



Scheme of Delegation

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Version	Previous version	Summary of key change(s) since last version:
3.0	2.0	<ul style="list-style-type: none"> • Significant edits to reflect changes to Academy Advisory Groups, now Governing Committees • Revised role profile for community, staff and parent governors • Updated, standardised committee terms of reference • Inclusion of information about the role of the Chief Financial Officer • Revised delegated action: payment approval (16) • New delegated action: Chair's action (57) • Staff updates
2.0	1.0	<ul style="list-style-type: none"> • New delegated duty (56) that flexible working request appeals will be determined by the Chief Executive Officer
1.0	N/A	



Scheme of Delegation

2025/26

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1 Rationale

- 1.1 The Gosforth Federated Academies Limited (the “Gosforth Group” or “the Trust”) is a multi-academy trust and a charitable company limited by guarantee, governed by a Board of Directors also known as Trustees.
- 1.2 The Board of Trustees is accountable in law for all major decisions about the academies in the Trust and any subsidiary companies.
- 1.3 The Trustees, however, are not required to carry out all the Trust’s governance functions and many can, and should, be delegated to the Chief Executive Officer (CEO), the executive team, and the committees of the board. Without such delegation, the individual or committee has no power to act.
- 1.4 The Scheme of Delegation (SoD) is the key document that defines the lines of responsibility and accountability across the Trust to ensure that Members, Trustees, board committees, governing committees, executive leadership, Executive Headteachers and Principals understand their roles and responsibilities.
- 1.5 This overarching SoD for all decision making in the Trust should not be confused with the written scheme of delegation of financial powers referred to in the Department for Education’s [Academy Trust Handbook](#).
- 1.6 The SoD must be reviewed annually, with changes made as and when the Trust’s context changes. It is important that the Trustees ensure that all involved in governance are made aware of any changes and what these mean in practice.
- 1.7 This Scheme of Delegation applies to all academies within the Gosforth Group, currently:
 - Callerton Academy
 - Gosforth Academy
 - Great Park Academy
 - Jesmond Park Academy
 - Junior High Academy
 - North Gosforth Academy.

2. Characteristics of an effective scheme of delegation

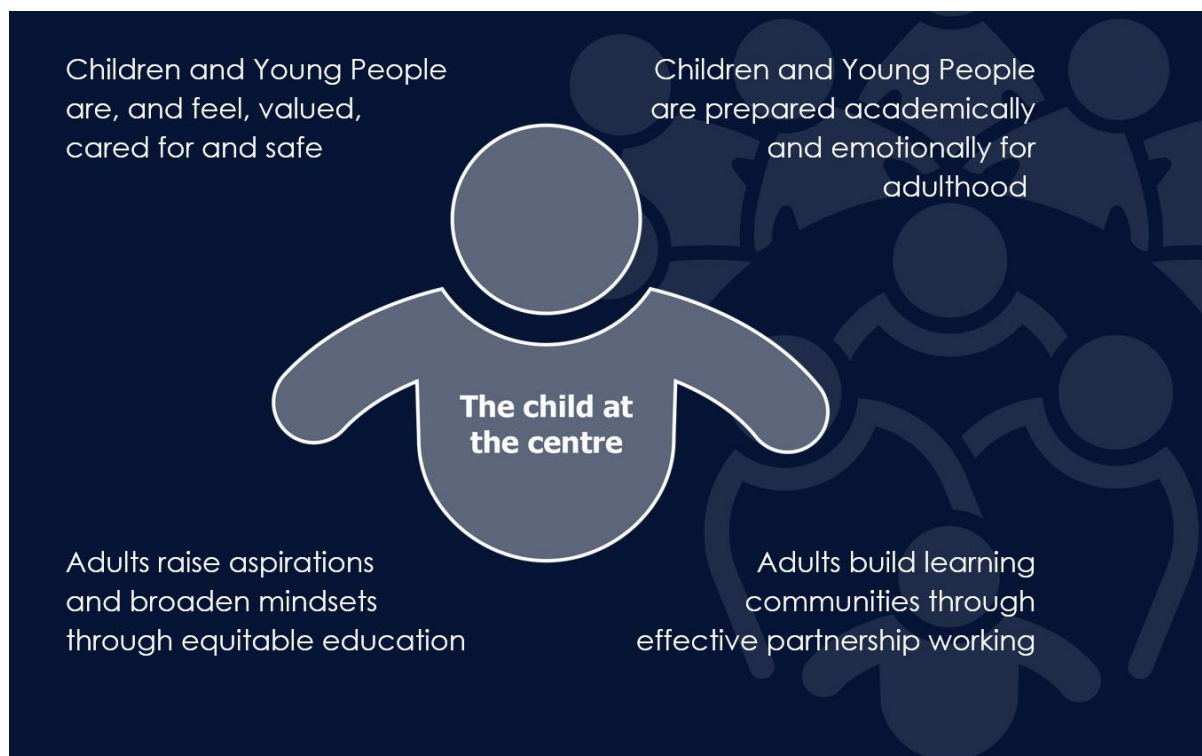
- 2.1 In accordance with Department for Education’s (DfE) guidance, the Trust’s SoD:
 - Sets out the structure and delegated remit of the Trust’s members, its board and committees
 - Sets out which governance powers are retained at board level, and which powers are delegated
 - Makes clear where all key governance functions including vision and budget-setting, senior executive leader oversight and performance management are exercised in respect of each academy
 - Explains the circumstances in which the arrangements set out in the scheme may vary, including both the timeframe for the overall scheme being reviewed

and updated, and any triggers that might lead the board to review or change levels of delegations.

3.0 Governance structure and accountability

3.1 Vision and ethos

- 3.1.1 'Creating futures' encapsulates our purpose as a trust: to educate, support and nurture all our students (and staff) so they can achieve their potential and fulfil their aspirations.



- 3.1.2 We are a dynamic and diverse trust – this means we have a clear energy and purpose, and all students are valued equally, regardless of their background or ability. We pride ourselves on our comprehensive, diverse intake and our inclusive approach.

- 3.1.3 Our principal aim is to encourage high expectations and high standards of achievement, both academic and personal.

3.2 Values

- 3.2.1 We demonstrate our values through our actions:

Honesty and Integrity

- We are truthful, reflective and make the right choices even when others may not.

Selflessness

- We demonstrate care, compassion and respect for ourselves and all members of our community.

Personal accountability

- We take responsibility for our actions and have high expectations for what we can achieve.

Resilience

- We are open to challenge, can overcome adversity and understand how to manage our emotions.

3.3 Gosforth Group governance structure

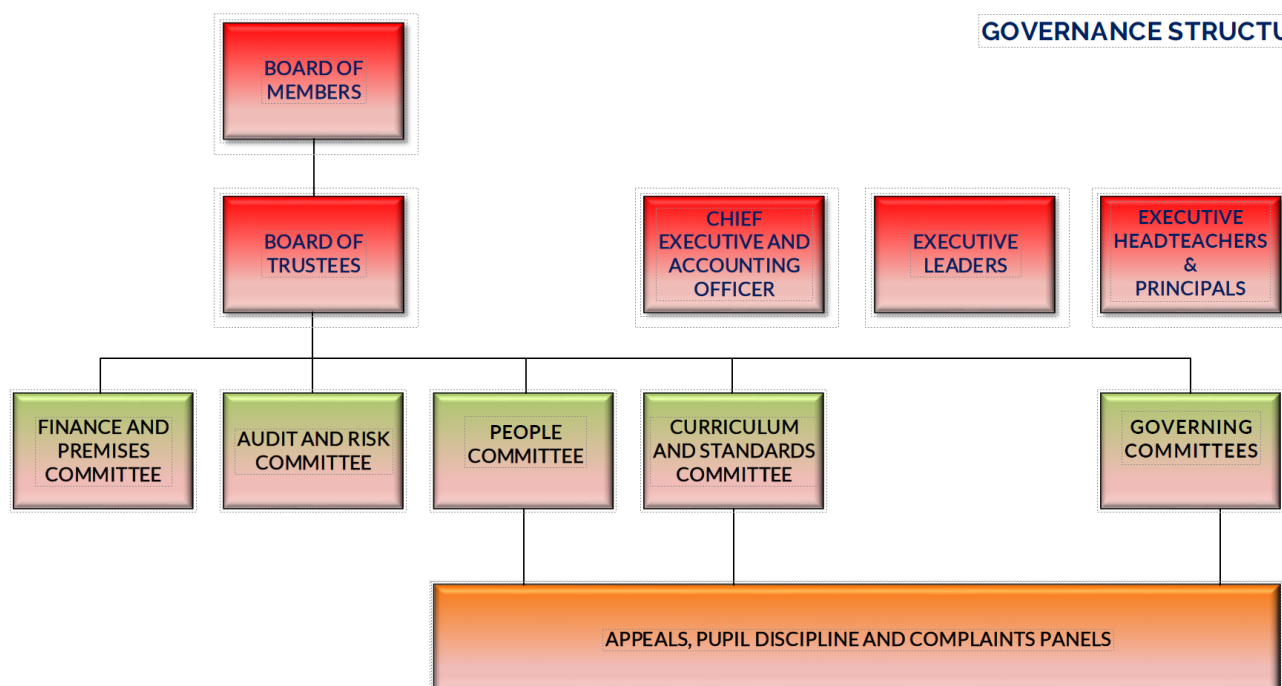
3.3.1 Our governance model has three clear layers:

- Members
- Trustees
- Committees, including governing committees.

