



**Inspiring Futures  
Through Learning**

# Inspiring Futures through Learning

## **Scheme of Delegation**

<b>Version and Date</b>	<b>Action / Notes</b>	<b>Date approved</b>	<b>Review date</b>
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# Introduction

## Purpose of this document

The purpose of this Scheme of Delegation is to set out the lines of responsibility and accountability in the Inspiring Futures through Learning Multi-Academy Trust (MAT) so that roles and responsibilities in the governance and executive structures are clear. The delegations laid out in this document are also reflected in the Terms of Reference for the Board of Trustees, Local Governing Bodies (LGBs) and Academy Improvement Board (AIB).

The quality and effectiveness of our governance is pivotal in ensuring that we are successful in delivering our Vision and Strategic Priorities.

### Our IFtL Family

At IFtL, we are committed to developing a family of schools who inspire all of our futures through learning. Schools within our Trust share the same values and ethos; our teams are constantly in the pursuit of development and excellence everyday. We open doors to opportunity and unlock the potential of both our children and our adults so that we all develop the confidence to achieve both our independent and collective ambitions. At IFtL, we are never alone. We know we are stronger together – one united family striving for excellence for all, in everything we do.



**Inspiring Futures Through Learning**

## Our vision:

To inspire the futures of us all through learning together

<h3>Our values:</h3> <p>(what sets us apart)</p> <ul style="list-style-type: none"><li><b>Fun</b> We enjoy what we do</li><li><b>Unique</b> We celebrate difference</li><li><b>Together</b> We support and encourage</li><li><b>Unafraid</b> We are confident to challenge</li><li><b>Responsible</b> We understand and are accountable</li><li><b>Energetic</b> We are positive and dynamic</li><li><b>Strong</b> We are robust and talented</li></ul>	<h3>Our priorities:</h3> <p>(how we will achieve our vision)</p> <ul style="list-style-type: none"><li><b>Ensure all pupils achieve their potential</b> (progress and attainment for all years and groups)</li><li><b>Continuously develop excellent practice</b> (in all areas, for all children and colleagues)</li><li><b>Collaborate, innovate and research to be leaders in education</b> (system leadership both internal and external, exciting opportunities and experiences offered)</li><li><b>Grow financial sustainability</b> (being resourceful, attracting others to develop together)</li><li><b>Nurture a secure and engaging environment in which we all thrive</b> (looking after each other, keeping each other safe, caring about the whole)</li></ul>
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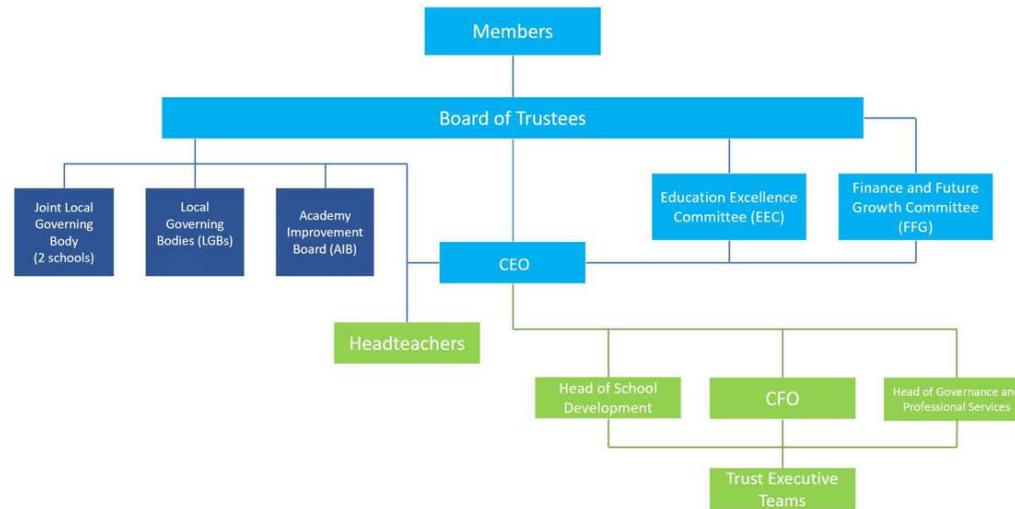
★ Ambitious outcomes ★ Inspiring leaders ★ Innovative teams ★ Strong foundations... A great place to be ★

## Review

The Board of Trustees will review this document on at least an annual basis, and in line with guidance issued from DfE and NGA, to ensure it remains fit for purpose to our context.

# Our Governance Structure (at September 2021)

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# Roles and Responsibilities

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The Trust is a Limited Company by Guarantee and therefore we must comply with Company Law. As an Exempt Charity, we are also required to fulfil Charity Law requirements, these are extended by rules and musts that are determined by the Department for Education (DfE) and the Education and Skills Funding Agency (ESFA). These requirements and rules, along with guidance on Best Practice, guide us to create the structure of the organisation and the roles and responsibilities of those committees and individuals within it.

The main roles and committees are outlined in our Funding Agreements with the Department for Education which inform the following:

## Members

Our Members are our custodians whose role is to ensure that the Trust is acting in the best interests of the children and young people at all times.

Our Members are:

- Mrs M Hubbard
- Mr G Swepston
- Mrs M Wogan
- Mr M Taylor
- Mr T Wilson

The original Members signed the Memorandum of Association when the Trust was formed and also agreed the Articles of Association (the legal document which sets out the governance structure and how the Trust will operate). They are responsible for approving any amendments to the Articles of Association.

Our Members oversee and can appoint up to seven Trustees to the Trust Board and also remove them under certain circumstances. They appoint the Trust's auditors and receive the audited annual accounts at an Annual General Meeting.

The legal segregation between Members and Trustees protects the MAT from making significant changes without independent approval. The preferred MAT number of members is five to ensure clear decisions can be made by voting should they be required.

## Board of Trustees

Our Trustees are bound by charity and company law which is why they are sometimes also referred to as directors (we refer to them as Trustees). As the Board of Trustees, they manage the business of the Trust and are legally responsible for the Trust's statutory functions as well as the performance of all our academies.

The Board has responsibility for three core governance functions:

1. Ensuring clarity of vision, ethos and strategic direction
2. Holding the executive to account for the educational performance of the academies in our Trust
3. Overseeing the Trust's financial performance and making sure that money is well spent.

In addition to these, the safeguarding of all stakeholders is of paramount importance and therefore we classify this as another core governance function.

Our Trustees are:

- Mrs M Hubbard                      Chair
- Mr K Roberts                      Vice-Chair
- Mrs S Bennett                      CEO
- Mr M Dolling
- Mr S Fulton
- Mr M Midgely
- Mrs J Richardson
- Mrs D Rogers
- Mr B Stanley
- Mr G Swepston
- A diocese appointed Trustee (vacancy)

The following members of the CEO's Executive Team will attend each Trustees meeting for reporting purposes:

- Mrs S Boak – Head of Governance and Professional Services
- Mrs S Hand – Head of System Leadership
- Mrs K Kemp – Head of Quality Assurance
- Mrs M Saunders – Head of School Improvement
- Mr R Tite - CFO

## Role of MAT Delegated Committees

The Board of Trustees has three committees to drive the strategic direction of the Trust and hold all staff accountable for the overall performance of the Trust and its operations: Education Excellence, Finance & Resources and Audit & Risk. Their Terms of Reference, and membership, can be found in the Appendices.

