent action on behalf of the AIB as required and to report back at the next meeting on any action taken.

Constitution and Conduct of the AIB

371. The AIB will conduct its business in an open and transparent way and in accordance with Governance Handbook and competency framework and all Trust policies.

372. The AIB will act in accordance with the principles and of standards in public life as determined by the Nolan Committee, and with reference to the Good Governance, Standards for Public Services document produced by the Independent Commission for Good Governance in Public Services.

373. The AIB is a committee of The Trust Board and consequently no individual has the power to act alone, unless delegated to do so by the AIB. Where functions have been

delegated to an individual, or a group, they must report back to the full AIB on actions taken under delegation at the earliest possible opportunity. The AIB remains responsible for any action undertaken on its behalf under delegation.

374. Individual members of the AIB must respect confidentiality. It is for the AIB to determine which parts of meetings, and the associated minutes, should remain confidential.

375. The Chair will appoint the Governance Professional of the AIB who will ensure that the committee receives information and papers in a timely manner to enable full and proper consideration to be given to issues.

376. The Governance Professional shall minute the proceedings and decisions of all AIB meetings.

377. Draft minutes of AIB meetings shall be circulated to all members of the AIB. Once approved, minutes will be circulated to all other members of The Board unless, exceptionally, it would be inappropriate to do so

378. Members of the AIB will hold office for the period that the AIB is in existence, although individual members may resign at any time (subject to a one-month notice period).

379. Whilst it is for the AIB to determine the regularity of meetings, it is expected that it will meet at least monthly during term time to ensure the pace of improvement is maintained

380. AIB members will commit to attending all meetings, unless due to unavoidable prior commitments or urgent personal circumstances, in which case the chair and clerk will be informed in advance of the meeting. (AIB members will be allowed to attend meetings virtually, if sufficient notice is given and appropriate technical equipment is

available. AIB members attending virtually will contribute towards the meeting quorum. AIB meetings can be conducted entirely by telephone conference call where this is determined appropriate by the chair. Meetings conducted virtually will be minuted in the usual way.)

381. The AIB will be quorate when 3 members are present (to include virtual attendance, by phone or video-conference)
382. All AIB members and the Headteacher, unless the Headteacher is being discussed, may attend meetings of the AIB and its committees, although non-members will not have voting rights. Other individuals and observers may only attend with agreement of the Chair of the AIB.
383. Where confidential matters are being discussed it will be for the AIB to determine if non-members can be present.

Procedures

384. AIB minutes will be collated and sent to the chair within seven working days for approval, before wider circulation to the members of the AIB, by secure email.
385. The agenda for AIB meetings will be determined by the chair of the AIB in the first instance, at least seven days before the meeting. This will then be circulated to other members for additional items to be considered for the agenda.
386. The chair may waive the normal notice period for a meeting where business is deemed to be urgent.
387. On request the Headteacher will present reports to the AIB on information it requests in order to fulfil its monitoring responsibilities.

388. The AIB will determine the agreed signatories for financial decision-making subject to PEF Committee approval and the delegated authorities set out in the Financial Regulations Manual. This is underpinned by ensuring accountability, without procedures negatively impacting the securing of rapid progress to address the issues.

389. The chair has the delegated power to take urgent decisions on behalf of the AIB between meetings, where it is not practicable to call a full AIB meeting. All such decisions will be reported back to the next meeting of the AIB.

390. The decision-making processes of the AIB will be open and transparent, and in partnership in the best interests of the academy and its progress towards addressing the key issues for the academy. In the event of a split decision, the chair of the AIB will have the casting vote.

391. The AIB, in consultation with the Headteacher, will contribute to regular communications to update parents on the progress the academy is making, and will inform parents of the outcomes of Trust Board evaluation visits/His Majesty's Inspector/Ofsted visits to the academy.

392. AIB members will be available for monitoring visits wherever possible.

393. Communication with the press via The Trust's offices.

Reporting responsibilities

394. The AIB Chair shall report formally to The Board on its proceedings after each meeting on all matters within its duties and responsibilities and shall also formally report to The Board on how it has discharged its responsibilities. This report shall include:

394.1. The significant issues that it considered in relation to The Trust's compliance and risk management and how these were addressed;

- 394.2. The AIB's assessment of the effectiveness of the internal and external audit information in correctly identifying key risks and those that may emerge;
- 394.3. The approach taken to the actions taken in addressing improvement and intervention.
- 394.4. Any other issues on which The Board has requested the AIB's opinion.
395. The AIB shall make whatever recommendations to The Board it deems appropriate on any area within its remit where improvement intervention is needed to effectively manage risk.
396. The AIB shall compile a report on its activities to be included in The Trust's Annual Report. The report should describe the work of the AIB, including:
- 396.1. The significant issues that the AIB considered in relation to improvement and intervention and how these issues were addressed;
- 396.2. An explanation of how the AIB has assessed the independence and effectiveness of any external support; and
- 396.3. An explanation of how external support independence and objectivity are safeguarded in all improvement and intervention activities.
397. In compiling its reports, the AIB should exercise judgement in deciding which of the issues it considers are significant, but should include at least those matters that have informed The Board's assessment of whether The Trust is a going concern and whether The Trust is well led and governed at all levels.

Other matters

398. The AIB shall:

- 398.1. Have access to sufficient resources in order to carry out its duties, including access to The Executive for advice and assistance as required
- 398.2. Be provided with appropriate and timely training, both in the form of an induction programme for new members and on an ongoing basis for all members.
- 398.3. Give due consideration to all relevant laws and regulations, the provisions any published guidance, the requirements of any relevant legislation and direction, as appropriate.
- 398.4. Work and liaise as necessary with all other Board Committees and Meetings ensuring interaction between Board Committees and with The Board is reviewed regularly, taking particular account of the impact of risk management and internal controls being delegated to different committees.
- 398.5. Ensure that a periodic evaluation of the AIB's performance is carried out.

Authority

399. The AIB is authorised to:
 - 399.1. Seek any information it requires from any colleague of The Trust in order to perform its duties.
 - 399.2. Obtain, at The Trust's expense, independent legal, accounting or other professional advice on any matter if it believes it necessary to do so.
 - 399.3. Call any colleague to be questioned at a meeting of the AIB as and when required.

ADDITIONAL COMMITTEES

ONE CUMBRIA TEACHING SCHOOL HUB

400. Changing Lives Learning Trust (The Trust) has agreed to establish a “One Cumbria” Teaching School Hub Board (“The Hub Board”) to oversee the delivery of One Cumbria (The Hub) and to report to the Changing Lives Learning Trust Trustees.
401. The Trust has agreed to establish The Hub Board as a Board Committee in line with The Trust’s existing Terms of Reference.
402. Changing Lives Learning Trust shall review annually the Terms of Reference and membership of The Hub Board.
403. Pursuant to The Articles of Association, the quorum for The Teaching School Hub Committee is fixed at three Trustees.
404. Confidential minutes of The Hub Board Committee shall remain confidential to Trustees who were present at the confidential discussion, and The Board.
405. The powers and functions delegated by The Board to The Hub Board and the associated Meetings are as set out below.

General

406. Review or investigate any other matters referred by The Board to The Hub Board.
407. Draw any significant recommendations and matters of concern to the attention of The Trust Board.
408. Ensure leaders and governance follow the Terms of Reference.
409. Review, on a regular basis, the policies which are the remit of this committee.

<p>BOLD - Policies and other documents that Academies are required to have by law.</p> <p><u>Underlined - Policies and other documents that Academies should have.</u></p> <p><i>Italic - Policies and other documents that Academies must publish on websites.</i></p>	Review frequency	Last Date Reviewed/Approved	Author	Responsible for Approval	Next Review Date

Specific Terms of Reference

410. The Terms of Reference of The Hub Board are to:

410.1. Provide expertise, information and advice to inform and develop the direction of One Cumbria for the benefit of all stakeholders and young people;

410.2. Hold The CEO and Hub Director accountable for performance against One Cumbria’s vision.

410.3. Monitor performance against One Cumbria’s KPIs agreed with the Department for Education and any associated handbook, guidance and expectations.

- 410.4. Oversee, monitor and evaluate One Cumbria provision to ensure all receive a valuable and quality experience.

