



Three  
Spires  
TRUST

*'Life in all its fullness'*

# Scheme of Delegation and Governance Framework

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## Section 1 – Vision and Values

### Our vision

Three Spires Trust plays a part in young people discovering life in all its fullness. These words first spoken by Jesus, encompass every aspect of being human - relating well to those around us, confident in who we are and enjoying the spiritual dimensions of life. Our Academies are communities where individual learning and challenge flourish, tailored to the abilities and ambitions of each young person. Our Academies enable students to make great progress and reach the highest educational standards.

### Our values

Through our Christian values, Three Spires Trust strives to enrich the lives of our communities. We will live, love and learn as we seek to **EMBRACE** 'life in all its fullness'. We believe that we can realise our full potential academically, socially, globally and spiritually through the promotion of our Christian values which enable our students to

- › **Enjoy learning**
- › **Model service**
- › **Belong to a family**
- › **Respect and develop the whole person**
- › **Aspire to achieve**
- › **Care for the earth and each other**
- › **Experience the love of God**

Three Spires Trust is committed to working within a respectful and compassionate environment. It is open to schools of all faiths and none, all educational phases and all Ofsted judgments - we celebrate diversity.

The Trust exists to serve the students in its care. It has a small number of core principles:

- We expect all our academies to support each other and to share best practice for the benefit of all.
- We encourage each of our academies to celebrate its distinctive identity within our community.
- We are committed to providing quality-assured services to keep our academies legal, financially robust and continually improving.
- We consider that our Christian distinctiveness enhances the life of the Trust and all involved with us.

## Section 2 – Introduction

Three Spires Trust (TST) is a Multi-Academy Trust (MAT) formed by the Lichfield Diocesan Board of Education (the 'DBE'). Both the DBE and TST are committed to the provision of high-quality Christian education across the Diocese and beyond. This Scheme of Delegation sets out how decision making is delegated across the Trust.

The Objects of the Trust are set out in the Articles of Association and this Scheme of Delegation sets out delegations for specific areas of activity or decision making in a clear, usable format and provides clarity and consistency to avoid duplication or overlap in governance.

The TST Board has overall legal responsibility for the operation of the Trust and the academies within it, The Board works in partnership with its family of academies and uses the skills and knowledge of the Trustees and Academy Committees to help challenge and support the professionals working within the academies to provide the best outcomes for every child and young person in the Trust.

TST is run by a Board of Trustees who are accountable to the Secretary of State for Education for the performance of each academy within the Trust. The CEO is the Accounting Officer and is personally responsible to the Secretary of State for Education.

Within TST, typically the Trust Board appoints an Academy Committee to each academy. This includes both parent and staff representatives with the majority of governors appointed by the TST Board. We have clear processes and procedures for the recruitment and appointment of our governors. Some academies may choose to have shared governance with one Academy Committee overseeing more than one school and this will be constituted by the Board following discussions between the CEO and the Academy Committee of the schools concerned.

The Scheme of Delegation is predicated on 'responsibility can be delegated but accountability cannot'.

This Scheme of Delegation-provides for certain functions to be carried out by one or more of the following:

- the Members
- the TST Board;
- the Chief Executive Officer (CEO) and other officers as specified;
- the Academy Committee of the academy; and
- the Principal of the academy;

***This scheme should be read in conjunction with the Memorandum and Articles of Association, Master Funding Agreement, Supplemental Funding Agreement, the process for appointments to Academy Committees in TST, the Financial Procedures and Policy Manual, and other documents and guidance produced by TST from time to time.***

## Section 3 - Roles and Responsibilities

### a. The Members

The members of TST have a different status to Trustees. They have been the signatories to the memorandum of association and have agreed the TST first articles of association (a document which outlines the governance structure and how the Trust operates). The articles of association also describe how members are recruited and replaced, and how many of the Trustees the members can appoint to the Trust board. The members appoint Trustees to ensure that the Trust's charitable object is carried out and so are able to remove Trustees if they fail to fulfil this responsibility. Accordingly, the Three Spires Trust board will submit an annual report on the performance of the Trust to the members. Members are also responsible for approving any amendments made to the TST articles of association.

#### *Main duties and responsibilities*

- To appoint Trustees to the Trust Board bearing in mind the Articles of Association and the need for a balanced skill set to manage the Trust effectively
- To remove any Trustee who is not considered to be acting in the best interests of the Trust
- From time to time to review the Articles of Association and to make changes where deemed necessary after taking advice from the Trust Board
- To appoint other Members (to not exceed 5) as necessary in line with the provisions of the Articles of Association
- Ensure the success of the Trust
- Appoint and remove the auditors
- To receive a signed off copy of the annual report and accounts.

#### *Currently the Members are:*

- The Diocese of Lichfield Education Trust (DLET) acting corporately on behalf of the Diocese of Lichfield Board of Education;
- Two individual members of the Diocesan Board of Education nominated by that Board;
- One individual nominated by the Bishop of Lichfield;
- The Chair of the Board of Trustees of TST.

### b. The TST Board

The Trustees are the charity directors (within the terms of section 177(1) of the Charities Act 2011) and are responsible for the general control and management of the administration of the Trust in accordance with the provisions set out in the memorandum and articles of association. The Trust board is the accountable body for the performance of all academies within the Three Spires Trust and as such must:

- Ensure clarity of vision, ethos and strategic direction
- Hold the CEO to account for the educational performance of the academies and their students, and the performance management of staff
- Oversee the financial performance of the trust and make sure its money is well spent

Because Trustees are bound by both charity and company law, the terms 'trustees' and 'directors' are often used interchangeably. We use the term Trustee. The Trust board is permitted to exercise all the powers of the Three Spires Trust. The Trust board will delegate to the Chief Executive responsibility for the day to day operations of the Trust. The Trustees can determine whether to delegate any governance functions.

The constitution of the Trust Board is set out in the Articles of Association and is currently made up of:

- The Chair of Trustees, appointed by Members
- Four further Foundation Trustees, appointed by Members
- Four Co-opted Trustees, appointed by Member appointed Trustees

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

### *Main duties and responsibilities*

- To ensure that the activities of the Trust fulfil the objectives as described in the Articles of Association
- To ensure compliance with the Trust's duties under company and charity law
- To ensure the academies are compliant with all statutory obligations (e.g. curriculum, SEND, safeguarding)
- To uphold the Christian distinctiveness of each Church of England academy within the Trust
- To safeguard the assets of the Trust
- To ensure the solvency of the trust and to abide by the agreements made with the DfE and Educational and Skills Funding Agency (ESFA) including the Master Funding agreement and the Supplemental Funding Agreement and as defined in the current issue of the Academies Financial Handbook
- To determine the overall strategic direction and development of the Trust through good governance and clear strategic planning
- To approve the Trust's strategic plan
- To challenge and support the Trust's CEO, executive leaders and academy leaders to achieve the outcomes of the strategic plan
- To oversee the performance of the Trust and its academies and direct change where performance falls short of expectation
- To agree policies across the academies within the Trust (unless otherwise delegated to individual academies)
- To ensure that risks are mitigated where possible and otherwise effectively managed
- To review the Trust Board's terms of reference on a regular basis and to recommend any changes to the Board of Members
- To approve the terms of reference of the Board's committees
- To approve the Trust's annual budget and monitor progress through the receipt of regular reports and to commission auditors
- To approve the annual budget for each academy and monitor expenditure against the budgets
- To approve the annual and other statutory reports to Members and the ESFA
- To agree and review from time to time the scheme of delegation to the academies
- To approve the annual report and accounts prior to submission to Companies House
- To review the effectiveness and skill set of the Board and recommend appropriate changes to the Board of Members

Currently, there are three Trust Board committees:

- Finance, Audit and Risk Committee (FAR),
- Quality of Learning Committee (QoL) and the
- Pay and Remuneration Committee

Other committees and/or regional boards may be formed as TST grows. The term 'TST Board' will therefore include any such committees/boards that may be formed from time to time and decisions allocated to the TST Board may be taken by those committees in accordance with their terms of reference.

The Trust Board will review and approve the Scheme of Delegation annually.

#### **c. The CEO**

The CEO is responsible for the promotion of the Three Spires Trust.

The CEO has the delegated responsibility for the operation of the Trust including the performance of the its academies and so the CEO performance manages the Principals in each academy. Where there is delegation to an Academy Committee (AC), this will usually be with the Chair of the AC alongside.

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

The CEO leads the executive leadership group of the Trust. The CEO will delegate executive functions to the executive leadership group and is accountable to the Trust board for the performance of this executive leadership group and the central support team.

#### d. Academy Committee (AC)

Each Academy Committee is a committee of the Trust Board which has been given delegated powers (via this Scheme of Delegation) in order to oversee the running **and development** of its academy.

The Trust board will establish an Academy Committee in each academy and will appoint the chair. Two parents will be elected to the committee. The Academy Committee will:

- Seek to understand how the academy is led and managed: the Principal will report termly on how the academy is fulfilling the Trust's ethos, vision and strategy
- Monitoring whether the academies are:
  - › Working within agreed policies
  - › Meeting the agreed targets
  - › Managing their finances well
  - › Engaging with stakeholders
  - › Reporting to the board
- Act as the panel when reviewing the Principal's decisions on suspensions, exclusions, and parents' complaints
- Be the consultative body for the academy's stakeholders
- Represent the academy's stakeholders
- Forge links with the community

The AC may choose to delegate some of these powers to governor panels (e.g. admissions, suspensions or exclusions, and staffing matters or the Principal as it deems fit to fulfil its responsibilities). Where this document refers to the AC this may include such committees or further delegation as the AC sees fit, but with the understanding that the ultimate responsibility remains with the Academy Committee.

#### e. Link Champions

Link Champions will be appointed by the Trust Board and each Academy Committee to cover five key areas of responsibility, they are:

1. Christian Distinctiveness
2. Finance and audit
3. Health and Safety
4. Safeguarding and SEND
5. Quality of Education

The Trust Board permits academy committees to appoint more than one governor to a link champion role, if so desired. The Trust Board also permits academy committees the flexibility to appoint additional link champion roles where a specific focus is required, for example, leadership and management or post-16 education.

Link Champions across the Trust will meet virtually each term with their counterparts and the appropriate central team officer to discuss key themes of future visits, training requirements and to provide feedback between governors and trustees.

#### f. Principal

In our academies, the Principal will be assigned delegated powers but may choose to delegate these further to another member of staff e.g. the Academy Business Manager or Vice Principal. Where this document refers to Principal this may include other staff members who have been delegated responsibilities with the understanding that the ultimate responsibility remains with the Principal.

***In all cases, the TST Board is accountable directly to the Secretary of State for each academy and thus has overall responsibility for the final decisions made. The CEO has authority to challenge decisions made by ACs or to direct Principals if the CEO considers that it is in the best interests of TST to do so, or that a decision made by an AC is not in the best interests of the school.***

## Section 4 – Academy Growth: the finer detail

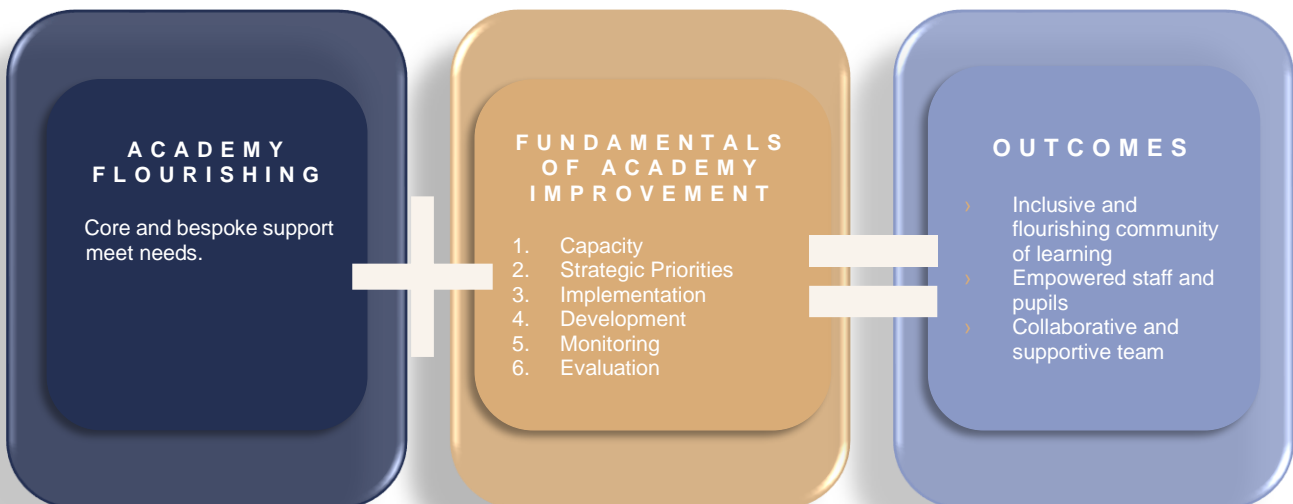
All of our children deserve academies where they can learn and grow in a wide variety of well-designed curriculum experiences, across a broad range of subjects' disciplines. We provide children with the skills, knowledge and experiences to thrive academically, socially and spiritually so that they are prepared for a future full of opportunity and success. With Jesus' promise of 'life in all its fullness', we strive every day to ensure our children know they are valued, understood, supported, and loved.

Our growth strategy is based on this vision and on the academy's capacity to improve. As a Trust, children are at the heart of all we do; we aim to support all our academies to provide the best possible outcomes so that everyone can experience human flourishing.

The Trust recognises every academy has something to offer irrespective of their position or circumstance; pockets of excellence exist everywhere. To this end, we will spend time identifying and drawing on the talent and expertise of practitioners across all academies, ensuring every child can benefit from this excellent practice.

The improvement strategy identifies how we will work with individual academies and the collective within the Trust. It aims to provide clarity around the expectations, values, roles and responsibilities and ways of working, in the pursuit of enabling all children to achieve their maximum potential.

The balance between standardised and autonomous practices can be a fine line; each academy must have its own identity and should act as the heart of the community; responding to need within the given context. However, the benefits of being part of a Trust includes the ability to take advantage of economies of scale; it is inefficient to have 3 or 4 different contracts for the same MIS system, but likewise, it makes no sense to have 3 or 4 different versions of a Leadership report to the Academy Committee (AC), when we know that a particular approach is effective. As such, we feel we have struck the perfect balance between standardised and autonomous practices, which are needed to achieve individual trajectories of improvement and innovation, which will then lead to collective strength.





