



QUEST TRUST

Supporting Young People from
Early Years to Employment



QUEST Trust

GOVERNANCE HANDBOOK

Edition 2

Adopted: March 25

Reviewed: July 26

Next Review: July 27

Responsible: Board of Trustees



Contents

Introduction from the Chair of Trustees	4
Introduction to QUEST from the CEO	5
Trust Governance Arrangements.....	6
Roles and responsibilities	14
Meeting Guidance	17
Terms of Reference RAR Committee	18
Terms of Reference People Committee	19
Terms of Reference Educational Standards Committee	20
Terms of Reference Pay & Remuneration Committee	21
Terms of Reference Performance Management Committee	22
Terms of Reference Local Governing Boards	24
Terms of Reference Ad Hoc Committees	27
Model Board of Trustees Meeting Agenda.....	32
Model LGB Meeting Agenda.....	34
Resources, Audit and Risk Committee Annual Plan.....	36
People Committee Annual Plan.....	37
Educational Standards Committee Annual Plan	38
Pay and Remuneration Committee Annual Plan	39
Board of Trustees Annual Plan	39
Local Governing Board (LGB) Meetings Annual Plan.....	39
Chair of Committee Report to the Trust Board.....	40
Chair of Local Governing Board Report to the Trust Board.....	41
Chair of Trust Board report to LGBs.....	42
Code of Conduct for Trustees and Governors	43
Trustee and LGB Governor Training Plan	46
Effective Meetings Guidance	48
Meeting Schedule 2024-2025	50
Visits to Schools – Guidance for Trustees and Governors	51
Appendix 2 Trustee/School Governor Visit Report.....	53
Procedure for Electing a Chair/Vice-Chair of Trust Board, Committees and/or School Local Governing Boards	54
Election of Parent / Carer Governors to Local Governing Boards.....	55
Election of Parent/Carer Governor.....	56
Model Letters, Forms and Ballot Papers.....	57
Model Parent/Carer Election Nomination Form	59
Model Parent/Carer Ballot Letter and Ballot Form.....	60
Parent/Carer Governor Election Model Ballot Paper	61
Process for the removal of Trustees and LGB Governors	62
Scheme of Delegation Framework	64
Glossary of Terms	91



Introduction from the Chair of Trustees



Dear Trustees and Governors

I'm pleased to be able to introduce our Governance Handbook that clarifies the governance arrangements that operate within QUEST.

These procedures have evolved since the Trust was established. From the outset the Trustees' aspirations had been to create an organisation that brought the benefits of collaboration in the provision of common services whilst retaining the potential to determine local solutions to the improved educational outcomes of our students.

The thorough nature of this Handbook means that it is substantial, but it is divided into sections to ease navigation through the document. All aspects of governance that concern each structure within our organisation have been included. The inclusion of standardised annual plans, formats for reports from Trustees and Governors on the outcome of their visits to schools, the Trust's Scheme of Delegation and clear communication templates between all levels of the Trust have been included to support the work of the Trust and its schools.

This handbook sets out a structure that should meet the needs of the Trust as it grows, giving assurance to prospective academies as to the degree of autonomy that they retain and also the potential ways in which they can effect change on the manner in which the Trust operates.

As this is a 'live' document, we would be pleased to receive suggestions from you and our external governance audits, on ways in which it can be enhanced to reflect changes in our organisation over the coming years.

Yours sincerely

Dr. Crispin Pailing MBE
Chair of the Board of Trustees



Introduction to QUEST from the CEO



A Unique Faith Trust

It is with immense pleasure and pride that I extend a heartfelt welcome to you all to the QUEST Trust family of schools. As the CEO of this truly unique faith Trust, I am honoured to lead a team dedicated to shaping the future of our young learners. At QUEST, we firmly believe that education is the cornerstone of progress, and our unwavering commitment is to provide a nurturing, innovative, and inclusive environment where students can flourish academically, emotionally, and socially. We are a community united by a common vision.

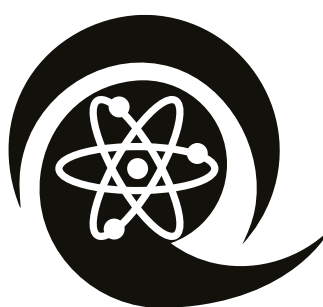
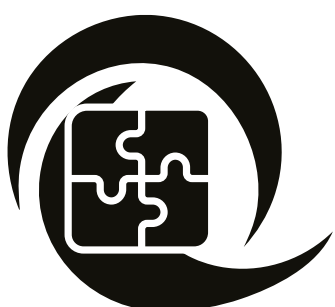
A Collaboration

We understand the profound importance of collaboration, and we wholeheartedly encourage parents, guardians, students, and our broader community to actively engage with us. Together, we can create a supportive and nurturing environment where every child can thrive. As we navigate the challenges and embrace the opportunities of the future, let this handbook be your portal for information, inspiration, and interaction. Explore our comprehensive curriculum, stay updated on the latest news and events, and get to know the dedicated individuals who make our multi-academy trust a beacon of learning and growth.

A Winning Team

I want to express my deepest gratitude to all those who have supported us on this remarkable journey, from our exceptional teaching and support staff to our engaged parents, our local communities, and our governing bodies. It is your collective commitment that propels us forward, and I am genuinely excited about the boundless possibilities that lie ahead as we continue to build truly great schools. I look forward to a bright and promising future together.

“We are an Academy Trust which understands context and community to be essential to the formation and education of young people.”

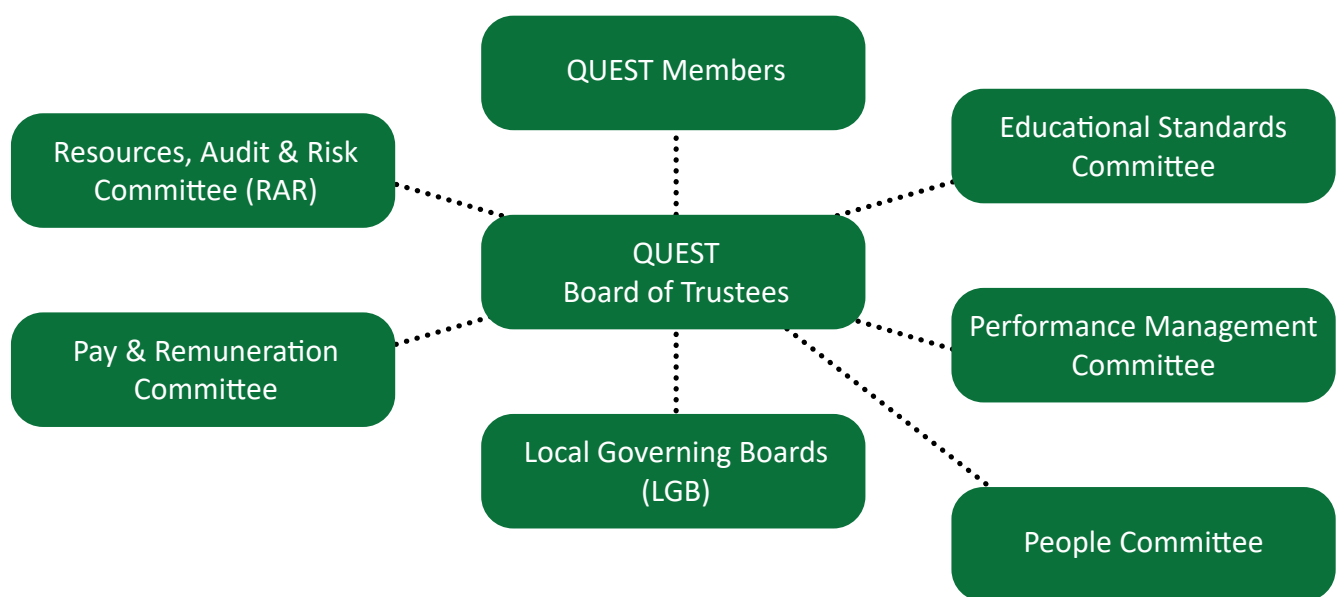


Trust Governance Arrangements

The Trust has established a clear organisational structure with identified lines of accountability and reporting for all its operations. This includes defining the responsibilities of the Trust Board and those responsibilities delegated to its Committees and officers within the Trust.

Trust Governance Structure

The diagram below sets out the governance structure of QUEST, its Committees and Local Governing Boards.



Effective governance provides scrutiny and challenge to the leadership and operations of an organisation to ensure that it is delivering its objects.

QUEST is the legal entity for which the Board of Trustees is ultimately responsible although it manages much of its work through the committee structure. This committee structure includes the Local Governing Boards (LGBs) that are attached to schools and have responsibilities delegated by the Board.

The governance role exists to ensure that a QUEST school:

- is properly run
- demonstrates high standards in all aspects, including those inspected by Ofsted and other regulators
- fulfils the purpose of QUEST Trust
- meets the needs of the beneficiaries – the pupils and community
- complies with legislation and statutory guidance
- Board follows the current version of the Charity Commission Code of Governance, the DfE Academy Trust Governance Guide and the DfE Academy Trust Handbook.

QUEST (A Church of England Schools trust) is a charity as well as a company and is therefore subject to charity law and company law. QUEST is a company limited by guarantee which means that it does not have share capital or shareholders, but instead has members who act as guarantors.

Although QUEST is a charity, it is exempt from registration with the Charity Commission as it is regulated by the Education and Skills Funding Agency (ESFA). This means it does not have a charity number, but it must comply with charity law and operate in all other respects as any other charity.

As a company, it is also subject to the regulator for companies called Companies House.

The company number for QUEST is 09306360.

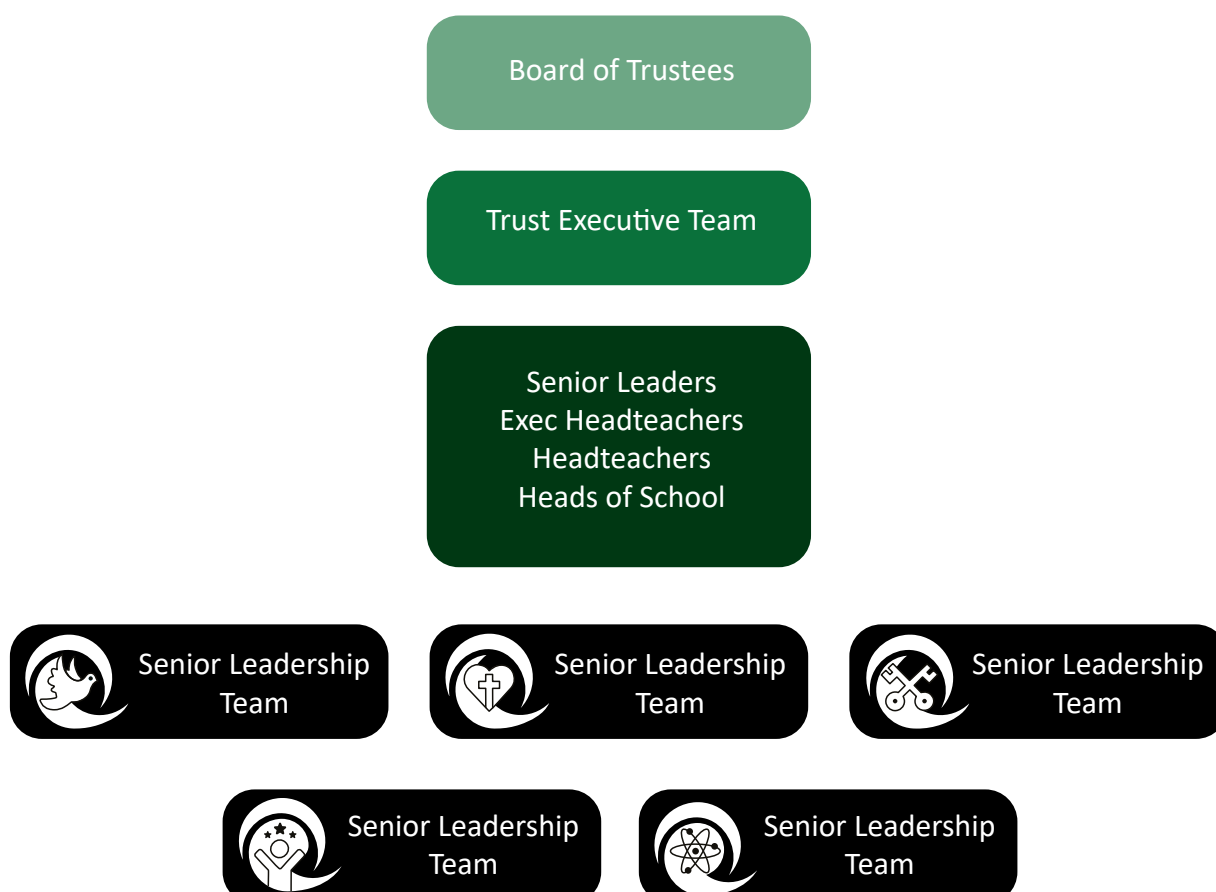
Relationship to the Department for Education (DfE)

QUEST Trust has a funding agreement with the Department for Education (DfE) called the Master Funding Agreement. This is the contract by which the Trust receives funds to run its schools. Attached to this Master Funding Agreement is a Supplemental Funding Agreement for each school that includes clauses specific to that school.

The DfE has delegated the day to day regulation of academies to the Regional Directors (RD), for educational standards and performance, and the Education and Skills Funding Agency (ESFA) for financial performance.

Local Authorities (LAs) retain certain statutory functions, e.g., pupil admissions or special educational needs, and the schools work with their LA in these statutory areas. In other areas, such as the supply of services, it is up to the Trust and/or the school to decide how it wants to work with the LA.

The Leadership Structure for the organisation is as follows:



Scheme of Delegation

The responsibilities of the Board of Trustees, its Committees and Local Governing Boards are set out in the Trust's Scheme of Delegation. The Board of Trustees has agreed terms of reference for each Committee and LGB, which are included in full within this Handbook and briefly summarised below. The different roles and responsibilities of Trustees and Company Officers are also laid out in the Scheme of Delegation. The Scheme makes it clear how methods of escalation operate between Officers, Committees, LGBs and the Board of Trustees and where recommendations or information should be provided to the Board of Trustees.

QUEST Members

The Members of QUEST are the subscribers to the Trust's Articles of Association. They have oversight of the governance arrangements of the Trust and have the power to appoint and remove Trustees.

As a company limited by guarantee, QUEST has Members which are akin to shareholders of a commercial company. The difference is that they do not contribute financially, they act as guarantor and no dividend is payable to them.

The role of the Members is to safeguard the vision and values of the Trust and to hold the Board to account, ensuring that governance is robust and fulfils its role.

Members are the subscribers to the Memorandum and Articles of Association (the legal document which outlines the governance structure and how the Trust will operate). Members can amend the articles of association (including the objects clause), subject to any restrictions in the articles, the funding agreement or charity and company law.

The Members appoint Trustees to the Board to ensure that the Trust's charitable object is carried out and so are able to remove Trustees if they fail to fulfil this responsibility. They oversee the achievement of the Trust's objectives, acting as the 'conscience' and 'moral guardian' of the Trust's purpose and values.

Members also oversee the performance of the Board.

Members appoint the Academy Trust's auditors and will receive and review (but do not have to sign off) the Academy Trust's annual audited accounts (subject to the Companies Act).

An Academy Trust must have at least three Members. At least the majority of Members should remain independent from the Trust Board.

The Members comprise of the following and are appointed in accordance with the Articles of Association:

- Diocesan Corporate Member
- Two persons appointed by the Diocesan Corporate Member (whether corporate or individual)
- University Sponsor
- One person appointed by the University Sponsor being a communicant member of the Church of England and subject to any reasonable concerns raised by the same; and
- Any person appointed under article 15A, provided that at any time the minimum number of Members shall not be less than three.

QUEST Board of Trustees

The Board of Trustees is comprised of Non Executive Trustees. Trustees are responsible for the overall strategic direction of the Trust, accountability and assurance, strategic engagement as well as holding the CEO and Executive Team to account for delivering agreed priorities and ensuring the financial probity of the Trust. Trustees are appointed according to their and will serve a four year term of office which can be renewed.

The Board has collective accountability and strategic responsibility for the trust. It has a focus on ensuring the trust delivers an excellent education to pupils while maintaining effective financial management and must ensure compliance with:

- the Trust's charitable objects
- regulatory, contractual and statutory requirements
- their funding agreement

Specific responsibilities include:

- Determining the mission, values and long term ambitious vision for the Trust
- Deciding the principles that guide Trust policies and approving key policies
- Holding the Chief Executive Officer and Executive Team to account for the delivery of strategic objectives and the overall performance of the Trust and its Schools, through receiving regular performance data and analysis
- Appointment, appraisal, discipline and dismissal of the Chief Executive Officer/CEO
- Appointment of Executive Team member
- Appointment of Headteacher/Head of School along side the Diocese for the C. of E. Schools and University of Greater Manchester for the UCS.
- Approval of the annual budget, medium term financial plans, the Trust's business plans and risk management policy
- Approval of the Trust's annual report and statutory accounts, receiving the annual management letter and governance report of the external auditor and agreement of proposed action(s).
- Working with Executive Officers to develop a strategy for achieving the vision
- Ensuring that all schools in the Trust deliver a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- Continuous appraisal of the affairs of QUEST and its schools
- Consideration of the Trust's overall performance, including financial performance.
- Approval of significant management policies, including SEND and Safeguarding (incorporating PREVENT) and receiving assurance from the Chief Executive Officer and Executive Team that such policies are being implemented.
- Requesting and noting declarations of interests for all those involved in governance of the Trust, and to determine, where they may conflict with those of the Trust, the extent to which that Trustee or Governor may remain involved with the matter under consideration; also, maintaining a register(s) of pecuniary interests for Trustees, School Governors and staff.

The Board of Trustees meets formally four times annually. Ultimately, the Board of Trustees holds each school to account for its performance through the Chief Executive Officer.

Present Trustees have a broad range of backgrounds, professions and expertise. The Trust undertakes an annual skills audit for all Trustees and Governors, as well as for new Trustees and Governors, to ensure that the necessary expertise is available across the Boards. As well as induction for new Trustees and Governors, there is a requirement to undertake annual safeguarding training as well as periodic training on topical issues. Trustees have access to a significant amount of training materials in a variety of formats. There are five Committees of the Board of Trustees and a Local Governing Board for each school.

Contribution to the Trust Board

Trustees should ensure that they are making a positive and meaningful contribution to the board by:

- attending meetings, reading papers and preparing questions for the Executive Officers in advance
- establishing and maintaining professional relationships with Executive Officers and colleagues on the Board of Trustees
- getting to know schools within the Trust, including visiting occasionally during school hours undertaking induction training and developing knowledge and skills on an ongoing basis.



Resources, Audit and Risk Committee

The main purpose of the Resources, Audit and Risk Committee is to assist in the decision making of the Trust Board, by enabling more detailed consideration of the Trust's/individual school's planning, control and monitoring of finances, resources and in relation to matters of probity, propriety and the effective stewardship of public funds. This includes making recommendations to the Trust Board in relation to annual budgets, medium term financial plans, financial policy, budget monitoring etc.