3.3.2 The Trust's model of delegation makes it clear that:

- Members have a limited yet distinct and vitally important role
- The Board of Trustees is responsible for the core governance functions
- The Board of Trustees appoint the CEO, to whom it delegates responsibility for the conduct and performance of the Trust, including the performance of the academies within the trust, and for its financial management
- The Board of Trustees has constituted its main committees for Curriculum and Standards, Finance and Premises, Audit and Risk, and People.
- The Board of Trustees also convenes various committees/ panels to consider matters in relation to pupil discipline, pupil admissions, staffing appointments and dismissals, staff pay, as well as independent panels to consider any appeals and formal complaints.

GOVERNANCE STRUCTURE



Members	Ensure the Trust meets its charitable objectives, appointing Trustees, agreeing Articles of Association, appointing external auditors
Trustees	Carry out the core governance functions, ensure compliance with statutory and regulatory functions, appoint Chief Executive Officer
Committees, including governing committees	Responsible for specific tasks outlined in terms of reference, for oversight of school performance, and escalating any concerns to the Board of Trustees Governing committees provide a link between trust board, parents and community, feeding into trust oversight
Chief Executive	Responsible for day-to-day management of the trust. Reports to the trust board and its committees Leads and manages the central executive team and the schools' leaders. Can further delegate responsibilities to the executive team

School leadership	Day-to-day management of the trust's schools Shares information with the governing committees about how the school operates to enable monitoring and scrutiny of key policies and improvement plans
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3.4 Establishing the committees

3.4.1 In order to support the effective operation of the Trust and the Academies, the Board has established several committees to which it has delegated some of its powers and functions. The terms of reference set out the constitution, membership, and proceedings of the committees. Detailed terms of reference for each committee are included at Appendix A.

3.4.2 In summary, the Board has established three different types of committees:

- Board committees which are established to deal with Trust-wide matters such as educational performance and quality, audit, finance, pay and performance management; and
- Governing Committees provide links to parents and the community, as well as providing additional scrutiny of how the Trust is managing its schools. Governing committees act as a critical friend to the Executive Headteachers and Principals on matters of performance, education, behaviour, attendance and staff performance. They provide support in the effective operation of the Trust and its policies and provide a vehicle for Trust board engagement. They will escalate any concerns to the Board of Trustees.
- The Board also convenes various sub-committees/ panels to consider matters in relation to appeals concerning pupil discipline, pupil admissions, staffing appointments and dismissals, staff pay, as well as independent panels to consider formal complaints.

3.4.3 The Board has resolved to establish the following Board committees:

- Audit and Risk Committee
- Curriculum and Standards Committee
- Finance and Premises Committee
- People Committee

3.4.4 The Board has also resolved to establish governing committees for its academies, each as a separate committee of the Board. A governing committee may act in respect of two or more academies, if required.

3.5 Exercising powers and decisions

3.5.1 The Trust ensures that there is separation between the individuals who sit as Members, Trustees and governors to ensure objectivity when exercising powers under this scheme.

- 3.5.2 The Board of Trustees requires that all powers and decisions are determined in accordance with the Trust's policies and any statutory or regulatory requirements, and in a manner consistent with the Trust's vision and values.
- 3.5.3 A Governance Code of Conduct for trustees and governors sets out the standards expected of individuals when exercising their role and responsibilities. It incorporates the seven principles of public life that apply to all individuals elected or appointed to public office: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
- 3.5.4 Members, Trustees, governors, and relevant staff complete an annual Declaration of Interests to identify any conflicts of interests and to help ensure they are handled appropriately. Interests that arise in-year are declared accordingly.
- 3.5.5 Detailed delegated duties and delegated authorities agreed by the Trustees are provided at Appendix B.

4.0 Roles and responsibilities

4.1 The role of Members

- 4.1.1 The Members of the Trust are guardians of the Trust's governance and must ensure it carries out its charitable objective to advance for the public benefit education in the United Kingdom.
- 4.1.2 There must be at least three Members, although the Trust is mindful of the DfE's preference for at least five. Members are not permitted to be employees of the Trust.
- 4.1.3 The Members agree the Trust's Articles of Association, appoint Trustees and appoint the Trust's external auditors.
- 4.1.4 The Members should receive information about the Trust's business and receive the annual report and accounts. If they have concerns that the Trust is not carrying out its charitable objective, Members should remove the Trustees that are failing to fulfil this responsibility.

4.2 The role of the Chair of Trustees and Chairs of Committees

- 4.2.1 The Chair of the Board of Trustees provides visionary strategic non-executive leadership to the Trust, taking the lead in the effective functioning of the Board of Trustees with a vital role in setting the highest expectations for professional standards of governance.
- 4.2.2 It is the Chair of the Board's responsibility to give the Board of Trustees clear leadership and direction, keeping it focused on its core functions.
- 4.2.3 A sounding board for the CEO, the Chair of the Board provides support as well as challenge. This includes working collaboratively with the CEO to engage with the Regional Schools Director, the DfE and local authorities.

- 4.2.4 No person may act as Chair of any Board Committee unless they are also a Trustee, except for governing committees which need not be chaired by a Trustee member.
- 4.2.5 The Board of Trustees and each Board Committee shall at the first meeting of each academic year elect a chair and vice-chair of the committee. The committee will elect a temporary replacement from among the members present at any meeting where the Chair is absent unless a Vice-Chair has been previously elected.
- 4.2.6 The governing committees shall at the first meeting of each academic year appoint a member¹ to act as Chair of the committee. At each meeting, if the Chair is absent, the governing committee will elect a temporary replacement from among the members present at the meeting unless a vice-chair has been previously elected.
- 4.2.7 No person may act as Chair of any committee if they are an employee of the Trust.
- 4.2.8 The Board of Trustees may appoint a Chair to a governing committee if the performance of the governing committee is judged to require intervention.

4.3 The role of Trustees

- 4.3.1 The Trust 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 (within the terms of the Companies Act 2006).
- 4.3.2 Trustees are bound by both charity and company law so the terms 'trustees' and 'directors' are often used interchangeably. Gosforth Group uses the term Trustee as it avoids the possible confusion caused when executive and senior leaders are called directors but are neither company directors nor trustees. The use of Trustee also serves to highlight the overarching charitable purpose of the organisation, distinguishing it from other directorships that may be held in the private sector.
- 4.3.3 Trustees are responsible for the general control and management of the Trust. In accordance with the provisions set out in the memorandum and articles of association and its funding agreement, Trustees are legally accountable for all statutory functions and for the performance of the academies within the Trust; they do this by carrying out the core governance functions, outlined in section 3.2.
- 4.3.4 The Board of Trustees must approve a written scheme of financial delegation and if they choose to delegate to board committees and governing committees, must approve a written scheme of delegation and committee terms of reference.

- 4.3.5 The Trust creates information pathways between the Board of Trustees, board committees, governing committees and the CEO so that concerns or celebrations can be shared.

4.4 The role of committees

- 4.4.1 Trustees delegate some governance functions to board committees.
- 4.4.2 Board committees must have at least three trustees in membership, and trustees must be in the majority for voting purposes; it is usual for the Board of Trustees to appoint board committee chairs and committee members according to their skills and experience.
- 4.4.3 The Board will appoint and remove all committee members.
- 4.4.4 The composition of board committees is set out in the committee terms of reference and in the register of committee members maintained by the Trust.
- 4.4.5 The Board recognises the overriding principles of the Academy Trust Handbook ("the ATH") and that an Audit and Risk Committee should be established in such a way as to achieve internal scrutiny which delivers objective and independent assurance for the Trust. In establishing the Audit and Risk Committee the Board will adhere to the principles of the ATH and:
- 4.4.5.1 staff employed by the Trust will not be members of the Committee, but may attend meetings to provide information and participate in discussions: and
 - 4.4.5.2 the Trust's Accounting Officer and other relevant senior staff will routinely attend committee meetings in the capacity set out above.
- 4.4.6 No trustee will serve as a member on both the Finance and Premises Committee and the Audit and Risk Committee.

4.5 The role of the Governing Committees

- 4.5.1 Trustees delegate some governance functions to governing committees. The Articles of Association do not require Trustee members of local governing bodies and by committing to the separation of individuals on each tier in the governance structure, trusts are able to demonstrate transparent decision making and prevent bias and conflicts from emerging, thus strengthening checks and balances. Currently there are a limited number of Trustee members on governing committees to enhance communications and support succession planning.
- 4.5.2 The Board of Trustees approves the appointment of the community governors. It is advisable for the Board of Trustees to endorse the appointment of the governing committee chairs.

- 4.5.3 In accordance with DfE guidance, the Trust may choose to delegate to a governing committee that oversees more than one academy and these committees may include Trustees.
- 4.5.4 Parent representation will be at governing committee level with two parents elected to sit on each governing committee.
- 4.5.5 Governing committees afford a valued point of scrutiny and representation and are the recipients of detailed information about how their academies are being managed.
- 4.5.6 The governing committees are tasked with scrutinising management information to provide assurance to Trustees that the academy is:
- operating within the ethos and values of the trust and creating a positive climate for all stakeholders
 - working within agreed policies
 - meeting agreed targets
 - engaging with stakeholders
 - acting as an ambassador for the Trust.
- 4.5.7 The Board of Trustees demonstrates the value it puts on local governance by ensuring effective channels of communication between Trustees and governing committees, as well as providing specific training and development programmes for all involved in the governance of the Trust.

4.6 The role of the Chief Executive Officer

- 4.6.1 The Trustees delegate the day-to-day management of the Trust to the CEO. The Trustees are responsible for performance management of the CEO.
- 4.6.2 The CEO is also the Accounting Officer and is responsible for the performance of the Trust as a whole and has a personal responsibility to parliament for the regularity, propriety and value for money, and for assuring the Board of Trustees about compliance with the funding agreements and the Academy Trust Handbook. The CEO will usually delegate financial management to a Chief Financial Officer (CFO), whom they shall line manage.
- 4.6.3 The CEO is responsible for the leadership and management of the central executive team and the academies' Executive Headteachers and Principals, and also reports to the Board of Trustees and its committees.