### a. Academy growth

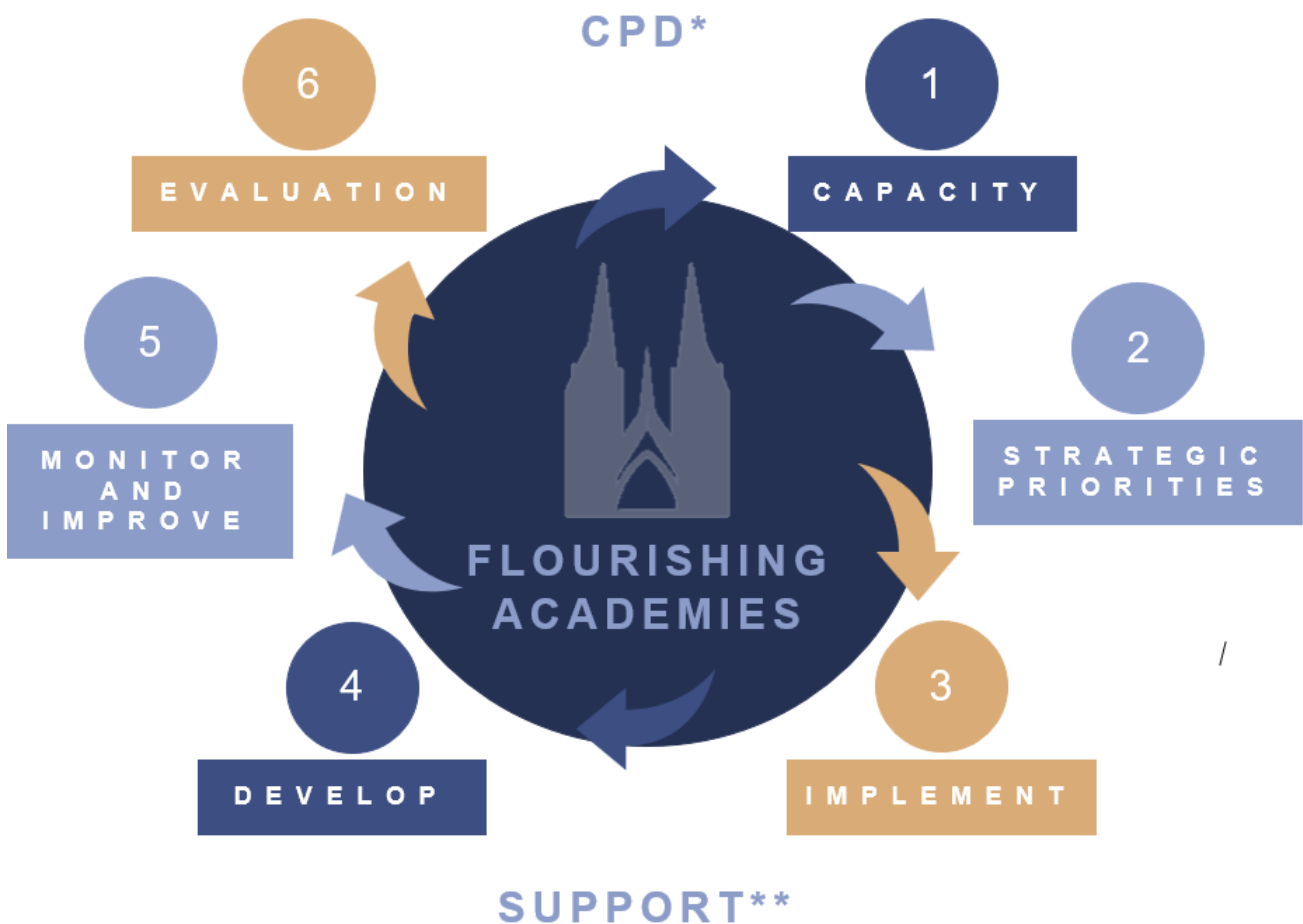
The challenge for us all in education is to always evolve; get better; and continually grow so we can have a positive impact on our students. We need to reinforce the status of our wonderful profession and promote staff wellbeing to unlock the skill, passion and discretionary effort that undoubtedly exists within us all. The quality of leadership, teaching and curriculum are at the top of our agenda, and we view our staff as our greatest asset. Therefore, our academy growth process exists to ensure that our teams can be the very best they can be. This in turn, leads to a flourishing school system.

To that end, the Trust has removed traditional 'school improvement' and replaced it with 'academy growth'. Whilst this might, at first sight, appear to be semantics, it isn't. It is a different belief set, a different perspective that ultimately filters down to professional growth models in individual academies.

This process sets out the framework for a clear and consistent approach to the development of our staff and our expectations, in terms of the high standards to which all our team aspire.

The invitational, wrap-a-round support that the Trust offers means improvement is done 'with' and not 'to' academies. Instead, we encourage leaders to draw upon our collective strengths and unique differences to continually drive excellent for each of our students.

We are committed to the mantra that everyone contributes, and everyone receives.



## 1. Capacity

The **academy growth** cycle begins with a focus on and diagnosis of need and capacity through an initial drop-in meeting. Principals will reflect, openly and honestly, on their successes, strengths, and areas for growth.

## 2. Strategic priorities

From here, strategic priorities are identified by the leadership team and used to drive academy growth. It is intended that organisational and professional growth, rather than just being confined to meetings in specific times and places, will become embedded into the academy's everyday working practices.

## 3. Implementation

In the first instance and where there is capacity, we empower our academies to take responsibility for implementing their own development plans, drawing on, throughout the year, their agreed level of support, ringfenced for school improvement support as and where they need it.

For those academies who require wider support from partners within or beyond the Trust, this will also be secured to ensure leaders are able to successfully implement and embed their development plans.

## 4. Development

The belief is that all academies, to varying degrees, aspire to offer continuous professional support to each other, supplementing the assistance provided by the central team and external stakeholder. To this end, we encourage leaders to harness and make use of the expertise and practice that exists in the Trust by engaging in structured activities like professional network meetings and ELG meetings.

## 5. Monitoring

Those academies who set and monitor their own goals are those who will continue to grow as an organisation. As such, Three Spires recognizes that continual, high-stake reviews or intense inspections is considered an unhelpful method for judging the profile of an academy. Instead, the Trust is committed to developing a professional culture which drives quality assurance from within and therefore, academies will **NOT** be graded, and drop-ins will **NOT** be used as a single indicator of performance.

## 6. Evaluating Leaders

The Trust's approach to reporting and **self-evaluation** is designed not to be burdensome for academies, but instead, to be formative and meaningful. To support this process, we have created several highly effective templates which enable leaders to report sharply and efficiently to stakeholders should they wish to use them.

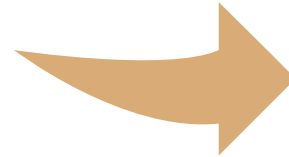
Our templates include:

- Leadership report to AC
- DSL report to AC
- Self-Evaluation Form

## Performance Profile and Level of Support

### **Core Offer** (basic minimum for all academies)

1. 3 drop-in visits by member of Trust Executive team per year to meet with leaders re T&L/ areas of priority
2. 1 review in summer term by members of executive team to agree level of support for the following academic year including Quality of Education, SEND, Business & Finance, IT & Safeguarding
3. Executive Leadership Group meetings
4. Safeguarding network meetings
5. Professional network meetings
6. Christian distinctiveness support



Where required, further support beyond 'core' is available.

### **Additional Support Offer** (negotiable)

1. Support with developing and reporting on a Rapid Action Plan
2. Negotiated, additional number of day visits by member of Trust Executive team
3. Negotiated support by relevant wider partners for direct work with teachers/classroom staff

Some academies may require additional support to ensure stability and success, due to various circumstances that may include, but are not limited to, an inadequate Ofsted judgment or the academy's recent transition to the Trust via a "sponsorship order" from the Department for Education (DfE) Regional Director. In such cases, or when the Trust deems it necessary to mitigate risk, we may need to limit the level of autonomy delegated to the academy for governance, budgeting, financial management, and staffing decisions.



## b. Core Offer

### 1. Half day visits`

Drop-in visits are conducted on a termly basis, with the principal and a member of the executive team meeting to discuss the academy's progress. The focus of the conversation varies depending on the time of year, but typically follows this pattern:

**Autumn:** We will review and prioritize the Academy Development Plan for the upcoming year, as well as discuss the Self Evaluation Form and recent exam results.

**Spring:** The discussion will focus on the progress made towards achieving the Academy Development Plan's goals, including both challenges and successes.

**Summer:** We will review the level of support allocated to the academy and assess its progress towards the Academy Development Plan, highlighting both challenges and successes.

### 2. Mid-year review

The mid-year review is a critical opportunity for the academy to reflect on its progress towards its goals and objectives. This process brings together insights from various areas of the academy, providing a comprehensive picture of the academy's performance. In addition to assessing progress, the mid-year review also serves as a platform for the Trust to offer targeted support and guidance to academies, while also celebrating excellent practices in place.

The process is as follows:

1. **Before** the review, members of the central team will conduct a thorough review of data, including previous drop-ins, progress towards the Academy Development Plan, and other relevant information. This will help identify key focus areas for discussion.
2. The Director of Operations will then contact the school to outline the requirements for the review.
3. To ensure ownership and participation, the academy will be given a week to prepare a proposed schedule of activities, which may include lesson drop-ins, book scrutinies, discussions with leaders, students, teachers, and support staff.
4. The review will be timetabled in accordance to the academy's size and context, and will cover various areas, including:
  - Quality of Education
  - Safeguarding
  - Personal Development
  - Special Educational Needs and Disability (SEND)
  - Finance, Human Resources, and IT
5. **After** the review, the central team will create a concise report for each area they have led, highlighting both "*Areas of Strength*" and "*Areas for Consideration*" (where there are areas of concern, these will become "*Areas for Action*"). The final report will be reviewed by the CEO and CFO.
6. As part of the review, the Director of Operations will then organize a feedback meeting, bringing together key stakeholders, including the CEO, CFO, Chair, principal, vice principals, and Director of School Improvement. The meeting will focus on verbally sharing key points and insights from the review.
7. Following the meeting, an electronic version of the report will be shared with the principal and Chair.

### Who's involved?

The mid-year review process will involve a range of stakeholders, including:

- a. Members of the executive team
- b. Experts from schools and relevant partners
- c. Leaders from Trust schools (up to two) who will be invited to participate and view the process as a professional development opportunity.

This collaborative approach ensures that a diverse range of perspectives and expertise are brought to the review, enhancing the overall quality and effectiveness of the process.

### **3. Executive Leadership Group Meetings**

During these sessions, principals will:

- be expected to abide by the Trust mantra of ‘everyone contributes, and everyone receives’.
- receive timely updates from the Trust’s central team including but not limited to, key developments and important publications in the following areas: the national picture, key priorities for Education, academy improvement/ Safeguarding/ finance/ IT and H&S.
- receive high quality CPD on current topics from both internal and external parties.
- share ‘**tried and tested**’ academy improvement strategies as appropriate to benefit others, always mindful that ‘what works somewhere does not automatically work everywhere’
- work collaboratively within and across the primary/ secondary sectors.

### **4. Safeguarding Meetings**

#### **Safeguarding network meetings (monthly)**

Safeguarding network meetings take place on a monthly basis, remotely, on Teams. They are for all members of the safeguarding team including DSL, DDSL, attendance officer, safeguarding officer, home-school link worker and medical officers. The meetings combine consistency and quality assurance with development and feedback. Agendas for each meeting are shared in advance with colleagues.

#### **DSL development day**

In July of each academic year, our DSLs and one DDSL from each academy come together at the Trust office to review several policies including:

- the child protection and safeguarding policy,
- the attendance policy and
- one other policy from the safeguarding policy suite.

The meetings are collegiate in format where colleagues work together to co-construct the September training for all staff in their academies, supporting both the content and execution of the session. These meetings also allow for more than one person to be trained to deliver this training, creating further opportunities for new legislation and statutory guidance to be unpicked.

### **5. Professional Network Meetings**

The Trust provides various professional network meetings to nurture the professional development of all staff, fostering the growth of flourishing individuals within our adult, student, and academy communities. These include but are not restricted to:

- Subject specific including KS1 and KS2 moderation sessions
- Christian Distinctiveness (see separate section)
- Phase specific e.g. Early Years, Post 16
- Careers
- SEND
- Safeguarding (see separate section)
- Business Operation and Finance

These network meetings bring together different leaders from across the Trust for training, development, and networking opportunities.

The meetings are led by either members of the central Trust team or designated academy leads, with the aim

of ensuring that our academy leaders are highly skilled and capable of progressing in their areas of responsibility.

Networks vary in frequency from termly to annually to meet the needs of the Trust and individual academies. 'Gap tasks' may be suggested between meetings to ensure leaders are supported to have impact in their settings.

Areas of focus are agreed prior to the meeting to ensure activities are responsive and reactive to academy need but during sessions leaders may:

- spotlight key developments, important publications/ updates in Education or Business operation or Finance
- have continuous and effective opportunities to share and develop best practice. Practice, which is then distilled into elements that can be transferred and embraced by staff in such a way that their effectiveness is not compromised, and consistency is achieved.
- explore research around effective teaching or business practice so there is a shared understanding of what expert practice entails.
- enables staff across multiple contexts to have a sound understanding of how students learn and flourish and how highly effective academies also flourish.

## **6. Christian Distinctiveness support**

Christian Distinctiveness, academy ethos leads, chaplains and worship leads are invited to join on a termly basis as part of the Trust SLA with Lichfield Diocesan Board of Education. The Trust SLA covers sessions in our academies with support from our diocesan Christian Distinctiveness Advisor – who works with leads on key priorities identified in their own setting. These meetings offer a combination of professional development, professional challenge, and quality assurance.

### **Suite of *Optional* Enhancements to the Core Essential Offer:**

- Collective worship from central team
- Staff wellbeing drop-ins
- Parents drop-in listening session
- School Council drop-in listening session
- Coaching sessions

## **7. Business and operations**

The Trust provides a significant number of core services to constituent academies in areas of estates, finance, governance, health and safety, human resources and payroll and ICT and data protection. Our core services or business and operations [can be found here](#).

### **c. Additional support offer**

#### **1. Rapid Action Plan**

A mid-year review may lead to the identification of areas within the academy's operations that need rapid improvement. In such instances, the Trust will offer additional assistance to the school's leadership team through the implementation of a Rapid Improvement Plan (RAP) (appendix 1).

A rapid improvement plan for an academy typically involves targeted actions to address key areas of concern efficiently and effectively. The Trust will collaborate with the recipient academy to establish objectives and set milestone markers aimed at achieving success together.

