

Governance Handbook

Last amended 03.04.2020 by Hayley Upton

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Reviewed and ratified by Trustees 22.04.2020

Next review date September 2021

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Common Values and Vision

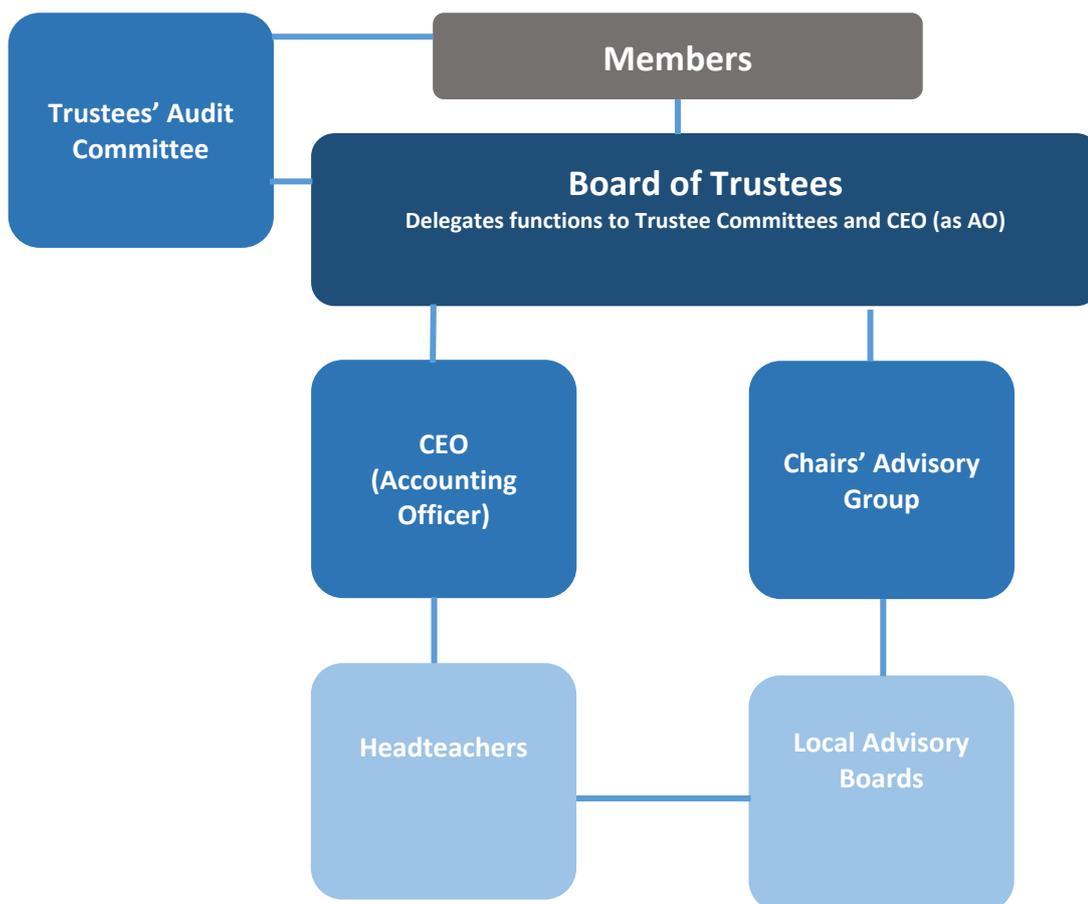
The vision for Twynham Learning is to create a model of educational leadership and support which reflects the needs of the 21st-century school. We recognise that both sponsored and non-sponsored schools will have something unique to share which can be used for mutual advantage, as well as having individual needs. Whilst Twynham Learning is legally responsible for the sponsored school(s) we believe that by nurturing a culture of individual identity, they will reflect their own diversity and uniqueness, thus avoiding the notion of them becoming a clone of any particular school within Twynham Learning (referred to hereafter as the Trust).

As a learning organisation for the 21st century, we aim to make our Trust the best place to learn and work by:

- Inspiring and sharing innovation
- Drawing upon local, national and international thinking
- Leading and communicating excellence to raise and sustain high standards of attainment
- Valuing the partnership with families and children and their communities
- Building capacity to effect change across the Trust
- Providing opportunities for leadership development
- Being actively involved and accountable to our partners

The Trust will use parent evenings, public events, staff in-service training (INSET) days, the Twynham Learning annual conference, student assemblies, student voice and its website to communicate and reinforce the vision.

Governance Diagram



Introduction

It is the Twynham Learning Multi-Academy Trust's stated intention and preference that:

- The Board of Trustees (referred to hereafter as the Trust Board) and Local Advisory Boards will work collaboratively and in partnership at all times.
- The Trust Board will make decisions, following consultation with Local Advisory Boards (LABs), on matters which affect all Academies in the Trust; LABs will make decisions on matters which affect individual Academies related to their specific areas of delegation. The Trust Board will retain the legal responsibility as the appropriate accountable body.
- LABs will focus on Outcomes, Well-Being, Safeguarding and Community engagement. Their work as a Board will need to demonstrate a discernible evidential impact within these specific areas.
- LABs will work within a common framework established in partnership with the Multi-Academy Trust (MAT) and the Chairs' Advisory Group (CAG).
- The CEO will work directly with the CAG and individual Chairs to develop capacity, share accountability and support the impact of the work of LABs.
- LABs and Academy Headteachers in the Trust should be as autonomous as possible and have as much freedom as possible to deliver the shared school improvement strategy.
- LABs and Academy Headteachers will have maximum delegation of responsibility and decision making for the strategic direction and day-to-day operation of their Academies unless there is a cause for concern.
- Academy Headteachers will work as a collegiate group across the Trust, within the Self-Improving School Board to support outstanding outcomes for all.
- The Trust will be regarded as the legal employer of all staff.
- Academy Headteachers remain responsible for the recruitment, performance management, development and day to day support of respective members of school staff. As the employing body the Trust reserves the right to have involvement in recruitment if required, with particular oversight on senior leadership appointments. All senior leadership posts will need Trust involvement.
- The Trust Board will put in place effective arrangements for monitoring and evaluating the performance of LABs and Academies; utilising the most appropriate strategies to meet the expectations of the DfE as currently constituted and subject to further amendments.
- The Trust Board will take action, including the full or partial withdrawal of delegated authorities to individuals, groups and LABs should they fail to carry out their duties and responsibilities effectively.
- The governance arrangements of good Schools and Academies joining the Trust will integrate within the wider structure of governance of the Trust providing strong support and challenge to the respective Academies (except where changes are required in order to comply with legal or statutory requirements, or to ensure operational effectiveness).
- The Trust Board will fully consult LABs on proposals for the composition, membership, structure, and terms of reference for LABs and sub-committees, on arrangements for the recruitment and appointment of Governors, and on arrangements for the introduction of the Trust's Multi-Academy governance arrangements before any decisions are made.
- LABs will report regularly and frequently to the Trust Board and will make available all relevant data and information on performance.
- The Trust Board will consult LABs where required before putting in place any arrangements which directly affect LABs and individual Academies and before taking any decisions on policy or procedural matters, except where there is a legal requirement to do so.

- Representation on the Board of Trustees will be ensured by active participation in CAG; working directly with the CEO and Chair of the Trust. These groups will design shared approaches, mutually supportive systems and be a forum for engagement with the Trust Board. Guidance no longer encourages LAB Chairs to be sat within the Trust Board as greater independence and specific skill-sets to form an appropriate body are required.

Governance Structure and Lines of Accountability

Twynham Learning is the statutory body for all the schools in the MAT. The Secretary of State for Education has entered into an agreement with Twynham Learning to run the Academies in the Trust and therefore the Trust Board is responsible for the standards and operation of all Academies in the Trust.

The Trust Board will determine the membership and proceedings of any committee, with due regard to the requirements of the articles of association of Twynham Learning. Only the Trust Board can take decisions on the delegation of powers, including the establishment of committees, the approval of terms of reference, the delegation of any powers to a committee or an individual, or any changes to previous agreements. The Board will review the terms of reference, constitution and membership of all committees and sub-committees annually.

The Trust Board is the employer of all staff and therefore is the final appeal body in matters of pay and staff discipline.

The Trust Board is the admissions authority for all schools in the Trust.

The Trust Board will agree the final budget for each Academy following recommendation by the Trust Executive Team who are responsible for ensuring appropriate systems and oversight to deliver compliant and viable budgets.

The Trust Board has overall responsibility for all Trust policies, and Academies within the Trust should seek the Board's approval before introducing any new policy or making significant changes to an existing policy.

Duties which **cannot be delegated to LABs are:**

- The suspension of Governors
- Appointing and removing the Chair and Vice Chair
- The delegation of functions.

Outside these restrictions the Trust Board may delegate any of its functions to a committee or an individual (e.g. Chair, Vice Chair, CEO, LAB or Academy Headteacher).

Chairs Urgent Action

Where urgent action is needed, the Chair of the Board of Trustees or a Local Advisory Board (or Vice Chair of the Board of Trustees or a LAB where the Chair is unable to exercise this responsibility) has power to exercise any function of the Trust Board or LAB where delay would be likely to be seriously detrimental to the interests of the Trust, school, or to any pupil, parent or staff member. (In this context, 'delay' means delay for a period longer than the earliest date on which it would be reasonably practicable for a meeting to be held of the Trust Board or LAB.)

The Chair must use these powers only when absolutely unavoidable and will report any urgent action as soon as possible and will be formally recorded at the next meeting of the Trust Board or LAB.

