



## Governance Framework



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## Introduction

The Roseland Multi Academy Trust was formed in March 2016, formally bringing together three schools on the beautiful Roseland Peninsula to continue their already well established working relationship, helping them to achieve the ambition of improving student outcomes for the Roseland peninsula. Treviglas Academy was welcomed to the Trust in January 2019 and Falmouth School in September 2020.

Our Trust's vision to ensure everyone succeeds ensures we nurture, challenge and inspire all our students. Schools work collaboratively to share knowledge to provide all our children with the best possible education experience. This is supported by strong and effective governance.

The Trust's Board of Trustees is accountable in law for all the major decisions within the Trust. The three key principles of effective governance are:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and
- Overseeing the financial performance of the organisation and making sure its money is well spent,

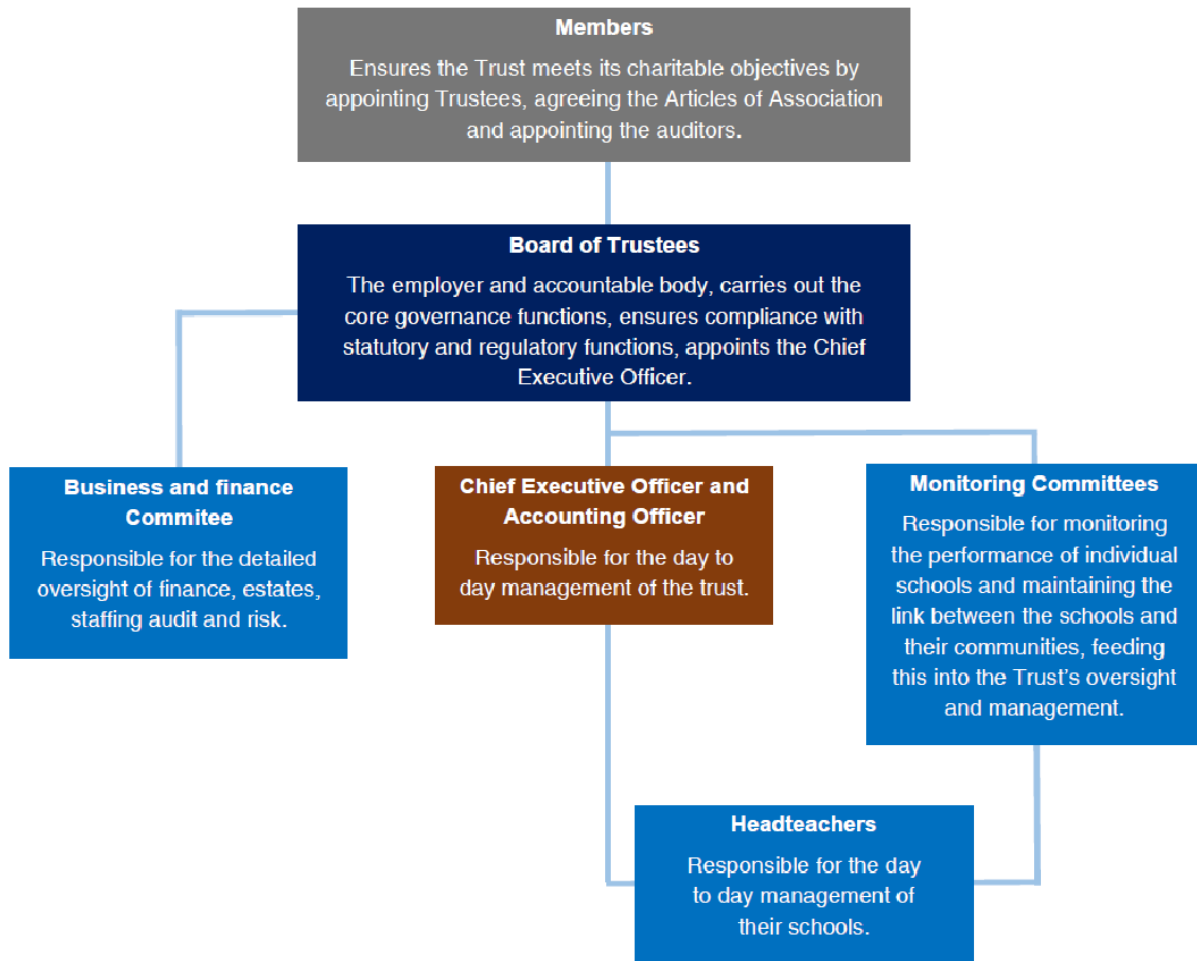
The Trust's principle governing document is the Articles of Association, which sets out the charitable purpose of the Trust, providing a framework for it to act within in compliance with company and charity law. Trustees and governors are also guided by DfE guidance including the Governance Handbook and the Academy Trust Handbook.

The Trust's Articles set the broad framework for governance within the Trust, but does not include the specific detail of our chosen governance structure and how the Board chooses to delegate its governance functions. Although the Board holds ultimately responsibility for the Trust's governance, they delegate some specific functions to the Board's Business and Finance Committee, to the Local Monitoring Committees, the Chief Executive Officer, the Chief Financial Officer and to the Headteachers. This document clearly sets out the Trust's Scheme of Delegation, demonstrating how these functions have been delegated.