Here's a general outline for such a plan, which will contain the following:

- a. **Clear objectives and targets:** Establish clear and measurable improvement objectives that address the area(s) in question. Set ambitious but achievable targets for academic achievement, student progress, teaching standards, and other key performance indicators.
- b. **Strategic actions:** Develop a set of strategic actions to address identified weaknesses and drive improvement. These actions may include:
  - Enhancing teaching and learning practices through professional development programs, instructional coaching, and curriculum alignment.
  - Implementing targeted interventions for students at risk of underachievement, such as personalized learning plans, tutoring, or additional support services.
  - Strengthening leadership capacity and governance structures through leadership training, mentoring, and recruitment of skilled personnel.
  - Improving school culture and stakeholder engagement through communication strategies, community involvement initiatives, and fostering a positive learning environment.
  - Streamlining administrative processes and resource allocation to maximize efficiency and effectiveness
  - Enhance systems and processes that are not effectively meeting the students' needs
- c. **Timelines and milestones:** Develop a timeline with specific milestones to track progress and ensure accountability. Break down the improvement plan into manageable phases with clear deadlines for each action step.
- d. **Monitoring and evaluation:** Establish mechanisms for ongoing monitoring and evaluation to assess the effectiveness of the improvement plan. Use a combination of quantitative data (e.g., academic results, attendance rates) and qualitative feedback (e.g., staff surveys, classroom observations) to measure progress against targets and identify areas needing adjustment.

Monitoring visits by the Trust, held on a fortnightly basis, will form/ sustain judgements on the effectiveness of provision at the academy. In addition to visits from members of the central team, other resources may also include:

- additional assistance from TST's finance/operations team
  - tailored guidance from additional members of the Education team
  - peer-to-peer collaboration with other TST academies
- e. **Engagement and communication:** Engage stakeholders proactively throughout the improvement process, keeping the Chair of Governors, CEO, trustees, and the Senior Leadership Team informed about progress on a fortnightly basis.

The CEO approves the successful completion of a Rapid Action Plan (RAP).

## 2. Negotiated additional number of day visits

This process is intended to provide targeted support to academy leaders, tailored to the specific needs and circumstances of each individual school.

## 3. Negotiated support by relevant wider partners

As needed, the Trust will draw on internal resources and expertise, or seek external support from relevant organizations, to provide the necessary capacity and expertise to support the school's improvement journey.

Indicators that an academy is likely to need 'in addition' to core level of support may include but not be limited to:		
Children are not flourishing because:	Adults are not flourishing because:	The Academy is not flourishing because:
<ul style="list-style-type: none"> <li>Progress from starting points poor for all children or key groups is significantly below average</li> <li>Headline attainment data sets significantly below average</li> <li>Curriculum is narrow/does not meet needs of all pupils.</li> <li>Limited opportunities for extra curricula experiences</li> <li>Levels of suspensions and exclusions are high</li> <li>Pupils learning is too frequently disrupted by behaviour issues.</li> <li>Pupils feel unsafe or unhappy at school</li> <li>Attendance is significantly below average</li> </ul>	<ul style="list-style-type: none"> <li>Professional growth opportunities for staff are limited</li> <li>Staff workload is not adequately monitored</li> <li>Staff surveys indicate wellbeing is not a priority</li> <li>Limited evidence of celebrating staff achievements through outreach</li> <li>Limited evidence of applying family friendly HR policies in the spirit of the Trust.</li> <li>Staff at all levels feel it is not a good place to work</li> </ul>	<ul style="list-style-type: none"> <li>The academy is not operating inclusively.</li> <li>The academy does not have a distinctively Christian ethos</li> <li>Safeguarding procedures are poor.</li> <li>Teaching standards across classes are highly inconsistent</li> <li>Systems to support good behaviour are either ineffective or inconsistently applied.</li> <li>Leadership inexperienced, unstable and/or with unclear direction</li> <li>School environment uncared for</li> <li>Building in state of significant disrepair</li> </ul>



Indicators that an academy may only require the <u>core</u> level of support may include but not be limited to:		
Children are not flourishing because:	Adults are flourishing because:	The Academy is flourishing because:
<ul style="list-style-type: none"> <li>Progress from starting points is at least average</li> <li>Headline attainment data sets at least average</li> <li>Curriculum meets needs of all pupils including SEND and DA.</li> <li>Varied offer and high uptake of extra curricula experiences</li> <li>Levels of suspensions and exclusions are low</li> <li>Pupils learning environments are largely free of disruption</li> <li>Pupils feel safe and happy at school</li> <li>Attendance is at least in line with national</li> </ul>	<ul style="list-style-type: none"> <li>Well-structured professional growth opportunities</li> <li>Staff workload is systematically monitored</li> <li>Staff surveys indicate wellbeing is a high priority</li> <li>Clear evidence of celebrating staff achievements through outreach</li> <li>Clear evidence of applying family friendly HR policies in the spirit of the Trust.</li> <li>Staff at all levels feel it is a good place to work</li> </ul>	<ul style="list-style-type: none"> <li>The academy operating inclusively.</li> <li>There is a distinctively Christian ethos</li> <li>Safeguarding procedures are strong.</li> <li>Teaching standards are consistently high</li> <li>Leadership is experienced with clear direction</li> <li>School environment well cared for</li> <li>Building in state of good repair</li> </ul>



## d. Reporting Requirements

### The Leadership Reports

The **leadership report** to the Academy Committee fulfils three vital functions.

- it is how a leadership team accounts to governors for the day-to-day management of the academy and, especially, on standards and the quality of education. It should outline the progress and development of the Academy Improvement Plan and provide information on the management of the academy's resources and the curriculum.
- the report can assist with the decision-making process by providing governors with information vital for formulating policy, identifying issues, and prioritizing them. It will also facilitate governors in fulfilling their statutory duties, serving as a critical friend when necessary. It should support governors to carry out their statutory duties as critical friends offering both support and challenge to leaders.
- it provides important contextual data about the academy that can be used for other purposes, such as the completion of the SEF and preparation for the Trust's annual review with an appropriate senior member of the Executive team.

A **leadership report** is likely to be effective when it:

- is kept brief and as informative as possible.
- is well structured, using consistent headings.
- indicates items for action and
- presents headline data with clear explanations.

The Trust's 'leadership report' template is comprehensive in scope. While it requires the reporting of statutory information, the 'additional details' are at the principal's discretion. It is important that the following information is reported on:

#### Statutory

- student progress updates including 'celebrations' and 'areas of risk identified'.
  - › primary - (*R-Y6, Reading, Writing, Maths, Phonics & progress on ELG inc key groups inc. PP/ SEND, EAL as appropriate*)
  - › secondary - (*previous/ current term data, focusses on key groups inc. PP/ SEND, Teacher Prediction, selection of IDSR metrics*)
- behaviour and attitudes (*suspensions, exclusions, bullying incidents, physical interventions, race/hate incidents*)
- notable progress towards academy improvement objectives

**Additional information** could include:

- staff profile (ECT/ new starters/ grievances/ pupil/ teacher ratio/ coaching/ training and CPD)
- parent survey results/ complaints and actions
- staff well-being surveys and actions
- health and safety/ compliance
- staff absence
- wider enrichment opportunities
- network activities/ academy to academy support.

The principal is responsible for the contents of the report, but sections may be delegated at each principal's discretion as appropriate. One week before the Academy Committee, this document will need to be uploaded to GovernorHub – the Education Team will then sample and validate the data before its publication to Governors.

## **The Designated Safeguarding Lead (DSL) Reports**

Within this report, the following information is shared:

- Student profile (*M/F, PP, CLA EAL, SEN, EHC, mobility/ SC/CAF*)
- Attendance
- Suspensions and exclusions

The report is sent in week 1 of spring 1 and summer 2 and needs to be presented on the Three Spires' Trust DSL template.

## **Academy Development Plan**

The Academy Development Plan (ADP) is a strategic document for growth. It should bring together, in a clear and simple way, the academy's priorities, the main measures it will take to ensure there is a flourishing environment, the resources dedicated to these, and the key outcomes and targets it intends to achieve. It is a 'live' document; one which is owned by the entire academy community; teachers, leaders, link governors and the Trust central team all contribute to its creation and monitoring.

*This document must be finalized by September for the upcoming academic year, allowing the central team sufficient time to coordinate the allocation of resources.*

## **Self-Evaluation Form**

The academy Self-Evaluation is a chance for leaders to reflect on their provision and impact. It should be conducted within relevant statutory frameworks that support school improvement using a wide range of data collected via robust systems and processes. The SEF should include the headlines from a rigorous process of self-evaluation and the areas for improvement identified to move the academy forward on to the next phase of its development.

When compiling the SEF, leaders will need to consider the following:

- using the criteria in the Church of England's 'Our Hope for a Flourishing School System' to formulate a judgement.
- reflect and provide a judgement on the following areas: leadership and management, quality of education, behaviour and attitudes, personal development.
- avoid lengthy, descriptive statements (the document should not exceed two pages)
- ensure statements are sharp and evaluative (use bullet points)
- have no more than four statements per area

*This document must be finalised by the end of September.*

## **SIAMS SEF**

The SIAMS SEF is a national template available for all Church of England schools and academies to utilize. However, our academies are also free to create their own template, as long as all required elements are thoroughly documented. This document will be requested by the SIAMS inspector during the phone call to the school. It is essential that the principal and governors review this document carefully. The SIAMS SEF is a critical tool for governors to ensure their school is thriving as a Church of England institution, and that all pupils, staff, and community members are recognized and valued as God's children.

#### **e. Financial Arrangement – Trust Share**

Being part of the Three Spires Trust allows our schools to become part of a network of like-minded educators, benefiting from experience and collaboration, where the whole is greater than the sum of the parts. Our academies benefit from economies of scale, networks that provide support, challenge and facilitate collaboration, the sharing of data and best practice and most importantly, expertise.

Academies in the Trust contribute a 'Trust Share' each year to the Trust to part fund the activities of the Trust. The Trust Share enables the Trust to provide high quality services to each Academy. Currently the Trust Share for each academy is dependent upon their need based on a number of factors, including but not limited to the outcome of mid year reviews. The Trust Share ranges from 4-7% of total AWPU (age weighted pupil unit). For academies with Sixth Form provision, this will also include Post-16 total programme funding (minus student financial support funding).

## Section 5 – Scheme of Delegation Decision Matrix

<b>R – Responsible</b>	The person(s) who actually carries out the process or task assignment; responsible for getting the job done.
<b>A – Accountable</b>	The person/group ultimately accountable for the process or task being completed appropriately; responsible person(s) are accountable to this person/group.
<b>C – Consulted</b>	People who are not directly involved with carrying out the task, but who are consulted, provide information and with whom there is two-way communication.
<b>I – Informed</b>	Those who receive information about the process or task, or need to stay informed.

Ref	Trust Governance	Members	Trustees	CEO	Exec Team	AC	Principal	Notes
TG1	Vary the Articles of Association	A, R	C	C				
TG2	Calling the Annual General Meeting	A			R			
TG3	Appoint the Chair of the Trust Board	A, R	C					
TG4	Appoint the Vice Chair of the Trust Board		A, R					
TG5	Appoint Member appointed Trustees (x4)	A, R						
TG6	Appoint Co-opted Trustees		A, R					Only the 4 Member appointed Trustees
TG7	Removal of members of the Trust Board	A, R	A, R					According to appointing body
TG8	Set up and agree ToR for Trust Committees		A, R					
TG9	Appoint Chair of Trust Committees		A, R	C				
TG10	Removal of Chair of Trust Board	A, R		I				
TG11	Appointment and removal of the Governance Professional		A, R					Requirement of the Academy Trust Handbook

Ref	Academy Governance	Members	Trustees	CEO	Exec Team	AC	Principal	Notes
AG1	Agree size and composition of each Academy Committee		A, R	C		C	C	
AG2	Agree Academy Committee ToR		A, R	C		C	C	
AG3	Appoint and remove Chair of Academy Committee		A, R	C		C	C	
AG4	Appoint Foundation Governors (church nominated)		A, R			C		Parish incumbent and PCC
AG5	Appoint Community Governors		A, R			C	C	Nominated by Principal
AG6	Appoint Link Champions					A, R	C	In line with AC Handbook
AG7	Review performance of Academy Committee		A, R	A		R		
AG8	Remove Academy Committee members (excl. Chair)		I	C		A, R	C	
AG9	Remove Chair of Academy Committee		A, R	C		C	C	In line with the Code of Conduct
AG10	Ratify appointment of Staff and parent governors		A, R	I		I	I	

Ref	Strategy & Risk	Members	Trustees	CEO	Exec Team	AC	Principal	Notes
SR1	Set vision and strategic objectives of the Trust	A	R	R	R			
SR2	Set vision and strategic objectives of the academies		A	A	R	R	R	
SR3	Oversee implementation of the strategic objectives of the Trust and academies		A	R	R	A	R	
SR5	Agree the Trust Strategic Growth plan		A	R	R			
SR6	Complete annual review of Scheme of Delegation		R	R				
SR7	Approve new schools joining the Trust		A	R				
SR8	Agree and develop Central Support Services		A	R	R	I	C	
SR9	Develop Academy to Academy support			A	R		R	
SR8	Create and review Trust and Academy risk register		C	A	R	C	R	
SR9	Appoint External Auditors	A, R	C	C	C			
SR10	Appoint Internal Auditors		A, R	C	C			

Ref	Business Administration	Members	Trustees	CEO	Exec Team	AC	Principal	Notes
BA1	Determine Trust policies and cycle of review		A	R	R	C	C	
BA2	Set Academy owned policies			C	C	A	R	
BA3	Pay policy		A	R				
BA4	Set HR related policies (absence, appraisal etc.)		A	R	R			
BA5	Set Finance related policies (insurances, reserves etc.)		A	R	R			
BA6	Set up register of business interests			A	R		R	

Ref	Christian Distinctiveness*	Members	Trustees	CEO	Exec Team	AC	Principal	Notes
CD1	Embed the Christian values of the Trust	A	R	R	R	R	R	
CD2	Embed Christian Distinctiveness within academy development planning.					A	A, R	
CD3	Conduct daily worship			A	R	I, C	R	In line with policy guidance
CD4	Establish worship council				A	I, C	R	Expectation of student leadership in this area but no set format required
CD5	Facilities for prayer (any faith)			A	R	I, C	R	All settings to have communal reflection spaces. Room for prayer as required by settings.
CD6	Religious Education			A	R	I, C	R	Follow diocesan scheme adapted for needs of students in each setting. High timetable priority (e.g. at least 1hr per week).
CD7	Celebration of Christian and non-Christian festivals		I			I, C	A, R	



Ref	Inclusion	Members	Trustees	CEO	Exec Team	AC	Principal	Notes
IN1	Policies relating to safeguarding and inclusion		A	A, R	R	A, R	A, R	In line with Policy Accountability Schedule (PAS)
IN2	Inclusion strategy		A	A	R	C	C	
IN3	Reviews of exclusions			I	A, R	R	A	
IN4	Responsibility for suspensions and permanent exclusions		I	A	C	A	A, R	DSS to be consulted on permanent exclusions
IN5	Set Trust Safeguarding Statement		A	R	R	I	I	
IN7	Maintaining Trust-wide Single Central Record	A	A	A	R			
IN8	Maintaining Academy Single Central Record		A	A	C	C	A, R	
IN9	Monitoring of student/pupil attendance		I	I	A, R	C	A, R	
IN10	Embed holistic personal development		I			I	A, R	
IN11	Safeguarding reporting and education visits approval platform				A, R		C	
IN12	Platform for recording SEND provision				A, R		A, R	Must ensure synergy with other Trust systems

