



South East Cornwall Multi Academy Regional Trust

**Scheme of Delegation Incorporating Roles and
Responsibilities for the South East Cornwall
Multi Academy Regional Trust**

***SMART LEARNERS
SMART LEADERS
SMART COMMUNITIES***

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Introduction

This Scheme of Delegation is the key document defining the lines of responsibility and accountability in the MAT. It aims to be a simple yet systematic way of ensuring that the Members, Trustees, Local Governors and Headteachers are all clear about their roles and responsibilities. This overarching Scheme of Delegation for all decision making in the Trust should not be confused with the written Scheme of Delegation of Financial Powers referred to in the Academy Trust Handbook which expands finance more specifically and in more detail.

The Multi Academy Trust's (MAT) Board of Trustees is accountable in law for all major decisions about its schools. However, this does not mean that the Board is required to carry out all the Trust's governance functions. Many of these processes are delegated in order to make this manageable and scalable, including to the Chief Executive Officer (CEO), Chief Financial Officer (CFO) and to Local Governing Committees (LGCs). It is vital that the decision to delegate a function is made by the full Trust Board of Trustees and is recorded. Without such delegation, the individual or committee has no power to act.

The status of a Scheme of Delegation

A Scheme of Delegation must be fit for purpose and must demonstrate clearly the lines of accountability. Where there is duplication or overlap workload issues may develop (e.g.

the need to produce reports for and attending meetings of more than one layer of governance) and cracks can develop as a result of assumptions about who is responsible for what. Overlaps can also lead to poor decision making.

The Trust Board is committed to delegating governance decisions to the LGCs. The Trust Board retains the power to appointment and dismiss LGCs at any time.

Format, structure and clarity

This Scheme of Delegation aims to clarify decision-making and lines of accountability in a simple, succinct and clear format and as such each model includes decision making linked to the roles of each of the Trustees.

The document does not use overly complicated legal terminology. Instead, it is intended to be a set of working documents that the Trust Board and other stakeholders should be able to revise and adapt in response to their context and circumstances.

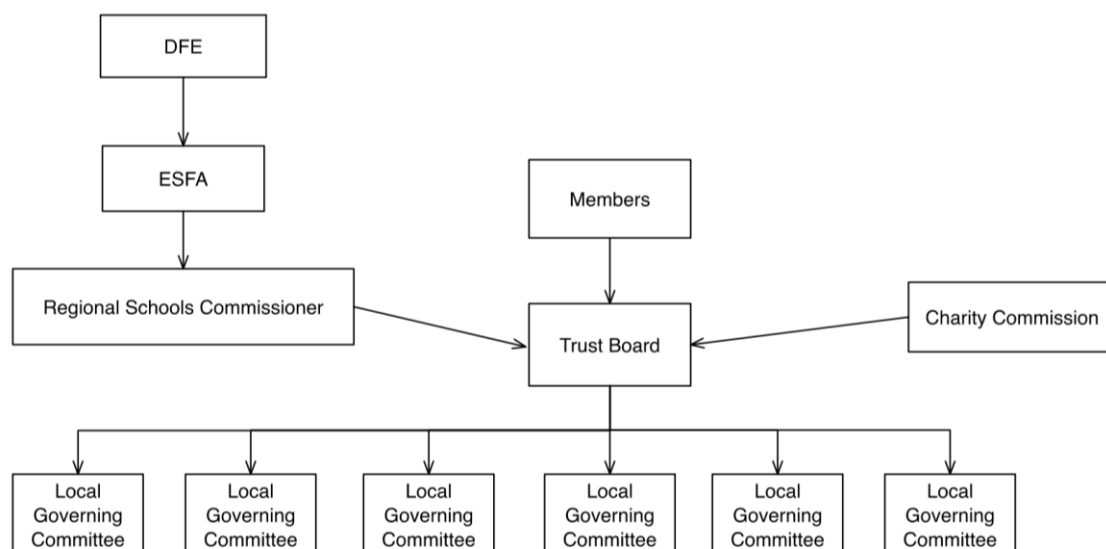
Process for Review and adaptation

The Scheme of Delegation will be formally reviewed annually at the Review meeting of the Board with Members in September. 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 Delegation will be that which is published on the Trust website.

This Scheme of Delegation will:

- Identify the responsibilities of all the Trustees on the Trust Board.
- Identify the responsibilities of the CEO and CFO, known collectively as the Executive Team. (As the MAT expands there may be the need for more executive posts in this team.)
- Ensure those that work in the MAT promote a culture of honesty and accountability.
- Ensure the Executive Team and Headteachers are clear about which decisions the Trust Board remain in control of.
- Identify responsibility for the appointment and performance management of the CEO and Headteachers.
- Ensure that the role of the Executive Team is fully understood throughout the MAT.
- Identify responsibility for policy and practice in each school.
- Identify responsibility for oversight of educational performance in each school.
- Identify responsibility for oversight of each school's budget.
- Identify responsibility for assessment of risk in each school.

Governance structure and lines of accountability



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

- Ensuring clarity of vision, ethos and strategic direction.
- Holding the Executive Team to account for the educational performance of the Trust's schools and its pupils, and the performance management of staff.
- Overseeing and ensuring effective financial performance of the Trust.

The Trust Board appoints the Chief Executive (CEO), to whom it delegates responsibility for delivery of its vision and strategy, and will hold the CEO to account for the conduct and performance of the Trust, including the performance of the schools within the Trust, and for its financial management.

In turn, the CEO line manages other members of the Executive Team (e.g. CFO) and Headteachers, agreeing their targets and performance managing them in agreement with the chair of LGC of the school.

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.

All Trustees will be linked to schools in the MAT such that each school has a named 'Visiting Trustee'. These links are reviewed each year but longer term engagement is recommended to enable Trustees to understand their schools well.

The Headteacher is line managed by the CEO and will therefore be held to account through this role. One of the ways of triangulating the information required by the CEO is to empower the capability of the LGC such that they are able to effectively hold the Headteacher to account through constructive questioning and appropriate challenge. The LGC must be confident that the Trust's performance management systems are

working well, and, if not, how they can make the Trust aware of their concerns. The LGC's continue to have their current role in relation to Ofsted inspections and Ofsted MAT reviews.

All governance meetings will use a standard SMART format of minutes and agendas. This includes the following conventions:

- Challenging questions should be highlighted in bold text with an explanation for the reason included at the beginning.
- Governors should not be named in the narrative of the minutes, e.g. when they ask questions.
- All items are numbered. Item number 1 is the first item discussed in September each year and then numbering continues to the following year. Landulph LGC 2017 point 5 for example would therefore uniquely identify an item.
- Agendas will be similarly numbered.
- Documents supplied to support agenda items will be numbered in their file names with the same number to aid identification.
- Items of business should have an indicative time for discussion.
- Any items for action following a meeting will be allocated to a specific person and listed in a table at the end of each set of minutes until the item is completed or agreed to be modified.

Members

The role of the Members

This account of the role of Members has two main elements. The first part is focussed principally on the general official guidance given to all MATS and is based in particular on the Academy Trust Handbook (ATH) the Governance Handbook and on documentation from the National Governance Association (NGA). The second section progresses to a more specific account of how SMART translates key parts of this general guidance into our own procedures and practices.

The National Framework and Guidelines

The Members are the guardians of the Trust's overall governance and as such have a different status to Trustees. Originally, the founding Members will have been the signatories to the Memorandum of Association and will have agreed the Trust's first Articles of Association, which is the legal document which outlines the Trust's governance structure and how the Trust will operate. The Articles of Association also set out how many of the Trustees the Members can appoint and how Members are recruited and replaced. Members cannot be Trust employees.

As set out in the national ATH document, there must be a minimum of three Members, one of whom will be the Chair of the Trust Board. However, no other Trustee will be a Member. This ensures a degree of separation of powers between the Members and the Trust Board, the oversight of whose effectiveness is one of the Members' key duties. In broad terms Members play a similar role to that of company shareholders.

Under the revised Model Articles of Association, Trusts are now required to hold an Annual General Meeting (AGM), in previous versions which clause was optional. The Members should ensure that they are sufficiently well informed about the work and performance of

the Trust to be able to exercise their responsibilities effectively. The NGA recommends that Members should meet at least once a year.

The Trust Board will submit to Members a document comprising the Annual Report and Accounts, which should include a detailed financial statement, an independent review by the Auditors, plus a wider review of the Trust's overall performance (as recommended by the NGA).

In addition to having the power to change the Trust's name, to agree expansion/contraction targets and ultimately, if necessary, to wind the Trust up. Members fulfil the following key roles. They:

- **Provide:** 'eyes on, hands off' oversight of the effectiveness and integrity of the Trust Board.
- **Ensure:** The Trust's charitable object is carried out.
- **Appoint and remove Trustees:** Members have powers to appoint Trustees, as set out in the Trust's Articles of Association, and powers under the Companies Act 2006 to remove any or all serving Trustees - other than (where there is one) a Member appointed by the foundation/sponsor body. (In the case of SMART, the Members appoint 4 of the 10 Trustees.)
- **Appoint and remove Members:** Although there must always be a minimum of three Members, the current DfE recommendation is 5 (which is also the current position at SMART.) Members can appoint new Members or remove existing ones.
- **Direct Trustees:** Members can, by special resolution, direct Trustees to take a specific action where Trustees are unable, or unwilling to act in the best interests of the Trust. Members should consider using this power where they have compelling evidence that the Trust Board is failing to carry out its core functions, or is acting unlawfully. Other examples of when Members might consider issuing a directive to the Trustees include where they believe an external review of governance should be carried out and the Trustees have not done so; where the board has failed to act on child safeguarding; and where the Trust is in breach of its funding agreement.
- **Amend the Trust's Articles of Association:** Members can amend the Articles of Association (including the objects clause), subject to any restrictions in the Articles, the Funding Agreement or charity and company law.
- **Appoint and remove Auditors:** Members appoint the Trust's Auditors and receive and review (but do not sign off) the Trust's Annual Audited Accounts (subject to the Companies Act).