A copy of the Articles of Association is available on the Trust's website or from the Governance Clerk.

This document may be reviewed at any time, but not less than annually and usually at the first Board meeting of the year. The Trust Board has the power to change the delegation at any time, however will consult with the relevant committees when doing so.

## Governance Organisational Chart



## Roles and responsibilities

### Members

#### **Constitution:**

In accordance with the Articles of Association.

#### **Core role:**

- To ensure the Trust achieves its charitable objectives.
- Approve amendments to the Articles of Association.
- Appoint and remove Trustees (Member Appointed Trustees only)
- Appoint the Trust's external auditors.
- Receive the annual report and accounts.
- Hold an Annual General Meeting and any other meetings as required.

### Trustees

#### **Constitution:**

In accordance with the Articles of Association.

#### **Core role:**

- 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). The terms 'trustees' and 'directors' can be used interchangeably, but The Roseland Multi Academy Trust choose to use the term Trustee.
- Trustees are responsible for the general control and management of the Trust, and in accordance with the provisions set out in its Memorandum and Articles of Association and its funding agreements are legally accountable for all statutory functions and for the performance of all the schools within the Trust; they do this by carrying out the four core functions of governance:
  - Overseeing the financial performance of the school and making sure its money is well spent,
  - Holding the Headteacher to account for the educational performance of the school and its pupils,
  - Ensuring clarity of vision, ethos and strategic direction,
  - Ensuring the voices of stakeholders are heard.
- Accountable to the Members, the Secretary of State for Education and the wider community for the quality of education received by all students in the Trust and for the expenditure of public money.
- To ensure systems are in place through which they can assure themselves of the quality, safety and good practice of the affairs of the Trust.
- To take an active interest in all the schools and not restrict their involvement to attending Board meetings.
- Abide by the Board's Code of Practice, as set out in [appendix](#)

### The role of the Chief Executive Officer:

- The Chief executive Officer (CEO) is not a Trustee but has the day-to-day management of the Trust delegated to them by the Trust Board. They are line managed by a committee of the Board who is supported by an External Advisor, in line with the Trust's Performance Management policy.
- The CEO is the Accounting Officer and so is not only responsible for the performance of the Trust as a whole, but has a personal responsibility to parliament for the regularity, propriety and value for money, and for assuring the Board about compliance with the funding agreements and the Academies Financial Handbook.
- The CEO will be responsible for the leadership and management of the Executive Leadership Team and will report to the Trust Board and its committees.

### The role of Headteachers:

- The CEO has delegated the day-to-day operational management of the Trust's schools to the Headteachers, who the CEO line manages in accordance with the Trust's appraisal and performance management policies.

- Headteachers share information about how the school is performing with the Monitoring Committees so that committee members can build an understanding about how the schools operate and are able to monitor and scrutinise how key policies and improvement plans are working in practice.

### **The role of the Chair and Vice Chair of the Board:**

The Chair, with the support from the Vice-Chair, is responsible for ensuring the effective functioning of the Board. The Chair serves a 1-year term of office, with re-election taking place at the first meeting of each year. It is not recommended that any Chair serves more than three consecutive years as Chair and this will be avoided wherever possible.

#### **Key roles**

- provide clear leadership and direction to the board, keeping it focused on its core functions;
- enable meetings to run efficiently, staying focused on the agenda and strategic objectives and allowing all Trustees to contribute;
- build positive relationships with the Executive Head, Headteachers, senior leaders and governance clerk;
- encourage Trustees to work as part of an effective team, building their skills, knowledge and experience;
- ensure all trustees are actively contributing relevant skills and experience, participating constructively in meetings and playing their part in the work of any committees;
- ensure every Trustee knows what is expected of them and receives appropriate training and induction. It is for the Chair to have honest conversations, as necessary, with ineffective Trustees;
- Be a critical friend to the Executive Headteacher.

#### **Board meetings**

- Consult with the Executive Headteacher and Governance Clerk to plan the agenda.
- Confirm that follow-up action agreed at the previous meeting has been taken.
- Agree deadlines for papers to go out in advance.
- Check the minutes of the last meeting and note 'matters arising'.
- Work out a rough timetable for the agenda with the Governance Clerk.
- Start the meeting on time, introduce and welcome any new Trustees or visitors.
- Be prepared to move the meeting on.
- Be clear about items that can be referred or delegated.
- Summarise the arguments that come up in discussions.
- Formally close the meeting when business is completed.
- Meetings must be conducted in an atmosphere of mutual trust and respect between the Chair and Chief Executive Officer.

#### **Skills**

- Strategic thinking.
- Ability to lead the board and executive leaders.
- Ability to develop and preserve an organisation's characteristics and culture.
- Ability to facilitate difficult decision-making and manage expectations whilst doing so.
- Ability to communicate effectively with stakeholders and perform a public role in attending public events with the executive leaders.
- Time management skills.