Ref	Academy Life (incl. Organisation and Performance)	Members	Trustees	CEO	Exec Team	AC	Principal	Notes
AL1	Changes to admissions policies		A	R	C	C	R	
AL2	Changes to Published Admissions Number (PAN)		A	R	C	C	R	
AL3	Changes to student organisation (e.g. change from single year to mixed, nursery sessions etc.)			C	C	C	A, R	
AL3	Changes to Nursery provision (e.g. offering 2yr old places)		I	C	C	C	A, R	May require DfE significant change business case
AL4	Policies relating to curriculum			C	C	A	R	
AL5	Internal monitoring of progress and attainment incl. ISDR		I	C	C	A	R	
AL6	Establishment of Trust-wide MIS and Assessment Data reporting systems		I	I	A, R	I	R	
AL7	Collection of and how to report data			A	A, R	R	R	<p>Secondary only:</p> <ul style="list-style-type: none"> <li>• Uploaded to Arbor</li> <li>• SISRA analytics serves are primary tool for analysing KS4 data</li> <li>• Teacher predictions (TPs) will be collected as the data</li> <li>• TPs are defined as the grade a teacher believes a student will most likely achieve in the summer GCSE/Vocational examinations</li> <li>• IDSR headline measures for attainment and progress would be applied to the dataset for reporting to ACs and Trustees.</li> <li>• The following will inform TPs: classwork, homework, verbal contributions,</li> </ul>

								<p>assessments/mini-assessments and mock exams.</p> <ul style="list-style-type: none"> <li>Mock exam papers will be constructed thoughtfully to reflect students' progress, incl. content taught on GCSE/Voc specification at the time of testing, purposeful question sets, focus on testing "tricky content" and awareness of relevant tier 2 and tier 3 vocabulary. Papers will undergo internal QA, including the marking of mock papers.</li> </ul>
AL8	Production of ADP, SEF and AC reporting			A	R	I, C	R	Must use Trust proformas and tailor to setting. ADP / SEF pillars are mandatory.
AL9	Participation in internal and external reviews			A, R	A, R	I	R	Agreed number of reviews and access to relevant data as part of collaborative review process.
AL10	Set term dates and 5 out of 6 INSET days			C	C	C	R	Principals should consult each other to agree commonality.
AL11	Set common INSET day (Trust Conference)	I	I	A	R	I	C	
AL12	Publish a fully compliant website			A	A, R	A	A, R	
AL13	Emergency Academy closure			C	C	I	A, R	Consult with DO in first instance.
AL14	General design of academy uniform / PE kit				C	C	A, R	Religious head coverings permitted across the Trust.
AL15	Participation in charitable events / national and Trust focus days and weeks					I	A, R	E.g. World book day, anti-bullying week, safer internet day, mental health awareness week, careers week.

Ref	Teaching and Learning	Members	Trustees	CEO	Exec Team	AC	Principal	Notes
TL1	Curriculum Design <ul style="list-style-type: none"> <li>• Exam boards to be agreed at KS4 / KS5.</li> <li>• Within the guiding principles outline by TST.</li> <li>• Primaries have flexibilities of content guided by National Curriculum and Trust ethos to meet needs of setting.</li> </ul>			A	R		R	
TL2	Schemes of Work				C		A, R	Phonics schemes must be accredited
TL3	Pedagogy			A	R		R	Within the guiding principles outlined by the Trust
TL4	Educational visits and experiences					I	A, R	
TL5	Participation in Trust wide awards <ul style="list-style-type: none"> <li>• Duke of Edinburgh</li> <li>• Forest Schools</li> <li>• Archbishop Award (year 5/8)</li> <li>• Staff industry placements</li> <li>• APP Flourishing secondment</li> </ul>			A	R		R	

Ref	Finance (additional detail in appropriate policies)	Members	Trustees	CEO	Exec Team	AC	Principal	Notes
F1	Set Trust budget for financial year		A	R				CFO
F2	Propose individual Academy budget			C		A	R	
F3	Approve individual Academy budget		A	R				
F4	Monitor Trust budget		A	R				CFO
F5	Monitor Academy budget			C		A	R	CFO
F6	Set limits for devolved financial authority		A, R	C	C	I	I	
F7	Authority to spend to limit where funds available		I	A	R	C	R	CFO
F8	Manage financial systems across the Trust		I	A, R				CFO
F9	Adhere to all DfE / ESFA regulations		A	A, R		A	A, R	CFO
F10	Approval of end of year accounts	I	A	A, R		I	I	CFO
F11	Reporting of losses above £5,000		I	A, R		I		CFO
F12	Running of wrap around care clubs and nursery provision				C	A	A, R	Including setting of fees to cover costs.

Ref	Estates Management	Members	Trustees	CEO	Exec Team	AC	Principal	Notes
EM1	Develop Trust Business Continuity Plan	I	A	R	R			
EM2	Develop Academy Business Continuity Plan				C	A	R	
EM3	Set Trust Health and Safety Policy		A	R	R	I	C	
EM4	Develop local H&S procedures				I	A	R	
EM5	Develop Trust Estates Management Plan		I	A	R	I	C	DO
EM6	Set Academy maintenance strategy		I		I	A	R	

Ref	Human Resources	Members	Trustees	CEO	Exec Team	AC	Principal	Notes
HR1	Appoint the Chief Executive Officer	I	A, R					
HR2	Appoint the Deputy CEO and Chief Financial Officer		C	A, R				
HR2	Appoint other Trust staff		C	A, R				
HR3	Appoint Academy Principals		C	A, R	R	C		LDBE involvement also. DO leads.
HR4	Appoint Academy Senior Leaders				C	A	A, R	
HR5	Appoint other Academy staff					C	A, R	
HR6	Approval of Academy staffing structures			C	C	A	A, R	This includes creation of new posts
HR7	Appraisal of CEO		A, R					External advisor to support at least every three years in line with Pay policy
HR8	Appraisal of Deputy CEO / CFO and other Trust staff		I	A, R				
HR9	Appraisal of Academy Principals		I	A, R		C		External advisor to support
HR10	Appraisal of other Academy teaching staff		I	I		A	A, R	Targets to be framed: 1. Flourishing children 2. Flourishing adults 3. Flourishing academies All targets to be uploaded to Arbor.
HR11	Appraisal of other Academy support staff		I	I		A	A, R	To follow professional growth procedure and all targets to be uploaded to Arbor.
HR11	Dismissal of CEO	I, C	A, R					
HR12	Dismissal of CFO	I	I, C	A, R				
HR13	Dismissal of other Trust staff	I	I	A, R				
HR14	Dismissal of Academy Principal	I	I, C	A, R		C		
HR15	Dismissal of other Academy staff			C	C	A	A, R	
HR16	Agree appeals procedures		A		R			
HR17	Agree and manage redundancies and restructures		I	A	R	C	R	DO leads.
HR18	Trust CPD opportunities requiring release time				A, R		A, R	Expectation that academy representatives attend all network meetings.

HR19	Participation in NPQ or equivalent programmes				A, R		A, R	Expectation to use TST / Church of England as provider
HR20	Ability to support student teachers, work experience placements and apprentices				C	I	A, R	Must ensure capacity and capability to support TST Institute of Education incl. SCITT then priority should be to do so



The Trust Executive and Central Support team are also accountable and responsible for the establishment and implementation of the following services that are mandatory for use across the Trust:

Ref	Function	Service provider	Trust Lead
SER1	Management Information System	Arbor	ICT Business Partner
SER2	GDPR / Data Protection Officer service	GDPR Sentry	ICT Business Partner
SER3	Staff induction / online training platform	The National College	ICT Business Partner
SER4	Complaints platform	GDPR Sentry	ICT Business Partner / Governance Manager
SER5	Safeguarding reporting platform	MyConcern	Director of Safeguarding & SEND
SER6	Reporting Low Level Concerns platform	Confide	Director of Safeguarding & SEND
SER7	Safeguarding monitoring solution	Senso	ICT Business Partner / Director of Safeguarding
SER8	ICT Filtering solution	Senso	ICT Business Partner / Director of Safeguarding
SER9	Human Resources specialist advice	InsightHR	Director of Operations
SER10	Governance platform	GovernorHub	Governance Manager
SER11	Governance advice, guidance and training	National Governance Association (NGA and Learning Link)	Governance Manager
SER12	Finance and budgeting platform	Access	Deputy CEO
SER13	Health and Safety support	Rhino Safety	Director of Operations
SER14	Risk, Asset Management and Compliance	Every / Iris	Director of Operations / Finance Business Partner
SER15	Occupational Health	Staffordshire County Council / Entrust	Director of Operations / HR Support Manager
SER16	Employee Assistance Programme	Health Assured	Director of Operations
SER17	Single Central Record	SCRTracker	HR Support Manager / Asst. Director of Safeguarding
SER18	Recruitment platform	MyNewTerm	Director of Operations / HR Support Manager

## Appendix 1 – Governance Code of Conduct

This code is adopted annually by the Trust board and signed by trustees and governors via GovernorHub each September.

**Trustees:** We agree to follow the [charity governance code](#)

**Those governing at local level:** We recognise and support the principles set out in the [charity governance code](#)

We will abide by the Seven Nolan Principles of Public Life:

### **Selflessness**

We will act solely in terms of the public interest.

### **Integrity**

We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work.

We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

### **Objectivity**

We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

### **Accountability**

We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

### **Openness**

We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

### **Honesty**

We will be truthful.

### **Leadership**

We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

We will apply the highest standards and will:

1. act within our powers
2. promote the success of the trust
3. exercise independent judgement
4. exercise reasonable care, skill and diligence
5. avoid conflicts of interest
6. not accept benefits from third parties
7. declare interest in proposed transactions or arrangements

We will focus on our core purpose:

1. Strategic leadership: defining a vision, fostering a culture and championing the strategy
2. Accountability and assurance: providing robust and effective oversight of operations and performance
3. Engagement: strategic oversight of relationships with stakeholders

As individuals, we agree to:

#### Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core purpose rather than involve ourselves in day-to-day management.
2. We will fulfil our role and responsibilities as set out in our [scheme of delegation](#).
3. We will develop, share and live the ethos and values of our trust.
4. We agree to adhere to trust policies and procedures.
5. We shall fully cooperate with individual requests that are necessary to ensure organisational compliance, such as disclosure and barring or right to work checks.
6. We will work collectively for the benefit of the trust.
7. We will be candid but constructive and respectful when holding senior leaders to account.
8. We will consider how our decisions may affect the trust and local community.
9. We will stand by the decisions that we make as a collective.
10. 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.
11. We will only speak or act on behalf of the trust board if we have the authority to do so.
12. Trustees: We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
13. When making or responding to complaints, we will follow the established procedures.
14. We will strive to uphold the trust's reputation in our private communications (including on social media).
15. We will have regard to our responsibilities under [The Equality Act](#) and will work to advance equality of opportunity for all.
16. Those governing at local level: We will act as local ambassadors for our trust.

#### 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 welcome opportunities to be involved 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 a school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
7. We will participate in induction training, prioritise training in required areas (such as safeguarding) and commit to developing our individual and collective skills and knowledge on an ongoing basis.

#### Build and maintain relationships

1. We will develop effective working relationships with leaders, staff, parents and other relevant stakeholders from our local communities.
2. Those governing at local level: We will champion the voices of our school community and stakeholders.
3. Those governing at local level: We will establish effective working relationships with trustees.
4. Trustees: We will engage with and be accountable to those governing at local level.
5. Trustees: We will respect the remit of, and engage constructively with, relevant authorities, sector bodies and other trusts.
6. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
7. We will work to create an inclusive environment where each board member's contributions are valued equally.
8. 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 the trust 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 trust's website.
5. We will act as a trustee/academy committee member; 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 trust board, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the trust website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database (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.

## Appendix 2 – Terms of Reference

### a. Trust Board

#### ***Roles and Responsibilities – Trust Board***

Trustees will,

- ensure they understand their duties, rights, and responsibilities, and that they are familiar with the function and role of the Trust Board;
- visit the Academies in the Trust in order to improve the effectiveness of the Board;
- participate actively in the induction process and all relevant training for Trustees;
- not use information gained in the course of their Trusteeship for activity outside the Trust, nor seek to use the opportunity of service to promote their private interests or those of connected persons, firms, businesses, or other organisations;

#### ***Powers, functions, and responsibilities of Trustees***

The Trustees are responsible for the governance and supervision of the Academy Trust and its statutory and local committees.

The Trustees have a number of duties and responsibilities relating to the governance of the Academy Trust and its finances. In summary, the Trustees are responsible for

- establishing the vision, mission, and values for the Academy Trust;
- designing strategy and structure for the operation of the Academy Trust;
- the delegation to the Central Executive Team and the Principals the running of the Academies and the direction of the education, pastoral care, financial and other policies of the Academies;
- ensuring sound management and administration of the Academy Trust by the Executive Team, and ensuring that the Executive Team is equipped with the relevant skills and guidance;
- financial controls and the financial management of the Academy Trust in accordance with the provisions of the latest version of the Academy Trust Handbook and the Trust's financial manual and procedures, which sets out in detail provisions for the financial management of the Academy Trust;
- setting standards of conduct and values appropriate for a Christian Trust;
- monitoring performance and the achievement of objectives, and ensuring that plans for improvement are acted upon;
- risk management, that is identifying, quantifying, and devising systems to minimise the major risks affecting the Academy Trust; and
- ensuring the Academy Trust and the Academies are conducted in compliance with the general law and that statutory policies are effectively discharged.

#### ***Accountability of Trustees***

The Trustees are chiefly accountable to:

- the beneficiaries of the Academy Trust (students at the Academies, their parents and the local community) for the quality of education and pastoral care at the Academies, for matters of health and safety and for safeguarding and promoting the welfare of the students;
- the DfE, the Education and Skills Funding Agency and specifically the Secretary of State under the terms of the Funding Agreement;
- the Secretary of State (in his or her role as principal regulator in respect of charity matters) for operating the Academy Trust for the public benefit, for the prudent management of the Academy Trust and its financial efficiency, and for compliance with legislation including charities legislation;
- the employees of the Academy Trust for their working environment, and for compliance with the contract of employment and employment law requirements and matters of health and safety;
- local Churches which are involved in the Life of the Trust and prayerfully support the work of the Trust, not least by the provision of governors on the Academy Committees.

