



UNITY EDUCATION TRUST

Scheme of Delegation

Approved By: Board of Trustees

Approved On: 9 March 2017/26 April 2017/28 Sept 2017

Reviewed and amended to include new terms of ref for Finance & Audit Committee – Board of Trustees 14/12/2017.

Reviewed by Trustees 17/7/2018. Approved by Board of Trustees 5/9/2018

Reviewed by Trustees 24/9/2019– changes to Members and Trustees, revised growth statement, revised terms of reference for SOC's in Appendix 10, DSI, CFO & central staff added to Appendix 12 chart.

Reviewed by Trustees 4/2/2020 following merger with the Engage Trust

Reviewed by Trustees 20/9/2020 – changes to Members and Trustees; reference to appointment, chairing and terms of reference of School Improvement Boards or Review Boards which may replace, or to work alongside, Academy Review Committees; minor clarification amendments to Decision Matrix; replacement of NGA Code of Conduct with 2020 version; additions amendments to Standards, Finance committee and SOC terms of reference.

Reviewed by Trustees 19/10/2021 - changes to Local Governance, SOC's and RBs replaced by Academy Review Committees, with reference to membership, chairing and terms of reference, to create a single local governance model for all schools which, by virtue of its membership structure, has the potential to respond quickly to any difficulties in recruiting or retaining local governors with the necessary skills without the need to create a different constitutional model in those situations. Enabling: (1) the need to allow Link Trustee, CEO or Director of Education to chair a local governing body, (2) essential school improvement and monitoring responsibilities of local governance.

Reviewed by Trustees following External Review of Governance report 24 January 2023. Changes to local governance (Academy Review Committees replaced by Academy Stakeholder Committees), new People, Pay and Performance Committee established, terms of reference of Standards and Finance & Audit committees amended.

Review Date: Autumn 2023

Responsibility for Review: Board of Trustees

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Introduction

The growth and development of UET and the findings of the 2022 external review of governance (EROG) conducted by a National Leader of Governance (NLG) have led the Trustees to review governance at both Board and local levels.

UET's Articles of Association state that the Trustees may appoint committees, the constitution, membership and proceedings of which shall be determined by the Trustees. Committees appointed in respect to each academy in the Trust are described in the Articles and in other documents as Local Governing Bodies. It is for the Trust Board to determine the constitution, membership and proceedings of all its committees. Accordingly, where, in the Articles and other documents, reference is made to local governing body this should be read, in the UET context, as referring to the Academy Stakeholder Committee (ASC).

The overall level of responsibility delegated to academies is determined in line with the principles described below (page 7). If an academy is judged to require improvement or to be inadequate the Trustees will agree a rapid improvement plan and may establish a School Improvement Board (SIB) normally chaired by the CEO. The Board will determine terms of reference for any SIB as well as additional responsibilities to meet particular needs.

The underlying principles for the Unity Education Trust Schemes of Delegation are:

1. UET is a registered charity and company limited by guarantee, committed to our own ethos and principles.
2. UET is confidently governed by a Board of Trustees who are responsible for, and oversee, the management and the administration of the organisation and its academies.
3. The Board of Trustees will operate in line with their Schemes of Delegation.
4. The Board of Trustees are accountable to external government agencies including the Charities Commission, Education and Skills Funding Agency and the Department for Education for the education provided and ensuring that all statutory obligations are met.
5. In order to discharge some of these responsibilities, the Board of Trustees appoints Governors to serve on Academy Stakeholder Committees (ASC) which lead on stakeholder engagement in individual academies. The ASCs are at all times subject to any directions the Board of Trustees may give. The terms of this delegation may be altered suspended or withdrawn by the Board of Trustees.
6. The Schemes of Delegation describe the process by which the Board of Trustees fulfil their roles for the leadership and management of all academies. They also outline the respective roles and responsibilities of the Board of Trustees, the CEO other senior staff and members of the ASCs to ensure the success of each academy.
7. UET believes that the representatives of each ASC are best placed to ensure the school meets its responsibilities to its stakeholders and for maintaining effective links within their school's communities. On occasions, a single ASC may be delegated responsibility for more than one academy.
8. The Scheme of Delegation has been put in place by the Board of Trustees in accordance with UET Articles of Association.

Mission Statement

Unity Education Trust exists to provide high quality education and ensure progress for all our children and young people in both mainstream school settings and alternative provision/specialist academies and services.

Vision

Unity Education Trust (UET) is a Multi-Academy Trust built on developing like-minded schools to outstanding through collaborative working that develops a **unity of purpose** in all that we do.

The Trust sets high expectations in every aspect of our work, providing pupils with the best opportunities through outstanding teaching, the development of 21st century facilities, inspirational leadership and a growth mind-set approach.

We believe that all children and young people:

- have the right to be healthy, happy and safe, to be loved and respected and to have high aspirations for their future;
- should be appropriately supported to make educational progress in line with their peers or their own trajectory of success

and that successful progress not only benefits our young people themselves, but also their schools, families, communities and ultimately our society and economy.

We will ensure that each of our academies maintains their unique identities at the heart of their communities as well as engaging with all partners and stakeholders and other high performing educational organisations.

Ethos

- An unrelenting belief and focus that all students can achieve high standards, whatever their background and life experiences when given a positive climate of support, challenge and the development of Growth Mind-set through outstanding teaching.
- Committed to the notion of '**raising aspirations to fulfil potential**' ensuring our learners are encouraged to build confidence, expand their leadership qualities and embrace British values that enable all to thrive in an ever-changing society.
- All members of our UET are valued for their individuality and nurtured to ensure high levels of success through creative approaches which develop people with a passion for learning, ability to be adaptable and supportive of all within our community.

UET - Underpinning Principles

UET believes in setting high aspirations for all its learners and that all children, regardless of their background, ability or life experiences, can achieve high standards and flourish in an outstanding education setting that cares for all.

- UET academies ensure a growth mind-set for all that does not place limitations on any of its learners and, as a result, learners' aspirations are high and strongly self motivated.
 - UET academies operate on the principle 'Unity of Purpose' in all that they do, supporting each other.
 - UET is a multi-academy trust which recognises that successful academies are built upon the key foundations of:
 - excellent leadership and high expectations, standards and professional effectiveness;
 - an unrelenting focus on raising aspirations and the focus on progress and improvement for all;
 - high standards of behaviour, positive environments and work ethic - "The Unity Way"
 - innovative teaching and learning that is led by active teacher practitioners and researchers and that engages all learners;
 - precise and focused improvement planning that is designed to develop all our academies incorporating cutting-edge developments and succession planning;
 - promoting a positive work life balance for all.
 - UET core education, business, operational and governor services have been designed to effectively challenge and support leadership and management within our academies.
 - UET believes in maintaining local community schools and providing children and their families in those communities with access to those schools.
 - UET is not a selective Trust and we follow the Local Authority admissions criteria.
 - UET is committed to maintaining and developing a high-quality model of alternative/specialist provision for additional needs learners in the eastern region.
 - UET will establish and maintain effective two-way channels of communication between the Trustees and Academy Stakeholder Committees ensuring that the voice of stakeholders is heard, considered and responded to.
- UET will set up clear lines of support for our academies in terms of accountability, transparency and compliancy.
- UET is an employer of excellence, providing high level continued professional development combined with detailed career development opportunities where all feel valued.

Scope and Applicability

- This document outlines the framework for decision making within Unity Education Trust. It applies to all Members, Trustees, Governors serving on the ASCs and staff.
- To aid decision making, a "Decision Matrix" is attached at Appendix 13
- This Scheme of Delegation shall operate from the effective date of 24 January 2023
- The Trustees will have the absolute discretion to review this Scheme of Delegation at least on an annual basis and to alter any provisions of it.

- In considering any material changes to this Scheme of Delegation any framework on which it is based, the Trustees will have regard to and give due consideration of any views of the Academy Stakeholder Committees.
- In the event that amendments are made the Trust shall notify the Chair of each Academy Stakeholder Committee, who shall be expected to make other governors aware of such changes.

UET Core Offer

The core offer is built around individual needs of UET academies by:

- enabling leaders and all other academy staff to raise standards of achievement and attainment by ensuring outstanding practices;
- ensuring that the academies of UET achieve outstanding value for money;
- building capacity across all aspects of education, business and operational activity;
- ensuring we minimise bureaucracy to enable all to achieve an unrelenting focus of supporting and achieving the best for our learners;
- recruiting and retaining excellent staff by ensuring there are career opportunities within the Trust and effective and comprehensive continued professional development as our founding principles.

We will achieve this by deploying a central team of outstanding practitioners who will work with every academy to develop and confidently share consistent best practice, providing quality assured and value for money central services.

Each of our mainstream academies contribute 5.5% of their General Annual Grant (GAG) and our alternative/specialist provision academies contribute 7.25% of their GAG and 7.25% of base high needs funding/commissioned services per place (SLA 2022-2023), to cover the central core offer provision which provides a wide range of education, finance, personnel and other support to its academies. The higher percentage for specialist academies reflects the fact that their core service includes central processing of financial transactions and employment contracts.

Although the UET Board of Trustees has ultimate financial responsibility, each academy must work within its allocated budget lines.

Overall Level of Governance Authority Essential features of Governance

UET has an expectation that governance at all levels will be:

- outward facing rather than internally preoccupied
- encouraging of equality and diversity
- consistent in leadership
- collaborative in approaches to decision-making and sharing practice
- proactive in its approach to strategic leadership in an ever-changing educational landscape rather than simply reacting to national developments and initiatives.