How SMART's Members exercise their responsibilities

Given the importance, number and range of Members' responsibilities, it is considered appropriate for the SMART Members to meet twice a year, with the opportunity for a third meeting being reserved on SMART's Governance and Leadership calendar in case, exceptionally, Members deem it to be necessary. SMARTS' CEO is invited to attend the Members' meetings but he/she does not have a vote. Each year one Members' meeting is conducted as a joint session with the Trust Board and is designed to help provide Members with a strategic oversight of SMART's governance and overall performance through asking for the Board's response to the list of indicative questions below. The selection of these questions has been informed by the national guidance on Members' roles, by reviewing a sample of Members' documents from other MATs and also by SMART Members using and drawing on their own experience and judgement.

1. Is the Trust Board fulfilling effectively its core governance functions?
2. Is the work and performance of the Trust Board closely aligned with SMART's stated vision and values?
3. Is there a convincing rationale for the goals set out in the Trust's Strategic Plan and is there evidence that the Board is active and effective in supporting and monitoring progress towards the achievement of these goals and of the Trust's charitable objectives?
4. Are there effective procedures for holding senior leaders to account for the performance of the Trust and its constituent schools and the quality of education and learning they provide?
5. Is financial oversight sound? Are there significant financial risks facing SMART as a whole, or its individual schools, of which Members should be made aware?
6. Reviewed against national standards, are there significant risks to educational quality, pupil progress and attainment or to matters of student welfare, safeguarding and well-being? Is the Board confident of its capacity to address these risks effectively, including but not exclusively, in any schools with an OFSTED 3 or 4 judgement or in danger of receiving one? Are there wider reputational risks to SMART which need to be addressed?
7. Does the Trust Board operate a robust and effective compliance system which assures Members that the Board is meeting its financial, statutory and legal obligations?
8. Does the Board have the capacity in term of numbers and skills to meet current and future challenges? Are the right people round the table and are there any significant skills gaps?
9. Does the Trust have in place effective procedures to ensure that the Board has a sound knowledge of the individual schools in SMART and that best endeavours are made to meet their needs?
10. Has the Trust Board reviewed its own performance? Was it an internal or external review, which stakeholders participated in the review, what were the conclusions and recommendations and how has the Trust Board acted on them?

In addition to the joint session with the Trust Board, another of the Members' meetings has as its prime agenda item SMART's Annual Report and Accounts. However, this meeting is not formally designated as an "AGM" because it is also used to accommodate consideration of a range of other items Members judge to be of importance. In preparing the agendas for Members' meetings care is taken, across the year as a whole, to focus on Members' strategic oversight/guardianship role and on key governance matters, for example the Scheme of Delegated Authority (SODA).

In order that SMART Members are kept suitably informed about Trust business and so that they can be fully assured that the Board is carrying out its responsibilities effectively, they need to be provided with a range of information and evidence (verbally or in written form) in a timely and coherent fashion. The documents made available to the Members should include, but not be limited to, the following:

- The Annual Report and Accounts
- The SMART Strategic Plan and its updates
- The Scheme of Delegated Authority (SoDA)
- The minutes of Members' meetings
- The minutes of the Trust Board and its Learning, People and Resources Sub-Committees
- The non-identifiable aggregated Trust Board Skills Audit

- OFSTED reports on the individual Trust schools
- Documents relating to any reviews of the Trust Board's performance and capability
- Documents containing key information on government policies/guidance of particular relevance to the Members' role
- The SMART Governance and Leadership Calendar
- The SMART list of Members, Trustees and Local Governors

KPIs

Key performance indicators associated with this role are on page 34 below

The Trust Board

The MAT is a charitable company and so Trustees are both charity trustees (within the terms of section 177(1) of the Charities Act 2011) and company Directors. Because Trustees are bound by both charity and company law, the terms 'Trustees' and 'Directors' are often used interchangeably. In this document they are referred to as Trustees.

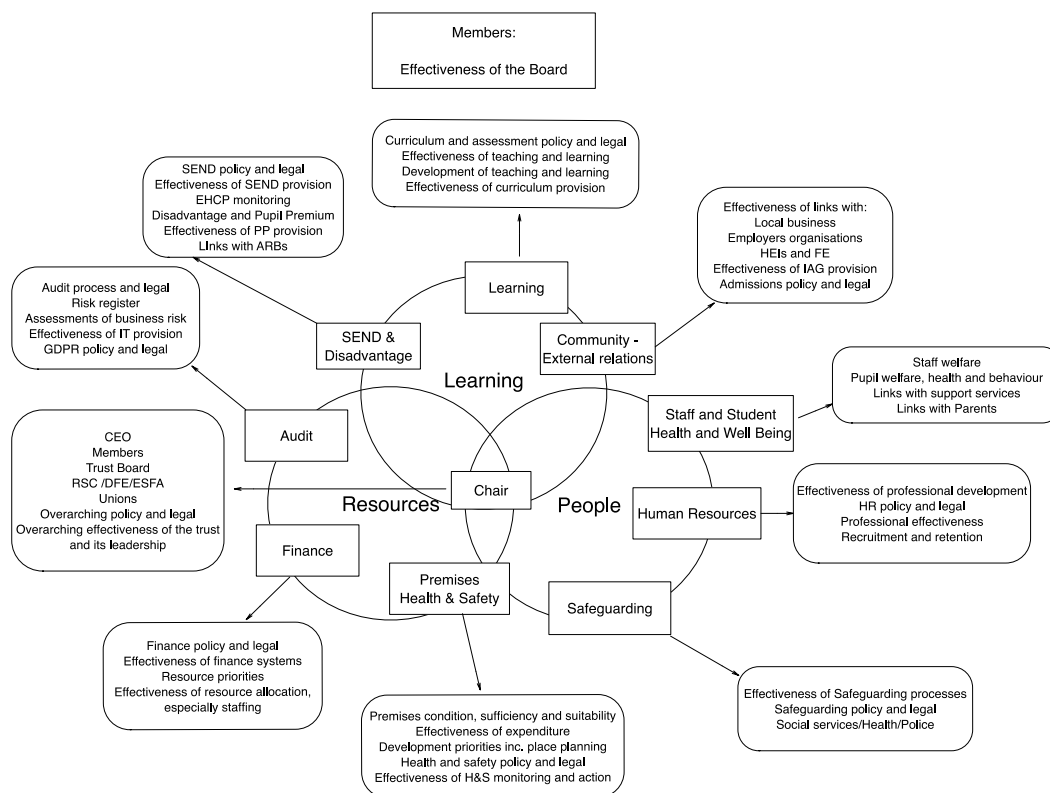
The Trustees are responsible for the general control and management of the administration of the Trust and, in accordance with the provisions set out in the Memorandum and Articles of Association and its funding agreement, they are legally responsible and accountable for all statutory functions, for the performance of all schools within the Trust, and must approve a written Scheme of Delegation of financial powers that maintains robust internal control arrangements.

The Trustees will apply the highest standards of conduct and ensure robust governance, as these are critical for effective financial management. The Trustees will follow the Governance Handbook, which describes the following features of effective governance in more detail and aids compliance with the Academy Trust Handbook:

- Strategic leadership that sets and champions vision, ethos and strategy
- Accountability that drives up educational standards and financial performance
- People with the right skills, experience, qualities and capacity
- Structures that reinforce clearly defined roles and responsibilities
- Compliance with statutory and contractual requirements
- Evaluation of governance to monitor and improve its quality and impact.

The Trust Board of Trustees has the right to review and adapt its governance structure at any time, which includes removing delegation.

The structure for 2021- 22 is set out below.



Roles of Trustees

Trustees do not manage the Trust, but they do have the responsibility to ask the right questions to ensure that the Trust **is** well lead and managed, achieves the best possible educational outcomes for its young people, looks after and develops its staff and manages its resources effectively and efficiently.

All Trustees therefore need to possess or develop the ability to:

- Understand, analyse and query school and pupil performance data
- Understand, analyse and query financial data
- Understand education policy and the educational landscape locally and nationally
- Understand the law relating to their area of responsibility

Trustees also need at all times to bear in mind the moral and ethical dimension of the roles they undertake and to recognise they are a member of a team.

Trustees are expected to measure themselves against the Leadership Ladder criteria and to seek to develop their skills through appropriate training and development, the costs of which will be borne by the Trust.

As well as attending meetings of the Board and its committees, Trustees also meet with governors with similar responsibilities from our constituent schools once a term in Link Group meetings. These are grouped together around Learning, People and Resources.

Each school in the MAT also has a named 'Visiting Trustee' whose role is to get to know the school well. They will sit in on an LGC meeting at least once a year and also conduct a visit to the school during the school day to meet key staff and have a tour of the school. They will also be expected to use the Headteacher's report and LGC minutes as their major sources of information about the school throughout the year. The Visiting Trustee is a point of contact on the Board for schools, but they will not advocate or act as a representative for them. This is to maintain the objectivity of the Trust Board.

Chair

The role of the Chair is primarily to lead and co-ordinate the activities of the Trust Board (TB) in discharging its legal responsibilities.

With the other Members, this also means taking responsibility for the effectiveness and integrity of the TB, including ensuring the skills, experience and diversity of trustees are sufficient to effectively discharge their collective responsibilities.