These roles and skills should be balanced between the Chair and Vice Chair and can be divided according to individual skills sets.

## Link Governors

*(Put in paragraph to explain the role of monitoring)*

### **The link local monitoring governors or trustee for Health and Safety will:**

- Make sure the Trust's health and safety policy and each individual school's health and safety policies are up-to-date, meet best practice, reflect legislation and each school's circumstances.
- Make sure that staff within each school know where to find the school's risk assessments and that these are up to date and carried out for all the relevant areas.
- Check each school's record of accidents and near misses to look for any patterns which could cause concern.
- Make sure accidents are investigated and steps are taken to avoid them happening again.
- Ensure an emergency plan is in place for each school;
- Ensure names and work locations of first aiders and first aid boxes are displayed through the school;
- Make sure processes are in place to ensure health and safety checks are carried out (for example, fire alarm tests).
- Attend any relevant training for health and safety link governors;
- Report back to the Trust Board about health and safety issues and developments

The link trustee will **not** conduct any health and safety checks themselves.

### **The link local monitoring governors and trustee for Safeguarding will:**

- Make sure the local governing board has suitable and up-to-date policies for:
  - Child protection;
  - Staff code of conduct/staff behaviour;
  - Handling allegations against staff and volunteers.
- Monitor the school's safeguarding systems and procedures.
- Ensure the school has appropriate safeguarding responses to children who go missing from education.
- Ensure the school has appropriate online filters and monitoring systems in place.
- Make sure the school has appointed a designated safeguarding lead (DSL).
- Make sure the DSL has sufficient time, resources and training to carry out their role effectively.
- Make sure the school has appointed a designated teacher to promote the educational achievement of looked after children, and that this person has appropriate training.
- Ensure the curriculum covers safeguarding, including online safety.
- Keep up to date with statutory guidance relating to safeguarding and child protection and any advice issued by the relevant safeguarding partners.
- Update the local governing board on how the monitoring is going.
- Make sure that checks to the single central record (SCR) are happening but not carried out by them.
- Meet regularly with the DSL to monitor that the school's policy and procedures are effective and all staff and governors have had the appropriate level of training.
- Encourage other members of the board to develop their understanding of their safeguarding responsibilities.
- Attend training for safeguarding link governors.

The link governor will **not**:

- Deal with specific safeguarding incidents, but will be notified when they happen in general terms by school leaders;
- Produce a safeguarding report to the board or monitoring committees (this is done by the Headteachers or DSLs).

### **The link local monitoring governors for SEND will understand:**

- The local governing board's responsibilities under the special educational needs and disability (SEND) Code of Practice.
- The different special educational needs represented at the school.
- The local and national policy context for SEND.
- Attend training on the role of the SEND link governor, as appropriate.

**They will make sure their schools:**

- Make the necessary special educational provision for any pupil with SEND.
- Meet the needs of pupils with SEND.
- Make reasonable adjustments in line with the Equality Act 2010.
- Ensure that all pupils with SEND join in with the everyday activities of the school together with the children without SEND.
- Have appointed a SENDCO and they have received appropriate training.
- Have a suitable and up-to-date SEND information report and policy which is published on the website.

They will meet the SENDCO on a termly basis to monitor:

- All aspects of SEND provision.
- The school's use of its SEND budget and resources.
- The progress of pupils with SEND.

They will report to the governing board on the monitoring work carried out, ensuring that the board:

- Is up to date about issues related to SEND.
- Considers SEND in any budget discussions.
- Asks challenging questions about the school's SEND provision and strategies.

**The link local monitoring governors for Careers will:**

- Ensure that the independent careers guidance provided:
  - Is presented in an impartial manner,
  - Includes information on the range of education or training options, including apprenticeships and other vocational pathways,
  - Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.
- Support the member of staff at each school who has responsibility for careers guidance by arranging regular meetings.
- Report back to the local monitoring committee on how the school's careers guidance is contributing to the school's strategic priorities.
- Report back to the local monitoring committee on how the school's careers guidance is contributing to student's learning.
- Monitor partnerships with local businesses.



## Scheme of Delegation

<b>Reading the grid</b>
✓- governance function and decision making is at this level
C - to be consulted prior to decision being made
Note: Decisions delegated to the trust board may be delegated to a board committee but not the CEO, Monitoring Committee or Headteachers

Governance function		Members	Trust Board	CEO	CFO	Monitoring Committees	Headteachers
People	Appointment/removal of Members	✓					
	Appointment/removal of Trustees	✓	✓				
	Appoint and remove Trustee appointed Monitoring Committee Governors		✓				
	Appoint and remove Board Committee Chairs		✓				
	Appoint and remove named Safeguarding Trustee		✓				
	Appoint and remove Local Monitoring Committee chairs		✓				
	Appoint and remove Governance Clerk		✓				
	Appoint and remove Local Monitoring Committee Clerks		✓			✓	
Systems and structures	Review and agree the Articles of Association	✓					
	Establish and review annually the governance structure for the Trust		✓				
	Review and agree annually the Terms of Reference and Scheme of Delegation		✓				
	Review and agree the annual schedule of governance business		✓			✓	
	Complete a self-review annually		✓			✓	
	Periodical 360° review of the Chair's performance		✓				
Monitoring	Monitor the impact of the curriculum on student outcomes, ensuring appropriate support and challenge is in place to deliver agreed outcomes					✓	✓
	Review student outcomes for the previous year's external assessments and exams	✓	✓	✓		✓	✓
	Monitor the impact of additional funding streams on the outcomes for students, eg. Pupil Premium, Sports Premium, Catch-up					✓	✓
	Monitoring and reviewing progress towards the School Improvement Plan					✓	✓