Categories of Delegated Authority

The level of authority delegated to each academy is in line with one of the following four categories:

- Outstanding
- Good
- Requires Improvement
- Inadequate

UET's Scheme of Delegation is based on the leadership and management of the academy having been judged Outstanding or Good.

The judgements will be based on Ofsted inspections and/or periodic reviews of the academy by central directorate team members with the input of external partners making recommendations to the Chief Executive Officer, which will be ratified by the UET Board of Trustees.

Academies with a judgement of *Requires Improvement or Inadequate* will have a specific Rapid Improvement Plan to address the concerns identified with agreed timeline for action normally overseen by a School Improvement Board appointed by the Trust and chaired by the CEO or Director of Education. It will be the responsibility of the academy to manage, update and drive the actions within the Improvement Plan and timeline.

Overall Level of Education Delegation

The level of authority to each academy is in line with one of the following three categories:

- Consultative – UET provides advice, support and monitors the process
- Collaborative – collaborative activity between UET and the individual academy, but UET approval required through the CEO.
- None – UET Board of Trustees, Chief Executive Officer and senior officers steer, oversee and approve the improvement focus and process.

The starting assumption, as reflected in the terms of reference for Academy Stakeholder Committees and the Decision Matrix at Appendix 13, is that the level of delegation is "Consultative". If a decision is taken to move delegation for an academy to "Collaborative" or "None", the Trustees will write to the Headteacher/Head of School and the Chair of the ASC indicating how the new delegation will operate. The Chair shall be expected to make other governors aware of such changes.

Education Core Offer

UET's intention is to provide an outstanding education for all our learners across the Trust's portfolio of primary, secondary and alternative/specialist provision academies.

Through UET core offer, our intention is to:

- provide an outstanding education for all learners across the Trust;
- achieve sustainable success in our academies with the ultimate goal of obtaining an outstanding grade in Ofsted section 5 framework;
- offer an education experience that is personalised to our learners;
- ensure that learners in our alternative/specialist provision academies make the same amount of progress from their starting points with us that their peers in

mainstream schools would make. We aim to achieve this by giving these learners holistic and thorough support alongside a curriculum and learning plan which best meets their needs.

- ensure an environment where discipline, respect and care for others in our and the surrounding communities are paramount;
- develop confident independent learners who enjoy learning and make progress in a safe environment;
- develop responsible citizens who value core British values and make positive contributions in their communities and society;
- equip our learners for a confident transition into the next stage / phase of their education life / career.
- ensure all learners adopt a can-do attitude based on a Growth Mind-set approach.

Statement of Growth

In a world of ongoing change, bringing together leaders to shape and drive the educational ambition and operational management of a group of schools provides a powerful way to chart a successful path into the future. Unity Education Trust is a Norfolk-based MAT delivering primary and secondary education in mainstream settings and also alternative/specialist provision for the most vulnerable and challenging learners in the Eastern Region.

The Trust is committed to working with like-minded organisations where this offers mutual advantages. We recognise that growing our Trust can bring benefits but we reject growth for its own sake. Our approach is to establish new partnerships and build on existing ones, which have been underpinned by trust and mutual respect, a shared ethos and a history of being rooted in the community. If this leads to more formal organisational changes, then we welcome that. In addition, as a DfE sponsor academy, we are willing to work with schools which require support to improve outcomes for learners.

The Trust model for recruitment and growth will be carefully planned and operate on local partnerships and 'Hub School' provision. Any new school wishing to join the Trust will be carefully scrutinised through a documented due diligence process involving a review of finance, achievement, staffing, health & safety and facilities.

With any potential growth the Trust is clear that there will always be sufficient infrastructure dedicated to providing school improvement and back-office support. With growth we will look to establish hub schools to ensure quality local school-to-school support and sustained leadership capacity and school improvement. Trustees will monitor progress and regularly review what needs to happen to support schools further.

Unity Education Trust is committed to developing mutually beneficial partnerships with schools, businesses and other Multi Academy Trusts.

Education Improvement Services

To provide flexible active support for raising standards in:

- Teaching & learning
- Leadership development at all levels – to include leadership quality assurance

- English and Literacy
- Mathematics and numeracy
- ICT / computing
- Science and humanities
- Creative arts and performance

Providing:

- Data support (ensuring understanding, interpreting and applying performance data by all staff)
- Effective learning support and Special Educational Needs services
- Enriching and extending the curriculum and learning offer in our schools
- Supporting and raising the level of achievement of pupils who are disadvantaged
- Effective behaviour support
- Robust and compliant safeguarding support
- Effective and responsive ICT services to enhance learning
- A core school improvement team.
- Finance and other services including site and estates support
- CPD programmes for staff and governors

Deployment of Education Support

The ultimate responsibility for the deployment of Education Support lies with the Chief Executive Officer.

Headteachers / Heads of School will discuss their requirements with the Chief Executive Officer who will in turn broker the required support.

Finance and Business Services

- Central Finance storage and system management
- Centralised Management information and Business Information system
- Site and buildings support
- Audit and procurement services
- Policy compliance

Operational and Administration Support Services

- Policy compliance
- Payroll
- Personnel services

Overall Level Finance Delegation

The Trust Board will determine levels of delegated financial authority having regard to the financial position of each academy and the Trust as a whole. The general levels of financial delegation will be set out in the Trust's Finance policy and any variations which

apply to an individual academy will be notified in writing by the CEO to the Head of School who shall be expected to notify relevant budget holders.

Members

The Trust has the following Members:

- Mr Richard Barr
- Mr Alan Jones
- Mr Roger Margand
- Mrs Helen Smith

The Members are the guardians of the Trust's constitution, determining the governance structure of the Trust and providing oversight and challenge of the Trustees to ensure the charitable object of the Trust is being fulfilled. Members hold the Trust Board to account for the effective governance of the trust but have a minimal role in the actual running of the Trust. It is the Trustee Board, not the Members, who are the organisation's key decision makers. However, there are some critical decisions that sit with the Members, especially if the trust is failing. Members are essential to the integrity of an academy trust governance structure. They are the last line of defence from failures of governance and failure to uphold the charitable purpose of the organisation. In exercising their rights under these Articles and the Companies Act 2006, the Members shall not do anything or take any action which would cause the Academy Trust to contravene its Objects, and shall act in a way which they decide, in good faith, will be most likely to further the Objects of the Academy Trust.

There must be a majority of Members who are not also Trustees.

Members can appoint Trustees and remove any Trustee subject to the provisions outlined within the Articles. Appendix 2 outlines the role of the Members.

Board of Trustees

The Trust has the following Trustees:

- Mr Bobby Copping
- Mr Richard Cranmer
- Mr Glyn Hambling
- Mr Alan Jones
- Ms Alison Randall
- Mr Michael Rose
- Mr Paul Rout

The Board of Trustees is responsible for the performance of the Trust.

The Board will offer support, constructive advice, a sounding board for ideas, a second opinion on proposals and help where needed, but will also challenge, ask questions, seek information, improve proposals and so seek to arrive at the best outcome for the Trust.

As Trustees of a charity (the Trust), the Trustees have a fiduciary duty to act in good faith in the best interests of the Trust. This duty includes a responsibility to do the following:

- to ensure compliance with any legal obligations;
- to report on the Trust's activities (the Trust must prepare accounts in accordance with the Statement of Recommended Practice for Charities, the so called "Charity SORP" and any reporting requirements of the Education and Skills Funding Agency);
- to fulfil the charitable object of the Trust as set out in its constitution (i.e. the Articles of Association) and to act in a way which is compliant with the rules of the Trust contained in the Articles;
- to act with integrity and to avoid any personal conflicts of interest and not to misuse any charity funds or assets;
- to act prudently in the financial management of the Trust, avoiding putting any assets, funds or reputation of the Trust at undue risk;
- to exercise reasonable care and skill, using personal knowledge and experience to ensure the Trust is well run and efficient; and
- to act responsibly, getting advice from others, including professional advisors, where appropriate.

The Code of Conduct, Role Description and Person Specification for Trustees are set out in Appendices 1 and 3.

Specific skills may be needed if a Trustee is to take responsibility for and lead on a specific area, or to undertake the role of the Chair of the Trust.

A regular skills audit will be undertaken and training offered to fill any skills gaps. Trustees should expect to be able to articulate their contribution to the success of the Trust and the Academies.

The Chair of the Board will be appointed annually by the Board.

The Chair is responsible for the leadership of the Board therefore he/she is responsible for ensuring that:

- the necessary business is carried on efficiently, effectively and in a manner appropriate for the proper conduct of public business;
- the Board acts in accordance with the Articles of Association, Funding Agreements, other external regulatory requirements, and with the Trust's own internal rules and regulations, and should seek advice from the Governance Professional/Clerk in any case of uncertainty;
- the Board exercises collective responsibility and conducts itself in accordance with accepted standards of behaviour in public life.

The Chair is responsible for overseeing the business of the Board, particularly:

- ensuring the Board exercises control over the strategic direction of the Trust and that the performance of Academies is adequately assessed against relevant objectives and indicators;
- ensuring, through liaison with the Governance Professional/Clerk, that all relevant information (including regular and satisfactory management and committee reports) are presented to the Board;
- establishing a constructive and supportive yet challenging working relationship with the CEO, recognising the proper separation between governance and executive management, and avoiding involvement in the day-to-day executive management of the Trust.

The Chair will represent the Board at external meetings, presentations and conferences and may be asked to play an agreed ambassadorial role on behalf of the Trust.