#### ***Conducting Trustees' business***

The Trustees are required to:

- act together and in person and not delegate responsibility of the Academy Trust to others;
- act strictly in accordance with the Articles;
- act in the Academy Trust's interests only and without regard to their own private interests;
- manage the Academy Trust's affairs prudently;

- not take personal benefit from the Academy Trust unless expressly authorised by the Articles or the Charity Commission; and
- take proper professional advice on matters on which they are not themselves competent.
- deliver a holistic and appropriate educational experience for every student, monitoring outcomes and offering constructive challenge where necessary.
- ensure the needs of students with special needs are met in line with the DfE Code of Practice for those with Special Educational Needs and Disability.
- ensure effective safeguarding policies are implemented across the Trust

The Trustees should hold the Central Executive Team to account. They should offer support, constructive advice, be a sounding board for ideas, a second opinion on proposals and help where needed, but will also challenge, ask questions, seek information and improve proposals where appropriate and at all times act in the best interests of the Academy Trust for the benefit of those who study and work within the Trust.

The Trustees shall have regard to the framework for inspecting schools in England under section 5 of the Education Act 2005 (as amended) issued by the Office for Standards in Education, Children's Services and Skills (Ofsted).

The duties and responsibilities of Trustees are explained in further detail in *The essential trustee: what you need to know, what you need to do (CC3)* (Charity Commission, July 2015) and in the DfE Governance Handbook (2020).

The Trustees shall have regard to the latest version of the Academy Trust Handbook which shall be circulated to all Trustees.

### ***Chair of Trustees***

The Members shall appoint an individual from among the Trustees to act as Chair of the Board. The Trustees shall also elect a Vice-Chair. A change of Chair will require a notification to be made to the DfE, including a Disclosure and Barring Service (DBS) disclosure form to be submitted via the DfE.

The Chair acts as the main point of contact between the Trustees and the Executive Team, and line manages the Chief Executive Officer (the Trust Accounting Officer).

Apart from any special responsibilities or powers given to the Chair in the Articles of Association (e.g. the right to chair meetings of the Trust Board and to have a second or casting vote in any case of an equality of votes at a meeting of the Trust Board), the Chair has no special powers or rights over any other Trustee.

### ***Meetings of Trustees***

There will be a minimum of three meetings of the Trustees each academic year. Meetings of the Trustees shall be convened and conducted as provided by the Articles.

In determining the agenda for Board meetings and committee meetings, the Trustees will have regard to the financial requirement on them to:

- ensure good financial management and effective internal controls;
- comply with the Funding Agreement and the current version of the Academy Trust Handbook (and any successor documents);
- receive and consider information on financial performance at least three times a year;
- take appropriate action to ensure ongoing viability against agreed budgets.
- In consultation with the Chair and CEO, the Clerk (Governance Professional) to the Trust Board shall prepare an annual plan for the meetings of the Trustees.

### ***Delegation of powers of Trustees***

Trusteeship is a personal office of trust and responsibility and this cannot be transferred to another individual. However, in order to ensure the proper management of the Academies, the Trustees are able to delegate specific tasks to assist them in carrying out their duties and obligations.

It is for the Trust Board to determine what decisions it will take for itself, what will be delegated to committees, working groups or individual Trustees (e.g. the Chair) and what will be delegated to the Central Executive Team. Such delegations are set out in the current Trust Scheme of Delegation. The Trustees must also consider when and from whom they should take professional advice.

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

- › non-executive powers must be exercised by the Trustees personally and may not be delegated;
- › except when it is impracticable to do so, executive powers should be delegated to the Chief Executive Officer who may authorise further delegation; and
- › every act of delegation is only a delegation of powers and does not relieve the Trustees of responsibility.

Delegation can be made to:

- Board committees including the following committees
- Finance, Audit and Risk
- Quality of Learning
- Academy Committee
- An Individual Trustee;
- The Central Executive Team (which in turn may delegate to further individuals).

This is set out in the Scheme of Delegation and terms of reference.

### ***Stakeholder voices***

Trustees are asked to have regard to the voices of their various stakeholders and to put in place arrangements to receive feedback and to respond appropriately. This shall include the following,

- Students
- Parents
- Staff
- Local church or churches
- Local community

### ***Risk management***

The charities statements of recommended practice ("the SORP") set out requirements for reporting on the risks to a charity.

The Trustees' report therefore must include a description of the principal risks and uncertainties facing the Academy Trust and any subsidiary undertakings, as identified by the Trustees. The report must also include a summary of the Trustees' plans and strategies for managing these risks. The Trustees must identify specific risks and describe ways to combat each one, rather than making general statements regarding risk management.

The Trustees are therefore responsible for: identifying the major risks that apply to the Academy Trust, including:

- operational risks (employment issues, health and safety, fraud, service quality and development etc.);
- financial risks (accuracy of financial information, cash flow, reserves, over-reliance on funding sources etc.);
- external risks (changes in government policy, economic factors, demographic changes, adverse publicity etc.); and
- Regulatory risks (compliance with legislation, changes in policies of the regulators etc.).
- making decisions (based where appropriate on advice from professional advisors) as to how to respond to those risks; and
- making appropriate statements regarding the management of risks in the annual report.

The Risk and Audit Committee, supported by the Central Executive Team, shall prepare a risk register for approval by the Trustees, along with a procedure by which the risk register shall be subject to regular review. The risk register shall have named individuals assigned to manage each area.

### ***The management of conflicts of interest***

The Companies Act 2006 imposes a statutory duty on the Trustees to avoid situations in which they have or could have an interest, which conflicts (or could conflict) with the interests of the Academy Trust. The duty is to:

- declare the nature and extent of any interest in any matter relating to the Academy Trust; and
- avoid any conflict of interest between that interest and the interests of the Academy Trust.

In addition, charity law and guidance issued by the Charity Commission confers obligations on the Trustees to manage any conflict between a Trustee's duty to the Academy Trust and their own personal interests or for a Trustee to be influenced by conflicting duties to the Academy Trust and a third party.



### ***Recruitment of Trustees***

It is essential that the Trust Board has a proper mix of skills and experience. The Trustees must therefore be able to identify potential new Trustees in order to plan for succession, which combines continuity of experience and expertise with new ideas and energy.

The Board as a whole is responsible for ensuring that:

- the skills of any new Trustee fit in with the Academy Trust's requirements in the short, medium and longer term;
- each new Trustee is not disqualified from acting as a Trustee by any provision of the Academy Trust's Articles of Association (including the requirement that he is not disqualified as a company director or charity trustee);
- there is a system in place which ensures that all relevant checks, including an enhanced DBS check (countersigned by the Secretary of State in the case of a new Chair), are completed before or as soon as practicable after a Trustee takes up position; and
- the new Trustee understands the responsibility he / she is taking on and consents to act as a Trustee.

Each new Trustee will be properly inducted to ensure that he / she understands the nature and extent of his role and responsibilities. It is the duty of a new Trustee to ensure that he / she is familiar with the Objects of the Academy Trust; its history and ethos and the nature and extent of its activities; and the content of the Academy Trust's Articles of Association.

The Trustees shall provide each new Trustee with:

- the Academy Trust's Articles of Association
- the Three Spires Trust Induction Pack
- these Terms of Reference
- the Trust Scheme of Delegation
- a trust email address and access to documentation

New Trustees shall be required to sign the declaration. The Company Secretary with the support of the Clerk (Governance Professional) to the Trustees shall ensure that any appointment of a new Trustee is notified to the ESFA (via the Information Exchange) within 14 days of the appointment (as required under the Academies Financial Handbook), and similarly to Companies House.

### ***Training and development of Trustees***

The Trustees shall ensure that the Board has the skills and experience needed to perform its functions effectively. Trustees shall also be kept up to date with developments in the legal and regulatory framework in which the Academy Trust operates.

The Trustees must have in place a system for evaluating Trustees, with a view to identifying potential gaps in their skills and any requirements for training. Such 'self-evaluation' shall be carried out annually.



## Appendix 2 – Terms of Reference

### b. Trust Board Committees

#### **Committees**

The Trust Board has constituted the following sub-committees:

- Finance, Audit and Risk Committee (FAR)
- Quality of Learning Committee (QoL)
- Pay and Remuneration Committee
- Academy Committee(s)
  - The Academy Admissions Committee(s)

#### **Membership**

Term of office

- The committees will be appointed annually by the Trust Board.
- The chair of each committee will be appointed annually by the Trust Board and will be responsible for the effective administration of the committee with the support the clerk and officers of the Trust.

#### **Terms of Reference**

The terms of reference for each sub-committee of the Trust Board are detailed in the following pages.

## Appendix 2 – Terms of Reference

### c. Finance, Audit and Risk Committee

#### **Objective**

The Finance, Audit and Risk Committee (FAR) brings together representatives from each of the Academies within the Trust and Trustees of the Board. The purpose is to provide a holistic Trust-wide review of the financial activities of the Trust and ensure that the risk register is monitored appropriately.

#### **Context**

The work of the FAR committee falls under the remit of the Academy Trust Handbook, government guidance on risk (the Orange Book) and the trust's own policies, procedures and reporting protocols.

The Board must not add to these terms of reference responsibilities that require the FAR Committee to adopt an executive role. Members of the FAR Committee must not offer professional advice to the Board. The FAR Committee should seek formal professional opinions from the internal audit service, financial statements auditor or other professional advisers to the Board. Advice should only be given in Committee members' capacity as Trustees and only within their terms of reference.

#### **Membership**

The Finance, Audit and Risk committee will be appointed by the Trust Board. Members will include:

- A minimum of 3 Trustees, one of whom will chair the committee (and exercise an extra 'casting vote' in the case of a tied vote), and one of whom will provide internal scrutiny for audit purposes (Voting).
- Up to 3 Individuals with the requisite knowledge and skills to effectively engage with and challenge the Trust will be appointed by the Trust Board to the committee (Voting).
- A representative from an Academy Financial Team may be invited for specific agenda items.
- Employees of the trust are not permitted to be members of the Finance, Audit and Risk committee; however, the CEO and CFO should attend committee meetings to provide information and participate in discussions.
- The Chair of the Trust will not be a member of the committee but may attend as an observer.

#### **Quorum**

The quorum of the committee will be 50% of the voting membership of the committee rounded up to the nearest full number, eg if the committee comprises three 'voting' members, then a minimum of two members must attend the meeting in order to meet the quorum.

#### **Term of office**

The committee will be appointed annually by the Trust Board and shall hold office from either the date of their appointment until their resignation, or their omission from membership of the committee on subsequent consideration by the Trust Board – whichever occurs first. This includes Members with voting rights and academy representatives (non-voting).

#### **Meetings**

- The Finance, Audit and Risk Committee will normally meet at least termly,
- The Trust Board may invite non-members to meetings to assist or advise on a particular matter or issue.
- Each member of the committee must strive to achieve at least 75% attendance, and a register of attendance shall be kept for each meeting and will be published on the trust's website on an annual basis.
- The Audit Committee must ensure that they bring any significant recommendations and matters of concern to the attention of the Trust Board as soon as possible via the Chair of Trust Board. A written record must be kept.

#### **Clerking**

- The frequency and dates for committee meetings will be set in advance, as part of an annual planner.
- The clerk to the Board will circulate an agenda, copies of minutes of the previous Board meeting, and any papers to be considered, normally no fewer than seven working days prior to the meeting.
- The clerk will take minutes of the meeting. These will be approved by the Chair of the Committee, as an accurate record of the meeting before they are circulated to the Committee members. Final approval will be sought at the next meeting.

- Following committee approval, the clerk will distribute the minutes to the Trust Board.
- In the event that the appointed clerk cannot attend the meeting the Trust will provide a substitute.

### **General Duties**

- To comply with the Trust's Code of Conduct and the Academy Trust Handbook.
- To ensure that conflicts of interest are managed and if necessary mitigated.
- To receive the Management Accounts at least 6 times per year.
- Ensure decisions about executive pay follow a robust evidence-based process reflecting the individual's role and responsibilities, and that the approach to pay is transparent, proportionate and justifiable
- Ensure regularity, propriety and value for money
- Trustees are to take ownership of financial sustainability and ability to operate as a going concern
- Demonstrate in the governance statement how the trust has secured value for money
- To work with the Governance Professional appointed by the Trust Board who shall advise and guide the committee regarding their duties and responsibilities, and record minutes of all committee meetings.
- To review on an annual basis the terms of reference of the Finance, Audit and Risk Committee.
- To deal with all matters relating to auditing, internal scrutiny, finance, and risk management that may be referred to them by the Trust Board.
- To keep up-to-date with any relevant legislation and advise the Trust Board when policies or procedures need to be revised.
- To minute all meetings and report all decisions to the Trust Board as a confidential item.
- To ensure that a Register of Business Interest is held by the clerk for members of all Boards and Committees, and each member has completed a 'Declaration of Pecuniary Interest' form.
- To review and recommend Academy budget proposals and consolidate into a Trust Budget proposal for Board approval.
- To attend relevant training when appropriate.
- To report to the Trust Board on the proceedings, recommendations, and decisions of the committee.
- To receive and consider revisions to policies which relate directly to the work of the Audit Committee including but not exclusively the; Gifts and Hospitality Policy, Anti-Fraud Policy and Conflicts of Interest Policies.

### **Finance - Internal scrutiny**

- To direct the trust's programme of internal scrutiny and ensure this is informed by risk.
- To deliver internal scrutiny in a way most appropriate to the trust's circumstances, which could include employing an in-house internal auditor or buying-in internal audit services.
- To advise the Trust Board on the internal scrutiny programme of work.
- To ensure those carrying out the programme of internal scrutiny are suitability qualified and experienced.
- To scrutinise each Academy Annual Budget proposal, work with the Academy to revise as necessary and then consolidate into a proposed Trust Budget for consideration/adoption by the Trust Board.
- To assess year on year progress using the short annual summary report that outlines areas that have been reviewed, key findings, recommendations, and conclusions.
- To keep the approach to internal scrutiny under review.
- To ensure the internal scrutiny approach the trust uses is confirmed in the governance statement, which accompanies the annual accounts.
- To ensure the programme of internal scrutiny informs the accounting officer's statement of regularity in the annual accounts.
- To advise the Trust Board on the need for and, where appropriate, the appointment, re-appointment, dismissal, and remuneration of, an internal auditor or other assurance provider.
- To make the findings available of all internal scrutiny reports available to all Trustees promptly.

### **Finance - External Audit**

- To ensure the Members of Three Spires Trust appoint an external auditor.
- To review the external auditor's annual planning document and approve the planned audit approach.
- To receive reports (including the annual accounts and management letters) and consider any issues raised, the associated management response and action plans, and report necessary actions to the Trust Board. All this to be done in a timely fashion so that concerns are addressed as soon as possible.
- To review the auditor's findings and advise on the adequacy of the management response to issues identified by external audit activity.