Governance Professional

411. The Hub Board must appoint a Governance Professional (who must not be a Headteacher).
412. In the absence of the Governance Professional from a Hub Board meeting, the Hub Board may appoint any one of the Hub Board Members to act as Governance Professional for the purposes of that meeting.
413. The Governance Professional must:
- 413.1. convene meetings of the Hub Board;
 - 413.2. attend meetings of the Hub Board and ensure that a record of the proceedings is drawn up; and
 - 413.3. perform any other functions determined by the Hub Board.

Proceedings

414. The Hub Board shall meet three times a year.
415. Other meetings:
- 415.1. may be called as necessary with the agreement of the Chair;
 - 415.2. must be called when one third of the parties of the Hub Board direct the Governance Professional, in writing, to convene a meeting of the Hub Board.
416. The quorum for the transaction of the business of the Hub Board at the time when the meeting proceeds to business shall be three members, two of whom must be Changing Lives Learning Trust Trustees or appointed representatives.
417. The Hub Board may not arrange for any of its functions to be delegated or discharged by any sub-committee or other person or body.

Chair

418. Pursuant to paragraphs 3 and 4, The Trust shall appoint from The Board a Trustee to be the Chair of the Hub Board (the “Chair”).

419. The Chair shall preside at every meeting of the Hub Board at which they are present. However, if the Chair is not present within five minutes after the time appointed for the meeting, the Hub Board Members present may appoint one of their number to be Chair of the meeting.

Record of Meeting

420. A record of the proceedings of a meeting of the Hub Board must be drawn up by the Governance Professional, or by the person acting as the Governance Professional for the purposes of the meeting and, subject to the approval of the Hub Board, must be signed by the Chair of the next meeting of the Hub Board.

421. The Hub Board must, as soon as reasonably practicable make available for inspection by the members of the Hub Board a copy of the agenda and signed record (or the draft record if approved by the Chair) for every meeting of the Hub Board and any report or other paper considered at the meeting.

422. The Hub Board may exclude from minutes any matter that, by reason of its nature, the Hub Board is satisfied should remain confidential.

423. Confidential minutes of The Hub Board shall remain confidential to Trustees who were present at the confidential discussion, and The Board.

Powers and Functions of The Hub Board

424. The powers and functions delegated by The Board to The Hub Board and the associated (Meetings) are as set out below.

425. In all Meetings consideration must be given to:

425.1. Headline performance measures for children’s outcomes;

- 425.2. Research and evidence;
 - 425.3. ECT, NPQ participant, academy and child voice;
 - 425.4. Quality Assurance Measures;
 - 425.5. Self-evaluation;
 - 425.6. Outcomes of inspection reports;
 - 425.7. The relevance of provider/academy development plans in supporting a culture conducive to exceptional training and development;
 - 425.8. Measures to improve performance;
 - 425.9. Risk evaluation;
 - 425.10. Policies and procedures falling within the remit of The Hub Board; and
426. Working with Audit and Risk Committee, ensure there are regular reviews of performance to be as productive as possible, developing where relevant procurement services to make sure that we direct as much of our revenue as possible to high quality frontline services

Delivery Partner Strategic Recommendation Group (SRG)

427. Membership of Delivery Partner SRG
- 427.1. Director of Teaching School Hub;
 - 427.2. ITT provider representative;
 - 427.3. ECF lead provider;
 - 427.4. NPQ lead provider;
 - 427.5. HEI ITT provider representative;
 - 427.6. Research School representative;
 - 427.7. Curriculum hubs rep;
 - 427.8. Local CPD option provider; and
428. The SRG will inform, make decisions for recommendation and update The Board and the delivery partners they represent with the outcomes of decisions for

recommended proposals of strategic development and deployment of people and training.

429. The SRG will hold leadership and governance of each delivery partner and the county-wide leadership of the Hub's remit to account, making and reporting recommendations to The Hub Board on all matters relating to the Hub's remit. The SRG is accountable to The Hub Board and The Board.
430. Have a strategic overview of all the Hub's regional education sector colleagues and their training, including plans for improvement and further development.
431. Ensure colleague retention rates are well above national average, all colleague engagement is positive and that we are the most respected Professional Development provider nationally.
432. Ensure we never take our people or their training for granted and that:
 - 432.1. We constantly ensure our practice puts those we train first;
 - 432.2. We maintain a work/life balance so that colleagues are able to have both a successful professional career and a happy healthy family life; and
 - 432.3. We ensure through regular consultation that mental health and well-being provision is at the forefront of research and innovation.
433. Review policies and practices to make sure that all our colleagues obtain the best service from us first and foremost but also to question the demands made upon our colleagues when policies are introduced or updated.
434. Ensure that all colleagues have access to career-long high quality professional development, supporting those who wish to stay within their current role and those who wish to progress.
435. Have a strategic overview of all trust opportunities and ensure we have the internal capacity ahead of need and emerging priorities to deliver those needs and priorities.

436. Ensure the design and access to professional development will enable people to integrate their learning into their own practice and continue to develop their own thinking and professional research.
437. Receive and make recommendations on the broad people and training headings and areas of expenditure adopted each year. This will include the level and use of any contingency fund or balances, ensuring the compatibility of all such proposals with the development priorities set out in each of The Hub's Plans.
438. Liaise with and receive reports from appropriate delivery partners and make recommendations to those committees about the people and training aspects of matters being considered by them.
439. Ensure people and training, contracts and pay due diligence is robust and identifies every people-aspect of any academy to be taken on. Liaising with the Audit and Risk Committee in this regard.

SCHOOL CENTRED INITIAL TEACHER TRAINING ("SCITT")

440. Changing Lives Learning Trust (The Trust) has agreed to establish a "SCITT" Board ("The SCITT Board") and to report to the Changing Lives Learning Trust Trustees.
441. The Trust has agreed to establish The SCITT Board as a Board Committee in line with The Trust's existing Terms of Reference.
442. Changing Lives Learning Trust shall review annually the Terms of Reference and membership of The Hub Board.
443. Pursuant to The Articles of Association, the quorum for The SCITT Board is fixed at one Trustee.
444. Confidential minutes of The SCITT Board Committee shall remain confidential to Trustees who were present at the confidential discussion, and The Board.

445. The powers and functions delegated by The Board to The SCITT Board and the associated Meetings are as set out below.

General

446. Review or investigate any other matters referred by The Board to The SCITT Board.

447. Draw any significant recommendations and matters of concern to the attention of The Trust Board.

448. Ensure leaders and governance follow the Terms of Reference.

449. Review, on a regular basis, the policies which are the remit of this committee.

<p>BOLD - Policies and other documents that Academies are required to have by law.</p> <p><u>Underlined - Policies and other documents that Academies should have.</u></p> <p><i>Italic - Policies and other documents that Academies must publish on websites.</i></p>	Review frequency	Last Date Reviewed/Approved	Author	Responsible for Approval	Next Review Date

Specific Terms of Reference

450. The Terms of Reference of The SCITT Board are to:

- 450.1. Provide expertise, information and advice to inform and develop the direction of One Cumbria for the benefit of all stakeholders and young people;
- 450.2. Hold The CEO and Hub Director accountable for performance against One Cumbria's vision.
- 450.3. Monitor performance against One Cumbria's KPIs agreed with the Department for Education and any associated handbook, guidance and expectations.
- 450.4. Oversee, monitor and evaluate One Cumbria provision to ensure all receive a valuable and quality experience.

Governance Professional

451. The SCITT Board must appoint a Governance Professional (who must not be a Headteacher).
452. In the absence of the Governance Professional from a SCITT Board meeting, the SCITT Board may appoint any one of the SCITT Board Members to act as Governance Professional for the purposes of that meeting.
453. The Governance Professional must:
 - 453.1. convene meetings of the SCITT Board;
 - 453.2. attend meetings of the SCITT Board and ensure that a record of the proceedings is drawn up; and
 - 453.3. perform any other functions determined by the SCITT Board.

Proceedings

454. The SCITT Board shall meet three times a year.
455. Other meetings:
 - 455.1. may be called as necessary with the agreement of the Chair;

455.2. must be called when one third of the parties of the SCITT Board direct the Governance Professional, in writing, to convene a meeting of the SCITT Board.

456. The quorum for the transaction of the business of the SCITT Board at the time when the meeting proceeds to business shall be three members, one of whom must be a Changing Lives Learning Trust Trustee or appointed representatives.