The Resources, Audit and Risk Committee meets three times a year.

People Committee

The purpose of the Committee is to gain assurance, on behalf of the Board that the Trust is making sufficient progress towards its People priorities to support the delivery of the Trust's strategic objectives and Operational Plan whilst being assured as to compliance with appropriate regulatory and statutory requirements.

The People Committee meets twice per year.

Educational Standards Committee

The Education and Standards Committee provides assurance to the Trust Board in relation to the educational performance of the Trust's schools.

The Educational Standards Committee meets three times per year.

Pay and Remuneration Committee

The Pay and Remuneration Committee provides assurance to the Trust Board in relation to pay and remuneration of employees covered within the Executive Pay Policy.

The Pay and Remuneration Committee meets once per year.

Performance Management Committee

The Performance Management Committee reviews the progress and outcomes of performance management of the Chief Executive Officer.

The Performance Management Committee meets twice per year.

Local Governing Boards (LGBs)

Each school within the Trust has a Local Governing Board (LGB) that provides more detailed oversight at a local level. The LGBs assure the Trust Board of the efficiency, effectiveness and appropriateness of the controls required to fulfil their oversight responsibilities. The remit and terms of reference are established by the Trust Board. The Trust Board may review these terms of reference at any time but shall review them at least annually. The Trust reserves the right to suspend or withdraw any or all delegated responsibilities at any time during the academic year.

The Local Governing Boards meet three times a year. Chairs forum will meet twice per year.

Local Governing Bodies have devolved responsibilities under an agreed Scheme of Delegation. They are accountable to the Board and are its local presence. The Board has the right of appointment and removal of all LGB members.

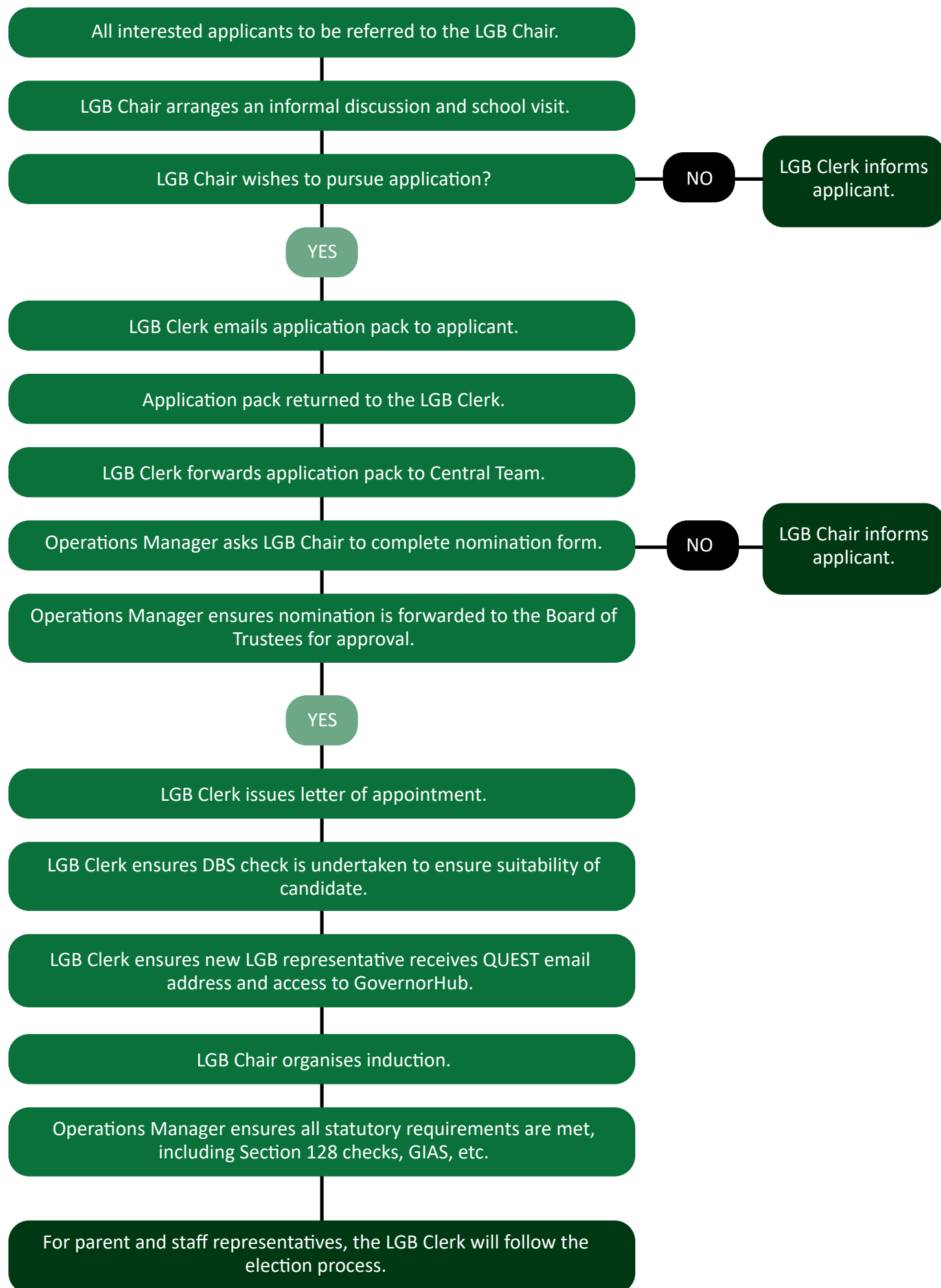
The recommended number of LGB members is between 6 and 8. Members are appointed according to their skills and the needs of their school and will serve a four year term of office which can be renewed.

The key delegated responsibilities are:

- the Trust's 4 S's – Safeguarding, Standards, SEND and Stakeholder Engagement which include:
- supporting the Trust's strategy and development plan of 'Supporting Young People from Early Years to Employment'
- providing understanding of the local context and the challenges and opportunities this presents
- acting as a sounding board for the school's leadership team
- having an awareness of school standards and performance
- having awareness of how the school supports the welfare of looked after children, and provision for children with Special Educational Needs and Disabilities
- providing members for pupil disciplinary panels and complaints hearings
- building and maintaining positive local perceptions of the school
- building and maintaining relationships with the local and regional business community
- building and maintaining relationships with community partners (e.g. health services, police, social services, religious organisations) and identify potential sources of financial support from the school community and support school leaders to access these
- in the case of Church schools, promoting the distinctive Christian character of the school employer engagement

The Trust has the right to disband an LGB that fails to serve the school in the appropriate manner.

Details of the arrangements for the appointment of LGB representatives are explained below:



Roles and responsibilities

Roles

Role of Chair of Trustees

The Chair of the Board, within the Trust Board, is a leadership role that provides clear direction to the Board who work as a team to challenge, support and contribute to the strategic leadership of the school.

Governing boards in all types of schools should focus on their core functions:

- strategic leadership
- accountability and assurance
- strategic engagement

Strategic and leadership responsibilities

The Chair provides strategic leadership that allows Trustees/Governors to fulfil their functions by:

- ensuring that there are transparent and effective processes for recruiting and inducting a new CEO
- ensuring appropriate trustee involvement in the recruitment of senior leaders
- ensuring the board has good knowledge of the Trust and schools and has mechanisms in place to obtain and listen to the views of parents, pupils, and staff
- ensuring that the board sets a clear vision and strategy for the Trust
- ensuring that the board and Executive Officers have a shared vision and sense of purpose
- leading the board in monitoring the Executive Officer's implementation of the strategy
- setting the culture of the board, balancing and valuing both the support and challenge responsibilities
- ensuring the Board acts as a team
- ensuring that there is a succession plan for the Chair, Vice Chair and any committee chairs

Wider leadership responsibilities

The Chair has wider leadership responsibilities associated with the role and status of lead Trustee on the Board, such as:

being a first point of contact and playing a leading role in employment matters as required by the adopted procedures of the Trust
 where required, acting as a first point of contact and respondent in matters raised with the Trust by external bodies (such as the Department for Education or ESFA)
 where required, representing the Board in its dealings with external partners and being an advocate for the Trust

Developing the team

Trust Boards need a range of skills and knowledge to carry out their functions effectively. It is the responsibility of the Board's Chair to:

- ensure the Board has the required skills and commitment to govern well, and that appointments made
- fill any identified skills gaps and ensure a diverse team
- ensure all members of the Board have a thorough understanding of their role and receive appropriate induction and ongoing development as required
- ensure that Board members are involved, feel valued and encourage their development
- 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, keeping them fully informed and delegating tasks as appropriate

Working with school leaders

Chairs and Executive Officers must develop effective working practices which are mutually supportive. It is the responsibility of Chair to:

- ensure that the Board fulfils its duty of care to the CEO, including ensuring a safe and secure working environment, a reasonable work life balance, and support for their wellbeing
- ensure all Board members concentrate on their strategic role and hold the Executive Officers to account
- build and encourage a professional relationship with the CEO which allows for honest conversations, acting as a sounding Board and ensuring there are no surprises at meetings
- meet regularly with the CEO
- oversee and participate in the CEO's performance review, ensuring that appropriate continuing professional development (CPD) is provided
- ensure that the CEO provides staff with an understanding of the role of the Trust Board and acts as a link between the two

Influencing improvement and achieving outcomes

The Board's activities should be focused on Trust improvement and achieving the best outcomes for pupils. The Chair of the Board is expected to:

- ensure the Board is involved at a strategic level in the Trust's self evaluation process and that this feeds into its key priorities
- ensure the Board's business is focused on the strategic priorities
- collaborate with school leaders to ensure the board has the information it needs to monitor the implementation of policies, pupil attainment and progress and the financial health and sustainability of the Trust and its schools
- evaluate and question information in order to identify appropriate actions, modelling this approach for other board members
- take the lead in representing the Board at relevant external meetings with agencies such as Ofsted, the DfE and the ESFA

Leading Trust Board business

Chairs are responsible for the smooth and effective running of Board meetings and so are required to:

- ensure that the board appoints a professional Clerk capable of advising the board on its functions and relevant procedure
- work with the Clerk and the CEO to plan for Board meetings, ensuring that agendas focus on the Board's key responsibilities and strategic priorities and reduce unnecessary paperwork
- chair meetings effectively and promote an open culture on the Board that allows ideas and discussion to thrive while ensuring clear decisions are reached as quickly as possible
- collaborate with the Clerk to establish effective working procedures and sound committee structures
- ensure that decisions taken at the meetings of the Board are implemented
- ensure that complaints made to the Board are dealt with in a timely and effective manner through the adopted complaints procedure

Chief Executive Officer (CEO)

The CEO has the delegated responsibility for the operation of the Trust, including the performance of the Trust's academies.

The CEO is the accounting officer, with overall responsibility for the operation of the Trust's financial responsibilities. The CEO must ensure that the organisation is run with financial effectiveness, stability and probity; avoiding waste and securing value for money in line with the Academy Trust Handbook and the Funding Agreement.

Executive Leadership Team

The CEO leads the Trust's Executive Leadership Team. The CEO may delegate executive management functions to members of these teams. This includes preparing reports on specific areas of responsibility, such as Standards/HR/Finance/Operations/Estates/ICT for the Board and its Committees.

Role of Chair of Committee

The role of the Chair of each committee is to oversee the specific work of the committee. To ensure the effectiveness of this they will:

- Ensure meetings are called and held in accordance with the Board's terms of reference for the committee.
- In consultation with the Executive Officers, and in line with the annual business cycle, establish and confirm an agenda for each meeting.
- Chair the committee meetings.
- Provide leadership and ensure committee members are aware of their obligations and that the committee complies with its responsibilities.
- Ensure there is sufficient time during the meeting to fully discuss agenda items.
- Ensure that discussion on agenda items is relevant, productive and professional.
- Ensure minutes are complete and accurate, retained, and actions are followed up at the next meeting.
- Ensure a clear flow of two way information between the committee and the Board.

Clerk

The Board determines clerking arrangements for its meetings and committees.

The Board has delegated responsibility for governance administration to the Chief Operations & Finance Officer (COFO), who leads the clerking team.

The Chief Operations & Finance Officer will ensure a governance professional is appointed for every Trust Board meeting or Committee.

The role of the governance professional is about helping the Trust Board understand its role, functions and legal duties and to provide clear impartial advice to the Trust Board. The role also includes supporting the Chair and the Trust Board with organising meetings, circulating papers and taking minutes of meetings.

The governance professional is the first point of call for any Board governance queries.

Meeting Guidance

Meeting Guidance

Full Participation

Trustees and Governors should aim to attend all meetings and actively participate in discussions.

Prior notice for absence

If a Trustee or Governor cannot attend a meeting, they should inform the Governance Professional well in advance with a valid reason.

Maintaining awareness

Even if absent, Trustees and Governors should make efforts to stay updated on meeting outcomes and key decisions through communication with other Board members.

Consequences of poor attendance

Repeated absence without justification may lead to concerns about commitment and potentially disqualification for non attendance.

Governance professional role

The Governance professional is often responsible for tracking attendance and ensuring proper procedures are followed regarding absences.

See **Appendix 1** – Process for Disqualification of a Trustee/Governor

Governance Reviews

An internal review of governance will be carried out annually and will involve stakeholder feedback. Feedback from this review, along with advice and updates from the Department for Education, Education and Skills Funding Agency and the National Governance Association, will be used to update this handbook for the following academic year.

Every three years, an external review of governance will be commissioned by the Board of Trustees.

Communication

Effective communication is an absolute priority to enable effective governance. The following activities will be carried out and reviewed throughout the year:

- Relevant minutes will be uploaded to GovernorHub once signed off as a true and accurate record.
- Minutes of all meetings will be available to Trustees for scrutiny.
- Chairs of Committees will provide summary reports to the Board of Trustees following each Committee meeting.
- Chairs of LGBs will provide summary reports to the Board of Trustees following each LGB meeting.
- The Chair of the Trust Board will provide a summary report on the work of the Trust for each LGB meeting.
- The Chair of the Trust Board and/or Vice Chair will meet the CEO regularly.
- The CEO/Chair/Vice Chair will provide an update on the Trust Strategy.
- Each LGB Chair will write to their individual school staff at least at the end of the academic year.

Terms of Reference RAR Committee

Membership	The Committee shall comprise a minimum of three Trustees. A majority of Committee members must be Trustees and should include both Trustees chosen by the Members and those appointed by the University of Greater Manchester under the Articles of Association. The Company's Accounting Officer, the Chief Operations & Finance Officer and Deputy CEO may not be Committee members. The Trustees shall ensure that at least one member of the Committee has specific, relevant skills and experience of financial matters.
Quorum	The quorum for the transaction of the business of the Committee shall be three Trustees.
Attendance	The Company's Accounting officer and the Chief Operations & Finance Officer shall attend meetings of the Committee, participate in discussions and receive all Committee papers including the agendas and minutes. The Committee may invite attendance at meetings from other persons who are not Trustees or Committee members to assist or advise on a particular matter or range of issues.
Meetings	The Committee will meet three times per academic year, more often if required in order to fulfil its responsibilities.
Committee Chair	The Committee Chair must be a Trustee and shall be appointed by the Board of Trustees annually. The Committee Chair may not be the person who is Chair of the Trust Board or the CEO/COFO/DCEO.
Committee Vice Chair	The Committee shall elect a Vice Chair at the first meeting of each academic year for the rest of that school year. The Vice Chair shall chair meetings of the Committee in the Chair's absence, however, if neither is present the Committee will elect someone to chair the meeting from among the Committee members present at the meeting. The Committee Vice Chair may not be the CEO/DCEO.
Clerk to the Committee	The Clerk to the Committee will be appointed by the Board of Trustees.
Approval of Minutes	The minutes shall be approved by the Committee at its next meeting.
Reporting Arrangements	The Committee minutes and any reports and recommendations will be received by the Board of Trustees.
Responsibilities	The Committee's responsibilities are listed in the Trust's Scheme of Delegation.

Terms of Reference People Committee

Membership	The Committee shall comprise a minimum of three Trustees. A majority of Committee members must be Trustees and should include both Trustees chosen by the Members and those appointed by the University of Greater Manchester under the Articles of Association. The Company's Accounting Officer, the Chief Operations & Finance Officer, Deputy CEO and HR Business Partner may not be Committee members. The Trustees shall ensure that at least one member of the Committee has specific, relevant skills and experience of financial matters.
Quorum	The quorum for the transaction of the business of the Committee shall be three Trustees.
Attendance	The Director of HR and or Chief Operations & Finance Officer/CEO/DCEO shall attend meetings of the Committee, participate in discussions and receive all Committee papers including the agendas and minutes. The Committee may invite attendance at meetings from other persons who are not Trustees or Committee members to assist or advise on a particular matter or range of issues.
Meetings	The Committee will meet two times per academic year, more often if required in order to fulfil its responsibilities.
Committee Chair	The Committee Chair must be a Trustee and shall be appointed by the Board of Trustees annually. The Committee Chair may not be the person who is Chair of the Trust Board or the CEO/COFO/DCEO/HoHR.
Committee Vice Chair	The Committee shall elect a Vice Chair at the first meeting of each academic year for the rest of that school year. The Vice Chair shall chair meetings of the Committee in the Chair's absence, however, if neither is present the Committee will elect someone to chair the meeting from among the Committee members present at the meeting. The Committee Vice Chair may not be the CEO/DCEO.
Clerk to the Committee	The Clerk to the Committee will be appointed by the Board of Trustees.
Approval of Minutes	The minutes shall be approved by the Committee at its next meeting.
Reporting Arrangements	The Committee minutes and any reports and recommendations will be received by the Board of Trustees.
Responsibilities	The Committee's responsibilities are listed in the Trust's Scheme of Delegation.

Terms of Reference Educational Standards Committee

Membership	The Committee shall comprise a minimum of three Trustees. A majority of Committee members must be Trustees and should include both Trustees chosen by the Members and those appointed by the University of Greater Manchester under the Articles of Association. The Company's Accounting Officer, the Chief Operations & Finance Officer and the DCEO may not be Committee members. The Trustees shall ensure that at least one member of the Committee has specific, relevant skills and experience.
Quorum	The quorum for the transaction of the business of the Committee shall be three Trustees.
Attendance	The Chief Executive Officer and or DCEO shall attend meetings of the Committee, participate in discussions and receive all Committee papers including the agendas and minutes. The Committee may invite attendance at meetings from other persons who are not Trustees or Committee members to assist or advise on a particular matter or range of issues.
Meetings	The Committee will meet three times per academic year, more often if required in order to fulfil its responsibilities.
Committee Chair	The Committee Chair must be a Trustee and shall be appointed by the Board of Trustees annually. The Committee Chair may not be the person who is Chair of the Trust Board or the CEO/DCEO.
Committee Vice Chair	The Committee shall elect a Vice Chair at the first meeting of each academic year for the rest of that school year. The Vice Chair shall chair meetings of the Committee in the Chair's absence, however, if neither is present the Committee will elect someone to chair the meeting from among the Committee members present at the meeting. The Committee Vice Chair may not be the CEO/DCEO.
Clerk to the Committee	The Clerk to the Committee will be appointed by the Board of Trustees.
Approval of Minutes	The minutes shall be approved by the Committee at its next meeting.
Reporting Arrangements	The Committee minutes and any reports and recommendations will be received by the Board of Trustees.
Responsibilities	The Committee's responsibilities are listed in the Trust's Scheme of Delegation.