4.7 The role of the Chief Financial Officer

- 4.7.1 The CFO is a key member of the Trust's leadership team, helping it to develop and implement an effective financial strategy and to resource and deliver the strategic objectives. The Academy Trust Handbook states that the CFO should have both a technical and leadership role.
- 4.7.2 The CFO must lead the promotion and delivery by the whole organisation of good financial management so that public money is always safeguarded and used appropriately, economically, efficiently and effectively.

- 4.7.3 To deliver these responsibilities the CFO:
- must lead and direct a finance function that is resourced to be fit for purpose
 - be professionally qualified and suitably experience
 - should contribute to the effective management of the institution, including strategy implementation, cross-organisational issues, integrated business and resource planning, risk management and performance management, as required.
- 4.7.4 The CFO must have access to leadership team members, the Board of Trustees, the Finance and Premises Committee, the Audit and Risk Committee as well as the auditors. Although not a committee member, the CFO shall attend meetings and provide relevant, timely and clear information, reports and advice to those bodies as required.

4.8 The role of Executive Headteachers / Principals

- 4.8.1 The CEO delegates the day-to-day management of the Trust's academies to Executive Headteachers and Principals, line managing them in accordance with the Trust's appraisal and performance management policies. The chair of each governing committee provides input to the Executive Headteacher / Principal's appraisal.
- 4.8.2 Executive Headteachers / Principals share information about how the Trust is managing the academy with the governing committees so that governors build an understanding about how the academy operates and are enabled to monitor and scrutinise how key policies and improvement plans are working in practice.

5 Proceedings of committee meetings

- 5.1 The committees will meet as often as is necessary to fulfil their responsibilities as set out in their terms of reference.
- 5.2 The quorum for the transaction of the business of a board committee shall be a majority of the committee members and no vote on any matter shall be taken at a meeting of the committee unless a majority of members of the committee present are Trustees.
- 5.3 The Chief Executive Officer shall ensure that a clerk is provided to take minutes at meetings of the Board Committees.
- 5.4 Every matter to be decided at a meeting of a committee must be determined by a majority of the votes of the members present and voting on the matter.
- 5.5 Each Committee member present in person or by videoconference shall be entitled to one vote.
- 5.6 Where there is an equal division of votes, the Chair shall have a casting vote.

- 5.7 A register of attendance shall be kept for each committee meeting and published annually.
- 5.8 Committees may invite attendance at meetings from persons who are not committee members to assist or advise on a particular matter or range of issues. Such persons may speak with the permission of the Chair but shall not be entitled to vote.
- 5.9 Any Trustee may attend committee meetings where they are not committee members, with the permission of the Chair, but shall not be entitled to vote.
- 5.10 All committee papers shall usually be circulated to Committee members at least five working days in advance of the scheduled meeting.

5.11 Committee members' interests

- 5.12. Committee members are required to declare any business or other interests in any item being discussed at a meeting.
- 5.13 Each committee member, if present at a committee meeting, should disclose their interest, withdraw from the meeting and not vote on a matter if:
 - 5.13.1 there may be a conflict between their interests and the interests of any of the Academies or the Trust;
 - 5.13.2 there is reasonable doubt about their ability to act impartially in relation to a matter where a fair hearing is required; or
 - 5.13.3 they have a personal interest (this is where they and/or a close relative will be directly affected by the decision of the committee in relation to that matter) in a matter.

5.14 Reporting and communication procedures

- 5.14.1 Within ten working days of each meeting each committee will usually:
 - 5.14.1.2 produce and agree draft minutes of its meetings
 - 5.14.1.3 provide a summary "Highlight Report" identifying:
 - (i) decisions made;
 - (ii) recommendations to the Board;
 - (iii) any items of current concern highlighting mitigating actions agreed at the meeting for the information of, or communication to the Board; and
 - (iv) any items of recognition and celebration for communication to the Board.
- 5.15 Committees shall arrange for the production and delivery of such other reports or updates as requested by the Board from time to time.
- 5.16 Each committee shall conduct an annual review of its work, and the powers and functions delegated to it under its terms of reference and shall report any recommendations for change to the Board.

TERMS OF REFERENCE

Board of Trustees

1 Overview and purpose

- 1.1 The Board of Trustees is legally responsible for the performance of each academy. The Board requires the active support of Governing Committees (GCs) to ensure effective governance.
- 1.2 The Board of Trustees shall exercise duties and powers as set out in the Memorandum and Articles of Association and Funding Agreements. Its remit focuses on:
 - 1.2.1 Ensuring clarity of vision, ethos and strategic direction
 - 1.2.2 Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and
 - 1.2.3 Overseeing the financial performance of the organisation and making sure its money is well spent

2 Frequency of meetings

- 2.1 Meetings shall be held at least quarterly, i.e. at least four per annum. Additional meetings may be convened if required.

3 Membership and constitution

- 3.1 The composition of the Board of Trustees is set out in the Articles of Association, as follows:
 - 3.1.1 Up to eleven (11) Trustees appointed by the Members on the nomination of the Trustees in post with a view to the candidates providing particular skills and experience relevant to the running of the Trust and Company
 - 3.1.2 The Chief Executive Officer (ex-officio)
 - 3.1.3 Co-opted Trustees appointed by the Trustees.

4 Aims and objectives

- 4.1 To deliver governance and strategic leadership that sets and champions, vision, ethos and strategy
- 4.2 To ensure accountability that drives up educational standards and financial performance
- 4.3 To maintain a Board of Trustees and appoint senior leaders with the right skills, experience, qualities and capacity

- 4.4 To develop and maintain structures that reinforce clearly defined roles and responsibilities
- 4.5 To uphold and sustain compliance with statutory and contractual requirements
- 4.6 To advance and support continuous evaluation to monitor and improve the quality and impact of governance.

5 **Schedule of business**

- 5.1 The Board will develop an annual schedule of business to ensure the consideration, reporting and communication of business transactions is complete and compliant, including the below matters, though not limited to:

5.1.1 Standing items

- Communications from the Department for Education (DfE)
- Annual election of a chair and vice-chair
- Receipt of minutes from all Board Committees and GCs for communication purposes
- Receipt of committee information, statements, and papers for reporting purposes

5.1.2 Financial management

- Review of census numbers against budget projections
- Management accounts
- Review and approval of annual budgets
- Review and approve the internal annual audit plan
- Review and approval of the risk register, risk policy and risk management framework
- Review and maintenance of internal financial handbooks and procedures
- Review of the external audit plan
- Oversight of the Teachers' Pensions audit
- Review of the draft Annual Report and financial statements
- Recommend the appointment of external auditors to the Board of Members

5.1.3 Educational performance

- Statistical information regarding pupil performance, pupil attendance, pupil exclusions and suspensions

5.1.4 Human Resources

- Staff sickness and absence information
- Staff leavers and starters information: staff turnover
- Staff wellbeing survey information

5.1.5 Board effectiveness

- Regular review of board effectiveness
- Annual skills audits
- Training and development plans

TERMS OF REFERENCE

Governing Committees

1 Overview and purpose

- 1.1 The Board of Trustees is legally responsible for the performance of each academy but to do this the Board requires the active support of governing committees (GCs) to ensure effective governance across each school.
- 1.2 The GCs assist the Board of Trustees to exercise its duties and powers as set out in the Articles of Association and Funding Agreements. The GC's remit is to support the Board by:
- providing support and challenge to academy leaders for performance and attainment
 - scrutinising academy budget monitoring information
 - to provide a vehicle for Board of Trustee engagement with the academy, its parents, pupils and local community
 - to help to ensure that the Trust works as one entity, in the interests of all its academies equally
 - undertaking link visits and feeding back participation, engagement and visibility in the school community
 - to undertake responsibility for any of the decision-making powers delegated by the Board of Trustees, including
 - inputting to senior school leaders' performance reviews
 - supporting senior school staff recruitment
 - considering pupil exclusions.

2 Link governors

- 2.1 There shall be link governors for the following areas:
- Safeguarding (including health and safety)
 - Curriculum and achievement (including personal development and extra-curricular)
 - Vulnerable students (including SEND, pupil premium and young carers)
 - Partnerships / community links (including careers).
- 2.2 Link governors will be expected to arrange two link visits in the academic year, in school hours, and to produce a report following a standardised template.
- 2.3 It is permissible for two governors to undertake one link role. This is to be encouraged if a staff governor wishes to fulfil a link role, given the potential for a real or perceived conflict of interest.
- 2.4 GC chairs may be but would not usually be a link governor.
- 2.5 Governors who hold a link role can expect to attend an annual meeting with the equivalent links from the other academies and the Board of Trustees in which learning, celebrations and challenges can be shared.

3 Membership and constitution

3.1 The composition of the Governing Committee shall be as follows:

3.1.1 Up to nine (9) members comprising of:

- i. Two to five (2-5) community members
- ii. Two (2) staff representatives (one teaching and one support)
- iii. Two (2) parent representatives

3.1.2 Ex officio members will include the Chief Executive Officer, or their nominee, and the Principal or Executive Headteacher, or their nominee.

3.1.3 Trustees may from time to time choose to appoint Associate members to the GC, in addition to those members listed at 3.1.1. Associate members may contribute to discussions but may not vote on any matters or hold chair, vice chair or link roles.

3.1.4 For the avoidance of doubt, trustees may serve on and chair a GC, but they must not make up a majority of members.

3.1.5 If a Trustee is appointed under provision 3.1.3, provision 3.1.4 does not apply.

3.2 One member from within the committee shall be elected as committee chair and another as vice chair at the first meeting of each academic year.