The co-ordinating role includes working closely with the CEO and their team, as well as the chairs and heads of the Trust's schools, especially during the annual peer review process.

The Chair will, where necessary, represent the Trust at meetings with external bodies, including RSC, ESFA, OFSTED and where necessary Unions.

The Chair will also be responsible for guiding the board regarding overall policy within the legal framework set by government.

The Chair and Vice Chair are elected annually from amongst the Trustees. The Vice Chair's role is to stand in for the Chair if necessary and to support the Chair in their role.

Sources of information

- Headteacher's Reports
- One to one meetings with CEO
- Trust Board meetings
- Members meetings
- School Development Plans
- Trust Strategic Plan
- Peer Review process
- OFSTED reports
- DFE guidance
- Trust retained legal advice service

KPIs

Key performance indicators associated with this role are on page 35 below

Learning

The role of the Learning Trustee is to focus on the effectiveness of teaching and learning in all our schools. This includes being aware of the curriculum in operation across our schools and how progress through it is assessed, as well as how well it meets our legal obligations. It involves questioning the effectiveness of the curriculum in delivering the knowledge, skills and understanding our children and young people need to be happy and successful adults. It also involves questioning how we intend to develop teaching and learning across the Trust.

Sources of information

- Headteacher's Reports
- Exam results
- Curriculum statements
- School Development Plans
- Trust Strategic Plan
- Peer Review reports
- OFSTED reports
- DFE Curriculum guidance

KPIs

Key performance indicators associated with this role are on page 40 below

SEND and Disadvantage

The role of the SEND and Disadvantage 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.

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

KPIs

Key performance indicators associated with this role are on page 41 below

Community and External relations

The role of the Community and External Relations Trustee is to focus on how well the trust is linking with and representing itself in the local community, particularly with local businesses and employers' organisations. It is also about monitoring links with Higher Education Institutions, Further Education and Training Providers. It involves questioning the effectiveness of our Information, Advice and Guidance provision and how well this supports local employment opportunities.

Sources of information

- Headteacher's Reports
- Pupil destination data
- Local FE and HEI provision
- School Development Plans
- Trust Strategic Plan
- OFSTED reports
- Local press and social media references
- Stakeholder surveys
- LEP plans

KPIs

Key performance indicators associated with this role are on page 47 below

Human Resources

The role of the Human Resources Trustee is to focus on how well the trust is managing and developing the people it employs. This includes questioning the effectiveness of professional development of staff in increasing their professional effectiveness and how this is evaluated through their performance management. It also involves questioning how well the Trust recruits new staff and how well we retain them and develop their careers. It requires an overview of HR policy and the employment law framework in which we operate in order to be able to hold leaders to account for their effective discharge of our legal responsibilities.

Sources of information

- Headteacher's Reports
- Performance Management summaries
- Professional development summaries
- JCNC minutes
- School Development Plans
- Trust Strategic Plan
- DFE guidance
- Trust retained legal advice service

KPIs

Key performance indicators associated with this role are on page 43 below

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.

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

KPIs

Key performance indicators associated with this role are on page 45 below

Staff and Student Health and Well Being

The role of the Staff and Student Health and Well Being Trustee is to focus on how well the trust is ensuring staff and pupil welfare in terms of their health and wellbeing. This includes questioning the emotional and social environment created by leadership teams in our schools and how this supports the work of teachers and the all-round development of our learners. It also encompasses probing the strategies and practices adopted to ensure the behaviour of all encourages good learning, healthy lifestyles and good emotional and mental health. It involves monitoring links with external support services, particularly in the NHS and how effectively these support pupils' additional needs. It also involves questioning how well schools maintain links with their parents and how well they respond to parental needs in supporting their children. This includes oversight of the Trust's admissions policy.

Sources of information

- Headteacher's Reports
- Schools' Behaviour strategies
- PSHE programmes
- Parent surveys
- Pupil/Student Council minutes
- Pupil/student focus groups
- School Development Plans

- Trust Strategic Plan
- Peer Reviews
- OFSTED reports
- DFE and LA Admissions guidance

KPIs

Key performance indicators associated with this role are on page 39 below

Finance

The role of the Finance Trustee is to focus on how well the trust is spending the money it receives whilst maintaining a balanced budget. It involves questioning the effectiveness of finance systems, how resourcing priorities are established and how well it is allocated in meeting the strategic priorities of the Trust. It also involves questioning the efficiency and sustainability of the Trust, including the management of major areas of expenditure, especially staffing. It requires knowledge of the legal and financial framework under which the Trust operates, including working knowledge of the Academy Trust Handbook.

Sources of information

- Monthly management accounts
- Summary ICLFP
- Annual Audit
- Risk Register
- Academy Trust Handbook

KPIs

Key performance indicators associated with this role are on page 49 below

Premises and Health and Safety

The role of the Premises and Health and Safety Trustee is to focus on how well the Trust ensures the condition, sufficiency, suitability and sustainability of its estate and how well the Trust ensures the health and safety of its charges and employees. It involves questioning the effectiveness of maintenance programmes and expenditure from capital funds in meeting the strategic development priorities of the Trust, including place planning in light of local housing developments. It also involves questioning how well the Trust is meeting its legal responsibilities in terms of health and safety and how this is effectively monitored and actioned, where necessary. It requires a working knowledge of premises issues and the legal framework relating to health and safety under which the Trust operates.

Sources of information

- Headteacher's Reports
- Premises condition surveys
- Termly H&S reports
- School Development Plans
- Summary ICLFP

- HSE guidance
- DFE guidance
- Local Authority planning and local developments

KPIs

Key performance indicators associated with this role are on page 52 below

Audit and Risk

The role of the Audit and Risk Trustee is to focus on how well the trust is auditing its activities against the requirements of the Academy Trust Handbook, how well it is establishing potential risks and planning for their mitigation. It involves questioning how well the Trust assesses business and operational risks, how well this is recorded and managed. It also involves questioning how well financial controls operate in reducing risk and eliminating potential fraud. This includes tendering and purchasing processes. It also involves questioning the effectiveness, efficiency and sustainability of the Trust's IT systems and how well the Trust meets its GDPR responsibilities.

Sources of information

- Summary ICLFP
- Annual Audit
- Risk Register
- ICT audit
- CBU assessment of systems effectiveness
- Academy Trust Handbook

KPIs

Key performance indicators associated with this role are on page 51 below

Structure of the Trust Board and key responsibilities 2020-21

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 MAT which are exercised through a regular schedule of meetings throughout the year. These consist of the following:
 - i. The Learning Committee
 - ii. The People Committee
 - iii. The Resources Committee
 - iv. The Audit and Risk Committee
2. **Trust Board Special Purpose Committees.** These are brought together for a particular function.
3. **Local Governing Committees.** There is one such committee per school with permanent membership and delegated powers relating specifically to that school which are exercised through a regular schedule of meetings throughout the year.

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

End of Summer term:

- Views on effectiveness of TB collected from LGCs and other stakeholders (parents etc.)

Start of Autumn term:

- Annual Review Meeting - **Members and TB meeting** to consider findings from above and discuss any necessary changes to this scheme of delegation.
- HT reports discussed in **LGC meetings**.
- Issues passed to **Learning, People and Finance Committees meeting** at end of first half term - general view of results, PM process and end of year financial report - Learning to subsume Admissions.
- **Remuneration Committee meeting** end of October to consider Performance Management process.
- **Full TB meeting** second half of term to consider reports from Committees and to make decisions arising from CEO/CFO/ Leadership Team - receive Audit – Strategic risks.

Spring term:

- HT reports discussed in **LGC meetings**.
- Issues passed to Learning, People and Finance Committees meeting at end of half term.
- **Full TB meeting** second half of term to consider reports from Committees and to make decisions arising from CEO/CFO/ Leadership Team.
- Members receive audit – Auditors appointment/confirmation.

Summer term:

- HT reports discussed in **LGC meetings**.
- Issues passed to Learning, People and Resources Committees meeting at end of half term.
- **Members meeting** – Review of the strategic plan and direction.
- **Full TB meeting** second half of term to consider reports from Committees and to make operational decisions arising from CEO/CFO/ Leadership Team - also review and amend Strategic Plan.

Specific terms of reference for the Learning Committee

Purpose

The Learning 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 Committee is to monitor the effectiveness of teaching and learning across the Trust's schools in the context of a broad and balanced curriculum.

Role

The Learning Committee is responsible for decisions and recommendations to the Board on policy relating to teaching and learning, curriculum and assessment. The main areas of work covered by the Committee, subject to the Trust's overall legal requirements, are:

- Oversight of effectiveness of the educational performance of all the Trust's schools.
- Oversight of effectiveness of the curriculum offer being made across the Trust's schools.
- Oversight of effectiveness of assessment procedures and intervention across the Trust's schools.
- Oversight of effectiveness of SEND intervention and support across the Trust's schools.
- Oversight of effectiveness of intervention to support disadvantaged pupils across the Trust's schools.
- Oversight of effectiveness of links with external agencies.
- Oversight of effectiveness of Information, Advice and Guidance across the Trust's schools, including links with employers, FE and HEIs.
- Monitoring and overseeing that Local Governing Committees are fulfilling their obligations in relation to Learning issues.
- Review of the Scheme of Delegation and the Risk Register in relation to Learning issues.
- Regularly reviewing appropriate policies.
- Considering recommendations as to the development of teaching and learning.
- Considering recommendations as to the development of the curriculum and its assessment.
- Attendance at, and operation of 'Learning Link' meetings for LGC governors.

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 MAT Senior Leadership Team.

Membership

- The Learning Trustee – as Chair person
- The Community and External Relations Trustee
- The CEO
- The SEND 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

- Any member of the MAT Senior Leadership Team

Specific terms of reference for the People Committee

Purpose

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

The purpose of the People Committee is to 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.