Roles and Responsibilities

The role of the Members

The Members of the Trust are guardians of the governance of the Trust and as such have a different status to Trustees. Originally they will have been the signatories to the memorandum of association and will have agreed the Trust's first articles of association (the legal document which outlines the governance structure and how the Trust will operate). The articles of association will 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 must be able to remove Trustees if they fail to fulfil this responsibility. Accordingly, the Trust Board submits an annual report on the performance of the Trust to the Members. Members are also responsible for approving any amendments made to the Trust's articles of association.

Members are not permitted to be employees of the Trust.

The role of the Trustees

The MAT is a charitable company and so Trustees are both charity Trustees (within the terms of section 177(1) of the Charities Act 2011) and company directors. Because Trustees are bound by both charity and company law, the terms "Trustees" and "Directors" are often used interchangeably.

The Trustees are responsible for the general control and management of the administration of the Trust and, in accordance with the provisions set out in the memorandum and articles of association and its funding agreement, are legally responsible and accountable for all statutory functions, for the performance of all schools within the Trust, and must approve a written scheme of delegation of financial powers that maintains robust internal control arrangements. In addition, it must carry out the three core governance functions:

1. *Ensure clarity of vision, ethos and strategic direction*
2. *Hold the Executive Leaders to account for the educational performance of the Trust's Academies and their students, and the performance management of staff*
3. *Oversee the financial performance of the Trust and make sure its money is well spent*

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

The role of Board Committees

The Trustees may establish committees to carry out some of its governance functions which may include making decisions, although any decisions made will be deemed decisions of the Trust Board. The membership (there must be at least three Trustees unless a Local Advisory Board) and responsibilities of Board Committees are set out in the committee's terms of reference. The Trust Board will appoint Board Committee Chairs and committee members according to their skills. The Trust Board may appoint non-Trustees to Board Committees, providing that Trustees form the majority of voting members.

The Academies Financial Handbook makes it clear that the Trust Board should have an Audit Committee to which the Trust Board delegates financial scrutiny and oversight.

The principal standing committee for Twynham Learning MAT is the Audit Committee, which will, have oversight on governance processes; benchmark the effectiveness of the Trust Board and LABs; review the delivery of the respective committee terms of reference; provide an annual report to Members to give assurance that the articles of association are met.

The role of the CEO

The CEO has the delegated responsibility for the operation of the Trust including the performance of the Trust's Academies and so the CEO will performance manage Academy Headteachers, alongside the Chair of the relevant LAB. The CEO is the principal executive director with delegated responsibility for recruitment of all Trust staff, legal compliance, statutory responsibility of safeguarding lead, standards and professional standards.

Working with the Trust Board the CEO will deliver a compelling vision for the future and design a business strategy to deliver the shared expectations of the Trust Board.

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 Trust Board delegates powers to act including (but not restricted to) the suspension of financial powers when it is deemed that the management of financial resources present a financial and reputational risk to the Academies within the Trust. The Accounting Officer is subject to the regulations and recommendations of ESFA and DfE.

The CEO leads the Trust Executive Team (TET). The CEO will delegate executive management functions to the TET and is accountable to the Trust Board for their performance.

The role of the Local Advisory Boards (LABs)

The Trustees may establish committees known as LABs for each Academy, to carry out some of its school-level governance functions although, as Trustees are not required to sit on LABs, decision-making is limited. The Trustees will appoint the Chair and Vice Chair, and determine the terms of reference, constitution and membership of the LAB. The LAB of a non-sponsored Academy is permitted to set up such committees as deemed necessary to perform its functions efficiently and effectively. However, they need to be specifically focused on the areas of delegated responsibility with the principal medium for accountability coming through the regular formal LAB meeting addressing key areas as designated in the school level risk register.

The Trust Board or LAB may appoint non-Governors to any committee providing that Board Members a) form the majority of the members of the committee, b) are in the majority at any meeting of the committee and c) take the Chair of the committee. The LAB may, if it wishes, enable any of the non-Governors to be voting members of the committee. Either the Trust Board or the LAB may remove the Chair of a committee from office at any time.

Typically, delegated functions may include:

- Building an understanding of how the school is led and managed.
- Monitoring whether the school is:
 - Working within agreed policies
 - Meeting the agreed targets
 - Managing its finances well
- Engaging with stakeholders.
- Development of strategies to enhance community relations.
- Being a point of consultation and representation.
- Reporting to the Trust Board.

The level of delegation will be reviewed regularly by the Trustees and will be linked to the performance of the Academy in relation to:

- The quality of teaching and learning
- Standards

- Governance
- Finance

As the LAB is a committee of the Trust Board, delegation can be removed at any time.

The role of Key Governors

The LAB of a sponsored Academy will have two Key Governors, appointed by the Trustees, with the brief to work closely with relevant school leaders as shown below:

- Key Governor for Education - to focus on the quality of teaching and the standards achieved by the students and to report to the LAB and the Trust Board.
- Key Governor for Business and Finance - to monitor the Academy's budget and to report to the LAB and the Trust Board to demonstrate impact for outcomes and best value.

This structure for sponsored Academies is designed to focus the work of the LAB on what matters – the quality of teaching, the standards achieved by the students and the monitoring of the Academy's budget.

The role of the Academy Headteacher

The Academy Headteacher is responsible for the day-to-day management of the Academy and is managed by the CEO but reports to the LAB on matters which have been delegated to it which may include an element of monitoring and scrutiny of the school's management process.

The role of the Chairs' Advisory Group

Local Advisory Chairs from Academies within the MAT will meet termly and act as the main link between the LAB and the Board of Trustees. The Chairs' Advisory Group will be chaired by the Chair of Trustees.

Operational Leadership

The Trust has set itself three core objectives:

- To support all Academies in their journey to sustained outstanding performance through partnership, support and collaboration.
- To develop, support and train staff so that they can be inspirational leaders, outstanding teachers and excellent supporters of student learning.
- To lead a sustainable future for Twynham Learning so that outstanding performance can be secured for future generations of students.

The Trust will deliver these objectives through a combination of core values and vision, common approaches, Trust-wide structures and systems, shared staff development and practice, standard quality assurance processes and integrated leadership.

Senior Leadership

The Twynham Learning Trust Executive Team (TET) will consist of the following members:

- Chief Executive Officer (Chair)
- Chief Operating Officer
- Director of Standards

The Executive Leadership Team (ELT) will consist of the following members:

- Chief Executive Officer (Chair)
- Chief Operating Officer
- Director of Standards
- Headteachers of Schools within the Trust
- Co-opted senior leaders as appropriate, for example
 - Achievement
 - Teaching and Learning
 - Curriculum
 - Student / Pastoral Support

TET and ELT are accountable to the Board of Trustees. Their role is to drive the improvement agenda across our community of schools and to ensure that strategic and operational leadership is consistent and coherent across the Academies. Each Academy has its own SLT, led by its Headteacher, and these SLTs are accountable to their own Local Advisory Boards. Clear lines of accountability and communication are assured by ensuring:

- The Chairs of the Local Advisory Boards meet regularly at the Chairs Advisory Group (CAG) and are represented on the Trust Board by the Chair of Trustees who also chairs the CAG.
- The Heads of each Academy meet regularly as part of ELT and other groups such as the SISS Board (Self-Improving School System) and representatives from both primary and secondary groups of schools will be invited to attend meetings of the Trustees.

Delegation

The Trustees delegate governance functions to the Local Advisory Boards and different levels of delegation exist for sponsored and non-sponsored Academies. Academies which are not sponsored have most functions delegated to them whereas sponsored Academies have functions delegated in proportion to their stage of development.

Underpinning the membership arrangements of the Board of Trustees and the Local Advisory Boards is a formal memorandum, the Scheme of Delegation (which forms part of the Trust Governance Handbook), which describes the respective roles and accountabilities of each body in respect of strategic responsibilities, governance, finance and asset management, staffing, communications, monitoring and evaluation, students, curriculum, teaching and learning and communities.

The Scheme of Delegation allows the Local Advisory Board members to focus more closely on important areas such as teaching and learning.

The Local Advisory Boards are responsible to the Board of Trustees for the performance of their schools and are held to account by the Board of Trustees. The monitoring processes are outlined above and, in the case of underperformance of a Local Advisory Board, the Board of Trustees will intervene and reserves the right to suspend the Board and/or to dismiss and appoint Local Advisory Board members.

Succession Planning

The approach to succession planning across the Twynham Learning MAT and component Governing Boards is as follows:

- Annually (usually in September), key positions such as the Members, Chair and Vice Chair of Trustees, Chairs of Local Advisory Boards and committees are voted into position.
- As part of that process at the time of those elections succession planning is considered as an agenda item.
- In the preceding months and following those elections and appointments it is incumbent upon the Chairs in post to consider succession by liaising with colleagues to seek their views and aspirations for roles they wish to undertake and responsibilities they may wish to hold.
- It is also important to identify what development may be necessary to grow skills and competencies for future appointments across the MAT.
- Notwithstanding the above, if a Trustee or member of the Local Advisory Board resigns then a further review as described above would take place.
- There is an expectation that Vice Chairs would grow into their role and be able to take over as Chair when required.
- Following a resignation, an exit interview will be conducted where possible and if appropriate.

Central to this approach is the fact that those serving as Trustees and Governors do so on a voluntary basis. Experience indicates that all those who do so have busy lives, whether that is in either a professional or business context or being retired and having left the formal workplace. Therefore, succession planning has to be flexible, to accommodate the needs of individuals, whilst satisfying the requirements of the MAT. As has always been the case, conversation with transparency is the approach of the Twynham Learning MAT in all that it does especially in succession planning.