Terms of Reference Pay & Remuneration Committee

Membership	The Committee shall comprise a minimum of three Trustees. A majority of Committee members must be Trustees and should include both Trustees chosen by the Members and those appointed by the University of Greater Manchester under the Articles of Association. The Company's Accounting Officer, the Chief Operations & Finance Officer and the DCEO may not be Committee members. The Trustees shall ensure that at least one member of the Committee has specific, relevant skills and experience.
Quorum	The quorum for the transaction of the business of the Committee shall be three Trustees.
Attendance	The Chief Executive Officer and or COFO/DCEO shall attend meetings of the Committee, participate in discussions and receive all Committee papers including the agendas and minutes. The Committee may invite attendance at meetings from other persons who are not Trustees or Committee members to assist or advise on a particular matter or range of issues.
Meetings	The Committee will meet once per academic year, more often if required in order to fulfil its responsibilities.
Committee Chair	The Committee Chair must be a Trustee and shall be appointed by the Board of Trustees annually. The Committee Chair may not be the person who is Chair of the Trust Board or the CEO/COFO/DCEO.
Committee Vice Chair	The Committee shall elect a Vice Chair at the first meeting of each academic year for the rest of that school year. The Vice Chair shall chair meetings of the Committee in the Chair's absence, however, if neither is present the Committee will elect someone to chair the meeting from among the Committee members present at the meeting. The Committee Vice Chair may not be the CEO/COFO/DCEO.
Clerk to the Committee	The Clerk to the Committee will be appointed by the Board of Trustees.
Approval of Minutes	The minutes shall be approved by the Committee at its next meeting.
Reporting Arrangements	The Committee minutes and any reports and recommendations will be received by the Board of Trustees.
Responsibilities	The Committee's responsibilities are listed in the Trust's Scheme of Delegation.

Terms of Reference Performance Management Committee

Membership	The Committee shall comprise a minimum of three Trustees. Committee members must be non-executive Trustees and should include both Trustees chosen by the Members and those appointed by the University of Greater Manchester (formerly Bolton University) under the Articles of Association. The Company's CEO, Accounting Officer, the Chief Operations & Finance Officer and the DCEO may not be Committee members. The Trustees shall ensure that at least one member of the Committee has specific, relevant skills and experience.
Quorum	The quorum for the transaction of the business of the Committee shall be a two Trustees.
Attendance	The Chief Executive Officer and or DCEO/COFO shall attend meetings of the Committee, participate in discussions and receive all Committee papers including the agendas and minutes. The Committee may invite attendance at meetings from other persons who are not Trustees or Committee members to assist or advise on a particular matter or range of issues.
Meetings	The Committee will meet twice per academic year, more often if required in order to fulfil its responsibilities.
Committee Chair	The Committee Chair must be a Trustee and shall be appointed by the Board of Trustees annually. The Committee Chair may not be the person who is Chair of the Trust Board or the CEO/DCEO/COFO.
Committee Vice Chair	The Committee shall elect a Vice Chair at the first meeting of each academic year for the rest of that school year. The Vice Chair shall chair meetings of the Committee in the Chair's absence, however, if neither is present the Committee will elect someone to chair the meeting from among the Committee members present at the meeting. The Committee Vice Chair may not be the CEO/DCEO/COFO.
Clerk to the Committee	The Clerk to the Committee will be appointed by the Board of Trustees.
Approval of Minutes	The minutes shall be approved by the Committee at its next meeting.
Reporting Arrangements	The Chair of the Committee shall ensure that a Chair's Report is prepared for the Board within 5 working days of the meeting. Minutes should remain confidential to members of the Committee but will be submitted to Committee members within 10 working days of the meeting for information and are signed at the next meeting to confirm their accuracy.
Responsibilities	The Performance Management Committee is authorised by the Trust Board to:§ Investigate any activity within its terms of reference§ Seek any appropriate information that it requires from any officer within the Trust and all officers are directed to co-operate with any request made. The Committee's responsibilities are listed in the Trust's Scheme of Delegation and shall include:

Administrative Responsibilities

- Ensure there are effective clerking arrangements for the Board.
- Ensure that the Board receives relevant, accurate, timely and user friendly reports on the Leadership Performance matters seven days prior to the meeting.
- Ensure decisions, including any changes, are clearly minuted.
- To ensure that a register of personal and pecuniary interests is maintained and reviewed annually and that any declarations are recorded at each meeting.
- Ensure that Trustees receive appropriate training.
- Where necessary, call a special meeting of this Board.

Advisory Functions

- To review and recommend for approval by the Trust Pay Committee the CEO and DCEO Performance Management.

Delegated Functions - Leadership Performance Board

- To respond on behalf of the governing Board to any consultation by the RSD or DfE on the structure of management within the Trust.
- To meet with the Trust's external advisor twice per year to determine appropriate targets and KPIs for the CEO and DCEO.
- To conduct the Annual Pay Performance Review for the CEO and DCEO.



Terms of Reference Local Governing Boards

Membership	Members of the LGBs shall be known as Governors. The Trustees have the right to appoint such persons to a LGB as they shall determine from time to time with the normal term of office being 4 years. The composition of the School LGB's shall be at least 5 Governors and composed as follows: • The Headteacher/Head of School • Up to 2 Parent Governors (Elected) • Up to 1 Staff Governor (Elected) • Up to 4 Governors appointed by the Trust Board The Headteacher/Head of School may ask any member of their SLT to attend LGB meetings with the agreement of the Chair of the LGB. The Chief Executive Officer (CEO)/DCEO/COFO, the Chair of the Trust or any of the Trustees of the Trust may attend the LGB meetings without invitation. University Collegiate School (UCS) LGB • Headteacher • University representative appointed by the University of Greater Manchester • Elected Parent • Elected Member of staff • Co opted – at least 4 Employer partners to start with, appointed by Trust Board • More than one half of the UCS LGB members are appointed by the University of Greater Manchester.
Quorum	The quorum for the transaction of the business of the LGB shall be 50% of the total number of Governors in position at the date of the meeting.
Attendance	Trustees and the Chief Executive Officer/DCEO/COFO may attend meetings of any LGB, participate in discussions and receive all papers including the agendas and minutes but would not have voting rights and do not count towards the quorum. The LGB may invite attendance at meetings from other persons who are not Governors to assist or advise on a particular matter or range of issues.
Meetings	The LGB will meet three times per academic year (once per term), more often if required in order to fulfil its responsibilities.
LGB Chair	At their final meeting of each academic year, the LGB must nominate a Chair for the following year, with the position of Chair being subject to formal approval of the next available Trust Board. Should the Board decline to approve, then the Trust Board can appoint a Chair of their choosing. The LGB Chair must not be a Trustee, the CEO/COFO/DCEO or the Headteacher/Head of School.
LGB Vice Chair	At their final meeting of each academic year, the LGB must elect a Vice Chair for the following year and notify the Trust Board at the next available meeting. The LGB Vice Chair must not be a Trustee, the CEO or the Headteacher/Head of School.

Governor Link Roles	At the first meeting of the academic year, link roles should be assigned to all Governors. The Chair of the LGB should NOT be assigned a link role. Every LGB should have members covering the following Link Roles; the 4 S's • Safeguarding • SEND • Stakeholder Engagement • Standards Further link roles should be allocated where the LGB membership is sufficiently large enough to accommodate the tasks.
Clerk to the Committee	The Clerk to the LGB will be appointed by the Board of Trustees.
Approval of Minutes	The minutes shall be approved by the LGB at its next meeting.
Reporting Arrangements	The Chair of the LGB must provide a report to the Chair of the Trust, using the template specified by the Trust Board. This report must be delivered within 5 working days of the LGB meeting being held. This will include, unless otherwise specified by the Trust: The key issues discussed. The consideration given to the risks facing the school. Any additional notes that set out issues for the Trust Board to consider. Minutes of the meeting to be provided to the Trust Board with 10 working days of the meeting. The Trust Board may from time to time require additional reports from the LGB in order to assure itself against its obligations.
Responsibilities	The LGB is authorised by the Trust Board to: • Investigate any activity within its terms of reference • Seek any appropriate information that it requires from any officer within the Trust and all officers are directed to co-operate with any request made • Communication – two-way communication is crucial, including regular chairs/vice chairs meetings. The LGB's responsibilities are listed in the Trust's Scheme of Delegation and shall include:

Governance functions

- To visit the school and to report back to leaders and the LGB using the reporting templates specified by the Trust Board.
- To provide induction and mentoring for Governors as specified by the Trust Board.
- To monitor the implementation of Trust policies including Child Protection and Safeguarding and Sex and Relationships Education.
- To carry out Link Governor visits covering Safeguarding, SEND, Standards and Stakeholder Engagement, and any other Link Governor visits as are introduced from time to time by the Trust Board.
- To support the Headteacher/Head of School and the Trust, in undertaking appropriate day to day procedures that are essential to the life of the school, such as complaints and permanent exclusion procedures. Governors may also be required to undertake disciplinary hearings across the Trust in this respect.
- To review medium and high level risks for the school on a termly basis and to report to the Trust Board as required.
- To be available for any questions during Ofsted inspections.
- Engaging with wider School activities as a means of monitoring the overall quality of provision e.g., Parents evenings, Open Evenings, Creative Arts events, Sporting events etc.

Delegated Functions Learning, Provision and Outcomes

- To ensure that the Safeguarding Policy is fully implemented and that procedures are adhered to within the school.
- To support the headteacher in Standards and implementation of the local curriculum to ensure it has a positive impact on students' future lives.
- To monitor the impact of SEND including provision, progress and outcomes.
- To support the headteacher with Stakeholder engagement.
- To monitor the well-being of staff, including the Senior Leadership Team.
- To monitor the well-being of students and carry out pupil voice activity.
- To have oversight of the School Improvement Plan (SIP), ensuring that the school is set to meet the KPIs as specified by the Trust Board.
- To support the school in supporting the mission of Supporting Young People from Early Years to Employment

Terms of Reference Ad Hoc Committees

PUPIL DISCIPLINE COMMITTEE	
Members	Three non-executive Trustees. The Clerk to the Trust Board will contact three members of the Trust Board by random selection. If a Trustee has a connection with the pupil, or knowledge of the incident that led to the suspension or exclusion that could affect his or her ability to act impartially, he or she should step down. In the event that there are not enough Trustees available, the Clerk will be requested to contact Local Governing Board Governors that have the appropriate skills, experience and training to form the panel should the need arise. The Trust Board agree to abide by all decisions made by the panel.
Quorum	Three
Meetings	As necessary
Delegation	This Committee has delegated powers
Committee Chair	Elected by the Committee
Clerk to the Committee	Arranged by the Trust Board
Minutes	To be approved by the Committee Chair

Administrative Responsibilities	
Minutes	Ensure decisions are clearly minuted. Ensure that declarations of pecuniary interest are recorded at each meeting.

PERMISSIBLE DELEGATED FUNCTIONS – PUPIL DISCIPLINE

1	To review permanent exclusions and suspensions.
2	To consider any representations from parents where a pupil has been suspended for five school days or fewer.
3	To consider the suspension of all pupils given a suspension of more than five but no more than fifteen school days in one term if requested to do so by the parent/carer.
4	To consider any suspension or exclusion that would result in a pupil missing a public examination or national curriculum test.
5	To consider all suspensions totaling more than fifteen school days (or which brings the pupil's number of days of suspension to more than fifteen in one term) (lunchtime exclusions account for the equivalent of a half day suspension).
6	To consider the circumstances in which the pupil was suspended or excluded.
7	To consider any representations about the suspension or exclusion made by the parents/carers and the pupil, Social Worker, Virtual School and Local Authority where applicable.
8	To consider whether the pupil should be reinstated immediately, reinstated by a particular date, or not reinstated.

THE GENERAL COMPLAINTS PANEL

Members	Three non-executive Trustees. If a Governor has a connection with the complainant or knowledge of the complaint that could affect his or her ability to act impartially, he or she should step down. If a Trustee has a connection with the pupil, or knowledge of the incident that led to the suspension or exclusion that could affect his or her ability to act impartially, he or she should step down. In the event that there are not enough Trustees available, the Clerk will be requested to contact Local Governing Board Governors that have the appropriate skills, experience and training to form the panel should the need arise. The Trust Board agree to abide by all decisions made by the panel.
Quorum	Three
Meetings	As necessary
Delegation	This Committee has delegated powers
Committee Chair	Elected by the Committee
Clerk to the Committee	Arranged by the Trust Board
Minutes	To be approved by the Committee Chair

Administrative Responsibilities

- Ensure decisions are clearly minuted.
- Ensure that declarations of pecuniary interest are recorded at each meeting.

PERMISSIBLE DELEGATED FUNCTIONS GENERAL COMPLAINTS PANEL

1	To deal with complaints about the school/academy trust, with the exception of: • Admissions to schools • Statutory assessments of Special Educational Needs and Disability (SEND) • School re-organisation proposals • Safeguarding • Allegations of professional abuse • Staff grievances and disciplinary procedures • Exclusion of children from school • Whistleblowing • Complaints about services provided by other providers who may use school premises or facilities.
2	To consider and make a decision about any complaint that has not been resolved at the earlier informal stages of the general school complaints procedure. The panel has the power to make decisions on behalf of the Trust Board and may: • Dismiss the complaint in whole or in part. • Uphold the complaint in whole or in part. • Decide on the appropriate action to be taken to resolve the complaint if the complaint is upheld • Where appropriate recommend, to the next meeting of the full Trust Board, changes to the school/academy trust's systems or procedures to ensure that problems of a similar nature do not recur.
3	As well as addressing an individual's complaint, the process of listening to and resolving complaints will contribute to school improvement. When individual complaints are heard, the Committee may identify underlying issues that need to be addressed. The Committee should make recommendations to the Trust Board for the purpose of school improvement.

STAFF DISMISSAL / GRIEVANCE / APPEALS COMMITTEE

Members	CEO, DCEO, COFO. If there is a connection with the employee or knowledge of the incident that led to the incident that could affect his or her ability to act impartially, he or she should step down. In the event that there is unavailability of the CEO, DCEO or COFO, the Clerk will be requested to contact Trustees that have the appropriate skills, experience and training to form the panel should the need arise. The Trust Board agree to abide by all decisions made by the panel.
Quorum	CEO, DCEO, COFO / Trustees
Meetings	As necessary
Delegation	This Committee has delegated powers
Committee Chair	Elected by the Committee
Clerk to the Committee	Arranged by the Trust Board
Minutes	To be approved by the Chair of the Board of Trustees

PERMISSIBLE DELEGATED FUNCTIONS – STAFF DISMISSAL REMIT

1	To consider and make decisions that could result in the compulsory redundancy of an employee.
2	To consider and make decisions that could result in the termination of employment of an employee on the grounds of performance capability.
3	To consider and make decisions that could result in the termination of employment of an employee on the grounds of ill health.
4	To consider and make decisions that could result in a disciplinary sanction against or dismissal of an employee.

PERMISSIBLE DELEGATED FUNCTIONS – GRIEVANCE

1	To consider and make decisions relating to staff grievances.
---	--

PERMISSIBLE DELEGATED FUNCTIONS – APPEALS COMMITTEE

1	To hear an appeal against a decision that has resulted in a disciplinary or other warning or the termination of employment of a member of staff on the grounds of; misconduct, performance capability, ill health capability or redundancy.
2	To consider any appeals against a decision about matters relating to staff grievances or pay.

TRUSTEE/GOVERNORS' APPEALS PANEL

Members	The Trustee Appeals Panel will consist of three members: For LGB Governors the panel will consist of 3 Trustees. For Trustees the panel will consist of Dioceses/University Sponsor and/or Governor Services to source an independent Body.
Quorum	Three members with no prior knowledge of the grounds for the removal of the Trustee /Governor.
Meetings	As necessary
Delegation	This Committee has delegated powers
Committee Chair	Elected by the Committee
Clerk to the Committee	Arranged by the Trust Board
Minutes	To be approved by the Committee members

PERMISSIBLE DELEGATED FUNCTIONS

To hear an appeal against a decision to remove a Trustee/Governor from the Board on the grounds that:

- There have been repeated grounds for suspension; or
- There has been serious misconduct or inefficiency, for example where an elected Trustee/Governor is unwilling or unable, despite all appropriate support, to develop the skills to contribute to effective governance.
- The Trustee/Governor has engaged in conduct aimed at undermining fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs; and/or
- The actions of the Trustee/Governor are significantly detrimental to the effective operation of the Board, distracting it from its core strategic functions and wasting a significant amount of Board and CEO/Headteacher/Head of School time. The decision of the Panel will be final.

At the conclusion of the meeting where the decision has been made to remove an elected Trustee/Governor, the Trust Board will review and confirm the membership of the Appeals Panel.

Model Board of Trustees Meeting Agenda

MEETING OF THE FULL BOARD OF TRUSTEES

Notice is hereby given that the meeting of the Full Board of Trustees of QUEST will be held on
Date and Time at Venue

AGENDA

Trust quality descriptions sets out the 5 pillars of academy Trust quality.

1. High-quality and inclusive education
2. School improvement
3. Workforce
4. Finance and operations
5. Governance and leadership

Trust Prayer

Heavenly Father

Let our schools reflect your presence in the world:

in the respect we show each other,

in the way we serve our community

and in our care for the world around us.

Inspire each one of us to fulfil our potential

that together we might flourish as citizens of your kingdom.

Amen.