Role

The People Committee is responsible for decisions and recommendations to the Board on policy relating to HR and staff development, Safeguarding, student welfare and behaviour, IAG and community relations.

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

- Oversight of effectiveness of the professional development and performance management across the Trust's schools.
- Oversight of staff health and wellbeing across the Trust's schools.
- Oversight of pupil health and wellbeing across the Trust's schools.
- Oversight of effectiveness of safeguarding procedures across the Trust's schools.
- Oversight of staff capability and coaching interventions across the Trust's schools.
- Oversight of effectiveness of behaviour policies and interventions across the Trust's schools.
- Oversight of effectiveness of attendance procedures across the Trust's schools.
- Oversight of effectiveness of parental engagement across the Trust's schools.
- Monitoring and overseeing that Local Governing Committee are fulfilling their obligations in relation to People issues.
- Review of the Scheme of Delegation and the Risk Register in relation to People issues.
- Regularly reviewing appropriate policies.
- Attendance at, and operation of 'People Link' meetings for LGC governors.

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 MAT Senior Leadership Team.

Membership

- The Human Resources Trustee - as Chair person
- The Safeguarding Trustee
- The Staff and Student Health and Well Being 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

- Any member of the MAT 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.

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:

- Oversight and monitoring of the annual budgeting process and the 3-year financial plan.
- Oversight, evaluation and decision making in relation to capital allocation to schools.
- Oversight of the effectiveness and efficiency of the staffing model used across the Trust's schools.
- Oversight of premises and site development issues, including future planning.
- Oversight of Health and Safety issues across the Trust's estate.
- Ensuring the preparation of the annual financial statement.
- Liaising with the work of the appointed auditors.
- Oversight of general data compliance for statutory regulations.
- Oversight of effectiveness of IT systems in enabling the work of the Trust.
- Monitoring and overseeing that Local Governing Committees are fulfilling their financial obligations in relation to Resources issues.
- Review of the financial Scheme of Delegation and the Risk Register.
- Regularly reviewing appropriate policies.
- Consider strategic planning to ensure future viability.
- Consider place planning in the light of local developments.
- Attendance at, and operation of 'Resources Link' meetings for LGC governors.

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 – as Chair person
- 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 Trust COO

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:

- The financial responsibilities of the Trust Board are being properly discharged.
- Resources are being managed in an efficient, economical and effective manner.
- Sound systems of internal financial control are being maintained in order to reduce risk and eliminate potential fraud.
- Financial considerations are fully taken into account in reaching decisions.
- The Risk Register is regularly reviewed.
- 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.

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 Committee and then the Trust Board.

Special purpose Committees

These are established by the Chair of the Trust Board in response to particular functions and are dissolved after having completed these functions. A copy of agendas and minutes of such meetings should be sent to the Chair of the Trust Board. Those committees currently sanctioned include the following:

- Admissions
- Appeals
- Staff disciplinary
- Remuneration
- CEO performance review

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 and each decision must have a majority of Trustees voting for it. The quorum is three. 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 the following terms of reference and expected outcomes are formally agreed by the Trust Board when such committees are established.

Any appeals arising from the work of these committees will be established so that governors involved in the original decision are not involved.

Specific terms of reference for the Admissions Committee

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.

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

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.

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 determining 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 equality impact assessment, including 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.

MAT Governance Leadership Group

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 following nominations being submitted to the Governance Professional. 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 MAT 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.

Link Groups

These groups are chaired by the relevant Trustees with responsibility for the areas of Learning, Resources and People and include the governors from the LGCs with the same responsibilities. These are key link groups between the Trust Board and LGCs and help build and foster common purpose between us. They are also a venue for shared governor training (50%) in the relevant area. They will also be involved in the development of MAT wide policies. Link Groups will meet termly. They will endeavour to ensure every school in the MAT is represented by at least one LGC Governor at each Link meeting.

Specific terms of reference for the Link Groups

- Ensuring that appropriate and effective training is in place to enable governors from Local Governing Committees to fulfil their obligations in relation to their specific area of responsibility.
- To provide a forum for consultation to inform Trust Board Committees.
- To compare the relevant data contained in the Heads Report from all represented schools and to recommend changes to the common format and data contained within the Heads Report.

Membership

- Members of the Linked Trust Board Committee:
 - The Resources Committee members in relation to the Resources Link group.
 - The Learning Committee members in relation to the Learning Link group.
 - The People Committee members in relation to the People Link group.
- Governors with responsibility for areas covered by each Link group:
 - Resources: Finance Governor, H&S Governor.
 - Learning: SEND & Disadvantage and Learning Governor and Community Governors

- People: HR and people, Safeguarding and Staff and Student Well Being Governors.

The Group reserves the right to co-opt members, for either a specific or a general reason. Advisors and trainers may be invited to any meeting with the agreement of Trustees. Governors should nominate members of their own LGC to attend on their behalf if they are unable to attend and notify the LGC Chair.

Local Governing Committees (LGC)

Local Governing Committees play a crucial role in the governance of the Trust. Although the Trust Board retains overall legal and financial responsibility, LGCs have an essential role to play in ensuring the three core governance functions are carried out in each of our schools. These are to:

- Ensure the values, vision and ethos of the Trust are effectively in place in their school
- Hold the Head Teacher and Leadership team to account for the educational performance of the school and its pupils, and the performance management of staff
- Monitor the financial performance of the school and make sure its money is well spent

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.

The working of the Local Governing Committees (LGCs)

The Trustees will ensure each school that is not in a Category 4 of OFSTED, will have an LGC that has delegated responsibility to carry out some of its school level governance functions.

Each school will be allocated a 'Visiting Trustee' who is required to attend at least one LGC meeting each year at that school and attend the school at least once in the year when it is in session. Visiting Trustees, together with the Chair of the Trust Board and the CEO, will receive invitations to all public events as a guest and to all governor meetings, the required paperwork, agenda and minutes. Through courtesy they will inform the Governance

Professional if they intend to attend. Copies will also be sent to the Trust Board for information. The visiting Trustee will read all necessary paperwork and bring to the attention of the Board any items that may require their attention.

A Trust-wide annual SMART calendar of meetings will be produced and circulated in the summer term for the following year. LGCs must ensure the dates of these termly scheduled meetings are thoroughly checked. The Trust will provide the funding for clerking the second meeting of each term for those schools with fewer than 100 pupils and will include any expenses for these scheduled full governor meetings. These meetings must be minuted by someone who is not a governor. Any further meetings or committee meetings are at the discretion of the Chair and can be minuted by governors as no binding decisions can be taken. The CEO will receive a standard invitation to all such meetings but would not normally be expected to attend. The Governance Professional in consultation with the Chair are responsible for advising the Trust Board of dates of LGC meetings for inclusion in the annual SMART calendar. If changes are necessary, the calendar must be consulted to avoid clashes.

The Governance Professional must advise the Trust Board of any changes to governor's contact details so that the master document of all these details which is shared confidentially to all governors remains up to date. This same master list excluding all contact details other than their SMART email address, will be on the SMART website together with Member and Trustee profiles. The Chair is to ensure that up to date LGC governor profiles appear on the school website.

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.

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.

This is not intended to be a definitive list, but where 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

Constitution

The LGC will nominate and recommend for appointment their chair, and ensure that at least two governors appointed to the LGC are parents, at least 2 of the LGC should be staff governors, the rest should be co-opted, such that no more than one third of the LGC are staff. For all of these posts, the LGC will conduct the process and recommend appointments to the Trust Board, including the Chair and Vice Chair. The principles of earned autonomy mean that for good and outstanding LGCs this will simply be a final signing off on the process by the Trust Board but there will be greater active involvement by the Trust Board if the existing LGC has not earned this autonomy. Delegation can be removed at any time or, depending on the conditions surrounding earned autonomy, can have some delegation selectively reduced. The quorum for an LGC meeting is 50% of the local governors in post.

The LGC should comprise a minimum of 8 Governors covering the following roles that mirror the portfolio holders in the Trust Board. Some roles may be shared by governors if they contain a lot of KPIs. Other roles such as Audit and Finance, for example may work well together. We have suggested possible groupings below in order to align to the Link meetings structure.

• Chair of LGC	Linked to Chair of Trust Board
• Headteacher	Linked to CEO

Learning	<ul style="list-style-type: none"> • Learning Governor • SEND and Disadvantage Governor • Community Governor (If more than 8 governors then attachment of further governors is recommended in this area) 	<ul style="list-style-type: none"> • Learning Trustee • SEND and Disadvantage Trustee • Community Trustee
People	<ul style="list-style-type: none"> • HR (Human resources) Governor • Safeguarding Governor • Staff and Student Health and Well Being Governor 	<ul style="list-style-type: none"> • HR Trustee • Safeguarding Trustee • Staff and Student Health and Well Being Trustee
Resources	<ul style="list-style-type: none"> • Finance Governor • Premises and H&S (Health and Safety) Governor • Optional Audit/Compliance Governor 	<ul style="list-style-type: none"> • Finance Trustee • Premises and H&S Trustee • Audit/ Compliance Trustee

Executive Leadership

The Role of the Chief Executive Officer (CEO)

The primary aim of the CEO role is to ensure that the individual schools and the Trust as a whole deliver the vision and core purposes of the Trust, consistent with the fundamental principles and articles of association. These include:

- To consistently achieve outstanding outcomes for all their students.
- To ensure that the ongoing financial viability of the Trust is secure and within regulatory requirements.
- To systematically build leadership capacity and staff expertise through strategic use of collaboration, partnership, common expectations and training.