3.3 In the event of non-attendance at two consecutive meetings, the Chair will initiate a conversation with the individual concerned. In the event of non-attendance over a period of six months and/or continued non-engagement with the work and requirements of the committee, an individual's standing on the committee will be reviewed. Following recommendation to the Board of Trustees, the individual may be required to stand down.

4 Recruitment

4.1 Community governors shall be appointed from within the community on the basis of relevant skills/experience and on recommendation to the Board of Trustees.

4.2 Staff governors shall be appointed from and elected by the staff body. For this purpose, 'staff' is defined as an individual who is on payroll at the school at the point of their election/appointment. Any term of office shall automatically end at the point employment ceases.

4.3 Parent governors shall be appointed from and elected by the parent cohort. For this purpose, 'parent' is defined as the parent of a registered child on roll at the school at the point of their election/appointment.

5 Frequency of meetings

5.1 Meetings shall be held at least four times a year. Attendance shall usually be in person. Should matters be for approval, quorum shall be three members.

5.2 Matters may be considered by electronic means in between meetings.

6. Conflict of interest

- 6.1 A governor or attendee who becomes aware of a potential conflict of interest relating to matters being discussed by the committee should give prior notification to the Chair or, if this is not possible, declare this at the meeting and – where necessary – withdraw during discussion of the relevant agenda item.

7. Reporting

- 7.1 Draft minutes of each meeting shall be produced by the Clerk and circulated to the Chair of the committee for review.
- 7.2 The Chair will produce a short 'highlights report' after each meeting to be submitted to the Board of Trustees. Matters will be escalated and recommendations made to the Board of Trustees as required.
- 7.3 The GCs' activities and attendance will be disclosed in the company's Annual Report and Accounts as required.

TERMS OF REFERENCE

Finance and Premises Committee

1. Overview and purpose

1.1 The Finance and Premises Committee is responsible for the strategic oversight, governance and validation of the Trust's responsibilities to the Secretary of State as outlined in the Academy Trust Handbook.

1.2 Its aims and objectives are:

1.2.1 Finance

- to ensure the provision of an annual budget, in accordance with DfE timelines, that forms the basis for financial monitoring, forecasting and budgetary control. This will include the provision of monthly management accounts at both Trust and individual academy level, to monitor the overall financial operating performance of the Trust.
- to assure effective financial governance in financial operations by rigorously assessing the effective impact of expenditure, including best value and contract management. This will also include the maximisation of all sources of income to seek to drive efficiency and leveraging the economies of scale that are possible with the multi academy structure.
- to prepare the financial statement to form part of the annual report of the Board to stakeholders and for filing in accordance with requirements of the Companies Act, Charity Commission and Funding Agreement.

1.2.2 Health and safety

- to receive each term the relevant health and safety reports from the Health and Safety Manager and academy Principals and advise as necessary.
to monitor compliance with the Trust's Health and Safety policies and statutory obligations under the Health and Safety at Work Act 1974.

1.2.3 Asset management

- to receive reports from the Director of Estates and Facilities and relevant academy Principals on the management of assets including premises and their security.
- to confirm that an asset recording system is in place, including an inventory and fixed asset register for each Academy.

1.2.4 Property management

- to determine the use of the academy premises and grounds outside academy sessions regarding the lettings and charging policy (excluding where lettings are managed by the PFI company).
- to ensure that the academy premises are inspected on an annual basis and that a planned and costed statement of priorities is prepared and reviewed.

- to ensure the responsibilities of the Board under relevant environmental and sustainability legislation and obligations are met.
- to advise the Board on environmental issues to ensure academies are acting as a responsible institution in their duty to conserve energy, materials and with regard to the local community.

1.2.5 Policy approval

- to approve such policies as delegated by the Board of Trustees.

2. Membership and constitution

2.1 The composition of the Finance and Premises Committee shall be:

- Up to four Trustees with a view to the members providing relevant skills and experience
- The Chief Financial Officer (or their nominee) in an advisory capacity
- The Chief Executive Officer (or their nominee), the Director of Estates and Facilities (or their nominee), and other staff members may be in attendance on an as needed basis.

2.2 The Head of Governance and Compliance (or their nominee) shall serve as Clerk to the Committee.

2.3 In addition to the above, additional attendees may attend at the Chair's discretion to assist the Committee on specific issues.

2.4 One member from within the committee shall be elected as committee chair at the first meeting of each academic year.

2.5 The Chair of the Board of Trustees may be a member of the Committee but may not be the chair.

2.6 Committee composition shall be reviewed and agreed by the Board of Trustees each year.

3. Meeting arrangements

3.1 The Committee shall meet as often as is necessary to fulfil its responsibilities and at least four times per year. One meeting each year must consider the draft annual report and accounts.

3.2 Quorum shall be a majority of members attending the meeting in person, or by videoconference.

3.3 In the event of a tied vote, the chair shall have the deciding vote.

3.3 In the event of non-attendance at two consecutive meetings, the Chair will initiate a conversation with the individual concerned. In the event of three missed meetings, an individual's standing on the Committee may be reviewed.

3.4 Papers will usually be circulated one week in advance of the meeting.

- 3.5 Decisions may be made or ratified following a suitable exchange of correspondence, either electronically or in hard copy.

4. Conflict of Interest

- 4.1 A committee member or attendee who becomes aware of a potential conflict of interest relating to matters being discussed by the Committee should give prior notification to the Chair or, if this is not possible, declare this at the meeting and – where necessary – withdraw during discussion of the relevant agenda item(s).

5. Reporting

- 5.1 Draft minutes of each meeting shall be produced by the Clerk and circulated to the Chair of the Committee for review.
- 5.2 The Chair will agree a highlights report after each meeting. Matters will be escalated, and recommendations made to the Board of Trustees as required.
- 5.3 The Committee will review its terms of reference annually, along with consideration of its effectiveness against the agreed terms, recommending any changes it considers necessary to the Board for approval.
- 5.4 The Committee's activities and attendance will be disclosed in the company's Annual Report and Accounts as required.

TERMS OF REFERENCE

Audit and Risk Committee

1 Overview and purpose

1.1 The Audit and Risk Committee maintains oversight of the Trust's financial, governance, risk management and internal control systems. Its findings are regularly and annually to the trust board and the accounting officer as a critical element of the trust's annual reporting requirements.

1.2 Its aims and objectives are:

1.2.1 General

- advise the board on the effectiveness and resources of the external/internal auditors or scrutineers to provide a basis for their reappointment, dismissal, retendering, or remuneration. Considerations may include:
 - the scrutineer's sector expertise
 - their understanding of the trust and its activities
 - whether the audit process allows issues to be raised on a timely basis at the appropriate level
 - the quality of scrutineer comments and recommendations in relation to key areas
 - where relevant the personal authority, knowledge and integrity of audit partners and their staff to interact effectively with, and robustly challenge, the trust's managers
 - the scrutineer's use of technology
- ensure there is co-ordination between internal scrutiny and external audit and any other review bodies that are relevant
- consider the reports of the scrutineers and, when appropriate, advise the Trust Board of material control issues
- 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 board of trustees
- provide minutes of all audit and risk committee meetings for review at board meetings.

1.2.2 Risk

- oversee the annual review of the trust's risk register and conduct a review of the risk register at each meeting
- monitor the effectiveness of risk management policy and processes
- review any risks to the academy trust's systems of internal control and agree a programme of work to address, and provide assurance on, those risks to the trust board as appropriate
- review, monitor and assess periodically major aspects of risk such as:

- damage to the trust's reputation
- loss of funds
- changes in government policy
- risks to standards, systems and controls that may arise from expansion.

1.2.3 External audit

- review the external auditor's plan each year
- review the annual report and accounts
- review the auditor's findings and actions taken by the trust's SLT in response to those findings
- undertake the annual review of the effectiveness of the external auditor and recommend to the members whether to reappoint the external auditor
- produce an annual report of the committee's conclusions to advise the board of trustees and members.

1.2.4 Internal scrutiny

- take delegated responsibility on behalf of the board of trustees for examining and reviewing all systems and methods of control both financial and otherwise including risk analysis and risk management; and for ensuring the trust is complying with the overall requirements for internal scrutiny, as specified in the academy trust handbook
- conduct a regular review of the risk register
- review/agree an annual programme of internal scrutiny, which is objective and independent, covering systems, controls, transactions, and risks.
- advise the trustees on the adequacy and effectiveness of the trust's systems of internal control, governance, and risk management processes,
- review the scrutineer's findings and actions taken by the trust's SLT in response to those findings
- consider the appropriateness of executive action following internal scrutiny reviews and to advise the board on any additional or alternative steps to be taken
- oversee the annual review of the trust's risk register
- undertake the annual review of the effectiveness of the internal scrutineer and decide whether to reappoint the internal scrutineer.

1.2.5 Other responsibilities

- ensure that all significant losses have been properly notified and investigated as required by the ATH
- To approve such policies as delegated to the Committee by the Board of Trustees.

2 Authority

2.1 The Committee is authorised to

- request any information it requires from any employee, external audit, internal scrutiny, or other assurance provider
- obtain outside legal or independent professional advice it considers necessary, normally in consultation with the accounting officer and/or the trust board
- to investigate any activity within its terms of reference or specifically delegated to it by the board.

3 Membership and constitution

3.1 The composition of the Audit and Risk Committee shall be:

- At least three trustees
- Up to two external members as determined by the Board of Trustees
- The Chief Financial Officer (or their nominee) in an advisory capacity
- The Chief Executive Officer (or their nominee) on an as needed basis.

3.2 At least one member of the audit and risk committee should have recent or relevant accountancy, or audit assurance, experience. The Board of Trustees may determine that this member is appointed from beyond the Trustee cohort.

3.3 The external auditor and internal auditor shall be invited to attend and participate in meetings as required.

3.4 The Head of Governance and Compliance (or their nominee) shall serve as Clerk to the Committee.

3.5 Employees of the trust should not be audit and risk committee members, however additional attendees may attend at the Chair's discretion to assist the Committee on specific issues.

