South East Cornwall Multi Academy Regional Trust

Scheme of Delegated Authority (SODA) Incorporating Roles and Responsibilities for the South East Cornwall Multi Academy Regional Trust

SMART LEARNERS
SMART LEADERS
SMART COMMUNITIES

July 2026

Contents

Introduction

The Scheme of Delegated Authority (SoDA) defines the powers delegated by the Trust Board to Local Governing Committees (LGCs) or Executive officers in order to facilitate the day to day running of the organisation, ensuring compliance with the Academies Financial Handbook and Financial Regulations.

Vision and Principles

Held at the core of our Trust, our vision provides an agreed statement of what we want to achieve together. It allows us to set the defined direction of our development at the level of the individual school as well as more widely across the Trust.

SMART Learners

- Every child and adult constantly striving for excellence in all areas of learning.
- Positive recognition of achievement in all its forms and at all levels ensuring every learner feels both supported and challenged.
- Creating strong partnerships with peers and parents to maximise the progress of all learners.

SMART Leaders

- Every child and adult having opportunities to demonstrate and develop their leadership.
- Schools, governors, staff and children being empowered to be active in developing their own character and owning their own futures.
- Headteachers and Governors continually learning as leaders and engaging in system leadership regionally, nationally and internationally.

SMART Communities

- One Trust, working together to focus on the needs of all learners at all phases across South East Cornwall.
- Inclusive local schools with all children and adults making positive contributions as good citizens to strengthen local communities
- All children and adults feeling safe within a caring and nurturing community in which mutual respect and kindness are non-negotiable.

E Expect the very best	We believe every person can achieve great things as a learner, a leader and as an active contributor to their local community. We set high expectations and insist on the highest standards in everything we do for ALL members of our community. It is our duty to challenge, evaluate, monitor and expect engagement from all members of the community. As engaged and effective participators in our society and school we all act as role models for the love of learning and effective citizenship.
Q Question Deeply	We learn for the sake of learning and to ensure that future generations have the capacity to think deeply about ever harder questions that face our society. We recognise our duty to go beyond the content of examination certificates and develop the essential skills that underpin all learning including holistic engagement, higher order thinking and creativity. We take seriously the duty of all schools to ensure the next generation is able to outperform the current one.
U Understand our goals	We recognise the need to be specific and measured in our expectations and goals such that we are able to give objective assessments of the progress we are making and open transparency when we get it wrong

	and need to try again. All plans and targets will be clear and concise from the feedback that is given in marking through to the action plans for the Trust. We believe it is our responsibility as educators to constantly look for ways in which improvements can be made in learning, leadership and community.
I Inspire lifelong learning	We believe in ensuring learning is planned so every child's needs and aspirations are met, minimising wasted time. We nurture a passion for learning and help foster curiosity so that students become life-long learners with the skills and desire to continually improve with no limits. We recognise we are the greatest advocates for learning and will show this enthusiasm and positive love of learning in all that we do. We will share in inspiring stories around the world and commit to extend learning beyond the school.
P Praise the Positive	We understand that praise of the best learning behaviours and work is essential for learning and that the environment must be free of threats to enable learners to thrive and learn from their mistakes as well as from their successes. The condition of the buildings and the outward face of all schools should show the deep respect we have for our community and the highest aspiration for all learners. We will value working in partnership together on a personal, institutional and community level.

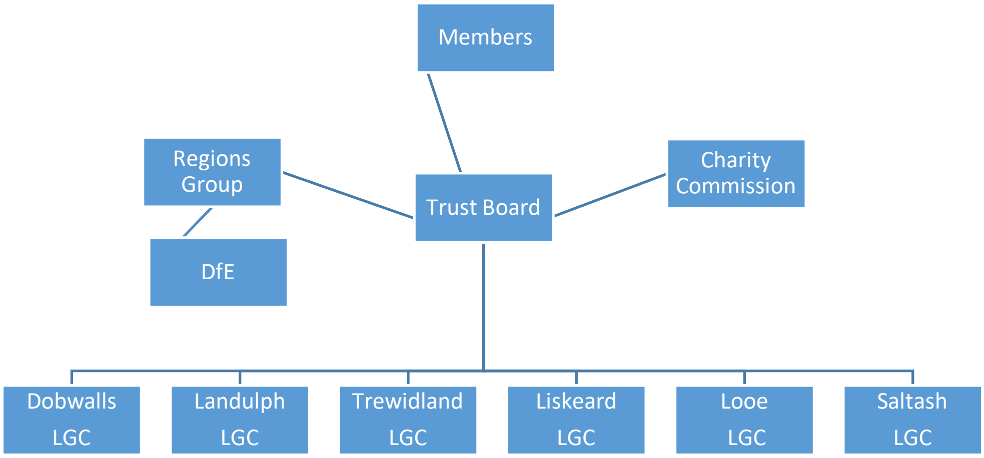
Scheme of Delegated Authority

While the SoDA seeks to offer clarity on decision making powers, and includes specific authorities, it cannot provide a definitive and exhaustive guide to decision making across every area of Trust business. To that end the Trust and its officers should seek to operate within the spirit of the framework holding to the culture of governance, as defined by high levels of transparency and strong trust. The trustees recognise that, whilst they are able to delegate down decision making and responsibility, the ultimate accountability remains with them. The Trust Board retains the power to appointment and dismiss LGCs at any time.

Process for Review and Adaptation

The Scheme of Delegated Authority will be formally reviewed annually at the Annual General Review meeting of the Board with Members in December. It is, however, important to ensure that all involved in governance are made aware of any changes and what these mean in practice. The most up to date version of the Scheme of Delegated Authority will be that which is published on the Trust website.

Governance structure



Governance Key Roles and Responsibilities

The Trust is a company limited by guarantee and, in accordance with the Academies Act 2010, an exempt charity.

The Trust Board is responsible for the four core governance functions.

Ensuring there is a clarity of vision, ethos and strategic direction.
Hold the Executive Leaders to account for the educational performance of the Trust's schools and its pupils, and the performance management of staff.
Oversee the financial performance of the Trust and make sure its money is well spent and Ensure the voices of the school stakeholders are heard.

Members

The Members are guardians of the governance of the Trust, ensuring its charitable objective is fulfilled and to conduct oversight of the Trust Board. The Members' key responsibilities are;

- To ensure the Objects of the Trust are met
- To receive the Annual Report at a General Annual Meeting of the Trust
- To appoint the Trust auditors
- To determine the Trust's constitution by adopting the company's Articles of Association

It is recommended for there to be a minimum of five members and for decisions to be passed by a minimum of 75% of this membership. If such a majority of Members agree that the Trust is failing to 'Advance education for the public benefit' then they are able to pass a 'Special Resolution' to remove a Trustee, direct an external review or alter the Articles of Association.