The CEO has the delegated responsibility for the operation of the Trust including the performance of the Trust's schools and so the CEO performance manages the Headteachers. As there is the delegation of some governance functions to LGCs, this is usually with the Chair of Governors alongside.

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.

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 Trust Board should expect the CEO to strive to provide the best life chances for students in the MAT and as such, they should remain up to date with professional guidance and professional literature.

The Role of the MAT Senior Leadership Team (MSLT)

The CEO, CFO and all Headteachers in the MAT will form the MAT Senior Leadership Team, which will meet twice each half term, once to collectively peer review one of the schools in the MAT 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.

The Role of the Headteacher

The Headteacher role is critical to the success of each school and to the MAT overall. As the MAT enshrines the concept of earned autonomy 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 MAT will ensure that the leadership capacity of all senior leaders is continuously increased through system leadership opportunities both within the MAT 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 Delegation summarises which of these is delegated. Read the tables from right to left. If, for example, the first tick encountered is in the column for the Headteacher, the expectation would be that they hold responsibility for this. A tick in the LGC column would mean this would be the main source of challenge and the Trust Board as the monitoring body ensuring that the good or outstanding grading is maintained in terms of the full range of measurable outcomes being achieved.

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 Delegation and therefore 'require improvement' in those areas. It is the role of the CEO to identify such areas and ensure that the Scheme of Delegation 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 MAT Senior Leadership Team (MSLT) and as such share responsibility collectively with the CEO for the performance of schools in the MAT. 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 CBU Executive Team who in turn will be line managed by the CEO. The Scheme of Delegation 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. This report is the crucial instrument for aiding the flow of essential information about the performance of the school to the LGC and the Trust Board. Protocol for the Heads Report is as follows:

Prior to the first LGC meeting of each term:

1. The Heads report 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, CEO and the visiting Trustee for their school at the same time 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 TB 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. At least one week prior to any Link meeting, the Governance Professional will circulate the most recent Heads Report from all schools due to be represented, to all LGC governors due to attend.
15. The Heads Report is divided into sections so that the Link Trustees can look quickly at the same indicators for all schools.
16. Trust Board Link Trustees decide which of the items that have been highlighted to raise at the relevant TB Committee meeting.

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.

<i>The Role of</i> Members	(L5) Lead	(L4) Manage	(L3) Initiative	(L2) Ethos	(L1) Systems
Members					
Agree annually , that the overall performance of the Trust and its Board are in line with SMART's vision and values				✓	✓
Receive and review , the Annual Report and Accounts	✓	✓	✓	✓	✓
Appoint or remove Auditors	✓	✓	✓	✓	✓
Review annually , the Trust's financial performance and management					✓
Check that the Board is supporting and monitoring the Trust's Strategic Plan			✓	✓	✓
Review annually , the effectiveness of Scheme of Delegated Authority (SODA)		✓	✓	✓	✓
Receive and consider , the Trust Board's own 360 review of its work and its effectiveness - or an external review as and when conducted			✓	✓	✓
Receive annually , a check against national benchmarks that overall pupil progress and attainment are appropriate				✓	✓
Receive annually , confirmation that the Trust is performing appropriately in terms of pupil safeguarding, behaviour and well-being				✓	✓
Review annually , that our schools are receiving, over a due period of time, significant benefits from being part of SMART				✓	✓
Agree any MAT expansion or contraction targets			✓	✓	✓
Appoint or remove Trustees - 75% of Members must agree	✓	✓	✓	✓	✓
Appoint or remove Members - 75% of Members must agree	✓	✓	✓	✓	✓
Review annually , our Articles of Association - proposals for change need approval from DfE and 75% of Members	✓	✓	✓	✓	✓
Rename the Trust - 75% of Members must agree	✓	✓	✓	✓	✓
Submit a detailed request to DfE if winding up the Trust	✓	✓	✓	✓	✓

<i>The Role of</i> Chair	(L5) Lead	(L4) Manage	(L3) Initiative	(L2) Ethos	(L1) Systems
Delegated powers to the Chair of the LGC					
Ensure the following KPIs are met annually by the LGC <ul style="list-style-type: none"> 6 quorate meetings with agreed minutes on the website Report to TB on the action taken to address any governor who has missed 2 meetings without prior agreed apologies 3 meetings involving student representatives or voice 1 student recommendation debated and responded to 					✓
Ensure the values, vision and ethos of the Trust are effectively in place in their school and all work of the LGC adheres to these				✓	✓
Ensure all LGC conduct at least one school visits or virtual set of meetings each year adhering to agreed protocols				✓	✓
Ensure all communications and reports required by the TB are conducted in time and to a professional standard				✓	✓
Develop all members of the LGC through coaching and holding to account in their duties so that capacity of each builds year on year including the use of the skills audit and leadership ladders		✓	✓	✓	✓
Strategic planning: Maintain a governance succession plan and ensure sufficient governors are in post at any time	✓	✓	✓	✓	✓
Hold accountable: Senior leaders in the school- each LGC role interrogates key documents (e.g. Heads report and SDP) to hold the school leadership team to account for the sections they have delegated responsibility for	✓	✓	✓	✓	✓
Ensure the LGC engages in an annual self-review of its effectiveness which may include discussions with individual governors on contribution	✓	✓	✓	✓	✓
Engage in training – to ensure they develop the capacity to deliver at level 5 leadership and understand the requirements of the post	✓	✓	✓	✓	✓
Agree and appoint: Panel of governors to consider complaints, disciplinary proceedings, staff leave of absence and exclusions	✓	✓	✓	✓	✓
Recommend to the TB – Appointment of and removal of LGC governors.	✓	✓	✓	✓	✓
Powers delegated to the Chair of the Trust Board					
Scaling up from the LGC role: To maintain the same duties for the Trust Board Trustees and CEO as the Chair of the LGC has for their committee and Headteacher. With the exception of the specific KPIs	✓	✓	✓	✓	✓
Ensure the following KPIs are met annually by the Trust Board <ul style="list-style-type: none"> 6 quorate meetings with agreed minutes on the website Report to TB on the action taken to address any Trustee who has missed 2 meetings without prior agreed apologies 	✓	✓	✓	✓	✓
Agree and annually review LGC & Trustee performance monitoring	✓	✓	✓	✓	✓
Agree and annually review: The structure and membership of committees	✓	✓	✓	✓	✓
Submit Annually: LGC and Trust Board Annual report to Members	✓	✓	✓	✓	✓

<i>The Role of</i> Governance Professional					(L5) Lead	(L4) manage	(L3) Initiative	(L2) Ethos	(L1) Systems
Delegated powers to the Governance Professional									
Recommend to the Chair the appointment and removal of governors					✓	✓	✓	✓	✓
Ensure the chair conducts all meetings in accordance with policy and their own KPIs and inform the Trust Board of any areas requiring support						✓	✓	✓	✓
Ensure the quality of local governance across the Trust's schools						✓	✓	✓	✓
Ensure correct systems are utilised for maintenance of records including annual declarations of interests								✓	✓
Delegated powers to quorate LGC									
Ensure information from the MGLG and link meetings are correctly communicated with LGC								✓	✓
Ensure the focus of all work of the LGC is ultimately for the purpose of holding to account the leadership of the school								✓	✓
Recommend to the CEO the appointment of the Headteacher/Deputy Headteacher following full involvement in the interview process					✓	✓	✓	✓	✓
Powers Retained by a quorate meeting of the Trust Board									
Appoint and dismiss Chief Executive Officer					✓	✓	✓	✓	✓
Review 360 degree review of the CEO and Chair of the Trust Board					✓	✓	✓	✓	✓
Appoint Headteachers based on the recommendation of the CEO					✓	✓	✓	✓	✓
Agree the recommendations of the resources committee including signing off of the annual balanced budget for the Trust.					✓	✓	✓	✓	✓

<i>The Role of</i> Head/CEO Trustee Role	(L5) Lead	(L4) manage	(L3) Initiative	(L2) Ethos	(L1) Systems
Delegated powers to the Headteacher					
Ensure the following KPIs are met annually <ul style="list-style-type: none"> Attendance of Head, Finance and at least one MOS as expert each meeting. An updated Heads Report and RAG'd SDP on the first meeting of each term. At least three meetings with an 'in depth' report in support of an LGC focus Termly Heads report commentary for any 'red' areas highlighted in the report. All governors have had at least one opportunity to encounter student voice 					✓
Ensure the values, vision and ethos of the Trust are effectively in place in their school and all work of the LGC adheres to these.				✓	✓
Ensure all LGC are assisted in their school visit following all of the agreed protocols. So that each governor has been enabled to produce at least one report annually.				✓	✓
Ensure all communications and reports required by the LGC are conducted in time and to a professional standard				✓	✓
Develop all members of staff and in particular the senior team so that they are able to understand the role of governors and support them correctly in this role.		✓	✓	✓	✓
Strategic planning: Agree through consultation with LGC and CEO, a 5Yr vision and set of deliverables which show clear progression towards these goals each term.	✓	✓	✓	✓	✓
Hold accountable: Senior leaders in the school who have delegated responsibility for ensuring school policies are adhered to and kept current through reviews	✓	✓	✓	✓	✓
Hold accountable: Staff required to inform and support governors for transparency, accuracy and timely evidence, presented in ways suitable for lay people.	✓	✓	✓	✓	✓
Engage in training to ensure they keep abreast of governance legal requirements and guidance and are able to assist in continuous improvement.	✓	✓	✓	✓	✓
Appoint, support and/or dismiss all staff not on the SLT employed to conduct the work of the school other than those employed in a Trust wide capacity	✓	✓	✓	✓	✓
Recommend to the CEO – Changes in staffing and staff to senior positions.	✓	✓	✓	✓	✓
Powers delegated to the CEO by the Trust Board					
Scaling up from the Head role: To maintain the same duties for the Trust Board Trustees as the Head has for their LGC. With the exception of the specific KPIs.	✓	✓	✓	✓	✓
Ensure the following KPIs are met annually <ul style="list-style-type: none"> Attendance at all TB and committee meetings, deputised if required by CFO Peer review of each school annually and termly updates on key changes 	✓	✓	✓	✓	✓
Annually Review Trust's vision and strategy, key priorities measurable performance indicators (KPIs) against which progress towards achieving the vision can be measured: Ensuring policies remain up to date in in line with ethos and values	✓	✓	✓	✓	✓
Recommend to TB budget plan to support delivery of Trust 's key priorities	✓	✓	✓	✓	✓
Approve school level policies include e.g. admissions; curriculum; behaviour:	✓	✓	✓	✓	✓
Approve schools' vision, priorities and strategy including changes to the SDP	✓	✓	✓	✓	✓
Appoint and Dismiss CBU Staff, Governance Professionals in consultation with the Chair of TB.	✓	✓	✓	✓	✓