ITEM & INTENDED OUTCOME			ACTION	LEAD
1. (5 mins)	STANDING ITEMS	Y/N		
1.1	Apologies and consideration of consent to absence	N	Accept/ decline	Chair
1.2	Any other Urgent Business (AOB)	N	Agree	Chair
1.3	Declarations of Interest	N	Declare	Chair
1.4	Minutes and confidential minutes of the meeting held on date of previous meeting	Y	Approval	Chair
1.5	Matters Arising – Action Log	Y	Review	Chair
2. (30 mins)	TRUST BOARD PROCEDURES AND EFFECTIVENESS			
2.1	Election of Chair/Vice Chair of the Trust Board	Y	Election	Clerk
2.2	Membership updates (Resignations/Appointments) Ensure GIAS/Companies House is up to date	N	Note/Appoint	Chair
2.3	Annual Declarations Trustees are requested to complete these on Governor Hub prior to the meeting: a) Trust Code of Conduct b) Register of Interests c) Eligibility d) KCSIE 2024	Y	Review & Adopt	Chair
2.4 (15 mins)	External Review of Governance	Y	Review	Chair

2.5	a) Trust Board Committee structure, terms of reference and membership. b) Trustee Link Roles and Responsibilities c) Skills Audit d) Training Plan	Y	Review and Approve	Chair
	COMMITTEES			
2.7	Scheme of Delegation and Terms of Reference	Y	Approve	Chair
2.8	Appointment of committee Chair/Vice Chair	N	Appoint	Chair
2.9	Reports from Trust Board Committees	Y	Receive	Committee Chair
3. (30 mins)	STRATEGY AND COMPLIANCE			
3.1 (10 mins)	Safeguarding Update		Receive	Chair/KG
3.2 (20 Mins)	CEO Report	Y	Review	CEO
4. (10 mins)	TRUST DEVELOPMENT (Accountability)			
4.1	Trust Strategic Priorities		Approve	CEO
4.2	Trust Growth		Consider/ Approve	CEO
5. (10 mins)	FINANCE & RESOURCES OVERSIGHT			
5.1	Academy Trust Handbook updates https://assets.publishing.service.gov.uk/media/66a3909aab418ab055592dda/Academy_trust_handbook_2024_FINAL.pdf	N	Receive/Note	COFO
5.2	Budget monitoring, cashflow and management accounts	Y	Approve	COFO
5.6	Risk Register	Y	Review	COFO
6. (10 mins)	LOCAL GOVERNING BOARDS			
6.1	Update/Report from LGB Chairs	N	Receive	Chair
6.2	Local Governing Board Vacancies:	N	Appoint	Chair
7. (5 mins)	POLICIES FOR APPROVAL			
7.1	a) b)	Y	Approve	Chair
8. (5 mins)	FOR INFORMATION			
	Clerk's Update	N	Note	Clerk
9. (10 mins)	STANDING ITEMS			
9.2	Meeting Reflection/Impact	N	Reflect	All
9.3	Urgent Items (AOB)	N	Consider	Chair
9.4	Confidentiality	N	Agree	Chair
9.5	Date and time of xxx Term meetings:	Y	Note	Chair

Model LGB Meeting Agenda

MEETING OF THE LOCAL GOVERNING BOARD

Notice is hereby given that the meeting of the LGB of xxx Academy will be held on
Date and Time at Venue

AGENDA

Trust quality descriptions sets out the 5 pillars of academy Trust quality.

1. High-quality and inclusive education
2. School improvement
3. Workforce
4. Finance and operations
5. Governance and leadership

Trust Prayer

Heavenly Father

Let our schools reflect your presence in the world:

in the respect we show each other,

in the way we serve our community

and in our care for the world around us.

Inspire each one of us to fulfil our potential

that together we might flourish as citizens of your kingdom.

Amen.

ITEM & INTENDED OUTCOME		DOC	ACTION	LEAD
1.	STANDING ITEMS	Y/N		
1.1	Apologies and consideration of consent to absence	N	Accept/ decline	Chair
1.2	Any other Urgent Business (AOB)	N	Agree	Chair
1.3	Declarations of Interest	N	Declare	Chair
1.4	Minutes of the previous/last meetings held on xxxMatters Arising / Action Log	Y	Approval	Chair
2.	BOARD PROCEDURES AND EFFECTIVENESS			
2.1	Confirmation of the Chair	Y	Receive	Clerk
2.2	To receive the appointment of Clerk to the Board as per Service Level Agreement	Y	Receive	Chair
2.3	Membership updates (Resignations/Appointments)Ensure GIAS/Companies House is up to date	Y	Note/ Appoint	Chair
2.4	New Governor Induction	Y	Approve	Chair
2.5	Trust Code of Conduct - via Governor Hub	Y	Receive	Chair
2.6	Governor Eligibility - via Governor Hub			
2.7	Register of Interests -via Governor Hub	Y	Review & Publish	Chair

2.8	Attendance at meetings	N	Review & Publish	Chair
2.9	Scheme of Delegation and Terms of Reference	Y	Receive	Chair
2.10	Roles and Responsibilities	Y	Appoint	Chair
2.11	LGB Diversity	Y	Consider	Chair
2.12	LGB Development – including skills audit	Y	Consider	Chair
2.13	Link Visit schedule/ reports		Agree/ Receive	AI
3.	STRATEGY AND COMPLIANCE			
3.1	Admission Arrangements - Receive from TB & propose any changes	Y	Receive	Pastoral
	To receive headteacher and link governor update on the 4 S's Standards; Stakeholder engagement; Safeguarding; SEND.		Review / receive	Headteacher and link governor
4.	ACADEMY DEVELOPMENT			
4.1	CEO Report (and /or Video) To receive a Trust update from the CEO and/or Chair of Trustees (this will be shared in advance of the meeting so governors can watch/read and ask any further questions/ comments at the meeting) To offer feedback to the Trust from the LGB	Y	Receive	Chair
5.	POLICIES			
	Trust Policies to receive Academy Policies to approve			
6.	FOR INFORMATION			
	Clerk's Update:	N	Note/Action	Clerk
7.	STANDING ITEMS			
7.1	Meeting Reflection/Impact	N	Reflection	All
7.2	Urgent Items (AOB)	N	Consider	Chair
7.3	Confidentiality	N	Agree	Chair
7.4	Date and time of next meetings:	N	Note	Chair

Resources, Audit and Risk Committee

Annual Plan

Meeting 1	Meeting 2	Meeting 3
Standing Items • Receive latest management accounts/ cashflow/budget reports/balance sheets and aged creditors/debtors • Procurement Update • Investment Reporting • Review of Risk Register • Capital Project Update • Review Cyber Security • Review any external/internal audit/RO Reports • Estates Report • Update on Play Pals • Parago Compliance Report - Specific Discussion Items • Review H&S Policy • Business Continuity and Emergency Planning updates • Receive and approve the draft Annual Report • CIF project planning • Receive estimated surplus report • Building and Premises Development Plans • Update on Pay Awards • Due diligence for new Academies (if applicable)	Standing Items • Receive latest management accounts / cashflow / budget reports / balance sheets and aged creditors/debtors • Procurement Update • Investment Reporting • Capital Project Update • Review Cyber security • Review of Risk Register • Review any external/internal audit/RO Reports • Review Data Protection • Estates Report • Update on Play Pals • Parago Compliance Report - Specific Discussion Items • Review of Asset Management Plan • Review IT Service • Propose the appointment of external auditors to the Members • Building and Premises Development Plans • Virements • Benchmarking Report • School Resource Management Assessment • Resubmission of current year budget (if required) • Due diligence for new Academies (if applicable)	Standing Items • Receive latest management accounts/ cashflow/budget reports/ balance sheets and aged creditors/debtors • Procurement Update • Investment Reporting • Capital Project Update • Review Cyber Security • Review of Risk Register • Review any external/internal audit RO Reports • Estates Report • Update on Play Pals • Parago Compliance Report - Specific Discussion Items • Review of Financial Handbook • Funding Review • Nor and projections • Submission of draft 3- year budget • Review and recommend the School Trust Handbook for the following year • Policy overview • Building and Premises Development Plans • Virements • Review of Scheme of Financial Administration • Review and Approval of next academic year SLAs • Review and set the annual programme of Internal Audit for next academic year • Due diligence for new Academies (if applicable)

People Committee Annual Plan

Meeting 1	Meeting 2
• Standing Items • HR KPI's • Recruitment and Retention • Staffing update • Employee Wellbeing Specific Discussion Items • Review HR Policies • People Strategy • Absence details for previous academic year • People and Culture • Equality, Diversity and Inclusion EDI reports and Action Plans – e.g. Gender Pay • Employer of choice • Professional Development Review and CPD Offer	• Standing Items • HR KPI's • Recruitment and Retention • Staffing update • Employee Wellbeing - Specific Discussion Items • Culture and values • Staff Survey outcomes • Fit and Proper Persons Policy and Compliance • Feedback and evaluation of training and development programmes and other people related activities and intervention • Workforce Plan (including leadership development, succession planning and talent management) for the Board.



Educational Standards Committee Annual Plan

Meeting 1	Meeting 2	Meeting 3
Standing Items • Data Pack Strategy – receive and discuss an update on progress against KPIs – curriculum • To receive and discuss update on the delivery and impact of SEND strategy across the Trust • Standards and Performance – to review school effectiveness and management of educational risks • Safeguarding • Assessment, impact and monitoring – to receive and discuss an update report on DfE visits, Ofsted inspections, internal inspections and reviews • Governance – to discuss effectiveness of local governance • Approve educational policies as required • Review of Risk register • Link Governor Reports	Standing Items • Data Pack Strategy – receive and discuss an update on progress against KPIs – curriculum • To receive and discuss update on the delivery and impact of SEND strategy across the Trust • Standards and Performance – to review school effectiveness and management of educational risks • Safeguarding • Assessment, impact and monitoring – to receive and discuss an update report on DfE visits, Ofsted inspections, internal inspections and reviews • Governance – to discuss effectiveness of local governance • Approve educational policies as required • Review of Risk registers • Link Governor Reports	Standing Items • Data Pack Strategy – receive and discuss an update on progress against KPIs – curriculum • To receive and discuss update on the delivery and impact of SEND strategy across the Trust • Standards and Performance – to review school effectiveness and management of educational risk • Safeguarding • Assessment, impact and monitoring – to receive and discuss an update report on DfE visits, Ofsted inspections, internal inspections and reviews • Governance – to discuss effectiveness of local governance • Approve educational policies as required • Review of Risk registers • Link Governor Reports
Specific Discussion Items • Review summary of each School Improvement Plan relating to education standards • Review summary/overview of School Pupil Premium Plan • Receive Due diligence from Executive Team for new Academies relating to education standards	Specific Discussion Items • Review of Communities of School Improvement • School Development Plan term 1 impact statement • Review summary of School Pupil Premium Plan • Receive Due diligence from Executive Team for new Academies relating to education standards	Specific Discussion Items • Finalise KPI's for following academic year • Policy overview • Review summary of School Pupil Premium Plan • Receive Due diligence from Executive Team for new Academies relating to education standards

Pay and Remuneration Committee Annual Plan

Meeting 1

- Receive UPR recommendations for pay progression (from CEO/DCEO)
- Receive HT recommendation for pay progression (from CEO/DCEO)
- Receive CEO / DCEO recommendation for pay progression from Performance Management Committee
- Make decisions on UPR/Headteacher/SLT/CEO/DCEO pay progression
- Approve Trust Pay Policy
- To review leadership pay ranges as required (ad hoc)
- Determine salary range of new academy Headteacher as required (ad hoc)

Board of Trustees Annual Plan

Meeting 1	Meeting 2	Meeting 3
Standing Items • Safeguarding • Risk Register • Growth and Partnerships • Committee and LGB Reports • Policy approval • CEO Report - specific discussion Items • Election of roles • Safeguarding annual update • Outcomes Reports • Key Performance Indicators (KPI) • Trust Improvement Plan • Trust staff structure • Admissions • Uniform - if applicable • Term dates	Standing Items • Safeguarding • Risk Register • Growth and Partnerships • Committee and LGB Reports • Policy approval • CEO Report - specific discussion Items • Website compliance • Stakeholder voice • Approve Annual Report and Audit • CIF Approval • Approval of in year budget (if required)	Standing Items • Safeguarding • Risk Register • Growth and Partnerships • Committee and LGB Reports • Policy approval • CEO Report - specific discussion Items • Projected Outcomes Reports • Key Performance Indicators (KPI) • Review of staff KPI's • Approval of Trust budget and budget forecast return

Local Governing Board (LGB) Meetings Annual Plan

Meeting 1	Meeting 2	Meeting 3
Standing Items • Safeguarding • SEND • Stakeholder engagement • Standards • Link Governor feedback • CEO update	Standing Items • Safeguarding • SEND • Stakeholder engagement • Standards • Link Governor feedback • CEO update	Standing Items • Safeguarding • SEND • Stakeholder engagement • Standards • Link Governor feedback • CEO update

Chair of Committee Report to the Trust Board

Please complete this form using bullet points where possible to capture the key themes.

The report is intended to make the Trust Board aware of issues discussed and decisions made on their behalf by Sub-committee boards.

Sub-Committee minutes are to be made available should more detail of discussions be required.

Meeting Name:

Meeting Date:

1. Significant issues discussed, or decisions made on behalf of the Board (For noting by Board)
2. Key Outcomes from Sub-committee Meeting
a) Where is good progress being made and how do you know? b) Are there any areas discussed you have concerns about and why? c) Are there any specific achievements the Board should be aware of?
3. Training
a) Has any relevant training been undertaken by Committee members: b) Has any training been identified for Committee members or the full Trust Board?
4. Risks
a) Are you satisfied the Executive Management Team have the correct strategies and actions in place to mitigate risks relevant to this sub-committee role?
5. Further Feedback
a) Please provide any additional notes and comments that are relevant to support the Trust Board execute its role.

Committee Chair Signature:

Date:

Please complete and forward a copy of your report to the Clerk of your Committee within 5 working days
Please note that these notes along with the minutes of the committee meeting could be published.

Chair of Local Governing Board Report to the Trust Board

Please complete this form using bullet points where possible to capture the key themes.

The report is intended to make the Trust Board members aware of significant issues discussed at the LGB's.

LGB minutes are to be made available should more detail of discussions be required.

Meeting Name:

Meeting Date:

1. Significant issues discussed (For noting by Trust Board)
2. Key Outcomes from Local Governing Board Meeting
a) Where is good progress being made and how do you know? b) Are there any areas discussed you have concerns about and why? c) Are there any specific achievements the Board should be aware of?
3. Training
a) Has any relevant training been undertaken by LGB members? b) Has any additional training been identified for the LGB members?
4. Risks
a) Are you satisfied the Headteacher/Head of School has the correct strategies and actions in place to mitigate risks?
5. Further Feedback
a) Please provide any additional notes and comments that are relevant

Chair Signature:

Date:

Please complete and forward a copy of your report to the Clerk of your Committee within 5 working days
Please note that these notes along with the minutes of the committee meeting could be published.

Chair of Trust Board report to LGBs

Please complete this form using bullet points where possible to capture the key themes.
The report is intended to make the LGB aware of issues discussed and decisions made on their behalf by the Trust Board.

Meeting Name:

Meeting Date:

1. Significant issues discussed, or decisions made by the Trust Board (for information)
2. Actions for LGB Governors

Trust Board Chair Signature:

Date:

Please complete and forward a copy of your report to the Clerk of your Committee within 5 working days
Please note that these notes along with the minutes of the committee meeting could be published.

Code of Conduct for Trustees and Governors

Code of Conduct for Trustees and Governors

Guidance and Code of Conduct for QUEST Trustees and Local Governing Board Governors

This Code of Conduct sets out the expectations of and commitment required from Trustees and members of LGB's for the Board to properly carry out its work within its schools and communities. The Board can amend the Code to include reference to the aims and ethos of schools as appropriate.

Trust Quality Descriptions sets out the 5 pillars of academy trust quality:

1. High-quality and inclusive education
2. School improvement
3. Workforce
4. Finance and operations
5. Governance and leadership

We will abide by the Principles of Public Life:

Selflessness: We will act solely in terms of the public interest.

Integrity: We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

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

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

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

Honesty: We will be truthful.

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

We will apply the highest standards and will:

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

We will focus on our core governance functions:

In trusts, the purpose of governance is to provide:

- strategic leadership
- accountability and assurance
- strategic engagement

As individuals we agree to the following:

Role and Responsibilities:

1. We understand the purpose of the Board, the LGB and the role of the CEO and will ensure the work of these bodies remains focused on the three strategic functions.
2. We understand how the role of the Board differs from and works with others including the Headteacher/ Head of School and where appropriate, executive leaders, Trust Sub-Committees and LGBs.
3. We accept that we have no legal authority to act individually, except when the Board has given us delegated authority to do so, and therefore we will only speak on behalf of the Board when we have been specifically authorised to do so.
4. We accept collective responsibility for all decisions made by the Board or its delegated agents. This means that we will not speak against majority decisions outside the Board/Committee/LGB meeting.
5. We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
6. We will encourage open governance and will act appropriately abiding by the Seven Principles of Public Life.
7. We will consider carefully how our decisions may affect the community and other schools.
8. We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our schools and ensure that the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs are upheld across the Academy Trust. Our actions within the schools and the local communities will reflect this.
9. In making or responding to criticism or complaints affecting the Trust or its schools we will follow the procedures established by the Board.
10. We will actively support and challenge the CEO and other Executive Leaders.

Commitment:

11. We acknowledge that accepting office as a Trustee or LGB Governor involves the commitment of significant amounts of time and energy.
12. We will each involve ourselves actively in the work of the Trust Board/LGB, and accept our fair share of responsibilities, including service on committees or working groups.
13. We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
14. We will get to know the school(s) well and respond to opportunities to involve ourselves in school activities.
15. We will visit the school(s), with all visits arranged in advance with the staff and undertaken within the framework established by the Trust Board/LGB and agreed with the CEO.
16. We will consider seriously our individual and collective needs for training and development and will undertake relevant training, including annual governance relevant safeguarding training.
17. We accept that in the interests of open governance, our names, terms of office, roles on the board, category and the body responsible for appointing us and the register of interests will be published on the school's website and Companies House as appropriate.

Relationships:

18. We will strive to work as a team in which constructive working relationships are actively promoted.
19. We will express views openly, courteously and respectfully in all our communications with other Trustees and LGB Governors.
20. We will support the Chair in their role of ensuring appropriate conduct both at meetings and at all times.
21. We are prepared to answer queries from other Trustees and LGB Governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
22. We will seek to develop effective working relationships with the CEO, staff and parents, the local authority and other relevant agencies and the community.

Confidentiality:

- 23. We will observe confidentiality regarding proceedings of the Trust Board and LGB in meetings and from our visits to school(s).
- 24. We will observe complete confidentiality when required or asked to do so by the Trust Board or LGB, especially regarding matters concerning individual staff or students.
- 25. We will exercise the greatest prudence if a discussion of a potentially contentious issue affecting the school(s) arises outside the Trust Board or LGB.
- 26. We will not reveal the details of any Trust Board or LGB vote.
- 27. We will ensure all confidential papers are held and disposed of appropriately.
- 28. We understand that the requirements relating to confidentiality will continue to apply after a Trustee or LGB Governor leaves office.

Conflicts of Interest:

- 29. We will record any pecuniary interest (including those related to people we are connected with) that we have in connection with the Board or LGB's business in the Register of Interests, and in any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.
- 30. We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- 31. We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the Trust Board or LGB.

Communications and Social Media:

- 32. When formally speaking or writing in our governance role we will ensure our comments reflect current organisational policy even if they might be different to our personal views.
- 33. We will not identify ourselves as Trustees or LGB members on any social medium.
- 34. We will not engage in activities involving social media which might bring the school(s) at which we serve into disrepute.
- 35. We will not represent our personal views as those of the school(s) at which we serve on any social medium.

Breach of this code:

- 36. If we believe this Code has been breached, we will raise this issue with the Chair of the Trust Board. The Chair will carry out preliminary enquiries.
- 37. Should the Chair believe that there has been a potential breach of this Code, an investigation will be undertaken by either the Vice Chair of the Trust Board or, where a conflict of interest arises, the Trust will commission an independent investigation by, for example, Wigan Governor Services or another appropriate organisation.
- 38. On receipt of the investigation report, should it be determined that there has been a breach of this Code, the process for the removal of Trustees and LGB Governors set out in this handbook will be followed.



Trustee and LGB Governor Training Plan

It is vital that Trustees and Governors are highly trained and aspire to learn more about their roles and the education sector in general.

Training will be provided through a variety of Professional Learning platforms, with some core modules applicable to all, and others allocated according to specific lead roles.

Details can be found in the tables below.