	Monitoring and reviewing progress towards the Trust Improvement Plan (MIP)		✓	✓			✓
Reporting	Ensure governance arrangements are published on the Trust and schools' websites		✓				✓
	Submit to Members and publish an Annual Report on the performance of the Trust		✓			C	
	Submit to Members annual self-review and periodic external reviews of Board and committee effectiveness		✓			C	
	Publish and submit to the Board an annual report of Local Governance					✓	
	submit to Members and Companies House the Annual report and accounts		✓		C		
	Submit required reports and returns to the ESFA		✓		C		
Being strategic	Determine the Trust's vision and key strategic priorities		✓	C			
	Determine and approve trust wide policies which reflect the Trust's ethos and values, in accordance with the policy schedule		✓	C			
	Determine and approve school level policies which reflect the Trust's ethos and values, in accordance with their policy schedules					✓	C
	Establish, review and monitor the Risk Register		✓	✓	✓		✓
	Engage with stakeholders		✓	✓		✓	✓
	Determine the schools' vision and key priorities			✓		✓	✓
	Appoint and dismiss the Chief Executive Officer		✓				
	Appoint and dismiss the Accounting Officers		✓				
	Appoint and dismiss the Headteachers		C	✓		C	
	Agree a budget plan to support the delivery of Trust key priorities		✓	C	C		
	Agree a budget plan to support delivery of schools' key priorities		✓	C	C		C
	Agree a Trust wide staffing structure		✓	C			
	Appointments within the Trust staffing structure			✓			✓
Appointments outside the Trust staffing structure		✓	C	C		C	
Holding to account	Agree internal auditing arrangements to ensure compliance with the Academies Financial Handbook		✓	C	C		
	Agree reporting arrangements to enable monitoring of progress of key priorities		✓	C	C		
	Undertake Performance Management of the Chief Executive Officer		✓				
	Undertake Performance Management of the Headteachers			✓			

Financial oversight	Appointment of external auditors	✓			C		
	Appointment of Chief Financial Officer		✓	C			
	Approve the Trust's scheme of financial delegation		✓	C	C		
	Receive and respond to the external auditors' report		✓				
	Review of CEO pay ranges		✓				
	Review of Headteachers' salary ranges			✓			
	Review and agree staff appraisal procedure and pay progression		✓	C			C
	Ensure robustness of benchmarking and Trust wide value for money			✓	C		
	Agree reporting of budget monitoring		✓		C		

## Terms of Reference

### The Members

#### Membership:

As defined within the Articles of Association. At any time there must be no less than three Members however the Members will aim to have five Members in position at all times.

#### Meetings:

Members must hold an Annual General Meeting and may meet additionally as required. Agenda and documents will be circulated no less than 7 calendar days prior to the meeting, except for meetings called at short notice in unavoidable circumstances. Meetings to be clerked by the Governance Clerk, or other suitable person in their absence.

#### Quorum at meetings:

A minimum of three Members, either in person or joining remotely.

#### Reporting:

Minutes to be available to the Trust Board.

### The Trust Board

#### Membership:

As defined within the Trust's Articles of Association. The CEO, CFO and HR Manager will attend these meetings in a reporting and advisory capacity. Headteachers may attend by invitation to advise on specific items relevant to their schools.

#### Meetings

Meetings to be held on a half-termly basis, and additionally as required. Agenda and meeting documents will be circulated no less than 7 calendar days prior to the meeting, except for meetings called at short notice in unavoidable circumstances. Meetings to be clerked by the Governance Clerk, or other suitable person in their absence.

#### Quorum

A minimum of three Trustees, either in person or joining remotely.

#### Reporting

Minutes to be circulated no more than 14 days after the meeting, and reviewed at the subsequent scheduled Trust Board meeting.

### Business and Finance Committee

#### Membership:

A minimum of three Trustees. The CEO, CFO and HR Manager will attend these meetings in a reporting and advisory capacity. Headteachers may attend by invitation to advise on specific items relevant to their schools.

#### Meetings:

Five meetings a year; one in the autumn term, two in the spring term and two in the summer term. Additional meetings may be called by the Governance Clerk as necessary. Agendas and documents will be circulated no less than 7 calendar days prior to the meeting, except for meetings called at short notice in unavoidable circumstances. Meetings to be clerked by the Governance Clerk, or other suitable person in their absence.