<i>The Role of</i> Head/CEO Trustee Role	(L5) Lead	(L4) manage	(L3) Initiative	(L2) Ethos	(L1) Systems
Approve management Calendar	✓	✓	✓	✓	✓
Approve changes to any permanent staffing in the Trust	✓	✓	✓	✓	✓
Complete PM of Heads and CFO. Recommend remuneration	✓	✓	✓	✓	✓
Recommend to TB the appointment of Headteachers	✓	✓	✓	✓	✓

<i>The Role of</i> Staff and Student Health and Wellbeing	(L5) Lead	(L4) manage	(L3) Initiative	(L2) Ethos	(L1) Systems
Delegated responsibility and powers of the S&S Health & Wellbeing Governor					
Ensure the following KPIs are met annually by the LGC <ul style="list-style-type: none"> 1 annual opportunity to hear voices of staff and students directly on the question of how their welfare and workload is perceived and managed. Visit the school to monitor how effectively mental health and wellbeing is present in the school's actions and provide a visit report for the LGC 					✓
Ensure the school has given thorough thought to how mental health and wellbeing can be embedded in the curriculum and other school activities				✓	✓
Ensure LGC conduct at least one school visits or virtual set of meetings each year adhering to agreed protocols which includes a focus on Health and Wellbeing				✓	✓
Ensure best practice is being used and understand the successful ways other schools have approached mental health and wellbeing				✓	✓
Ensure the LGC termly interrogates key documents for evidence of effective monitoring of Health and Wellbeing. Including, Headteacher's Reports, Pupil/Student Council minutes, School Development Plans, Safeguarding review			✓	✓	✓
Monitor and ensure policies are up to date and cover best practice that is evidenced in the school's work			✓	✓	✓
Annually to interrogate the School Development Plan, Peer Reviews, DFE and LA Admissions guidance, Pupil/student focus groups and emerging research			✓	✓	✓
Review within a three-year cycle the Schools' Behaviour strategies, PSHE programmes, Parent surveys and pupil surveys			✓	✓	✓
To hold the school leadership team to account for the sections they have delegated responsibility for			✓	✓	✓
Engage in training to ensure they develop the capacity within members of the LGC to deal with the complexity of health and wellbeing oversight.			✓	✓	✓
Powers delegated to the Trustee for S&S Health and Wellbeing					
Scaling up from the LGC role: To maintain the same duties for the Trust Board and CEO as the LGC has for their committee and Headteacher. With the exception of the specific KPIs and involving sampling of school documentation.	✓	✓	✓	✓	✓
Ensure the following KPIs are met annually by the Trust Board <ul style="list-style-type: none"> Annual review of the effectiveness of Health and Wellbeing monitoring. 	✓	✓	✓	✓	✓
Annual visit to a school to triangulate data from sources received in the year and report findings, reflections and focussed questions to the Trust Board	✓	✓	✓	✓	✓
Oversight of the Trust Health, Safety and Wellbeing Policy	✓	✓	✓	✓	✓
Monitoring Links with external support services, particularly in the NHS and how effectively these support pupils' additional needs.	✓	✓	✓	✓	✓
Monitoring Links: involves questioning how well schools maintain links with their parents and how well they respond to parental needs in supporting their children	✓	✓	✓	✓	✓

<i>The Role of</i> Learning	(L5) Lead	(L4) manage	(L3) Initiative	(L2) Ethos	(L1) Systems
Delegated responsibility and powers of the Learning Governor					
Ensure the following KPIs are met annually by the LGC <ul style="list-style-type: none"> Data collected by the school shows overall progress over the three-year trend and improved accuracy of predictions against actual external data. Opportunity to see benchmarked outcomes for all subjects and all year groups The school is represented at all Learning link meetings and LGC and contributes to the agenda, the training and the discussions 					✓
Ensure the values, vision and ethos of the Trust are effectively in place in their school and all work of the LGC adheres to these				✓	✓
Ensure LGC conduct at least one school visits or virtual set of meetings each year adhering to agreed protocols which looks at the impact of the SDP on learning				✓	✓
Monitor the quality of teaching and learning across the School and report outcomes to the LGC				✓	✓
Monitor and evaluate impact at School level of the curriculum/schemes of work and intervention strategies			✓	✓	✓
Ensure the LGC termly interrogates key documents - Headteacher's Reports, School Development Plans, Progress reports			✓	✓	✓
Annually Alignment to Trust Strategic Plan, Peer Reviews, exams analysis and subsequent actions taken, Safeguarding audits, budget			✓	✓	✓
Review within a three year cycle the Schools' Behaviour strategies, Curriculum guidance, Curriculum intent, extracurricular provision, SMSC			✓	✓	✓
Monitor and review relevant policies relating to teaching and learning			✓	✓	✓
Evaluate at least three curricular subjects each year in depth. Is the curriculum meeting statutory requirements? Is it engaging and challenging understanding? Does the leader build in effective continuous coaching/CPD. What is the impact?		✓	✓	✓	✓
Engage in training to ensure they develop the capacity within members of the LGC to deal with the complexity of Teaching and Learning			✓	✓	✓
Powers delegated to the Trustee for Learning					
Scaling up from the LGC role: The Trustee to ensure the Learning representatives on the LGC are conducting their delegated roles by considering LGC minutes and through their involvement in termly link meetings	✓	✓	✓	✓	✓
Ensure the following KPIs are met annually by the Trust Board <ul style="list-style-type: none"> Annual review of outcomes and analysis of progress for each school over the three year trend and national benchmarks e.g. EYFS, Primary Progress, Alps, P8 	✓	✓	✓	✓	✓
Annual visit to a school to triangulate data from sources received in the year and report findings, reflections and focussed questions to the Trust Board	✓	✓	✓	✓	✓
Oversight of the Trust learning policies including Behaviour, Homework, EYFS	✓	✓	✓	✓	✓
Monitoring Links: involves questioning how well schools maintain links with their parents and how well they respond to parental needs in supporting their children	✓	✓	✓	✓	✓

<i>The Role of</i> SEND & Disadvantage	(L5) Lead	(L4) manage	(L3) Initiative	(L2) Ethos	(L1) Systems
Delegated responsibility and powers of the SEND Governor					
Ensure the following KPIs are met annually by the LGC specifically for SEND and DA <ul style="list-style-type: none"> Data collected by the school shows overall progress over the three-year trend and improved accuracy of predictions against actual external data Opportunity to see benchmarked outcomes for all subjects and all year groups The school is represented at all Learning link meetings and LGC and contributes to the agenda, the training and the discussions 					✓
Ensure the values, vision and ethos of the Trust are effectively in place in their school and all work of the LGC adheres to these				✓	✓
Meet the SENCO undertake agreed monitoring linked to SEND provision in the school action plan, as well as write a report to share with other governors				✓	✓
Ensure that the school's SEND action plan is linked to the school development plan (SDP)				✓	✓
Monitor the implementation of the SEND policy and procedures and discuss with the SENCO the outcomes of the school's monitoring and evaluation of the provision made for pupils with SEND			✓	✓	✓
Ensure the LGC termly interrogates key documents - Headteacher's Reports, School Development Plans, Progress reports. Crucially the impact of pupil premium funding on outcomes and attendance			✓	✓	✓
Monitor the impact of the pupil premium spend with the pupil premium lead and/or Headteacher				✓	✓
Monitor how the needs of academically more able pupils are provided for and how these children progress			✓	✓	✓
Review within a three year cycle the Schools' Behaviour strategies, Curriculum guidance, Curriculum intent, extracurricular provision, SMSC and policies under SEND and Learning, particularly school specific policies			✓	✓	✓
Monitor the provision of SEND staff training across the school			✓	✓	✓
Engage in training to ensure they develop the capacity within members of the LGC to deal with the complexity of health and wellbeing oversight			✓	✓	✓
Evaluate the overall position of SEND and Disadvantaged pupils compared to their peers for exclusions, absence, progress and intervention		✓	✓	✓	✓
Powers delegated to the Trustee for SEND & Disadvantage					
Scaling up from the LGC role: To maintain the same duties for the Trust Board and CEO as the LGC has for their committee and Headteacher. With the exception of the specific KPIs and involving sampling of school documentation	✓	✓	✓	✓	✓
Ensure the following KPIs are met annually by the Trust Board <ul style="list-style-type: none"> Annual review of the SEND and Disadvantage gap in all data measures. 	✓	✓	✓	✓	✓
Annual visit to a school to triangulate data from sources received in the year and report findings, reflections and focussed questions to the Trust Board	✓	✓	✓	✓	✓
Oversight of policies under SEND and Learning, Inc. school specific policies	✓	✓	✓	✓	✓