TRUSTEES AND GOVERNORS TRAINING SUMMARY 2024-2025		
Training/Names	Source	Frequency
Blanket Training		
Trustee Induction: Governance Structure, Roles and Responsibilities	CEO/DCEO	Induction only
KCSIE - Part One	DfE	Annually
KCSIE annual update	QUEST by DSL	Annually
Safeguarding Children	National College / NSPCC	Annually
Safeguarding: The Governors' Role	NGA	Annually
GDPR & Data Protection	National College / GDPR site	Induction only
Equality & Diversity	NGA	Induction only
Managing Staff Workload & Wellbeing	NGA	Induction only
School Governor Induction: Introduction to the School	Headteacher/Head of School and Chair of LGB	Induction only
Optional Training		
SEND Code of Practice - Chapter 6 (SEN Leads in particular)	DfE Website	Optional
Arts and Cultural Education	NGA	Optional
Directed Training		
Safeguarding Lead		
Safeguarding: The Governors Role	NGA	Annually
Single Central Record	Trust DSL/Deputy DSL / CFO/ Director of HR	Annually
SEND Lead		
The Role of the SEN Governor	NGA	Annually
SEND Training with Trust SEND Lead	Director of Inclusion and Vulnerabilities	Annually
Disadvantaged Lead		
Pupil premium: a guide for governing boards	NGA	Annually
Pupil Premium	NGA	Annually
EEF – Guide to the Pupil Premium (EEF Website)	EEF Website	Induction only

Curriculum & QE Lead		
National curriculum in England: framework for key stages 1 to 4	DFE Website	Induction only
Relationships Ed, Relationships & SexEd (RSE) and Health Education	DFE Website	Induction only
Your Org: Understanding school structures/what children should learn	NGA	Induction only
QUEST Curriculum Training	DCEO	Annually
CEIAG Lead		
Careers guidance: the role of the governing board	NGA	Induction only
The eight Gatsby benchmarks of Good Career Guidance	www.gatsby.org.uk/education/focus-areas/good-career-guidance	Induction only
Career Mark	https://completecareers.com/career-mark/about-us/	Induction only
Attendance and Behaviour Lead		
School attendance (Guidance for maintained schools, academies (DfE website))	DfE Website	Induction only
Permanent Exclusion Panel Training - Chairing and Process	Wigan Governor Services	Induction only
Pupil Success & Wellbeing	NGA	Optional
Health and Safety		
Health and safety: responsibilities and duties for schools	DfE Website	Induction only
Health and Safety	NGA	Induction only
Chairs & Vice Chairs		
Safer Recruitment	NSPCC	Every 3 years
Chairs (including sub-committee boards)		
Monitoring and Evaluation	NGA	Optional
Ofsted Inspections - step by step	NGA	Optional
Role of a Chair - Succession Planning	NGA	Optional

***** Recommend all Trustees and Chairs of LGBs undertake NGA Exclusions training *****

Registering for NGA

The following link details the 'NGA Learning Link Leaflet Help Sheet'. These documents explain how to register for the National Governance Association (NGA) learning link.

[https://www.nga.org.uk/getmedia/0e83c9eb-ad43-4039-a83b-eb7fee36ba2e/Learning-Link-Registration-Doc-\(Aug-2021\)-WEB.pdf](https://www.nga.org.uk/getmedia/0e83c9eb-ad43-4039-a83b-eb7fee36ba2e/Learning-Link-Registration-Doc-(Aug-2021)-WEB.pdf)

Skills Audit

Following the annual skills audit carried out by the Board of Trustees and by each School LGB, a training plan will be created to ensure that each section of governance is suitably trained to deliver its remit.

Effective Meetings Guidance

Introduction

It is imperative that all governance meetings within our Trust are run efficiently and effectively. This guidance sets out the expectations of the Trust to those Clerking, Chairing and participating in governance meetings.

Stages to Holding an Effective Meeting

The steps set out below should be followed to increase the effectiveness of your meetings.

1. Prior to the meeting:

- All governance meeting dates are determined and agreed by the Chair of the Trust Board in the summer term for the following academic year.
- The Clerk should ensure the meeting will be quorate.
- The Chair should agree an agenda with the Clerk 10 working days in advance and circulate the agenda to all members of the meeting at least 5 working days prior to the meeting.
- The expectation is that no meeting should last longer than 2 hours. This must be set out in the agenda and diary invites to allow Governors and Officers to plan effectively.

2. Preparing for the meeting:

- The Chair should, in advance, meet with all individuals who are expected to present at the meeting. This is to confirm that their papers are short and set out a clear expectation the individual requires from members (e.g., for information means debates are by exception, for decision should mean a short brief presentation by the individual and a Chair-led debate for a brief period, culminating in a clear decision).
- It is particularly important that employee and finance papers are concise and comprehensible.
- This should enable the Chair to plan how they intend to run the meeting and for individuals to understand their role in the meeting and any additional information the Chair may require from them.
- The Clerk should then arrange for all papers to be issued 5 working days in advance of the meetings. The Clerk should also ensure that all members have access to the papers, including any passwords, software for unzipping large files, etc.
- It is the responsibility of the members of the Committee or Board to:
 - ensure they have access to the papers
 - have read them well in advance
 - have prepared their questions for the individuals presenting in advance
 - It is the responsibility of individuals attending the meeting to notify the Clerk at least 2 working days in advance of the meeting of any items they wish to raise that are not already covered within the specified agenda.

3. Running the meeting:

- Anyone unable to attend a meeting must notify the Clerk at the earliest opportunity. Equally, they should notify the Clerk if they are going to be late attending the meeting.
- The Clerk, working with site staff should ensure, in advance of the meeting, that an appropriate room has been reserved and set up according to the number of attendees.
- The Chair at every meeting should ensure that all conflicts of interest are declared and recorded.
- The Chair must decide whether to accept the apologies offered or whether the members attendance is of concern and requires discussions at a later date on their continued membership of the Committee.
- It is the responsibility of the Clerk to ensure the agenda is followed and to provide support to the Chair throughout the meeting. The Clerk must not leave the meeting, even for sensitive items to ensure that the minutes are a true and accurate record of the meeting at all times.
- The Chair should ensure that the meeting flows and that all voices are heard during the meeting.
- The Chair should ensure that the meeting does not last longer than 2 hours. They should ensure that the agenda is well planned and executed to avoid running over time.
- The Chair should then ensure that all notified matters of “any other business” are concluded and bring the meeting to a close. It is for the Chair to decide whether matters being raised without prior notification can be discussed or debated.

4. After the meeting:

- The Clerk must produce a draft set of minutes (using the specified template for minutes) within 5 working days of the conclusion of the meeting.
- The Chair must approve the draft minutes within 2 working days of receipt from the Clerk.
- The minutes of the Committee should then be sent to the relevant Trustee responsible for that Committee.

The above steps should be repeated at every subsequent meeting.



Meeting Schedule 2024-2025

Term	Trust Board	Resources, Audit and Risk	Educational Standards	Executive Performance Management Committee	Pay and Remuneration Committee	People Committee	Chairs Forum
Autumn 1	✓	✓		✓			
Autumn 2	✓		✓		✓	✓	✓
Spring 1	✓	✓					
Spring 2			✓				
Summer 1						✓	
Summer 2	✓	✓	✓				✓

Visits to Schools – Guidance for Trustees and Governors

Context

One of the key roles and responsibilities for Trustees and Governors is to monitor the progress and performance of the Schools. Undertaking visits demonstrates the Trustees' and Governors' role in the strategic management of the school by helping to hold the school to account and evaluate its progress.

The Trustee/Governor visiting programme is an integral part of the yearly monitoring calendar. Trustees/Governor should arrange to visit the school in between governance meetings, focusing on an aspect of the School Improvement Plan or Governors statutory duties. Where possible the focus of forthcoming visits should be identified in the Trust Board/School LGB Meetings.

Visits to the School allow Trustees/Governors to:

- See the School at work and observe the range of attitudes, behaviour and achievements.
- Get to know the staff and demonstrate their commitment to the school.
- Give active support to the staff and the activities of the school.
- Evaluate resources and discuss with staff further requirements.
- Gain first-hand information to assist with policy making and decision taking.
- Work in partnership with the staff.

Before making a visit Trustees/Governors will:

- Contact the Headteacher and agree a date, time and focus for the visit.
- Clarify the etiquette, courtesies and expectations for the visit.
- Draw up a timetable for the visit with the Headteacher or the visit coordinator.

On the day of the visit the Trustee/Governor will remember to:

- Arrive on time.
- Respect the professionalism of all colleagues, supporting but not interfering.

After the visit the Trustee/Governor will:

- Remember to thank colleagues and students (where appropriate).
- Meet with the Headteacher or delegate to give brief verbal feedback.
- Complete the School Visit Pro-forma, reporting on the focus. The completed form must be given to the Headteacher or delegate and then, after any possible alterations, the form will be circulated to the Trust Board/School LGB.

Trustees/Governors must report without giving personal opinions and, where possible, individuals should not be identifiable. It is important to remember that visits are a snapshot in time, and judgements should not be made arbitrarily.

The visit is not about:

- Inspection.
- Making judgements about the professional expertise of teachers or leaders.
- Checking on your own children.
- Pursuing a personal agenda.
- Arriving with inflexible pre-conceived ideas

What to Avoid

It is important for all parties to note that visits are not a form of inspection and do not involve Trustees/Governors making a judgement about teaching in any official capacity. That remains the responsibility of the Headteacher and other education professionals.

Trustees/Governors must avoid visiting classrooms where their own children are present. They should also be aware of 'pursuing personal agendas' and make sure they fulfil the code of conduct and fulfil the "ground rules" as outlined below.

Please remember that members of staff are very busy people whose first priority must be the students. There may be times when arrangements have to be changed, or alterations made.

Please be sensitive to the circumstances and flexible in your expectations.

It is important to remember that any information you gather on the visit must remain confidential.

	Always	Never
Before	• Arrange details of the visit • Agree purpose of the visit • Sign in at reception wearing your ID badge	• Turn up unannounced
During	• Keep to the role agreed • Remember confidentiality • Stick to the times and purpose agreed • Wear your ID badge	• Assume a different role to the role agreed • Walk into a classroom with a clipboard • Interrupt the teacher • Distract the students from their work
After	• Thank colleagues • Provide brief verbal feedback to the Headteacher • Feedback to the Trust Board/School LGB using the 'Visit Report Form' • Sign out at reception	• Leave without acknowledgement • Break rules of confidentiality

Appendix 2 Trustee/School Governor Visit Report

Name	
Date of Visit	
Focus of Visit	
Summary of activities	
What I have learned as a result of my visit?	
Positive comments about the focus	
Aspects I would like clarified/questions I have	
Any other comments:	

Signed by Trustee/Governor: _____

Signed by Headteacher/Headteacher Representative:

Procedure for Electing a Chair/Vice-Chair of Trust Board, Committees and/or School Local Governing Boards

Introduction

The QUEST Board has established a governance structure that establishes a Board, as well as a number of Sub-committee boards, including School Local Governing Boards. This policy establishes the procedures for the annual election of the Chair and Vice-Chair of the Board and those Sub-committee boards. The QUEST Board has decided that these appointments are subject to ratification of all Chair and Vice-Chair of Sub-committee boards, including Chair and Vice-Chair of School Local Governing Boards.

Procedure

The Clerk to the Trustees/Governors at least four weeks' notice prior to the first meeting of the relevant Board, Committee or Local Governing Board each year requesting written nominations. These should be submitted to the Clerk at least two weeks before the election. Candidates must submit a written statement of their suitability of no more than 250 words in support of their nomination. Nominations on the day will only be accepted where no written nominations have been received prior to the meeting. The Chair or Vice-Chair cannot be someone who is employed at the Trust in any capacity at any school in the Trust. Members of the respective Board, Committee or LGB may self-nominate, but if you are nominating another member, please seek their approval prior to submitting the nomination.

The Clerk will act as chair during the election of the chair and will ensure the meeting is quorate. Each nominated candidate will be invited to speak to the respective Board, Committee or LGB, setting out her/his reasons for standing. Candidates will be limited to three minutes. All candidates must leave the room while a discussion and voting takes place of the remaining members. This will be the case even if there is a single nomination.

A vote by secret ballot will be held, even if there is only one nomination.

The Clerk will count the votes and announce who has been elected as chair. The successful candidate will be invited to take the chair and will oversee the election of the vice-chair.

In the event of a tie, the governing body will re-run the ballot. If it remains a tie, the tied candidates will draw lots.

The Trust Board, other than in the appointment of the Board Chair, must ratify the appointments of the Chair and Vice-Chair of the other Sub-committee boards, including School LGB's. This must be completed at the first available meeting subsequent to the elections held in each Committee or School LGB's. The Trust Board reserves the right to reject the elected Chair or Vice-Chair without having to provide any reasons for their rejection. In the event that the Trust Board rejects a candidate(s), the Committee must hold another election, and the rejected candidate(s) cannot stand for election.

Election of Parent / Carer Governors to Local Governing Boards

Introduction

To ensure that the School LGB has the skills to deliver the functions delegated to it, the Trust Board will carry out a skills audit at least annually. All individuals governing on the School Local Governing Board, regardless of their constituency are elected or appointed with one common purpose to govern the school's best interest of students. Parent/Carer School Governors are no exception. They are not elected to represent all parents/carers, but to contribute to the work of the School LGB to ensure high standards of achievement for all students, contribute to strategic discussion and to monitor school performance.

The Board of Trustees are responsible for making the arrangements for parental elections and must take reasonably practicable steps to ensure that every parent/carers of a registered student at the school is:

- Informed of the vacancy and the fact that it is required to be filled by election.
- Informed that they are entitled to stand as a candidate and vote in the election; and
- Given the opportunity to do so.

Election Procedure - step by step

The step-by-step procedure for the election of Parent/Carer Governors is set out below.

Terms of Appointment

All School Governors must agree to a full enhanced assessment by the Disclosure and Barring Service. Failure to do so will invalidate their nomination and/or election. The Trust Board reserves the right to remove any elected parent/carers if the DBS check establishes concerns of any nature. If any parent/carers is removed, then a fresh election will be held as soon as possible.

All Parent/Carer Governors of a School are appointed for an initial two-year period. They may seek re-election by following the procedure set out in Annex 1. Parent/Carer Governors must have a child in attendance at the school at the start of their tenure. They must step down should their child no longer attend the school.



Election of Parent/Carer Governor

Election of Parent/Carer Governor

1. When a vacancy arises, either because a serving Governor has stepped down or a new position is agreed with the Trust, the Clerk to LGB (who is also the returning officer for the Trust) will inform the Trust Board and Headteacher. A timetable for an election is agreed that minimises delay and avoids school holidays.
2. The Clerk to the LGB will draft a letter for the Headteacher to issue to all parents/carers notifying them that of the vacancy on the school LGB. The invitation letter and nomination form should be made available on the school website. Based on the skills audit, the Trust Board may specify a particular skillset for a School Governor vacancy.
3. The nomination form will indicate the closing date for nominations, which will be no less than 10 school days from the date of issue. Candidates will be invited to submit a statement in support of their nomination, which should be no longer than 250 words. Parents/carers may self-nominate but if a parent/carers wishes to nominate another parent/carers, they should seek their approval before submitting the nomination.
4. Where the number of candidates nominated is equal to or fewer than the number of vacancies, then all those nominated will be elected unopposed. If too few parents/carers stand for election to fill all the vacancies, the Trust Board will appoint Parent/Carer Governors to the vacancy in accordance with the articles of association.
5. If there are more nominations than vacancies, a ballot will be conducted. Letters, ballot papers and return envelopes will be sent to all parents/carers. The letters will set out that all parents/carers of registered students at the school are entitled to vote. Depending on the number of vacancies, parent/carers may be asked to vote for more than one candidate. Each parent/carers can submit one ballot form, regardless of the number of children they have attending the school.
6. The closing date and time for receipt of ballot papers, which will be no less than 10 school days. The candidates' personal statements will be enclosed and will also be available to view on the school website. A ballot box will be provided in the school and parents/carers will also be given the option to vote by post. No arrangements will be made for proxy voting. Returned envelopes must be locked away, unopened, until the closing date.
7. At the closing date for return of ballot papers, the returning officer will count the votes in front of at least two witnesses, one of whom is the Headteacher and, if possible, the other being a serving member of the Local Governing Board with no affiliation to any of the proposed candidates. The returning officer is responsible for determining whether a "spoiled" ballot should be included. The outcome of the vote will be decided by the simple majority vote system.
8. In the event of a tie, there should be a recount. If this does not produce a clear result, the returning officer should, in the presence of the witnesses, draw lots.
9. The Clerk to Trust Board will inform all the candidates individually about the result of the ballot. Other parents/carers will be notified of the result via the school newsletter and/or website. The ballot papers will be retained securely for six months in case the election result is challenged.

Model Letters, Forms and Ballot Papers

Dear Parent / Carer

PARENT/CARER SCHOOL GOVERNOR ELECTION

I am writing to you to invite you to nominate yourself (or another parent/carer) for election as a Parent/Carer Governor on our School Local Governing Board.

The School Local Governing Board is a local governing committee, which has specific functions delegated from the QUEST Trust Board, as set out in the attached sheet to this letter.

No special qualifications are needed; the most important thing is to have a keen interest in the school and have the time available to commit to playing an active part in the Local Governing Board.

[Optional - we would particularly welcome nominations from parents/carers with the following skills <description of desired skills>.]

Training is available for all Governors and the Trust Board expects all those who are newly appointed as Governors, attend at least one induction training session. Details of these will be provided in due course. Nominations must be from parents/carers, or individuals exercising parental responsibility, of a child at the school.

If you would like to stand for election, please complete the enclosed nomination form and return it to the school no later than <insert date>. You should also include a short personal statement to support your nomination, which should be no longer than 250 words. Self-nominations will be accepted but if you are nominating another parent/carer, please seek their prior consent.

If there are more nominations than vacancies, the election will be by secret ballot. Where necessary, voting papers will be sent to all parents, together with details of the ballot procedure.

Yours faithfully

[Name]
Headteacher



Additional Sheet with Parent/Carer Letter

The school shall, on behalf of the Trust Board, be responsible for the following activities:

Governance

- To visit the school and to report back to leaders and the LGB using the reporting templates specified by the Trust Board.
- To provide induction and mentoring for Governors as specified by the Trust Board.
- To monitor the implementation of Trust policies and strategies including Pupil Premium, SEND, Sex and Relationships Education.
- To monitor that the school website is compliant with statutory requirements.
- To support the Headteacher and the Trust, in undertaking appropriate day to day procedures that are essential to the life of the school.
- To review the medium and high-level risks within the Risk Register for the School and to report to the Trust Board as required.
- To ensure value for money and impact is achieved in relation to the expenditure of School Improvement Funds.

Learning – Provision and Outcomes

- To ensure that the safeguarding policy is fully implemented and that procedures are adhered to within the school
- To check the Single Central record termly along with the Headteacher.
- To contribute to, review and monitor the School Improvement Plan (SIP), ensuring that the school is set to meet the KPIs as specified by the Trust Board.
- To monitor and report to the Board on:
- The impact of SEND funding (including High Needs Funding) on provision, progress and outcomes.
- The use and impact of the Pupil Premium funding.
- The impact of PE and Sports premium funding.
- Exclusions and attendance.