Composition of Local Advisory Boards

The size of the Local Advisory Board of each school will depend on the size of the school and be decided by the Board of Trustees. The LAB model is shown below.

Type of Member	Number	Term of Office	How they are elected
Parents	2	4 years	Elected by the parents of the school
Staff	1 or 2*	4 years	Elected by the staff of the school
Community Governors	up to 5	4 years	Appointed by the Trustees for sponsored Academies Appointed by the LAB for non-sponsored Academies
Headteacher	1	Indefinite	By appointment as Headteacher
Trustee from the sponsoring Academy**	1		By rotation for sponsored Academies
Clerk	1	Indefinite	Appointed by the Trustees for sponsored Academies Appointed by the LAB for non-sponsored Academies

* Where there are two staff Governors then this should if possible be one member of teaching staff and one member of support staff

** Where the LAB of a sponsored school includes Local Governors who also sit on the Twynham Learning Board of Trustees, it will not be necessary for additional Trustees to attend meetings.

Where possible there will be Trustee representation at LAB meetings, for visibility, support and to give Local Governors and Trustees the opportunity to meet. The CEO and Chair of Trustees will also attend meetings as required to support the work of the LAB in an advisory / monitoring capacity.

The Chair and Vice Chair are appointed by the Trustees for a one-year term of office.

Terms of Reference for the Members

Review:	The terms of reference will be reviewed annually by the Trustees.
Quorum:	Two persons entitled to vote upon the business to be transacted, each being a Member or a proxy of a Member.
Chair/Vice Chair:	The Members present and entitled to vote at the meeting shall elect one of their number to be Chair.
Clerk:	Meetings to be clerked by the Executive Clerk to the Multi-Academy Trust (or another Clerk within the Trust if required).
Meetings:	One Annual General Meeting to be held each financial year, in addition to which any Member may call a general meeting at any time.
Resolutions:	Members do not need to meet in person to agree a resolution, an ordinary resolution can be agreed in writing if agreed by a majority of Members, provided that a copy of the proposed resolution has been sent to every Member. A special resolution must be agreed by 75% of Members.

Membership

- The subscribers to the Trust's memorandum of association
- The current Chair of the Board of Trustees
- Additional Members appointed by those Members in office by passing a special resolution
- Members may not be employees of the Trust

Aim

The formation of Twynham Learning as a Multi-Academy Trust has afforded each school within the trust considerable opportunity, but it has also placed additional demands upon us in the conduct of our business - in what is, a fast moving and constantly changing environment. Communication is, and will always be a vital ingredient in all that we do, and we will do that in many ways, such as in face-to-face meetings, through digital technology, socially and at formal presentations. These Terms of Reference, along with other instruments give us our authority and direction; and with mindful attention to transparency and openness, through high quality communication between us, via the sharing of our ideas, values and culture, will allow the Trust to continue to achieve considerable success, for all our children and students, both now and in the future.

Terms of Reference

The Members will:

- Maintain an overview of the Trust's governance arrangements, providing oversight and challenge (through minutes, the AGM, Trustees report and the Audit Committee).
- Have ultimate control over the direction of the Academy Trust.
- Ensure the charitable company achieves its objectives.
- Appoint the Trust's auditors and receive the Trust's audited annual accounts.
- Have the power to amend the articles of association to support stronger governance arrangements.
- Ratify the appointment of the Chief Executive Officer.
- Have the power to appoint up to 9 Trustees (the core body) by ordinary resolution.
- Have the power to remove a Trustee from office by ordinary resolution.
- Have the power to remove the Trust's auditors, whereby such a proposal must require a majority vote of the Members, who must provide reasons for their decision to the Academy Trust's Board.

Terms of Reference for the Board of Trustees

Review:	The terms of reference will be reviewed annually by the Trustees.
Quorum:	Any 3 Trustees or, where greater, one third (rounded up to a whole number) of the total number of Trustees holding office at the date of the meeting.
Chair/Vice Chair:	Elected annually by the Trustees at first meeting of the school year. Nominations will be requested in writing before the end of the summer term. Trustees employed by the Trust are not eligible to stand as Chair or Vice Chair. In the absence of the Chair and Vice Chair, Trustees shall choose an acting Chair for that meeting from among their number.
Clerk:	Meetings to be clerked by the Executive Clerk to the Multi-Academy Trust (or another Clerk within the Trust if required).
Meetings:	At least 3 in every school year.

Membership

- The Chief Executive Officer
- Up to 9 Trustees appointed by the Members (the Core Body)

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Terms of Reference

The Board of Trustees will:

- Maintain strategic oversight, setting visions and policies for the Trust, governance and contractual relationships with third parties.
- Review the membership, proceedings and terms of reference for all committees (including Local Advisory Boards) of the Trust Board on an annual basis.
- Oversee standards and outcomes across the Trust.
- Set annual targets for the Trust in general and for individual academies.
- Oversee key performance data on a Trust and individual Academy basis.
- Monitor the Trust's publicity, public presentation and relationships with the wider community.
- Take the lead in identifying and recruiting new Trustees and local Governors. This is particularly important for new co-opted Trustees and community local Governors, where the Trustees should first identify the qualities desired in order to secure a breadth of experience and discussion in meetings.
- Ensure that new Trustees are swiftly and effectively inducted into the operation of the Board, including the appointment of a suitable mentor to guide the new Trustee.
- Encourage all Trustees and local Governors to undertake appropriate training.

- Maintain a record of all training undertaken by Trustees and local Governors.
- Identify gaps in expertise across the trust and to encourage a suitable Trustee or local Governor to undertake appropriate training.
- Allocate Trustees and local Governors of sponsored schools to committees, taking account as far as possible of the preferences of individuals.
- Assist the Chief Executive Officer in promoting good relationships with parents and the community, including the involvement of local business and industry.
- Represent the Board on meetings with other schools and Governors.
- Review and ratify all Trust policies at least every two years, or annually if specific to the policy, considering equality and diversity issues as required by the Equality Act 2010 when reviewing any school policy and scrutinize the rigor of the implementation of Trust Policies.

Strategic Direction and School Improvement

- To set strategic direction and priorities for the Trust and all member Academies.
- To set the vision, mission and ethos of the Trust and ensure it is embedded in each Academy in the Trust.
- To oversee and ratify a three-year plan for the Trust.
- To ratify the School Development Plan for each Academy in the Trust.
- To facilitate collaboration and support for school improvement across the Trust.
- To ratify the Trust's School Improvement Strategy to ensure a consistent and coherent approach to improving outcomes for all.
- To take appropriate action when required to ensure that an acceptable level of education, in line with the Trust aspirations, for world class education.
- To review and accept appropriate recommendations from the TET to transform approaches to curriculum, assessment, pastoral care and safeguarding procedures.

Finance

- Oversee the finances of the Trust.
- Establish a funding model for use across the Trust.
- Draft and propose to the Trust for adoption annual budgets for each Academy, taking into account the priorities of the School Development Plan.
- Ensure compliance with the Academies Financial Handbook.
- Maintain oversight of the finances of each Academy in the group.
- Provide guidance and assistance to the Chief Executive Officer and Trustees on matters relating to budgeting and finance.
- Ensure best value is obtained in commissioning goods and services.
- Determine, after consultation with each Academy, the extent of services provided centrally and the allocation of cost.
- Establish process for local management and maintenance of assets and appropriate registers.
- Review, adopt and monitor a Financial Procedures Policy which includes the local scheme of delegation for spending and budgetary adjustments (virements) for the committee, Headteacher and other nominated staff.
- Review, adopt and monitor all additional financial policies, including a charging and remissions policy at least every two years, or annually if specific to the policy, considering equality and diversity issues as required by the Equality Act 2010 when reviewing any school policy.
- Establish and maintain a three-year financial plan, taking into account the priorities of the School Development Plan, roll projection and signals from central government regarding future years' budget, within the constraints of available information.
- Ensure that sufficient funds are set aside for pay increments as set out in the Pay Policy and as recommended by the Chief Executive Officer.

- Ensure that adequate controls are in place to ensure that all funds under the control of the Trust are properly spent for the benefit of the Trust.
- Consider and make recommendations on risk management and insurance arrangements in regard to vandalism and other matters relating to the premises and Business Continuity Plan.
- Prepare the Trustees Report to form part of the Statutory Accounts of the Trust and for filing in accordance with Companies Act requirements.
- Consider other such matters as:
 - The match between the budget, statutory requirements and the priorities in the School Development Plan
 - Generating additional income
 - Opportunities for cost saving
- The Trust Board will determine the level of financial delegation as per the Financial Procedures Policy for each Academy.
- The Trust Board will consider each Academy's indicative funding, notified annually by ESFA and assess implications for the Academy in advance of the financial year, drawing any matters of significance or concern to the attention of the LAB.
- It will determine the level of any contingency fund or balances to be held by the Trust and its Academies, ensuring the compatibility of all such proposals with the development priorities set out in the Trust Development Plan (Trust Strategy).