Trustees

The Trustees (previously known as Directors) have overall responsibility and ultimate decision-making authority for all the work of the Trust. The Trust Board is the accountable body for the performance of all schools within the Trust and, as such, must:

- Determine the vision and ethos of the Trust whilst acknowledging the uniqueness of each school and community
- In conjunction with the CEO, develop a strategic plan for the Trust, ensuring it is effectively communicated so it can be implemented across the Trust, reviewing and monitoring the impact of this implementation.
- Ensure that the education support is effective and efficient and complies with national expectations, including reviewing progress and attainment data
- Ensure a broad and balanced curriculum is in place that is in line with the Trust vision and meets the local need of pupils
- Consider evidence about how effectively the curriculum is achieving its aims for all pupils, especially the most vulnerable
- Determine and ensure the implementation of policies and procedures which it is intended will achieve a consistently high standard of education and financial prudence across all areas of the Trust
- Ratify suitable appointments of individuals who will serve on LGCs including removing such individuals who fail to fulfil the expectations of the role
- Approve the overall Trust budget based on recommendations from the Resources Committee who are responsible for conducting a thorough review of all budget proposals
- Ensure there are robust financial systems and procedures in place that are adhered to by the Trust
- Ensure an effective risk management strategy and framework is in place
- Ensure audits are effective in identifying areas of improvement
- Formally appoint the CEO and manage their performance
- Provide challenge and support to the CEO
- Ensure the CEO is effectively overseeing the objectives and outcomes of each school
- Oversee the delivery of collaborative working, common approaches, and common systems across all schools
- Oversee the performance and delivery of any service provided by the Trust to the schools ensuring that procurement of services are value for money and economies of scale are achieved whenever possible
- Ensure professional advice is available to the Trust in relation to legal and compliance matters
- Ensure that the Trust operates effective health & safety systems and procedures (including safeguarding)
- Ensure performance management systems are in place and are effective across the Trust, accompanied by relevant programmes of professional development for all staff
- Ensure pay awards are in line with guidance and take account of performance, the need for recruitment and retention, the level of role challenge and affordability
- Regularly review and receive a high-level overview of safeguarding including how safeguarding is monitored across the Trust

- Regularly review and receive a high-level overview of health & safety across the Trust
- Regularly review and receive a high-level overview of estates management, seeking assurance that school environments are conducive to good education provision and safe for staff and pupils
- Ensure that the Trust remains committed to active collaboration with other Trusts and agencies which support children and families in all the regions it serves.
- Ensure adherence to the Nolan Principles of public life, observation of civic and environmental impact duties

These tasks may be delegated to Trust Board Committees. For more detailed information please see the terms of reference for each Committee in the Trust Board.

The Trust Board delegates as much of its school level monitoring and scrutinising functions to LGCs as advisable. The Trust Board uses these committees to promote stakeholder engagement and as points of consultation and representation.

Link Trustee Responsibilities

The Trust Board appoints Trustees to the three statutory roles of Safeguarding, SEND and Careers. All other Trustees are recruited with experience in the following areas: HR, Audit & Risk, Health & Safety and Premises, Finance, Community Relations, Learning and Health and Wellbeing.

SEND

The role of the SEND Trustee is to focus on the effectiveness of our provision for children and young people with SEND, including those with EHCPs and our support for those who are disadvantaged and how well we are meeting our legal obligations. This includes questioning the use of resources to support provision and particularly the effective use of Pupil Premium. It also involves monitoring links with our ARBs and the external agencies and providers we work with.

The SEND Trustee should:

- Discuss SEND provision, focusing on how policies are applied and whether changes are needed
- Understand the schools and Trust's strengths in relation to SEND provision and areas for development
- Seek assurance that staff receive effective and up to date SEND training
- Understand the views if all key stakeholders in relation to SEND.

Sources of information

- Headteacher's Reports
- EHCPs
- Pupil Premium reports
- ARB reports
- SEND Local Offer for Cornwall
- School Development Plans
- Trust Strategic Plan
- Peer Review reports

- OFSTED reports
- DfE SEND guidance

Safeguarding

The role of the Safeguarding Trustee is to focus on how well the trust is ensuring the effectiveness of its safeguarding processes. This involves questioning the practical implementation of policy in each of the Trust's schools and its effectiveness in keeping children and young people safe from harm, both from their own actions and those of others. It requires knowledge of the legal framework within which the Trust operates with regard to safeguarding. It also involves questioning the effectiveness of the responses of outside agencies in supporting the Trust in keeping children safe, in particular the Police, Social Services and CAMHS.

The Safeguarding Trustee should:

- Build a knowledge and understanding of the Trust's safeguarding policies and procedures ensuring these are effective and regularly reviewed and updated
- Observe through arranged visits, how the culture of safeguarding is working within the schools
- Gain an understanding of how safeguarding is built into the curriculum and how pupils are taught about staying safe
- Use any safeguarding assessments or audits to help ascertain the robustness of safeguarding procedures and systems

Sources of information

- Headteacher's Reports
- Safeguarding audits – S175/157
- Attendance summaries
- Exclusion and behaviour summaries
- School Development Plans
- Trust Strategic Plan
- OFSTED reports
- DfE guidance

Careers

The role of the Careers Trustee is to take a strategic interest in careers education and guidance and to encourage employee engagement for careers. The Careers Trustee should ensure that the Trust and its schools are constantly reviewing their practice to ensure that there is a co-ordinated approach to careers and implementing the 8 Gatesby benchmarks across the Trust.

The Careers Trustee should:

- Monitor careers provision through visits, meetings, surveys and data and reporting back full findings to the Trust Board and Learning Committee
- Ensuring the Trust Board is advised if and meeting the requirement if the statutory guidance
- Monitoring and evaluating any relevant policies (e.g. Careers, work-related learning, employability and work experience)

- Reporting back to the Trust Board on how the Trust careers education and guidance is contributing to the Trust's strategic priorities.

Sources of information include

- SEF assessments of the Gatsby measures
- OFSTED reports
- Peer Reviews

Terms of Reference for Trust Board Committees

Trust Board Committees

These committees have delegated decision-making ability. The membership will be of at least three Trustees and each decision must have a majority of Trustees voting for it. The quorum for all committees is three. The responsibilities of board committees are set out in the committee's terms of reference. It is the responsibility of the Chair of the Trust Board to ensure that these terms of reference and expected outcomes are formally documented and agreed by the Trust Board.

The Trust Board currently has three categories of committee.

1. **Trust Board Standing Committees.** These have a permanent membership and centralised delegated powers covering the whole Trust which are exercised through a regular schedule of meetings throughout the year. These consist of the following:
    a) The Learning and People Committee
    b) The Resources Committee
    c) The Audit and Risk Committee
    d) The Admissions Committee
    e) The Remuneration Committee

Specific terms of reference for the Learning and People Committee

Purpose

The Learning and People Committee exists to support the Board in its delivery of the policies and services as determined by the Trust, the Leadership Group and relevant legislation.

The purpose of the Learning and People Committee is to monitor the effectiveness of teaching and learning across the Trust's schools in the context of a broad and balanced curriculum. The committee will also focus on issues relating to the employment, development and wellbeing of staff, the safety, wellbeing of students and the Trust's relationships with its community and partners.

The key areas of responsibility for this committee are Learning, Careers, Safeguarding, SEND, HR, Community Relations and Health and Wellbeing.

Role

The Learning and People Committee is responsible for decisions and recommendations to the Board on policy relating to teaching and learning, curriculum and assessment and also for the recommendations to the Board on policy relating to HR and staff development, staff and student welfare, IAG and community relations.

The main areas of work covered by the Committee, subject to the Trust's overall legal requirements, are:

- Ensure that the education support is effective and efficient and complies with national expectations, including reviewing progress and attainment data
- Ensure a broad and balanced curriculum is in place that is in line with the Trust vision and meets the local need of pupils
- Consider evidence about how effectively the curriculum is achieving its aims for all pupils, especially the most vulnerable
- Determine and ensure the implementation of policies and procedures which it is intended will achieve a consistently high standard of education across the Trust
- Regularly review and receive a high-level overview of safeguarding including how safeguarding is monitored across the Trust
- Consider evidence of effectiveness of links with external agencies
- Consider evidence of effectiveness of Information, Advice and Guidance across the Trust's schools, including links with employers, FE and HEIs.
- Monitoring that Local Governing Committees are fulfilling their obligations in relation to Learning and People issues.
- Review the Risk Register in relation to Learning and People issues.
- Consider the recommendations as to the development of teaching and learning.
- Consider the recommendations as to the development of the curriculum and its assessment.
- Determine and ensure the implementation of material policies and procedures which it is intended will achieve a consistently high standard of HR and Health and Wellbeing across all areas of the Trust drawing from a wide set of potential KPIs including staff surveys and staff retention national benchmark measures.
- Ensure performance management systems are in place and are effective across the Trust, accompanied by relevant programmes of professional development for all staff
- Consider evidence of effective support for staff health and wellbeing across the Trust's schools.
- Consider evidence of effective support for pupil health and wellbeing across the Trust's schools.
- Consider evidence of staff capability and coaching interventions across the Trust's schools.
- Consider the effectiveness of attendance procedures across the Trust's schools.
- Consider the effectiveness of parental engagement across the Trust's schools.