#### Quorum:

A minimum of three Trustees, either in person or joining remotely. All decisions will be determined by a majority vote of the committee members present either in person or remotely. The committee recognise that at times decisions need to be made urgently outside scheduled meetings. In such circumstances, the committee may make

decisions via email, decided on a majority vote. All email decisions will be minuted at the subsequent committee meeting.

#### Reporting:

Minutes to be submitted to the next scheduled Trust Board meeting. Confidential items may remain confidential to the committee as appropriate.

#### Functions:

The Business and Finance Committee is a committee of the Trust Board with delegated responsibility for four key areas: finance, premises, personnel and audit across the Trust. The committee encompasses the work of an audit and risk committee as defined by the Academies Financial Handbook.

The Board delegate to this committee the following functions:

- **Audit and Risk:**
  - Review the risk register to ensure that risks are being addressed appropriately through internal scrutiny.
  - Direct the Trust's programme of internal scrutiny of financial and non-financial controls and risk management, ensuring that a programme of work is agreed annually, including who will perform the work, which is in accordance with the requirements of the Academies Financial Handbook.
  - Consider internal audit reports throughout the year, monitoring progress of recommendations.
  - Receive and challenge the annual external audit and make a recommendation to the Full Board.
  - Ensure accuracy of funding information submitted to the DfE and ESFA.
  - Consider and recommend to the Full Board the annual budgets taking into account the Schools' and Trust's Improvement Plans.
  - Regularly monitor income and expenditure against budgets, including reporting of any significant budget amendments.
  - To contribute to the formulation of the Trust's strategic plan and risk register.
  - Approve financial transactions in accordance with the Financial Scheme of Delegation. Delegated authority to consider and approve Trust expenditure up to £50,000 and all outsourced contracts up to 5 years in length of a value up to £500,000.
  - Prepare the annual Trustees' Report for the audited accounts.
  - Establish and maintain a three-year financial plan, taking into account the Schools' and Trust's Improvement Plans, roll projections and signals from central government regarding future year's budgets.
  - Consider and approve Service Level Agreements within the committee's delegated limits.
- **Ensure sound management of the Trust's premises and plan for the future maintenance and development of the estates:**
  - Review, update and ensure compliance with Trust premises policies in accordance with the policy review schedule.
  - Monitor usage, condition and adequacy of the Trust's land and buildings.
  - Receive Health and Safety reports for all premises across the Trust and monitor progress towards actions.
  - Consider and recommend to the Board major building and maintenance projects, up to £50,000, or in line with the committee's delegated limits.
  - Consider and approve Condition Improvement Fund contracts, within the scope of agreed funding criteria.
  - Establish specific project committees as necessary to oversee works on significant capital projects.
- **Review and plan staffing with due regard to financial aspects:**
  - Review, update and ensure compliance with Trust employment policies in accordance with the policy review schedule.
  - Establish and keep under review the staffing structures across the Trust to ensure the schools are sufficiently staffed to meet the needs of the schools' improvement plans, with delegated authority to approve changes and report to the full Board.
  - Review and approve support staff salary structures.

- Review and approve annual staff inflationary pay awards.
- Oversee any process which may lead to staff redundancies.
- Ensure all recruitment and staffing procedures comply with equalities legislation.
- Ensure all recruitment procedures comply with safer recruitment practices.

## Local Monitoring Committees

### **Membership**

- Up to 3 parent governors,
- Up to 2 staff governors,
- Up to 4 community governors,
- Any number of Trustee appointed governors.

The Trust Board will be notified of the Chair election result. The Trustees retain the authority to remove the Chair from post and make their own appointment should they feel it necessary. Trustees will not occupy a dual role, and will not sit as Local Monitoring Governors as well as Trustees. The relevant Headteachers will attend in an advisory capacity.

### **Meetings**

Four meetings a year, two in the autumn term, one in the spring term and one in the summer term.

### **Quorum**

A minimum of three committee members.

### **Reporting**

Minutes to be circulated no more than 14 days after the meeting, and reviewed at the subsequent scheduled Local Monitoring Committee meeting. Minutes to be submitted to the Trust Board within three weeks of the meeting.

### **Functions**

Local Monitoring Committees are responsible for maintaining the link between the Trust and its communities, and feeding back into the Trust's oversight and management of the schools. The Board delegates to them the following functions:

- **Monitor the culture and progress of the schools by:**
  - Working collaboratively with the Trust and its stakeholders to develop and understand the Trust's vision for each school and understanding how this is realised at school level.
  - Knowing the Trust's values and becoming familiar with key policies, understanding and monitoring how these work in practice so that they create a healthy culture for all.
  - Scrutinising the schools' progress towards achieving their School Improvement Plans.
  - Scrutinising student outcomes.
  - Visiting the school during the school day to carry out monitoring visits and attending events.
  - Ensuring the environment is fit for purpose and enhances the children's learning and supports staff in their work.
  - Act as a sounding board for the Headteachers as they plan the future development of the schools, offering challenging but positive and proactive support.
  - Monitor the implementation of plans, ensuring that the schools' ethos remains at the heart of all decisions.
- **Being the link with parents and the community by:**
  - Building relationships with the student voice, and identifying actions to the committee or Board.
  - Building a knowledge of parents' views and the community context.
  - Ensuring that Trustees and the Chief Executive Officer are aware of parents' and the community's views.