The Role of SEND & Disadvantage	(L5) Lead	(L4) manage	(L3) Initiative	(L2) Ethos	(L1) Systems
	✓	✓	✓	✓	✓
Monitoring Links: involves questioning how well schools maintain links with their parents and how well they respond to parental needs in supporting disadvantage					

<i>The Role of</i> Human Resources (HR)	(L5) Lead	(L4) manage	(L3) Initiative	(L2) Ethos	(L1) Systems
Delegated responsibility and powers of the HR Governor					
Ensure the following KPIs are met annually by the LGC <ul style="list-style-type: none"> All permanent staff have had the opportunity of appraisal and %age met Balanced budget in line with national HR benchmarks including %age staffing Minimised redundancy and minimised departures from teaching Full LGC - Maintain a skills audit of all LGC and arrange recruitment 					✓
Ensure the values, vision and ethos of the Trust are effectively in place in their school and all work of the LGC adheres to these				✓	✓
Ensure LGC conduct at least one school visits or virtual set of meetings each year adhering to agreed protocols which includes a focus on HR				✓	✓
Ensure that an appropriate staffing structure is in place for the school and to hold the Headteacher to account for the allocation of the school's financial resources for staffing so that it best delivers the teaching learning and support functions of the school				✓	✓
Ensure the LGC termly interrogates key documents for evidence of staff attendance, staff turnover, long term absence, progress on SDP targets			✓	✓	✓
Annually to interrogate Trust Strategic Plan, Peer Reviews, outcomes of appraisal including percentage 'met' and percentage at each leadership ladder level.			✓	✓	✓
Monitor the implementation of policies and procedures and ensure that processes and procedures relating to the conduct, attendance, discipline and capability of staff at the school are properly and fairly carried out.				✓	✓
Review within a three-year cycle the Schools' HR policies and statutory HR policies as listed on the Trust Board website. Move closer to integration of policies. To hold the school leadership team to account for the sections they have delegated responsibility for			✓	✓	✓
Conduct an annual 360 review of the Chair's performance with the Governance Professional			✓	✓	✓
Ensure staff and leadership receive earned praise for successes		✓	✓	✓	✓
Engage in training to ensure they develop the capacity within the LGC to deal with the complexity of HR issues. Maintain personal curiosity and expertise in this field		✓	✓	✓	✓
Ensure the LGC is represented at every 'People Link Meeting' and fed back to LGC		✓	✓	✓	✓
Powers delegated to the Trustee for HR					
Scaling up from the LGC role: To maintain the same duties for the Trust Board and CEO as the LGC has for their committee and Headteacher. With the exception of the specific KPIs and involving sampling of school documentation	✓	✓	✓	✓	✓
Ensure the following KPIs are met annually by the Trust Board <ul style="list-style-type: none"> Comparison of successful appraisal rates in each school and leadership levels 	✓	✓	✓	✓	✓
Annual visit to a school to triangulate data from sources received in the year and report findings, reflections and focussed questions to the Trust Board	✓	✓	✓	✓	✓
Oversight of the Trust HR Policies	✓	✓	✓	✓	✓

<i>The Role of</i> Human Resources (HR)	(L5) Lead	(L4) manage	(L3) Initiative	(L2) Ethos	(L1) Systems
Analysis of patterns: Highlighting questions at Trust level related to staff turnover, gender pay gap, equalities monitoring, turnover and staff attendance	✓	✓	✓	✓	✓
Chair and review remit of: People link meetings, remuneration committee	✓	✓	✓	✓	✓

<i>The Role of</i> Safeguarding	(L5) Lead	(L4) manage	(L3) Initiative	(L2) Ethos	(L1) Systems
Delegated responsibility to the Safeguarding Governor					
Ensure the following KPIs are met annually by the LGC <ul style="list-style-type: none"> Completion of all actions highlighted on the annual S175/157 audit. 					✓
Ensure the values, vision and ethos of the Trust are effectively in place in their school and all work of the LGC adheres to these.				✓	✓
Ensure the school contributes to inter-agency working in line with statutory guidance “working together to safeguard children”			✓	✓	✓
Ensure there is a suitably qualified, trained and supported Designated Safeguarding Lead from the school senior leadership team				✓	✓
Ensure there is a robust system for raising, recording, storing and reviewing child welfare concerns					✓
Ensure at least one governor has completed accredited Safer Recruitment training				✓	✓
Actively participate in completing and reviewing the school’s annual safeguarding audit return to the Local authority. Monitor progress against any outstanding actions on Local Authority review				✓	✓
Ensure the LGC termly interrogates key documents for evidence of effective monitoring of safeguarding including notifications to MARU and PREVENT, patterns of attendance of vulnerable groups, percentage of staff trained, follow up actions on annual S175/157 safeguarding audit, behaviour and exclusions, alternative provision numbers and reasons for changes.			✓	✓	✓
Visit the school and review the School’s Single Central Register on at least a termly basis completed a safeguarding audit using the checklist			✓	✓	✓
Review and monitor within a three-year cycle appropriate policies, including the safeguarding, whistleblowing and staff behaviour/code of conduct policies			✓	✓	✓
Engage in training to develop the capacity within members of the LGC to deal with the complexity of safeguarding issues. Annually update own safeguarding training		✓	✓	✓	✓
Powers delegated to the Trustee for Safeguarding					
Scaling up from the LGC role: To maintain the same duties for the Trust Board and CEO as the LGC has for their committee and Headteacher. With the exception of the specific KPIs and involving sampling of school documentation	✓	✓	✓	✓	✓
Ensure the following KPIs are met annually by the Trust Board <ul style="list-style-type: none"> All schools conduct a full safeguarding audit and have an agreed action plan 	✓	✓	✓	✓	✓
Annual visit to a school to triangulate data from sources received in the year and report findings, reflections and focussed questions to the Trust Board	✓	✓	✓	✓	✓
Oversight of the Trust Safeguarding policy and all policies allocated to this role	✓	✓	✓	✓	✓
Analysis of patterns: Highlighting questions at Trust level related to safeguarding.	✓	✓	✓	✓	✓
Attend and review remit of: People link meetings and lead items on Safeguarding	✓	✓	✓	✓	✓
Inform: Take an interest in learning more about this area of expertise and the enthusiasm of those LGC links and staff engaged in operational decisions	✓	✓	✓	✓	✓

<i>The Role of</i> Safeguarding	(L5) Lead	(L4) manage	(L3) Initiative	(L2) Ethos	(L1) Systems
Praise the developments and improvements achieved by schools in this field	✓	✓	✓	✓	✓
Monitor leadership and Chair promote a culture of vigilance in which ALL are responsible, transparent dialogue and challenge encouraged	✓	✓	✓	✓	✓
Monitor arrangements for safer recruiting of all posts	✓	✓	✓	✓	✓

<i>The Role of</i> Community	(L5) Lead	(L4) manage	(L3) Initiative	(L2) Ethos	(L1) Systems
Delegated responsibility and powers of the Community Governor					
Ensure the following KPIs are met annually by the LGC <ul style="list-style-type: none"> Parental attendance levels and number of events run by the school Most parents receive weekly notifications of news stories or posts Number of opportunities for parent voice and for student voice 					✓
Ensure the values, vision and ethos of the Trust are effectively in place in their school and all work of the LGC adheres to these				✓	✓
Ensure LGC conduct at least one school visits or virtual set of meetings each year adhering to agreed protocols which includes a focus on Community				✓	✓
Praise the developments and improvements achieved by schools				✓	✓
Ensure the LGC termly interrogates key documents for evidence of effective monitoring of community engagement including news reports, work with partner organisations and reviews of parental events. SDP objectives based on community			✓	✓	✓
Annually to interrogate Trust Strategic Plan, Peer Reviews, DFE and LA guidance			✓	✓	✓
Monitor compliments and complaints against the School					✓
Monitor the School website in line with statutory requirements and Trust guidance					✓
Ensure that the school complies with its statutory responsibilities with regards to careers guidance during secondary education					✓
Review within a three-year cycle the Schools' and Trust policies allocated to this role. Ensure parental surveys are conducted			✓	✓	✓
Engage in training to ensure they develop the capacity within members of the LGC to deal with the complexity of community engagement and GDPR policy			✓	✓	✓
Powers delegated to the Trustee for Community					
Scaling up from the LGC role: To maintain the same duties for the Trust Board and CEO as the LGC has for their committee and Headteacher. With the exception of the specific KPIs and involving sampling of school documentation	✓	✓	✓	✓	✓
Ensure the following KPIs are met annually by the Trust Board <ul style="list-style-type: none"> Review of the links with local businesses, employers, FE and HE providers. 	✓	✓	✓	✓	✓
Annual visit to a school to triangulate data from sources received in the year and report findings, reflections and focussed questions to the Trust Board	✓	✓	✓	✓	✓
Oversight of the Trust policies allocated to the community role including Admission arrangements and Complaints	✓	✓	✓	✓	✓
Monitoring Links with local businesses, FE and HE colleges, particularly those responsible for most of next steps destinations and impact of these links	✓	✓	✓	✓	✓
Ensure publication on Trust and schools' websites of all required details on governance arrangements	✓	✓	✓	✓	✓
Monitor high profile or newsworthy items relating to any school in the Trust	✓	✓	✓	✓	✓
Attend and review remit of: People link meetings and lead items on Community	✓	✓	✓	✓	✓

The Role of Community	(L5) Lead	(L4) manage	(L3) Initiative	(L2) Ethos	(L1) Systems
	✓	✓	✓	✓	✓
Inform: Take an interest in learning more about this area of expertise and the enthusiasm of those staff engaged in operational decisions					