- To assess the effectiveness of the external auditor and advise on the appointment, re-appointment, dismissal, and remuneration of the external and regulatory auditor.
- To ensure the audited accounts are submitted to the ESFA by 31st December each year.
- To ensure the trust submits its annual summary report of the areas reviewed, key findings, recommendations, and conclusions to the ESFA by 31 December each year when the audited annual accounts are submitted.
- To ensure the ESFA is provided with any requested internal scrutiny reports.
- To ensure the appropriate cooperation of the work of the external auditor and accounting officer, and to receive the Auditor's Review of the Accounting Officer's Statement on Regularity.
- To produce an annual report of the committee's conclusions to advise the Trust Board and members.
- To consider any additional services delivered by the external auditor or other assurance providers and ensure appropriate independence is maintained.

### ***Financial - Management and Reporting***

- To make reports to the Trust Board on the adequacy of the trust's financial controls.
- To ensure information submitted to the DfE and ESFA that affects funding, including pupil number returns and funding claims (for both revenue and capital grants) completed by the trust, is accurate and in compliance with funding criteria.
- To advise the Trust Board on accounting policies, the Trust's accounts, and the Trust's annual report, including the process for review of the accounts prior to submission for audit, and levels of error identified.
- To review and advise on the development of anti-fraud policies, whistleblowing processes and arrangements for special investigations.
- To review the overview of financial statements submitted by the Trust.

### ***Risk Management***

- To report to the Trust Board on the adequacy of the Trust's risk management processes.
- To approve a Risk Management Policy.
- To advise on the strategic processes for risk, control and governance and the governance statement.
- To advise on assurances relating to the management of risk and governance requirements for the Trust.
- To ensure a dynamic Trust Risk Register is kept up to date and accessible to the Trust Board and the board committees.
- To ensure that each academy reviews their risk register at least on a termly basis and reports any changes to the Trustees.
- To review each Academy's Risk Register at least once a year.

### ***Policies***

- Complaints Procedure Statement
- Fire risk assessments and procedures
- Health and Safety Policy
- Risk assessments, including for educational visits
- Supporting Pupils with Medical Conditions Policy

## Appendix 2 – Terms of Reference

### d. Quality of Learning

The Quality of Learning Committee brings together representatives from each of the Academies within the Trust and Trustees of the Board.

#### **Objectives**

1. The purpose is to provide a holistic Trust-wide review of the Quality of Education provided by the Trust.
2. To identify and implement appropriate policies and procedures to safeguard the welfare of all relevant students, staff, volunteers, and other service users coming into contact with the Three Spires Trust.

#### **Membership**

Members will include:

- A minimum of 3 Trustees, one of whom will chair the committee;
- The CEO;
- The Director of Safeguarding and SEND;
- The Director of School Improvement.

#### **Meetings**

The Quality of Learning Committee will normally meet termly.

The frequency and dates for committee meetings will be set in advance, as part of an annual planner.

The Governance Professional to the Board will circulate an agenda, copies of minutes of the previous committee meetings, and any papers to be considered, normally no fewer than seven working days prior to the meeting.

The clerk will take minutes of the meeting. These will be approved by the Chair of the Committee, as an accurate record of the meeting before they are circulated to the Committee members for final approval.

Following committee approval, the clerk will distribute the minutes to the Trust Board.

The Trust Board may invite non-members to meetings to assist or advise on a particular matter or issue.

Each member of the committee must achieve at least 75% attendance, and a register of attendance shall be kept for each meeting and will be published on the trust's website on an annual basis.

#### **Responsibilities**

To review on an annual basis the terms of reference of the Quality of Learning Committee and communicate to the Trust Board any recommendations for change.

#### **Christian Distinctiveness**

- To ensure that Christian distinctiveness informs in appropriate ways the whole school experience of Teaching and Learning and acts of worship in school are imaginative and relevant
- To ensure that the curriculum is constructed to support a holistic flourishing of the whole person which alongside other curriculum subjects, attends to the interests, gifts and aspirations of the students.
- To ensure high quality religious education, which is clearly Christian, across the Trust and which engages with the challenges of living in twenty first century Britain.

#### **Safeguarding**

- Share best practice in safeguarding governance and ensure a common approach to safeguarding governance across the trust,
- To provide assurance to the board that the trust's safeguarding follows best practice and that it is being monitored and challenged appropriately,
- To appoint a trustee (who is not the Chair of Trustees) as the Safeguarding and SEND Champion. (As the Trust grows this could be two separate roles),
- Evaluate the provision for Looked After Children (Children in Care),

- Advising on changes to the law regarding safeguarding and criminal records checks,
- Reviewing and ensuring that policy and practice remains compliant with legislation, regulation and recognised good practice,
- Receive and scrutinise the annual Safeguarding Audit and ensure any recommendations are complied with,
- Seek pupil and staff voice in respect of how well different groups feel safe at school,
- To ensure that policies on uniform, trips and extra-curricular activities do not exclude on the basis of affordability and design.
- › Ensure effective systems are in place to record, monitor and audit safeguarding practice and procedures, and responding, if necessary, to poor or unsuitable practice,
- › Ensure that staff members and volunteers (including trustees and governors) receive effective safeguarding training; and are aware of best practice, guidance and their safeguarding responsibilities,
- › Ensure that the Academy Committees report on safeguarding on a regular basis
- › Receive a report on any incidents within the Trust since the last meeting, and the review the managed response. The discussion to monitor 'lessons learned'.
- › Review the administrative record keeping and the use of the Single Central Record
- › Review the Safeguarding Policy within the Trust on an annual basis and recommend to the Trust Board for adoption,
- › Review the Safer Recruitment policy and recommend to the trust board for adoption
- › Ensure all new members of staff receive induction
- › Ensure clarity about current best practice process when incidents arise.

### ***Special Educational Needs and Disability***

- Confirm the curriculum is accessible and works well for all pupils,
- Ensure that SEND is built into all areas of the school development plan,
- Ensure that the risk register informs strategic decision making to support the wider board responsibility of keeping pupils with SEND safe,
- Ensure that all trustees and governors have a consistent understanding about what inclusion is on how this is realised within the schools in the trust,
- Ensure that decisions made do not have any unintended consequences on any vulnerable pupils,
- Consider the extent to which pupils with EHC Plans are meeting their targets; and to ensure that an appropriate level of scrutiny is provided,
- Board members retain high inspirations for learners with SEND,
- Ensure trustees and governors are familiar with at least chapter six of the SEND code of Practice,
- Ensure that discrimination is not occurring eg pupils are not excluded because of their SEND,
- Assess the impact of governance on pupils with SEND through systematic analysis of data sets,
- Ensure that all staff are confident in meeting the needs of pupils with SEND (eg through regular staff survey,

### ***The quality of education***

- Ensuring that there is a broad and balanced curriculum in place for all schools that is aspirational for all pupils, making sure that pupils are entered for external qualifications which meet their needs as learners in the 21<sup>st</sup> century,
- To ensure that assessments of achievements in Teaching and Learning for each Academy are based upon established sets of data and narrative reports,
- Evaluate the impact of Pupil Premium Spending at local academy level and across the Trust
- To review the targets and Key Performance Indicators set by each Academy,
- To review the Academy Development Plan for each setting, make appropriate recommendations and review the support on offer,
- To review the breadth of the curriculum and to encourage innovation,
- To keep up to date with national developments in curriculum, assess their impact upon the Academies in the Trust and make recommendations to the Trust Board,
- To ensure that all students have access to Careers Advice,
- To support teaching staff in their professional development, so that staff are equipped by training and experience to progress their careers in education,
- To innovate in resourcing staff so they may be effective catalysts in student development,
- To model the importance of 'what we do for others' - the cultivation of the 'servant heart'.

### ***Policies***

The Trust Board delegates responsibility to the committee for the review of the following policies and to subsequently ensure that these are embedded into practice;

- Anti-bullying Policy
- Behaviour Policy (to be ratified by the Trust Board)
- Drug Education Policy
- Educational Visits Policy
- First Aid Policy
- Harassment and Bullying Policy
- Health and Safety Policy
- Intimate Care and Toileting Policy
- Physical Intervention Policy
- Prevent Policy
- Safeguarding Policy (to be ratified by the Trust Board)
- Supporting students with Medical Needs and First Aid
- Whistleblowing Policy (in conjunction with the FAR committee)

### ***Proceedings***

As the Trust's Accounting Officer, the Trust's Chief Executive Officer must leave the meeting during any discussion about their performance as Trust Chief Executive Officer.



## Appendix 2 – Terms of Reference

### e. Pay and Remuneration Committee

#### **Context**

The pay and remuneration committee will have due regard to the requirements set out in the Academy Trust Handbook in relation to the setting of executive pay, off payroll working and the publication of higher paid staff salaries.

#### **Membership**

- The committee shall comprise at least three members, all of whom shall be Trustees.
- Appointments to the committee are made by the Trust board annually.
- Only members of the committee have the right to attend committee meetings. However, other individuals such as the CEO/Accounting Officer (AO), the Director of Operations, Chief Financial Officer and external advisers may be invited to attend for all or part of any meeting, as and when appropriate. However, such invitees should not be present when their remuneration package is being discussed.

#### **Chair**

- The Trust board shall appoint the committee chair annually – this shall not be the Chair of the FAR committee. In the absence of the committee chair and/or an appointed deputy, the remaining members present shall elect one of themselves to chair the meeting who would qualify under these terms of reference to be appointed to that position by the board.

#### **Clerking**

- All meetings will be clerked by the Trust's Governance Professional and they will ensure that the committee receives information and papers in a timely manner to enable full and proper consideration to be given to the issues.

#### **Quorum**

- The quorum necessary for the transaction of business shall be two trustees who are members of the committee.

#### **Frequency of meetings**

- The committee shall meet at least once a year and otherwise as required.

#### **Notice of meetings**

- Meetings of the committee shall be called by the clerk at the request of the committee chair or any of its members.
- Unless otherwise agreed, notice of each meeting confirming the venue, time and date together with an agenda of items to be discussed, shall be forwarded to each member of the committee and any other person required to attend no later than 5 working days before the date of the meeting. Supporting papers shall be sent to committee members and to other attendees, as appropriate, at the same time.
- Meetings can take place virtually or in person.

#### **Minutes of meetings**

- The clerk shall minute the proceedings and resolutions of all committee meetings, including the names of those present and in attendance.
- Draft minutes of committee meetings shall be circulated to all members of the committee.
- Once approved, minutes should be circulated to all other members of the board unless, exceptionally, it would be inappropriate to do so.

#### **Engagement with members and other stakeholders**

- The committee chair should attend the members' Annual General Meeting to answer any members' questions on the committee's activities. In addition, the committee chair should seek engagement with members and other key stakeholders on significant matters related to the committee's areas of responsibility

#### **Duties**

- The committee should carry out the duties detailed below for the Trust as a whole. The committee shall:



- › Have delegated responsibility for considering and recommending to the board the Trust's policy for executive remuneration in accordance with;
  - the Department for Education's [Academy Trust Governance Guide](#),
  - [Setting executive salaries: Guidance for academy trusts](#),
  - the [Academies Trust Handbook](#),
  - the Academies Accounts Direction and
  - any other relevant guidance and publishing requirements.
- › Establish remuneration frameworks and policies that promote and support alignment with the Trust's long-term charitable aims and purposes, with any performance related pay schemes relevant and proportionate to the academy trust sector. Any proposals recommended to the Trust board must satisfy the Education and Skills Funding Agency's (ESFA) requirements of:
  - Being agreed by the board in advance of any compensation;
  - Decided with independence and objectively, avoiding conflicts of interest;
  - Being robust in its application in light of the Trust's educational and financial performance as well as reflecting the level of challenge of each role involved;
  - Demonstrating value for money, being proportionate and defensible in terms of public sector pay;
  - Disclosing other commercial arrangements of executives in the annual reports and accounts as required in the Academies Accounts Direction and the Charities SORP;
  - Being fully documented;
  - Not outpacing the pay of teachers; and
  - Being aware of the ability of ESFA to challenge decisions
- › Design remuneration policies and practices to support strategy and promote long term sustainable success, with senior leadership team remuneration aligned to the Trust's charitable purpose and values, clearly linked to the successful delivery of the Trust's long-term strategy, taking into consideration guidance from the Department for Education (DfE) and the Education and Skills Funding Agency (ESFA).
- › When determining senior leadership team remuneration policy and practices, consider the DfE and ESFA requirements for pay to be underpinned by the Nolan Principles and:
  - To be justifiable and in the best interests of the academy trust;
  - Reflect the breadth and level of the individual's responsibilities; and
  - Demonstrate value for money.
- Seek assurance that any external advisors appointed to undertake performance appraisal are competent, independent and impartial. No executive or other senior staff member shall be involved in any decisions as to their own remuneration outcome.
- In determining remuneration policy, take into account all other factors which it deems necessary, including relevant legal and regulatory requirements, the provisions of DfE and ESFA guidance, including the funding agreement. The objective of such policy shall be to attract, retain and motivate executives of the quality required to run the Trust successfully without paying more than is necessary, having regard to the views of members, other stakeholders and the public sector market. The policy should be robust in its decision-making processes, transparent, proportionate, reasonable and justifiable to all staff
- Where performance management and salary increases are deemed contentious, the decision making argument supporting them must be justifiable.
- Within the terms of the agreed policy and in consultation with the chair of the committee [and/or Accounting Officer/Executive Principal/Chief Executive], as appropriate, determine the total individual remuneration package of each executive staff member, including bonuses or performance-related payments. The choice of financial, non-financial and strategic measures is important, as is the exercise of independent judgement and discretion when determining remuneration awards, taking account of the academy trust and individual performance, and wider circumstances.
- Increases should not be awarded automatically but in line with clear, measurable key performance indicators and should not outpace teacher pay increases. Other factors that should be taken into consideration by the committee could include:
  - › Uphold the Trust's values,
  - › Academic performance, including pupil outcomes and improvement (as identified in key stage indicators and Ofsted reports);

- › Educational challenges facing the academy trust (such as percentage of pupils identified as requiring SEND and/or free school meals, EAL pupils, local levels of deprivation and proportion of looked after children at the school)
- › Financial performance (to provide for good and poor performance, flexibility in contracts to reflect those variables, levels of deficit/surplus and the auditor's view);
- › Other challenges facing the academy trust (uniqueness of the academy trust's situation, significant concerns, the individual's role in delivering future plans, other accountabilities and local communications role);
- › The experience of the individual, including qualifications; and
- › The total cost of packages offered (including performance-related pay, pension contributions, salary sacrifice arrangements, any compensation for loss of office, other taxable benefits, non-taxable benefits only available to the executive team, and other remuneration such as car allowance).
- The committee should advise the Trust board as to an executive's eligibility for either the Teacher's Pension Scheme or the Local Government Pension Scheme. It is for the Trust board to decide which scheme is most appropriate,
- The committee should take into consideration the proposed remuneration's potential impact on long-term plans to approach ESFA for a loan or a Condition Improvement Loan, which could be adversely affected by remuneration levels deemed as 'Executive High Pay' by ESFA.
- Have full authority to appoint remuneration consultants and to commission or purchase any reports, surveys or information which it deems necessary at the expense of the Trust after liaising with the full Trust board and the Accounting Officer. However, the committee should avoid designing pay structures based solely on benchmarking to the market or on the advice of remuneration consultants.
- Review the design of all remuneration frameworks for the Trust, including any performance-related pay aspects. For any such plans, determine each year whether awards will be made, and if so, the overall amount of such awards, the individual awards for senior leaders, and the performance targets to be used taking into consideration the factors detailed above).
  - › Review workforce remuneration and related policies.
  - › Work and liaise as necessary with other board committees, ensuring the interaction between committees and with the board is reviewed regularly.