The Board shall hold at least three meetings in every school year. A schedule will be published by the Governance Professional/Clerk in agreement with the Chair.

All meetings of the Board shall be convened and conducted as provided by the Articles of Association.

Each meeting of the Board shall normally, in respect of the Trust and its academies, cover the following:

- A report on the financial position of the Trust and its Academies
- Whether adequate financial monitoring is being undertaken ·

Details of any significant matters affecting:

- Staff
- Students' education and welfare
- Assets
- Any other matters as determined by the Board.

Role Responsibilities for Trustees and Terms of Reference for the Trust Board are outlined in Appendices 3 and 4.

The Chief Executive Officer (CEO)

The CEO is appointed by the Board.

The role description for the CEO is attached as Appendix 5

Trust Committees

The Trust Board will establish a structure of committees as deemed appropriate. These committees will act in an advisory capacity to the Board of Trustees except where powers have been specifically delegated to them by the Trust Board.

The Trust Board has established the following committees:

- Trust Finance and Audit Committee
- Trust Standards Committee
- Trust People, Pay and Performance Committee

The terms of reference for these committees is in Appendices 6, 7 and 8

The Trustees will determine the work schedule of the Board and its committees in line with the demands of the organisation and regulator deadlines.

The Trust and Academy Stakeholder Committees

Academy Stakeholder Committees (ASC) will be established as local governing bodies as detailed in the Articles of Association of the Trust clauses 100-106

- The establishment, constitution, terms of reference, membership and proceedings of Academy Stakeholder Committees will be determined by the Board of Trustees.
- The Code of Conduct, Role Description and Person Specification for Governors are set out in Appendices 1 and 9
- The Terms of Reference, Proceedings and Duties for Academy Stakeholder Committees and individual ASC Governors are set out in Appendix 10

Specific skills may be needed if an individual ASC Governor is to support a specific area, or to undertake the role of the Chair of the Academy Stakeholder Committee. A regular skills audit will be undertaken and training will be offered to fill any skills gaps. Governors should expect to be able to articulate their contribution to the success of the Trust and the Academies for which they are responsible.

In circumstances described elsewhere in this Scheme of Delegation the Trust may decide to appoint School Improvement Boards to replace or work alongside A

Appendix 1

NGA Code of Conduct

Code of Conduct for School Governing Boards (for governors also read trustees and headteacher also read CEO)

2020 Version

As governors / trustees, we will focus on our strategic functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent
4. ensuring the voices of stakeholders are heard

As individuals on the board we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
2. We will develop, share and live the ethos and values of our school/s.
3. We agree to adhere to school/trust policies and procedures as set out by the relevant governing documents and law.
4. We will work collectively for the benefit of the school/s.
5. We will be candid but constructive and respectful when holding senior leaders to account.
6. We will consider how our decisions may affect the school/s and local community.
7. We will stand by the decisions that we make as a collective.
8. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
9. We will only speak or act on behalf of the board if we have the authority to do so.
10. We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
11. When making or responding to complaints we will follow the established procedures.
12. We will strive to uphold the school's / trust's reputation in our private communications (including on social media).

Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the board, and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
5. We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting the school in a personal capacity (i.e. as a parent or carer), we will continue to honour the commitments made in this code.
7. We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

1. We will develop effective working relationships with school leaders, staff, parents and other relevant stakeholders from our local community/ communities.
2. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
3. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

1. We will observe complete confidentiality both inside and outside of school when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing board vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business and these will be recorded in the Register of Business Interests.
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the school/ trust's website.

5. We will act in the best interests of the school/trust as a whole and not as a representative of any group.
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database of governors (Get information about schools), some of which will be publicly available.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

Ceasing to be a Governor

We understand that the requirements relating to confidentiality will continue to apply after a governor leaves office.

Breach of this code of conduct

- ✂ If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- ✂ Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate.

The Seven Principles of Public Life

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

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

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

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

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

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

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

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

Appendix 2 Role Description and Responsibilities for Members

Role Title: Member

Hours:

Meetings in accordance with the requirements as set out in article 20 of the Articles of Association

Remote involvement via email/telephone

Salary Range: Voluntary

Role Purpose

- Determine the ethos and purpose of the Trust (for example, the provision of education) and the way it is governed (as per the Articles of Association).
- To appoint such additional Members as they see fit
- To appoint Trustees in accordance with the requirements as set out in the Articles of Association.
- To appoint the Trust's Auditors, receive the Trustees' Annual Report and Accounts and to attend general meetings of the Trust.
- To assure themselves that the Board of Trustees is exercising effective governance and to that end to be kept informed of Trust business whilst recognising that the responsibility to conduct business sits with the Trustees and the role of Members is "eyes on and hands off".

Legal Responsibilities of Members

Members of companies limited by guarantee are responsible only for contributing to the Trust's capital on winding up, to the limit of the guarantee set out in the Articles.

Members provide an additional layer of accountability and can scrutinise the actions of the Trustees.

Appendix 3 Role Description and Person Specification and Role Responsibilities for Trustees

Role Title: Trustee

Hours:

Attendance at Trust Board and other meetings as required

Remote involvement via email/telephone/Teams

Regular review of reports and documentation

Salary Range:

Voluntary

Term of Office: Four years

Role Purpose:

The Trustees oversee the management and administration of the Trust and the Academies run by the Trust.

Role Description Governance

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

The Trustees are required pursuant to the Funding Agreements to have systems in place through which they can assure themselves of the quality, safety and good practice of the affairs of the Trust.

Specific Responsibilities of the Trust Board and the Trustees

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

- Determine the strategic vision and overarching strategic plan of the Trust;
- Provide strategic leadership and governance;
- To develop effective links within the Academies' communities, communicating openly and frequently as appropriate and ensuring that the Academies meet their responsibilities to the community and serve the community's needs in relation to the safeguarding and education of its students;
- Provide challenge and support to senior leaders including the CEO;
- Develop and decide strategic and operational policies;
- Facilitate collaboration between the Academies to actively seek opportunities for the Academies to work together either with the aim of improving economic efficiencies within the Trust or identifying and implementing best practice across all Academies;
- Co-ordinate and oversee shared services and resources;

- Develop and oversee the implementation of Academies action plans focussing on Academy improvement;
- Set and monitor performance benchmarks;
- Determine curriculum priorities;
- Set the overall Trust budget and approval of Academies budgets;
- Monitor expenditure in accordance with appropriate authorisations;
- Develop and implement a risk management strategy;
- Ensure the Trust and the Academies comply with their legal obligations;
- Determine the Trust's reserves/contingency policy;
- Ensure appropriate insurance or risk cover is put in place;
- Undertake recruitment and ensure performance management of headteachers and other senior leaders;
- Develop staff training programmes and opportunities for professional development;
- Support the development and building of leadership and governance capacity at Academy level;
- Approval of site and asset management strategies;
 - Oversee any significant capital expenditure and building projects; ·
- Approval of all funding applications; ·
- Act as decision maker for all appeals and volunteer to support PEX and other hearings within the Trust and its schools.

Core Competencies

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

- Work as a team;
- Attend meetings and be prepared to contribute to discussions and commit to agreed actions;
- Be respectful of the views of others and to be open to new ideas and thoughts;
- Treat all confidential information confidentially;
- Act with integrity, avoiding any personal conflicts of interest and complying with the Trust's Conflict of Interest policy;
- Develop a deep understanding of the vision and ethos of the Trust and its Academies and the roles played by all individuals in fulfilment of the Trust's mission;
- Understand the policies and procedures of the Trust and how these flow down to the Academies;
- Support the Trust in public and act as an ambassador of the Trust and the Academies;
- Commit to training and skills development;
- Be ready to ask questions;
- Be focussed on problem solving and be ready to learn from past experiences;
 - Adhere to the Nolan Principles in their conduct.

Person Specification

Personal Qualities and Values:

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

Education and Training:

- A record of continuous professional development; •
- Educated to higher level in professional area of expertise.

Experience:

- Experience of driving positive change;
- Experience in leadership and management;
- Professional experience in education / accountancy / finance / business / HR / marketing / law.

Knowledge:

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

Skills:

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

Legal Requirements:

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

- I am not disqualified from acting as a charity trustee;

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

Appendix 4 Terms of Reference for the Trust Board

Membership

The membership of the Board will be not less than three and subject to a maximum as outlined in the Articles of Association.

Quorum

Quorum for meetings is in accordance with article 117 and is subject to the requirements of article 119.

Quorum will be any three trustees, or where greater any one third (rounded up to a whole number) of the total number of trustees holding office at the date of the meeting, who are in each case present (including via remote attendance in accordance with the provisions of Article 126) at the meeting and entitled to vote on the matters being resolved.

Where Trustees are unable to attend in person, they may agree in advance with the Chair that they attend via Teams to ensure the meeting is quorate. Trustees wishing to attend the meeting in this way should give notice to the Chair and Governance Professional/ Clerk at least 48 hours before the meeting to enable the necessary ICT arrangements. Unless operating under COVID restrictions Trustees should look to attend in person wherever possible.

Meetings

- a) Subject to the Articles of Association, the Trustees may regulate their proceedings as they think fit.
- b) The Board shall hold at least three meetings each year in accordance with article 109.
- c) The Board has determined that a calendar of meetings will be agreed at the start of each academic year.