- Championing the work of the Trust and schools within the community

## Performance and Remuneration Committee

### **Membership**

A minimum of three Trustees who do not sit on the CEO's Performance and Remuneration Committee. The CEO will attend and the Headteachers will be in attendance where relevant. The clerk will convene and minute meetings.

### **Meetings**

Take place during the autumn term as required and at any other time as may be required.

### **Quorum**

A minimum of three committee members.

### **Reporting**

Minutes to be kept confidential within the committee. Summary of decision to be reported to the Trust Board at the next meeting.

### **Functions**

The committee must ensure that all decisions are made transparently, based on evidence, and are part of a robust performance management cycle which follows statutory guidance and Trust policies. Recommendations of the Headteachers and Chief Executive Officer should not be overturned unless it is felt that they do not follow due process or there is insufficient evidence to support the recommendations. The committee will report their decisions to the Trust Board. The committee will make a recommendation for the pay progression of the Chief Executive Officer to the Board. Details of all decisions must remain confidential and the Trust Board should not question the decisions unless they feel that due process or statutory guidance has not been followed.

- **The Headteachers must report on all performance and remuneration decisions including:**
  - An anonymised report showing all successful and unsuccessful members of staff with regard to Performance Management.
  - Anonymised recommendations for progression and for not progressing along the Main, Upper, Leadership and Support Staff pay scales.
  - Recommendations for Recruitment and Retention allowances and Honoraria payments.
  - Making all paperwork available for scrutiny by the committee.
- **The Chief Executive Officer must report on all performance management and remuneration decisions for the Headteachers.**
  - An anonymised report showing all successful and unsuccessful Headteachers with regard to Performance Management.
  - Anonymised recommendations for progression and for not progressing along the Leadership pay scale.
  - Recommendations for Recruitment and Retention allowances and Honoraria payments.
  - Making all paperwork available for scrutiny by the committee.
- **The Chief Executive Officer's Performance and Remuneration Committee must report their performance management and remuneration decision for the Chief Executive Officer, including:**
  - A summary of the Chief Executive Officer's performance against their performance management targets.
  - A recommendation for progressing or for not progressing along their Leadership salary pay range.
  - Any recommendations for Recruitment and Retention allowance and Honoraria payments.
- **The committee's aims are to:**
  - Achieve the aims of the Pay policy and Performance Management policy in a fair and equitable manner.
  - Apply the criteria set by the Pay policy in determining the pay of each member of staff at the annual review.
  - Observe all statutory and contractual obligations.



- Minute clearly the challenge to the Headteachers and Chief Executive Officer and the reasons for all decisions and report the fact of these decisions to the next termly meeting of the Trust Board.
- Keep abreast of relevant developments, and advise the Trust Board when the Trust's Pay policy or Performance Management policy need to be revised.
- Work with the Chief Executive Officer to ensure the Trust Board complies with the Appraisal Regulations 2012 (teachers).

## **Chief Executive Officer's Performance and Remuneration Committee**

### **Membership**

A minimum of three Trustees who do not sit on the Performance and Remuneration Committee. An External Advisor, who should not serve more than three years in such capacity, will support the Committee.

### **Quorum**

A minimum of three committee members.

### **Meetings**

To take place during the autumn term, and at any other time during the year as required.

### **Reporting**

Minutes to be kept confidential within the committee. Summary of decision to be reported to the Performance and Remuneration Committee.

### **Functions**

The committee will, in collaboration with the Chief Executive Officer and External Advisor, review the Chief Executive Officer's previous year's performance against their performance management targets and make a recommendation to the Performance and Remuneration Committee, that the Chief Executive Officer has either met their objectives in full, part or not at all. All decisions will be made transparently, based on evidence, and as are part of a robust performance management cycle which follows statutory guidance and Trust policies. All committee recommendations will be taken forward to the Performance and Remuneration Committee for approval.

The Committee will, in collaboration with the Chief Executive Officer, set their targets for the coming year, ensuring that all targets follow the guidance set out in the Trust's Performance Management policy.

## **Student or Staff Disciplinary/ Capability/ Complaints/ Grievance Committees**

### **Membership**

A minimum of three Trustees with no prior knowledge of the case to be considered.

### **Meetings**

To be convened as required in accordance with the relevant statutory guidance or internal policy. Meeting to be clerked by the Governance Clerk, or other suitable member of staff in their absence.

### **Quorum**

Three Trustees, either in person or joining remotely.

### **Reporting**

Minutes to be kept confidential to the committee and its attendees.

### **Function**

To consider and review the relevant process leading to a decision by the Headteacher or Chief Executive Officer, in line with current statutory DfE guidance or the Trust/school's relevant policy.

## **Performance and Remuneration Appeals' Committee**

### **Membership**

A minimum of three Trustees who do not sit on the Performance and Remuneration Committee or the Chief Executive Officer's Performance and Remuneration Committee. The Committee may have no fewer members than any of the above committees, and no members can have any prior involvement or pecuniary interests in the case.