### ***Benchmarking***

- Review the ongoing appropriateness and relevance of the remuneration policy. The committee should undertake an annual benchmarking exercises when reviewing its approach to executive remuneration.
- Where the academy trust is an outlier in that benchmarking exercise, an explanation should be provided.

### ***Reporting responsibilities***

- The committee chair shall report to the Trust board after each meeting on the nature and content of its discussion, recommendations and action to be taken.
- The committee shall make whatever recommendations to the board it deems appropriate on any area within its remit where action or improvement is needed, and adequate time should be available for board discussion when necessary.
- The committee shall provide a description of its work in the annual report.
- The committee shall also ensure that provisions regarding disclosure of information as set out in the Charities SORP and DfE/ESFA, statutory guidance is fulfilled, and that a report on trustee expenses and related party transaction policy and practices is included in the Trust's annual report and presented to members at the AGM.
- If the committee has appointed remuneration consultants, the consultant should be identified in the annual report alongside a statement about any other connection it has with the Trust or individual trustees or senior leaders.

### ***Other matters***

- The committee shall;
  - › Have access to sufficient resources in order to carry out its duties, including access to the Trust's governance function for advice and assistance as required.
  - › Be provided with appropriate and timely training, both in the form of an induction programme for new members of the committee and on an ongoing basis for all members of the committee.
  - › Give due consideration to all relevant laws and regulations, the provisions of DfE and ESFA guidance, including the funding agreement, as appropriate.
  - › Ensure that a periodic evaluation of the committee's own performance is carried out.

- › At least annually, review its terms of reference to ensure it is operating at maximum effectiveness and recommend any changes it considers necessary to the board for approval.

**Authority**

The committee is authorised by the board to obtain, at the Trust's expense, outside legal or other professional advice on any matters within its terms of reference, subject to liaison with the Trust board and the Accounting Officer.

**Review**

These terms of reference were approved by the academy trust board and are subject to their review and amendment periodically and when necessary.

## Appendix 2 – Terms of Reference

### f. The Academy Committee

#### **Introduction**

The legal and governance responsibility for the Academy lies with the Trust Board of the Three Spires Trust.

In order to fulfil their governance responsibilities, the Trustees need to rely on the support of the individual Academy Committee (the ACs) with regard to the specific tasks delegated to them under the Scheme of Delegation.

All AC minutes are shared with Trustees.

Subject to the provisions of these Terms of Reference, the Companies Act 2006, conditions relating to our charitable status, the Articles, the Scheme of Delegation and to any further directions given by the Trustees, the business of each Academy shall be managed by the Academy Committee *who may exercise all the powers of the Company, apart from the following which will remain the responsibility of the trustees:*

- (i) Approval of the Budget and Accounts for the Academy.
- (ii) Appointment of the Heads of each Academy (after taking advice from AC)
- (iii) Appointment of the Chairs of each AC (after taking advice from AC).

The Trustees delegate the day-to-day management and operation of each Academy to the AC to fulfil its purpose of governance (formerly core functions of governance):

1. **Strategic Leadership:** Ensure that the academy fulfils the strategic vision and direction set by the Trustees together with detailed plans for academy development and evaluation.
2. **Accountability and Assurance:** Ensure high quality education by holding the leaders of the school to account for the educational and financial performance of the academy.
3. **Strategic Engagement:** Ensure that where the academy has a designation as a Church of England academy it retains its distinctively Christian character and engages appropriately with all stakeholders including staff, students, parents and the community.

Alongside these core functions there are a number of statutory responsibilities which include safeguarding and the provision for those with special needs (SEND).

The Governors shall hold at least four meetings in every school year. Meetings of the Governors shall be convened by the Clerk.

The areas of responsibility to be fulfilled and discharged by the AC are as follows.

#### **Purpose of Governance 1: Strategic Leadership**

- Embrace the Trust Vision and in its light, develop the local vision for each Academy in consultation with all stakeholders (including students, families, and members of the local community) and ensure it is widely publicised and used to inform the objectives of the Academy.
- Ensure the Trust's vision of 'Life in all its Fulness' is embedded in the daily life of the school and is manifested in the practices of the AC
- Keep the vision of holistic development of the young person central to the planning and delivery of high-quality education.
- Scrutinize academy development plans and evaluation documentation ensuring robust internal processes for mitigating risk and identifying best practices.

#### **Purpose of Governance 2: Accountability and Assurance**

- Ensure that there is regular review of progress and achievement in the Academy with regular access to the best data available of pupil progress.
- Ensure that staff members are clear about present challenges, their responses and the expected time in which progress can be evidenced
- Maximize the contribution of the analysis of trends to identify that which is effective and genuinely embedded.
- Enquire about the proportion of staff engaging in personal CPD and further professional qualifications

- Encourage and support staff in the development of their careers.
- Ensure the holistic curriculum model is central in discussion of pupil progress. explore how the relational aspects thrive within the school and when engaging with the local community.
- Prepare the Draft Budget for the Academy to be recommended to the Trust Board.
- Ensure the Financial position through the year is monitored and clearly understood and forms the basis of tactical adjustment to the forecast.

***Purpose of Governance 3: Strategic Engagement***

- Clarify the Christian Distinctiveness and Christian ethos of the Academy.
- Ensure that the Academy is a community which engages with students and staff and has their wellbeing at its heart. The Academy will maintain the highest standards of Health and Safety and Safeguarding to ensure that this is a 'safe and happy space' for all.
- Ensure engagement of the Trust strategic priorities and the monitor the impact of local improvement activities as a result.
- Encourage the celebration of progress and achievement of all young people with a culture of affirmation and fun. This culture encompasses all activities.
- Review local community engagement programmes and receive feedback from stakeholders.
- Ensure admissions arrangements at all entry points (including in year) follow the terms of reference as set out in this framework, having due regard to the Trust as ultimate admissions authority.

## Appendix 2 – Terms of Reference

### g. The Academy Admissions Committee

#### **Constitution**

The Trustees of Three Spires Trust hereby resolve to establish a committee of the Trust Board at each academy to be known as The Academy Admissions Committee (the Committee).

#### **Membership**

- The Committee shall have a minimum of three governors. Any governor can be coopted onto this committee at any time in order to fulfill the duties of the committee. The quorum for any meeting shall be any two governors, except the Principal.
- The Chair (the Chair) of the Committee will be elected at each Committee meeting.
- The Chair shall ensure that appropriate minutes at meetings of the Committee are recorded and approved by the members of the meeting before uploading them to GovernorHub.
- Any Trustee of the Three Spires Trust board may attend meetings of the Committee as an observer (an Observer).

#### **Remit and responsibilities of the Committee**

- To review the Trust's arrangements for the admission of pupils and, whenever appropriate, recommend changes to those arrangements to the Trust Board.
- To comply with relevant admissions legislation as appropriate, including any requirements as regards the publication of admissions information.
- To undertake consultation in respect of the Academy's admission arrangements, as appropriate under relevant legislation, Admissions Codes and/or local arrangements as amended from time to time.
- To consider and determine applications for admission to the Academy in accordance with the published admissions policies, save where the Principal has delegated responsibility to admit pupils where vacancies exist.
- To ensure that any parent who has made an application for admission on behalf of a child is notified of the Committee's decision on the application. Where a child is refused admission to the school, the local authority's coordinated admissions schemes will, on behalf of the Trust, inform the parent of:
  - › The right to appeal against the decision, and
  - › The arrangements made by the Trust Board in respect of appeals.
- To maintain an accurate written report of all proceedings of the Committee.
- To ensure that the Committee's activities are reported to the Academy Committee and Trust Board as required, ensuring that any significant recommendations and matters of concern are brought to the attention of the Trust Board.
- To consult or liaise with, as required and as appropriate, with other admissions authorities and the local authority on admissions issues

#### **Proceedings of Committee meetings**

- The meetings will usually be held virtually or by telephone conference; although governors can attend in person by preference.
- The Committee will meet as often as is necessary to fulfil its responsibilities in addition to a termly admissions meeting.
- Every matter to be decided at a meeting of the Committee must be determined by a majority of the votes of the governor present and voting on the matter.
- Each governor present shall be entitled to one vote.
- Where there is an equal division of votes the Chair shall have a casting vote.
- A register of attendance shall be kept for each Committee meeting and published annually.
- Observers may speak with the permission of the Chair but may not vote.

#### **Authority**

The Committee is authorised by the Trustees to:

- carry out any activity authorised by these terms of reference; and

- seek any appropriate information that it requires from any person of the Academy or Trust and all persons shall be directed to cooperate with any request.

### **Reporting**

- Within 14 days of each meeting the Committee will wherever possible:
- produce draft minutes of its meetings which includes decisions made, and items for further discussion by the Trust Board.
- Any matters discussed during the meetings which are sensitive in nature and relate to groups of or specific Trust employees will be minuted as 'Part B' and kept confidential (by way of password protecting the relevant files). These will only be available to members of the Admissions Committee or broader Academy Committee and will only be shared outside of these groups with permission of the Chairs of each.
- Draft minutes will be approved at the subsequent Committee meeting.
- The Committee shall arrange for the production and delivery of other reports or updates as requested by the Trust Board from time to time.

## Appendix 3 – Link Champion role descriptors

### a. Quality of Education Link

<p><b>Objective</b></p> <p>To ensure that the children in the Academy receive the very best teaching and learning environment to enable them to flourish on whichever course they choose.</p> <p><b>Role description and key responsibilities</b></p> <p>As the Champion responsible for quality of education you will ensure that the Academy Committee fulfil its responsibilities in respect of these areas by ensuring that the Academy:</p> <ul style="list-style-type: none"> <li>› has effective Policies &amp; Procedures in place</li> <li>› has a rigorous and accurate Self Evaluation Form (SEF)</li> <li>› has an accurate and effective Academy Development Plan (ADP)</li> <li>› has accurate and rigorous assessment procedures across the Academy</li> <li>› has a clear understanding of the quality of teaching across the Academy</li> <li>› is accessing appropriate training for all staff to deliver the curriculum effectively</li> </ul> <p><b>Skills, knowledge, and training required</b></p> <ul style="list-style-type: none"> <li>› If a Primary Academy, be familiar with EYFS, KS1 and KS2 provision and how resources are allocated</li> <li>› If a secondary Academy, be familiar with KS3, KS4 and KS5 and how these are resourced</li> <li>› Understand the curriculum and how it impacts on students</li> <li>› Be familiar with all relevant Academy policies, particularly Teaching &amp; Learning Policy</li> <li>› Attend relevant training linked to this role</li> </ul>
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Champion tasks	Timescales	Things to look for or ask:
Attend Trust wide Link Champion virtual network meeting	Termly	
Meet with leaders to review internal performance data	Termly	<p>Consider:</p> <ul style="list-style-type: none"> <li>› The environment</li> <li>› The wellbeing of children and staff</li> <li>› How student voice is heard; meet and talk to students</li> <li>› Evidence of learning and assessment</li> </ul> <p>Possible Questions:</p> <ul style="list-style-type: none"> <li>› How are care plans developed and individualised?</li> <li>› How are children assessed on entry?</li> <li>› How is the curriculum taught?</li> <li>› How does the Academy work with parents and support new families?</li> <li>› Does the Academy work with other Academies to improve outcomes?</li> <li>› What do Ofsted look for?</li> <li>› Does the Academy engage with the community, local business and other schools?</li> </ul>
Monitor the SEF and ADP	Termly	
Review the academy T&L framework and plans for subject areas	Termly	
Review communication methods with stakeholders (students, parents and community)	Ongoing	
Review the academy careers programme	Annually	



## Appendix 3 – Link Champion role descriptors

### b. Finance and Audit Link

<p><b>Objective</b></p> <p>To ensure that the finances of the Academy are managed well, best value is achieved, and that Academy Committee Governors are well informed. The Finance and Audit Champion should not be the chair of the AC (or the Chair of the Trust Board).</p> <p><b>Role description and key responsibilities</b></p> <p>As the Champion responsible for Finance, you will ensure that the AC fulfil its responsibilities in respect of these areas by ensuring that the Academy:</p> <ul style="list-style-type: none"> <li>› Has effective Policies and Procedures in place</li> <li>› Has read and signed a declaration that they have read the Academy Trust Handbook and the Trust's Financial Scheme of Delegation.</li> <li>› Is reporting and recording all financial procedures accurately</li> <li>› Is accessing appropriate training linked to Finance for all staff</li> <li>› Has a senior member of the Academy's leadership team who takes a lead responsibility for Finance</li> <li>› Reviews the month end accounts</li> </ul> <p><b>Skills, knowledge, and training required</b></p> <ul style="list-style-type: none"> <li>› Be familiar with all relevant Academy policies and procedures, particularly: <ul style="list-style-type: none"> <li>• School Resource Management Self-Assessment Tool Checklist</li> <li>• The Academy Budget and financing in line with the Trust Financial regulations</li> <li>• Student Premium Policy, Expenditure and Impact</li> <li>• Sports Premium Expenditure and Impact (where applicable)</li> <li>• Pay Policy and Appraisal Policy</li> </ul> </li> <li>› Attend all relevant training linked to Finance and audit recommended by the Trust Board</li> <li>› Have a working knowledge of the Academy's budget review cycle.</li> </ul>
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Champion tasks	Timescales	Things to look for or ask:
Attend Trust wide Link Champion virtual network meeting	Termly	
Review and approve the pupil premium strategy and plan	Autumn term	<ul style="list-style-type: none"> <li>› Does the Academy have a clear budget forecast which identifies spending opportunities and risks and sets how these will be mitigated?</li> <li>› Does the Academy have sufficient reserves to cover major changes such as restructuring, and any risks identified in the budget forecast?</li> <li>› Is the Academy making best use of its budget?</li> <li>› Are the Academy's assets and financial resources being used efficiently?</li> <li>› How can better value for money be achieved from the budget?</li> </ul>
(Primary only) Review and approve the PE and Sport premium spending and impact report	Autumn term	
Ensure that the Academy operates within the Scheme of Delegation	Annually	
Ensure that the Academy keeps accurate management accounts	Monthly	
Make sure no AC member, employee or related party has benefitted personally from the delegated budget	Termly	
Ensure the academy is provided accurate data for internal and external audits	Termly	
Review the academy risk register	Termly	