The Committee does not become involved in the detail of day to day decisions as it recognises that these are the responsibility of the Chief Executive Officer and the Trust Senior Leadership Team.

Membership

The Learning Trustee
The Safeguarding Trustee

The SEND Trustee
The Careers Trustee
The HR Trustee
The Community Relations Trustee
The Health and Wellbeing Trustee
The CEO

The Committee reserves the right to co-opt members onto the Committee, pursuant to Clause 101 of the Articles of Association, for either a specific or a general reason.

Advisers

The Director of Education.
Any member of the Trust Senior Leadership Team.

Specific terms of reference for the Resources Committee

Purpose

The Resources Committee exists to support the Board in its delivery of the policies and services as determined by the Trust, the Leadership Group and relevant legislation.

The purpose of the Resources Committee is to ensure sound management of the Trust's finances, to facilitate and monitor sound financial management of the Trust's assets and resources, including proper planning, monitoring and probity. It acts at all times within the framework of the Academy Trust Handbook and other relevant legislation.

The key areas of responsibility for this committee are Finance, Audit and Compliance and Health & Safety and Premises.

Role

The Resources Committee is responsible for decisions and recommendations to the Board on policy and the use of resources in meeting the Trust's financial and wider obligations. It has oversight at a strategic level of the Trust's finances and assets and is responsible for the regular monitoring of the financial position. The main areas of work covered by the Committee, subject to the Trust's overall legal requirements, are:

- Determine and ensure the implementation of material policies and procedures which it is intended will achieve financial prudence across all areas of the Trust
- Conducting a thorough review of all budget proposals and recommend to the Trust Board overall approval
- Ensure there are robust financial systems and procedures in place that are adhered to by the Trust
- Oversee the performance and delivery of any service provided by the Trust to the schools ensuring that procurement of services are value for money and economies of scale are achieved whenever possible
- Ensure that the Trust operates effective health & safety systems and procedures Regularly review and receive a high-level overview of health & safety across the Trust

- Regularly review and receive a high-level overview of estates management, seeking assurance that school environments are conducive to good education provision and safe for staff and pupils
- Review Risk Register in relation to Resources issues.
- Monitoring that Local Governing Committees are fulfilling their financial obligations in relation to Resources issues.

The Committee does not become involved in the detail of day-to-day financial decisions and transactions as it recognises that these are the responsibility of the Chief Executive Officer and the Chief Financial Officer.

The Committee has delegated powers in relation to:

- Award central contracts where a tendering process has been engaged.
- Make a final decision in relation to the SMART Capital Allocations policy.

Membership

The Finance Trustee
The Trust Board Chair
The CEO
The Audit and Risk Trustee
The Premises and Health and Safety Trustee.

The Committee reserves the right to co-opt members onto the Committee, pursuant to Clause 101 of the Articles of Association, for either a specific or a general reason.

Advisers

The Trust CFO
The Head of Operations
The Head of IT Services
The Head of Finance
The Head of Estates

Specific terms of reference for the Audit and Risk Committee

Purpose

The Audit and Risk Committee helps to promote the highest standards of propriety in the use of public funds and encourage proper accountability for the use of those funds. It supports the development of internal control systems which will help satisfy the Board of Trustees that the Trust will achieve its objectives whilst operating in accordance with any statutory requirements.

Role

The Audit Committee supports internal audit and scrutiny and is appointed by the Trust Board to provide it with an independent assurance that:

- Ensure an effective risk management strategy and framework is in place
- Ensure audits are effective in identifying areas of improvement

- Ensure professional advice is available to the Trust in relation to legal and compliance matters
- The Risk Register is regularly reviewed and new and emerging risks are e=being identified
- A programme of internal scrutiny checks is arranged and agree who will perform the checks.
- The findings from the internal scrutiny checks are communicated to the Trust Board.
- Consider risks associated with pupil recruitment and demographic change

The programme of checks will be agreed with the Trust Board in line with any identified risks and guidelines set out within the Academy Trust Handbook. These checks are delegated to external auditors and a report of the findings from each visit will be provided to the Audit & Risk Committee and then the Trust Board.

Specific terms of reference for the Admissions Committee

Purpose

To be responsible for determining, publishing and annually reviewing in the light of legal guidance, the admission arrangements, PAN and fair oversubscription criteria across the member academies in the Trust.

Major issues will be referred to the Trust Board for final ratification.

When changes to PAN are considered they will take into account the views of the LGC, physical capacity of each academy and the spread of places available across the MAT. They will inform the Local Authority of the intention to change any PAN and publish planned changes on the SMART and member academy websites.

Role

They will ensure that legal obligations are met including:

1. Ensure consultation takes place between the 1st October and 31st January in the academic year beginning two years before the academic year to which the arrangements will apply and ensure admission arrangements are determined by 28th February in the same academic year.
2. Ensure a copy of the full proposed admission arrangements (including the proposed PAN) are available on each member academy's website with details of the person to whom comments can be sent.
3. Ensure the finally determined arrangements are published on each academy's website.
4. Ensure that policies around the cost and requirements for school uniform or school trips do not discourage parents applying for a place for their child.

Specific terms of reference for the Remuneration Committee

Purpose

To be responsible for verifying that the processes employed by the Trust for performance management of all staff are fair, equitable and in line with statutory and contractual obligations.

The Trust Board will delegate its pay powers with regard to Performance Management to the Remuneration Committee, including the performance management of the CEO. The CEO pay recommendation and any major issues will be referred to the Trust Board for final ratification.

Role

The committee must pay particular attention to impartiality and removing the possibility of conflict of interest. To this end, the three Trustees required for this committee must not include the CEO. The committee must invite the CEO and CFO in an advisory capacity and request that they leave for any discussion involving their own remuneration. Employees can be invited as advisors but must not be present for any final discussion or agreement regarding pay awards to staff.

The committee will apply the criteria set by the SMART pay policy in considering the pay of each member of staff at the annual review and advise the Trust Board if any changes to legal requirements must be taken into account. The committee will include in its annual review an assessment of any gender pay gap.

The report of the Remuneration Committee will be placed in the confidential section of the Trust Board agenda and will either be received or referred back. Reference back may occur only if the Remuneration Committee has exceeded its powers under the policy or is subject to a complaint relating to the decision in question.

- Ensure pay awards are in line with guidance and take account of performance, the need for recruitment and retention, the level of role challenge and affordability
- Manage the CEO's performance

Special purpose Committees

These are established by the Governance Professional in response to particular functions and are dissolved after having completed these functions. Those committees currently sanctioned include the following:

Trust Board

- Stage 5 Complaints

LGCs

- Permanent Exclusion
- Suspension reviews
- Stage 4 complaints
- Pupil disciplinary
- Staff disciplinary
- Leave of absence

These committees may have delegated decision making ability, although any decisions made will be deemed decisions of the Trust Board. There must be at least three Trustees or governors and each decision must have a majority of Trustees or governors voting for it. The quorum is three.