The Trust Board will receive and scrutinise the annual budgets and forecasts submitted by the Trust and its Academies ensuring that they are:

- In accordance with the funding agreement, the Trust's memorandum and articles of association and ESFA financial handbook.
- Consistent with the Trust's Development Plan.
- If necessary, TET will refer back to the LAB for review. As a result, it will recommend approval/non-approval of the Academy's budget to the Trust Board.
- It will consider and monitor regularly each Academy's short term and long term revenue and capital budget and financial planning to ensure long term sustainability.
- TET will monitor and review income and expenditure against budgets on a regular basis and ensure compliance with the overall financial plan for the Academy, and with the Financial Procedures Policy, drawing any matters of concern to the attention of the Trust Board.
- It will contribute to the formulation of the Trust's development plan, through the consideration of financial priorities and proposals.
- It will review and approve any virements and other transactions in accordance with the Financial Procedures Policy and Scheme of Delegation.
- It will oversee tendering and the signing of contracts (where required) in line with Trust procedures.
- It will be responsible for the amendment and approval of Trust and Academy staffing establishments.
- To ensure the preparation of the Trustees report and financial statements to form part of the annual report and financial statements of the Trust for filing in accordance with Companies Act and Charity Commission requirements.
- To explore and agree income generation for the schools in the Trust, including lettings income, grants, fund raising and sponsorship opportunities and support the work of local PTAs/ Parents Associations in their fundraising activities.
- Preparation of a disaster recovery/business continuity plan for the Trust and ensuring local plans exist in each Academy in the Trust.

Premises

- Oversee the Trust's facilities and resources.
- Keep under review the facilities element of the School Development Plan.
- Provide support and guidance for the Trust and the Chief Executive Officer on all matters relating to the maintenance and development of the premises and grounds, including health and safety.
- Ensure that an annual inspection of all premises and grounds takes place and a report is received identifying any issues.
- Inform the Trustees of the report and set out a three year rolling plan for maintenance and development, for the approval of the Board.
- Provide support and guidance for the Chief Executive Officer and Trustees on all matters relating to the Trust premises and grounds, security, health and safety.
- Delegate power to the Chief Executive Officer to approve the costs and arrangements for maintenance, repair and decoration within the allocated budget.
- Arrange professional surveys and emergency work as necessary
The Chief Executive Officer is authorised to commit expenditure without the prior approval of the committee in any emergency where delay would result in further damage or present a risk to the health and safety of students or staff. In this event the Chief Executive Officer would normally be expected to consult the Trust Chair at the earliest opportunity.
- Oversee Accessibility Plans and Building Development Plans for each site.
- Review and adopt a Health & Safety Policy in line with Health & Safety legislation on behalf of the Board, receiving reports from the Executive Site Manager on a regular basis.
- Determine levels of charges for the lettings of school facilities, prepare a lettings and charges policy on behalf of Trustees and oversee the implementation of that policy.
- Review, adopt and monitor all additional premises policies at least every two years, or annually if specific to the policy, considering equality and diversity issues as required by the Equality Act 2010 when reviewing any school policy.
- Recommend to, and oversee on behalf of Trustees, contracts relating to cleaning and grounds maintenance.
- Ensure that the Board's responsibilities regarding litter, refuse and dog excrement are discharged according to Section 89 of the Environmental Protection Act 1990, so far as is practicable.
- To make and review recommendations for the future premises provision and develop an Estate Strategy.
- To ensure the development and maintenance of an asset management plan to ensure the development, maintenance and replacement of all physical assets, equipment and facilities of all schools in the Trust, including premises, equipment, land and depreciating assets are in line with the Vision Statement and School Development Plan, having regard to the Asset Register maintained by the school.
- To approve and oversee the appointment of architects, builders, grounds maintenance teams, surveyors etc. and monitor all aspects of their work.
- To ensure support and compliance with Trust policy for local site teams.

Staffing

- Act as the primary focal point for the consideration of all issues relating to the management of the staff within the Trust.
- Submit recommendations on these issues as appropriate for consideration by the Board.
- Ensure that the Trust is staffed sufficiently for the fulfilment of the MAT Strategic Plan, the Trust's School Development Plans, and the effective operation of the schools within the Trust.

- Establish and oversee the operation of the Appraisal Policy – including the arrangements and operation of the appraisal procedures for the Chief Executive Officer and the Headteacher of each school within the Trust.
- Establish a Pay Policy for all categories of staff.
- Administer and review the Pay Policy, ensuring that it meets the needs of recruitment, retention and development of staff.
- Perform the annual review of staff salaries.
- Draft criteria for the approval of Trustees relating to the use of the discretionary elements of pay provision.
- Ensure that all staff have accurate and clear job descriptions, and review all job descriptions on a regular basis.
- Work with the Leadership Team to ensure progress in Continual Professional Development for all staff.
- Work with the Leadership Team to develop and recommend a staffing structure for approval by the Board.
- Work closely with the Chief Executive Officer in appointing staff by determining the process to be followed and by nominating Trustees to be involved in the recruitment process.
The authority to appoint has been delegated to the Chief Executive Officer, with the exception of appointments to the Leadership Team.
- Review procedures dealing with staff discipline and grievances and making recommendations to the Board for approval.
- Monitor approved procedures for staff discipline and grievance and ensure that staff are kept informed of these.
- Monitor staff attendance across the MAT.
- Recommend to the Board staff selection procedures, ensuring that they conform with safer recruitment practice, and review these procedures as necessary.
- Ensure that appropriate Safeguarding measures are in place.
- Oversee, in consultation with staff, any process leading to staff reductions.
- Establish the annual and longer-term salary budgets and other costs relating to personnel, e.g. training.
- Review, adopt and monitor all additional staffing policies at least every two years, or annually if specific to the policy, considering equality and diversity issues as required by the Equality Act 2010 when reviewing any school policy.

As the Multi-Academy Trust continues to grow the membership of the School Advisory Groups will be kept under review.

Outcomes

- Monitor and evaluate the Academies against KPIs set by the Trust Board, in particular educational, social and emotional outcomes for pupils through reports from the Director of Standards. This to include attainment, progress, admissions, behaviour and attendance.
- Monitor and evaluate the impact of Pupil Premium funding on pupil's learning outcomes and wellbeing to ensure the best possible outcomes for pupils and the narrowing achievement gap.
- Monitor and evaluate the interventions and outcomes for pupils with SEND across the Trust.
- Monitor and evaluate the quality and delivery of curriculum provision.
- Review all Ofsted judgements across the Trust and the outcomes of internal and commissioned reviews.
- Review professional standards and the equitable provision of CPD.
- Review priorities for raising standards and strategies for school improvement.

- Have the overview of the SEF and SDP for each school within the Trust, ensuring that plans are in line with the strategic aims of the Trust.
- To have oversight of the achievement and attainment of all children within the Trust.
- To offer challenge in improving outcomes to ensure that Academies meet the high expectations required.
- To support the development and ongoing transformation of education-related activities including curriculum, assessment, pastoral care and safeguarding.
- To have particular focus on the safeguarding and wellbeing of all children and ensure that all statutory duties are met and often surpassed.
- To ensure that the Trust School Improvement Strategy is reviewed and implemented.
- To have oversight on performance management and make value-for-money judgements on the respective outcomes achieved by each Academy.
- To make recommendations for the strategic financial planning required to deliver the Trust Development Plan.
- To ensure that there is a robust strategy for stakeholder engagement in the wellbeing and education of each child.
- To support the advancement of the Trust's educational philosophy and to engage with external partners who may benefit from the ethos of Twynham Learning.

Human Resources

The Trust Board is the employer of all staff and therefore is the final appeal body in matters of pay and staff discipline.

The Board will have the following responsibilities with regard to HR:

- To approve school staffing structures within the school's budget, including approval of any restructuring.
- To ratify procedures for the appointment of senior staff at the schools.
- To delegate the role as appointing officer for all Trust employees to the CEO who can in turn delegate responsibility to designated approved leaders.
- To participate in the recruitment panel for positions of Strategic Leadership (CEO, Trust Executive Team, Executive Leadership Team). Appointments up to and including middle leaders are delegated to the Headteacher of non-sponsored Academies, and to the CEO for sponsored Academies.
- To appoint the CEO.
- To determine the Pay Policy for the Trust.
- To advise the LABs on current and future pay level.
- To ratify appropriate salary ranges and starting salaries for Lead Practitioners, and members of the leadership group.
- To ratify annual pay progress for teachers (by 31 October at the latest) as set out in the Pay Policy, taking account of any recommendations made by the Staff Pay and Performance Management Committee, in accordance with the approved pay policy.
- To ratify applications to be paid on the Upper Pay Range following recommendation from the CEO.
- To approve annual pay progress for the CEO and receive recommendation from the CEO regarding Headteachers' pay progression (by 31 December at the latest), taking account of the recommendation made by the Headteacher's Performance Review Panel, following the annual review.
- To determine the application of national inflationary increases as required.
- To monitor and report to the Local Advisory Board on the annual pattern of performance pay progression at each level and the correlation between pay progression, quality of teaching and outcomes for pupils.

- To oversee the work of the Staff Discipline Committee and the Appeals Committee (including pay appeals).
- To oversee the work of the Staff Pay & Performance Management Committee.
- To monitor and review the performance and pay of the CEO and all Headteachers in the Trust.
- To oversee the recruitment, induction, training, CPD, wellbeing and other HR processes for all staff within the Trust at a strategic level.

Admissions

- The Trust Board is the admissions authority for all Academies in the Trust.
- It will set the admissions criteria for each Academy in the Trust on an annual basis, which will be consulted on and published annually.
- It will ensure the organisation of an independent Admissions Appeal Committee as and when required. The Academy Trust Board currently employ Bournemouth, Christchurch & Poole Council to undertake this for the Trust, but this will be reviewed annually.
- The CEO is responsible for approving the admission of any child over and above the agreed PAN of all schools within the Trust. This may be delegated to a panel of professionals from within the Trust as decided by the CEO.