457. The SCITT Board may not arrange for any of its functions to be delegated or discharged by any sub-committee or other person or body.

Chair

458. Pursuant to paragraphs 3 and 4, The Trust shall appoint from The Board a Trustee to be the Chair of the SCITT Board (the “Chair”).

459. The Chair shall preside at every meeting of the SCITT Board at which they are present. However, if the Chair is not present within five minutes after the time appointed for the meeting, the SCITT Board Members present may appoint one of their number to be Chair of the meeting.

Record of Meeting

460. A record of the proceedings of a meeting of the SCITT Board must be drawn up by the Governance Professional, or by the person acting as the Governance Professional for the purposes of the meeting and, subject to the approval of the SCITT Board, must be signed by the Chair of the next meeting of the SCITT Board.

461. The SCITT Board must, as soon as reasonably practicable make available for inspection by the members of the SCITT Board a copy of the agenda and signed record (or the draft record if approved by the Chair) for every meeting of the SCITT Board and any report or other paper considered at the meeting.

462. The SCITT Board may exclude from minutes any matter that, by reason of its nature, the SCITT Board is satisfied should remain confidential.

463. Confidential minutes of The SCITT Board shall remain confidential to Trustees who were present at the confidential discussion, and The Board.

Powers and Functions of The SCITT Board

464. The powers and functions delegated by The Board to The SCITT Board and the associated (Meetings) are as set out below.

465. In all Meetings consideration must be given to:

- 465.1. Headline performance measures for children's outcomes;
- 465.2. Research and evidence;
- 465.3. ITT participant, academy and child voice;
- 465.4. Quality Assurance Measures;
- 465.5. Self-evaluation;
- 465.6. Outcomes of inspection reports;
- 465.7. The relevance of provider/academy development plans in supporting a culture conducive to exceptional training and development;
- 465.8. Measures to improve performance;
- 465.9. Risk evaluation;
- 465.10. Policies and procedures falling within the remit of The Hub Board; and

466. Working with Audit and Risk Committee, ensure there are regular reviews of performance to be as productive as possible, developing where relevant procurement services to make sure that we direct as much of our revenue as possible to high quality frontline services

ACADEMY BOARDS

467. Any role or responsibility not explicitly delegated to the Academy Boards (ABs) will remain with The Board.

468. The powers and functions delegated by The Board to the ABs are set out in detail in The Trust's Scheme of Delegation as approved by The Board and in summary include the following:

468.1. Hold local academy leadership to account for performance across, but not exclusively, the remits of the AB Committees and associated agenda headings;

468.2. Ensure that their Academy or Academies are conducted in accordance with the objects of The Trust, the terms of any trust governing the use of the land which is used for the purposes of an Academy, any agreement entered into with the Secretary of State for the funding of their Academy or Academies and these Terms of Reference;

468.3. Consider budget monitoring information and make recommendations to the Headteacher to modify overspending to ensure a balanced budget;

468.4. Act as a critical friend to the Headteacher (including but not limited to advice in relation to proposals through the committees);

468.5. Adopt financial prudence in managing the financial affairs of the academy that are delegated to them in order to support The Board, its committees and Meetings in relation to proper use of funds & delivering high quality educational provision;

468.6. Represent the views of the community (including but not limited to in discussions on budget issues that relate to community engagement and activity and make recommendations to the Headteacher);

- 468.7. Support the Headteacher or Headteachers in recruitment and selection, grievance, disciplinary and exclusion processes where appropriate.
- 468.8. Promptly implement and comply with any policies or procedures communicated to the AB by The Board from time to time.
- 468.9. Support the academy's senior management in dealing with parental complaints pursuant to The Trust policy on parental complaints.
- 468.10. Draw any significant recommendations and matters of concern to the attention of The Board through the relevant Meetings.

Activities and Functions

- 469. The Board is accountable in law for all decisions about The Trust. Certain responsibilities are retained for The Board (The Board) whilst some decisions are delegated to Academy Boards and their governors in accordance with Changing Lives Learning Trust's Scheme of Delegation.
- 470. The Academy Board takes a strategic role, acting as a critical friend to their academy and are accountable for their advice and decisions to The Board. They set aims and objectives and agree, monitor and review policies, targets and priorities within The Scheme of Delegation and Terms of Reference.
- 471. Any role or responsibility not explicitly delegated to the AB will remain with The Board.
- 472. The Scheme of Delegation defines which functions have been delegated and to whom. It is a simple and systematic way of ensuring Members, The Board, The Executive, ABs, Headteachers and leaders are clear about who has responsibility for making which decisions in The Trust.

473. Review all policies delegated to the Academy and in particular those that are statutory on an annual basis in regard to, for example, statutory guidance for exclusion and best practice, safeguarding etc.

474. Ad-hoc committees may be established, as required by The Board, for short-term projects. All Governors must undertake training relevant to the role that will include some statutory training. Where the number of available Governors for any ad-hoc committee (such as disciplinary or exclusion hearings) within any academy falls below the number required to be quorate, it is expected the other ABs will offer support by providing such Governors as to satisfy the requirements to be quorate.

Additional Terms of Reference for Academy Boards

475. Ensure the provision of the highest standard of educational provision.

476. Agree constitutional matters*, including procedures where the Governing Board has discretion.

477. Recruit new colleagues and parent member(s) as vacancies arise.

478. Hold at least three Academy Board meetings a year*.

479. Appoint or remove the Chair and Vice Chair pursuant to Paragraph 36 to 41 of The Terms of Reference.

480. Appoint or remove the Academy Board Governance Professional subject to Board approval.

481. Suspend a governor when appropriate subject to Board approval.

482. Receive reports from any individual to whom representation on a committee has been delegated and to consider whether any further action by the Academy Board is necessary*.

483. Monitor the progress of work being undertaken by individual governors.

484. Review the delegation arrangements annually*.

**These matters cannot be delegated to either an AB committee or an individual*

485. Ensuring delegated funding is used for the purposes intended.

486. Enable more detailed consideration to be given to the best means of fulfilling AB responsibility to ensure sound management of the academy's delegated finances and resources, including proper planning, monitoring and probity.

487. Consider the academy's delegated funding, and to assess its implications for the academy, in consultation with the Headteacher, in advance of the financial year, drawing any matters of significance or concern to the attention of The Board through the appropriate Meetings.

488. The Academy has the right to appeal to The Board in respect of delegated GAG funding decisions.

489. Monitor and review expenditure on a regular basis and ensure compliance with the overall financial plan for the academy, The Trust's Financial Regulations Manual, and with the financial regulations of the ESFA drawing any matters of concern to the attention of The Board.

490. Make appropriate comments and recommendations on such matters to The Board on a regular basis.

491. Refer major issues to The Board.

492. Investigate any activity and to seek any information it requires from colleagues requested to co-operate with the AB in the conduct of its inquiries. Requests for work, and reports received, from Responsible Officers will be channelled through the

Headteacher, to whom the Responsible Officer reports and The Board will have sight of these.

493. Consider the academy's employee structure and make recommendations to The Board through the appropriate committee(s) regarding any increase in colleagues for comment on financial viability before recommending acceptance/non acceptance of any proposed salary increase other than National Pay Awards for teaching and non-teaching colleagues.
494. Contribute to Academy Development Plans.
495. Receive and make recommendations on the broad budget headings and areas of expenditure to be adopted each year, ensuring the compatibility of all such proposals with the development priorities set out in Academy Development Plans.
496. Consider The Headteacher's reports and recommendations in regard to performance management, pay awards, associated Teaching, Learning and Responsibility points as well as the performance of individual holders.
497. The Headteacher has authorisation to spend up to £5,000 (having due regard and compliance with The Financial Regulations Manual etc.), with any expenditure between £5,001 and £10,000 also requiring the approval of the AB.

The role of the AB members

498. All Governors, other than the Headteacher, are governors only. The Members appoint The Board to ensure that The Trust's charitable object is carried out and so can remove Trustees and, pursuant to Paragraph 62, AB Governors if they fail to fulfil this responsibility. The AB submits an annual report on the performance of their academy to The Board covering the activity across the nine Meetings.