The Trust Board may require additional reports from the LGB in order to assure itself against its obligations, statutory or otherwise.

Reporting

The Chair of the LGB must provide a report to the Trust Board, as per the template specified by the Trust Board. This report must be delivered within 5 working days of the LGB meeting being held. This will include, unless otherwise specified by the Trust:

- The approved minutes of the LGB meeting.
- The template report for the school.
- The latest risk register update.
- Any additional notes that set out issues for the Trust Board to consider.

Model Parent/Carer Election Nomination Form

Election of Parent/Carer School Governor to [insert name of school]

Please enter in BLOCK LETTERS, the name and address of the person being nominated for election:

Name:

Address:

Signature of proposer (if different to nominee):

Name and address of proposer (if different to nominee):

Telephone:

Email:

Personal Statement (maximum 250 words)

I wish to submit my nomination for the election of Parent/Carer Governor.

I confirm

(i) that I am willing to stand as a candidate for election as a Parent/Carer Governor, and

(ii) that I am not disqualified from holding office for any of the reasons set out in the articles of association.

Signature:

Date:

Completed nomination forms must be returned to the school by <insert date>

Model Parent/Carer Ballot Letter and Ballot Form

Dear Parent/Carer,

BALLOT FOR ELECTION OF PARENT/CARER SCHOOL GOVERNOR

I wrote to you on <insert date> to invite nominations for the vacancy/vacancies for a Parent/Carer Governor.

I am delighted to say that there has been a good response and there are <insert number> candidates for the positions. This means we must now hold a ballot.

Attached to this letter is:

- A ballot paper with the names of the candidates (in alphabetical order)
- A copy of the personal statements from the candidates.

You may vote for one of the candidates for each position. Each parent/carers may only submit one ballot paper, regardless of the number of children you have attending the school. As indicated on the ballot paper you should vote by marking an 'X' alongside the candidate you support.

Once you have marked the ballot paper you should seal it in the envelope provided. This should then be put in the ballot box, which can be found in the school [location to be specified by the Headteacher]. If it is not possible for you to return this envelope in person, please return to the following address: <insert address for returning officer>.

The election will be decided by a simple majority of votes cast. In the event of a tie, lots will be drawn.

When the election has been completed, I will notify all parent/carers of the outcome. Thank you for taking the time to support this important activity in the school.

Yours faithfully,

[NAME]

Headteacher/Head of School



Parent/Carer Governor Election Model Ballot Paper

NB: This ballot paper includes the candidates’ personal statements in the same document. You may choose to provide these as a separate document.

Election of Parent/Carer School Governor to <insert school name>

There are <insert number> vacancies for Parent/Carer Governor.

You may vote for <insert number> candidates, but NOT vote more than once for each candidate.

Candidates
<Insert or attach a copy of candidates’ personal statements>

Election of Parent/Carer Governor to <insert school name>

Candidate	Mark an ‘X’ to indicate your vote

Process for the removal of Trustees and LGB Governors

Process for the Removal of Trustees and LGB Governors

This document sets out the grounds on which the Trust Board can suspend or remove Trustees and/or LGB Governors, including where the individual has acted in a way that is inconsistent with the ethos or with the religious character of the school and has brought, or is likely to bring, the school or the Trust or the office of Trustee/Governor into disrepute.

Suspension or removal of a Trustee/Governor will only be considered as a last resort. However, there may be exceptional circumstances where the Members or Trust Board considers it necessary to remove an individual from their position, where, for example:

- There have been repeated grounds for suspension (LGB Governors only).
- There has been serious misconduct or inefficiency, for example where the Trustee/Governor is unwilling or unable, despite all appropriate support, to develop the skills to contribute to effective governance.
- The Trustee/Governor has engaged in conduct aimed at undermining fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs; and/or
- The actions of the Trustee/Governor are significantly detrimental to the effective operation of the Board, distracting it from its core strategic functions and wasting a significant amount of Board and CEO/Headteacher/Head of School time.

Procedure for the Removal of a Trustee/Governor

If an issue arises where it is necessary to consider the removal of a Trustee/Governor, the following procedure shall be followed:

1. The Trustee/Governor proposing removal should give formal notification to the Clerk. This should be in writing and should state the grounds for removal.
2. The Clerk will then either:
Convene an extraordinary meeting of the appointing body (Members or Trust Board) - this may only be by request of the Chair or Vice Chair of the Trust Board in writing or
Place an item on the agenda for the next Members or full Trust Board meeting.
3. The Clerk will inform, in writing, the Trustee/Governor whose removal is proposed giving details of the grounds for the proposed removal. The Trustee/Governor proposed for removal should also be informed that there will be an opportunity to make a response to the proposal either in writing or verbally. A written response can be circulated to all Members/Trustees prior to the meeting if the Trustee/Governor proposed for removal indicates this.
4. The date of the meeting should allow the Trustee/Governor whose removal is proposed at least seven days' notice. All Members/Trustees must receive at least seven days' notice of this meeting together with the agenda and supporting paperwork. The proposed removal of a Trustee/Governor should be the first item of business on the agenda.
5. The removal of a Trustee/Governor:
 - Must be confirmed by a resolution passed at a second meeting of the Members/Trust Board not less than 14 days after the first meeting.
 - Must be specified as an item on the agenda of both meetings; and
 - The Trustee proposing the removal must be at the meeting to give reasons for the proposal and the Trustee/Governor concerned must have the chance to make a statement in response.
6. The decision of the Members/Trust Board should be confirmed in writing and should explain either/or
 - the right to appeal against the Board's decision following the initial decision to remove the Trustee/Governor.

- that the decision of the Appeal Panel will be final.

7. All Members/Trustees and the Trustee/Governor who is proposed for removal should be given a copy of this procedure and the written copy of the grounds on which the removal is proposed. All documentation relating to the removal must remain confidential to the Members/Trust Board.

8. Any person removed from a Board under these procedures may be disqualified from holding or continuing to hold office as a Governor of a school until the date immediately after the fifth anniversary of the date of their removal as a Trustee/Governor.

Appeal against a decision by the Members/Trust Board to remove a Trustee/Governor

It is considered good practice by the Department for Education that Boards have a robust appeals process to consider any representations from a removed Trustee/Governor.

As the decision to remove a Trustee/Governor would have been taken by the Members/full Trust Board then due consideration must be given to ensuring that the appeal process is fair, this could include the appointment of a suitable external officer, e.g. from the local authority and/or a Trustee/Governor from another Trust/school.

Meeting of the Board where the removal of a Trustee/Governor is proposed or appealed

1. The meeting must be quorate.
2. The proposed removal should be the first item on the agenda.
3. The Trustee proposing the removal of the Trustee/Governor must be at the meeting and must state reasons for proposing suspension. The account of the Trustee/Governor's behaviour should be evidence based. It should be clear, concise and objective and should avoid hearsay and emotive language. The statement should be read out to all Trustees.
4. The Trustee/Governor who is subject to a proposal for removal must be given the opportunity to make a statement in response to the proposal. This could be verbal statement at the meeting, or a written statement circulated prior to or at the meeting.
5. Members/Trustees should then be given the opportunity to seek clarity regarding the statements made.
6. The Trustee/Governor proposed for removal must withdraw from the meeting then Members/Trustees should discuss the proposal.
7. A secret ballot should then be held to decide whether to remove the Trustee/Governor in question. The Clerk will be responsible for administering the secret ballot and counting of the votes.
8. All decisions should be clearly minuted and it is advisable to keep this in the confidential section of the minutes.
9. The Trustee/Governor proposed for removal should be called back to the meeting to receive the decision of the Members/Trust Board.
10. Following the meeting the Clerk should write to the Trustee/Governor, confirming the decision made by the Members/Trust Board within 10 working days. Where this is an initial decision, the letter should inform the Trustee/Governor of the right of appeal. Where this is a meeting to consider an appeal, the letter should state that the decision is final.
11. The decision and all matters relating to it, including documentation, should remain confidential to the Members/Trust Board.

At the conclusion of the meeting the Members/Trust Board should review and confirm the membership of the Appeals Panel.

Scheme of Delegation Framework

Scheme of Delegation Framework

The Trust Board hold the power to delegate certain authorities to other layers of governance in the Trust. This Scheme of Delegation outlines how these delegations are made, to ensure clear and transparent governance arrangements. It aligns with:

- the Trust's Articles of Association
- internal Terms of Reference (ToR)
- the Trust's Master Funding Agreement and Supplemental Funding Agreements
- the Academy Trust Handbook
- QUEST's Scheme of Financial Administration
- relevant government guidance as issued by the Department for Education (DfE) and Education & Skills Funding Agency (ESFA).

This Scheme of Delegation is written according to the 'RASCI' Framework, based on various operational areas of activities at QUEST. It outlines who is:

- Responsible for delivering the area of activity/decision in line with agreed Trust policies
- Accountable for the area of activity/decision – this is usually the Trust Board as the legally accountable and liable body
- Supporting the area of activity/decision, which may be through practical support or supporting the detailed consideration of a decision
- Consulted on the area of activity/decision to receive feedback
- Informed of the area of activity/decision through agreed communications channels

Chair's Action between Board meetings

No individual Trustee is empowered to make decisions on behalf of the Trust outside any specific authority set out in this scheme of delegation. However, as an exception, the Chair of Trustees can decide as a single Trustee when a delay in doing so would be

- seriously detrimental to the interests of the Trust and any of its schools, and
- it would not be possible to postpone the decision to a meeting of Trustees (which the Chair can convene with less than 7 days' notice if necessary, provided Trustees will have sufficient time to receive and give due considerations to relevant documents relating to the decision)

The following types of decision cannot be made by "Chair's action":

- decisions relating to admissions
- approvals of financial spend over £10,000
- decisions on executive pay

Scheme of Delegation Format

The table shows which tier(s) of governance are Responsible (R), Accountable (A), Supporting (S), Consulted (C) or Informed (I) for each of the key areas of delivery. It outlines roles and responsibilities across key delivery areas between the Trust Board (TB), Committees (RAR – Resources, Audit and Risk; ES – Educational Standards; People Committee; PM – Performance Management; PAY – Remuneration and Pay), Executive Team (ET), Local Governing Bodies (LGB) and school Headteachers (H).

The Trust has a detailed Scheme of Financial Administration (SoFA) and Policy framework that sits alongside this Scheme of Delegation.

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)					
Strategic Planning										
Develop the overall strategic vision for QUEST and its schools	Accountable for setting strategic vision for QUEST and its schools	A	Supporting through detailed review of financial targets (RAR)	S	Responsible for implementing and communicating the Trust Board's strategic vision	R	Informed of the Trust Board's strategic vision as it applies to the school	I	Informed of the Trust Board's strategic vision as it applies to the school	I
Trust Culture and Values	Accountable for setting the Trust's overall culture and values.	A			Responsible for implementing the Trust's overall culture and values.	R	Informed of the Trust's overall culture and values as it applies to the school.	I	Informed of the Trust's overall culture and values as it applies to the school	I
Approve the School Improvement Plans	Accountable for approving the School Improvement Plans	A			Supporting the schools to develop and implement their SLPs	S	Informed and oversees the development and regular review of the school's improvement plan	I	Responsible for developing and implementing the school's improvement plan	R
Governance										
Determination of the mandatory core services to be delivered by the Trust on behalf of its schools and to identify additional services to be procured for individual schools.	Accountable for determining the mandatory core services and to identify additional services to be procured for individual schools.	A			Responsible for ensuring the mandatory core services are delivered by the Trust and any additional services are procured for the schools.	R			Supporting the Executive Team in the delivery of core services.	S
Trust Board Committees	Accountable for establishing and appointing Trust Board Committees and Terms of Reference reviewed annually.	A	Responsible for undertaking identified functions as delegated by the Trust Board (RAR, PM, PC, ES, PAY)	R	Supports the Trust Board of Committees by providing relevant reports and attendance at meetings as required.	S				
New schools joining the Trust.	Accountable for approving new schools joining the Trust.	A			Responsible for developing the process and undertaking due diligence review.	R				

Processes and procedures are in line with the legal requirements in the Articles of Association and Master Funding Agreement	Accountable for ensuring processes and procedure are in line with legal requirements	A			Supporting the Trust Board and LGB with advice, guidance and administrative support to assist improvement in processes and procedures.	S	Responsible for LGB processes and procedures as set down in the Articles of Association, Master Funding Agreement, LGB Terms of Reference.	R	Supports the LGB with administrative assistance and arrangements for Clerking the LGB.	S
Evaluating and regulating Board processes, procedures and effectiveness of those of the LGB	Accountable for evaluating and regulating Board processes, procedures and effectiveness of those of the LGB. Accountable for annually reviewing the LGB Terms of Reference. Accountable for ensuring completion of an annual skill audit to identify any skill gaps or training requirements.	A			Supporting the Trust Board to evaluate and regulate Board processes, procedures and effectiveness and those of the LGB. Supporting the Trust Board and LGB with any training requirements identified.	S	Responsible for completion of annual skills audit to identify any skills gaps or training requirements.	R		
Legal Responsibility for Statutory Compliance	Accountable for statutory compliance across the Trust and its schools	A			Responsible for acting on behalf of the Board to enable them to discharge their duties in relation to statutory compliance and the performance of schools.	R	Supporting the Trust Board and Executive Team to ensure schools remain statutory compliant	S		
Succession planning and recruitment of Chair, Board members and LGB Chairs to ensure a balance of skills and effectiveness	Accountable for succession planning and the recruitment of board members LGB Chairs	A		R	Supporting the Trust Board with succession planning and the Recruitment of new members to ensure an appropriate balance of skills and effectiveness.	S	Informed of the recruitment	I		

Appointment (and removal) of Chair, Clerk and LGB representatives	Accountable for appointing (and removing) the Chair, Clerk and LGB representatives	A			Supporting the Trust Board with succession planning and the recruitment of new LGB representatives to ensure an appropriate balance of skills and effectiveness.	S	Responsible for succession planning and proposing LGB nominees to the Board to ensure an appropriate balance of skills and effectiveness. UoGM Employer sponsor is responsible for succession planning and proposing LGB nominees to the Board at the UCS.	R		
Board training and new member induction	Responsible for Board training and new Trustee induction	R			Supporting the Board and LGB with training and new member induction	S	Responsible for undertaking training and ensuring new member induction	R		S
Trust Expenses Policy	Accountable for approving the Trust Expenses Policy which includes Trustees/ Representatives' expenses.	A	Supporting through oversight of Trust Expenses policy (RAR)	S	Responsible for compiling the Trust Expenses Policy to include Trustees/ Representatives Expenses	R	Informed of the Trust Expenses Policy	I	Informed of the Trust Expenses Policy	I
Declaration and Register of Business Interests	Accountable for declaring any business interest they have in relating to the Trust and its schools and setting up a register of Business Interests.	A			Responsible for setting up and annually reviewing the Trust's Register of Business Interests. Responsible for declaring any business interests they have in relation to the Academy Trust and its schools	R	Responsible for declaring any business interests they have in relation to the Academy Trust and its schools.	R	Responsible for declaring any business interests they have in relation to the Academy Trust and its schools	R

Communication across the shared Governance

Communication between layers of Governance	Accountable for ensuring good communication between the Academy Trust, the Board, LGB Chairs, Headteacher and schools.	A			Responsible for ensuring good communication between the Academy Trust, the Board, LGB chairs, Headteachers and schools.	R	LGB Chairs are responsible for ensuring LGB representatives are well informed about both the schools and the Academy Trust. LGB Chairs are responsible for ensuring the views of the LGB are well communicated to the Academy Trust Board and for submitting agendas/ papers/minutes/ to the Board.	R	Responsible for ensuring LGB representatives have all the information they require to be well informed about both the school and the Academy Trust.	R
---	---	----------	--	--	--	----------	---	----------	--	----------

Communication to the school community.	Accountable for the activities of the LGB which are communicated to the school community.	A		Supports the LGB with communication to the school community.	S	Responsible for ensuring the activities of the LGB are communicated clearly to the school community.	R	Supports the LGB with communication to school community.	S
Website	Accountable for	A		Responsible for	R	Supports the Headteacher	S	Responsible for	R
					S				
School Organisation and Admissions									
Decisions to expand or change category of schools	Accountable for publishing proposals to change the category of a school or make decisions to expand the school.	A		R	S	Informed , when possible, decisions may affect the LGB and/or schools.	I	Informed of Board decisions.	I
School sessions times and school working pattern.	Accountable for determining the times of school sessions and school term dates/ holidays, ensuring the school meets for 190 days in a school year.	A			R	Informed of school session times and school term dates/holidays.	I	Informed of school session times and term dates/ holidays.	I
Provision of school meals and free school meals to eligible pupils/students ensuring nutritional standards are met.			Accountable for establishing, adopting and monitoring a Trust policy on Food, ensuring nutritional standards are met (RAR). Accountable for ensuring the provision of school meals and free school meals to pupils/students meeting the relevant criteria (RAR).	A	Supports with the establishing of a Trust Food Policy and for ensuring the provision of school meals in schools.			Responsible for the implementation of the Trust's Food Policy and for overseeing the school meal provision in school.	R
School Admission Arrangements	Accountable for approving the admission arrangements for the schools in line with The School Admissions Code.	A	Responsible for setting, monitoring and reviewing school admissions policies (subject to the provisions of the school admissions code) (OAS)	R	Responsible for arranging the consultation, on behalf of the Trust Board, on any proposed changes to the admission arrangements for the schools.				
					R	Consulted on admission arrangements for the schools and to propose and recommend to the Trust Board, any changes to the	C	Informed of School Admission Arrangements.	I

						admission arrangements for the schools.			
School Admission Appeals	Accountable for ensuring Admission Appeals are held according to the School Admission Appeals Code	A			Supports the Principal in appealing against LA directions to admit pupils.	Supports the Headteacher by agreeing arrangements for admission appeals.	S	Responsible for undertaking admission appeals on behalf of the Trust Board. Responsible for appealing against LA directions to admit pupils.	R
Implementation of Admission Arrangements	Accountable for ensuring admission arrangements are applied fairly and consistently. Accountable for ensuring that schools keep admission and attendance registers in accordance with regulations.	A				Supports the Headteacher by checking admission arrangements have been applied fairly and consistently.	S	Responsible for applying admission arrangements fairly and consistently to new intake applications. Responsible for ensuring that admissions and attendance registers are kept in accordance with statutory regulations.	R

Academic performance

Overall Performance and Standards of Quest and its schools.	Accountable for the overall performance and standards of Quest and its schools.	A	As per QAS Committee Terms of Reference: Responsible for the standards achieved by each school and its pupils. Agreeing targets for pupil progress and achievement and monitoring progress towards these targets (QAS). Agreeing targets and monitoring progress of pupils in different groups, such as disadvantaged children and children with SEND. Agreeing which groups should be monitored. (QAS).	S	Responsible for providing professional support to schools to support school improvement and delivery of high-quality academic performance. Responsible for monitoring the school's performance and compliance. Responsible for monitoring the school's response to the recommendations of the last inspection and any significant changes in the quality of education or care. Responsible for monitoring,	R	Informed of the school in its self-evaluation of significant strengths and areas of improvement (academic and other achievements, personal development, governance, leadership and management). Supports the school by having knowledge and understanding of the school's response to the recommendations of the last inspection and any significant changes in the quality of education or care. Supports the school in its self-evaluation and improvement	I	Responsible for accurate self-evaluation of the school, its strengths and areas for improvement, implementing a plan of action to improve and develop based on the self-evaluation. Responsible for having a detailed understanding of the achievements and progress of different groups of pupils based on accurate evidence of individual pupil	
--	--	----------	---	----------	--	----------	--	----------	--	--