Chair and Vice Chair

- a) The Chair and Vice chair will be elected by the Board on an annual basis at its first meeting of the academic year.
- b) Where the Chair is absent from any meeting or there is at the time a vacancy in the office of the Chair, the Vice Chair shall act as the Chair for the purposes of the meeting.
- c) No employee of the Trust will act as the Chair or Vice-Chair of the Board.

Responsibilities

The business of the Trust shall be managed by the Board which may exercise all the powers of the Trust as set out in the Articles. This will include but not be limited to:

Setting the Strategic Direction

- To ensure that the Trust's vision and values underpin the way in which the Trust and its schools work.
- To determine the educational character, religious ethos and mission of the Trust.
- To approve the Trust's appropriate strategic plans and review annually.

Ensuring High Standards of Achievement and Improved Performance

- To ensure that all schools in the Trust are effectively challenged and supported to maximise outcomes of children and young people who attend Trust schools.
- To receive reports from the Standards Committee at every board meeting in order to review regularly outcomes and impact against key performance indicators as identified in the Trust's strategic plan.
- To challenge and support the Trust's senior officers and Academy leaders to achieve best value in terms of impact, outcomes, quality and cost.

Ensuring Sound Financial Practices

- To ensure that financial plans are prepared and monitored, satisfying itself that the Trust remains a going concern and financially sustainable;
- To approve the Trust's annual budget and keep it under regular review by receiving reports from the Trust's Finance and Audit Committee and considering management accounts at least six times per annum.
- To approve and review each Trust/School's annual budget and review this annually.
- To agree the scheme of financial delegation to Trust academies and review this annually.
- To receive the Annual Report from the Trust's auditors and take appropriate actions.

Ensuring Effective Stakeholder Communication

To ensure effective consultation and communication with all stakeholders of the Trust.

Ensuring Strong and Robust Governance

- To ensure compliance with the Trust's duties under company law and charity law and agreements made with the Department for Education (DfE) including Master Funding Agreement and Supplemental Funding Agreements.
- To ensure the continued charitable status of the trust, and compliance with the charitable objects as set out in the Articles of Association.
- To approve the Trust's accountability and delegation framework and review regularly.
- To approve the terms of reference for agreed committees
- To approve the Trust's policy framework
- To take timely action to address decisions for which there is a legal requirement for board approval.
- To review the effectiveness of governance structures and take appropriate steps to improve its performance.

Appendix 5 Role Description and Person Specification and Role Responsibilities for the Chief Executive Officer

Role Title: Chief Executive and Accounting Officer

Overview: The Chief Executive Officer, must be an outstanding leader, who is able to develop and articulate the vision, values and ethos for the Unity Education Multi-Academy Trust (the MAT) and who will inspire and empower others to share in achieving it. The successful candidate will be driven by a commitment to creating the best possible educational opportunities for the young people in order to raise aspirations and transform lives across the MAT.

Accountable: to the Board of Trustees of Unity Education Trust, through the Chair of that Board.

Core purpose:

The Chief Executive Officer will:

- Secure the values and ethos of the MAT.
- Provide clear direct-line management of Headteachers / Heads of School within the MAT to ensure that appropriate performance reviews, challenge and support are in place. The CEO will be part of all Headteacher / Head of Schools appraisals.
- Maximise the performance of all students across the MAT through high quality learning and teaching which motivates, challenges and empowers.
- Empower students to be active participants in their learning and to take personal responsibility for improving their life chances through their education experience.
- Create a place of learning open to the whole community and develop the MAT as a wider resource accessible to the whole community, offering a diverse range of extended and wrap around services.
- Enhance opportunities through partnerships between parents/carers, students, staff, the local community, HE and FE partners, the LA, other schools, voluntary organisations, other public sector bodies and employers.
- Develop effective relationships with primary and secondary schools, HE and FE providers and in collaboration with them make a positive contribution to the reorganisation and improvement of education services.
- Provide inspirational, strategic and professional leadership, both internally and externally focused, which will ensure the success of the Trust, and its academies, as places of transformational learning, with a reputation for high standards in Alternative and Specialist education.
- Be responsible for the continuous improvement of educational standards, equality of access and achievement for all, and effective use of resources across the Trust
- Act as the Chief Executive and Accounting Officer of the Company.

Key responsibilities:

1. To execute all the functions and responsibilities of the Chief Executive and Accounting Officer of Unity Education Trust (a Company Limited by Guarantee with charitable status) including those of financial planning, budget setting and managing a wide range of services.
2. To ensure that the MAT meets all legislative and statutory requirements, including safeguarding and those required by Companies House, the Charity Commissioners and the ESFA.
3. To advise the Trustees and Governors on the vision, values, ethos, strategy and performance necessary to ensure that all elements of the organisation contribute to creating transformational learning opportunities and excellent educational outcomes.
4. To develop and deliver, in conjunction with the Trustees and senior Trust staff, the vision and aims of Unity Education Trust to create a platform for high standards of learning in all aspects of its work.
5. To enthusiastically lead the MAT's education work setting high professional standards and ensuring that the education vision is understood and embraced by Headteachers / Heads of School, staff, students, parents/carers and the wider community.
6. To ensure the MAT's Trust management and organisational structures are fit for purpose and facilitate continuous improvement for all schools and their learners.
7. To deploy all resources, including staff and financial resources, in such a way that the MAT's education vision is delivered. This will include:
 - Maintaining effective financial control, securing value for money and managing budgets in accordance with those agreed by the MAT's Board of Trustees.
 - Maximising the MAT's resources by seeking additional funds from external sources.
 - Managing and regularly reviewing the use of available resources, including human resources, so as to improve students' learning and achievement.
 - Recruiting and retaining staff of high quality with appropriate qualifications and the ability to achieve transformational change that delivers outstanding educational outcomes.
 - Ensuring effective performance management of all staff and effective workforce development to secure high standards that are continually improving, and that underachievement is rigorously challenged should it exist
 - Utilising ICT to support personalised learning, curriculum development and delivery.

- Maintaining effective management and administrative processes and procedures and ensuring these are written and understood by all staff and students.
 - Ensuring the maintenance of the MAT's physical infrastructure and that it meets legislative requirements (eg on health and safety).
8. To lead, motivate, support, challenge and develop staff, ensuring effective induction, training, and performance management.
 9. To secure and sustain effective inclusive learning and teaching and in particular to:
 - Ensure a curriculum that meets statutory requirements and the MAT's education vision
 - Maintain effective behaviour management and the health, safety, welfare and emotional development of all students.
 - Monitor and evaluate the quality of teaching and the standards of achievement.
 - 10 To ensure the effectiveness and efficiency of the MAT, providing information and advice to the MAT's Board of Trustees (and its sub-committees), including assessments and reports on the development, progress and attainment of students, and developing self-evaluation and accountability.
 11. To work in partnership with parents, the community, and other schools and Stakeholders
 12. To develop UET in response to national, regional and local initiatives, and provide leadership to identify and build relationships with external stakeholders that will benefit the Trust.
 13. To undertake such other duties as are commensurate with the post and which may reasonably be required by the MAT's Board of Trustees.

General

The Chief Executive Officer will be expected to:

- Be an ambassador for the MAT
- Inspire, lead and set unambiguous expectations of staff at all levels and students
- Lead the strategic planning, use and development of the MAT's physical, human and financial resources so as to secure the optimum educational and social benefits for students
- Develop high motivation and aspirations for all students so that they attain the highest possible levels of achievement
- Secure effective partnership working with other schools, education and training organisations, and other stakeholders

- Develop the MAT's specialisms (eg Arts, humanities, early years, specialist and alternative provision etc)
- Secure positive relationships with local communities and the local authority
- Address the needs of students with special needs

The Chief Executive Officer will work with the MAT's Board of Trustees and the constituent Academy Review Committees to ensure that:

- The vision, values and ethos of the MAT are embedded into strategic and operational planning and are evident in the daily life of each Academy
- The expectations and aspirations of parents/carers and of students are raised
- Each Academy meets the needs of all its students
- Each Academy develops effective and efficient practices, policies and procedures
- Each Academy remains in sound financial health and is implementing any agreed recovery plan.
- Each Academy's specialisms are developed and valued
- Each Academy exercises sound governance
- The interests of the MAT are actively promoted locally, regionally, nationally and, where appropriate, internationally.

Appendix 6 Terms of Reference for the Standards Committee

Membership

The Committee will be appointed by the Trust Board and will comprise no fewer than three Trustees including, if possible, the Safeguarding Trustee. Membership may include persons who are not Trustees provided that no vote shall be taken at a meeting unless the majority of members present are Trustees.

Officers in attendance at committee meetings will include the Chief Executive Officer and the Director of Education

The Committee will appoint one of its members as its Chair and seek to appoint a vice-chair.

Presentations

The Committee may ask any member of staff, student, Trustee, Academy Stakeholder governor or other stakeholder to attend meetings of the Committee either regularly or by invitation, in order to provide information.

Voting

The quorum for each meeting shall be one half of the members of the Committee rounded up. Decisions of the Committee shall be taken by a simple majority of those present and voting save that no vote shall be taken unless the majority of members present are Trustees. The Chair will have a casting vote on an equality of votes.

Meetings

The Committee shall meet on such dates as shall be determined by the Trust's annual schedule of meetings and at such other time as the Clerk shall specify at the request of the Committee or any of its members.

Unless otherwise agreed, notice of each meeting confirming the venue, date and time together with an agenda shall be sent to each member of the Committee and any other person invited or required to attend no fewer than seven working days prior to the date of the meeting.

Minutes

The Clerk will minute the proceedings and resolutions of the Committee and ascertain, at the beginning of each meeting, the existence of any conflicts of interest and minute them accordingly.