### **Trustees' Education Excellence Committee**

The Education Excellence Committee focuses on ensuring the highest educational standards for all of our pupils and progressively driving each of the schools performance. This includes assessment, data, curriculum, research and stakeholder well-being. This committee is innovative and always striving to be leaders in the development within the educational landscape.

### **Trustees' Finance and Resources Committee**

Our Finance and Resources Committee focuses on supporting and challenging each schools' financial performance within the areas of finance, premises and human resources. This committee is forward thinking and plans to ensure it protects the future financial and operational viability of each establishment in a supportive and measured way.

### **Trustees' Audit and Risk Committee**

Our Audit and Risk Committee is established to support the Board, and the Chief Executive as Accounting Officer, in their responsibilities for ensuring the adequacy of risk management, internal control and governance arrangements including, but not limited to, ensuring that public funds are used efficiently.

## **Role of Local Governing Bodies (LGBs)**

Our MAT will always be built on firm foundations of strong Governance both at Trust and at School level. To support this, it is a decision of the Board of Trustees that each school has a Local Governing Body (LGB) that understands the school's needs and its community (an LGB may be responsible for more than one school within the Trust). The LGB performs an essential role in providing focused governance at a local level. In order for each school to have autonomy to enable them to drive key areas specific to each school's needs, certain powers and duties have been delegated to the LGB's. The remaining powers and duties that the Trustees hold are to ensure compliancy to fulfill the requirements detailed by the DfE and ESFA. The Trust also provides reassurance to governors and schools that they are protected by being within our MAT.

Local Governing Bodies are best placed to support the principles of good governance and practice by focusing on:

- The standards of educational performance, for all children, within the school(s)
- The wellbeing and safety of all children and adults within the schools' communities
- The position of the school's within their wider communities and how the schools contribute positively to this
- To identify, and look to mitigate, risk in relation to the above

- To carry out the duties delegated to the LGB by the IFtL Board of Trustees (defined below)

However, in line with DfE and ESFA requirements, the responsibility for any delegated powers must remain at all times with the Board of Trustees. To ensure that any under-performance, at either at school or governance level, the role of the MAT is to protect the underperforming school (and ultimately all Trust schools), and therefore reduce some of the underperforming school's powers and duties if they have been used inappropriately or not fulfilled requirements. In such circumstances, Trustees will reconsider the level of delegated powers and duties of the LGB and may reduce or install an Academy Improvement Board in place of the LGB.

## Local Governing Board Constitution

### Constitution of the Local Governing Body (LGB):

The LGB:

- Will contain no less than 7 members and no more than 12
- Will contain 2 parent representatives (elected)
- Will contain at least 1 staff representative (elected) ensuring that staff representation on the LGB does not exceed one-third of its total membership

Other members of the LGB will be 'Trust appointed Governors'. The process of appointment for Trust appointed Governors will be approved by the Board of Trustees and will be led by the incumbent Chair of the LGB and the IFtL Head of Governance.

The Headteachers of the schools will be ex-officio members of the LGB.

### Frequency of meetings:

The LGB will meet at least once per half term (6 times per year) for regular business. In line with your Scheme of Delegation, there are no additional regular committees required of the LGB though the following will be convened as needed:

- Hearings Committee
- Appeal Committee
- Pupil Disciplinary Committee
- Performance Management of Headteacher – undertaken by CEO and Chair
- Pay Committee\*

\*where your delegated powers are specific that this is a function to be carried out.

### Quorum:

The Quorum of the LGB will be one half of the membership excluding any vacancies (rounded up to a whole number). This ensures that a reasonable number of members (in relation to its total number of members) are present to ratify decisions made on behalf of the total LGB.

## Guiding Principles for Delegation of Powers to a Local Governing Board / Academy Improvement Board

In the case of **established schools** joining the MAT, it is the Board of Trustees intention that the Local Governing Body for that school will have the maximum delegation of powers as set out in this document provided that:

- The school is least good or equivalent (determined through due diligence and by applying the relevant Ofsted criteria at the time of joining the Trust, not necessarily the latest published Ofsted judgement for the school concerned)
- The school's financial position (and its management) is not a cause for concern (through due diligence checks or other financial monitoring)
- The LGB holds the school to account for pupil outcomes

- Safeguarding practice is effective and compliant
- There are no other material concerns

In the case of **new schools or schools joining IFtL who do not meet the above criteria** the delegation to the LGB will be at the level the Board of Trustees deems appropriate. The Board of Trustees may decide to delegate powers to an Academy Improvement Board (in place of an LGB) or may decide not to delegate any powers at all.

## **Role of an Academy Improvement Board (AIB)**

The remit and delegated powers of the AIB are reduced from that of an LGB (see Appendix 5) to particularly determine:

- Safeguarding is effective and compliant
- The quality of education is undergoing a rapid and sustainable improvement

It is expected that an AIB:

- Will contain no more than 4 external and Trust appointed AIB members
- Will contain the CEO and the Head of School Development
- Will contain the Headteacher of the school in an ex-officio capacity
- Will meet monthly (though this may reduce as school improvements are evidenced)

## **Role of the Chief Executive Officer (CEO)**

Our CEO (Sarah Bennett):

- Has delegated responsibility for the operation of the MAT, including the performance of all its schools. As part of this, the CEO will act as external adviser and support to the LGB in the performance management of the headteacher
- Is the accounting officer and therefore has overall responsibility for the operation of IFtL's financial responsibilities. As accounting officer, she must ensure that the organisation is run with financial effectiveness and stability, ensuring value for money whilst being compliant against all rules and legislation determined by the DfE and ESFA
- Leads the executive management team: delegating functions to its members and being held to account by the Board of Trustees for its performance

## **Role of the School Headteacher**

The school headteacher is responsible for providing the strategic leadership and operational day-to-day management of the school to secure the best possible outcomes for its pupils and all other stakeholders. The headteacher is advised and

supported by the CEO and executive team, but report to the Local Governing Board, on duties and functions that have been delegated to it by the Board of Trustees.

## Appendix 1: Removal of Delegated Powers

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If at any time the Board becomes concerned about a school, the Board may decide to:

- direct that any one governor or all governors of the LGB resign their post(s)
- remove all or any of the powers delegated to the LGB

The circumstances where the Board is likely to be concerned are:

- Ofsted or the Board judge a school to be inadequate
- Ofsted or the Board judge a school to require improvement
- There is concern about the effectiveness of safeguarding practices
- If a school's progress towards achieving outstanding/world class is not as rapid as expected
- A school has a deficit budget (\* see below)
- there is concern regarding the LGB carrying out its obligations as set out in this document
- an event occurs at, or in relation to, a school which is significantly damaging to the reputation of that school or the Trust;
- an event occurs which causes a serious concern to the Board about the wellbeing of any child at a school
- there is a decline in progress and/or standards obtained by pupils at a school; or the school could be designated as a coasting school
- whistleblowing allegations are made

The circumstances above are by way of example only. The Board always has the power under the Articles to remove a delegation to a LGB or individual

\*Where the Trust Board has approved an in year deficit budget for a school, that school having a deficit budget would not be a cause for concern unless the deficit increases materially above the budget approved and that increase has not been agreed. All schools within the MAT are expected to plan and submit balanced budgets for approval in line with the overall financial strategy for the Trust.