3.6 One member from within the committee shall be elected as Committee Chair at the first meeting of each academic year.

3.7 The Chair of the Board of Trustees may be a member of but not the Chair of the Committee.

3.8 Committee composition shall be reviewed and agreed by the Board of Trustees each year.

4. Meeting arrangements

4.1 The Committee shall meet as often as is necessary to fulfil its responsibilities and usually three times per year. The first meeting each year will usually consider and agree the internal audit programme for the year ahead.

4.2 Quorum shall be a majority of members attending the meeting in person, or by videoconference.

- 4.3 In the event of a tied vote, the chair shall have the deciding vote.
- 4.4 In the event of non-attendance at two consecutive meetings, the Chair will initiate a conversation with the individual concerned. In the event of three missed meetings, an individual's standing on the Committee may be reviewed.
- 4.5 Papers will usually be circulated one week in advance of the meeting.
- 4.6 Decisions may be made or ratified following a suitable exchange of correspondence, either electronically or in hard copy.

5. Conflict of Interest

- 5.1 A committee member or attendee who becomes aware of a potential conflict of interest relating to matters being discussed by the Committee should give prior notification to the Chair or, if this is not possible, declare this at the meeting and – where necessary – withdraw during discussion of the relevant agenda item(s).

6. Reporting

- 6.1 Draft minutes of each meeting shall be produced by the Clerk and circulated to the Chair of the Committee for review.
- 6.2 The Chair will agree a highlights report after each meeting. Matters will be escalated, and recommendations made to the Board of Trustees as required.
- 6.3 The Committee will review its terms of reference annually, along with consideration of its effectiveness against the agreed terms, recommending any changes it considers necessary to the Board for approval.
- 6.4 The Committee will provide an annual summary report provided by the internal scrutineer and areas reviewed by internal scrutiny covering key findings, recommendations, and conclusions
- 6.5 The Committee's activities and attendance will be disclosed in the company's Annual Report and Accounts as required.

TERMS OF REFERENCE

People Committee

1. Overview and purpose

1.1 The Board of Trustees established a People Committee ("the Committee") which has responsibility for strategic oversight of matters affecting staffing, pay and performance across the Trust. Its remit includes both paid staff (temporary, part-time, full-time) and volunteers in governance roles.

1.2 Its aims and objectives are:

- to review and support monitoring of the People Strategy and key performance indicators and actions arising from it;
- to approve pay recommendations for all staff, and policies as delegated by the Board of Trustees;
- to hear appeals in line with relevant policies / procedures.

2. Membership and constitution

2.1 The composition of the People Committee shall be:

- At least three Trustees with a view to the members providing relevant skills and experience
- The Director of People and Culture (or their nominee) in an advisory capacity
- The Chief Executive Officer (or their nominee) on an as needed basis

2.1 The Head of Governance and Compliance (or their nominee) shall serve as Clerk to the Committee.

2.2 In addition to the above, additional attendees may attend at the Chair's discretion to assist the Committee on specific issues.

2.3 The Chair of the Board of Trustees may be in attendance but may not be a member of the Committee.

2.4 One member from within the committee shall be elected as committee chair at the first meeting of each academic year.

2.5 Committee composition shall be reviewed and agreed by the Board of Trustees each year.

3. Meeting arrangements

3.1 The Committee shall meet as often as is necessary to fulfil its responsibilities and at least twice per year. One meeting each year must consider and comply with the performance management requirements outlined in the Teachers' Pay and Conditions document.

3.2 Quorum shall be a majority of members attending the meeting in person, or by videoconference.

3.3 In the event of a tied vote, the chair shall have the deciding vote.

3.4 In the event of non-attendance at two consecutive meetings, the Chair will initiate a conversation with the individual concerned. In the event of three missed meetings, a individual's standing on the Committee may be reviewed.

3.5 Papers will usually be circulated one week in advance of the meeting.

3.6 Decisions may be made or ratified following a suitable exchange of correspondence, either electronically or in hard copy.

4. Conflict of Interest

4.1 A committee member or attendee who becomes aware of a potential conflict of interest relating to matters being discussed by the Committee should give prior notification to the Chair or, if this is not possible, declare this at the meeting and – where necessary – withdraw during discussion of the relevant agenda item(s).

5. Reporting

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5.2 The Chair will agree a highlights report after each meeting. Matters will be escalated, and recommendations made to the Board of Trustees as required.

5.3 The Committee will review its terms of reference annually, along with consideration of its effectiveness against the agreed terms, recommending any changes it considers necessary to the Board for approval.

5.4 The Committee's activities and attendance will be disclosed in the company's Annual Report and Accounts as required.

TERMS OF REFERENCE

Curriculum and Standards Committee

1. Overview and purpose

1.1 The Curriculum and Standards Committee has high level responsibility and strategic oversight of the curriculum framework relating to educational performance, quality and standards, and pupil welfare.

1.2 Its aims and objectives are:

1.2.1 Teaching and learning

- Reviewing and evaluating teaching and learning; pupils' standards and progress; and teachers' CPD, taking account of the performance of the full range of different groups represented in the Trust's academies, including disadvantaged pupils, pupils with SEND, looked after children and pupils in different ethnic, social and ability groups.

1.2.2 Self-evaluation

- Keeping under review school improvement.

1.2.3 Policy development

- Maintaining and reviewing statutory curriculum and standards policies, e.g., relationships and sex education policy; behaviour and attendance policies; anti-bullying policies; safeguarding and child protection policies, amongst others.

1.2.4 Educational Performance

- Receiving reports on the monitoring of the performance of pupils and to carry out the Trust's responsibilities for the provision of assessment and other curriculum-related statistics and information, including attendance, and pupil exclusions and suspensions.

1.2.5 Strategic planning

- Reviewing and monitoring the CEO's plans including, but not limited to, the relevant sections of the Trust Development Plan, which might include:
 - I. Raising standards of attainment across all academies
 - II. Ensuring successful engagement with the stakeholders of the communities served, including the student voice
 - III. Intervention in academies where required
 - IV. Setting of attainment, targets, and value-added measures
 - V. Monitoring of actions from Ofsted reports
 - VI. Management of student attendance
 - VII. Management of student behaviour.

2. Membership and constitution

2.1 The composition of the Curriculum and Standards Committee shall be:

- Up to five Trustees with a view to the members providing relevant skills and experience
 - The Chief Executive Officer, the Executive Director for Education, the Executive Director for Teaching and Learning and Communications, and the Senior Secondary Improvement & Aspirations Lead may attend in an advisory capacity.
- 2.2 The Head of Governance and Compliance (or their nominee) shall serve as Clerk to the Committee.
- 2.3 In addition to the above, additional attendees may attend at the Chair's discretion to assist the Committee on specific issues.
- 2.4 One member from within the committee shall be elected as committee chair at the first meeting of each academic year.
- 2.5 Committee composition shall be reviewed and agreed by the Board of Trustees each year.

3. Meeting arrangements

3. The Committee shall meet as often as is necessary to fulfil its responsibilities and at least four times per year.
4. Quorum shall be a majority of members attending the meeting in person, or by videoconference.
5. In the event of a tied vote, the chair shall have the deciding vote.
6. In the event of non-attendance at two consecutive meetings, the Chair will initiate a conversation with the individual concerned. In the event of three missed meetings, an individual's standing on the Committee may be reviewed.
7. Papers will usually be circulated one week in advance of the meeting.
8. Decisions may be made or ratified following a suitable exchange of correspondence, either electronically or in hard copy.

4. Conflict of Interest

- 4.1 A committee member or attendee who becomes aware of a potential conflict of interest relating to matters being discussed by the Committee should give prior notification to the Chair or, if this is not possible, declare this at the meeting and – where necessary – withdraw during discussion of the relevant agenda item(s).

5. Reporting

- 5.1 Draft minutes of each meeting shall be produced by the Clerk and circulated to the Chair of the Committee for review.

- 5.2 The Chair will agree a highlights report after each meeting. Matters will be escalated, and recommendations made to the Board of Trustees as required.
- 5.3 The Committee will review its terms of reference annually, along with consideration of its effectiveness against the agreed terms, recommending any changes it considers necessary to the Board for approval.
- 5.4 The Committee's activities and attendance will be disclosed in the company's Annual Report and Accounts as required.

DELEGATED DUTIES AND AUTHORITIES 2025/26

The delegated duties below outline the responsibilities and decisions that the Board of Trustees has agreed to delegate. Although decisions may be delegated, the Board of Trustees remains responsible for any decision made under delegation. The Trustees may delegate decisions to committees of the board, as outlined in the relevant committee Terms of Reference.