Draft minutes of each Committee meeting will be sent to all members of the Committee and the Clerk of the Trust Board within seven working days of the meeting.

Authority

The Committee is authorised by the Trust Board to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any employee and all employees are directed to cooperate with any request made by the Committee.

The Committee may sub-delegate its duties and functions in accordance with article 105A.

Duties

The duties of the Committee shall be:

- to identify the KPIs which it will use to monitor the areas of provision for which it is responsible
- to ensure that the highest possible standards are set and maintained across the Trust and that effective processes are in place for the quality assurance of teaching and learning, the curriculum, inclusion, safeguarding and the sharing of good practice across the Trust
- to receive a termly overview report from the Director of Education regarding standards and performance in each school of the Trust drawn from SIDPs SEFs, Headteacher's reports, data updates, internal and external monitoring visits; and presented against the following main headings: leadership and management, quality of education, behaviour and attitudes, attendance and personal development.
- to identify, based on exception reports from the Director of Education, any areas of concern in individual schools in respect of standards and performance, to commission the preparation of an action plan to address those concerns (which may include the appointment of a School Improvement Board) and to monitor the implementation of the action plan
- to ensure, based on an annual report from the Director of Education, that curricula in the Trust are balanced and broadly based including specific requirements (eg sex and religious education) and, in any schools where this appears not to be the case, to identify and support development
- to review, or oversee arrangements for individual Trustees and/or Academy Stakeholder Governors to review, specific areas of provision (eg pupil premium grant, SEND)
- to consider reports from the Safeguarding Trustee
- to join "deep dive" visits to each school or group of schools of the Trust involving Trustees and Academy Governors.
- to scrutinise, review and approve Trust policies under delegated authority from the Trust Board
- to support the Chief Executive Officer in the creation, implementation and monitoring of the Trust's internal self-evaluation Development Plan and any post-Ofsted action plans
- each year to advise the Trust Board with respect to targets for student achievement across the Trust for inclusion in the published Strategic Development Plan and/or internal Trust Development Plan
- each year to ensure that effective arrangements are in place across the Trust for pupil/student support and representation, for monitoring attendance and for pupil/student discipline
- to consider the outcome of the annual ICFP review and staffing requirements alongside the levels of resources required from the central and executive

leadership teams or external assistance to ensure each Academy's development priorities are delivered within financial constraints. To invite the Chair of the Finance and Audit Committee to attend the meeting(s) at which these matters are discussed and to make recommendations to the Finance and Audit Committee on the level of resources required to deliver those standards and performance objectives

- to review, on a regular basis, its own performance, constitution and terms of reference to ensure it is operating at maximum effectiveness.

Appendix 7 Terms of Reference for the Finance and Audit Committee

Membership

The Committee will be appointed by the Trust Board and will comprise no fewer than three Trustees. Membership may include persons who are not Trustees provided that no vote shall be taken at a meeting unless the majority of members present are Trustees.

The Committee will appoint one of the members of the Committee as its chair and seek to appoint a vice-chair, ensuring that the chair of trustees is not chair of the Committee whilst it is acting as the Audit Committee.

Committee members who are also staff employed by the Trust should not participate as members when audit matters are discussed. They may remain in attendance to provide information and participate in discussions. The Accounting Officer and other relevant senior staff should routinely attend the Committee in the capacity set out in this paragraph.

Attendance

The Committee may ask any member of staff, Trustee or Academy Stakeholder governor to attend meetings of the Committee either regularly or by invitation, to provide information.

The Committee will have at least one annual meeting, or part of one meeting, with the external auditor without the senior executives being present.

Voting

The quorum for each meeting shall be one half of the members of the Committee rounded up. Decisions of the Committee shall be taken by a simple majority of those present and voting save that no vote shall be taken unless the majority of members present are Trustees. The Chair will have a casting vote on an equality of votes.

Meetings

The Committee shall meet on such dates as shall be determined by the Trust's annual schedule of meetings at such other time as the Clerk shall specify at the request of the Committee or any of its members.

Unless otherwise agreed, notice of each meeting confirming the venue, date and time together with an agenda shall be sent to each member of the Committee and any other person invited or required to attend no fewer than seven working days prior to the date of the meeting.

Minutes

The Clerk will minute the proceedings and resolutions of the Committee and ascertain, at the beginning of each meeting, the existence of any conflicts of interest and minute them accordingly.

Draft Minutes of each Committee meeting will be sent to all members of the Committee and the Clerk of the Trust Board within seven working days of the meeting.

Authority

The Committee is authorised by the Trust Board to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any employee and all employees are directed to cooperate with any request made by the Committee.

The Committee may sub-delegate its duties and functions in accordance with article 105A.

Duties

The duties of the Committee shall be to:

- to identify the KPIs which it will use to monitor the areas of provision for which it is responsible
- ensure regularity, propriety and value for money, ensuring the Trustees take ownership of financial sustainability and ability to operate as a going concern
- develop a financial strategy for the Trust and consider policies, procedures or plans required to realise such strategy through the implementation of an annual work plan driven by the Development Plans of the Trust and individual schools, and priorities set by the DfE
- measure key financial performance indicators regularly and analyse outcomes
- consider the Trust's indicative funding, once notified by the ESFA, and assess its implications for the Trust, in consultation with the CEO and the Chief Finance Officer, in advance of the financial year, drawing any matters of significance or concern to the attention of the Trustees
- consider 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 Trust and school Development Plans, and recommendations from the Standards Committee
- consider and recommend acceptance/non-acceptance of the Trust's budget to the Trust Board
- monitor and review monthly management accounts from the CFO, ensuring compliance with the overall financial plan for the Trust and drawing any matters of concern to the attention of the Trust Board
- monitor any variances from the budget and ensure the ESFA is notified as required via the ESFA contact form
- liaise with and receive reports from the Standards Committee and then to make recommendations about the financial aspects of matters being considered by them
- monitor, review and, where appropriate, approve arrangements for ensuring the effective implementation and operation of personnel/HR and financial procedures, on a regular basis, including the implementation of bank account arrangements and, where appropriate to make recommendations for improvement, this monitoring to take place through CEO reports, internal audit reports and monitoring visits to the central finance office by the Chair of the Finance and Audit Committee
- prepare the financial statement to form part of the Annual Report
- ensure the Trust's commercial and fundraising activities are carried out effectively through regular monitoring of the management accounts and review of the self-generated income and expenditure across the Trust

- examine and review new initiatives for financial development, including fundraising proposed by the CEO
- approve the submission of bids for capital funding or proposed capital projects including bids relating to mergers with other multi-academy trusts and new schools joining UET
- oversee significant investment and capital financing decisions
- oversee the strategic management of the Trust/school estate and oversee arrangements for monitoring Trust/school premises to ensure they are fit for purpose and provide an environment in which pupils and staff feel safe, by means of reviews of data presented to the Committee and/or reports of Health and Safety walks conducted by Trustees, Academy Stakeholder governors.
- approve and keep under review the Trust's reserves and investment policy
- keep under review the Trust's Risk policy, and with regard to cyber-crime, to put in place proportionate controls and take appropriate action where a cyber security incident has occurred. Obtain permission from ESFA to pay any cyber ransom demand, understanding that payment of ransom has no guarantee of restoring access or services and is likely to result in repeated incidents.
- to scrutinise, review and approve Trust policies under delegated authority from the Trust Board
- to keep the Service Level Agreement with schools under review, to ensure that Headteachers/Heads of Schools are consulted in advance of any significant changes to the Agreement and to take account of any comments received prior to recommending approval of the Agreement to the Trust Board.
- to promptly notify the Trust Board of all financial matters of which the Committee has knowledge, and which may materially affect the current or future position of the Trust, including the ability of the Trust to continue to operate as a going concern
- advise generally on the provision of resources and services to the Trust.
- as the Trust's Audit Committee:
 - to produce an annual report of the committee's conclusions and findings to advise the Board and Members, including recommendations on the appointment or dismissal or re-tendering of the external auditor, and their remuneration having regard to the requirements in the Academy Trust Handbook (2022 edition paras 4.5- 4.17)
 - to approve the terms of engagement and remuneration for the external auditors and review the external auditor's plan each year to review the annual reports and accounts.
 - to receive the auditors' reports, SRMA and the actions taken by the Trust's managers in response to those findings, and to recommend to the Trust Board action in response to audit findings.
 - to ensure the provision of effective internal audits within the Trust and each of its schools; to receive reports based on these audits; to ensure findings are shared with appropriate Trustees, Academy Stakeholder Governors and staff; and to review governance and management responses to findings
 - to ensure internal scrutiny

- *is independent and objective – for example it must not be performed by the trust's own accounting officer, chief financial officer or other members of the senior leadership or finance team.*
- *is conducted by someone suitably qualified and experienced and able to draw on technical expertise as required*
- *is covered by a scheme of work, driven and agreed by the Finance and Audit committee, and informed by risk.*
- *is timely, with the programme of work spread appropriately over the year so higher risk areas are reviewed in good time*
- *includes regular updates to the Finance and Audit committee by the person(s) or organisation(s) carrying out the programme of work, incorporating:*
 - *a report of the work to each Finance and Audit committee meeting, including recommendations where appropriate to enhance financial and non-financial controls and risk management*
 - *an annual summary report to the Finance and Audit committee for each year ended 31 August outlining the areas reviewed, key findings, recommendations and conclusions, to help the committee consider actions and assess year on year progress.*
- o to focus its audit work on providing assurances to the Trust Board:
 - that all risks are being adequately identified and managed with particular regard to reviewing personnel/HR operational risks and the risks to financial control at the Trust and its constituent academies, and agreeing a programme of work to address, and provide assurance on, those risks
 - that information submitted to the DfE and ESFA that affects funding, including pupil number returns, and funding claims completed by the Trust and by its constituent academies, is accurate and in compliance with funding criteria
 - that any other internal scrutiny functions recommended for audit committees in the Academy Trust Handbook are addressed.
- to review, on a regular basis, its own performance, constitution and terms of reference to ensure it is operating at maximum effectiveness.