\*Where a school is faced with a circumstance which will trigger a deficit situation or exceed the deficit approved (for example an emergency repair expenditure needed on health and safety grounds), the school must notify the CFO immediately so that a way forward can be agreed. Depending on the sum of money involved the matter may need to be referred to the Board.

Delegation to a LGB is likely to be withdrawn for financial reasons where:

- a deficit occurs due to any material misrepresentation of a school's financial position;
- a LGB failing to properly monitor the budget;
- the LGB has failed to notify the CFO; or
- theft and/or fraud is alleged or suspected.

## Appendix 2:

### Terms of Reference – Education Excellence Committee

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<b>MEMBERSHIP</b>	As per committee list
<b>QUORUM</b>	A minimum of three trustees
<b>MEETINGS</b>	The Committee shall meet at least once a term and otherwise as required

- To provide expertise and guidance to the board of trustees in the determination of the educational strategy of the Trust.
- To develop for the board of trustee’s aspirational expectations for educational standards across all schools in the Trust to support educational strategy
- To gather intelligence on developments and best practice models within education to enable all the Trust’s schools to provide the best education for every pupil
- To support innovative educational practice and position the Trust to be a leading practitioner
- To provide a forum for mutual support and challenge to drive school improvement across all schools within the Trust
- To provide oversight that monitoring, tracking and procedures in place in the Trust schools are effective
- To ensure that every pupil in the Trust fulfils their potential
- Ensuring that proposed changes to the curriculum are implemented effectively
- To identify partnership opportunities that would support educational improvement for the Trust
- To oversee arrangements for individual trustees to take a leading role in specific areas of provision, e.g. Safeguarding, SEN and vulnerable groups
- To monitor pupils’ wellbeing so they have a positive attitude to learning, develop resilience and satisfaction with self, relationships and experiences at school.
- To ensure that all schools within the Trust comply with safeguarding regulations and best practice guidance
- To ensure that the requirements of pupils with SEND are met, including ensuring that a register of students with special educational needs is compiled and maintained and that all students on the register have an individual education plan which is monitored, reviewed and updated in accordance with the Code of Practice
- To monitor the equality and diversity dimensions of learning, teaching and admissions
- To approve the Behaviour Policy and ensure that it reflects the Trust’s aims and objectives, specifically those related to inclusion, safeguarding and equal opportunities for all.

## Appendix 3:

### Terms of Reference – Finance and Resources Committee

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<b>MEMBERSHIP</b>	As per committee list
<b>QUORUM</b>	A minimum of three trustees
<b>MEETINGS</b>	The Committee shall meet at least once a term and otherwise as required

- To develop a financial strategy for IFtL and consider policies, procedures or plans required to realise such strategy
- To consider IFtL's indicative funding, once notified by the EFA, and to assess its implications for IFtL, in consultation with the CEO and the CFO, in advance of the financial year, drawing any matters of significance or concern to the attention of the Trustees
- To receive all the Academies' budgets for approval
- To consider and recommend acceptance/non-acceptance of the IFtL's budget to the Trustees
- To monitor any variances from the budget and ensure the EFA is notified as required;
- To receive and make recommendations on the broad budget headings and areas of expenditure to be adopted each year, including the level and use of any contingency fund or balances, ensuring the compatibility of all such proposals with the development priorities set out in the IFtL development plan
- To liaise with and receive reports from the Learning for Educational Excellence Committee and any ad hoc Human Resources Committee, and to make recommendations to those committees about the financial aspects of matters being considered by them
- To monitor and review income and expenditure on a regular basis and ensure compliance with the overall financial plan for IFtL, drawing any matters of concern to the attention of the Board of Trustees
- To monitor and review procedures for ensuring the effective implementation and operation of financial procedures, on a regular basis, including the implementation of bank account arrangements and, where appropriate to make recommendations for improvement
- To prepare the financial statements to form part of the annual report of the Trustees
- To ensure IFtL's commercial and fundraising activities are carried out effectively
- To examine and review new initiatives for financial development, including fundraising
- To oversee significant investment and capital financing decisions
- To approve and keep under review IFtLs investment policy
- To approve and keep under review IFtLs reserves policy

- To promptly notify the Trustees of all financial matters of which the Committee has knowledge and which may materially affect the current or future position of IFtL
- To advise generally on the provision of resources and services to Trustees

### **Remuneration Sub-Committee**

- To consider, determine and keep under review a framework or policy for the remuneration, benefits and incentives of the Chief Executive Officer and Chief Financial Officer and such other members of the Executive Team as IFtL shall from time to time direct
- In determining that framework, to seek evidence of the remuneration, benefits and incentives paid to senior executives in comparable employment within the commercial and voluntary sectors
- To consider the outcome of every appraisal of the performance of the Chief Executive Officer and Chief Financial Officer and such other senior executives as IFtL shall from time to time direct
- To make recommendations to the Trustees as to the remuneration, benefit and incentives that should be paid to the Chief Executive Officer and Chief Financial Officer such other senior executives as the Trustees shall from time to time direct with a view to ensuring that they are encouraged to enhance their performance and are, in a fair and responsible manner, rewarded for their individual contributions to the success of IFtL and its progress towards fulfilling its objectives
- to make recommendations to the Trustees as to the remuneration, benefits and incentives of newly appointed senior executives
- To determine the policy for and scope of pension arrangements, service agreements for senior executives, termination payments and compensation commitments
- To consider other topics, as defined by the Trustees from time to time
- To review, on a regular basis, its own performance, constitution and terms of reference to ensure it is operating at maximum effectiveness

### **Health and Safety**

- To receive each term the IFtL Head of Operations Health and Safety report and advise as necessary
- To monitor compliance with the Trust Schools Health and Safety policies and statutory obligations under the Health and Safety at Work Act 1974
- To review the Trust's Health and Safety Policy and recommend its adoption to the Board of Trustees and ensure it is implemented by each school
- To ensure that all statutory duties with regard to children with special needs and the Disability Discrimination legislation are met

### **Asset Management**

- To receive reports from the IFtL Head of Operations on the management of assets including premises and their security
- To confirm that an asset recording system is in place, including an inventory and risk register for each school
- Property Management

- To determine the use of the school's premises and grounds outside school sessions with regards to the Lettings and Charging policy
- To ensure that all the IFTL school premises are inspected on an annual basis and that a planned and costed statement of priorities is prepared and reviewed including a maintenance, repairs and re-decoration programme which is costed
- To ensure the responsibilities of the Board of Trustees under the Environmental Protection Act are met
- To advise the Board of Trustees on environmental issues to ensure each school is acting as a responsible institution in their duty to conserve energy, materials and with regard to the local community
- In consultation with the IFTL Head of Operations, oversee premises related funding bids