Any appeals arising from the work of these committees will be established so that Trustees or governors involved in the original decision are not involved. The Executive Team includes the Chief Executive Officer, Chief Financial Officer, Chief and Director of Education.

Executive Team

Chief Executive Officer (CEO)
Dan Buckley is the accounting officer with overall responsibility for the operation of the Trust's financial responsibilities and must ensure that the organisation is run with financial probity, effectiveness, and stability, avoiding waste, and securing value for money.

The CEO has delegated responsibility for the operation of the Trust, including the performance of the Trust's Schools and is responsible for all staff across the Trust and line manages the Headteachers so will therefore be held to account through this role.

The CEO leads the Executive Team of the Trust. The CEO will delegate executive management functions to the Executive Team and is accountable to the Trust Board for the performance of the Executive Team including the CFO (Chief Finance Officer).

The CEO reports to the Trust Board on the performance of the Trust including performance of the Trust's Schools, which is also supplemented by monitoring reports from the Trust Executive Team.

Chief Financial Officer (CFO)
Andrea Howard has strategic oversight of Finance ensuring that resources are best directed to evidenced needs and stewarded wisely. The CFO reports to the CEO and Board on Trust performance across a range of relevant indicators, informing, through robust analysis and forecasting, the long-term strategic direction of the Trust.

Director of Education (DoE)
Kristien Carrington reports to the CEO and Trust Board and has oversight for the quality of provision and outcomes across the Trust. The DoE leads and co-ordinates the work of the Education Support Team who enact the Trust's education improvement strategy, ensuring barriers are removed and that every pupil has access to high quality provision and teaching that meets their needs.

In partnership with the Headteachers, the DoE works to shape the improvement strategy that reflects the Trust's strategic priorities as well as supporting the needs of individual schools.

The DoE leads on co-ordinating and commissioning improvement work, high quality CPD and school to school support with strategic partners, across and beyond, the three local authorities served by our schools.

Headteachers
Each Headteacher is responsible for the day-to-day management of their School. Headteachers are directly line managed by the CEO and are accountable to the Trust Board and LGC.

The Headteacher role is critical to the success of each school and to the Trust overall. As the Trust enshrines the concept of earned agency and continuous improvement, the role of the Headteacher is, therefore, dependent on their performance.

Headteachers whose schools achieve good or outstanding performance in all their key performance indicators have extensive responsibility to set the vision and strategic direction for their school within the overall vision and values of SMART.

The Trust will ensure that the leadership capacity of all senior leaders is continuously increased through system leadership opportunities both within the Trust and externally to build the reputation and successful 'brand' of SMART. Although ultimate decision-making must remain at the level of the Trust Board, the Scheme of Delegated Authority summarises which of these is delegated.

SMART is committed to developing leadership capacity and has already supported Headteachers who are new to the role and requiring considerable support. Such Headteachers may fail to meet the thresholds set by the Trust Board in some areas defined in the Scheme of Delegated Authority and therefore 'require improvement' in those areas. It is the role of the CEO to identify such areas and ensure that the Scheme of Delegated Authority is correctly applied to minimise the risks, which may arise whilst the capacity is increased. The CEO will seek to deploy the system leadership potential of Headteachers as well as mentoring arrangements in order to assist in such development with the intention of ensuring every school achieves good or outstanding practice in all KPIs and other Scheme of Delegation indicators.

All Headteachers are members of the Trust Senior Leadership Team (TSLT) and as such share responsibility collectively with the CEO for the performance of schools in the Trust. All Headteachers are line managed and appraised by the CEO although should there be future expansion, regionalisation or executive headship arrangements then some Headteachers will be line managed by an Executive Head or member of the Executive Team who in turn will be line managed by the CEO. The Scheme of Delegated Authority sets out the responsibilities of the Headteacher but more specifically the Headteacher retains responsibility for the following areas:

- 'front line' legal and HR matters.
- being the effective accounting officer for the school in terms of audit.
- keeping their line manager informed of their actions and seeking support if there is any potential of risk.
- the leadership and management of any short term or permanent exclusion of pupils, together with the LGC including the arrangement of hearings and proceedings.

The Headteacher is responsible for producing a termly Headteachers Report adhering precisely to the agreed SMART form and maintaining a termly SEF (Self Evaluation Framework) covering all of their key responsibilities. These reports arecrucial instruments for aiding the flow of essential information about the performance of the school to the LGC and the Trust Board.

The Role of the Trust Senior Leadership Team (TSLT)

The CEO, CFO, Directors of Education and all Headteachers in the Trust will form the Trust Senior Leadership Team, which will meet twice each half term, once to collectively peer review one of the schools in the Trust and once to devote a day to determining collective strategy and policy. This group is the core management and leadership team for SMART and has shared responsibility for the day-to-day running of the organisation around its core purpose of teaching and learning to ensure all students and pupils make good progress.

Prior to the first LGC meeting of each term:

1. The Heads report incorporating the Heads Exception Report, Risk register, Updated School development Plan and SEF (Self Evaluation Framework) is presented to governors at the START of each term (i.e. September, January and May).
2. It summarises all of the data collected during the previous term (i.e. the January report summarises the Autumn term, the May report has Autumn and Spring term cumulative data and the September report summarises all of the data and results from the previous year).
3. The Head circulates the Heads Report to their Governors and CEO at least one week prior to the first LGC meeting of each term.
4. LGC scrutinise the report in their FIRST meeting of each term.
5. Any issues the Headteacher believe should require discussion by LGC are highlighted in Yellow and necessary notes added to the report.
6. Any issues that could indicate significant risk are highlighted in red and notes added to explain this risk.
7. Any positive points for the LGC to note are highlighted in Green.
8. LGC governors are responsible for checking pages of the report that are specifically intended for their role of responsibility and preparing questions for the meeting which should be shared with the Headteacher prior to the meeting. It is the responsibility of the Chair of the LGC to ensure all governors fulfil this role facilitated by the Headteacher.
9. The Headteacher will assume the report has been read and considered by governors prior to the meeting.

During the first LGC meeting of each term:

10. Heads are not required to present every page of the Heads Report. Heads will only provide further comments in relation to questions asked by Governors.
11. Any issues or concerns highlighted red must generate a question. The LGC decide if these should be highlighted specifically to the Trust Board. Other items not previously highlighted as red can be highlighted as red in the meeting if the LGC believe the Trust Board should be aware of the potential risk.
12. Any achievements highlighted in green should remain green if the LGC wishes the Trust Board to be made aware. The LGC can add to or remove green highlighted items.

After the first LGC meeting of each term:

13. The updated highlighting on the Heads Report together with the minutes of the meeting are circulated to the LGC, CEO and Trust Board.
14. The Heads Report is divided into sections so that the Trustees can look quickly at the same indicators for all schools.
15. The Trust Board decides which of the items that have been highlighted to raise at the relevant TB Committee meeting.

Local Governing Committees

LGCs are subcommittees of the Trust Board with delegated decision-making powers in accordance with the Table of Responsibilities.

The composition of the LGCs is determined by the Trust Board, based on the school designation prior to academisation. The total number of governors on the LGC shall not be less than 3 and the number of employees of the Trust on the LGC, including the Headteacher, cannot exceed one third of the total number of governors.
A person appointed to the LGC must be over eighteen at the date of appointment. In addition, no current pupil of the school is entitled to serve as an LGC governor.