Terms of Reference for the People, Pay and Performance Committee

Membership

The Committee will be appointed by the Trust Board and will comprise no fewer than three Trustees. Membership may include persons who are not Trustees provided that no vote shall be taken at a meeting unless the majority of members present are Trustees.

Officers in attendance at committee meetings will include the Chief Executive Officer and the Head of Services except for any matters in which they have a personal interest.

The Committee will appoint one of its members as its Chair and seek to appoint a vice-chair.

Presentations

The Committee may ask any member of staff, student, Trustee, governor or other stakeholder to attend meetings of the Committee either regularly or by invitation, in order to provide information.

Voting

The quorum for each meeting shall be one half of the members of the Committee rounded up. Decisions of the Committee shall be taken by a simple majority of those present and voting save that no vote shall be taken unless the majority of members present are Trustees. The Chair will have a casting vote on an equality of votes.

Meetings

The Committee shall meet on such dates as shall be determined by the Trust's annual schedule of meetings and at such other time as the Clerk shall specify at the request of the Committee or any of its members.

Unless otherwise agreed, notice of each meeting confirming the venue, date and time together with an agenda shall be sent to each member of the Committee and any other person invited or required to attend no fewer than seven working days prior to the date of the meeting.

Minutes

The Clerk will minute the proceedings and resolutions of the Committee and ascertain, at the beginning of each meeting, the existence of any conflicts of interest and minute them accordingly.

Draft minutes of each Committee meeting will be sent to all members of the Committee and the Clerk of the Trust Board within seven working days of the meeting.

Authority

The Committee is authorised by the Trust Board to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any employee and all employees are directed to cooperate with any request made by the Committee.

The Committee may sub-delegate its duties and functions in accordance with article 105A.

Duties

The duties of the Committee shall be:

- to identify the KPIs which it will use to monitor the areas of provision for which it is responsible
- to provide effective two-way channels of communication between the Trustees and Academy Stakeholder Committees (ASC) ensuring that the voice of stakeholders is heard, considered and responded to
- to ensure the provision of accessible training for Trustees and ASC governors and, on behalf of the Board, to approve lists of trained/experienced governors who may be approached to serve (for example) on panels for PEX, staff interviews
- to seek contributions from ASCs for the Trust's termly newsletter to stakeholders
- to consider annual reports from ASCs
- to advise the Board on matters relating to stakeholder engagement for inclusion in the Trust Strategic Plan and/or Development Plan
- to monitor the implementation of the Trust's equality and diversity objectives, staff wellbeing and the provision of CPD
- to receive reports from the CEO on matters raised in staff/ trades union consultative meetings
- to keep pay ranges for leaders, teachers and other staff under review and to bring recommendations for any adjustments to the Board having first consulted the Finance and Audit Committee
- to
 - approve annual pay progression within agreed scales following consideration of recommendations from (1) the Trustees charged with undertaking the CEO's appraisal (2) the CEO for Headteachers and other senior leaders as defined in the Trust's Pay Policy
 - Quality Assure the decisions of the CEO concerning annual pay progression decisions delegated under the terms of the Trust's Pay/ Appraisal policies
 - advise the Board of its decisions/actions in a confidential report.
- to approve severance or redundancy agreements and associated costs in consultation with the Chair of the Finance and Audit Committee
- to consider and advise the Trust Board on business continuity and succession planning; to prepare and annually update a formal succession plan for key roles in the Trust; and advise the Board the recruitment and appointment of the CEO and other senior posts in the central directorates
- to scrutinise, review and approve Trust policies under delegated authority from the Trust Board
- to review, on a regular basis, its own performance, constitution and terms of reference to ensure it is operating at maximum effectiveness.

Appendix 9 Role Description, Person Specification and Legal and other requirements for Academy Stakeholder Committee governors

Role Title: Governor serving on an Academy Stakeholder Committee

Hours: Academy Stakeholder Committee meetings as required

Remote involvement via email/telephone/Teams

Regular review of reports and documentation

Salary Range: Voluntary

Term of Office: Four years

Role Purpose: The Academy Stakeholder Committee (ASC) is responsible for supporting the Headteacher/Head of School in relation to the school or schools' engagement with stakeholders and the wider community. The Committee reports on these matters to the Trust Board.

Individual members of the Committee (Academy Stakeholder Governors) may also have wider governance roles in the school and the Trust

Role Description – Academy Stakeholder Committee

The role of those serving on an Academy Stakeholder Committee (ASC) is an important one, ensuring that there is local accountability for the ways in which the school serves its communities and that the voice of stakeholders is heard at school and Trust levels. Those serving on an ASC are accountable to the Trust Board and must always ensure that they act in good faith and in the best interests of the school and the Trust, exercising reasonable care and skill having regard to personal knowledge and experience.

Role Description – Academy Stakeholder Governor

In addition to their role as members of the ASC, Governors with appropriate skills, experience or training (which the Trust will provide) may be appointed by the Trust to undertake specific responsibilities in support of their school or the Trust more widely.

Core Competencies

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

- Work as a team
- Attend meetings and be prepared to contribute to discussions and commit to agreed actions
- Be respectful of the views of others and to be open to new ideas and thoughts
- Treat all confidential information confidentially
- Act with integrity, avoiding any personal conflicts of interest and complying with the Trust's Conflict of Interest policy

- Develop a deep understanding of the vision and ethos of the Trust and its schools and the roles played by all individuals in fulfilment of the Trust's mission
- Support the school(s) and Trust in public and act as an ambassador of the Trust and the Academies
- Commit to training and skills development
- Be ready to provide challenge
- Be focussed on problem solving and be ready to learn from past experiences
- Act in accordance with any authority delegated to them, including complying with any regulation or requirement of those from whom delegated authority is received
- Adhere to the Nolan Principles in their conduct.

Person Specification

Personal Qualities and Values:

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

Skills:

- Strategic vision
- An ability to think creatively
- Good, independent judgement
- An ability to engage effectively with pupils, parents, staff and the local community.

Legal Requirements:

Individuals who are not able to make the following declarations may not serve as governors on the Academy Stakeholder Committee:

- I am not disqualified from acting as a charity trustee
- I have not been convicted of an offence involving deception or dishonesty (or any such conviction is legally regarded as "spent")
- I have not been involved in tax fraud or other fraudulent behaviour including misrepresentation and/or identity theft
- I have not used a tax avoidance scheme featuring charitable reliefs or using a charity to facilitate the avoidance
- I am not an undischarged bankrupt
- I have not made compositions or arrangements with my creditors from which I have not been discharged

- I have not been removed from serving as a charity trustee, or been stopped from acting in a management position within a charity
- I have not been disqualified from serving as a company Trustee
- I am not included in the list kept by the Secretary of State for Education under s1 of the Protection of Children Act 1999 (or equivalent) or have ever been disqualified from working with children or serving on a governing body of a school
- I am able to provide(or am willing to apply for) a valid Disclosure and Barring Service Certificate under the Protection of Freedoms Act 2012 which does not disclose any reason why I should be unsuitable for working with children.

Term of Office

Any governor shall hold office and vacate office in accordance with the terms of their appointment and, except in the case of the Headteacher/Head of School, the length of their term of office shall not exceed four years.

Subject to remaining eligible to be a governor any governor may be re-appointed for consecutive periods not exceeding eight years in total. Thereafter a governor shall not be eligible for re-appointment until one year after their retirement, unless agreed exceptionally by resolution of the Trustees that they shall be eligible to serve for a further consecutive term. For the avoidance of doubt, a governor's term of office shall not include any time served as a governor of a predecessor school to the Academy.

Resignations and Removal of Governors

A governor may at any time resign their office by giving notice in writing to the Clerk of the Trust Board.

A governor shall cease to hold office if they are removed by the person or persons who appointed them. The provision does not apply in the case of a Parent or Staff Governor.

The Trustees may terminate the appointment of any governor whose presence or conduct is in breach of the adopted NGA Code of Conduct or deemed by the Trustees not to be in the interests of the Trust or school. The Trustees will give due regard to any representation from the ASC.

The removal of a Parent Governor will be undertaken only in exceptional circumstances.

If any person who serves on the ASC in their capacity as an employee at any of the schools ceases to work at the school, then they shall be deemed to have resigned and shall cease to serve on the ASC automatically on termination of their work at the school.

Where a person who serves on the ASC is removed from office, those removing him or her, shall give written notice thereof to the Clerk to the Trust Board who shall inform the Chair of the ASC.

A Parent Governor shall not automatically cease to hold office solely by reason of the child (of whom that Parent Governor is a parent or carer) ceasing to be a student at the school.

Disqualification of Members of the ASC

No person shall be qualified to serve on the ASC unless they are aged 18 or over at the date of their election or appointment.

No current student of the school shall be entitled to serve on the ASC.

A person serving on the ASC shall cease to hold office if they become incapable by reason of mental disorder, illness or injury of managing or administering their own affairs.