<i>The Role of</i> Finance	(L5) Lead	(L4) manage	(L3) Initiative	(L2) Ethos	(L1) Systems
Delegated responsibility and powers of the LGC					
Ensure the following KPIs are met annually by the LGC <ul style="list-style-type: none"> Comparison of all ESFA required data against national benchmarks 					✓
Ensure the values, vision and ethos of the Trust are effectively in place in their school and all work of the LGC adheres to these.				✓	✓
Ensure LGC conduct at least one school visit or virtual meeting each year adhering to agreed protocols which includes a focus on Finance				✓	✓
Ensure the employment of a suitably skilled and experienced person to oversee implementation and management of financial systems				✓	✓
Ensure there is a link between the school development plan and the budget. Monitor the costs associated with implementing this					✓
Ensure governors are advised on how the school makes the best use of its facilities and areas of strength to maximise income					✓
Ensure there is a financial forecast for the next three to five years which seeks to offset any identified risks					✓
Monitor value for money including staffing costs, supplier costs, utility costs, contractual costs, insurances and unexpected costs. Monitor the implementation and compliance with conditional funding, e.g. pupil premium				✓	✓
Ensure the LGC termly interrogates key documents for evidence of effective monitoring of Finance including monthly accounts, Headteacher's Reports,			✓	✓	✓
Annually to interrogate Trust Strategic Plan, Peer Reviews, DFE, ESFA and LA guidance, annual accounts, audit and benchmarks.			✓	✓	✓
Review within a three-year cycle the Finance policies, financial delegation. Hold school the leadership team to account for finance and budget			✓	✓	✓
Ensure the LGC is represented at every 'Resources Link' and fed back to LGC.		✓	✓	✓	✓
Engage in training to ensure they develop the capacity within members of the LGC to deal with the complexity of Finance and upheld their own training and curiosity.			✓	✓	✓
Powers delegated to the Trustee for Finance					
Scaling up from the LGC role: To maintain the same duties for the Trust Board and CEO as the LGC has for their committee and Headteacher. With the exception of the specific KPIs and involving sampling of school documentation.	✓	✓	✓	✓	✓
Ensure the following KPIs are met annually by the Trust Board <ul style="list-style-type: none"> Balanced budget in all schools signed off by the LGC. 	✓	✓	✓	✓	✓
Annual visit to a school to triangulate data from sources received in the year and report findings, reflections and focussed questions to the Trust Board	✓	✓	✓	✓	✓
Oversight of the Trust Finance Policies, Trust wide procurement strategy, Scheme of financial delegation.	✓	✓	✓	✓	✓
Analysis of patterns: Highlighting questions at Trust level related to comparison with national benchmarks for finance.	✓	✓	✓	✓	✓
Chair and review remit of: Resources link meetings	✓	✓	✓	✓	✓

<i>The Role of</i> Finance	(L5) Lead	(L4) manage	(L3) Initiative	(L2) Ethos	(L1) Systems
Inform: Take an interest in learning more about this area of expertise and the enthusiasm of those staff engaged in operational decisions	✓	✓	✓	✓	✓
Approve: Central spend / top slice	✓	✓	✓	✓	✓
Approve: CFO: appointment in conjunction with CEO	✓	✓	✓	✓	✓
Monitor and review: CFO performance through regular contact	✓	✓	✓	✓	✓
Review and Maintain: Business Continuity Plan:	✓	✓	✓	✓	✓

<i>The Role of</i> Audit/Compliance	(L5) Lead	(L4) manage	(L3) Initiative	(L2) Ethos	(L1) Systems
Delegated responsibility and powers of the Audit Governor					
Ensure the following KPIs are met annually by the LGC <ul style="list-style-type: none"> No 'red' markers on any of the audits (finance, safeguarding, premises) 					✓
Ensure the values, vision and ethos of the Trust are effectively in place in their school and all work of the LGC adheres to these				✓	✓
Ensure all communications and reports required by the TB are conducted in time and to a professional standard				✓	✓
Ensure the LGC termly interrogates key documents for evidence of effective adherence to policies and procedures with high expectation of professionalism			✓	✓	✓
Annually to interrogate Trust Strategic Plan, Peer Reviews, DFE and LA guidance, Trust audit report, website compliance report			✓	✓	✓
Review within a three-year cycle the compliance of the overall suite of policies. To hold the school leadership team to account for the sections they have delegated responsibility for			✓	✓	✓
Engage in training to ensure they develop the capacity within members of the LGC to deal with the complexity of compliance and audit			✓	✓	✓
Powers delegated to the Trustee for Audit and Compliance					
Scaling up from the LGC role: To maintain the same duties for the Trust Board and CEO as the LGC has for their committee and Headteacher. With the exception of the specific KPIs and involving sampling of school documentation	✓	✓	✓	✓	✓
Ensure the following KPIs are met annually by the Trust Board <ul style="list-style-type: none"> Annual audit has no management notices; previous ones are all addressed 	✓	✓	✓	✓	✓
Annual visit to visit a school to triangulate data from sources received in the year and report findings, reflections and focussed questions to the Trust Board	✓	✓	✓	✓	✓
Oversight of the audit process and overall compliance of policy suite including Audit Cycle, Data Protection, FOI, GDPR	✓	✓	✓	✓	✓
Annually Review the Compliance of Trust Board and committees including compliance of internal audit processes	✓	✓	✓	✓	✓
Receive and Respond to external auditors' annual report	✓	✓	✓	✓	✓
Approve the scope of the annual external audit and internal audit	✓	✓	✓	✓	✓
Chair and Maintain the Audit Committee ensuring 3 annual meetings	✓	✓	✓	✓	✓
Approve the Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money:	✓	✓	✓	✓	✓
Inform the benchmarking and Trust wide value for money	✓	✓	✓	✓	✓
Monitor the Terms of SLAs, renewals and tendering is compliant	✓	✓	✓	✓	✓

<i>The Role of</i> H&S and Premises	(L5) Lead	(L4) manage	(L3) Initiative	(L2) Ethos	(L1) Systems
Delegated responsibility and powers of the H&S and Premises Governor					
Ensure the following KPIs are met annually by the LGC <ul style="list-style-type: none"> Capital works programme schedule is met, and no 'red' premises audit points 					✓
Ensure the values, vision and ethos of the Trust are effectively in place in their school and all work of the LGC adheres to these.				✓	✓
Ensure the LGC conduct at least one school visits or virtual set of meetings each year adhering to agreed protocols which includes a focus on Premises and H&S				✓	✓
Monitor how well the school is meeting its obligations and to ensure areas for improvement are highlighted and acted upon (paying particular attention to reports from the Trust's health and safety system)					✓
Monitor effective use of IT in the School					✓
Monitor the implementation of the policy and procedures for H&S and Premises and ensure appropriate reporting systems are in place				✓	✓
Ensure the LGC termly interrogates key documents for evidence of effective monitoring of Premises and H&S audits, Heads report, progress with contracts.			✓	✓	✓
Annually to interrogate Trust Strategic Plan, Peer Reviews, DFE and LA guidance including capital works plan, ICT rolling programme and incident/near miss reports.			✓	✓	✓
Review within a three-year cycle the Schools' Lettings strategy and business continuity plan			✓	✓	✓
Engage in training to ensure they develop the capacity within members of the LGC to deal with the complexity of Premises and H&S			✓	✓	✓
Powers delegated to the Trustee for Premises and H&S					
Scaling up from the LGC role: To maintain the same duties for the Trust Board and CEO as the LGC has for their committee and Headteacher. With the exception of the specific KPIs and involving sampling of school documentation.	✓	✓	✓	✓	✓
Ensure the following KPIs are met annually by the Trust Board <ul style="list-style-type: none"> Capital programme addresses all 'red' areas. All 'red' areas on audits have been challenged by LGC and addressed 					✓
Annual visit to a school to triangulate data from sources received in the year and report findings, reflections and focussed questions to the Trust Board	✓	✓	✓	✓	✓
Oversight of all policies associated with the role inc. Health and Safety policy	✓	✓	✓	✓	✓
Approve of School level policies include e.g. Lettings Policy. (Consider each opportunity to bring together policies across schools)			✓	✓	✓
Represent the LGC for Premises H&S at link meetings.			✓	✓	✓
Inform: Take an interest in learning more about this area of expertise and the enthusiasm of those staff engaged in operational decisions			✓	✓	✓
Approve Capital grant fund process to focus on areas of most need			✓	✓	✓
Approve decision to bid for external funding requiring resource			✓	✓	✓

The Role of H&S and Premises		(L5) Lead	(L4) manage	(L3) Initiative	(L2) Ethos	(L1) Systems
Monitor use of consultation with pupils and staff regarding large scale capital projects				✓	✓	✓
Approve strategy for expansion including individual free school bids				✓	✓	✓
Monitor Termly Risk register for H&S and premises				✓	✓	✓

SMART Leadership Ladders for Trustees and governors

<p>Level 1. Supporting the Team by Being Reliable and Keeping to Deadlines</p> <ul style="list-style-type: none"> 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.
<p>Level 2. Being an Active Member of the Team</p> <ul style="list-style-type: none"> Representing your LGC outside the meetings then reporting back accurately. At Trust Board Link meetings, 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
<p>Level 3. Using Your Initiative to Develop good Solutions to Problems</p> <ul style="list-style-type: none"> 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.
<p>Level 4. Taking a Leading Role and a Responsibility for Coaching Others</p> <ul style="list-style-type: none"> 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.
<p>Level 5. Action Planning to Bring About Changes in the Practice of a Team</p> <ul style="list-style-type: none"> 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.

Appendix A – 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.