### **Meetings**

To take place as required.

### **Quorum**

A minimum of three committee members.

### **Reporting**

Minutes to be kept confidential within the committee. Meeting to be clerked by the Governance Clerk, or a suitable person in their absence.

### **Functions**

This Committee will consider all appeals against performance and pay or salary grading.

All members of staff shall have the right to appeal against decisions of the Performance and Remuneration Committee to the Performance and Remuneration Appeals' Committee. The process for submitting an appeal is set out in the Pay policy and shall be followed in such circumstances. Such appeals shall be made in writing to the Governance Clerk, stating the basis of the appeal, within ten school working days of receipt of notification of the decision from the Performance and Remuneration Committee. Appeals will normally be heard within twenty school days of receipt of the request. Members of staff are entitled to be accompanied and supported by either a workplace colleague or a recognised trade union representative.

At the meeting of the Performance and Remuneration Appeals Committee, the member of staff may present their case in writing and/or orally. The employee may call witnesses and/or present documents in support of their case. The school's case will be presented by the Headteacher or nominated senior member of staff.

Performance and remuneration appeal decisions are final and binding on both parties and may not be reopened under grievance procedures. Grievance procedures should not be used for appeals against performance and remuneration decisions.

The Performance and Remuneration Appeal Committee's decision will be confirmed in writing within five school days of the hearing. The Committee's decision shall be final.

## Meeting schedules

Trust Board					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Business:</b> Elect Chair and Vice Chair. Complete/sign annual declarations. Review expiring terms of office over the year. Confirm previous meeting minutes. Confirm strategy for achieving the vision over the coming 12 months, including School Improvement Plans and MAT Improvement Plan.</p>	<p><b>Business:</b> Declare conflicts. Confirm previous minutes Review Risk Register. Review policies.</p>	<p><b>Business:</b> Declare conflicts Confirm previous minutes Review Risk Register Review policies</p>	<p><b>Business:</b> Declare conflicts Confirm previous minutes Review Risk Register Review policies</p>	<p><b>Business:</b> Declare conflicts Confirm previous minutes Review Risk Register Review policies</p>	<p><b>Business:</b> Declare conflicts Confirm previous minutes Review Risk Register Review policies Review Governance Framework. Review committee membership.</p>
<p><b>Reporting:</b> CEO report on initial analysis of data outcomes.</p>	<p><b>Reporting:</b> CEO Termly Report. Review audit and approve annual accounts. Review committee minutes and reports.</p>	<p><b>Reporting:</b> CEO report on:</p> <ul style="list-style-type: none"> <li>▪ Benchmarked validated performance data against national and local data</li> <li>▪ Progress towards meeting KPIs.</li> </ul>	<p><b>Reporting:</b> CEO Termly Report Review committee minutes and reports.</p>	<p><b>Reporting:</b> CEO report on:</p> <ul style="list-style-type: none"> <li>▪ Mid-year progress towards meeting targets/KPIs, budget and staffing.</li> <li>▪ Stakeholder survey results.</li> </ul>	<p><b>Reporting:</b> CEO Termly Report. CEO report on: End year progress Review of strategy and its support in achieving the vision. Propose targets/KPIs for following year(s) How budget and staffing will support strategy. Review committee minutes and reports.</p>
<p><b>Monitoring:</b> Consider MAT Improvement Plan and determine Trustee monitoring schedule. Confirm additional Trustee monitoring roles.</p>	<p><b>Monitoring:</b> MIP Day reports, Trustee monitoring reports and Local Monitoring Governor reports.</p>	<p><b>Monitoring:</b> MIP Day reports, Trustee monitoring reports and Local Monitoring Governor reports.</p>	<p><b>Monitoring:</b> MIP Day reports, Trustee monitoring reports and Local Monitoring Governor reports.</p>	<p><b>Monitoring:</b> MIP Day reports, Trustee monitoring reports and Local Monitoring Governor reports.</p>	<p><b>Monitoring:</b> MIP Day reports, Trustee monitoring reports and Local Monitoring Governor reports. Review monitoring arrangements and their effectiveness and consider strategy for the following year.</p>
<p><b>Building knowledge:</b> Review individual School Improvement Plans.</p>	<p><b>Building knowledge:</b> <i>CEO to lead on: Review of the school's SWOT, its vision and ethos, key priorities for achieving the vision, areas of risk</i></p>	<p><b>Building knowledge:</b> <i>Middle Leader to present on a curriculum area.</i></p>	<p><b>Building knowledge:</b> <i>Middle Leader to present on a curriculum area.</i></p>	<p><b>Building knowledge:</b> <i>CEO to lead on: Review of the school's SWOT, its vision and ethos, key priorities for achieving the vision, areas of risk</i></p>	<p><b>Building knowledge:</b> <i>Middle Leader to present on a curriculum area.</i></p>