A person serving on the ASC shall cease to hold office if they are absent without the permission of the Chair of the ASC from all the meetings of the ASC held within a period of six months and the ASC resolves that his or her office be vacated.

A person shall be disqualified from serving on the ASC if:

- their estate has been sequestrated and the sequestration has not been discharged, annulled or reduced; or
- they are the subject of a bankruptcy restrictions order or an interim order.

A person serving on the ASC shall cease to hold office if they would cease to be a Trustee by virtue of any provision in the Companies Act 2006 or is disqualified from acting as a trustee by virtue of section 178 of the Charities Act 2011 (or any statutory re-enactment or modification of that provision).

A person shall be disqualified from serving on the ASC at any time when they are:

- included in the list kept by the Secretary of State under section 1 of the Protection of Children Act 1999; or
- disqualified from working with children in accordance with Section 35 of the Criminal Justice and Court Services Act 2000; or
- barred from regulated activity relating to children (within the meaning of section 3(2) of the Safeguarding Vulnerable Groups Act 2006).

A person shall be disqualified from serving on the ASC if they are a person in respect of whom a direction has been made under section 142 of the Education Act 2002 or is subject to any prohibition or restriction which takes effect as if contained in such a direction.

A person shall be disqualified from serving on the ASC where they have, at any time, been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section 178 of the Charities Act 2011.

After the Academy has opened, a person shall be disqualified from serving on ASC if they have not complied with the Trust's Disclosure and Barring Service (DBS) policies.

Where, by virtue of this Scheme of Delegation, a person becomes disqualified from serving on the ASC; and they were, or were proposed, to so serve, they shall upon becoming so disqualified give written notice of that fact to the ASC.

This clause shall also apply to any member of any committee of the ASC who is not a member of the ASC.

The provisions for the suspension of a Trustee under the terms of clause 67 of UET's Articles of Association also apply to members of ASC.

Conflicts of Interest

The income and property of the Academy must be applied solely towards the provision of the Objects as detailed in the Articles. The restrictions which apply to the Trustees with regard to having a Personal Financial Interest shall also apply to the ASC governors.

The procedure detailed at articles 97-98 of the Articles shall apply to the ASC always provided that, in the case of a Personal Financial Interest for a governor who is not also a Trustee, the ASC may meet to authorise the benefit.

All governors shall complete a Declaration of Interests form on joining the ASC and at the start of each academic year.

Any governor who has any duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with his duties as a governor shall disclose that fact to the governors as soon as they become aware of it and notify the Chair at the start of any meeting where that conflict relates to an agenda item. A governor must absent themselves from any discussions of the governors in which it is possible that a conflict will arise between their duty to act solely in the interests of the Academy and any duty or personal interest (including but not limited to any Personal Financial Interest)

Safeguarding Pupils

All governors on first appointment and at any subsequent re-appointment will be required to undergo checks to determine suitability to have access to children and young people in accordance with any legal requirements or policy of the Trust Board.

Any governor refusing to undertake the checks will be disqualified from membership of the ASC.

Indemnity

Subject to the provisions of the Companies Act 2006 every member of the ASC or other Officer or Auditor of the Company acting in relation to the Academy shall be indemnified out of the assets of the Company against any liability incurred by him or her in that capacity in defending any proceedings, whether civil or criminal, in which judgment is given in favour or in which he or she is acquitted or in connection with any application in which relief is granted to him or her by the court from liability for negligence, default, breach of duty or breach of trust in relation to the affairs of the Company.

Appendix 10 Terms of Reference for Academy Stakeholder Committees (local governors)

Terminology: *UET's Articles of Association state that the Trustees may appoint committees, and those established in respect to any academy in the Trust are described in the Articles and in other documents as Local Governing Bodies. It is for the Trust Board to determine the constitution membership and proceedings of all its committees. Accordingly, where, in the Trust's Articles of Association, reference is made to local governing body this should be read, in the UET context, as referring to the Academy Stakeholder Committee with membership and terms of reference.*

ACADEMY STAKEHOLDER COMMITTEE.

Membership

The composition of the Academy Stakeholder Committee (ASC) shall be as follows:

- oThe Headteacher/Head(s) of School
- oAt least two parent governors elected in accordance with the procedure available from the Clerk of the Board of Trustees or, in the event

that the number of parents standing for election is less than the number of vacancies, parents appointed by the Board of Trustees in accordance with clause 56 of the Articles of Association.

(For an ASC which supports one school the expectation is that there will normally be two parent governors but where an ASC supports more than one school (eg a three school Federation) then there may be more than two parent governors (eg one from each of the schools))
- oMinimum of one and up to two Staff Governors elected in accordance with the procedure available from the Clerk of the Board of Trustees
- oAt least one co-opted governor representing the wider community and therefore, not normally a member of staff or the parent of child currently at the school.

All appointments to the ASC will be subject to the approval of the Trust Board and the election of chair/vice-chair will be made in accordance with the Trust's procedure for such appointments.

The ASC may continue to act notwithstanding a temporary vacancy in its composition
Trustees and /or members of the Trust executive team reserve the right to attend ASC meetings.

The Board is committed to providing effective two-way channels of communication between the Trustees and members of ASCs. This will be facilitated by the Board's People, Pay and Performance Committee which will notify each ASC of its link Trustee.

Appointment of the Chair and Vice Chair of the Academy Stakeholder Committee

The Chair and Vice Chair of the ASC shall be appointed at the start of each academic year in accordance with the Trust's procedure for such appointments. All members of the ASC, including the Headteacher/Head of School are eligible.

Meetings of Academy Stakeholder Committee

The ASC will meet at least twice a year. Members of the Committee will be invited to attend any “deep dive” visit to their school by Trustees and such other meetings as the Trustees shall determine.

All meetings shall be convened by the ASC Clerk.

Unless otherwise agreed, notice of each meeting confirming the venue, date and time together with an agenda shall be sent by the Clerk to each member of the ASC and any other person invited to attend no fewer than seven working days prior to the date of the meeting.

The convening of a meeting and the proceedings conducted shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda.

Otherwise, subject to this Scheme of Delegation, the ASC may regulate its proceedings as the members of the ASC think fit.

Quorum

The quorum for each meeting shall be the Headteacher/Head of School and one other member of the ASC. Decisions of the ASC shall be taken by a simple majority of those present and voting. The Chair will have a casting vote on an equality of votes.

Minutes

The clerk will minute the proceedings and decisions of the Committee and ascertain at the beginning of each meeting, the existence of any conflicts of interest and minute them accordingly.

Draft minutes of each Committee meeting will be posted on Governor Hub within seven working days of the meeting.

At every meeting of the ASC the minutes of the last meeting shall be taken as the first agenda item after any apologies, except in cases where the governors present decide otherwise, and, if agreed to be accurate, shall be signed by the Chair as a true record.

Duties of Academy Stakeholder Committee

The principal duty of the ASC is to support the Trust Board and the school in developing and maintaining effective links within the school’s communities, communicating openly and frequently as appropriate and ensuring the school meets its responsibilities to its stakeholders.

This will include but not be limited to:

Ensuring membership of the ASC includes parent and staff governors, and members of the local community, as per the composition of the Committee

Supporting the Headteacher/Head of School in implementing and monitoring arrangements to ensure:

- that pupils are listened to, feel safe in the school and are successful learners

- that parents and carers are kept informed about their child's progress and that any concerns they have are listened and responded to
- that effective arrangements are in place for staff wellbeing
- that there is regular communication with parents and the wider community
- that examples of the activities of the school and the ASC are provided to the Trust for its termly newsletter to all stakeholders

Representing the School and the Trust at parents' evenings, presentation events and other school activities.

Receiving and reviewing the results of staff well-being surveys, and the analysis of pupil voice and parent voice questionnaires and surveys

Providing a point of contact for parents, carers and other members of the local community and directing queries to those in the school or trust with responsibility for dealing with them

Developing and maintaining effective links with the local community

Promoting collaboration with the other schools in the Trust, actively seeking opportunities for the schools to work together with the aim of identifying and implementing best practice in stakeholder engagement across all schools

Giving advice and feedback to the Trustees, reporting on all matters for which the ASC is responsible and seeking responses from the Trustees to any matters the ASC draws to their attention

Submitting an annual report to the Trust Board and thereafter for publication on the school website.

ACADEMY STAKEHOLDER GOVERNORS – ADDITIONAL INDIVIDUAL ROLES

In addition to their role as members of the ASC, Academy Stakeholder Governors with appropriate skills, experience or training (which the Trust will provide) may be appointed by the Trust Board to undertake specific additional responsibilities.