		A	Monitoring school performance data and external examination results (QAS)		knowing, understanding and challenging the overall quality of pupil's progress, achievements and learning.		plans: Supports the school in its SIAMS self-evaluation and improvement plans (Church schools only).		achievement and progress and sets targets appropriately.	
Overall Performance and standards of QUEST and its schools continued...		A	Agreeing priorities for improvements in children's learning and outcomes. (QAS)		Responsible for monitoring, knowing, understanding and challenging the progress, achievement and learning of different groups of pupils (such as SEN, looked after children, racial groups, pupils with disabilities, pupils with English as an additional language, highly able pupils and pupils facing financial disadvantage) and the provisions that are in place to support them.				Responsible for pupil outcomes, knows what to do to improve academic performance and ensures appropriate action is taken in a timely, consistent and strategic way. Responsible for the accurate SIAMS self-evaluation of the school, its strengths and areas for improvement and for implementing a plan of action to improve and develop based on the evaluation.	
Inspection										
OFSTED Inspection process	Accountable for receiving final OFSTED reports and for communicating the outcome of the inspection process with parents and carers. Responsible for fully engaging with the inspection process where required.	A R	Responsible for fully engaging with the inspection process (QAS).	R	Supports the Headteacher and the schools prior to and during inspections.	S	Supports the Headteacher, understands the requirements of the inspection process and engages fully where required.	S	Responsible for ensuring the school is always 'inspection ready'. Responsible for ensuring all staff, LGB Representatives and Trust Board fully understand the requirements of the inspection process.	R

Quality of Teaching											
Quality First Teaching		Accountable for ensuring sufficient resources are allocated to deliver the highest possible standards of teaching	A		Supports, challenges and advises the school in its programme of improvement and monitors statutory compliance on behalf of the Trust Board.	S	Informed and consulted on the school's self-evaluation of the quality of teaching and priorities for improvement. Supports the Headteacher with the school's programme of improvement.	I C S	Responsible for the quality of teaching in the school. Responsible for the accurate self-evaluation of the quality of teaching, its strengths, areas for improvement and for implementing action to address this.	R	
Area of Responsibility		Trust Board (TB)		Trust Board Committees	Executive Team (ET)		Local Governing Body (LGB)		Headteacher (H)		
Curriculum											
Broad and Balanced Curriculum		Accountable for developing the strategic vision and approving the curriculum and qualifications framework to provide a broad and balanced curriculum.	A	Responsible for Monitoring, review and setting a broad and balanced curriculum for each school, including (QAS)	R	Responsible for providing curriculum and qualification guidance to schools. Responsible for monitoring the implementation of the curriculum, strategic vision and guidance and statutory compliance on behalf of the Board. Responsible for supporting, challenging and advising the school in the development and implementation of its curriculum.	R	Informed of the schools development and implementation of its curriculum framework provision. Supports the school by knowing and understanding the school's own evaluation of the quality of its curriculum provision.	I	Responsible for the development and implementation of the school's curriculum framework.	R
Sex and Relationship Education		Accountable for the establishment and review of a written policy for the provision of Sex and Relationship Education	A	Responsible for agreeing and monitoring curriculum policies such as relationships and sex education (RSE) (QAS)	R	Supports the schools with advice and guidance on the implementation of the Sex and Relationships Education Policy and arranges the review of the policy in line with the policy review schedule or when updated guidance is published.	S	Informed of the contents of the Sex and Relationships Education Policy	I	Responsible for the implementation of the Sex and Relationships Education Policy	R

Extended school provision	Accountable for the decisions around extended school provision	A		Responsible for the development of the Trust-wide extra- curricular provision.	R	Supports the school in the development and implementation of its extracurricular provision. Supports the school by knowing and understanding the school's own evaluation of the quality of its extracurricular provision. Supports the school by monitoring and reviewing the policy and procedures for the conduct of school journeys, visits and residential activities.	S	Responsible for the delivery and implementation of the Trust and school's extra-curricular provision.	R
Production and analysis of data.	Accountable for the overall performance of the school in relation to pupil/student outcomes.	A	Informed of pupil/student progress through receipt of high quality and timely data to ensure and embed robust accountability of Senior Leaders. (QAS)	I	Supports the school's to produce accurate and timely data and analysis.	S		Responsible for providing the ET and Board with accurate data and analysis to allow robust accountability and supportive challenge.	R
Delivering Careers Guidance with regards to statutory requirements	Accountable for providing an opportunity for a range of education and training providers to access all pupils in years 8-13 and to deliver statutory careers guidance.	A		Responsible for ensuring opportunities and career guidance is provided to pupils in Years 8-13 in line with statutory requirements	R	Supports the school to provide opportunities and careers guidance to its pupils.	S	Responsible for providing an opportunity for a range of education and training providers to access all pupils in Years 8-13 and to deliver statutory careers guidance.	R

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)
Specialised Education – Early Years Foundation Stage in Primary schools and UTC in the UCS					
Delivering Early Years Foundation Stage (EYFS) in line with statutory requirements.	Accountable for appointing Directors to have specific responsibility for specialised education (UCS Early Years)	A	Supporting through detailed review of financial targets (RAR)	Responsible for monitoring statutory compliance with respect to EYFS Framework and 11-18 curriculum.	R
Delivering UCS technical education in line with Baker Dearing Licence.	Accountable for ensuring EYFS policies and procedures align to the EYFS Framework.			Supports the school with the evaluation of the quality of the specialised provision, through liaison with the Headteacher, the Executive Team and other professionals as appropriate. Supports the UCS with the technical education. Alongside providing a curriculum for 11–16-year-olds, the UCS requires the provision for technical education with an emphasis on Health Science and Engineering which the UCS IAB representatives should uphold.	S
Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)
RE (all schools) and Collective Worship (Church schools only)					
Religious Education Provision	Accountable for establishing Trust Policies for Religious Education and to receive regular reports from LGB's on RE provision, through the LGB minutes.	A	Supporting through detailed review of financial targets (RAR)	Responsible for monitoring the effectiveness of RE leadership and Management.	R
				Responsible for monitoring and reviewing the RE Policy and provision. In Church Schools: Responsible for considering the effectiveness of the RE curriculum, especially the teaching of Christianity. Responsible for considering and advising the Trustees on the Christian character of the schools and to support and monitor links between the school and Parishes. Responsible for considering how well the Christian character contributes to academic achievement and personal development of all learners.	R
				Responsible for the implementation of the RE policy and procedures.	R

Collective Worship (Church Schools only)	Accountable for establishing the Trust Policy for Collective Worship and to receive regular reports from LGBs on Collective Worship, through the LGB minutes.	A					Responsible for considering how well Collective Worship enables participants to develop an understanding of Jesus Christ and of God as Father, Son and Holy Spirit. Responsible for considering how well Collective Worship sets the distinctive values of the school as a Christian community. Responsible for planning for LGB representatives to be represented at acts of Collective Worship where possible.	R	Responsible for the implementation of the Collective Worship policy and procedures. Responsible for ensuring that all pupils take part in a daily act of Collective Worship.	R
---	---	---	--	--	--	--	--	---	--	---

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)
Welfare, Safety and Child Protection					
Safeguarding, Child Protection, PREVENT, children looked after, Modern British Values and global citizenship	Accountable for setting overall policies and practices for safeguarding, child protection, PREVENT, children looked after and Modern British Values.	Responsible for monitoring of Safeguarding, Child Protection, Welfare of pupils/students through Pastoral reports received (QAS).	Responsible , through the Trust Safeguarding Lead, for providing safeguarding and child protection guidance for all schools. Responsible for monitoring the implementation of the safeguarding and child protection guidance. Responsible for ensuring that all Board members and staff have the appropriate child protection checks (DBS and/or Section 128) and are recorded on the Single Central Record.	Supports the welfare of children in the schools by monitoring: - British Values - Equality - Well-being Supports the school by monitoring pupil attendance (through LGB Pastoral reports) and annually agreeing pupil attendance targets. LGB will appoint a Safeguarding representative to liaise with Trust/School Safeguarding lead, Trust Safeguarding Director and take responsibility for the school's safeguarding arrangements /PREVENT duty.	Responsible for Safeguarding and Child Protection within the school and ensuring DSLs are appointed and trained. Responsible for ensuring all staff are aware of Keeping Children Safe in Education and receive annual safeguarding updates. Responsible for ensuring the Trust's policies for Safeguarding & Child Protection, PREVENT Duty, Children looked after, Modern British Values and global citizenship are implemented. Responsible for identifying risks to safeguarding and taking action to reduce potential risks.
	Accountable for reviewing, on an annual basis, the Trust's Safeguarding Policies and practices and how the Board's duties have been discharged. Accountable for appointing a Trustee to have a specific responsibility for welfare and child protection in the school (s), reporting to the Trust Board as appropriate and liaising with the LA or partner agencies as necessary.	A		R	S
					R

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)
Welfare, Safety and Child Protection continued...					
Safeguarding, Child Protection, PREVENT, children looked after, Modern British Values and Global Citizenship continued...	Accountable for appointing a designated teacher to promote the educational achievement of looked after and certain previously looked after children on the schools' roll.				Responsible for providing Pastoral reports on welfare and child protection to the Trust Board. Responsible for ensuring that arrangements and procedures taking into account the procedure and practice of the Academy Trust.
Spiritual, Moral, Social and Cultural Development.	Accountable for setting the strategic vision for the spiritual, moral, social and cultural development of pupils/ students.	A		Responsible for monitoring statutory compliance with respect to the quality of spiritual, moral, social and cultural development of pupils/ students on behalf of the Trust Board.	Supports the school by knowing and understanding the schools' own evaluation of the quality of spiritual, moral, social and cultural development or pupils/ students.
Behaviour Management and exclusions	Accountable for establishing and reviewing the Trust's Behaviour Management Policy. Accountable for arranging independent review/Appeal panels.	A	Informed of behaviour management through Pastoral reports (QAS)	I	Responsible for reviewing exclusion decisions made by Principals and supporting the schools in implementing positive behaviour management and the exclusions policy when required.
					</

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)			
Welfare, Safety and Child Protection continued...								
Equality	Accountable for establishing, adopting, evaluating and annually reviewing the Trust's Equality Scheme and associated policies to ensure compliance with Equality Act 2010.	A Responsible for monitoring equal opportunities across the Trust (PAY).	R	Responsible for reviewing the Equality Scheme and associated policies as per the policy review cycle. Responsible for evaluating the Equality Scheme and producing an annual report.	R Consulted on updates to the Trust's Equality Scheme and associated policies.	C Responsible for the implementation of the Equality Scheme and associated policies within the school environment.	R	
Educational Provision	Accountable for the provision of each individual child's education.			S Supports the Principal in ensuring educational provision for all children in their schools.	S		R Responsible for ensuring educational provision for all children in their school.	R
Special Educational Needs – ensuring compliance with SEND Code of Practice	Accountable for discharging duties in respect of pupils/ students with special education needs and disabilities by appointing a 'Responsible person'. Accountable for appointing a Trustee with specific responsibility and oversight of the Trust's arrangements for SEND through termly reports.	A		S Supports the schools in the delivery of SEN provision ensuring compliance with the SEND Code of Practice. Supports the schools through receipt and monitoring of termly reports from Inclusion Manager and SENDCO.	S Supports the school by knowing and understanding the schools' SEND	S Responsible for ensuring provision for pupils/ students with SEND meets their individual needs where possible and is compliant with the SEND Code of Practice.	R	

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)
Provision of Information					
Provision of information	Accountable for prohibiting indoctrination and ensuring the balanced treatment of all issues.	A		Responsible for monitoring statutory compliance in relation to the information provided to the regulators, parents and others on behalf of the Board.	R
				Supporting, monitoring and challenging the school on the quality and clarity of information provided. Support with amendments to the school prospectus and the home-school/ partnership agreement.	S
Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)
Links with Church, University Sponsor, Employer Sponsor, Community, Commercial Partners, Parents and Carers					
Community and Stakeholder links	Accountable for ensuring parental engagement takes place. Accountable for ensuring engagement with all stakeholders.	A		Responsible for developing effective Trust links with the Church, University Sponsor, relevant sector employers, community, commercial partners, parents and carers.	R
				Supports the school to secure links with the community, parents and carers and offering supportive challenge to improve and develop these links. Supports the school to engage relevant sector employers and their commitment to the quality of the provision within the UCS.	S
				Responsible for developing effective links with the community, parents and carers. Responsible for developing effective links with relevant sector employers (UCS).	R

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)		
The handling of complaints							
Complaints	Accountable for managing and hearing any appeals as part of the complaints process.	A		Responsible for handling complaints at Stage 2. Responsible for monitoring statutory compliance in relation to complaints and receives regular reports from the Headteacher on all complaints. Responsible for providing guidance on complaints handling. Responsible for redirecting complaints received by the Executive Team to the appropriate person.	R	Responsible for responding to and dealing with all complaints, initially at school level.	R

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)					
Review of local policies, processes and procedures										
Policies, processes and procedures	Accountable for determining, on an annual basis, those Trust wide policies which will be developed for all schools and those policies that the Trust is statutorily required to have in place. Accountable for establishing a Charging & Remissions Policy; a Whistleblowing Policy; the Trust's ICT Security Policy; an Anti-Fraud, Bribery and Corruption Policy and a Trust Lettings policy.	A	Consulted on to review/ amend relevant policies (RAR, QAS, PM, PAY)	C	Responsible for ensuring adherence to the regular cycle of policy review. Responsible for ensuring copies of all policies and procedures and the schedule for their review are provided to the Trust and its schools, ensuring compliance with statutory regulations.	R	Support the school with the implementation of Trust policies and procedures. Support the school by having knowledge and understanding of the identified curriculum/ operational policies within the school.	S	Responsible for regular updating, with the ET, of all Trust policies. Responsible for the implementation of Trust policies in line with statutory requirements. Responsible for regular updating of processes and procedures, e.g. attendance registers, complaints log, communication logs etc.	R
Compliance with GDPR	Accountable for compliance with General Data Protection Regulations	A			Responsible for ensuring the Trust and its schools are GDPR compliant, and any breaches are reported within required timescales.	R			Supports the Trust by ensuring staff are aware of GDPR and have accessed relevant training.	S

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)					
Staffing										
Recruitment	Responsible for the recruitment and appointment of the Chief Executive Officer (CEO), Deputy CEO, Chief Finance Officer, Operations Manager and school Headteachers. Responsible for appointing the Trust's Accounting Officer (usually the CEO) Responsible for ensuring at least one Trustee has undertaken Safer Recruitment Training.	R	Recruitment committee for Headteachers to comprise of 5 representatives as follows: • Chair/Vice Chair • CEO • Chair LGB – relevant school *Chair/Vice Chair of QA&S Committee – Primary/Secondary as relevant *External Representative The selected candidate will be proposed to full Board for approval. Responsible for staff recruitment and appointment procedures (RAR). Responsible for monitoring employment contractual matters (PAY)	R	Responsible for providing the Trust Board and schools with professional HR support and advice relating to the recruitment of staff. Responsible for providing the Trust Board with administrative support in the recruitment of Headteachers and senior staff. Responsible for monitoring the Single Central Record and statutory compliance with respect to training for safer recruitment on behalf of the Trust Board. Responsible for supporting the Headteachers in the appointment process of Senior Leadership team members as required. Responsible for the appointment of other teachers and non-teaching support staff.	R	The UCS LGB supports the Executive Team and Trust Board with the appointment of staff delivering the technical curriculum.	S	Supports the ET in the recruitment and appointment of school staff (other than the Headteacher). Supports the ET by ensuring the SCR is accurate and meets statutory compliance with respect to training for safer recruitment.	S
Staff claims, disputes, suspension and/or Dismissal	Responsible for the dismissal of the CEO. Chair is responsible for the suspension of the CEO. Responsible for ending the suspension of the Executive Team and Headteachers if appealed.	R	Responsible for ending the suspension of other staff if appealed (RAR). Responsible for hearing appeals for staff claims and disputes following agreed policies (RAR)	R	CEO/DCEO are responsible for the suspension of other staff. CEO is responsible for the dismissal of other staff. CEO is responsible for the suspension and dismissal of the Executive Team and Headteachers.	R				
Staffing Structures	Accountable for determining the staffing complement annually.	A	Accountable for approving the staff complement within agreed budgets and for determining any dismissal/early retirement payments (RAR).	A	Using key performance data, responsible for staying fully aware of the school's activity in terms of its staff, staffing structures and more general HR data, can support and challenge appropriately and provide reports for Board.	R		Supports the ET, using key performance data, with the development of the school's staffing structure.	S	

HR Policies	Accountable for determining HR policies having due regard to current employment law. Accountable for establishing policy and participating in appeals as part of the grievance, capability or disciplinary process (policy specific)	A	Responsible for approving, monitoring and reviewing the Trust's Pay Policies (PAY) Responsible for approving, monitoring and reviewing all policies and procedures relating to employment law (RAR).	R	Responsible for ensuring trust complies with HR policies and take account of pay terms and standard contracts or T&Cs set by the Trustees. Responsible for managing any claims and disputes having regard to advice and recommendations given by the Board (policy specific).	R		Responsible for implementing the Trust agreed policies, supported by the BDD.	R	
			Responsible for monitoring staff well-being, retention strategies and staff conduct (RAR)							
Personal Development	Accountable for ensuring sufficient resources are allocated to people development	A	Responsible for monitoring staff personal development and training (RAR)	R	Responsible for leading the strategic vision; providing support for professional development, training, induction, talent development and succession. Responsible for designing, developing, commissioning and delivering professional development programmes.	R	The UCS LGB supports the Executive Team and Trust Board with staff development for the UCS technical curriculum.	S	Responsible for developing the school's priorities for CPD. Responsible for contributing to and implementing the Trust's professional development programmes.	R

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)
Performance Management					
Performance Management Process	Accountable for developing, monitoring the implementation and annually reviewing the performance management policy.	Responsible for monitoring performance management arrangements, except in relation to the CEO (PAY)	Responsible for leading the strategic vision and the performance management of the Trust's Senior Leaders and Headteachers. Responsible for providing professional support for performance management across all schools. CEO and DCEO responsible for monitoring performance management across all schools and providing reports on performance management to Remuneration and Pay Committee.		Responsible for implementing performance management for all staff in schools.
	Accountable for the performance management of the CEO and for ensuring ALL staff performance over the previous academic year is reviewed and performance objectives set for the forthcoming year.	Responsible for reviewing (at least annually) the performance of the CEO against objectives and set performance objectives for the following year (PM)			Responsible for providing reports on performance Management to the Trust Executive Team.
Pay decisions		Responsible for recommendations to Remuneration and Pay Committee on CEO performance related pay awards (PM). Responsible for undertaking benchmarking exercise on Chief Executive Pay (PM) Responsible for approving performance related pay awards/staff progression and annually review and approve teaching and support staff salaries (PAY).	R		

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)
Finance					
Strategic Finances	Accountable for developing the overall strategic vision for the finances of the Trust and the schools and overseeing financial performance.	A	Responsible for ensuring at least one member of the Resources, Audit & Risk Committee has specific, relevant skills and experience of financial matters (RAR).	R	
Legal	Legally accountable for the assets, accounts and statutory compliance.	A		Responsible for acting on behalf of the Trust Board to discharge the duties in relation to statutory compliance and financial performance of the Trust and its schools.	R
Delegations	Accountable for establishing financial delegation levels and limits – CEO up to £30,000; Resources, Audit and Risk Committee up to £30,001 to £50,000 Trust Board over £50,001	A		Responsible for ensuring financial transactions are within delegation limits	
Central Services	Accountable for ensuring centrally procured services provide value for money through economy, efficiency and effectiveness.	A		Responsible for providing central accounting, financial planning, treasury, and financial systems services to the schools central accounting.	
Income	Accountable for ensuring the generation of business income is undertaken in a manner consistent with the Trusts ethos and charitable objects.	A		Responsible for ensuring appropriate income is received and recorded promptly on the fiancé system.	Responsible for implementing income collection procedures in line with Trust Policies.