ICT

- To ensure compatibility and integration of computer systems across all schools in the Trust to facilitate maximum efficiency and cohesiveness.
- To develop an ICT strategy for the Trust that maximises the use of technology in both administrative and academic settings.
- To provide ICT support to all schools within the Trust.

Marketing and Communication

- To agree a marketing strategy for the Trust which addresses the following:
 1. Identification of stakeholders and their needs and encouraging stakeholder engagement.
 2. Identification of communication strategies for each stakeholder.
 3. Identification of all aspects of marketing the school to all stakeholders, particularly primary parents and primary feeder schools in the case of secondary schools and pre-schools/nurseries in the case of primary schools.
- To receive and review annual statistics on complaints to Academies within the Trust.
- To report on data protection and publications.
- To oversee the development of the Trust and individual Academy websites as a source of information for all stakeholders.
- To oversee and approve school brochures/leaflets etc.

Governance

- To monitor the performance of the LABs, including regular self-review to ensure that the LAB is making sufficient impact and is fit for purpose.
- For the CEO and Chair of the Trust to develop individual relationships with each LAB; providing challenge and support to ensure compliance with the scheme of delegation and the high expectations of the Trust Board.
- To oversee the identification of development needs and organisation of Governor development.
- To organise and approve the composition of each LAB and take appropriate action when required to ensure statutory compliance.
- To ensure that all aspects of governance are reviewed against the lens of the Nolan Principles for conduct in public life.

Community/Membership

- Oversee the development of stakeholder forums and membership in line with the Trust's core values.
- Encourage and facilitate community involvement in the Trust.
- To advance the principles of social equality within and beyond our locality.

Terms of Reference for Committees of the Trust Board: Audit

Review:	The terms of reference will be reviewed annually by the Trustees
Quorum:	3
Chair:	Appointed annually by the Trustees, not an employee of the Trust
Clerk:	Meetings to be clerked by the Executive Clerk to the Multi-Academy Trust (or another Clerk within the Trust if required).
Meetings:	At least 3 in every school year

Membership

- Trustees who are not members of staff appointed to the committee by the Board, at least one of whom has relevant financial experience.
- The Chief Executive Officer, Chief Operating Officer and Director of Finance & Business may be invited to attend meetings in an advisory capacity.
- The Accounting Officer will attend committee meetings but will have no voting rights.
- Membership may include persons who are not Trustees, provided that a majority of members shall be Trustees.
- The Chair of Trustees cannot Chair the Audit Committee.
- Employees of the Trust cannot be members of the Audit Committee.
- Members are normally made up of those that don't have any other major areas of responsibilities.

Aim

The formation of Twynham Learning as a Multi-Academy Trust has afforded each school within the Trust considerable opportunity, but it has also placed additional demands upon us in the conduct of our business - in what is, a fast moving and constantly changing environment. Communication is, and will always be a vital ingredient in all that we do, and we will do that in many ways, such as in face-to-face meetings, through digital technology, socially and at formal presentations. These Terms of Reference, along with other instruments give us our authority and direction; and with mindful attention to transparency and openness, through high quality communication between us, via the sharing of our ideas, values and culture, will allow the Trust to continue to achieve considerable success, for all our children and students, both now and in the future.

Terms of Reference

The Members are responsible for the appointment, reappointment or removal of the auditors. Proposals to remove auditors require a majority vote of the Members, who must provide reasons for their decision to the Trust Board.

The Trust Board is responsible for the management and identification of risk, and the sound management and control of the Trust's finances and other resources.

Key Roles of Audit Committee:

1. To audit and review the Trust Board and associated committees in the delivery of its statutory duties, ensuring the principles of transparency, probity and compliance with ESFA are firmly established.
2. To have an oversight on all audit processes and judge their efficiency, effectiveness and economy in meeting the articles of association.
3. To make annual recommendations for improvement in the delivery of the governance function with direct reference to the governance action plan.

The responsibilities of this committee are:

1. Identify the risks to internal financial control across the Trust and agree a programme of work that will address these risks, inform the statement of internal control and, so far as is possible, provide assurance to the external auditors.
2. Ensure there is a continuous and sufficient review of the risks. It must agree a programme of work that will address the risks identified and determine the most appropriate method of doing so.
3. It should drive the process for independent checking of financial controls, systems, transactions and contracts. It should ensure that arrangements for protecting the Trust's assets are in place.
4. The work of an internal audit service is currently provided by SWAP (South West Audit Partnership), and their effectiveness and value for money will be reviewed annually.
5. To advise the Board of Trustees on the minimum and optimum level of internal and external audit arrangements.
6. To ensure regular audits cover the following areas: legal, risk, financial (including statutory annual audits, VAT, PAYE), health and safety, investments and insurance, and to contribute to these reviews.
7. To monitor responsible officer/internal audit reviews and to advise the Board of Trustees accordingly. To investigate on behalf of the Board any financial or administrative matter which may put the Trust at risk.
8. To examine reports on special investigations and to advise the Board of Trustees accordingly.
9. To consider the appropriateness of executive action following responsible officer/internal audit reviews and to advise senior management on any additional or alternative steps to be taken.
10. To ensure there is coordination between responsible officer, internal audit, external audit and any other review bodies that have been set up.
11. To encourage a culture within the Trust whereby each individual feels that he or she has a part to play in guarding the probity of the Trust, and is able to take any concerns or worries to an appropriate member of the management team or in exceptional circumstances directly to the Trustees.
12. To review the findings of the external auditors and agree any action plan arising from it.
13. To review and consider the auditor's management letter in order to ensure it is based on a good understanding of the school's business and to establish whether any recommendations have been acted upon.

The Trust's Audit Committee is tasked to ensure that the Members receive a self-evaluation report on the effectiveness of the Trust Board in delivering its terms of reference.

Investigations

The Audit Committees is authorised to investigate on the behalf on the Board of Trustees anything that threatens or adversely affects the accomplishment of the Trust's aims and objectives, its assets, the reliability of all records and information, and its compliance with all relevant laws, regulations, policies and its governing instruments.

Terms of Reference for the Twynham Learning Joint Governor Panel

Review:	The terms of reference will be reviewed annually by the Trustees
Quorum:	3
Chair:	Selected by the committee ahead of any hearing
Clerk:	Meetings to be clerked by the relevant Schools own Clerk or (or another Clerk within the Trust if required).
Meetings:	As required

Membership

- To be drawn from Trustees and local Governors within the MAT who are suitably experienced and/or willing to attend appropriate training and available to attend panel hearings within the relevant notice, but not the Headteacher or other employees of the Trust.
- For student discipline hearings, the Clerk will ensure that any Parent Local Governor involved does not personally know the student or their close family.
- For staff discipline hearings, the panel will not include Parent or Staff Local Governors.
- For appeals hearings, members will be selected who have had no prior involvement in the details of any case to be heard.
- For staff pay and performance management review, the panel will not include Staff or Parent Local Governors.

Aim

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Terms of Reference

- To make any decision in accordance with the relevant Trust policies covering grievance, conduct, disciplinary, capability, sickness absence, exclusion or dismissal procedures.
- To consider an appeal against any initial decision made by the Headteacher or Governors in accordance with the relevant Trust policies covering grievance, conduct, disciplinary, capability, sickness absence, exclusion or dismissal procedures.
- To make any determinations on behalf of the Trustees in relation to staff redundancy and redundancy appeals.
- To make any determinations on behalf of the Trustees in relation to staff pay and performance management.
- To make any determination or decision under the Trust's Complaints Procedure.
- To consider any representations by parents in the case of an exclusion.

- To consider the appropriateness of any permanent exclusion or fixed term exclusion which totals 15 days or more in one term or where a pupil is denied the chance to take a public examination, in line with DfE guidelines.

Procedure

- The Clerk will send an agenda prior to the meeting to the Governors/Trustees selected and the parent(s) or member of staff involved.
- The draft minutes of the hearing will be sent to the Chair for approval and then printed on pink paper to be filed.
- The Headteacher and either the Admissions Admin Assistant or the H.R. Officer will be informed by the Clerk of the decision of the committee.
- In the case of grievance, conduct, disciplinary, capability, sickness absence, exclusion or dismissal hearings, a letter will be sent to the parent(s) or the member of staff within 24 hours, informing them of the outcome.

Terms of Reference for the Local Advisory Board of a Non-Sponsored School

Review:	The constitution, membership and proceedings shall be determined by the Trustees and reviewed on an annual basis.
Quorum:	Any 3 local Governors or, where greater, one third (rounded up to a whole number) of the total number of local Governors holding office at the date of the meeting.
Chair/Vice Chair:	Appointed annually by the Trustees. Local Governors employed by the Trust are not eligible to stand as Chair or Vice Chair. In the absence of the Chair and Vice Chair, an acting Chair shall be chosen from those present.
Clerk:	Local Advisory Board appoints their own Clerk. In the absence of a Clerk the Governors shall choose a Clerk for that meeting from among their number, but not the Headteacher or the Chair.
Meetings:	At least 3 in every school year.

Membership

- Headteacher
- 2 Parent Local Governors
- 1 or 2 Staff Local Governors
- Up to 5 Community Governors

Aim

The formation of Twynham Learning as a Multi-Academy Trust has afforded each school within the Trust considerable opportunity, but it has also placed additional demands upon us in the conduct of our business - in what is, a fast moving and constantly changing environment. Communication is, and will always be a vital ingredient in all that we do, and we will do that in many ways, such as in face-to-face meetings, through digital technology, socially and at formal presentations. These Terms of Reference, along with other instruments give us our authority and direction; and with mindful attention to transparency and openness, through high quality communication between us, via the sharing of our ideas, values and culture, will allow the Trust to continue to achieve considerable success, for all our children and students, both now and in the future.