### **Human Resources**

- To ensure that IFTL works within its adopted HR policies, such as discipline, capability, grievance, redundancy and equal opportunities for all
- To oversee the HR strategy developed by the IFTL HR Manager
- To receive regular updates from the IFTL HR Manager about staff recruitment procedures, staff appointment procedures
- To undertake an annual review of the Pay Policy
- To ensure robust performance management procedures are in place across IFTL
- To review and approve policies linked to the employment of staff and the manual of personnel management
- To review regular KPI information produced by the IFTL HR Manager to review the current staffing position across the Trust
- Reviewing or investigating any other matters referred to the committee by the Board of Trustees
- Drawing any significant recommendations and matters of concern to the Board of Trustees
- To monitor and review all aspects of staff well-being and retention strategies across IFTL

## Appendix 4:

### Terms of Reference – Audit and Risk Committee

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<b>MEMBERSHIP</b>	As per committee list
<b>QUORUM</b>	A minimum of three trustees
<b>MEETINGS</b>	The Committee shall meet at least once a term and otherwise as required

*Note: The terms of reference of this Committee shall be fully reviewed in September 2021 with the below representing the model DfE terms of reference*

#### 1. Purpose

1.1 The Board has established an Audit and Risk Assurance Committee to support it, and specifically the Chief Executive as Accounting Officer, in their responsibilities for ensuring the adequacy of risk management, internal control and governance arrangements, and that public funds are used efficiently and effectively.

#### 2. Functions

2.1 The Committee has two functions:

- an audit function, with a focus on assurance arrangements over: governance, financial reporting, annual report and accounts, including the governance statement
- a risk assurance function, with a focus on ensuring there is an adequate and effective risk management and assurance framework in place

2.2 The Committee will review and advise the Board and Accounting Officer on:

- the strategic processes for risk management, control and governance, as well as the production of the Governance Statement in the Annual Report and Accounts
- the adequacy of the organisation's assurance arrangements relating to the control requirements for the management of risk and corporate governance
- the planned activity and results of both internal and external audit and the adequacy of management response to issues identified by audit activity. This includes external audit's management letter assurances relating to the management of risk and corporate governance requirements for the organisation, and the response to, and implementation of, internal audit recommendations
- the performance of internal and external audit services, and the appointment of internal auditors
- the organisation's policies for counter-fraud, whistle-blowing and cyber and information security
- up-holding standards of propriety in the organisation's business and achievement of value for money

2.3 The Committee will, after review and consideration, recommend to the Board that they approve, in conjunction with the Accounting Officer, the Annual Report and Accounts. In doing so, the Committee should satisfy itself that the annual financial statements represent fairly the financial position of the organisation, and in particular consider the following:

- that the accounting policies and any significant estimates or judgements in place are appropriate and comply with relevant requirements, particularly the Treasury's Financial Reporting Manual and Accounts Direction
- that there has been a robust process in preparing the accounts and annual report and they have been subject to sufficient review by management and the Accounting Officer
- whether issues raised by the External Auditors have been given appropriate attention

2.4 The Committee should review the Letter of Representation, giving particular attention to non-standard issues of representation, prior to the Accounting Officer signing the letter.

### **3. Membership**

3.1 The Committee shall comprise no fewer than three members. A majority of the members of the Committee shall be Members of the Commission. Appointments to the Committee, including the Committee Chair, are made by the Board on the recommendation of the Chair of the Commission.

3.2 Committee members will collectively possess knowledge and skills in accounting, risk management, audit, financial governance and technical issues relevant to the business and strategic management of the organisation. At least one Committee member shall be suitably financially qualified and have recent and relevant financial experience.

3.3 The Committee shall be able to access appropriate and timely training, both in the form of an induction programme for new members and on an ongoing basis for all members.

3.4 The Board may appoint an independent external member (selected through open competition) for a period up to three years to provide specialist skills, knowledge and experience.

3.5 The Committee may co-opt additional members for a period not exceeding a year to provide specialist advice on a particular matter.

## Appendix 5:

### Scheme of Delegation – delegated powers outlined

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*Trustees*

*Local Governing Bodies (LGBs)*

*Academy Improvement Boards (AIBs)*

*Leadership and Management*

#### ***Vision and Strategy***

- **To set, champion and communicate** a clear and ambitious vision for the future for the Trust, in collaboration with executive leaders
  - **To determine**, in collaboration with Trust executives, the development priorities of the Trust for the next 1-5 years in line with strategic priorities:
    - o Ensure all pupils achieve their potential
    - o Continuously develop excellent practice
    - o Collaborate, innovate and research to be leaders in education
    - o Grow financial sustainability
    - o Nurture a secure and engaging environment in which we all thrive
  - To **determine** appropriate performance indicators, success criteria and reporting arrangements on Trust activity against which progress towards achieving the vision can be measured
  - In collaboration with executive leaders, to **champion and ensure** all school leaders and governors are aligned to and deliver the vision, ethos and strategic direction of the Trust and that leaders within IFtL, the school and governance work effectively together to ensure the educational strategy is incorporated and embedded within each school.
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- **To set, champion and communicate** a clear and ambitious vision for the future for the school, in collaboration with school leaders and complementing that of the Trust

- **To determine**, in collaboration with school leaders and Trust executives, the school improvement/ development priorities of the school for the next 1-3 years in line with MAT strategic priorities:
  - o Ensure all pupils achieve their potential
  - o Continuously develop excellent practice
  - o Collaborate, innovate and research to be leaders in education
  - o Grow financial sustainability
  - o Nurture a secure and engaging environment in which we all thrive
- **To determine** appropriate performance indicators, success criteria and reporting arrangements on school activity against which progress towards achieving the vision can be measured, where such indicators, criteria and arrangements have not been determined Trust wide
- **To ensure** that school leaders and governors work effectively together so that the educational strategy is incorporated and embedded within the school.

- **To ensure**, in collaboration with school leaders and Trust executive, that the action plan for the school's rapid improvement:
  - o is robust
  - o has pace
  - o is underpinned by assessment of risks
  - o includes regular progress checks which include external validation
  - o addresses the weaknesses of the school as identified by Ofsted and / or the Trust's internal / external challenge partners
  - o is able to be led by appropriate leadership and management teams
- **To determine** appropriate performance indicators, success criteria and reporting arrangements on school activity against which progress towards achieving the action plan can be measured, where such indicators, criteria and arrangements have not been determined Trust wide
- **To ensure** that school leaders and governors work effectively together so that the educational strategy is incorporated and embedded within the school.
- **To determine**, in collaboration with school leaders and Trust executives, the school improvement/ development priorities of the school for the next year in line with MAT strategic priorities:
  - o Ensure all pupils achieve their potential
  - o Continuously develop excellent practice
  - o Collaborate, innovate and research to be leaders in education
  - o Grow financial sustainability
  - o Nurture a secure and engaging environment in which we all thrive
- **To set, champion and communicate** a clear and ambitious vision for the future for the school, in collaboration with school leaders and complementing that of the Trust

## Governance Structures

- **To ensure**, on behalf of the Members, that the governance structures of the Trust are suitable, effective and contribute to excellent leadership and management of the Trust and schools:
  - **Approve** changes to the Governance structure, Scheme of Delegation and Terms of Reference of governance bodies within the Trust
  - **Establish / remove and review committees**, including Local Governing Bodies, to ensure suitable distribution of responsibilities
  - **Appoint and remove** Chair and Vice Chair of the Board of Trustees and its committees, including Local Governing Bodies
  - **Appoint** Trustees and members of all committees, including Local Governing Bodies, ensuring that this is through suitable election procedures for parent and staff representatives
  - **Determine** role descriptions for those in governance including specific roles such as Chair, Committee Chair, Safeguarding, Inclusion, Development Trustee / Governor links
  - **Appoint** the Clerk to the Board of Trustees and its committees, including Local Governing Bodies
  - **Approve** governance annual workplan for Board of Trustees and its committees, including Local Governing Bodies
  - **Ensure evaluation of the effectiveness** of governance committees throughout the Trust including annual self-reviews of all governance bodies, skills audits and periodic external reviews
  - **Report** on the effectiveness of governance structures annually to Members
  - **Ensure** the publication of governance structures and arrangements on Trust and school websites in line with statutory requirements
  - **Ensure** that the governance structure across the Trust is sufficiently and effectively focused on continuously improving educational standards, pupil outcomes and recognises the Ofsted framework criteria.
  