The role of Headteacher

499. The Headteacher has delegated responsibility for the operational management of the academy.

UPDATED FOR 05.12.2024

AD-HOC COMMITTEES

DISCIPLINE COMMITTEE TERMS OF REFERENCE

501. The Committee, which meets to review exclusions and consider reinstatement of a child who has been excluded, is known as The Discipline Committee and consists of at least three Local Governors.

502. All Governors must have the relevant exclusions training and, where appropriate, training on Independent Review Panels.

503. The Committee must have regard for the law relating to exclusions that is in force at that time together with any policies relating to the child and their exclusion.

Attendees

504. The Governors, one of whom will act as Chair of The Committee, must be quorate (there must be a minimum of 3 Governors).

505. A Governance Professional to take notes and can advise on procedure.

506. A Local Authority representative may attend for most exclusions of 16 days or more and permanent exclusions.

507. Only the Headteacher or Acting Headteacher has the authority to exclude. This cannot be delegated.

508. The Parents/Carers - who can invite a friend or advocate/adviser to the meeting to support them the parents/carers.

509. The Child - unless they are very young or there are strong reasons against them attending. It is important the child is given every opportunity to have their say.

510. Witnesses may be called to give evidence but do not normally remain for the full meeting.

UPDATED FOR 05.12.2024

APPENDIX 1

Arlecdon and Thornhill Schools United Academy Board for Arlecdon School

Dearham School Academy Board for Dearham School

Flimby School Academy Board for Flimby School

Arlecdon and Thornhill Schools United Academy Board for Thornhill School

West Lakes Academy Board for West Lakes Academy

St Bees Village School Academy Board for St Bees Village School

Queen Elizabeth Grammar School Academy Board for Queen Elizabeth Grammar School

Kirkby Thore School Academy Board for Kirkby Thore School

Settlebeck Academy Board for Settlebeck School

The Board reserves the right to form a United Academy Board

UPDATED FOR 05.12.2024

ROLES AND RESPONSIBILITIES

THE CHIEF EXECUTIVE OFFICER (CEO) AND ACCOUNTING OFFICER (AO)

405. The CEO has the delegated responsibility for the operation and performance of the entire Trust.

406. The CEO is the Accounting Officer so has overall responsibility for the operation of The Trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability; avoiding waste and securing value for money.

407. The CEO leads the executive team of The Trust. The CEO will delegate executive leadership and management functions to the executive team and is accountable to The Board for the performance of the executive team.

408. Recommend appointment of Headteachers to The Board*.

409. Appointment of a Business Manager (or similar) in conjunction with the CEO and Headteacher.

*These matters cannot be delegated to a committee or an individual beyond the CEO.

MEMBERS

410. Academy Board members are members of, and appointed by, the Academy Board (AB) to oversee specific aspects of their academy's operations.

411. Each academy appoints committee members to report on the performance of their academy.

412. Each academy appoints that committee member to make recommendations to The Trust, with AB approval, in respect of their academy's plans.

413. Each member must:

413.1. Take a full and active role in the Academy Development Plan cycle of review using their committee's remit as the basis for their evaluation;

- 413.2. Take a special interest in their particular committee's area of responsibility;
- 413.3. Keep abreast of developments locally and nationally;
- 413.4. Attend appropriate training;
- 413.5. Make focused visits to the academy, meeting with senior leaders to:
 - 413.5.1. Ascertain the accuracy of performance evaluation;
 - 413.5.2. Be familiar with the current performance evaluation, required improvements and actions taken and those to address underperformance;
 - 413.5.3. Ensuring all reports are fully and properly prepared in time for committee meetings;
- 413.6. Make focused visits to the academy, meeting with senior leaders to:
 - 413.6.1. Be satisfied with the efficacy of recommendations to be made to committee and AB;
 - 413.6.2. Discuss the implications of any policies adopted by The Trust or academy with the colleague concerned;
 - 413.6.3. Monitor how well relevant policies are operating within the academy and understand any barriers to their implementation;
- 413.7. Report back to the AB any collectively agreed decisions in respect of:
 - 413.7.1. Performance monitoring discussions that recognise the performance of the academy and celebrate its success;
 - 413.7.2. Any challenges to the AB and Academy about expected further improvements where performance has not met expectation;
- 413.8. Have regular contact with the person(s) within the academy with responsibilities in their particular committee area;

GOVERNANCE PROFESSIONAL

414. The governance professional is responsible for overseeing all aspects of governance effectiveness and compliance within The Trust, ensuring governance adheres to good practice and meets all statutory and regulatory requirements.
415. The governance professional provides effective organisation and administration of meetings of The Board and its committees ensuring these enable the successful delivery of strategic objectives.
416. The governance professional provides advice and guidance as well as acting as the main point of contact for all queries relating to governance within The Trust and will proactively update those governing by providing advice and guidance.
417. The governance professional manages statutory information and governance documentation; acting as gatekeeper for information and documentation that clearly details The Trust's governance arrangements and satisfies other statutory requirements, including (but not limited to):
- 417.1. maintaining appropriate records of Trust Board and Committee membership, along with any terms of reference;
 - 417.2. maintaining a Trust/Academy policy register and advising on the policy review and approval cycle;
 - 417.3. ensuring copies of statutory policies and other statutory documents such as the Scheme of Delegation and Register of Interests are published as agreed and in line with statutory requirements;
 - 417.4. ensure that governance-specific risks are included in The Trust's risk register;
 - 417.5. managing the flow of information between The Trust board and academy committee and members, maintaining an up-to-date record of academy committee business;

- 417.6. developing Trust-specific documents such as a Governance Code of Conduct and skills matrix;
 - 417.7. maintaining The Trust's on-line governance portal; and
 - 417.8. ensuring all governors and trustee's complete all statutory training.
418. The governance professional ensures that the framework of trust governance is efficient and effective.
419. The governance professional will act independently developing and maintaining productive working relationships while:
- 419.1. ensuring that governance enables the operational delivery of strategic objectives; and
 - 419.2. working closely with the Chair of Trustees, Trust Committee chairs, AB chairs to ensure strong links between The Trust board and their committees.
420. The governance professional contributes to the rigorous and effective self-review across The Trust.
421. The governance professional line manages the governance support team which comprises AB clerks.
422. The governance professional maintains their and the governance support team's personal development against the clerking competency framework to support the assessment and improvement of practice, skills and knowledge.
423. The governance professional acts as clerk to Members at General Meetings and:
- 423.1. provides clerking cover during absences;
 - 423.2. clerks panels as required; and
 - 423.3. acts as Company Secretary.
424. The Governance Professional (Company Secretary) will ensure that the committee receives information and papers in a timely manner to enable full and proper consideration to be given to issues.

425. The Governance Professional shall minute the proceedings and decisions of all Trust Committee and sub-committee meetings.

426. Draft minutes of committee meetings shall be circulated to all members of the committee. Once approved, minutes will be circulated to all other members of The Board and The Company Secretary unless, with the Chair's approval, it would be inappropriate to do so.

LINK GOVERNORS

427. Link governors are members of, and are appointed by, the Academy Board (AB) to oversee specific aspects of governors' responsibilities within the academy.

428. They must help the AB understand, oversee, monitor and develop a particular area of responsibility within the academy. The link governor should ultimately enrich the whole AB's understanding of their particular area and contribute to informed decision making.

429. Link governors are also expected to support the AB develop positive links with colleagues and to maintain a visible and professional profile within the academy by attending events.

430. Linked governors must:

430.1. Take a special interest in their particular area of responsibility;

430.2. Keep abreast of developments locally and nationally;

430.3. Attend appropriate training;

430.4. Make focused visits to the academy;

430.5. Have regular contact with the person(s) within the academy with responsibilities in their particular area;

430.6. Discuss the implications of any policies adopted by The Board or the AB with the colleague concerned;

- 430.7. Monitor how well relevant policies adopted by The Board or AB are operating within the academy and understands any barriers to their implementation;
- 430.8. Report back each term via comments submitted to or attendance at the AB
- 430.9. Report back each term, making recommendations where appropriate, to the full AB

CURRICULUM/PHASE GOVERNOR

- 431. The curriculum link governor must:
 - 431.1. Take a particular interest in their chosen subject or phase by keeping up to date with national and local initiatives;
 - 431.2. Meet regularly with the leaders in order to become informed about current policies and practices in the academy and know how the subject or phase fits into the academy development plan and The Trust-wide curriculum;
 - 431.3. Liaise with the subject or phase leader to obtain information on:
 - 431.3.1. training;
 - 431.3.2. condition and availability of resources;
 - 431.3.3. curriculum and timetable arrangements;
 - 431.3.4. special needs provision;
 - 431.3.5. planning, assessment and recording procedures;
 - 431.3.6. standards of achievement/attainment/progress;
 - 431.4. Talk to the Headteacher about curriculum/phase issues;
 - 431.5. Attend some of the in-service training courses devoted to that subject;
 - 431.6. Visit the academy to observe (not in the sense of Ofsted) lessons in order to understand how the subject is taught and any particular difficulties;

- 431.7. Talk to children about the curriculum/phase area;
- 431.8. Support the development of parental involvement in the curriculum;
- 431.9. Encourage the curriculum or phase leader to give a presentation to the AB;
and
- 431.10. Report back regularly to the AB, making recommendations where appropriate.