Delegated duty	Ref. #	Task(s)/ functions	Delegated authority	Comment(s)
Student support and wellbeing				
Admissions	1	To determine and implement an admissions policy, and consult as appropriate	Board of Trustees	
	2	Admissions: application decisions	Executive Headteacher / Principal	
Alternative provision	3	Ensure appropriate alternative education is provided for those students requiring support	Executive Headteacher / Principal	The length of time a pupil spends in another mainstream school or Alternative Provision and the reintegration plan must be kept under review by the governing committee
Behaviour, discipline and exclusions	4	To establish a pupil discipline policy	Curriculum and Standards Committee	Approved by the Board
	5	To review the use of exclusion and to decide whether to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination. (Can be delegated to chair/vice-chair in cases of urgency)	Governing Committee	
	6	To convene panels to provide support to consideration of behaviour management, exclusions and suspensions	Governing Committee	The GCs may draw on support from members of other GCs and Trustees
	7	To direct reinstatement of excluded pupils (Can be delegated to chair/vice-chair in cases of urgency)	Governing Committee	Can be executed by the chair or vice-chair in cases of urgency

Delegated duty	Ref. #	Task(s)/ functions	Delegated authority	Comment(s)
Safeguarding	8	Ensure safeguarding policies and procedures are in place across the Trust and implemented	Curriculum and Standards Committee	Board of Trustees to agree policies to be monitored by committee
	9	Ensure each governing committee appoints a safeguarding representative	Board of Trustees	
	10	Monitor the effectiveness of safeguarding policies and procedures, providing regular reports and updates	Governing Committee	
	11	Ensure the implementation and adherence of safer recruitment procedures	People Committee	
Financial management				
Budgets	12	To approve the first formal budget plan each financial year	Board of Trustees	Finance and Premises Committee to determine the budget and submit a recommendation for Board approval
	13	Regular monitoring of the individual academy budget position within the Trust	Finance and Premises Committee	Additional monitoring by Governing Committee
	14	To monitor monthly expenditure	Finance and Premises Committee	
	15	To determine and implement a charging and remissions policy	Finance and Premises Committee	
	16	To enter into business contracts and approve payments as per financial authorisation levels confirmed in the Trust's financial regulations:		
		Up to £1,000	Approved by the individual budget holder checked by the Finance Assistant	
		£1,001 to £5,000	Approved by the individual budget holder and monitored by the Finance Manager	

Delegated duty	Ref. #	Task(s)/ functions	Delegated authority	Comment(s)
		£5,001 to £20,000	Approved by the individual budget holder and authorised by the Deputy Chief Financial Officer (££5k - £10k) or Chief Financial Officer (£10,001 - £20k)	
		£20,001 to £100,000	Approved by the individual budget holder and authorised by the Chief Financial Officer	
		£100,001 and above	Chief Executive Officer and Board of Trustees	
Estates and Facilities management				
Estate management	17	Buildings insurance and personal liability	Director of Estates and CFO	
	18	Developing school buildings strategy or master plan	Director of Estates	
	19	Procuring and maintaining buildings, including developing properly funded maintenance plan	Director of Estates and CFO	
Health and safety	20	To determine and implement a health and safety policy	Finance and Premises Committee	
Human Resources				
Staff appointments	21	Chief Executive Officer appointment (selection panel)	Board of Trustees	
	22	Executive Director and Executive Headteacher/ Principal appointments (selection panel)	Board of Trustees and Chief Executive	
	23	Appoint teachers at academy senior leadership level	Governing Committee and Executive Head / Principal	
	24	Appoint teachers below academy senior leadership level	Executive Headteacher / Principal	
	25	Appoint academy support staff	Executive Headteacher / Principal	
	26	Appoint Trust support staff	CEO or their nominated recruiting manager	

Delegated duty	Ref. #	Task(s)/ functions	Delegated authority	Comment(s)
Staff pay	27	Pay discretions for Executive Directors, Executive Headteacher / Principal	Board of Trustees	On the recommendation of the People Committee
	28	Determine the Trust pay policy	People Committee	Approved by the Board
	29	Pay discretions for teaching and non-teaching staff	People Committee	Approved by the Board
Staff management	30	Establishing disciplinary and capability procedures	People Committee	Approved by the Board
	31	Dismissal or suspension (start and end) of Chief Executive Officer	Board of Trustees	
	32	Dismissal or suspension (start and end) of Executive Directors, Executive Headteacher / Principal	Board of Trustees	
	33	Dismissal or suspension (start and end) of other staff (delegated as appropriate to the circumstances)	Chief Executive Officer	
	34	Determining staff structures (teaching and non-teaching)	Chief Executive Officer	Approved by the Board
Staff management (continued)	35	Determining settlement payments or early retirement of CEO and Executive team	Board of Trustees	
	36	Determining settlement payments or early retirement of all other staff	Chief Executive Officer	
	37	To determine and implement a performance management policy	People Committee	Approved by the Board
	38	To review annually the performance management policy	People Committee	Approved by the Board
Curriculum and pupil performance				
Curriculum and standards	39	Ensure National Curriculum (NC) taught to all pupils and to consider any disapplication for pupil(s)	Curriculum and Standards Committee	Approved by the Board
	40	To determine and implement a curriculum policy	Curriculum and Standards Committee	Approved by the Board
	41	Responsible for standards of teaching	Chief Executive Officer	
	42	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)	Executive Headteacher / Principal	
	43	Responsibility for individual child's education	Executive Headteacher / Principal	
	44	Provision of sex education – to establish and keep up to date a written policy	Curriculum and Standards Committee	Approved by the Board

Delegated duty	Ref. #	Task(s)/ functions	Delegated authority	Comment(s)
	45	To prohibit political indoctrination and ensuring the balanced treatment of political issues	Curriculum and Standards Committee	Approved by the Board
	46	To prepare and publish the school prospectus	Executive Headteacher / Principal	
	47	To set and publish targets for pupil achievement	Executive Headteacher / Principal	
Extended Schools	48	To determine any offer of additional activities and then ensure delivery of provision	Executive Headteacher / Principal	
Organisational compliance				
School category	49	To publish proposals to change category of school	Board of Trustees	
School day	50	To set the times of school sessions and the dates of school terms and holidays	Executive Director of Education	
	51	To ensure that the school meets for 380 sessions in a school year	Executive Director of Education	
School meals	52	To ensure that school lunch nutritional standards are met	Executive Headteacher / Principal	
	53	To ensure provision of free school meals to those pupils meeting the criteria	Executive Headteacher / Principal	
Appeals (pupil discipline, staffing, admissions, complaints)	54	Any appeal hearings will be determined by a panel of Trustees and/ or governors (panel constituted as appropriate) who were not involved in the original decision-making process	Board of Trustees	
Appeals (flexible working requests)	55	Any appeal hearings related to staff flexible working requests will be determined by the CEO	Chief Executive Officer	
Delegated Executive Powers	56	In special circumstances Trustees can give delegated powers to the Chair of Trustees, CEO and one relevant Executive team member	Board of Trustees	This action can be approved by Trustees via email for urgent matters
	57	If it is not practicable to seek consent of Trustees or convene an urgent meeting (56), the Chair may take a 'Chair's action' to decide a course of action		The Chair's action shall be reported to the Board of Trustees at the next available opportunity

Delegated duty	Ref. #	Task(s)/ functions	Delegated authority	Comment(s)
Policies	58	To approve the Trust's policies or agree the delegations of such policies	Board of Trustees	



ROLE DESCRIPTION

Role title:	Member
Location:	Meetings of the Board of Members are held at the Trust's registered company address at Gosforth Academy, or at any of the other academies within the Trust.
Salary:	Voluntary

Main purpose of the job

Members are the equivalent to shareholders in a commercial company and their role is to assess whether the Board of Trustees is performing well, and that the purpose of the Trust and its charitable objects are being fulfilled.

Main duties and key responsibilities

- holding Trustees to account in relation to the Trust's ethos and values, and governance across the Trust
- ensuring the success of the Trust; ensuring its key charitable objective of advancing education for public benefit is achieved; and ensuring the Trust spends public money wisely
- monitoring the effectiveness of Trustees and the Trust's governance arrangements
- amending and signing the Articles of Association when required, subject to the agreement of the Department for Education
- appointing and removing the external auditors
- receiving the Trust's annual audited accounts and Annual Report
- appointing and removing Members
- changing the name of the charitable company the Trust operates under
- calling an annual general meeting and other general meetings as required
- dissolving the Trust, if required
- adherence to the Gosforth Group Governance Code of Conduct
- perform the role of Member whilst upholding the seven principles of public life that apply to all individuals elected or appointed to public office, or to work in, all sectors that provide public services: selflessness, integrity, objectivity, accountability, openness, honesty, and leadership.

PERSON SPECIFICATION

Member



PERSONAL QUALITIES
Commitment to a voluntary role
Commitment to the ethos and values of Gosforth Group
Commitment to the education and welfare of children and young people
Commitment to equal opportunities and the promotion of diversity
Ability to scrutinise and evaluate whether the Trust is abiding by its charitable objects
Ability to make difficult decisions where necessary
Ability to work within a formal governance structure
Willingness to devote time, enthusiasm and effort to the duties and responsibilities of a Member
Commitment to seeking and taking account of the views of stakeholders, e.g., parents, staff, and pupils
Respect for the work and views of other Members, Trustees, and staff
Willingness to make and stand by collective decisions, even if offering an alternative view during discussions
Ability to work as a team
APTITUDE AND SKILLS
Understanding and acceptance of the legal duties, responsibilities and liabilities of being a Member
Understanding and capacity to critique the performance of the Board of Trustees in meeting its three core functions of ensuring clarity of vision, ethos and strategic direction; holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of its staff; and overseeing the financial performance of the organisation and making sure its money is well spent
Ability to challenge current thinking, the method of governance and management of the Trust in a constructive manner and in the best interests of the Trust
Ability to evaluate and interpret management information and other data/evidence, including financial reports
Capacity to query and critique, and ask for evidence upon which to base considered judgements
Functional IT skills, including Microsoft Office and experience of, or willingness to learn how to use remote meeting software and online governance tools to access agenda, papers and minutes of meetings

ROLE DESCRIPTION



Role title: Chair of the Board of Trustees

Location: Meetings of the Board of Trustees are held at the Trust's registered company address at Gosforth Academy, or at any of the other academies within the Trust.

Salary: Voluntary

Main purpose of the job

The Chair provides leadership and direction to the board of trustees and enables the board to fulfil their responsibilities for the overall governance and strategic direction of the trust. The Chair ensures that the trust pursues its objects as defined in the articles of association, charity law, company law and other relevant legislation.