- **To ensure** the effectiveness of the Local Governing Body and contribution to excellent leadership and management of the school
  - **Nominate** Chair and Vice Chair of Local Governing Body for appointment by Trustees
  - **Adopt** responsibilities outlined in the Scheme of Delegation, terms of reference for Local Governing Body and role descriptions for specific link roles including:
    - **Safeguarding**
    - **Inclusion** (incorporating SEND and Pupil Premium)
    - **Teaching and Learning**
  - **Align** business with annual governance workplan **adding** appropriate school specific items
  - **Represent** the leadership of the school in any hearing panels convened in line with specific policies (eg: pupil disciplinary, staff grievance etc)
  - **Undertake self-evaluation** of Local Governing Body and individual skills audits annually to inform recruitment and training requirements
  - **Use** evaluations of governance to contribute to the annual Self Evaluation Framework (SEF) document for the school
  - **Contribute fully** to any external review of governance commissioned by the LGB, Trust or external agency

- **Feedback** to Trustees on Local Governing Body work, priorities and challenges at least termly
- **Ensure** representation of parents on governing body through appropriate election processes (minimum of 2 posts / no more than a third of membership)
- **Ensure** representation of staff on governing body through appropriate election processes (no more than a third of total membership)
- **Represent** LGB in appointment / removal of Clerk (*led by Trust*)
- **Commit** to appropriate governance training including 1 day per year for all governors (a Saturday)
- **Succession plan** for LGBs
- **Ensure** that LGBs are sufficiently and effectively focused on continuously improving educational standards, pupil outcomes and recognise the Ofsted framework criteria

- **To ensure** the effectiveness of the Academy Improvement Board and its contribution to excellent leadership and management of the school
  - **Adopt** responsibilities outlined in the Scheme of Delegation, terms of reference for the Academy Improvement Board and role descriptions for specific link roles including:
    - **Safeguarding**
    - **Inclusion** (incorporating SEND and Pupil Premium)
    - **Teaching and Learning**
  - Where appropriate, **align** business with annual governance workplan **adding** appropriate agenda items to ensure full consideration of the school's action plan
  - **Represent** the leadership of the school in any hearing panels convened in line with specific policies (eg: pupil disciplinary, staff grievance etc)
  - **Undertake self-evaluation** of Local Governing Body and individual skills audits annually to inform recruitment and training requirements
  - **Use** evaluations of governance to contribute to the annual Self Evaluation Framework (SEF) document for the school
  - **Contribute fully** to any external review of governance commissioned by the school, Trust or external agency
  - **Feedback** to Trustees on AIB work, priorities and challenges at least termly
  - **Ensure** appropriate representation on AIB with skills to drive the action plan progress
  - **Commit** to appropriate governance training including 1 day per year for all governors (a Saturday)
  - **Succession plan** for AIB including review of the school's progress and the appropriate governance arrangements as progress is made (*with Trust*)
  - **Ensure** that AIB are sufficiently and effectively focused on continuously improving educational standards, pupil outcomes and recognise the Ofsted framework criteria

## People and structures

<ul style="list-style-type: none"><li>- <b>People and Structures</b></li><li>- <b>Ensure</b> effective structures of accountability, responsibility and lines of communication are in place to provide sound direction, management and administration of the Trust as a whole</li><li>- <b>Appoint and hold to account, through support and challenge</b>, the Chief Executive Officer, Chief Financial Officer and Head of School Development</li><li>- <b>Approve</b> core Trust Executive team structure</li><li>- <b>Lead</b> the performance management review process in relation to the CEO</li><li>- <b>Monitor</b> the timely implementation of the performance management process for all Trust staff, with support from Local Governing Bodies</li><li>- Ensure appropriate career professional development opportunities are in place and made available, including those to strengthen practice, leadership and build succession planning</li></ul>
<ul style="list-style-type: none"><li>- <b>Ensure</b> effective structures of accountability, responsibility and lines of communication are in place to provide sound direction, management and administration of the school</li><li>- <b>Recruit and appoint</b> (with the CEO) and hold to account, through support and challenge, the Headteacher</li><li>- <b>Represent</b> the stakeholders of the school in any process of Headteacher removal (<i>led by Trust and following employment law / regulations</i>)</li><li>- <b>Represent</b> the stakeholders of the school in the performance management review process of the Headteacher (led by CEO) and support the implementation of performance management targets against school improvement / development priorities</li><li>- <b>Monitor</b> the timely implementation of the performance management process for all school employees</li><li>- <b>Represent</b> the stakeholders of the school in the implementation of employment law (<i>led by Trust</i>)</li><li>- <b>Ensure</b> appropriate career professional development opportunities are made available to employees, including those to strengthen practice, leadership and build succession planning</li></ul>
<ul style="list-style-type: none"><li>- <b>Ensure</b> effective structures of accountability, responsibility and lines of communication are in place to provide sound direction, management and administration of the school and sufficient progress on its action plan</li><li>- <b>Recruit and appoint</b> (with the CEO) and hold to account, through support and challenge, the Headteacher</li><li>- <b>Represent</b> the stakeholders of the school in any process of Headteacher removal (<i>led by Trust and following employment law / regulations</i>)</li><li>- <b>Represent</b> the stakeholders of the school in the performance management review process of the Headteacher (led by CEO) and support the implementation of performance management targets against school improvement / development priorities</li><li>- <b>Monitor</b> the timely implementation of the performance management process for all school employees</li><li>- <b>Represent</b> the stakeholders of the school in the implementation of employment law (<i>led by Trust</i>)</li></ul>

- **Ensure** appropriate career professional development opportunities are made available to employees, including those to strengthen practice, leadership and build succession planning

## Policy

- **Approve** trust wide policies which reflect the Trust's vision, strategic priorities and values in line with appropriate legal and regulatory requirements
- **Facilitate** discussions with Trade unions around changes in policy where appropriate
- **Ensure** effective mechanisms are in place to support full awareness and relevant implementation of policies throughout the Trust and that policies at all levels are up to date with key legislation and statutory requirements and changes incorporated in a timely fashion
- Where school specific adjustments to Trust policies are required, **ensure** the Local Governing Bodies have appropriate delegated responsibility to determine and adopt these adjustments
- Where school specific policies are required, **ensure** the Local Governing Bodies have appropriate delegated responsibility and support to determine and adopt these in line with published guidance / regulations / legislation