SAFEGUARDING GOVERNOR

- 432. Under Section 175 of the Education Act 2002, ABs must ensure that they exercise their functions with a view to safeguarding and promoting the welfare of children, and to have regard to guidance issued by the Secretary of State.
- 433. This duty will require ABs to have appropriate child protection procedures in place.
- 434. Each academy should have procedures for handling suspected cases of child abuse in accordance with local area Child Protection procedures, including those to follow if a member or colleague is accused. Academies should have a Designated Safeguarding Lead together with a nominated governor.
- 435. The nominated Safeguarding Governor:
 - 435.1. Has responsibility for liaison with the Headteacher/Designated Safeguarding Lead over child protection issues;
 - 435.2. Also has responsibility for the oversight of procedures relating to allegations made against the Headteacher;
 - 435.3. Ensures that all governors and colleagues know the name of the nominated governor;
 - 435.4. Ensures that The Trust and Local Authority has been informed of the name of the nominated governor;

- 435.5. Ascertains who the Designated Safeguarding Lead is and whether they have attended appropriate training;
- 435.6. Ensures that The Trust and Local Authority has been notified of the name of the Designated Safeguarding Lead;
- 435.7. Ensures that there is an annual item on the AB agenda regarding:-
 - 435.7.1. Changes to child protection policy and procedures (the policy should be reviewed annually)
 - 435.7.2. Curriculum issues around child protection (such as safe environment, protective behaviours, personal safety, bullying, racial awareness, sex and drugs education, child exploitation etc.)
 - 435.7.3. Training undertaken by Designated Safeguarding Lead, other colleagues and governors;
 - 435.7.4. Number of incidents/cases.
- 435.8. Reports back regularly to the AB, making recommendations where appropriate, either via a governors' committee or to full AB meetings.
- 436. The AB should ensure that:
 - 436.1. The academy has a child protection policy and procedures in place that are in line with the latest Keeping Children Safe in Education and local policy;
 - 436.2. That the academy has all statutory policies related to child protection in place;
 - 436.3. All colleagues and parents are familiar with the child protection policy suite;
 - 436.4. All colleagues working within the academy should receive induction to child protection procedures and training appropriate to their role and responsibilities;

- 436.5. That the academy provides a safe academy environment by having regard to academy security and appropriate security checks on all colleagues and volunteers;
- 436.6. All colleagues are aware of the indicators of possible abuse;
- 436.7. All colleagues are familiar with the referral process;
- 436.8. All colleagues know who the Designated Safeguarding Lead is;
- 436.9. All colleagues keep accurate records.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES GOVERNOR

- 437. ABs should, with the Headteacher, decide the academy's general policy and approach to meeting pupils' special educational needs and disabilities for those with and without Education and Health Care Plans (EHCPs).
- 438. Every academy must have a 'responsible person' who makes sure that all those who are likely to teach a pupil with SEND are told about the statement. The person is generally the Special Educational Needs Coordinator (SENCo) or Headteacher.
- 439. **The SEND link governor must:**
 - 439.1. Be informed about SEND systems and practices in the academy;
 - 439.2. Help to raise awareness of SEND issues at AB meetings;
 - 439.3. Ensure that the budget for SEND is allocated to support pupils with SEND;
 - 439.4. Ensure that all SEND pupils have access to a broad and balanced curriculum;
 - 439.5. Give up-to date information to the AB on SEND provision within the academy;
 - 439.6. Help to review the policy on provision for pupils with SEND;
 - 439.7. Ensure that the academy has regard to the SEND Code of Practice;

- 439.8. Visit the academy to see SEND provision;
 - 439.9. Make sure that they understand how the academy identifies a pupil with SEND;
 - 439.10. Ascertain how The Trust and Local Authority provides SEND resources and how the academy decides how the money should be spent;
 - 439.11. Ascertain information on the academy's links with external agencies such as health, social services and voluntary agencies;
 - 439.12. Attend governor training on SEND issues;
 - 439.13. Report back regularly to the AB, making recommendations where appropriate, either via a governors' committee or to full AB meetings
440. Builds a trusting and supportive relationship with the Special Educational Needs Co-ordinator (SENCo);

EARLY YEARS FOUNDATION STAGE (EYFS) GOVERNOR

- 441. Be familiar with EYFS provision in the academy and how resources are allocated.
- 442. Be familiar with the EYFS statutory framework.
- 443. Ensure that EYFS provision remains high on the academy agenda and reporting on EYFS provision is equitable and consistent with other key stage provision.
- 444. Ensure the academy has an Early Years Policy in place ensuring it is accessible to and understood by all members of colleagues.
- 445. Ensure there is a Child Protection and Safeguarding Policy and Administering Medication Policy in place.
- 446. Contribute to the development of a review schedule for all EYFS policies and ensure reviews are in line with statutory requirements.
- 447. Ensure that a designated safeguarding lead (DSL) is identified for the EYFS and that a role description is in place.

448. Monitor the implementation of the assessment of early learning goals and target setting procedures to ensure that all groups of children within the EYFS, including the most vulnerable, make good and expected progress.
449. Ensure that a special educational needs co-ordinator (SENCO) is identified for the EYFS provision.
450. Commit to furthering knowledge, understanding and expertise in relation to EYFS provision, taking up training opportunities where available.
451. Effectively interpret and analyse performance data and seek solutions from the EYFS lead to address any patterns or issues of concern that are identified.
452. Be familiar with and monitor the learning and development opportunities for children in the EYFS, to include:
- 452.1. Communication and language.
 - 452.2. Physical development.
 - 452.3. Personal, social and emotional development.
 - 452.4. Literacy.
 - 452.5. Mathematics.
 - 452.6. Understanding the world.
 - 452.7. Expressive art and design.
453. Monitor how the academy keeps parents up-to-date with their child's progress.
454. Ensure that effective partnerships, working with parents and other practitioners, are established and that the impact of these partnerships is monitored.
455. Monitor if provision has been made for those children with English as an additional language to use their home language in play and learning.
456. Monitor compliance with the statutory requirement that each child has an EYFS Profile (EYFSP) completed in the term in which they turn five years old.

457. Ensure that completed EYFSPs are shared with the LA, the Year 1 teacher receiving that child into their class, and parents.
458. Monitor the academy's performance by comparing the academy's data against DfE benchmarking data for EYFSPs.
459. Monitor the way in which EYFS resources are deployed, ensuring there is an appropriate and proportionate allocation to different target pupil groups.
460. Monitor colleague training and in-house CPD regarding EYFS provision, to include induction for colleague members and volunteers.
461. Ensure that supervision is provided for all colleagues and that this facilitates a culture that supports individuals to progress and the provision to continue to develop and improve.
462. Monitor the provision of safeguarding training; ensure it is provided to all colleagues and volunteers, including governors.
463. Ensure statutory and good practice guidance is understood and followed across the academy.
464. Monitor outcomes of interventions and targets on a termly basis.
465. Ensure that recruitment procedures are in place, that procedures adhere to safer recruitment guidance and make certain that suitable people are recruited.
466. Ensure that colleague:child ratios meet the EYFS Statutory Framework.
- 467. Communication and liaison**
468. Meet with the EYFS lead practitioner on a regular basis to monitor and review the EYFS progress plan and the impact of provision and interventions.
469. Meet with the EYFS lead practitioner and teaching colleagues to understand how teachers and support colleagues are held accountable for the progress of children in the EYFS.
470. Meet with the EYFS lead practitioner to monitor transition arrangements for children joining the EYFS and those children moving from the EYFS to Year 1.