## Business and Finance Committee

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Business:</b> Elect a chair. Declare conflicts. Confirm previous minutes.</p>	<p><b>Business:</b> Declare conflicts. Confirm previous minutes.</p>	<p><b>Business:</b> Declare conflicts. Confirm previous minutes.</p>	<p><b>Business:</b> Declare conflicts. Confirm previous minutes.</p>	<p><b>Business:</b> Declare conflicts. Confirm previous minutes.</p>
	<p><b>Reporting:</b></p> <ul style="list-style-type: none"> <li>▪ Management accounts</li> <li>▪ Staffing</li> <li>▪ Premises</li> <li>▪ Health and safety</li> <li>▪ Finance</li> <li>▪ Internal audit report.</li> </ul> <p>Review policies. Receive audit and annual accounts.</p>	<p><b>Reporting:</b></p> <ul style="list-style-type: none"> <li>▪ Management accounts</li> <li>▪ Staffing</li> <li>▪ Premises</li> <li>▪ Health and safety</li> <li>▪ Finance</li> </ul> <p>Review policies.</p>	<p><b>Reporting:</b></p> <ul style="list-style-type: none"> <li>▪ Management accounts</li> <li>▪ Staffing</li> <li>▪ Premises</li> <li>▪ Health and safety</li> <li>▪ Finance</li> <li>▪ Internal audit report.</li> </ul> <p>Review policies.</p>	<p><b>Reporting:</b></p> <ul style="list-style-type: none"> <li>▪ Management accounts</li> <li>▪ Staffing</li> <li>▪ Premises</li> <li>▪ Health and safety</li> <li>▪ Finance</li> </ul> <p>Consider budgets. Review policies.</p>	<p><b>Reporting:</b></p> <ul style="list-style-type: none"> <li>▪ Management accounts</li> <li>▪ Staffing</li> <li>▪ Premises</li> <li>▪ Health and safety</li> <li>▪ Finance</li> <li>▪ Internal audit report.</li> </ul> <p>Review policies.</p>

## Local Monitoring Committees

Autumn 1 (early Sept)	Autumn 2 (late in term)	Spring (mid term)	Summer (late in term)
<p><b>Business:</b> Elect Chair. Review expiring terms of office over the year. Complete/sign annual declarations. Declare conflicts. Confirm previous minutes. Review School Improvement Plans.</p>	<p><b>Business:</b> Declare conflicts. Confirm previous minutes.</p>	<p><b>Business:</b> Declare conflicts. Confirm previous minutes.</p>	<p><b>Business:</b> Declare conflicts. Confirm previous minutes.</p>
<p><b>Reporting:</b> Headteachers report on:</p> <ul style="list-style-type: none"> <li>▪ Initial analysis of public examination results against targets</li> <li>▪ Curriculum plans for the year.</li> <li>▪ Overview update on operational matters (staffing, premises)</li> <li>▪ Confirm strategy for achieving the vision.</li> </ul>	<p><b>Reporting:</b> Headteachers report on:</p> <ul style="list-style-type: none"> <li>▪ Benchmarked validated performance data against national and local figures (when available),</li> <li>▪ Internal progress data.</li> <li>▪ Pupil Premium</li> </ul> <p>School Improvement Partner report.</p>	<p><b>Reporting:</b> Headteachers report on:</p> <ul style="list-style-type: none"> <li>▪ Benchmarked validated performance data against national and local figures (when available),</li> <li>▪ Internal progress data towards meeting targets.</li> <li>▪ Stakeholder survey results.</li> </ul> <p>School Improvement Partner report.</p>	<p><b>Reporting:</b> Headteachers report on:</p> <ul style="list-style-type: none"> <li>▪ End of year progress data.</li> </ul> <p>Review of strategy and if it supports the achievement of the vision. School Improvement Partner report.</p>
<p><b>Monitoring:</b> Consider relevant School Improvement Plans and determine governor monitoring schedule. Confirm additional governor monitoring roles.</p>	<p><b>Monitoring:</b> Committee members to report on monitoring visits.</p>	<p><b>Monitoring:</b> Committee members to report on monitoring visits.</p>	<p><b>Monitoring:</b> Review monitoring arrangements and their effectiveness and begin thinking about strategy for the following year.</p>
<p><b>Community:</b> Determine engagement strategy with all key stakeholders.</p>	<p><b>Community:</b> Report on community engagement</p>	<p><b>Community:</b> Report on community engagement</p>	<p><b>Community:</b> Review community engagement and effectiveness, plan strategy for following year</p>
<p><b>Building knowledge:</b> Gain an understanding of pupil attainment and progress and performance targets for the year, and how these will be measured.</p>	<p><b>Building knowledge:</b> Leadership Teams to present on a curriculum area.</p>	<p><b>Building knowledge:</b> <i>Headteacher to lead on: Review of the school's SWOTs, its vision and ethos, key priorities for achieving the vision, areas of risk.</i></p>	<p><b>Building knowledge:</b> Leadership Teams to present curriculum plans for the following year.</p>
<p><b>Training and CPD:</b> Identify training needs and plan delivery.</p>	<p>Training and CPD ongoing, in partnership with the Trust Board.</p>		