Budget	Accountable for setting the financial parameters and approval of the Trust and school budgets. Accountable for ensuring that specific funding – Pupil Premium/Catch-up/ PE & Sport Premium – is being spent on improving attainment for eligible pupils.	A	To exercise responsibility for and oversight of overall finances – as per Resources, Audit & Risk Committee Terms of Reference. (RAR). Monitoring Trust spending of designated funds, such as pupil premium or sports premium (QAS).	R	Responsible for developing and preparing the individual school budgets for approval by Resources, Audit and Risk Committee and Trust Board. Budgets to consider the Academy Trust Improvement Plan priorities and will maintain a 3-5 year rolling indicative oversight of the Trust's budget. Responsible for overseeing the day-to-day operation of the Academy Trust finances and ensure payments are made within agreed financial limits. Responsible for providing monthly management accounts to the Trust Board. Responsible for monitoring the spend of specific funding – pupil premium, catch-up, PE & Sports premium. Responsible for ensuring compliance with ESFA requirements e.g. novel, contentious and repercussive transactions, disposal of land and assets, use of school condition allocations, use of premises.	R			Supports the BDD in the preparation of the budget in line with school improvement priorities. Supports the BDD to control costs and ensure budget commitments are met.	S
Capital	Accountable for developing the strategic plan for capital expenditure, considering the schools' Buildings and Grounds Development Plans.	A	Responsible for the Premises priorities of the Trust and schools, as detailed in Resources, Audit and Risk Terms of Reference (RAR)	R	Responsible for developing capital expenditure priorities for submission, alongside CfE applications, in line with the schools' five year Building and Grounds Development Plans.	R			Supports the BDD with the school's capital expenditure priorities in line with the schools' five-year Building and Grounds Development Plans	S

Procurement	Accountability for entering contracts up to the limits of delegation and within an agreed budget. CEO up to £30,000 Resources, Audit & Risk (RAR) Up to £30,001 to £50,000 Board of Trustees over £50,001	A		Responsible for ensuring procurement follows procedures outlined in the Scheme of Financial Administration (SoFA).	R		Supports the BDD in ensuring procurement follows the set procedures.	S
Area of Responsibility	Trust Board (TB)		Trust Board Committees	Executive Team (ET)		Local Governing Body (LGB)	Headteacher (H)	
Finance continued								
Financial Management, Policies and Procedures	Accountable for ensuring that proper procedures are put in place for the safeguarding of funds and that the requirements of the Academy Trust Handbook and the Master Funding Agreement are always observed as well as any requirements and recommendations from the Secretary of State.	A	Responsible for annually adopting the Scheme of Financial Administration and complete and approve an annual financial, management and governance self-assessment (RAR). Responsible for keeping under review the Trust's financial management and reporting arrangements as per the Resources, Audit and Risk Committee Terms of Reference (RAR)	R	Responsible for the annual review of the Scheme of Financial Administration and for ensuring procedures are adhered to.	R	Responsible for ensuring the financial procedures are followed in schools, supported by the BDD.	R

Audit and Accounts	Accountable for appointing the internal/ external auditor and accountants. Accountable for preparing and approving the annual report and financial statements in line with the ESFA's Academies Accounts Direction.	A	Responsible for advising the Board on all matters regarding external audit and internal scrutiny as per the Resources, Audit and Risk Committee Terms of Reference (RAR)	R Responsible for ensuring the programme of work for internal/external audit is undertaken when scheduled. Responsible for liaising with internal/external auditors and ensuring required information/ documentation is made available. Responsible for developing action plans to address any areas for improvement as a result of internal/external audit. Responsible for liaising with accountants to ensure statutory accounts are prepared to meet national deadlines.	R	Responsible for implementing any audit actions at school level, supported by the BDD.	R
Benchmarking			Informed of annual financial benchmarking data and any outcomes/ changes required to the budget setting process (RAR).	I Responsible for producing annual benchmarking data and reporting this to the Resources, Audit and Risk Committee. (RAR).	R		

Risk Management	Accountable for developing appropriate risk management strategies and at all times adopt financial prudence in managing the financial affairs of the Company in so far as these relate to the Academy Trust.	A	Responsible for maintaining an oversight of the adequacy and effectiveness of the Academy Trust's governance, risk management, internal control and value for money framework and report findings annually to the Board as a critical element of the Trust's annual reporting arrangements (RAR) . Responsible for reviewing the Company's Risk Management Policy and strategy and reviewing the adequacy and robustness of risk registers (RAR) . Responsible for reviewing all risk and control related disclosure statements, in particular the company's annual "statement on internal control", together with any associated reports and opinions from management (RAR)	R	Responsible for reviewing the Trust's Risk Register on a termly basis and submitting to Resources, Audit and Risk Committee. Responsible for updating the individual schools' risk registers on an annual basis	R		Responsible for ensuring risks identified on the schools' risk registers are mitigated as indicated.	R
Conflicts of Interests and Related Party Transactions	Accountable for managing conflicts of interests and related party transactions. Accountable for establishing and reviewing a Conflicts of Interests Policy	A		R	Responsible for maintaining and publishing a register of interests and for ensuring Trustees have an opportunity to declare conflicts of interest at every Board and Committee meeting. Responsible for updating the Conflicts of Interests Policy in line with the policy review cycle.	R			
Trading Service			Responsible for monitoring the financial and operational reports to review all risks associated with QUEST's trading subsidiary, Play Pals Childcare Ltd.	R	Responsible for preparing financial and operational reports associated with QUEST's trading subsidiary, Play Pals Childcare Ltd.	R			

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)
Health and Safety					
Statutory Compliance and H&S Policies	Accountable for setting overall policies for Health & Safety; Food; First Aid, Supporting Pupils with medical conditions etc. Accountable for appointing the Resources, Audit & Risk Committee to have specific responsibility for Health & Safety in the schools, reporting to the Trust Board as appropriate.	A Responsible for monitoring all H&S within the schools as per committee terms of reference (RAR)	R Responsible for providing health and safety guidance for all schools. Responsible for monitoring the implementation of the health and safety guidance. Responsible for monitoring statutory compliance with respect to health and safety and reporting to Resources, Audit and Risk Committee as necessary.	R	Responsible for health and safety within the school. Responsible for implementation of the health and safety policies and for statutory compliance. Responsible with the Estates Team for providing reports on H&S.
Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)
Estates (Buildings and Grounds) – refurbishments, repairs and maintenance					
Strategic Estates Management	Accountable for developing the strategic Estate Management Plan for capital expenditure, considering all schools' five-year Building and Grounds Development Plans and identifying the suitability of buildings and facilities in light of longterm curriculum needs to ensure the buildings and facilities are maintained to a good standard.	A	Responsible for developing the wider estates policy in line with the Academy Trust's strategy and the schools' five-year Building and Grounds Development plans.	R	Supports the BDD with the school's capital expenditure priorities in line with the schools' five-year Building and Grounds Development Plans.
Land – acquisitions and/or disposals	Accountable for any disposals or acquisitions of land owned by the Trust.	A	Responsible for proposing any disposals and/or acquisitions of land	R	S

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)
Estates (Buildings and Grounds) – refurbishments, repairs and maintenance					
Good Estates Management	Accountable for the safety of the users of the buildings and the facilities and the legal responsibilities as owners of such buildings and facilities.	A	Responsible for ensuring adequate Buildings Insurance and Personal Liability insurance is in place. Responsible for procuring, repairing and routinely maintaining buildings and grounds, including developing properly funded maintenance plans and ensuring value for money in the use of DFC and CIF funding. Responsible for monitoring and reviewing the use of energy within the Trust Estate and recommend proposals to Resources, Audit & Risk Committee for more effective energy management to deliver improved environmental performance. Responsible for monitoring compliance with statutory regulations relating to premises and grounds. Responsible for providing the Board and schools with professional support and advice relating to the management of buildings and grounds.	R	Responsible, with the support of the BDD, for the maintenance of the school and facilities. Responsible, with the support of the BDD, for developing priorities for capital expenditure for large scale projects and for 'minor works' in line with the 5-year buildings and grounds development plans.
					R

Glossary of Terms

GLOSSARY OF TERMS (definitions from National Governance Association (NGA) guidance) referred to in the Scheme of Delegation and/or other related documents:

Academy: Academies are publicly funded independent schools. Academies have different governance arrangements from other schools

Academy committee: A committee of the Trust Board in a Multi Academy Trust (Trust). The role and responsibility of any committee is defined in the Trust's scheme of delegation

Academy converter: A school which converted to academy status with the support of a sponsor (usually lower performing at the time of conversion)

Admissions Code: A document providing statutory guidance on school's admission with which all schools must comply Articles of Association

Articles of Association is the formal governing document for an academy and sets out its rules for operating, including the composition of the governing board

BDD: The Trust's Business Development Department

Delegated budget: Money provided to schools, which Trustees can manage at their discretion

Delegated powers: Authority given to a committee, an individual Trustee, the CEO or the Headteacher to take the appropriate action on behalf of the Governing Board. In multi academy trusts this also refers to powers delegated to committees

DfE: Department for Education

Education & Skills Funding Agency (ESFA): The ESFA is the agency accountable for funding education and skills for children, young people and adults. ESFA is an executive agency, sponsored by the DfE.

Free school: A type of academy, either a new school set up in response to parental demand or a fee-paying school joining the state education system

Funding agreement: The document which sets out the relationship between an academy/Trust and the Education and Skills Funding Agency (ESFA)/Department for Education (DfE)

Governor services: May be 'in-house' in larger TRUSTs but often externally commissioned, governor services provide essential support to the governing board which may be in the form of training, advice or clerking services. This has historically been offered by the local authority through a service level agreement. Academies and maintained schools are free to buy into their local authority's governor services or seek alternative arrangements.

Governing Board: Refers to the Board of academies/TRUSTs (Board of Trustees)

Headteacher Board: Each Regional Schools Commissioner (RSC) has a board of elected headteachers of academies in their area to advise on and scrutinise their decisions

HSE: Health and Safety Executive

LA: Local authority – the LA has certain responsibilities regarding education, for example the educational achievement of looked-after children and for school places planning. It will also provide other services to schools, which may be provided via a service level agreement to maintained schools and in many cases academies

LGB: Local Governing Board – a term often used to describe a committee of a trust board for an individual school within a Trust.

TRUST: Multi Academy Trust – where two or more academies are governed by one trust (the Members) and a board of Trustees

TRUST Board: Common term for the Board of Trustees overseeing a multi academy trust

National Schools Commissioner (NSC): A civil servant responsible for co-ordinating the work of the eight RSCs

Ofsted: Office for Standards in Education, Children's Services and Skills – the body which inspects education and training for learners of all ages and inspects and regulates care for children and young people.

PAN: Published Admissions Number – the number of children the LA (or governing board of the academy trust) determines must be admitted to any one-year group in the school

Parent Representative: Member of the LGB elected by the parents of the school's pupils

PI: Performance Indicators (sometimes called key performance indicators). Used to evaluate the success of a school or of a particular activity in which it engages

PRP: Performance Related Pay – schools following the STCPD must now ensure teachers' pay is linked to their performance

Regional Schools Commissioners (RSCs): Civil servants that act on behalf of the Secretary of State. Their responsibilities include intervening in underperforming academies and free schools, making decisions on conversion to academy status, and encouraging and deciding on applications for academy sponsors. There are eight RSCs serving different regions, reporting to the Schools Commissioner.

Resolution: A formal decision which has been proposed, seconded and agreed – not necessarily by a vote – at a meeting

Revenue funding: Revenue funding can be spent to provide services and buy items that will be used within a year. Examples include salaries, heating, lighting, services and small items of equipment

Scheme of delegation: A document defining the lines of responsibility and accountability in a Trust.

School Improvement plan: The operational document describing how the school will work towards the strategic priorities set by the governing board

Schools Forum: A Schools Forum has been established in each LA area to advise on the allocation of the funding for schools – most places on this board should be filled by Governors and Headteachers, preferably in equal numbers

Secretary of State for Education: The senior government minister with responsibility for education. Leads the Department for Education

Short inspection: A one-day Ofsted inspection carried out at 'good' schools (or special schools, nurseries, and PRUs judged 'outstanding')

Sponsor: An organisation or person who has received approval from the DfE to support an underperforming academy or group of academies. Examples of sponsors include academies, businesses and charities.

Strategic plan: The Trust/school's strategic document which sets out a small number of key priorities for the Trust/school over the next 3-5 years

Terms of reference: The scope and limitations of a committee's activity or area of knowledge

Trustee board: The governing board of a single academy trust or TRUST

Vision: The Trust and school's vision should, in a few sentences, describe what the Trust/schools will look like in three to five years' time



Appendix 1

Process for Disqualification of a Trustee/Governor

The following guidance is based on the current model articles of association (June 2021)

Disqualifications

Trustees and members of local governing committees will be disqualified from holding or continuing to hold office as Trustee or local governing committee member, on the following grounds:

- They are under the age of 18.
- They are currently a pupil at the academy.
- They have failed to attend meetings within a six-month period without apologies being accepted by the Trustees; and the Trustees resolve that the Trustee's office be vacated.
- They are subject to a bankruptcy restrictions order or interim order; interim bankruptcy restriction order; a debt relief restrictions order; an interim debt relief restrictions order; or they have been declared bankrupt and/or their estate has been repossessed for the benefit of creditors and the declaration or seizure has not been discharged, annulled or reduced.
- They have been disqualified as a company Director or failed to make a payment under a county court administration order.
- They have been disqualified as a charity trustee; found to be unsuitable by the Secretary of State; or ceases to be a trustee under any provision in the Companies Act 2006.
- They have been removed as a charity trustee on the ground of misconduct or mismanagement.
- They have been convicted of any criminal offence except for those 'spent' under the Rehabilitation of Offenders Act 1974, or those for which the maximum sentence is a fine or lesser sentence unless they have been convicted of an offence outlined in Section 178 of the Companies Act 2011.
- They have not provided an enhanced Disclosure and Barring Service (DBS) check to the chair; or where they have, the chair, chief executive officer or principal or Secretary of State determines that their unsuitability to work with children renders them disqualified.
- They become incapable by reason of illness or injury of managing or administering his own affairs.

Trustee responsibility

A disqualified person must give written notice of their disqualification to the Clerk or other governance professional whether they are currently in office, or due to be appointed.

All categories of trustees in academies are subject to the same disqualifications as one another – there are no further disqualifications applied in the model articles with respect to parent or staff Governors. Although, individual articles should be referred to. Suggestions for best practice when addressing Governor/Trustee attendance at meetings.

The role of the Chair

Attendance at meetings is key to the role that governors/trustees play in decision making and holding the school/trust to account. Expectations around attendance should be made clear to all prospective and new Governors upon election/appointment and any concerns around non-attendance should be addressed as early as possible.

Where a concern arises about the non-attendance of a Governor/Trustee at meetings, the Chair in the first instance should try to establish contact with the Governor/Trustee to ascertain their intentions to continue in the office and to establish any barriers that may prevent a governor/trustee from attending meetings (virtually or in person) and where possible support them to attend meetings.

By taking a proactive approach in establishing early communication, the Chair can, in many cases, resolve the matter quickly without the need for a more formal process. It may be that the governor/trustee doesn't know how to send their apologies, or that their personal circumstances have changed and prevent them from attending meetings, or that they didn't know they could resign at any time should they need/want to.

Following communication with the Governor/Trustee, the Chair should inform the clerk of the outcome of that communication.

The role of the Clerk/Governance professional

- When the Clerk sends the invitation to the meeting and agenda pack, Governors/Trustee will be reminded of the importance of attendance and invited to tender their apologies should they not be able to attend.
- Where a Governor/Trustee has notified the Clerk of their disqualification (for non-attendance), the Clerk should inform the Board of the vacancy at its next meeting.
- The Clerk will place on the agenda, standard items:
to receive/accept/decline apologies and to note Governors not in attendance.

- The Clerk will record in the minutes, the outcome of the Board's decisions to accept or decline apologies and will note Governors not in attendance.
- The Clerk will provide advice and guidance on the procedures in accordance with the Articles of Association.
- Process for addressing non- attendance.

If an issue arises where a Governor/Trustee disqualifies themselves (for non-attendance), the following procedure should be followed:

1. The Clerk will maintain a record of meeting attendance (in the minutes and on Governor Hub).
2. The Board may choose to accept or decline apologies at meetings (recognising that events or illness do sometimes prevent Governors from attending meetings).
3. Decisions to accept or decline apologies must be recorded in the minutes. Governors/Trustee may note the reasons for apologies.
4. Where a Governor/Trustee is not in attendance and no apologies have been received, this must be noted in the minutes.
5. If the Chair has tried but been unable to establish contact with the Governor/Trustee, the Board may request that the Clerk write to the Governor (using Trustee Template letter A – Request Intention).
6. If no response is forthcoming, and at the point that the statutory timeframe has elapsed, the non-attending Trustee will be considered to have disqualified themselves.
7. Consideration of the disqualification should be itemised on the agenda and Trustees asked to 'Resolve' that the Trustee's office be vacated (2021 Model Articles section 70/check individual Articles).
8. The Clerk will write to the non-attending trustee (using Trustee Template letter B – notification of disqualification).
9. The Clerk will remove the non-attending trustee from Governor Hub and will inform the board at its next meeting of the vacancy.

Suggested wording to report the disqualification and vacancy to the Board:

It has been noted by the Board that Mr (s) xxx (category of Trustee) had not attended a meeting since (date)/not sent apologies since (date) /sent apologies but these had not been approved by the Board at its meetings on the (dates) use wording appropriate to circumstances.

Mr (s) xxx had now disqualified themselves from continuing to hold office in accordance with the school's Articles of Association.

Trustees RESOLVED that the Trustee's office be vacated.

The date that the disqualification takes effect is xxx (Date).