471. Hold discussions with key colleagues (e.g. the SENCO) and the DSL about the impact of their work with children in the EYFS.
472. Provide governors, using evidence from monitoring visits, with assurance that key responsibilities are being met, as well as a means of sharing knowledge across the governing board. Alternatively, present a case with evidence from monitoring visits that key responsibilities are not being met and that action is required to address certain issues.
473. Conduct surveys with colleagues/parents/pupils about the impact of EYFS provision.
474. Ensure governors are involved in decisions about EYFS provision and the resources required to maintain and develop this provision.
475. Visit other academies to find out about and share EYFS strategies, best practice and actions.
476. Liaise with the safeguarding governor to ensure that every member of colleague and volunteer, aged over 16 years has an enhanced DBS check in place.
477. Liaise with the health and safety governor or premises committee to monitor the suitability and safety of the premises, environment and equipment.
478. Liaise with the EYFS lead practitioner to monitor risk assessments, including for outings.

APPENDIX 2 - REGISTERS OF INTERESTThe Trust Board

<u>Board Committee</u>	<u>Quality of Education</u>				<u>People, Estates and Finance</u>			<u>Audit and Risk</u>		
<u>SEND, DA, Vulnerable</u>	X				QEGS' NOMINEE (TBC)					
<u>Assessment</u>		X								
<u>Behaviour & Attendance</u>			X		PROF. CATHY JACKSON					
<u>Safeguarding, Welfare & Inclusion</u>				X	PROF. STJOHN CREAM					
<u>HR, Appraisal and Culture</u>	ANNE MARIE COWPERTHWAIT				X					
<u>Health & Safety and Asset Management</u>	JOSH RICE					X				
<u>Finance and Investment</u>	STEPHEN ASQUITH						X			
<u>Audit (internal and external)</u>	MARIANNA REID							X		
<u>Risk and Growth Management</u>	MICHAEL POTTER								X	
<u>Advocates</u>	DAVID DAVIDSON									X
<u>Disciplinary</u>					ALL					
<u>Exclusions</u>					ALL					
<u>Appeals</u>					ALL					

NAME	POSITION	RESPONSIBILITIES
David Davidson	Nuclear Decommissioning Authority - Sponsor Appointed Trustee	Chair of The Board 2023 - 2024 Member of the Audit and Risk Committee Specific link role of Advocacy Chair CEO Performance Management Committee
Stephen Asquith	Nuclear Decommissioning Authority - Sponsor Appointed Trustee	Chair of People, Estates and Finance Committee Member of Endowment Committee Member of CEO Performance Management Committee
Prof. Cathy Jackson	The University of Central Lancashire (UCLan) - Sponsor Appointed Trustee	Member of Quality of Education Committee
Josh Rice	Sellafield Ltd. - Sponsor Appointed	Member of People, Estates and Finance Committee
Prof. StJohn Crean	The University of Central Lancashire (UCLan) - Sponsor Appointed Trustee	Member of Quality of Education Committee Safeguarding Trustee
Ann-Marie Cowperthwaite	Co-opted Trustee	Vice Chair of the Board 2024-25 Member of People, Estates and Finance Committee
Janice Allen	Co-opted Trustee	Member of One Cumbria Board
Sharon Langan	Co-opted Trustee	Member of People, Estates and Finance Committee
Marianna Reid	Co-opted Trustee	Member of Audit & Risk Committee
Michael Potter	Co-Opted Trustee	Chair of One Cumbria Board
Amanda Seward	Co-Opted Trustee	Chair of SCITT Board
Secondary Vacancy	Co-opted Trustee	Member of Quality of Education Committee
Primary Vacancy	Co-opted Trustee	Member of Quality of Education Committee

Arlecdon and Thornhill United Academy Board

<u>Board Committee</u>	<u>Quality of Education</u>				<u>People, Estates and Finance</u>			<u>Audit</u>		
<u>SEND, DA, Vulnerable</u>	X									
<u>Assessment</u>		X								
<u>Behaviour & Attendance</u>			X							
<u>Safeguarding, Welfare & Inclusion</u>				X						
<u>HR, Appraisal and Culture</u>					X					
<u>Health & Safety and Asset Management</u>						X				
<u>Finance and Investment</u>							X			
<u>Advocates</u>								X		
<u>Disciplinary</u>	<u>ALL</u>									
<u>Exclusions</u>	<u>ALL</u>									
<u>Appeals</u>	<u>ALL</u>									

UPDATED FOR 05.12.2024

Dearham Academy Board

<u>Board Committee</u>	<u>Quality of Education</u>				<u>People, Estates and Finance</u>			<u>Audit</u>		
<u>SEND, DA, Vulnerable</u>	X									
<u>Assessment</u>		X								
<u>Behaviour & Attendance</u>			X							
<u>Safeguarding, Welfare & Inclusion</u>				X						
<u>HR, Appraisal and Culture</u>					X					
<u>Health & Safety and Asset Management</u>						X				
<u>Finance and Investment</u>							X			
<u>Advocates</u>								X		
<u>Disciplinary</u>	<u>ALL</u>									
<u>Exclusions</u>	<u>ALL</u>									
<u>Appeals</u>	<u>ALL</u>									

UPDATED FOR 05.12.2024

Flimby Academy Board

<u>Board Committee</u>	<u>Quality of Education</u>				<u>People, Estates and Finance</u>			<u>Audit</u>		
<u>SEND, DA, Vulnerable</u>	X									
<u>Assessment</u>		X								
<u>Behaviour & Attendance</u>			X							
<u>Safeguarding, Welfare & Inclusion</u>				X						
<u>HR, Appraisal and Culture</u>					X					
<u>Health & Safety and Asset Management</u>						X				
<u>Finance and Investment</u>							X			
<u>Advocates</u>								X		
<u>Disciplinary</u>	<u>ALL</u>									
<u>Exclusions</u>	<u>ALL</u>									
<u>Appeals</u>	<u>ALL</u>									

UPDATED FOR 05.12.2024

Kirkby Thore Academy Board

<u>Board Committee</u>	<u>Quality of Education</u>				<u>People, Estates and Finance</u>			<u>Audit</u>		
<u>SEND, DA, Vulnerable</u>	X									
<u>Assessment</u>		X								
<u>Behaviour & Attendance</u>			X							
<u>Safeguarding, Welfare & Inclusion</u>				X						
<u>HR, Appraisal and Culture</u>					X					
<u>Health & Safety and Asset Management</u>						X				
<u>Finance and Investment</u>							X			
<u>Advocates</u>								X		
<u>Disciplinary</u>					ALL					
<u>Exclusions</u>					ALL					
<u>Appeals</u>					ALL					

UPDATED FOR 05.12.2024

Queen Elizabeth Grammar School Academy Board

<u>Board Committee</u>	<u>Quality of Education</u>				<u>People, Estates and Finance</u>			<u>Audit</u>		
<u>SEND, DA, Vulnerable</u>	X									
<u>Assessment</u>		X								
<u>Behaviour & Attendance</u>			X							
<u>Safeguarding, Welfare & Inclusion</u>				X						
<u>HR, Appraisal and Culture</u>					X					
<u>Health & Safety and Asset Management</u>						X				
<u>Finance and Investment</u>							X			
<u>Advocates</u>								X		
<u>Disciplinary</u>					ALL					
<u>Exclusions</u>					ALL					
<u>Appeals</u>					ALL					

UPDATED FOR 05.12.2024

St Bees Village School Academy Board

<u>Board Committee</u>	<u>Quality of Education</u>				<u>People, Estates and Finance</u>			<u>Audit</u>		
<u>SEND, DA, Vulnerable</u>	X									
<u>Assessment</u>		X								
<u>Behaviour & Attendance</u>			X							
<u>Safeguarding, Welfare & Inclusion</u>				X						
<u>HR, Appraisal and Culture</u>					X					
<u>Health & Safety and Asset Management</u>						X				
<u>Finance and Investment</u>							X			
<u>Advocates</u>								X		
<u>Disciplinary</u>					<u>ALL</u>					
<u>Exclusions</u>					<u>ALL</u>					
<u>Appeals</u>					<u>ALL</u>					