The Trust Board will invite expressions of interest from Academy Stakeholder Governors in undertaking additional roles, either only for their own school and/or for other schools and the Trust. The Board will maintain lists of governors who may be approached – for example – by:

- oHeadteachers/Heads of School – to join pupil reintegration meetings, staff selection panels
- oClerks of PEX and other hearings – to join panel hearings
- oDirectorate/Trust committees – to undertake or join monitoring visits, including safeguarding, PPG, SEND, health and safety

Appendix 11:

Power of the Chair of Trustees to act in cases of emergency

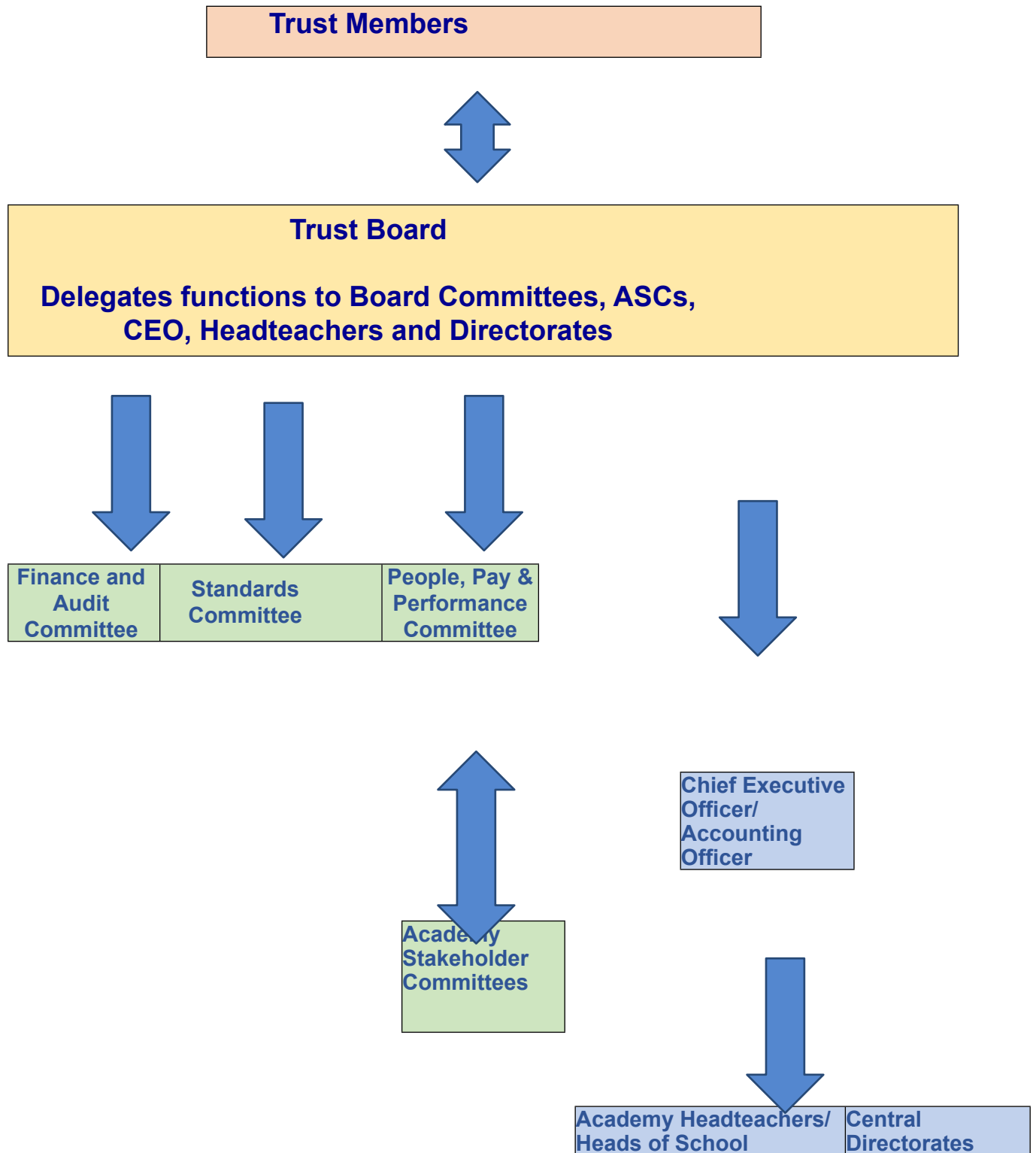
Normally decisions should only be taken at a meeting of the Trust Board, or by a committee or individual with delegated powers to make that decision. But there may be times when a decision is so urgent that there is no time to call a meeting in which case the Chair of the Board of Trustees (or the Vice-Chair in the absence of the Chair) has the power to take decisions on behalf of the Board.

The Chair will normally consult the CEO and, where the matter lies within the remit of a committee, the chair of that committee.

Any decision must be reported to the next full meeting of the Board.

Appendix 12:

Unity Education Trust Delegation Structure



APPENDIX 13

DECISION MATRIX

KEY

Coloured filled box = action to be taken at this level

Members, Trustees, Governors	CEO	Education Directorate	Finance Directorate	Operations Directorate	Headteachers
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Direction of advice and support



	Decision	Members	Trust Board	Finance & Audit Committee	Standards Committee	People, Pay & Performance Committee	Academy Stakeholder Committee / Governors	CEO	Directorates Education Finance Operational	Co Sec	Heads
People	Members – appoint & remove										
	Trustees – appoint & remove										
	Trustees – co-opt										
	Board of Trustees – appointment/removal of Chair & Vice-Chair										
	Approval of responsibilities for individual Trustees										
	Approval/removal of ASC governors & approval of procedure for election of parent govs										
	Board & committee chairs – appoint & remove										
	ASC chairs – appoint & remove										
	Governance professional/Co Sec -appoint & remove										
	Clerks to committees - appoint & remove										
	Trustees/chairs/key executive posts – succession plans										

Area	Decision	Members	Trust Board	Finance & Audit Committee	Standards Committee	People, Pay & Performance Committee	Academy Stakeholder Committee / Governors	CEO	Directorates Education Finance Operational	Co Sec	Heads
Systems & structures	Articles of Association – review and agree										
	Governance structures (committees) -establish and review annually										
	Establishment of ASC committees										
	Schemes of Delegation including committee terms of reference– review annually						Consult				
	Annual self review of Trust Board, committees and Trustee/governor contributions										
	Annual Schedule of business for Trust Board & committees - agree										

Area	Decision	Members	Trust Board	Finance & Audit Committee	Standards Committee	People, Pay & Performance Committee	Academy Stakeholder Committee / Governors	CEO	Directorates Education Finance Operational	Co Sec	Heads
Reporting	Publication on Trust & schools' websites of all required information – ensure										
	Annual Report and Financial Statements – publish and submit to Members										
	CEO reports and other reports requested by Trust Board										
	Director of Education reports and other reports requested by Standards Committee										
	Chief Finance Officer reports and other reports requested by Finance and Audit Committee										
	Head of Services reports and other reports requested by People, Pay and Performance Committee										
	Headteachers' reports to CEO's termly Review Meetings and other reports from Heads and other staff requested by CEO										

Area	Decision	Members	Trust Board	Finance & Audit Committee	Standards Committee	People, Pay & Performance Committee	Academy Stakeholder Committee / Governors	CEO	Directorates Education Finance Operational	Co Sec	Heads
Being strategic	Agree Schedule of Trust-wide policies and delegate to committees responsibility for review and approval										
	Review and approve delegated Trust policies										
	Review and approve delegated Trust policies										
	Review and approve delegated Trust policies										
	Approve school policies eg school-specific annexes to Trust policies										
									Watching brief to ensure no conflict with Trust policies		

	Management charge and SLA - agree			Recommend after consultation with headteachers							To be consulted by Finance Committee
	Management of Trust risk – establish register, review and monitor										
	Management of school-specific risks -review, monitor and report to Trust Board										
	Strategic Plan – review annually and publish										
	Trust Development Plan – agree and review annually										
	SIDP's – agree and review annually										
	Monitor progress towards achieving SIDP objectives and against agreed metrics in CEO Review Meetings and DoFE to report to Standards Committee										
	Determine KPIs and monitor against										
	Determine KPIs and monitor against										
	Determine KPIs and monitor against										
	Determine KPIs and monitor against										
	Engagement with stakeholders										
Being strategic	CEO – appoint and dismiss										
	Headteachers and senior central staff appoint (Selection Committee to include CEO, Trustees and, if appropriate, local governor										
	Other Trust staff appointments										
	School SLT appointments										
	School teaching and associate staff appointments										
	Sign off job description & contracts of employment										
	Dismissal of staff including redundancy (appeals heard by panel of Trustees)										
	Authorising settlement agreements										
	Budget plans -approve detailed budget for Trust central and broad budget headings for each school's budget										
	Detailed budget plan for each school based on annual ICFP										
	Trust staffing structure - agree										
	School staffing structure - agree										

Area	Decision	Members	Trust Board	Finance & Audit Committee	Standards Committee	People, Pay & Performance Committee	Academy Stakeholder Committee / Governors	CEO	Directorates Education Finance Operational	Co Sec	Heads
Holding to account	Auditing and reporting arrangements for matters of compliance (eg safeguarding, H&S employment) agree										
	Monitoring arrangements for progress on key priorities										
	Performance management of CEO (appoint Trustees to undertake)										
	Performance management of headteachers and central Trust Directorate (CEO to invite Trustees/governors to be involved as appropriate)										
	ASC performance monitoring – annual reports										

Area	Decision	Members	Trust Board	Finance & Audit Committee	Standards Committee	People, Pay & Performance Committee	Academy Stakeholder Committee / Governors	CEO	Directorates Education Finance Operational	Co Sec	Heads
Ensuring financial probity	Chief Finance Officer/ Accounting Officer - delivery of management accounts and detailed accounting processes										
	Trust Scheme of Financial Delegation (Finance policy and procedures) – establish and review										
	External Auditors report – receive and respond										
	Internal audit – agree plans, receive reports and respond										
	CEO Pay award - agree										
	Headteachers and other senior staff pay award - agree										
	Staff appraisal procedure and pay policy - agree										
	Staff appraisal process and other staff pay awards - implement										
	Benchmarking and value for money – ensure robustness										
	Develop trust wide procurement strategies and efficiency savings programmes										