Main duties and key responsibilities

Principal responsibilities

- provide leadership to the trust board and ensure that trustees work effectively together and fulfil their functions for the proper governance of the trust and act in line with the requirements of the articles of association.
- ensure that all Board Members perform their role whilst upholding the seven principles of public life that apply to all individuals elected or appointed to public office, or to work in, all sectors that provide public services: selflessness, integrity, objectivity, accountability, openness, honesty and leadership
- ensure adherence to the Gosforth Group Governance Code of Conduct
- ensure the board sets a clear vision and strategy for the trust which identifies strategic priorities and maintains strategic oversight of these priorities.
- ensure that the trust board and executive team have a shared sense of purpose.
- ensure appropriate trustee involvement in the recruitment of the chief executive and schools' leadership.
- to ensure all trustees concentrate on their strategic role, receive information fit for purpose and hold the key post holders to account.
- ensure that the board has a clear grasp of the trust's financial position and to ensure financial transparency.
- ensuring trust accountability to external government agencies such as the Department for Education and ensuring the relevant stakeholders are informed if any irregularity is suspected.
- promote the best interests and be an advocate for the trust and where required, represent the trust board in its dealings with external partners.

- ensure that complaints made to the trust board are dealt with in a timely and effective manner.
- ensure the board has the required skills to govern well, and that appointments made fill any identified skills gaps.
- ensure members of the board act reasonably and in line with the board's agreed code of conduct.
- develop a good working relationship with the vice-chair, ensuring s/he is kept fully informed to deputise as appropriate and delegating tasks as appropriate.
- consult with the CEO on matters of strategy, governance, finance and HR and oversee the CEO's activities in the context of the implementation of the board's strategy and policies.
- ensure that there is a plan for succession for the chair, vice-chair and any committee chairs, encourage team working among board members and that equality and diversity are considered in relation to recruitment to the board.
- act as final stage adjudicator for disciplinary and grievance procedures if required.
- ensure adherence and compliance around key policies e.g., equalities, health & safety and in all decisions of the board and its sub-committees.
- promote critical self-assessment of trust governance performance and processes and continual improvement.
- assess the performance of the CEO and the company secretary to the Trust.

Monitoring and evaluating trust performance

- ensure the board is involved at a strategic level in the school's self-evaluation process and that this feeds into the key strategic priorities.
- ensure the board's business is focussed on the key strategic priorities and that performance indicators are established against which performance is measured.
- take the lead in representing the trust at relevant external meetings with agencies such as Ofsted, the Department for Education and the local authority.
- with the clerk and chief executive, plan for board meetings, agree agenda ensuring that the focus is on the board's key responsibilities and strategic priorities and agree draft minutes of these meetings.
- chair meetings effectively and promote an open culture on the trust board that allows ideas and discussion to thrive whilst ensuring clear decisions and robust and sound evaluations of trust performance are reached.
- create a strong, profitable, and fulfilling working relationship with trustees and the chief executive through review and self-reflective evaluation of contributions and effectiveness of the board.
- ensure that processes for decision making are transparent, rigorous and decisions taken at the meetings of the trust board are implemented.
- collaborate with the clerk to establish effective working procedures and sound committee structures and ensure that business at committees of the trust is reported appropriately.

Vice-Chair

The role of the Vice-Chair is to support the Chair by undertaking specific responsibilities as may be agreed with the Chair from time to time and to act in the

Chair's absence. This is more than stepping in to chair occasional meetings, but to maintain a strategic overview and be prepared to lead with authority on key issues when the Chair is not present. It is therefore important that the Chair and Vice-Chair establish and maintain a good working relationship to ensure that sufficient knowledge is maintained.

The Vice-Chair is to be considered and developed as a possible future Chair.

PERSON SPECIFICATION

Chair (Vice-Chair) of the Board of Trustees



PERSONAL QUALITIES
Commitment to a voluntary role
Commitment to the ethos and values of Gosforth Group
Commitment to the education and welfare of children and young people
Commitment to equal opportunities and the promotion of diversity
Ability to scrutinise and evaluate whether the Trust is abiding by its charitable objects
Ability to make difficult decisions where necessary
Ability to work within a formal governance structure
Willingness to devote time, enthusiasm and effort to the duties and responsibilities of a Trustee
Commitment to seeking and taking account of the views of stakeholders, e.g., parents, staff, and pupils
Respect for the work and views of other Trustees, Governors, Members, and staff
Willingness to make and stand by collective decisions, even if offering an alternative view during discussions
Ability to work as a team
APTITUDE AND SKILLS
Understanding and acceptance of the legal duties, responsibilities, and liabilities of being a Trustee
Understanding and capacity to self-evaluate the performance of the Board of Trustees in meeting its three core functions of ensuring clarity of vision, ethos, and strategic direction; holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of its staff; and overseeing the financial performance of the organisation and making sure its money is well spent
Ability to challenge current thinking, the method of governance and management of the Trust in a constructive manner and in the best interests of the Trust
Ability to evaluate and interpret management information and other data/evidence, including financial reports
Capacity to query and critique, and ask for evidence upon which to base considered judgements
Functional IT skills, including Microsoft Office and experience of, or willingness to learn how to use remote meeting software and online governance tools to access agenda, papers, and minutes of meetings
Leadership skills, including chairing meetings at board level, and experience of leading organisations through periods of change
Strategic and forward-looking vision in relation to the trust's objects and aims

Independent judgement, political impartiality and an understanding of the organisation and external environments of the Trust

ROLE DESCRIPTION



Role title: Trustee

Location: Meetings of the Board of Trustees are held at the Trust's registered company address at Gosforth Academy, or at any of the other academies within the Trust.

Salary: Voluntary

Main purpose of the job

Trustees are subject to the duties and responsibilities of charitable trustees and company directors as well as any other conditions that the Secretary of State agrees with them.

Trustees must advance education, for the public benefit and to take ultimate responsibility for the trust's resources; the employment of staff, land and building matters and academy finances and funds.

Trustees are responsible for ensuring that the trust's funds are used only in accordance with the law, its articles of association, its funding agreement, and the Academy Trust Handbook.

The Board of Trustees should have a strong focus on three core strategic functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the executive to account for the educational performance of the academies and outcomes for learners, and the performance management of staff; and
- Overseeing the financial performance of the trust and assuring value for money.

Trustees also have statutory duties as company directors under the Companies Act, which comprise the duties to:

- Act within their powers;
- Promote the success of the company;
- Exercise independent judgment;
- Exercise reasonable care, skill and diligence;
- Avoid conflicts of interest;
- Not to accept benefits from third parties; and
- Declare any interest in proposed transactions or arrangements, including any changes in circumstances, or changes to interests in trust business.

Main duties and key responsibilities

The strategic responsibilities of the Board of Trustees

The Board of Trustees works with the Chief Executive Officer, senior executive leaders and academy Principals who are responsible for day-to-day operational management of the school.

The role of the Board of Trustees is strategic and as such, trustees are responsible for:

- determining the mission, values, and long-term ambitious vision for the trust
- deciding the principles that guide trust policies
- considering strategic and operational policies for their approval
- appointing and appraising the CEO and making pay recommendations
- working with the CEO, senior executive leaders and Executive Headteachers / Principals to develop a strategy for achieving the trust's vision
- determining the overarching strategic plan of the trust
- ensuring that stakeholders are involved, consulted, and informed
- ensuring that the trust delivers a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- taking ownership of the trust's financial sustainability and ensuring effective resource management
- approving the trust's staffing structure and keeping it under review to ensure that it supports the strategic objectives
- ensuring that a robust risk management policy and risk management procedures are in place and that risk control measures are appropriate and effective
- developing effective links within the trust's community, communicating openly and frequently as appropriate and ensuring that academies meet their responsibilities to the community and serve the community's needs in relation to the safeguarding and education of their pupils
- adherence to the Gosforth Group Governance Code of Conduct
- performing the role of Trustee whilst upholding the seven principles of public life that apply to all individuals elected or appointed to public office, or to work in, all sectors that provide public services: selflessness, integrity, objectivity, accountability, openness, honesty, and leadership

Monitoring and evaluating trust performance

Trustees must monitor the priorities that have been set to ensure that progress is being made in achieving them. Trustees do this by:

- measuring the trust's impact and progress towards its strategic objectives
- ensuring the required policies and procedures are in place and that the trust is operating effectively in line with these policies
- holding the CEO to account for standards, for financial probity and for compliance with policies
- evaluating data and feedback provided by senior executive leaders and by external sources on all aspects of trust/ school performance

- provide challenge and support to senior leaders, including the CEO
- ensuring that there are policies and procedures in place to deal with complaints and whistleblowing effectively.

PERSON SPECIFICATION

Trustee



PERSONAL QUALITIES
Commitment to a voluntary role
Commitment to the ethos and values of Gosforth Group
Commitment to the education and welfare of children and young people
Commitment to equal opportunities and the promotion of diversity
Ability to scrutinise and evaluate whether the Trust is abiding by its charitable objects
Ability to make difficult decisions where necessary
Ability to work within a formal governance structure
Willingness to devote time, enthusiasm and effort to the duties and responsibilities of a Trustee
Commitment to seeking and taking account of the views of stakeholders, e.g., parents, staff, and pupils
Respect for the work and views of other Trustees, Governors, Members, and staff
Willingness to make and stand by collective decisions, even if offering an alternative view during discussions
Ability to work as a team
APTITUDE AND SKILLS
Understanding and acceptance of the legal duties, responsibilities, and liabilities of being a Trustee
Understanding and capacity to self-evaluate the performance of the Board of Trustees in meeting its three core functions of ensuring clarity of vision, ethos, and strategic direction; holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of its staff; and overseeing the financial performance of the organisation and making sure its money is well spent
Ability to challenge current thinking, the method of governance and management of the Trust in a constructive manner and in the best interests of the Trust
Ability to evaluate and interpret management information and other data/evidence, including financial reports
Capacity to query and critique, and ask for evidence upon which to base considered judgements
Functional IT skills, including Microsoft Office and experience of, or willingness to learn how to use remote meeting software and online governance tools to access agenda, papers, and minutes of meetings

ROLE DESCRIPTION



Role title:	Governor
Location:	Meetings of the Academy Advisory Group are held at the academy which the advisory group serves, or occasionally they may be at any of the other academies within the Trust.
Salary:	Voluntary

Community governors

School governors play a key role in ensuring the effective governance of our schools. It is vital that our governing committees are representative of the communities we serve, and there is no fixed idea of what a 'good' governor looks like.