## Appendix 3 – Link Champion role descriptors

### c. Health and Safety Link

<p><b>Objective</b> To monitor, support and challenge the maintenance of the Academy's premises, facilities, fittings, furniture, Grounds and services.</p> <p><b>Role description and key responsibilities</b> As the Champion responsible for Estates you will ensure that the AC fulfil its responsibilities in respect of all premises related issues by ensuring that the Academy:</p> <ul style="list-style-type: none"> <li>› Has effective Health &amp; Safety Policies and Procedures in place</li> <li>› Is providing appropriate training for staff linked to specific Health &amp; Safety related issues</li> <li>› Has effective procedures for the annual Health &amp; Safety review</li> <li>› Is compliant</li> </ul> <p><b>Skills, knowledge, and training required</b></p> <ul style="list-style-type: none"> <li>› Be familiar with all relevant Academy policies, particularly: <ul style="list-style-type: none"> <li>• Health &amp; Safety (including Risk Assessments)</li> <li>• Critical Incidents Procedure</li> <li>• Supporting Students with Medical conditions</li> <li>• All Premises Management policies and procedures</li> </ul> </li> <li>› Attend all relevant Champion training linked to Health &amp; Safety</li> </ul>
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Champion tasks	Timescale	Things to look for or ask:
Attend Trust wide Link Champion virtual network meeting	Termly	
Review estates asset management plan	Annually	<ul style="list-style-type: none"> <li>› What is the allocated budget for health and safety spending in the Academy?</li> <li>› Does the Academy have a health and safety operations plan setting out short, medium, and long-term spending?</li> <li>› Has the Academy leader responsible for health and safety had recent and appropriate training?</li> <li>› How do we ensure statutory compliance in health and safety matters? (for example, legionella testing, fixed electrical appliances, fire safety, asbestos management)</li> <li>› Are health and safety information posters displayed?</li> </ul>
Ensure risk assessments are up to date	Annually	
Attend Annual Health and Safety management audit	Summer	
Review health and safety management audit and action plan	Termly	
Ensure the relevant policies are communicated effectively to staff and students.	Termly	
Review the fire risk assessment and action plan	Termly	
Review H&S compliance platform	Termly	
Review accident reporting data with the relevant lead	Termly	

## Appendix 3 – Link Champion role descriptors

### d. Safeguarding and SEND Link

#### Objective

Embedding Safeguarding practice of the highest level across the Trust creates a climate where young people can be both secure and safe whilst having the chance to embark on activities which stretch them enabling them to mature and flourish. Safeguarding helps recognise and remove relationships and behaviour which have no place in society. Safeguarding is one expression of our care for all in the Academy - students and staff. The Champion will ensure that the Academy fully embraces the responsibility to make provision for students with Special Educational Needs and with Disabilities (SEND).

#### Role description and key responsibilities

As the Lead Champion responsible for Safeguarding and SEND, you will ensure that the Academy Committee fulfils its responsibilities in respect of Safeguarding children and ensuring that SEND legislation is implemented across the Academy and that the Academy conducts itself inclusively. The Safeguarding and SEND Link Champion will do this by ensuring that the Academy:

- › Recruits staff in line with safer recruiting processes,
- › Has procedures for dealing with allegations of abuse made against Staff and Volunteers,
- › Is providing appropriate Safeguarding training for all staff,
- › Has a senior member of the Academy’s leadership team who is the Academy’s Designated Safeguarding Lead (DSL),
- › Ensures that the Academy is compliant with any statutory requirements determined by the DoE,
- › Has a qualified teacher who is a qualified SENCo (or who will be qualified within 3 years of taking up post),
- › Publishes information on the Academy website about the implementation of the board’s policy for pupils with SEND (the school SEN information report),
- › Is compliant in regards the SEN Code of Practice 2015, Equality Act 2010, Exclusions from Maintained Schools, Academies and PRUs in England, and any other elements covered by DfE statute,
- › Monitor that a graduated response is applied across the Academy and that practice is inclusive,
- › Ensures that arrangements are in place in schools to support pupils at school with medical conditions,
- › Has a clear approach to identifying and responding to SEND,
- › Monitors that all opportunities are available for children with SEND,
- › Determines their approach to using their resources to support the progress of children with SEND,

#### Skills, knowledge, and training required

- › Be familiar with all relevant Academy/Trust policies, particularly:
  - Safeguarding
  - Child Protection Policy
  - Statement of procedures for dealing with allegations of abuse against staff
  - Safer Recruitment Policy and guidance
  - SEND
  - Accessibility Plan
  - Equality Behaviour
- › Attend safer recruitment training
- › Attend all recommended training opportunities
- › Be familiar with the latest version of “Keeping Children Safe in Education” and “Working Together to Safeguard Children”
- › Have a working knowledge of the NASEN Whole School SEND Governance Review Guide.

Champion tasks	Timescale	Things to consider or ask:
Attend Trust wide Link Champion virtual network meeting	Termly	
Keep up to date with statutory guidance relating to safeguarding and child protection and any advice issued by the local safeguarding children board or equivalent	Ongoing	<ul style="list-style-type: none"> <li>› Is the Single Central Register up to date?</li> <li>› How does the Academy know where children are at all times?</li> <li>› How many children are on different plans (CP/CIN/LAC/EH)?</li> </ul>

Complete training relevant to the role including e-learning modules	Ongoing	<ul style="list-style-type: none"> <li>› How does Academy engage with multi-agency forums?</li> <li>› How many referrals in given timeframe?</li> <li>› Predominant theme of safeguarding concerns?</li> <li>› Are all staff aware of the policy on safeguarding?</li> <li>› What systems are in place?</li> <li>› Are all governors trained?</li> <li>› How do we keep children safe?</li> <li>› How are medicines administered and kept safe?</li> <li>› What do Ofsted look for?</li> <li>› How well do children with EHCPs make progress towards their EHC outcomes?</li> <li>› How routinely is specialist advice sought for children?</li> <li>› How many children are on the SEND register?</li> <li>› What proportion of children have primary needs in each of the 4 broad areas of need?</li> <li>› What is the data suggesting about Fixed Term and Permanent Exclusions?</li> <li>› Which is the main area of need?</li> <li>› How many children have an EHCP? Is this in line with, above or below national average? And local averages?</li> <li>› How does the Academy engage with local multiagency initiatives to support children with SEND?</li> <li>› How do staff know that their practice is inclusive?</li> <li>› How fairly are SEND students represented? I.e. what proportion are on the Academy council? (does this match the proportion of the student population?), what proportion of children with SEND engage with extracurricular activities?</li> <li>› Which interventions cost most? How effective are they?</li> </ul>
Meet with the Designated Safeguarding Lead to monitor that the Academy's policy and procedures are effective and all staff, governors and volunteers have had the appropriate level of training	Termly	
Attend at least one meeting during the academic year that involves staff, students or parents where discussion of views can take place	End of Summer Term	
Monitor the single central record (SCR) with the AC Chair alongside the DSL to ensure the Academy carries out the appropriate recruitment checks on staff and governors	Termly	
Keep up to date regarding statutory guidance relating to SEND and inclusion, and any statutory guidance issued by the DfE relating to the SEND agenda	Ongoing, but at least annually	
Read the SEN Code of Practice, especially chapters 1, 4, 6, 9, 11 (5 and / or 7 if appropriate)	Ongoing	
Meet with the SENCo to monitor that the Trust and Academy policies are robustly applied.	Termly	
Meet with the Academy's curriculum, behaviour, phase leaders to monitor that the Trust and Academy SEND-related policies are robustly applied	Annually	
To report to and attend relevant whole Trust committee meetings	As required	

## Appendix 3 – Link Champion role descriptors

### e. Christian Distinctiveness Link

#### Objectives

Church of England Academies with a designated Church of England religious character will require a link champion for Christian Distinctiveness. This will not be required for an academy without a designated religious character.

To ensure that all students in the Academy appreciate the story of a loving God encountered in Jesus Christ and enjoy the distinctive contribution of Christian faith in all aspects of the life of the Academy.

#### Role description and key responsibilities

As the Champion responsible for Christian distinctiveness, you will ensure that the Academy Committee fulfil its responsibilities in respect of these areas by ensuring that the Academy:

- › Has a regular rhythm of Acts of Worship
- › Prepares well for the SIAMS Inspection and implements recommendations
- › Has a safe and quiet space where students may reflect and pray if they wish
- › Religious Education introduces the key narratives of Jesus and the early church
- › Religious Education curriculum treats major faiths equally and provides space for prayer
- › Provides elective opportunities to explore Christian discipleship
- › Encourages engagement with all local churches and local communities
- › Encourages Christian reflection within subjects across the curriculum
- › Encourages imaginative 'Christian signage' around the Academy
- › Contributes to the development of the discipline regime within the Academy
- › Champions the 'care of the earth' across the curriculum
- › Work with other professionals to provide care and pastoral support as needed
- › Ascertains whether opportunities are requested for staff to meet and pray together
- › Works closely with the Academy chaplain if one is appointed

#### Skills, knowledge and training required

The Champion is best able to contribute out of a personal, thoughtful and reflective experience of faith and discipleship. The Champion will make use of:

- › The most recent Curriculum discussions
- › The provisions of Church of England Education Office (aka The National Society').
- › Engage in Training opportunities provided by the Diocesan Board of Education
- › Engage with the national *Called, Connected, Committed* initiative
- › Engage with Diocesan Initiatives

Champion tasks	Timescales	Things to look for or ask:
Meet with designated staff members to review the SIAMS Seven Strands of Activities (SIAMS, <i>Evaluation Schedule</i> ).	Termly	<ul style="list-style-type: none"> <li>› Signage around the Academy</li> <li>› Involvement of students in planning and delivering Acts of Worship,</li> <li>› The marking of the 'Christian Year'</li> <li>› Provision and Usage of Safe accessible places for prayer and reflection</li> </ul>
Monitor <ul style="list-style-type: none"> <li>a. Provision of elective 'Exploring Faith' groups</li> <li>b. 'Service in the community' Initiatives</li> </ul>	Termly	<ul style="list-style-type: none"> <li>› Provision for members of other faith communities</li> <li>› Activities where people of different faiths work together</li> </ul>
Explore the variety of 'Christian contributions' in subject areas across the curriculum	Termly	<ul style="list-style-type: none"> <li>› Relationship with local churches</li> <li>› Relationships with other Church schools and Academies</li> </ul>
Monitor how the Academy Vision and Trust Vision are celebrated and expressed in the life of the Academy	Termly	<ul style="list-style-type: none"> <li>› Development of links with churches in the Developing world to include communication (and visits?)</li> <li>› Lively relationship with Lichfield Diocesan Board of Education</li> </ul>

## Appendix 4 – Summary of Financial Authorisation Levels

Delegated Duty	Value	Delegated Authority	Method
ICT purchasing (all licensing, software, hardware)	Any	Trust ICT Business Partner	All ICT related purchasing must be approved centrally by the Trust
Ordering Goods and Services (raising requisitions) Signature required	Up to £1,000	Budget Holder e.g. (HOD) Primary: Business /Finance Manager	If within approved budget.
	Up to £10,000	Secondary: Business/Finance Manager	If within approved budget.  2 oral quotes between £1000-£3000  Minimum of 2 written quotes between £3000- £10,000. Documentation to be retained.
	Up to £20,000	Primary: Principal	If within approved budget level and spend identified in the budget.
	Up to £50,000	Primary: Principal and CFO /CEO  Secondary: Principal  Central budget: CFO/CEO	Minimum of 3 written quotes between £10,000 and £50,000. Documentation to be retained.  Authority to accept other than lowest quotation or tender
	£50,000 to £118,000	CEO & Budget Holder	£50,000-£118,000 (cumulative value) at least 3 Tenders
	£118,000 and over	Trust Board	Formal tendering process for items/services above £118,000, including using the gov.uk: Find a tender service (FTS)  Authority to accept other than lowest quotation or tender
Trust Purchase Cards	Up to £4,000	Cardholders	Unless temporary uplift granted by Finance Business Partner in exceptional circumstances
Operating Leases	Any	CFO, Principal	<b>All to be signed off by CFO and Principal</b>
Award Contracts (total value over contract life – excluding VAT)	Up to £20,000	Primary: Principal	<b>All contracts above £10,000 should be notified to the CFO/CEO prior to agreeing to aid joint procurement for the Trust</b>
	Up to £50,000	Secondary: Principal CEO/CFO	
	£50,000 to £118,000	CFO, CEO & Budget Holder	



Delegated Duty	Value	Delegated Authority	Method
	Over £118,000	Trust Board	
BACS Authorisations (batch value) – Purchase ledger	Up to £500,000	CFO	Signature on the BACS report or email authorisation if this is not manageable
	Over £500,000	Chair of Trust, Chair of FAR	
BACS Authorisations (batch value) – Payroll	Any	CFO	Signature on the BACS report or email authorisation if this is not manageable
Budget variations (virements)	Up to £10,000	Principal	Approval to be minuted at AC / Board meeting
	Up to £25,000	Academy Committee	
	Up to £50,000	CEO	
	Over £50,000	Trust Board	
Signatories for cheques DFE grant claims and DFE returns	Any	Two signatories (or as required by DfE) from: <ul style="list-style-type: none"> <li>• Principal</li> <li>• Business Manager</li> <li>• Senior staff</li> <li>• CFO</li> <li>• CEO</li> </ul>	In accordance with the authorised signatories mandate
Disposals of Asset	Up to £20,000 (purchase value)	Principal (notified to CFO if over £1,000 – cost price)	Completion of disposal form
	£20,000 and Over	As above plus FAR&A committee	As above
Write-off of bad debts	Up to £1,000	Principal	Written request and signed by appropriate delegated authority
	Up to £10,000	CFO and CEO	
	£10,000 to £45,000	As above plus FAR&A Committee	
	Over £45,000	As above plus DfE Approval	
Purchase or sale of any freehold property	Any	DfE Approval required	
Granting / take up of any leasehold or tenancy agreements exceeding 3 years	Any	DfE Approval required	
Raising Invoices to collect income	Up to £50,000	Business/Finance Manager	
	£50,000 to £100,000	As above plus CFO	
	Over £100,000	As above plus FAR&A committee	
Payroll	Authorisation of monthly payroll for each school	Principal	Sign the payroll report
	Discretionary payments up to £3,000	Principal	Business case must be produced, approved and retained for all discretionary payments
	Discretionary payments up to £20,000	As above plus CEO	
	Discretionary Payments £20,000 to £50,000	As above plus FAR&A	

Delegated Duty	Value	Delegated Authority	Method
	Discretionary Payments £50,000 and over	As above plus ESFA	

**NOTE.** It is good practice to inform the Central Finance Team for any purchases over £10,000 to see if joint procurement and efficiencies can be made across the Trust