UPDATED FOR 05.12.2024

Settlebeck Academy Board

<u>Board Committee</u>	<u>Quality of Education</u>				<u>People, Estates and Finance</u>			<u>Audit</u>		
<u>SEND, DA, Vulnerable</u>	<u>X</u>									
<u>Assessment</u>		<u>X</u>								
<u>Behaviour & Attendance</u>			<u>X</u>							
<u>Safeguarding, Welfare & Inclusion</u>				<u>X</u>						
<u>HR, Appraisal and Culture</u>					<u>X</u>					
<u>Health & Safety and Asset Management</u>						<u>X</u>				
<u>Finance and Investment</u>							<u>X</u>			
<u>Advocates</u>								<u>X</u>		
<u>Disciplinary</u>					<u>ALL</u>					
<u>Exclusions</u>					<u>ALL</u>					
<u>Appeals</u>					<u>ALL</u>					

UPDATED FOR 05.12.2024

West Lakes Academy Board

<u>Board Committee</u>	<u>Quality of Education</u>				<u>People, Estates and Finance</u>			<u>Audit</u>		
<u>SEND, DA, Vulnerable</u>	X									
<u>Assessment</u>		X								
<u>Behaviour & Attendance</u>			X							
<u>Safeguarding, Welfare & Inclusion</u>				X						
<u>HR, Appraisal and Culture</u>					X					
<u>Health & Safety and Asset Management</u>						X				
<u>Finance and Investment</u>							X			
<u>Advocates</u>								X		
<u>Disciplinary</u>					<u>ALL</u>					
<u>Exclusions</u>					<u>ALL</u>					
<u>Appeals</u>					<u>ALL</u>					