Terms of Reference

The LAB of a non-sponsored school will:

- Carry out the main Board's vision, policies and priorities, holding school leadership to account.
- Monitor the School Development Plan.
- Hold the Academy's senior team to account for academic performance, quality of care and provision.
- Oversee the quality of teaching and learning across the Academy.
- Receive reports on School Performance Data.
- Monitor the budget.
- Monitor the implementation of local premises-related policies and procedures.
- Monitor implementation of the H&S policy.
- Monitor the implementation of the child protection policy and the annual safeguarding audit.
- Propose and regularly review a Business Continuity Plan and Risk Register.

- Report on risks to the Board.
- Monitor the spend and impact of any specific funds with specific aims nationally/locally, e.g. sports funding and pupil premium funds.
- Ensure the Academy has appropriate support and intervention strategies in place to deliver high quality teaching and learning.
- Regularly review performance and progress.
- Set up such committees as it deems necessary to perform its functions efficiently and effectively.
- Determine the constitution, membership and proceedings of such committees and review them on an annual basis.
- Annually review and update the terms of reference, ready for approval by the Board of Trustees.

The LAB will provide advice to Trustees for consideration on issues including

- The composition, membership, structure and terms of reference for LABs.
- Arrangements for the recruitment and selection of Governors.
- Succession planning.
- Information on whether schools are meeting their agreed targets.
- Information on how schools are managing their finances.

Resources

- Seek value for money and ensure resources are applied appropriately at Academy level.
- Monitor and review income and expenditure regularly.
- Ensure that proper accounting records are maintained and monitor expenditure and balance sheets.
- Receive at least termly budget monitoring reports from the Chief Operating Officer.
- Monitor spending, with the objective of ensuring that expenditure remains within budgeted levels.
- The Local Advisory Board will delegate day-to-day management of the budget to the Headteacher and the school's Leadership Team within spending limits agreed in the budget. Virements between budget headings to be delegated to the Headteacher.
- Identify and consider unplanned excess expenditure and make appropriate recommendations for action to the Local Advisory Board.
- Provide guidance and assistance to the Headteacher and Local Advisory Board on matters relating to budgeting and finance.
- Keep under review the planning and development elements of the School Development Plan.
- Notify the Trust of any changes to fixed assets used by the Academy.
- Support the Trust Board in relation to the annual budgetary process.
- Observe proper levels of delegation.
- Subject to the local scheme of delegation, approve any budgetary adjustments that will from time to time be necessary in response to the evolving requirements of the school.
- Monitor the Health & Safety Policy.
- Monitor the lettings and charges in line with the Trust policy.
- Establish an Accessibility Plan and Building Development Plan for the site, for review by the Board
- Review, adopt and monitor all additional resources policies at least every two years, or annually if specific to the policy, considering equality and diversity issues as required by the Equality Act 2010 when reviewing any school policy.
- Provide information for consideration by the Trustees as appropriate

Curriculum

- Submit recommendations on these issues as appropriate for consideration by Trustees.

- Review, monitor and evaluate the curriculum offer.
- Monitor and contribute to the School Development Plan, keeping under review the curriculum elements of the School Development Plan.
- Monitor and evaluate rates of progress and standards of achievement by students, including any underachieving groups.
- Set priorities for improvement, and monitor and evaluate the impact of improvement plans.
- Review policies on teaching, learning and assessment, in liaison with school staff.
- Be involved in the development and monitoring of the school's SEN policy, monitoring provision to ensure the requirements of children with additional educational needs are met.
- Review the information about school performance required to be published on the website.
- Consider and review recommendations and policies on
 - Homework
 - Home/school partnership
 - Careers
 - Behaviour and discipline
 - Sex Education, Trust Policy
 - Personal and social education, including drugs and health
 - Pastoral and student support/welfare
 - Dress and appearance of students
 - Health and safety of students, Trust Policy
- Review, adopt and monitor all additional curriculum policies at least every two years, or annually if specific to the policy, considering equality and diversity issues as required by the Equality Act 2010 when reviewing any school policy.
- Monitor the implementation and effectiveness of the SMSC policy, ensuring a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- Monitor and evaluate the effectiveness of leadership and management.
- Monitor and evaluate the impact of quality of teaching on rates of pupil progress and standards of achievement.
- Monitor and evaluate the impact of continuing professional development on improving staff performance.
- Consider recommendations from external reviews of the school (e.g. Ofsted), agree actions as a result of reviews and evaluate regularly the implementation of the plan.
- Ensure that all children have equal opportunities.
- Identify and celebrate student achievements.
- Provide information for the consideration of Trustees as appropriate.

Student Welfare

- Monitor and evaluate provision for all groups of vulnerable children (e.g. looked after children) and ensure all their needs have been identified and addressed, and evaluate their progress and achievement.
- Ensure the requirements of children with special needs are met, as laid out in the Code of Practice, and receive regular reports from the Headteacher/SENCO and an annual report from the SEN Governor.
- Ensure that all children have equal opportunities.
- Work with the school's Leadership Team to prepare and review the school's policies relating to student welfare at least every two years, or annually if specific to the policy, considering equality and diversity issues as required by the Equality Act 2010 when reviewing any school policy.

- Provide guidance and assistance to the Headteacher on matters relating to student welfare, pastoral care, dress and appearance of students, students' health and safety, healthy lifestyles and the Student Voice.
- Ensure that the requirements for students with Special Educational Needs are met.
- Ensure that the school meets the requirements of equality legislation and report on the measures taken by the school to ensure that students are treated no less favourably than other students due to one or more of the protected characteristics.
- Ensure that students within vulnerable groups (e.g. Children in Care, those entitled to the Pupil Premium, students from minority groups, students with persistent absence and students with "hard to reach" parents) are well catered for and make at least as good progress as their peers.
- Receive and, where appropriate, respond to any reports, inspections or monitoring visits from the authorities relating to student welfare, Special Educational Needs or students within vulnerable groups.
- Monitor the use of exclusion and levels of attendance particularly with relevance to student groups within the Academy.
- Monitor the impact of the anti-bullying policy and receive regular reports regarding its effectiveness, including racist and homophobic incidents.
- Keep under review the student welfare elements of the School Development Plan.
- Monitor and review other such matters as:
 - Statutory obligations relating to Special Educational Needs and the Equality Act 2010
 - Provision for Gifted and Talented Students
 - Student welfare, pastoral care, dress and appearance of students and students' health and safety
 - Safeguarding young people
 - Healthy eating and the provision available to students
 - Provision to promote healthy lifestyles of students
 - The effectiveness of Student Voice in eliciting student opinions and giving the students a voice in those matters which affect them

Terms of Reference for the Local Advisory Board of a Sponsored School

Review:	The constitution, membership and proceedings shall be determined by the Trustees and reviewed on an annual basis.
Quorum:	Any 3 local Governors or, where greater, one third (rounded up to a whole number) of the total number of local Governors holding office at the date of the meeting.
Chair/Vice Chair:	Appointed annually by the Trustees. Local Governors employed by the Trust are not eligible to stand as Chair or Vice Chair. In the absence of the Chair and Vice Chair, an acting Chair shall be chosen from those present.
Clerk:	Meetings to be clerked by the Executive Clerk or other Clerk from within the MAT. In the absence of a Clerk the Governors shall choose a Clerk for that meeting from among their number, but not the Headteacher or the Chair.
Meetings:	At least 3 in every school year

Membership

- Headteacher
- 1 Trustee from the sponsoring Academy
(if the LAB does not include Local Governors who are also Trustees of Twynham Learning)
- 2 Parent Local Governors
- 1 or 2 Staff Local Governors
- Up to 5 Community Governors

Aim

The formation of Twynham Learning as a Multi-Academy Trust has afforded each school within the Trust considerable opportunity, but it has also placed additional demands upon us in the conduct of our business - in what is, a fast moving and constantly changing environment. Communication is, and will always be a vital ingredient in all that we do, and we will do that in many ways, such as in face-to-face meetings, through digital technology, socially and at formal presentations. These Terms of Reference, along with other instruments give us our authority and direction; and with mindful attention to transparency and openness, through high quality communication between us, via the sharing of our ideas, values and culture, will allow the Trust to continue to achieve considerable success, for all our children and students, both now and in the future.

Terms of Reference

The Local Advisory Board of a sponsored school will:

- Carry out the main Board's vision, policies and priorities.
- Monitor the School Development Plan.
- Hold the Academy's senior team to account for academic performance, quality of care and provision.
- Regularly review performance and progress and monitoring data.
- Oversee the quality of teaching and learning across the Academy with detailed knowledge of strengths and weakness.
- Receive reports on School Performance Data.
- Monitor the budget.

- Monitor the implementation of local premises-related policies and procedures.
- Monitor implementation of the H&S policy.
- Establish an Accessibility Plan and Building Development Plan for the school site, for review by the Board
- Monitor the implementation of the safeguarding policy and the annual safeguarding audit.
- Propose and regularly review a Business Continuity Plan and Risk Register.
- Report on risks to the Board.
- Establish an Accessibility Plan and Building Development Plan for the site, for review by the Board.
- Monitor lettings and charges in line with the Trust Policy.
- Monitor the spend and impact of any specific funds with specific aims nationally/locally, e.g. sports funding and pupil premium funds.
- Monitor the use of exclusion and levels of attendance particularly with relevance to student groups within the Academy.
- Monitor the impact of the anti-bullying policy and receive regular reports regarding its effectiveness, including racist and homophobic incidents.
- Monitor the implementation and effectiveness of the SMSC policy, ensuring a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- Ensure the Academy has appropriate support and intervention strategies in place to deliver high quality teaching and learning.