If you can commit a few hours a term, are willing to get involved and keen to make a difference for our children and young people, we want to hear from you, whatever your background or experience.

As a governor, you will work together as a group to:

- Monitor and review school performance
- Build relationships with senior staff to provide effective support and challenge
- Undertake termly visits to school to gain assurance that strategies are working
- Engage with pupils, staff, parents and the wider school community to understand their views.

Eligibility

Any member of the community can put themselves forward to be a governor, so long as you are over the age of 18 and not disqualified from holding office (the Head of Governance and Compliance can advise if you are not sure if this applies to you).

Application process

Community governors are appointed by the Board of Trustees. There is a short application form in which we ask you to share your skills, experience and motivation for becoming a governor. If you put yourself forward for the role, you would normally be invited to meet informally with the chair of governors and one or more trustees. This allows potential governors to understand our expectations of the role and to answer any questions you may have.

Governors usually serve for four years, renewable subject to eligibility and agreement by the Board of Trustees.

As a governor, you can:

- Support and enhance children and young people's life chances by using your personal experience and skills to bring fresh perspectives to the committee
- Work with the school's executive teams to ensure pupils get the education they need to succeed
- Represent the voice of the local community and ensure that often-overlooked groups are included in discussions
- Contribute positively to your local community, and the wider communities where the academy trust operates
- Build professional networks and acquire new skills to further benefit yourself, the school and its pupils.

What you can expect from the Trust

- A warm welcome and support from a knowledgeable Chair
- A 'buddy' who is an experienced governor or trustee
- Induction material, including tools and resources, to help you familiarise yourself with the role
- Access to training and development opportunities to help you in your role
- The information you need to ask the right questions at the right time
- Professional clerking and a contact point for questions.

What we expect from governors

- Commitment to prepare for and attend four committee meetings per year, in school, plus one trust-wide 'governance development' session every other year
- All governors to attend a minimum of one school visit/event each academic year
- If serving as a link governor, commitment to undertake two visits per academic year in school hours, preparing a short report of your findings to present to the next committee meeting
- If serving as a link governor, attend at least one meeting annually with the link governors from all the governing committees and the link trustee
- Completion of mandatory safeguarding training, declaration of relevant personal or business interests, DBS checks and adherence to the governance code of conduct
- Enthusiasm to participate in the school community and understand what life is like for pupils, and champion the school in the community
- A willingness to undertake additional training in your own time to support you in your role
- Readiness to remain impartial
- Ability to maintain confidentiality.

Parent governors

Parent governors help to support stakeholder engagement at a local level. Although you will bring a parental perspective to issues being discussed, your role is not to represent the parent body nor to act as a spokesperson. The role of a parent governor is no different to any other governor. You will work together as a group to:

- Monitor and review school performance
- Build relationships with senior staff to provide effective support and challenge
- Undertake termly visits to school to gain assurance that strategies are working
- Engage with pupils, staff, parents and the wider school community to understand their views.

Each governing committee has two parent governors. Any parent of a pupil currently on roll at the school can put themselves forward to be a parent governor. There is a short application form in which we ask you to share your skills, experience and motivation for becoming a governor. If you put yourself forward for the role, you would normally be invited to meet informally with the chair of governors and one or more trustees. This allows potential governors to understand our expectations of the role and to answer any questions you may have.

Once you have submitted your application, if there is only one eligible nomination, you will be nominated unopposed. If more than one eligible nomination is received, an election will be held. The parent body is the electorate. The winner will be the person who receives the most votes.

A term of office is usually for four years, renewable subject to eligibility.

As a parent governor, you can:

- Enhance children and young people's life chances by using your experience and skills to bring fresh perspectives to the committee
- Question executive teams to ensure pupils get the education they need to succeed
- Represent diverse voices and ensure that often-overlooked groups are included in discussions
- Contribute positively to your local community, and the wider communities where the academy trust operates
- Build professional networks and acquire new skills to further benefit yourself, the school and its pupils.

What you can expect from the Trust

- A warm welcome and support from a knowledgeable Chair
- Induction material, including tools and resources, to help you familiarise yourself with the role

- A 'buddy' who is an experienced governor or trustee
- Access to training and development opportunities to help you in your role
- The information you need to ask the right questions at the right time
- Professional clerking.

What we expect from governors

- Commitment to prepare for and attend four committee meetings per year, in school, plus one 'governance development' session every other year
- If serving as a link governor, commitment to undertake two visits per academic year in school hours, preparing a short report of your findings to present to the next committee meeting
- If serving as a link governor, attend at least one meeting annually with the link governors from all the governing committees and the link trustee
- Completion of mandatory safeguarding training, declaration of relevant personal or business interests, DBS checks, and adherence to the governance code of conduct
- Enthusiasm to participate in the school community and understand what life is like for pupils, e.g. attending assemblies, sports days.
- A willingness to undertake additional training, in your own time, to support you in your role
- Readiness to remain impartial
- Ability to maintain confidentiality.

Staff governors

Staff governors have first-hand knowledge of the school's day-to-day running and bring valuable professional knowledge to the governing committee. Becoming a governor offers staff members a range of professional development opportunities such as building leadership and evaluation skills and gaining knowledge of governance practice. It is not the role of staff governors to represent staff nor to act as a spokesperson. A staff governor cannot be the chair or vice chair of the committee. Staff advisors may take on link roles, but due to a potential conflict of interest, they would be expected to share the role with a community or parent governor.

Otherwise, the role of a staff governor is no different to any other governor. You will work together as a group to:

- Monitor and review school performance
- Build relationships with senior staff to provide effective support and challenge
- Engage with pupils, fellow staff, parents and the wider school community to understand their views.

Any member of staff can put their name forward to be a staff governor for their school's governing committee. There is a short application form in which we ask you to share your skills, experience and motivation for becoming a governor. If you put yourself forward for the role, you would normally be invited to meet informally with the chair of governors. This allows potential governors to understand our expectations of the role and to answer any questions you may have.

Once you have submitted your application, if there is only one eligible nomination, you will be elected unopposed. If more than one eligible nomination is received, an election will be held. The staff body is the electorate. The winner will be the person who receives the most votes.

A term of office is usually for four years, renewable subject to eligibility. Your term would end automatically upon cessation of employment at the school.

As a staff governor, you can:

- Enhance children and young people's life chances by using your experience and skills to bring fresh perspectives to the governing committee
- Share your valuable knowledge/understanding about the implementation of policies
- Question executive teams to ensure pupils get the education they need to succeed
- Represent diverse voices and ensure that often-overlooked groups are included in discussions
- Contribute positively to your local community, and the wider communities where the academy trust operates

- Build professional networks and acquire new skills to further benefit yourself, the academy and pupils.

What you can expect from the Trust

- A warm welcome and support from a knowledgeable Chair
- Induction material, including tools and resources, to help you familiarise yourself with the role
- A 'buddy' who is an experienced governor or trustee
- Access to training and development opportunities to help you in your role
- The information you need to ask the right questions at the right time
- Professional clerking.

What we expect from governors

- Commitment to prepare for and attend four committee meetings per year, in school, plus one 'governance development' session every other year
- Completion of mandatory safeguarding training for governors (in addition to your staff safeguarding training), declaration of relevant personal or business interests and adherence to the governance code of conduct
- If serving as a link governor, commitment to undertake two visits per academic year in school hours, preparing a short report of your findings to present to the next committee meeting
- If serving as a link governor, attend at least one meeting annually with the link governors from all the governing committees and the link trustee
- A willingness to undertake additional training, in your own time, to support you in your role
- Readiness to remain impartial
- Ability to maintain confidentiality.

PERSON SPECIFICATION

Academy Advisor



PERSONAL QUALITIES
Commitment to a voluntary role
Commitment to the ethos and values of Gosforth Group
Commitment to the education and welfare of children and young people
Commitment to equal opportunities and the promotion of diversity
Ability to scrutinise and evaluate whether the Trust is abiding by its charitable objects
Ability to make difficult decisions where necessary
Ability to work within a formal governance structure
Willingness to devote time, enthusiasm and effort to the duties and responsibilities of a Governor
Commitment to seeking and taking account of the views of stakeholders, e.g., parents, staff, and pupils
Respect for the work and views of other Governors, Trustees, Members, and staff
Willingness to make and stand by collective decisions, even if offering an alternative view during discussions
Ability to work as a team
APTITUDE AND SKILLS
Understanding and acceptance of the legal duties, responsibilities, and liabilities of being a Governor
Understanding and capacity to self-evaluate the performance of the Governing Committee to support the Board of Trustees in meeting its three core functions of ensuring clarity of vision, ethos, and strategic direction; holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of its staff; and overseeing the financial performance of the organisation and making sure its money is well spent
Ability to challenge current thinking, the method of governance and management of the Academy in a constructive manner and in the best interests of the Trust
Ability to evaluate and interpret management information and other data/evidence, including financial reports
Capacity to query and critique, and ask for evidence upon which to base considered judgements
Functional IT skills, including Microsoft Office and experience of, or willingness to learn how to use remote meeting software and online governance tools to access agenda, papers, and minutes of meetings