The purpose of the LGC

The LGCs are open to anyone committed to shaping the school and Trust vision into reality in their communities. The purpose of the LGC is to provide local access and accountability for our parents and carers to build and deepen partnership and connection. This is the place that the voice of the individual pupil, staff member, parent, and other membership groups is heard and understood; where the lived experience of our provision and offer is felt and triangulated. An LGC ensures that their school understands their local community context whilst providing a mechanism for the local community to support their school.

More specifically, local governors are expected to:

- Build an understanding of how the school is led and managed
- Monitor whether the school is:
- Working within agreed policies
- Meeting the agreed targets
- Managing its finances well
- Engaging with stakeholders
- Reporting to the board

For the LGC, the committee itself nominates and recommends the chair for appointment by the Trust Board. For all other committees, the Trust Board appoints the board committee chairs and committee members accordingly. The quorum for an LGC meeting is 50% of the local governors in post.

Role of the Local Governing Committee – Delegation

The following areas of work are delegated to the LGCs;

- Engage in Governor Monitoring visits to seek assurance that the school is focussing on the right priorities and the work is having an impact on pupil provision and outcomes.
- Ensuring the School Development Plan agreed with the CEO has been through effective consultation with the LGC, with the SLT and with staff.
- Monitoring of the School Development Plan & regularly review the SEF
- Reviewing of all evaluative data for rigour and impact
- Ensure pupil and parent voice is strong in each School
- Reviewing the impact of the expenditure relating to the Pupil Premium Grant, Sports Premium Grant and funding for pupils who have a special educational need and/or disability
- Review of the school Risk Register
- Ensuring statutory requirements for safeguarding are maintained (including school annual self-audit)
- Holding governor panels for permanent exclusion, suspension review, stage 4 complaints and pupil and staff disciplinary.

Role of the Local Governing Committee – Terms of Reference

The LGC have the following tasks and responsibilities which are carried out through their 6 meetings per year;

General:

- To promote, strengthen and continue to develop the values and principals of the Trust
- Be the Trust Board's local point of consultation & review on matters such as Standards, Policy, Vision & Strategy
- Take part in learning walks/monitoring to understand the impact of the school action plans
- Represent the views of the school and its stakeholders to the Trust
- Review any school level policies and ensure they are implemented within the school
- Be equipped to support the school during an Ofsted Inspection, talking knowledgably about its strengths and challenges

Ethos & Community:

- Ensure the school's culture, ethos and values are in line with the Trust vision and strategic objectives
- Review the pupil and parental experience and contribute to strengthening links with the community
- Attend and participate in school events as a visible and positive presence

Teaching & Learning:

- Support and challenge school leaders on the educational performance and progress on the school specific improvement priorities
- Ensure the school delivers a broad and balanced curriculum in line with the Trust wide vision that meets the local needs of pupils
- Consider evidence about how effectively the curriculum is achieving its aims for all pupils especially the most vulnerable
- Scrutinise management information to ensure educational outcomes are meeting expectations set
- Challenge and support leaders to ensure the quality of teaching and learning is secure
- Review detailed pupils' progress and attainment data for the schools, and how they compare with national and Trust targets and with local, regional, and national averages
- Ensure sufficient CPD and staff training is in place for school staff
- Ensure there is a suitable level of support and appropriate workload for all staff

Disadvantaged Pupils:

- Ensure pupil premium funding, sport premium funding and funding for pupils who have a special educational need and/or disability is spent effectively and improves attainment for eligible pupils
- Ensure high quality outcomes for pupils with special education needs and disability (SEND)
- Scrutinise welfare data including attendance, behaviour, suspensions, and exclusions
- Ensure the school adheres to supporting looked after and previously looked after children

- Ensures the needs of all pupils are met by having the relevant policies, practices and procedures in place which are being implemented effectively for all vulnerable groups and that the schools meet all statutory requirements, including the 'SEND Offer,' SEND Policy and equality legislation

Safeguarding:
- Ensure the school creates a safe environment for pupils through robust safeguarding practices and mental health support by appointing a safeguarding link governor for each school
- Ensure a Designated Safeguarding Lead is appointed, and that relevant policies and procedures are in place and implemented effectively.
- Seek assurance that the school has met its statutory duties by completing and returning the annual safeguarding audit.

Risk Management & Compliance:
- Monitor the school risk register, identifying any significant changes / additions to be made and how/whether these can be mitigated
- Monitor Health & Safety Audits and carry out Health & Safety walks with the Trust Estates team.

Reporting:
- To report on the above to the Trust Board in a timely manner, highlighting key issues, risks, and successes, making recommendations where appropriate.

Recruitment and Appointments

Chair & Vice Chair:
The Chair & Vice Chair are elected by the LGC and are eligible for reappointment at the end of the term of office. The Chair and Vice Chair are elected annually and every governor is eligible for election with the exception of the Headteacher and any governor who is also employed at the school. The Trust Board will ratify the Chair and Vice Chair at their Autumn term meeting. LGCs may adopt a model of Chair, Vice Chair and Vice Vice Chair to aid succession planning.

The responsibilities of the Chair & Vice Chair include the following:
- To chair meetings of the LGC
- To ensure the set agenda is tailored to the school's priorities
- To be a direct link between the LGC and the Trust Board

Procedure for the Election of Chair/Vice Chair:
It is good practice for the clerk to ask for nominations in advance of the meeting. Nominations on the day should only be accepted where there have not been any nominations in advance. It is logical to set a time limit, so that the candidates' details can be included in the agenda for the meeting. This ensures that every member of the local governing committee is fully aware of the impending election and has an equal chance to stand. If there are several nominations those standing should all be given the opportunity to submit a statement in support of their candidacy, but also to speak about their candidacy at the meeting so that the other governors can make an informed decision.

Governor appointment and removal

It is the responsibility of the LGC to find suitable governors with appropriate skills in a reasonable timeframe to ensure that all posts are filled and ensuring the correct SMART application form and skills audit is completed by each applicant. The Chair and Headteacher will meet with prospective governors prior to recommending their appointment to the Trust Board.

The Chair will forward the application form and skills audit of recommended appointees to the Governance Professional who will invite the prospective governor to their meetings as an observer. The Governance Professional will liaise with the person responsible for the Single Central Record to ensure the prospective governor has a DBS check completed in full prior to receiving agreement from the Trust Board.

Once agreed, all new governors will be provided with an induction pack provided electronically by the Governance Professional who will also arrange governor induction training. The chair will arrange a suitable mentor. When difficulties arise or if monitoring support is required, this will be provided by the Trust Board led by the Visiting Trustee.

Staff Governors:
Staff Governor roles are positions for a term of 4 years. Staff Governors are representative staff members rather than representatives of staff, bringing a staff viewpoint and perspective to discussion and debate.

Parent Governors:
Parent Governors are parents at the school and are appointed in line with Trust processes. Parent governors are representative parents rather than representatives of parents, bringing a parental viewpoint and perspective to discussion and debate.

Co-opted Governors:
Co-opted Governors are appointed based on their skills for a term of 4 years. Co-opted Governors will be recommended to the LGC for approval of their nomination and will be recommended to the Trust Board for approval. Employees of the Trust is not eligible to apply to become a Co-opted Governor.

NB: All appointments are subject to the completion of the relevant administrative forms, a DBS check and Section 128 check.

Governance Professional Support

The Trust Board employs a Governance Professional who supports all layers of governance for the Trust.

The Governance Professional will provide:
• Administrative and organisational support
• Guidance to ensure that the Trust Board and LGCs works in compliance with the appropriate legal and regulatory framework, and understand the potential consequences for non-compliance
• Advice on procedural matters relating to the operation of the Trust Board and LGC, especially relating to the Scheme of Delegated Authority.

The Governance Professional will work in line with the DfE Clerking Competency Framework.