- **To adopt and monitor** the correct implementation of Trust policies
- Where school specific adjustments to Trust policies are required, **ensure** these are in line with guidance, regulations, legislation and the Trust core policy values and are **adopted / reviewed** in a timely fashion with correct implementation monitored
- Where school specific policies are required, **ensure** these are in line with published guidance, regulations, legislation and the Trust core policy values (with support from Trust) and are **adopted / reviewed** in a timely fashion with correct implementation monitored

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- Where school specific adjustments to Trust policies are required, **ensure** these are in line with guidance, regulations, legislation and the Trust core policy values and are **adopted / reviewed** in a timely fashion with correct implementation monitored
- Where school specific policies are required, **ensure** these are in line with published guidance, regulations, legislation and the Trust core policy values (with support from Trust) and are **adopted / reviewed** in a timely fashion with correct implementation monitored

## **Risk**

<ul style="list-style-type: none"><li>- <b>Ensure</b> the appropriate identification, consideration, mitigation and management of risk to all parties and activities within the Trust<ul style="list-style-type: none"><li>o Monitor the risk register for Trust wide activities</li><li>o Monitor that appropriate risk consideration and action to manage risks is taking place throughout the Trust</li><li>o Monitor re-occurring risks, evaluate what is working effectively and what actions need to be changed to mitigate the risk</li></ul></li></ul>
<ul style="list-style-type: none"><li>- <b>Ensure</b> the appropriate identification, consideration, mitigation and management of risk to all parties and activities within the school<ul style="list-style-type: none"><li>o <b>Monitor</b> and review existing and evolving risk against the school risk register on (at least) a termly basis with particular emphasis on high risks</li><li>o <b>Monitor</b> re-occurring risks, evaluate what is working effectively and what actions need to be changed to mitigate the risk</li></ul></li></ul>
<ul style="list-style-type: none"><li>- <b>Ensure</b> the appropriate identification, consideration, mitigation and management of risk to all parties and activities within the school<ul style="list-style-type: none"><li>o <b>Monitor</b> and review existing and evolving risk against the school risk register on (at least) a termly basis with particular emphasis on high risks</li><li>o <b>Monitor and ensure active mitigation</b> of risks relating to the progress of the school's rapid improvement action plan</li><li>o <b>Monitor</b> re-occurring risks, evaluate what is working effectively and what actions need to be changed to mitigate the risk</li></ul></li></ul>

## **Engagement with stakeholders**

<ul style="list-style-type: none"><li>- <b>Ensure</b> appropriate engagement with stakeholders to ensure the Trust is facilitating annual surveys of parents / staff / pupils/ trustees/ governors are carried out and that resulting feedback is analysed and considered by the LGB, school leaders and Trust</li><li>- <b>Monitor</b> the feedback and, with Trust executive leaders, <b>ensure</b> improvements are prioritised appropriately where necessary.</li><li>- To <b>champion</b> the Trust and it's schools within the community</li></ul>
<ul style="list-style-type: none"><li>- <b>Ensure</b> annual surveys of parents / staff / pupils/ governors are carried out and that resulting feedback is analysed and considered by the Local Governing Body, school leaders and Trust</li><li>- <b>Monitor</b> the feedback and, with school leaders, <b>ensure</b> improvements are prioritised appropriately where necessary.</li><li>- <b>Champion</b> the school, and Trust family of schools, within the community</li></ul>
<ul style="list-style-type: none"><li>- <b>Ensure</b> annual surveys of parents / staff / pupils/ governors are carried out and that resulting feedback is analysed and considered by the AIB, school leaders and Trust</li></ul>

- **Monitor** the feedback and, with school leaders, **ensure** improvements are prioritised appropriately where necessary.
- **Champion** the school, and Trust family of schools, within the community
- **Ensure** communication of school's progress against its action plan is received by parents / staff / stakeholders as appropriate

## Reporting

- **Submit** to Members, and **publish** with the Audited accounts, an annual report on the performance of the Trust
- **Approve and ensure submission** of the annual report and accounts for the Trust, including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money
- **Ensure timely submission** of statutory and regulatory returns in line with the requirements of external bodies
- Work with Executive leaders to **ensure** additional reports are received by those in Governance roles throughout the Trust as appropriate, for example, annual safeguarding reports, educational excellence reports including data (progress and attainment), risk registers and the like in line with the IFtL reporting cycle.

- **Submit** an annual report on work of Local Governing Body for publication in annual report to Members
- **Ensure** timely submission of statutory and regulatory returns in line with the requirements of the Trust and external bodies
- Work with school leaders to **ensure** additional reports are received by those in Governance roles throughout the Trust as appropriate, for example, annual safeguarding reports, educational excellence reports including data (progress and attainment), risk registers and the like in line with the IFtL reporting cycle.

- **Submit** an annual report on work of the AIB for publication in annual report to Members
- **Ensure** timely submission of statutory and regulatory returns in line with the requirements of the Trust and external bodies
- Work with school leaders to **ensure** additional reports are received by those in Governance roles throughout the Trust as appropriate, for example, annual safeguarding reports, educational excellence reports including data (progress and attainment), risk registers and the like in line with the IFtL reporting cycle.

## Safeguarding

- **Ensure** that safeguarding is effective, compliant and positively promoted throughout the Trust
- **Ensure and monitor** all safeguarding and child protection procedures are reflecting and meet any legislative and statutory requirements to endure compliancy and effectiveness including those required in Keeping Children Safe in Education (2018) and Working Together to Safeguard Children (2018)

- **Ensure** that all schools are submitting their annual safeguarding report on time and fulfil requirements
- **Ensure and monitor** that the IFtL key safeguarding and child protection policies, including the IFtL safeguarding and child protection policy, whistleblowing policy and safer-recruitment policy are adhered to across the Trust
- **Ensure and monitor** that all induction and review processes are in place such that staff are aware of the expectations and responsibilities they hold in relation to child protection and safeguarding
- **Monitor** the IFtL, MKTSA and ITT single central records to ensure compliancy
- As trustees, **fulfil** all appropriate safeguarding and safer-recruitment checks
- **Ensure** that mechanisms are in place such that those in governance roles across the Trust receive all the appropriate safeguarding, prevent, safer-recruitment and FGM training

- **Ensure** safeguarding is effective, compliant and fulfils all legislative and statutory requirements in school including:
  - o Ensure the requirements of all legislation and key documentation such as Keeping Children Safe in Education (2018) and Working Together to Safeguard Children (2018) are reflected in processes and procedures in school and are implemented
    - Eg: reporting concerns
    - Fire drills
  - o Ensure and monitor that all staff have received the correct training/ induction
  - o Ensure Local Governing Body members receive all the appropriate safeguarding, prevent, safer-recruitment and FGM training
  - o Monitoring of the SCR on at least a termly basis
  - o Ensure that safer-recruitment policy and practice is in place, implemented and monitored correctly
  - o Ensure all Trust Safeguarding related policies are disseminated and published as required
  - o Monitoring of stakeholder viewpoints and understanding/ knowledge
  - o Review and approve, for signing by the Chair, the Annual Safeguarding Report for the school All governors to complete and fulfil all appropriate safeguarding and safer-recruitment checks