Key Governors

The Local Advisory Board of a sponsored Academy will have two Key Governors, appointed by the Trustees, with the brief to work closely with relevant school leaders as shown below:

- Key Governor for Education
 - To focus on the quality of teaching and the standards achieved by the students and to report to the Local Advisory Board and the Trust's Board.
- Key Governor for Business and Finance
 - To monitor the school's budget and to report to the Local Advisory Board and the Trust's Board

This structure for sponsored Academies is designed to focus the work of the Local Advisory Board on what matters – the quality of teaching, the standards achieved by the students and the monitoring of the school's budget.

Terms of Reference for Chairs' Advisory Group

Review:	The constitution, membership and proceedings shall be determined by the Trustees and reviewed on an annual basis.
Quorum:	Any 3 Chairs.
Chair/Vice Chair:	The Chair of Trustees.
Clerk:	Meetings to be clerked by the Executive Clerk to the Multi-Academy Trust (or another Clerk within the Trust if required)
Meetings:	At least 3 in every school year.

Membership

- Chair of Trustees
- Chairs of all MAT schools
- Chief Executive Officer and Chief Operating Officer may be invited to attend in advisory capacity

Aim

The formation of Twynham Learning as a Multi-Academy Trust has afforded each school within the Trust considerable opportunity, but it has also placed additional demands upon us in the conduct of our business - in what is, a fast moving and constantly changing environment. Communication is, and will always be a vital ingredient in all that we do, and we will do that in many ways, such as in face-to-face meetings, through digital technology, socially and at formal presentations. These Terms of Reference, along with other instruments give us our authority and direction; and with mindful attention to transparency and openness, through high quality communication between us, via the sharing of our ideas, values and culture, will allow the Trust to continue to achieve considerable success, for all our children and students, both now and in the future.

Terms of Reference

The Chairs of the Group will:

- Act as the main link between the Board of Trustees and the LABs.
- Determine their own agenda but this could typically include:
 - The composition, membership, structure and terms of reference for LABs
 - Arrangements for the recruitment and selection of Governors
 - Succession planning
 - Whether schools are meeting their agreed targets
 - How schools are managing their finances

The group will review their representation on an annual basis and, should different representatives be selected, then the original representatives will stand down as Chairs and be replaced by the new representatives. To aid succession, Vice Chairs may be invited to attend. All Trustee appointments will be subject to approval by the Board of Trustees.

These were updated at the time of the last review but a current list can be found on the school website.

Appendix 1; The Members and Trustees

The Members

Mr Julian Burton

Mrs Debra Martin

Mr Robin Shonfeld

Mr Doug Croucher

The Trustees

Mr Bernard Bhukal

Mrs Gaynor Brown

Mr Matthew Buckey

Mrs Lynda Clarke (Vice Chair of the Board of Trustees)

Ms Alice Copp

Mr Doug Croucher (Chair of the Board of Trustees)

Mr Simon Jones

Mr Gordon Marchant

Mr Adrian Phipps

Mr Michael Turvey

Appendix 1; Local Advisory Board Governors for all MAT schools**Christchurch Junior School Local Advisory Board**

Type of Member	Member
Headteacher	Mr Simon Adorian
Chair & Community Governor	Mrs Fiona Richardson
Vice Chair & Community Governor	Mr Ian Mayhew
Staff Governor	Mr Ben Croton
Staff Governor	Mr Daniel Breeze
Parent Governor	Mr Andrew Jolley
Parent Governor	Mrs Marta Deka-Turvey
Community Governor	Mrs Alison Day
Community Governor	Mrs Lesley-Anne Randell-Turner
Community Governor	Mr Phil Trevorrow
Community Governor	Dr Jo White
Clerk	Mrs Sue Morris

The Grange School Local Advisory Board

Type of Member	Member
Head of School	Mrs Liz Garman
Chair & Community Governor	Mr Michael Turvey
Vice Chair	Election required
Support Staff Governor	Election required
Teacher Governor	Mr Jon Bruchez
Parent Governor	Mr Jason Coltman
Parent Governor	Election required
Community Governor Key Governor for Education	Mrs Lynda Clarke
Community Governor	Mrs Ruth Crockett
Community Governor	Mr Michael Lane
Community Governor Key Governor for Business and Finance	Mr Martin Wassell
MAT Trustee from the sponsoring Academy*	By rota
Clerk	Mrs Sue Morris

* if the LAB does not include Local Governors who are also Trustees of Twynham Learning.

Stourfield Infant School Local Advisory Board

Type of Member	Member
Headteacher	Mrs Amanda Hill
Chair & Community Governor	Mrs Gaynor Brown
Vice Chair & Community Governor	Mrs Lucy Watts
Staff Governor	Ms Rebecca Webb
Parent Governor	Mrs Janine Horton
Parent Governor	Mr James Phillips
Community Governor	Mrs Rachel Colyer
Clerk	Mrs Hayley Upton

Stourfield Junior School Local Advisory Board

Type of Member	Member
Headteacher	Miss Emma Rawson
Chair & Community Governor	Mr Simon Bond
Vice Chair & Community Governor	Mr Joe Casserley
Staff Governor	Mrs Carla Croton
Parent Governor	Mrs Natalie Mikail
Parent Governor	Mr Jason Coltman
Community Governor	Mr Andy Green
Community Governor	Mrs Lynne Lyon
Community Governor	Mrs Marilyn Tucknott
Community Governor	Miss Kate Wyatt
Clerk	Mrs Hayley Upton

Twynham Primary School Local Advisory Board

Type of Member	Member
Headteacher	Mr Jon Chapple
Chair & Community Governor	Mr Ian Sibley
Vice Chair & Community Governor	Mr Paul Sizeland
Staff Governor	Mr Chris Rhodes
Parent Governor	Mrs Danielle Obbard-Gratadoux
Parent Governor	Mr Neil Lebbern
Community Governor	Dr Annalise Hazell
Community Governor	Mr Michael Burke
Community Governor	Mrs Kimberley Smith
Community Governor	Cllr Mrs Sue Spittle
Community Governor	Mrs Sarah Thornley
Clerk	Mrs Sue Morris

Twynham School Local Advisory Board

Type of Member	Member
Headteacher	Mr Jy Taylor
Chair & Community Governor	Dr Jo White
Vice Chair & Community Governor	Mr Graham Higley
Support Staff Governor	Mrs Claire Harrison
Teacher Governor	Mrs Stephanie Manning
Parent Governor	Mr Michael Atiako
Parent Governor	Mrs Catherine Swart
Community Governor	Mrs Alison Curtis
Community Governor	Cllr Peter Hall
Community Governor	Mrs Lea Hampton
Clerk	Mrs Sue Morris

Key for scheme of delegation grid:

■ Function **cannot** be legally carried out at this level

RASCI Key:

A	Accountable: Those ultimately answerable for the correct and thorough completion of the deliverable or task, and the one who delegates the work to those responsible.
R	Responsible: Those responsible for the task, who ensure that it is done.
S	Support: Resources allocated to responsible. Unlike consulted, who may provide input to the task, support help complete the task.
C	Consulted: Those whose opinions are sought, and with whom there is a two-way connection
I	Informed: Those who are kept up-to-date on progress

Table 1 – Scheme of Delegation for Non-Sponsored Academies							
Area	Decision	Members	Board of Trustees	Trustees' Audit Committee	CEO	Local Advisory Board	Academy Head
		People	Members: Appoint/Remove	R			
Trustees: Appoint/Remove	A						
Role descriptions for members	R						
Role descriptions for Trustees/Chair/key Governors/ local Governors: agree	A		R		S		
Parent Governors: elected	I		A		C	R	S
Board committee Chairs/Vice Chairs: appoint and remove	A		R		S		
LAB Chairs/Vice Chairs: appoint and remove	A		R		S	C	I
Clerk to Board: appoint and remove	A		R		C		
Clerk to LAB: appoint and remove			A		C	R	
Systems & Structures	Articles of association: review and agree	A	R		S	I	I
	Governance structure (committees) for the Trust: establish and review annually	A	R		S	I	I
	Terms of reference for Board committees and scheme of delegation for LABs: agree annually	A	R		S	C	I
System	Skills audit: complete and recruit to fill gaps	A	R		C	C	S

Annual self-review of Trust Board and committees: complete annually	A	R				
Annual self-review of LAB: complete annually and report to Board of Trustees		A		R	R	C
Chair's performance: carry out 360 review periodically	A	R		S	R	
Trustee / LAB / local Board member contribution: review annually	A	R		S	C	I
Succession: plan		R		C	C	S
Annual schedule of business for Trust Board: agree	A	R		C	I	I
Annual schedule of business for LAB: agree		R		C	C	I
Arrange insurance for the Trust		A		R	I	I
Ensure compatibility and integration of computer systems across all schools in the trust to facilitate maximum efficiency and cohesiveness		A		R	I	C
Monitoring of compliance and effectiveness of H&S issues		A		R	I	C