UPDATED FOR 05.12.2024

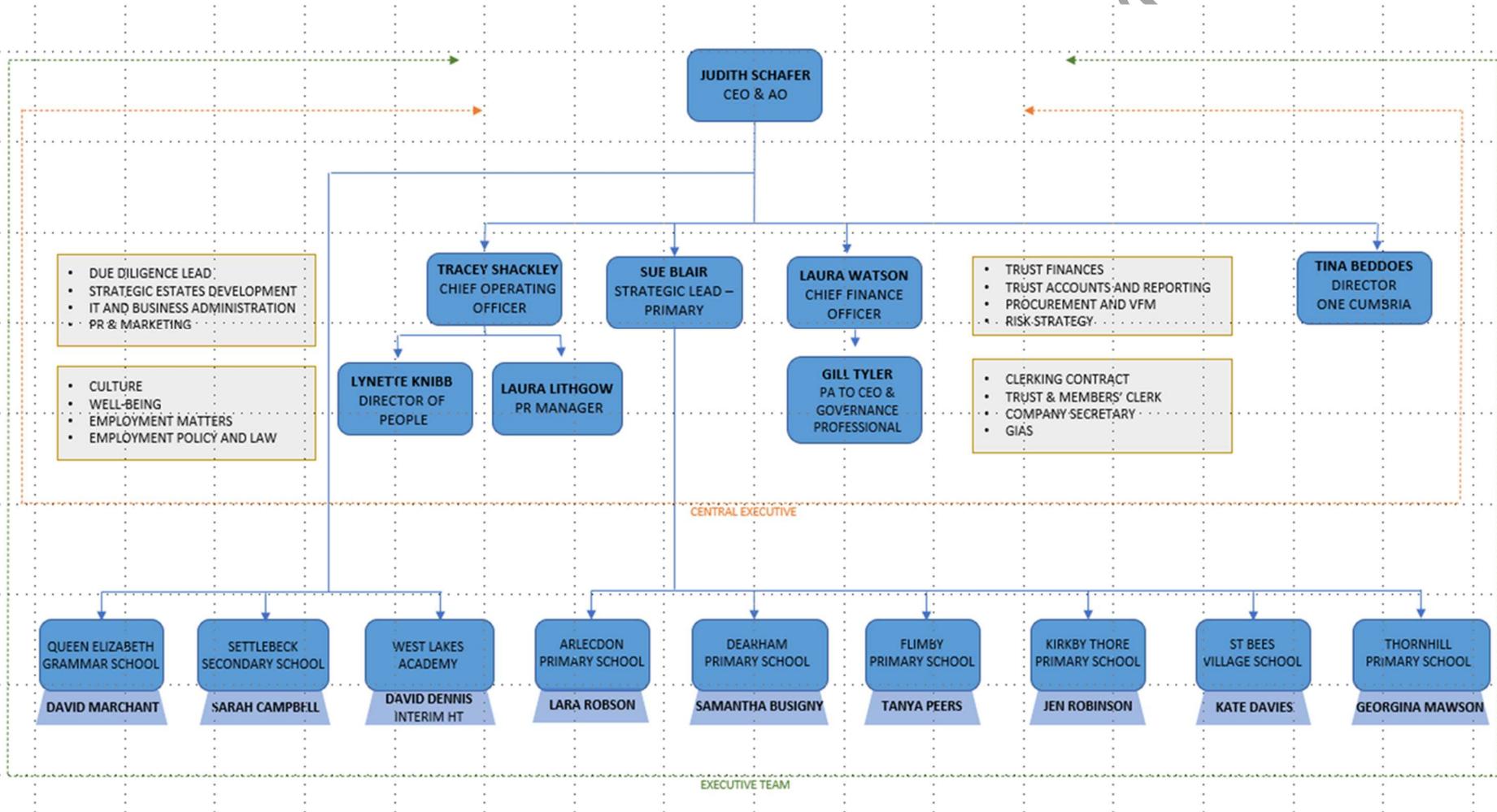
SCHEDULE OF MEETINGS 2024 - 2025

CHANGING LIVES LEARNING TRUST CALENDAR 2024/25

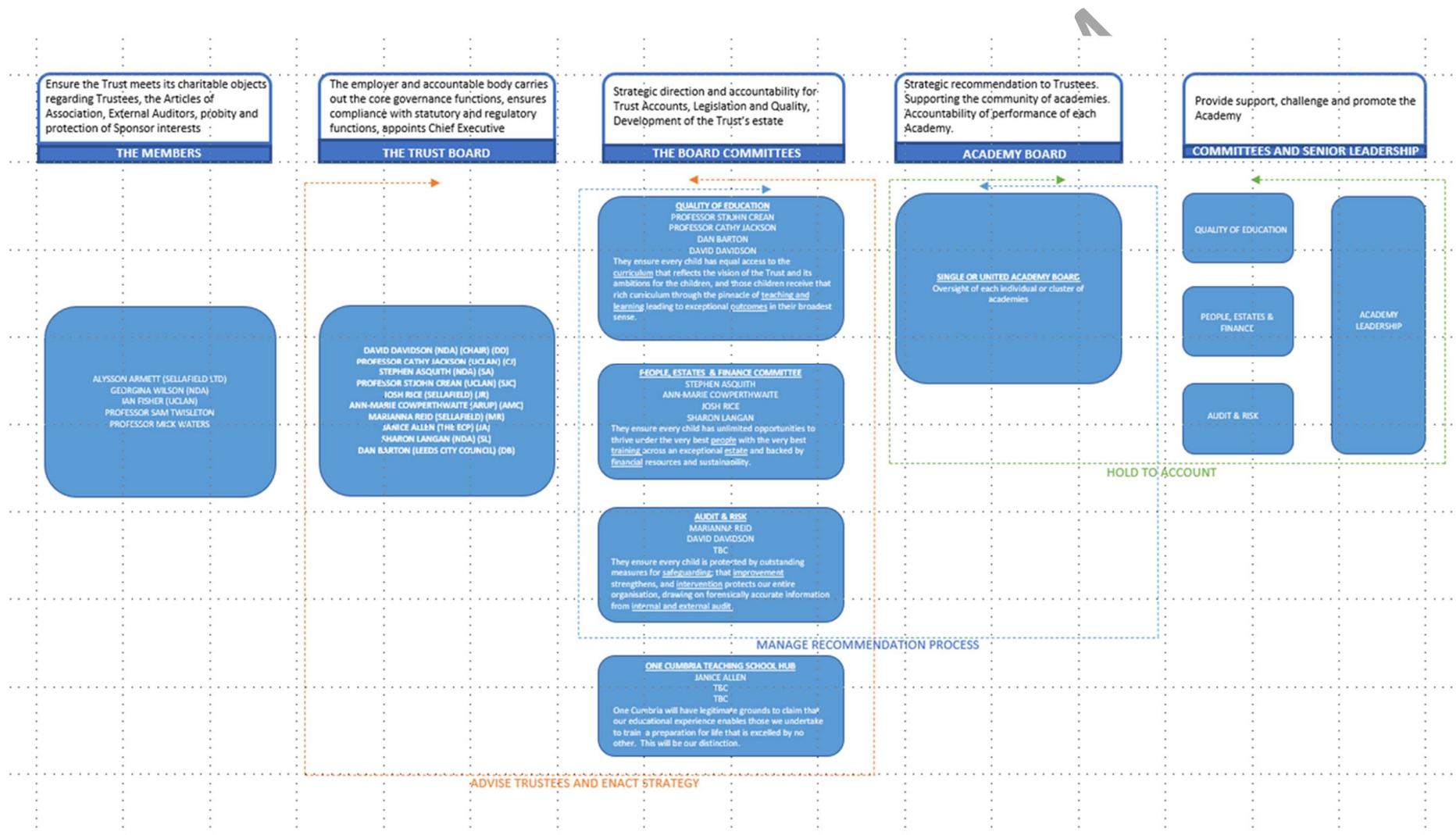


2024				2025							
September	October	November	December	January	February	March	April	May	June	July	August
1 Su	1 Tu BASELINE	1 Fr	1 Su	1 We NY DAY	1 Sa	1 Sa	1 Tu	1 Th	1 Su	1 Tu TRUST AUCIT & RISK	1 Fr
2 Mo INSET	2 We	2 Sa	2 Mo PRIMARY INTER TESTS COMPLETE	2 Th	2 Su	2 Su	2 We	2 Fr	2 Mo AS PEP WEEK	2 We	2 Sa
3 Tu INSET	3 Th	3 Su	3 Tu	3 Fr	3 Mo	3 Mo	3 Th	3 Sa	3 Tu ONE CUMBERNA	3 Th	3 Su
4 We WPT WEEK	4 Fr	4 Mo ONE CUMBERNA	4 We	4 Sa	4 Tu WPT WEEK TESTS COMPLETE	4 Tu	4 Fr WPT-10 & 12 DATA END OF TERM	4 Su	4 We	4 Fr WPT-10 & 12 DATA DUE	4 Mo
5 Th	5 Sa	5 Tu	5 Th TRUST DAY	5 Su	5 We TRUST GC	5 We	5 Sa	5 Mo BANK HOL	5 Th	5 Sa	5 Tu
6 Fr END OF TERM	6 Su	6 We	6 Fr	6 Mo INSET	6 Th	6 Th	6 Su	6 Tu AS OF WEEK	6 Fr TRUST GC WEEK	6 Su	6 We
7 Sa	7 Mo AS PEP WEEK	7 Th	7 Sa	7 Tu INSET	7 Fr	7 Fr	7 Mo	7 We	7 Sa	7 Mo AS WEEK	7 Th
8 Su	8 Tu TRUST GC	8 Fr TRUST GC WEEK	8 Su	8 We	8 Sa	8 Sa	8 Tu	8 Th GCSE START	8 Su	8 Tu	8 Fr
9 Mo	9 We TRUST GC WEEK	9 Sa	9 Mo PRIMARY DATA DROP	9 Th	9 Su	9 Su	9 We	9 Fr	9 Mo	9 We	9 Sa
10 Tu	10 Th	10 Su	10 Tu AS ADDRESS	10 Fr TRUST GC WEEK	10 Mo	10 Mo AS WEEK PRIMARY INTER TESTS COMPLETE	10 Th	10 Sa	10 Tu	10 Th	10 Su
11 We	11 Fr	11 Mo	11 We	11 Sa	11 Tu	11 Tu	11 Fr	11 Su	11 We	11 Fr	11 Mo
12 Th	12 Sa	12 Tu	12 Th	12 Su	12 We	12 We TRUST PEP	12 Sa	12 Mo A LEVEL START	12 Th	12 Sa	12 Tu
13 Fr	13 Su	13 We	13 Fr	13 Mo	13 Th	13 Th TRUST AUCIT & RISK	13 Su	13 Tu	13 Fr	13 Su	13 We
14 Sa	14 Mo WPT-10 & 12 DATA STARTS	14 Th	14 Sa	14 Tu	14 Fr WPT-10 & 12 DATA DUE	14 Fr	14 Mo	14 We	14 Sa	14 Mo PRIMARY DATA DROP	14 Th A LEVEL RESULTS
15 Su	15 Tu	15 Fr	15 Su	15 We	15 Sa	15 Sa	15 Tu	15 Th	15 Su	15 Tu TRUST DAY	15 Fr
16 Mo	16 We	16 Sa	16 Mo AGM	16 Th	16 Su	16 Su	16 We	16 Fr	16 Mo	16 We	16 Sa
17 Tu	17 Th	17 Su	17 Tu	17 Fr	17 Mo	17 Mo	17 Th	17 Sa	17 Tu TRUST PEP (BUDGET)	17 Th	17 Su
18 We	18 Fr TRUST GC WEEK	18 Mo AS WEEK TRUST GC	18 We	18 Sa	18 Tu	18 Tu	18 Fr GOOD FRIDAY	18 Su	18 We	18 Fr END OF TERM	18 Mo
19 Th	19 Sa	19 Tu TRUST AUCIT & RISK	19 Th	19 Su	19 We	19 We	19 Sa	19 Mo	19 Th	19 Sa	19 Tu
20 Fr	20 Su	20 We	20 Fr WPT-10 & 12 DATA END OF TERM	20 Mo AS OF WEEK	20 Th	20 Th	20 Su	20 Tu TRUST GC	20 Fr GCSE & A LEVEL END	20 Su	20 We
21 Sa	21 Mo	21 Th	21 Sa	21 Tu	21 Fr	21 Fr	21 Mo EASTER MONDAY	21 We	21 Sa	21 Mo	21 Th GCSE RESULTS
22 Su	22 Tu	22 Fr	22 Su	22 We	22 Sa	22 Sa	22 Tu SUMMER TERM STARTS	22 Th	22 Su	22 Tu	22 Fr
23 Mo AS OF WEEK	23 We	23 Sa	23 Mo	23 Th	23 Su	23 Su	23 We	23 Fr	23 Mo	23 We	23 Sa
24 Tu	24 Th	24 Su	24 Tu	24 Fr	24 Mo ONE CUMBERNA	24 Mo PRIMARY DATA DROP	24 Th	24 Sa	24 Tu	24 Th	24 Su
25 We	25 Fr TRUST DAY (BANKING ONLY)	25 Mo PRIMARY INTER TESTS COMPLETE	25 We CHRISTMAS DAY	25 Sa	25 Tu	25 Tu TRUST DAY	25 Fr TRUST GC WEEK	25 Su	25 We	25 Fr	25 Mo BANK HOL
26 Th	26 Sa	26 Tu	26 Th BANKING DAY	26 Su	26 We	26 We	26 Sa	26 Mo BANK HOL	26 Th	26 Sa	26 Tu
27 Fr	27 Su	27 We	27 Fr	27 Mo	27 Th	27 Th WPT WEEK	27 Su	27 Tu	27 Fr	27 Su	27 We
28 Sa	28 Mo	28 Th	28 Sa	28 Tu	28 Fr	28 Fr TRUST GC WEEK	28 Mo	28 We	28 Sa	28 Mo	28 Th
29 Su	29 Tu	29 Fr	29 Su	29 We	29 Sa	29 Sa	29 Tu	29 Th	29 Su	29 Tu	29 Fr
30 Mo WPT WEEK	30 We	30 Sa	30 Mo	30 Th	30 Su	30 Su	30 We	30 Fr	30 Mo PRIMARY INTER TESTS COMPLETE	30 We	30 Sa
	31 Th		31 Tu	31 Fr	31 Mo	31 Mo	31 Sa	31 Su	31 Th	31 Tu	31 Fr

EXECUTIVE STRUCTURE 2024 - 2025



TRUST GOVERNANCE STRUCTURE FROM SEPTEMBER 2024 ONWARDS



ONE CUMBRIA GOVERNANCE STRUCTURE