- **Ensure** safeguarding is effective, compliant and fulfils all legislative and statutory requirements in school including:
  - o Ensure the requirements of all legislation and key documentation such as Keeping Children Safe in Education (2018) and Working Together to Safeguard Children (2018) are reflected in processes and procedures in school and are implemented
    - Eg: reporting concerns
    - Fire drills
  - o Ensure and monitor that all staff have received the correct training/ induction
  - o Ensure AIB members receive all the appropriate safeguarding, prevent, safer-recruitment and FGM training
  - o Monitoring of the SCR on at least a termly basis
  - o Ensure that safer-recruitment policy and practice is in place, implemented and monitored correctly

- Ensure all Trust Safeguarding related policies are disseminated and published as required
- Monitoring of stakeholder viewpoints and understanding/ knowledge
- Review and approve, for signing by the Chair, the Annual Safeguarding Report for the school All governors to complete and fulfil all appropriate safeguarding and safer-recruitment checks

## Quality of education

### Identifying strengths and areas for development

- **Monitor** the appropriateness and application of the Trust's educational strategy – including its defined educational KPIs and risks.
  - **Ensure** mechanisms are in place such that Trustees are knowledgeable about and understand the key strengths and areas of development of each school, and as such, the Trust as a whole
  - **Ensure** mechanisms are in place such that Trustees are clear that each school has clearly identified development plans and key actions to address and monitor progress/ impact against the priorities and that an appropriate structure of Trust support is in place
  - **Review** school strengths and areas for development with school leaders and Local Governing Bodies at least once annually
- **Ensure** Local Governing Body has structures in place to ensure they are knowledgeable about and understand the key strengths and areas of development of the school
  - **Monitor** the application of the IFtL educational strategy within each school and monitor progress against its educational KPIs and any educational risks.
  - With school leaders, **ensure** that the school has a clearly identified development plan (SDP) and key actions to address and monitor progress / impact against the priorities
  - **Review** the School Development Plan (SDP) at each meeting outlining progress against priorities identified
  - **Review and contribute to** the school Self-evaluation Form (SEF) termly, assessing the accuracy of the document against evidence provided to or gained by governors
- **Ensure** the AIB has structures in place such that they are knowledgeable about and understand the key strengths and areas of development of the school and that these are reflected within the rapid improvement plan for the school
  - **Monitor** the application of the IFtL educational strategy within each school and monitor progress against its educational KPIs and any educational risks.

- **Review** the rapid improvement action plan at each meeting outlining progress against priorities identified
- **Review and contribute to** the school Self-evaluation Form (SEF) termly, assessing the accuracy of the document against evidence provided to or gained by AIB members

### ***Quality of Education – Intent, Implementation and impact***

- **Perform** rigorous analysis of the implementation of processes identifying the quality of education across all schools. **Ensure** effective and robust monitoring and evaluation processes are in place to ensure that the executive team know and understand the strengths and priorities of all Trust schools well
- **Ensure** that there are sufficient mechanisms in place, including strategic governance throughout the Trust, such that schools are able to demonstrate the Intent, Implementation and Impact of their educational provision to ensure all learners develop skills and knowledge that are appropriate and build readiness for the next stage of their education and for life beyond education
- **Monitor** that there are mechanisms in place to ensure all teachers and staff in every school have access to appropriate and effective CPD support and training to enable them to perform to high standards and progress well, including within leadership pathways
- Ensure that there are sufficient mechanisms in place to **monitor** the numbers of teachers that require support and ensure that appropriate support packages are in place.

- **Perform** rigorous analysis of the implementation of processes identifying the quality of education in each school. **Ensure** effective and robust monitoring and evaluation processes are in place to ensure leaders, including governors, know and understand the strengths and priorities of the school well and ensure the quality of education remains consistently high
- **Ensure** that there are sufficient mechanisms in place, including strategic governance in the LGB, such that each school is able to demonstrate the Intent, Implementation and Impact of their educational provision to ensure all learners develop skills and knowledge that are appropriate and build readiness for the next stage of their education and for life beyond education
- **Monitor** that there are mechanisms in place to ensure all teachers and staff in the school have access to appropriate and effective CPD support and training to enable them to perform to high standards and progress well, including within leadership pathways
- Be aware of and closely **monitor** the number of teachers that require support and **ensure** that appropriate support packages are in place and are impactful.

- **Perform** rigorous analysis of the implementation of processes identifying the quality of education in each school. **Ensure** effective and robust monitoring and evaluation processes are in place to ensure leaders, including AIB members, know and understand the strengths and priorities of the school well and ensure the quality of education remains consistently high

- **Ensure** that there are sufficient mechanisms in place, including strategic governance in the AIB, such that each school is able to demonstrate the Intent, Implementation and Impact of their educational provision to ensure all learners develop skills and knowledge that are appropriate and build readiness for the next stage of their education and for life beyond education
- **Monitor** that there are mechanisms in place to ensure all teachers and staff in the school have access to appropriate and effective CPD support and training to enable them to perform to high standards and progress well, including within leadership pathways
- Be aware of and closely **monitor** the number of teachers that require support and **ensure** that appropriate support packages are in place and are impactful.

### ***Ensuring progress and attainment for all groups of children***

- **Ensure** targets for progress and attainment for all groups of children, including SEND and disadvantaged, are ambitious and challenging and are at least in line with national, and in many schools, well above national.
- **Monitor, challenge and support** to ensure that the progress and attainment for all groups of children in all our schools are at least in line with national and reflect the continuous drive of all schools to provide outstanding education
- **Ensure** that suitable mechanisms, including strategic governance, are in place for robust assessment of progress and attainment for all groups of children, including disadvantaged and SEND
- Additionally challenge any areas where any subject areas, either age related expectations and/ or greater depth, and monitor effectiveness and impact of actions to address.

- **Ensure** targets for progress and attainment of all children, including vulnerable groups such as disadvantaged and SEND, are ambitious, appropriate and are in line with at least national measures
- **Ensure** robust systems are in place for the monitoring of children's progress against targets
- **Monitor and ensure** the appropriate use of Pupil Premium and Sports Premium funding and its impact on children's progress and attainment
- **Receive and consider** the IDSR (Inspection Data Summary Report) / data dashboards to deepen awareness of the key trends and implications for the school priorities and strengths
- **Perform** rigorous analysis of pupil progress and attainment information with comparison against local and national benchmarks and over time
- **Ensure** effective monitoring is in place to identify the progress of individuals and groups of pupils and highlight any who:
  - o are not meeting their progress targets and that actions are in place to close any gaps in skills / knowledge
  - o are progressing at faster rates than anticipated and are receiving appropriately challenging learning opportunities
- Ensure that vulnerable groups, including disadvantaged and SEND, are performing as well as their peers and 'national others' and any gap in this performance is diminishing
- Monitor that disadvantaged pupils are making accelerated progress