Reporting	Publication on Trust and schools' websites of all required details on governance arrangements: ensure		A		R	I	C
	Annual report on performance of the Trust: submit to members and publish	A	R	S	C	S	S
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit	A	R		S	I	I
	Annual report on work of LAB: submit to Trust and publish		A		C	R	S
Education and Curriculum	Monitor teaching and learning across the Trust and agree strategies for improvement if required		A		R	S	C
	Curriculum – setting the curriculum for the Academies and reviewing its effectiveness		A		R	C	C
	Pupil Premium – reviewing and challenging the value for money / ROI of the Pupil Premium in terms of educational outcomes and narrowing the achievement gap		A		C	C	R
	Student issues, including attendance, exclusions, punctuality and disciplinary matters for each Academy		A		C	C	R
Being Strategic	Determine Trust wide policies which reflect the trust's ethos and values (facilitating discussions with unions where appropriate) including: child protection, admissions; charging and remissions; complaints; expenses; health and safety, premises management; data protection and FOI; staffing policies including capability, discipline, conduct and grievance: approve		A		R	I	I
	Determine school level policies which reflect the school's ethos and values to include e.g. admissions; SEND; curriculum; behaviour: approve		A		C	A	R

	Approve new or significantly changed policies proposed by Academy Heads or LABs		A		R	C	C
	Determine and allocate central services provided to the academies by the Trust and agree central spend / top slice		A		R	I	I
	Management of risk: establish register, review and monitor		A		R	S	S
	Engagement with stakeholders	?	A		R	C	R
	Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		A	S	R	C	C
	Approval of any admissions over the agreed PAN		C		A	C	R
Being Strategic	Schools vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		C		A	C	R
	CEO: appoint and dismiss	A	R				
	Academy Headteacher: appoint and dismiss		A		R	C	
	Budget plan to support delivery of Trust key priorities: agree		A		R	I	I
	Budget plan to support delivery of school key priorities: agree		A		C	S	R
	Trust's staffing structure: agree		A		R	I	I
	School staffing structure: agree		C		A	C	R
	School Development Plan for each Academy in line with strategic aims of the trust - agree		C		A	C	R
Academy hours of operation and term times		A		C	C	R	
Holding to	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree		A		R	S	S

	Reporting arrangements for progress on key priorities: agree		A		R	S	S
	Performance management of the CEO: undertake		A		S		
	Performance management of Academy Headteacher: undertake		A		R	C	S
	Trustee monitoring: agree arrangements		A		C	S	S
	Local Advisory Board monitoring: agree arrangements				A	R	S
	LAB overall performance monitoring: agree arrangements		A		R	S	S
Safeguarding	Appoint Safeguarding Governor on each LAB to meet regularly with school DSLs and conduct regular safeguarding audits on at least an annual basis, ensuring standards and consistency across the MAT: appoint				A	R	C
	All Trustees and local Governors to attend Safeguarding training: ensure		A		C	R	S
	Chairs and Safeguarding Governors to undergo advanced training on a regular basis: ensure		A		C	R	S
	Suitable and consistent safeguarding policies and associated procedures in place across the MAT: ensure		A		R	I	I
	Safeguarding to be a standing agenda item at LAB and Trustees' Committee meetings: agree		A		C	I	I
Ensuring financial	Appoint Chief financial officer for delivery of trusts detailed accounting processes		A		R	I	I
	Trust's scheme of financial delegation: establish and review		A		C	I	I
	School's scheme of financial delegation: establish & review		A		R	I	S

Ensure appropriate audit programme in place	A	R		C	I	I
External auditors' report: receive and respond	A	R		C	I	I
CEO's pay award: agree		A				
Academy Headteacher pay award: agree		A		R	C	S
Staff appraisal procedure and pay progression: review and agree		A		R	C	R
Benchmarking and Trust wide value for money: ensure robustness				R	S	S
Benchmarking and Academy value for money: ensure robustness		A		R	S	S
Develop Trust wide procurement strategies and efficiency savings programme		A		R	I	S
Review and approve Trust wide procurement strategies and efficiency savings programme		A		R	I	I

Table 1 – Scheme of Delegation for Sponsored Academies							
Area	Decision	Members	Board of Trustees	Trustees’ Audit Committee	CEO	Local Governing Body	Academy Head
People	Members: Appoint/Remove	A/R					
	Trustees: Appoint/Remove	R	C				
	Role descriptions for members	A/R					
	Role descriptions for Trustees/Chair/key Governors/ local Governors: agree	A	R		C		
	Parent Governors: elected		A		R	C	
	Board committee Chairs/Vice Chairs: appoint and remove		A		C		
	LAB Chairs/Vice Chairs: appoint and remove		A/R		C	C	
	Clerk to Board: appoint and remove		A		R		
	Clerk to LAB: appoint and remove		A		R	C	C
Systems & Structures	Articles of association: review and agree	A	R		C	I	I
	Governance structure (committees) for the Trust: establish and review annually	A	R		C	I	I
	Terms of reference for Board committees and scheme of delegation for LABs: agree annually		A		C	I	I
System	Skills audit: complete and recruit to fill gaps		A		R	S	S

Annual self-review of trust Board and committees: complete annually	A	R				
Annual self-review of LAB: complete annually and report to Board of Trustees		A		R	C	C
Chair’s performance: carry out 360 review periodically		A		R	S	
Trustee / LGB / local Governor contribution: review annually		A		C	R	S
Succession: plan		A		R	C	S
Annual schedule of business for Trust Board: agree		A		C	I	I
Annual schedule of business for LAB: agree		A		C	R	C
Arrange insurance for the Trust				R		
Ensure compatibility and integration of computer systems across all schools in the trust to facilitate maximum efficiency and cohesiveness		A		R	S	C
Monitoring of compliance and effectiveness of H&S issues				R	S	S

Reporting	Publication on Trust and schools' websites of all required details on governance arrangements: ensure		A		R	S	S
	Annual report on performance of the Trust: submit to members and publish	A	R		C	I	I
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit	A	R		C	I	I
	Annual report on work of LAB: submit to Trust and publish		A			R	S
Education and Curriculum	Monitor teaching and learning across the Trust and agree strategies for improvement if required		A		R	S	S
	Curriculum – setting the curriculum for the academies and reviewing its effectiveness		A		R	S	S
	Pupil Premium – reviewing and challenging the value for money / ROI of the Pupil Premium in terms of educational outcomes and narrowing the achievement gap		A		R	S	S
	Student issues, including attendance, exclusions, punctuality and disciplinary matters for each Academy		A		R	S	S

Being Strategic	Determine Trust wide policies which reflect the Trust's ethos and values (facilitating discussions with unions where appropriate) including: admissions; charging and remissions; complaints; expenses; health and safety, premises management; data protection and FOI; staffing policies including capability, discipline, conduct and grievance: approve		A		R	S	S
	Determine school level policies which reflect the school's ethos and values to include e.g. admissions; SEND; safeguarding and child protection; curriculum; behaviour: approve		A	C	R	S	S
	Approve new or significantly changed policies proposed by Academy Heads or LGBs		A		R	S	C
	Central spend / top slice: agree		A		R	I	I
	Management of risk: establish register, review and monitor		A		R	S	S
	Engagement with stakeholders	A	A/R		R	S	R
	Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		A	C	R	I	I
	Approval of any admissions over the agreed PAN		A		R	S	C
Being Strategic	Schools vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		A		R	C	R
	CEO: appoint and dismiss	A	R				
	Academy Headteacher: appoint and dismiss		A		R	C	
	Budget plan to support delivery of Trust key priorities: agree		A		R	I	I
	Budget plan to support delivery of school key priorities: agree		A		R	C	R
	Trust's staffing structure: agree		A		R	I	I

	School staffing structure: agree				A	C	R
	School Development Plan for each Academy in line with strategic aims of the trust - agree				A	C	R
	Academy hours of operation and term times		A		R	C	C
Holding to Account	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree		A		R	S	S
	Reporting arrangements for progress on key priorities: agree		A		R	S	S
	Performance management of the CEO: undertake		A		S		
	Performance management of Academy Headteacher: undertake		A		A	C	S
	Trustee monitoring: agree arrangements		A		C		
	Local Board Member monitoring: agree arrangements		A		R	S	S
	LAB overall performance monitoring: agree arrangements		A		R	S	S
Safeguarding	Appoint Safeguarding Governor on each LAB to meet regularly with school DSLs and conduct regular safeguarding audits on at least an annual basis, ensuring standards and consistency across the MAT: appoint				A	R	S
	All Trustees and local Governors to attend Safeguarding training: ensure		A		R	S	S
	Chairs and Safeguarding Governors to undergo advanced training on a regular basis: ensure		A			S	S

	Suitable and consistent safeguarding policies and associated procedures in place across the MAT: ensure		A		R	S	S
	Safeguarding to be a standing agenda item at LGB and Trustees' Staffing Committee meetings: agree				R	S	S
Ensuring financial probity	Appoint Chief financial officer for delivery of trusts detailed accounting processes		A		R	I	I
	Trust's scheme of financial delegation: establish and review		A		R	I	I
	School's scheme of financial delegation: establish and review		A		R	S	S
	External auditors' report: receive and respond	A	R		<C	I	I
	CEO's pay award: agree		A				
	Academy Headteacher pay award: agree		A		R	C	
	Staff appraisal procedure and pay progression: review and agree				R	S	S
	Benchmarking and trust wide value for money: ensure robustness				R	S	S
	Benchmarking and Academy value for money: ensure robustness				R	S	S
	Develop trust wide procurement strategies and efficiency savings programme		A		R	I	I
	Review and approve trust wide procurement strategies and efficiency savings programme		A		R	I	I