New Governors

As part of induction, all new Governor's should be allocated a mentor from the LGC. The mentor governor would support the new governor in their first year to understand the terminology, accompany them on visits to the school, provide monitoring support, and be readily available to answer any questions that might arise.

Ceasing to be a Local Governor and governor removal

Where there are found to be issues relating to individual governors, in the first instance, the Trust will always seek to provide support and training to help governors undertake their roles effectively. However, under certain circumstances it may be necessary to consider removal.

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

- An event or circumstance occurs which would disqualify them from the role (see Governor Removal)
- Without the consent of the LGC, they have failed to attend LGC meetings for a continuous period of three meetings, beginning with the first meeting they failed to attend, and the Chair & Vice Chair agree that the term of office should be terminated
- They resign from office by notice to the LGC

Or they are removed from office by the Trust Board following it being determined that a governor is unable to:

- recognise their collective responsibilities
- act with integrity and honesty
- adhere to confidentiality when required
- Treat others with respect and courtesy
- Provide the required support to the school
- Give the time necessary to undertake their role effectively

Or where a governor:

- Brings the school or Trust into disrepute
- Acts in such a way as to deliberately undermine the school or Trust

Or where the Governance Professional and the CEO feel there has been an irretrievable breakdown of the relationship between the Trust or school and the individual concerned and where the Governance Professional has raised the issue with the governor concerned and the chair of the LGC and considers the issue cannot be addressed through further training or support. Then the matter will be raised with the Chair of the Trust Board by the Governance Professional as a potential cause for removal.

See Appendix A.

The removal and disqualification of Trustees is set out in the Trust's Articles of Association.

Meetings

The Governance Professional shall give written notice of each meeting, circulate an agenda and any reports/papers to be considered at the meeting at least seven clear days in advance of the meeting. If there are any urgent matters for consideration, then papers may be delayed if directed by the Chair.

A meeting of the Trust Board/LGC shall be terminated if the number of Trustees/Governors present ceases to constitute a quorum. Where a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the Governance Professional as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was terminated. Any Trustee/Governor shall be able to participate in meetings virtually and be counted as present for the purposes of the quorum.

Every question to be decided upon at a meeting of the Trust Board/LGC shall be determined by a majority agreement of Trustees/Governors present.

Training

All Trustees and Governors will undertake appropriate induction training and will commit to at least one training session per full term in addition to the compulsory Safeguarding & Prevent Training.

Training will be offered free of charge via the NGA Learning Link training portal to support the knowledge and experience to undertake key roles including monitoring, panels, and appeals.

Conflicts of Interest

All Trustees and Governors shall complete a register of their business interests, reviewed annually. Any Trustee or Governor with a duty or personal interest that likely to conflict with their duties as a Trustee or Governor shall:

- Disclose that fact to the Trust Board/LGC as soon as they become aware of it.
- Absent themselves from any discussions of the Trust Board/LGC in which it is possible that a conflict will arise between their duty to act solely in the interests of the school and such duty or personal interest unless expressly invited to remain in order to provide information
- Not be counted in the quorum for that part of any meeting
- Withdraw during the agreement on the matter.

Trust Shared Services

The Trust Shared Services (TSS) is made up of key leads that oversee functional operations and resources on a Trust wide basis which includes;

- People – including Recruitment, retention, and talent management
- Finance – including Budget Management and External Audit
- Estates – including Premises, Capital Projects, and Health & Safety
- Compliance – including Data Protection, Risk management, Internal Audit, Governance & Admissions
- Operations – including Procurement, Business Development, Pupil Services, and IT

The TSS help the CEO and CFO in delivering the following;

- Engage fully with the Education Support Team to agree school priorities
- Manage the processes for schools joining the Trust
- Advise, facilitate, supplement, or provide any operational support to each school (as required)
- Specify management controls and management reporting requirements, audit the associated processes and procedures, and identify and provide any required training/support
- Implement and review systems for benchmarking
- Maintain a comprehensive risk management framework
- Strategically manage the Trust estate including drawing up asset plans to identify areas for development and/or improvement
- Ensure good maintenance of estates
- Ensure compliance with statutory policies
- Lead on capital bids and allocations
- Seek out and apply for grant funds
- Increase pupil number through positive marketing campaigns
- Ensure staff recruitment and retention is strong
- Assist schools to manage their budgets with no deficits
- Insure adequate reserves are in place (including for capital projects and IT lifecycles).

Intervention Triggers

The Trust board is responsible for all aspects of the provision of education in each of its schools in accordance with its legal obligations. The Trust chooses to delegate many areas of decision making to individual schools but reserves the right to change the level of authority delegated to fulfil its legal obligations.

For schools Ofsted rated Outstanding or Good overall or for areas identified and confirmed in the SEF as Good or Outstanding, the Trust Board grants a high level of delegation to the LGC in terms of the aspects of education they wish to focus their monitoring work on. However, if at any time:

- Ofsted rate the school as a level 3 (Requires Improvement) or 4 (Inadequate);
- The school's outcomes and/or progress of pupils are below expectation and/or on a downward trajectory;
- An event occurs at or in relation to the school which is significantly damaging to the reputation of the Trust; This is without question if it relates to the safety of our pupils
- The LGC fails to act in a way which frequently would be considered normal behaviour for a governing body; or
- Any event analogous to the above events occurs at or in relation to the school;

The Trust Board may alter or revoke the authority delegated to the LGC until such time as the Trust Board is satisfied that the event that has occurred has been rectified or ceases to cause concern. When making such decisions, the Trust Board shall have regard to any representations made by the LGC. In addition, the DoE will use key performance indicators (KPIs) as a tool for determining where support is required.

Sequence of meetings: See [SMART leadership calendar] for dates and times

The Governance Professional will draft agendas in line with the Trust Board/LGC work planners for the academic year. Key meetings and topics for discussion for each term are as follows:

Autumn Term

- Annual General Meeting held in December
- Headteachers Reports are considered by LGCs in the first meeting of the term
- The SEF, SDP and Risk Register are reviewed at each meeting
- Remuneration Committee meeting is held at the end of October
- Full Trust Board meeting held at the end of the term for presentation of the Annual Accounts

Spring Term

- Headteachers Reports are considered by LGCs in the first meeting of the term
- The SEF, SDP and Risk Register are reviewed at each meeting
- Full Trust Board meeting held at the end of the term

Summer Term

- Headteachers Reports are considered by LGCs in the first meeting of the term
- The SEF, SDP and Risk Register are reviewed at each meeting
- Review the S175 Safeguarding Audits
- Full Trust Board meeting held at the end of the term
- Members meeting to review the strategic plan

Trust Governance Leadership Group (TGLG)

This group is comprised of the Chairs and Vice Chairs of the LGCs together with the Chair and Vice Chair of the Trust Board. This group is key to both providing feedback about the effectiveness of SMART's central operation and to the sustaining and development of good governance.

The group will elect a chair annually from within its members at the first meeting in the academic year. The group will meet three times a year at the start of the new term. Meetings will be noted.

Specific terms of reference for the Trust Governance Leadership Group

- Providing feedback to the Trust Board about the operational effectiveness of SMART on the ground.
- Ensuring procedural effectiveness across the LGCs in SMART.
- Developing common approaches to the issues of governance across SMART.
- Providing support and training to chairs and vice chairs to further the above.
- To provide positive support for succession planning.

School Improvement Strategy

SMART is committed to continuous improvement at every level and hence the continuum of assessment from 'inadequate' through 'requires improvement' to 'good and outstanding' that is used throughout the Scheme of Delegation. Rather than work on blanket grading of schools, the Trust's strategy is to be precise about the exact areas that require most improvement and ensure that measurable actions are in place to address these priorities.