- **Report** on pupil progress and attainment at least annually to the Education Excellence Committee of the Board of Trustees
- **Ensure** targets for progress and attainment of all children, including vulnerable groups such as disadvantaged and SEND, are ambitious, appropriate and are in line with the rapid improvement action plan targets set, aiming for at least national measures
- **Ensure** robust systems are in place for the monitoring of children's progress against targets
- **Monitor and ensure** the appropriate use of Pupil Premium and Sports Premium funding and its impact on children's progress and attainment
- **Receive and consider** the IDSR (Inspection Data Summary Report) / data dashboards to deepen awareness of the key trends and implications for the school priorities and strengths
- **Perform** rigorous analysis of pupil progress and attainment information with comparison against local and national benchmarks and over time
- **Ensure** effective monitoring is in place to identify the progress of individuals and groups of pupils and highlight any who:
  - o are not meeting their progress targets and that actions are in place to close any gaps in skills / knowledge
  - o are progressing at faster rates than anticipated and are receiving appropriately challenging learning opportunities
- **Ensure** that vulnerable groups, including disadvantaged and SEND, are performing as well as their peers and 'national others' and any gap in this performance is diminishing
- **Monitor** that disadvantaged pupils are making accelerated progress
- **Report** on pupil progress and attainment at least annually to the Education Excellence Committee of the Board of Trustees

## Quality of Education and Personal Development

### ***Quality of Education – Curriculum and its impact on Personal Development***

- **Ensure** processes are in place such that Trustees are assured of the provision of a suitable broad and balanced which is ambitious and gives all learners access to the full curriculum across all schools
- **Review** the IFtL Curriculum Offer annually, providing a strategic direction for curriculum offers within schools
- **Monitor** implementation and embedding of a curriculum that provides for learner's broader development and enables them to develop and discover their interests and talents, their character (resilience, confidence and independence) and ensures promotion of all groups of pupils' physical and mental health
- **Ensure** all schools are preparing the learners for future success and they are fully equipped for life in modern Britain

- Regularly **challenge** senior leaders to ensure the curriculum is planned to meet the needs of **all** children. Ensure the curriculum provides all learners opportunities to study the full curriculum and that this is ambitious and designed to give all learners, especially the disadvantaged, the knowledge and cultural capital they need to succeed in life.
- **Ensure** processes are in place to ensure the Local Governing Body is assured of the provision of a suitable, broad and balanced curriculum which:
  - o Is accessible, ambitious, clear in its destination and meets the need of all pupils
  - o Ensures SMSC (Spiritual, Moral, Social and Cultural) learning is being effectively promoted
  - o Ensures Early Years and Foundation Stage (EYFS) curriculum is effective
- **Regularly review** the impact of the planned curriculum on children’s learning and development of knowledge and skills for future learning
- **Review** that the school curriculum offer is in line with the IFtL Curriculum Offer
- **Monitor** implementation and embedding of a school curriculum that provides for learner’s broader development and enables them to develop and discover their interests and talents, their character (resilience, confidence and independence) and ensures promotion of all groups of pupils’ physical and mental health
- **Monitor** that the school is effectively preparing their learners for future success and they are fully equipped for life in modern Britain

- Regularly **challenge** senior leaders to ensure the curriculum is planned to meet the needs of **all** children. Ensure the curriculum provides all learners opportunities to study the full curriculum and that this is ambitious and designed to give all learners, especially the disadvantaged, the knowledge and cultural capital they need to succeed in life.
- **Ensure** processes are in place such that the AIB is assured of the provision of a suitable, broad and balanced curriculum which:
  - o Is accessible, ambitious, clear in its destination and meets the need of all pupils
  - o Ensures SMSC (Spiritual, Moral, Social and Cultural) learning is being effectively promoted
  - o Ensures Early Years and Foundation Stage (EYFS) curriculum is effective
- **Regularly review** the impact of the planned curriculum on children’s learning and development of knowledge and skills for future learning
- **Review** that the school curriculum offer is in line with the IFtL Curriculum Offer
- **Monitor** implementation and embedding of a school curriculum that provides for learner’s broader development and enables them to develop and discover their interests and talents, their character (resilience, confidence and independence) and ensures promotion of all groups of pupils’ physical and mental health
- **Monitor** that the school is effectively preparing their learners for future success and they are fully equipped for life in modern Britain

**Behaviour and attitudes:**

- **Monitor and challenge** attendance levels (attendance and persistent absence) for all groups of pupils and vulnerable groups to ensure they are at least in line with national
- **Ensure** effective actions are being taken to maintain high levels of attendance and low persistent absence levels for **all** pupils, including vulnerable groups such as disadvantaged and SEND
- **Monitor** the level of occurrence of any fixed term exclusions and the contributory reasons to that number
- **Ensure** effective processes are in place to monitor persistent absence and that actions are in place with pupils and families to address occurrences of this
- **Form** a part of any permanent exclusion hearing panel required and support/ challenge the CEO in any final decision for any permanent exclusion

- **Monitor and challenge** attendance levels for all pupils and vulnerable groups and ensure they are at least in line with national
- **Ensure** effective actions are being taken to maintain high levels of attendance for **all** pupils, including vulnerable groups such as disadvantaged and SEND
- **Monitor** the level of occurrence of any fixed term exclusions and the contributory reasons to that number
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- **Form** a part of any permanent exclusion hearing panel required

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- **Ensure** effective actions are being taken to maintain high levels of attendance for **all** pupils, including vulnerable groups such as disadvantaged and SEND
- **Monitor** the level of occurrence of any fixed term exclusions and the contributory reasons to that number
- **Ensure** effective processes are in place to monitor persistent absence and that actions are in place with pupils and families to address occurrences of this
- **Form** a part of any permanent exclusion hearing panel required

## Financial responsibility

- **Overseeing** the financial performance of the organisation and making sure its money is well spent
  - **Holding** executive leaders to account for the financial performance of the organisation
  - **Ensure compliancy** with the financial regulatory documents including, but not restricted to:
    - o Academies Financial Handbook
    - o Funding agreements
  - **Ensure** year end accounts are prepared and published in line with Company and Charity law and are audited appropriately
  - **Receive and consider** financial management information at least six times annually
  - **Monitor** that robust financial management systems (people and processes) are in place throughout the Trust
- 
- **Receive and review** a report from the Business Manager at each meeting to:
    - o **Be knowledgeable** on the financial position of the school and how it relates to school improvement
    - o **Address and challenge** any inconsistencies in budget management processes (raising to appropriate Executives if necessary)
  - **Recommend an annual budget** for approval by Trustees, based on school improvement priorities

## External assurance

### **External assurance:**

- **Monitor occurrence and impact of** external assurance (including Ofsted) on:
  - o The progress, attainment and welfare of all children
  - o Quality of teaching and learning
  - o Compliance matters
- **Receive and consider** all external assurance reports for discussion against Trust development priorities

- |   |
|---|
| <ul style="list-style-type: none"><li>- <b>Fully engage with and help identify need for</b> external assurance (including Ofsted) on:<ul style="list-style-type: none"><li>o The progress, attainment and welfare of all children</li><li>o Quality of teaching and learning</li><li>o Compliance matters</li></ul></li><li>- <b>Receive and consider</b> all external assurance reports for discussion against school development priorities</li></ul> |
| <ul style="list-style-type: none"><li>- <b>Fully engage with and help identify need for</b> external assurance (including Ofsted) on:<ul style="list-style-type: none"><li>o The progress, attainment and welfare of all children</li><li>o Quality of teaching and learning</li><li>o Compliance matters</li></ul></li><li>- <b>Receive and consider</b> all external assurance reports for discussion against school development priorities</li></ul> |