The following strategies thread through the Scheme of Delegation to maximise continuous improvement in all areas:

- Minimum expected standards for all professional roles have been collaboratively agreed. These standards are applied through a common appraisal and review process. These include specific measures to continuously improve the following:
    - Common expectations of leadership capacity at all levels including Headteacher standards and the application of a common 'Leadership Ladder'.
    - Common expectations for improving teacher quality.
    - Common expectations for improving TA quality.
    - Common expectations for action research and self-improvement by all staff through the compulsory annual STAR projects (SmarT Action Research).
- Regular internal audits cover all areas that lend themselves to compliance testing to ensure that highly specific points of improvement inform strategic thinking. For example, governors and DSLs sample detailed questions relating to safeguarding at least termly and report any areas of noncompliance with LGC and Trust Board.
- Annual peer review of all schools in SMART involving all members of the MSLT and generating a detailed set of proposals which are shared with LGC and TB and which informs the SDP (School Development Plan).
- SMART five-year strategic plan and annual agreed common priorities detailed in a 'Pocket Guide' which must be contributed to by all schools.
- Annual SDP process that involves LGC, TB and is shared with all staff.
- A common agreed set of indicators captured in the termly Heads Report used as a basis of discussion at LGC and TB meetings.
- A threshold minimum KPI is in place for the percentage of GAG spent on training.
- The quality of action planning, the proportion of actions which relate to the three highest priority areas and the proportion that contain evidence of being met, are all indicators monitored at governor and Trust Board level.
- Outstanding teachers, TAs and administrators share their practice across the MAT including during the shared SMART day in which all staff attend a range of sessions provided by such outstanding practitioners in order to identify at least one target from one of the workshops they visit for their own improvement. They then use the presenter as a mentor and others who were inspired by their practice as their peer group across schools. This process is now well established.
- An effective Scheme of Delegation backed up by effective KPI monitoring by the Trust Board through the common Heads Report ensures that all governors are able to effectively challenge standards and maintain high expectations such that school improvement is a responsibility shared by all members of staff and governors.
- SMART is committed to wider system leadership and opening its training to other MATs as well as fully utilising the training opportunities of local providers and local cluster groups. The Community Trustee post monitors the effective involvement in such networks and the use of expertise within the community.

Organisational Scheme of Delegation

Key:
LGC – Local Governing Committee
F – Fully Delegated
P – Partially Delegated to a Trust Board Committee
N – Not delegated
Executive Team – CEO, CFO, DoE

The green shade boxes indicate when the final decision-making authority sits.

Member's Governance	Members	Trustees	CEO
Amend and adopt the Articles of Association	N	Recommendations to the Members	Consulted and implement
Change the name of the Academy Trust	N	Recommendations to the Members	Consulted and implement
Winding up the Academy Trust	N	Recommendations to the Members	Consulted and implement
Appoint and remove members in line with the Articles of Association	N	Recommendations to the Members	
Appoint and remove Trustees to the board in line with the Articles of Association	N	Recommendations to the Members	Consulted and implement
High level of monitoring of the effectiveness of the Trust Board to deliver charitable objects	N	Provide Members with information to allow them to fully understand the high-level effectiveness of the Trust	Provide Members with information to allow them to fully understand the high-level effectiveness of the Trust
Appoint external auditors	N	Recommendations to Members	Advise the Trustees and implement

Strategy	Trustees Delegated authority?	CEO	Executive Team	LGC	Headteacher
Determine overall vision, ethos and strategic priorities	N	Responsible for advising the trustees and delivering the strategy	DoE Provides advice and assistance in developing strategy	Consulted during vision, ethos and strategy development	Consulted during vision, ethos and strategy development
Approval and monitoring of Trust strategic development plan	N	Responsible for proposing and delivering Trust strategic development plan	Reporting specific area of responsibility to CEO	Monitoring strategic priorities in individual academies	Delivering strategic priorities in individual academy
Admission of new schools to the Trust	N	Can make recommendations to the Board	CFO provides due diligence advice in relation to potential new schools		
Entering into funding agreements	N	Can make recommendations to the Board	CFO actions		
Engagement with stakeholders	Ensure engagement with students, staff, parents and community	Engagement with students, staff, parents and community		Deliver engagement with students, staff, parents and community	Deliver engagement with students, staff, parents and community

Governance	Trustees Delegated Authority?	CEO	Executive Team	LGC	Headteacher
Approval of terms of reference for sub-committees	N	Recommendations to the Board	Recommendations to the Board		
Approval of terms of reference of LGCs	N			Recommendations to the Board	
Appoint and remove Chair of LGCs	N			Recommendations to the Board	
Appoint and remove LGC governors	N			Recommendations to the Board	
Appoint and remove Clerk to the Board of Trustees	N	Recommendations to the Board	Recommendations to the Board		
Appoint and Remove Clerk to the LGCs	N			Recommendations to the Board	
Maintenance of register of interests	Responsibility of Governance Professional			Responsibility of Governance Professional	
Ensuring the accuracy and suitability of the Risk Register	N	Developed and presented to the Board	Developed with the CEO	Monitors and agrees own school Risk Register	Developed for each school
Maintenance of risk management Processes	F	Full responsibility across the Trust	Support CEO in all aspects	Monitors school risks	Responsible for ensuring academy risk management process

Approval of policies not specifically referenced elsewhere within this document, in accordance with the Trust policy list	N	Makes recommendations to the Board	Make recommendations to the Board		
Approval of individual academy policies not specifically referenced elsewhere within this document, in accordance with the Trust policy list	F	Provision of professional advice to schools	Provision of professional advice to schools	Delegated authority for approval and monitoring of school policies and procedures in accordance with policies lists	Makes recommendations and reports to Trust Executive Team

Education	Trustees Delegated authority?	CEO	Executive Team	LGC	Headteacher
Approval and monitoring of Trust and school targets, including for student achievement, progress and attendance	N	Responsible for proposing Trust and local targets to the Board and providing appropriate reporting	Reporting specific area of responsibility to CEO	Review of local target setting and monitoring of progress	Proposing school targets to CEO
Approval of school improvement plans in line with Trust policies	F	Final approval	To be consulted during development	To be consulted during development and monitor delivery	Development and delivery of school improvement plans

Post-Ofsted Action Plan	F	Approval and sign off		Monitoring of progress being made	Development and delivery of the Plan
Setting Trust approach to curriculum and assessment	N	Development and recommendation to board	To be consulted during development	To monitor delivery	To be consulted during development and deliver
Curriculum and assessment in individual academies:	F	Final approval		Monitors effectiveness of curriculum plans	Development and delivery
Set term dates	F	Authorises term dates and Inset dates, agreed across the Trust wherever possible		Consulted	Recommendations to CEO
Set Length/ organisation of school day	F	Consulted		Consulted	Development and decision
Issues suspensions	F			Receives report	Authorised, report to LGC
Issues permanent exclusions	F	Consulted before final decision and may review		Convenes hearing to review Headteacher decision. This panel will consist of 3 LGC governors	Authorised, report to CEO and LGC
Admissions policy approval where no change is proposed	N	Makes recommendations to the Board			
Admissions policy approval where change is proposed	N	Makes recommendations to			

		the Board			
Admission appeals	F			Consulted	Attend admissions appeals

Finance	Trustees Delegated authority?	CEO	Executive Team	LGC	Headteacher
Statutory Reporting					
Completion and approval of annual accounts and reports to funding and regulatory bodies	N	Recommend to the Board	Recommendation to CEO and Board		
Completion and submission of other accounting returns	F		Authorised		
Completing annual and periodic financial reports to the Board and/or DfE (including income/ expenditure, cash flow, projections etc.)	F		Authorised		
Authorised to complete PAYE returns	F		Authorised		
Authorised to complete VAT returns	F		Authorised		
Systems of Internal Financial Control					

Assurance over adequacy of systems of internal financial control	N	Provides assurance to DfE as Accounting Officer	CFO provides assurance to CEO and Board		
Development of Scheme of Financial Delegation and relevant financial policy	N	Makes recommendations to the board	Recommendations to CEO and board		
Approval of financial regulations	N		CFO Recommendation to the Board		
Appointment of internal auditors	N	CEO to make recommendations to board	CFO responsible for delivery of appointment process with CEO		
Budget & Management Reporting					
Approval of annual budget(s)	N	Endorsement as Accounting Officer	Oversight of preparation, review of budget plans, recommendation to the Board		Preparation of detailed school budget with Head of Finance and CFO
Receipt and review of management accounts	N	Oversight of CFO work	CFO to review school management accounts and prepare a summary report to the Board		Accountable for local school financial position

Approval of Central budget and school contributions	N	Recommendation to the Board	Recommendation to the Board		Consulted
Authority to make budget virements	F	Authorised to make budget virements and report to the Board within financial SoD	CFO to advise on budget virements and report to the Board within financial SoD		
Reserve Requests					
Authority to approve reserves requests	N – where value is >£250k F – where value is <£250k	CEO/CFO Jointly authorised £100K - £250K;	Make recommendations to CEO		Submits request for schools
Purchasing and Procurement					
Setting procurement policy in accordance with funding agreement and Academies Financial Handbook	N	CEO to advise	CFO to advise CEO and Board		Heads to write individual procurement policies for schools in line with trust policy
Placing orders for goods and services, entering into contracts	N – where value is >£250k F – where value is <£250k	CEO/CFO Jointly authorised £100K - £250K;	Make recommendations to CEO		Authorised up to £5K within agreed budget
Waiver of financial regulations in respect of purchasing	F		Yes, reported to Resources Committee		Responsibility for local school management
Ensuring compliance with tendering	F		Yes, reported to the Board		Responsibility for local school management

processes					
Entering into leases or other legal arrangements (excluding purchasing contracts)	N –where value is >£100k F where value is <100K and risk is low	Authorised where value is <£100k	Consulted and provides advice		
Banking Authority & Cash Management					
Approval to borrow money	N	Recommend approval by the Board	Advise CEO		
Cashflow Management, Treasury & Investment policy	F	Authorised to review and approve. Investment details to be informed to the Finance & Resources Committee			
Open a bank account and approve signatories	P	CEO/CFO Can be approved signatories			
Transaction Processing					
Payroll – Administration starters, leavers and amendments	F	Authorises significant changes	Oversees systems of internal control and approves payroll		Authorises changes (within budget)
Purchasing - Authorised to create vendors on accounting system	F		Authorised		
Authorises income including special	F		Authorised		

grants and contracts under £100k					
Authorisation of expense claims (cannot authorise own expenses)	F		Authorised		Authorised for school
Control account reconciliation	F		Authorised		Authorised for school
Write-off bad debts	N – where value is >£45k F – where value is <£45k		Authorised up to £45k		Authorised up to £1k
Fixed Assets					
Developing estates strategy in line with strategic plan	F but to be kept informed. Planned expenditure approved as part of financial planning	CEO to develop strategy as part of broader strategic plan	CFO to support development of plan		Headteachers to support development of plan
Management of capital funding	F		Ensures management and governance arrangements are appropriate		
Asset Register	F		Authorised to review and approve		
Security of Assets	F		Oversight and must report to the Board by exception		Responsible for local security arrangements

Disposal of Assets	N – where value is >£50k F – where value is <£50k		Authorised to review and approve up to £50k		
Loan of Assets	F		Authorised to review and approve		
Insurances					
Annual Risk Review & Premium Renewal	F		Authorised to review and approve		

Appendix A: SMART Leadership Ladders for Trustees and governors

Level 1. Supporting the Team by Being Reliable and Keeping to Deadlines
• Regularly **attending** meetings. Sending in apologies without prompting. Required preparation for meetings. • Regularly **checking** and replying to emails. Completing and returning statutory documents as requested by the Governance Professional. • At all times **ensuring** confidentiality, trust, reliability, and separation of personal from professional especially around any possible conflict of interest.
Level 2. Being an Active Member of the Team
• **Representing** your LGC outside the meetings then reporting back accurately. Attending school visits, courses, faculty link roles and community groups. • **Asking** questions respectfully and supportively, particularly in the areas covered by your role in the LGC. For example, asking about the budget if you are finance. • Actively **upholding** the ethos of the Trust and the School by speaking out positively in support of the vision and values and challenging unethical or prejudiced conduct. • Actively **considering** individual needs for induction, training and development, and undertaking relevant training • **Working** as part of a larger team by sitting on panels for the either your own school or another school in the Trust
Level 3. Using Your Initiative to Develop good Solutions to Problems
• **Reviewing** policies and documents within the deadlines to give your opinion, challenge accuracy, seek clarity, require evidence or share your ideas. • **Analysing** information and documents to look deeper into the evidence and ask challenging questions. This helps the school think from other perspectives. As a critical friend, you are helping the school explain using stronger evidence. • **Recommending** decisions for approval having reliably research and considered all the evidence. Following all the right protocols to inform the right people in the right order.
Level 4. Taking a Leading Role and a Responsibility for Coaching Others
• **Coaching** other governors at every opportunity, helping them continuously improve their professionalism and skills, including governors who hold the same role elsewhere in the Trust or induction sessions. Minimum for Vice Chairs of LGC and Trustees. • **Chairing** committees or meetings ensuring all voices are heard and business is conducted effectively so appropriate actions are shared across attendees as training. • **Extending** your commitment to the Trust as a whole by taking up opportunities to support governors in other academies E.g. acting as a panel member with them.
Level 5. Action Planning to Bring About Changes in the Practice of a Team
• **Agreeing**, to take action or finalise a decision after following correct procedures, consulting the correct groups of people and accepting the responsibility. • **Developing**, new procedures and changes to practice that improve the ability of governors and Trustees to further the vision and strategic plan of the Trust. • **Planning**, strategies to enable consultation and improvement. • **Leading,** key teams such as the role of Chair of Governors or the Chair of the Trust Board.

Please see the SMART Trust website for the latest iteration of this leadership ladder

Appendix B – Governor removal process

Once it has been found that the conduct of a governor may warrant removal, the governor concerned will be made aware of the cause for concern, suspended from participation in further governance activity and invited to present any comments or explanations to the Governor Removal Committee in writing.

The Governance Professional will then, as soon as possible, convene a meeting of the Governor Removal Committee, composed of the Chair of the Trust Board, the Vice Chair of the Trust Board and the visiting Trustee for the school concerned. The meeting will include the CEO and the Governance Professional who will present the evidence supporting the case for removal.

The committee will decide either to refer the case back to be dealt with through further support and training, or to recommend removal to the full board. Removal will be confirmed by a simple majority of the board approving the recommendation of the committee.

Governors undertake voluntary roles and therefore do not have the same rights as employees. A decision to remove is therefore final and will be confirmed in writing to the governor concerned. The governor will cease their appointment on receipt of the decision letter.

If the governor concerned is a member of staff employed by the trust, then their removal from the role of governor will not affect their employment, unless the action prompting their removal amounts to serious misconduct, as defined in the Trust's Conduct Policy.

Any governor removal processes undertaken will be reported to the Members at their annual review meeting irrespective of the result.