

Finham Park Multi Academy Trust Scheme of Delegation

1. Trust Members (Meeting frequency – AGM + as required)

Role: Overall strategic responsibility for the Trust and the appointment of Trustees.

Terms of reference: To determine the board of trustees

2. Board of Trustees (Meeting frequency – Half-Termly)

Terms of reference for the board: Strategic oversight, setting visions and policies for the Trust, governance, contractual relationships with third parties

Vision and Accountability

- Setting out the vision for the Trust and its application at both Trust and academy levels
- Determination of corporate strategy and planning
- Compliance with all legislation, charity and company law
- Reports to the Academy Trust Members.
- Sets the terms of reference for the Local Governing Bodies (LGBs).
- Appoints Chairs to LGBs
- Appoints Co-opted Governors to LGBs
- Compliance with Articles & Funding Agreements determining the admissions policy and arrangements for each academy (in accordance with the law and DfE codes of practice)
- Setting HR policies and procedures (as legal employer of all staff), developing appropriate terms and conditions of service with each academy, including the performance management policy and pay policy
- Setting other Trust wide policies such as health & safety, Finance, Investment & Reserves etc.
- Has the power to overrule decisions made by its sub-committees and the seven LGBs
- Oversight of PR to promote activities of the Trust and academies in the wider community

Standards

- Oversight of standards and outcomes across the Trust
- Annual target setting for the Trust in general and for individual academies
- Regular reviews of performance across the Trust
- Support and intervention strategies for individual academies
- Oversight of key performance data on a Trust and individual academy basis
- Power to withdraw delegated powers from any LGB and, if necessary, disband it

Appointments and training

- Ensuring processes in place for appointment of Trustees and Governors of LGBs
- Appointing the Headteachers (in consultation with the LGB), the clerk to the LGB and the Responsible Officer
- Responsibility for the performance management of the Executive Headteacher and the Headteachers (in consultation with the LGB)
- Appointment and oversight of any cross-academy staff
- Training and evaluating the Trustees & Governors

The Chair will be appointed by the Trust. The board will appoint chairs to lead each of the 7 LGBs from this board.

Example of core agenda for a Board meeting

- Progress toward Academy Improvement Plan targets of each school
- Report on performance from Local Governing Bodies
- Reports from committees set up by the Board
- Policies to be reviewed

- GDPR

Board of Trustees' Committees (Please refer to Terms of Reference for detail):

- 1. Finance, Resource & Risk Committee**
- 2. Audit Committee**
- 3. Pay, Appraisal & Personnel Committee**
- 4. Standards Committee**
- 5. Local Governing Body (LGB) (Meeting frequency – Termly + 'working groups' as required)**

- The powers delegated to each governing body will depend on the circumstances of each school. The Headteacher is to enable each academy judged by OFSTED to be good or better to have a high and equal level of autonomy whilst an academy judged to be less than good to receive only a limited amount of delegation from the Board of Trustees. Limited delegation means that all decisions will have to be ratified by the Board of Trustees.

Role:

- Day to day running of the academy, carrying the Trust's vision, policies and priorities forward, holding academy leadership to account
- Vision and Accountability
- Implementation of actions required to comply with legislation and the funding agreement
- Implementation of policies and plans agreed by the Board (e.g. admissions, DBS and the academy's financial plan)
- Appointing link governors to have oversight of key areas such as SEN, Safeguarding and Health and Safety and Governor Training
- Oversight of the curriculum and curriculum policies to meet statutory requirements
- Standards
- Holding academy Leadership Team to account for academic performance,
- Quality of care & provision
- Setting ambitious annual targets for performance and regularly reviewing progress
- Oversight of the quality of teaching and learning across the academy with detailed knowledge of strengths and weakness
- Ensuring that the academy has appropriate intervention and support strategies in place to deliver high quality teaching and learning in all areas
- Overseeing the distribution and effectiveness of pupil premium funding
- Monitoring academy data – including use of ASP / FFT / ALPS etc external data sources. Training will be provided annually by the Executive Headteacher / senior school leaders

Appointments and training

- Monitoring local HR activity and policy, e.g. ensuring the process for local performance reviews of staff
- Managing the employment and performance management of all staff employed by the academy and managing disciplinary matters in accordance with the set policy
- Considering whether any changes are required to staff terms and conditions (making the amends requires the consent of the Board)
- Raising concerns if it is felt that appropriate training and development is not being provided
- Governors take part in regular self-review

Example of core agenda for a Local Governing Body:

- Progress toward School Strategic Framework targets (includes curriculum development presentations etc.)
- School staffing
- Report on progress toward student progress targets
- Report on attendance, behaviour admissions and safety
- Report on quality of teaching and learning
- Reports from Link Governors
- Matters arising from Business Update meetings
- Reports regarding specific school initiatives/issues

The Academy committee's assigned Link Trustee will report to Board meetings through the year following a termly meeting with the COG at each school.

Key expectations. The head teacher of each school will provide the following as a minimum for the LGB and a summary for the Board of Trustees:

Autumn term

- A comprehensive written report on examination/ test results which will also be presented to the LGB of each school (Outcomes Report)
- Targets for the following year and progress towards them
- A detailed Head teacher's report to governors in the second week of the following term, covering all key aspects of school life including Teaching & Learning; Monitoring and evaluation; update on performance management; enrichment, community, business and enterprise, site issues, student voice etc.

Spring term

- A detailed Head teacher's report to governors (as for Autumn Term)
- For secondary schools a presentation and summary of 'AST' and Ofsted Data Dashboard information
- An accurate account of current performance/ standards and progress towards targets

Summer term

- A detailed Head teacher's report to governors (as for Autumn Term)
- An accurate account of current performance/ standards and progress towards targets

The Multi-Academy trust will be accountable externally through OFSTED inspections; the range of required auditing processes prescribed by the Department for Education and the Education & Skills Funding Agency (ESFA). There will also be a rolling programme of reviews led by the Executive Headteacher and external consultants who will be appointed according to a best value process.

Managing Conflicts of Interest

This will be covered by the Governors Code of Conduct policy document, which Governors, Members and Trustees sign up to each and every year. Trustees or governors will be expected to declare any conflict of interest before an agenda item is discussed and withdraw from the meeting for that item.

The trust will appoint its own clerk to work across all of the meetings and ensure a consistent approach to the organisation; agenda setting; conduct and recording of meeting business.

Ensuring independent challenge

The levels of governance have been deliberately designed to allow limited overlap of membership. This is to ensure clear and consistent communication of information from one level to another in either direction and for the Board to receive first-hand accounts of LGB activity. The size of the Board is sufficient to ensure that the LGB will remain accountable and subject to independent challenge.

As the MAT develops in the future and new LGB members with relevant and desired skill sets are appointed, there is both the capacity and flexibility for current Board members to resign from LGB duties.

Support & Training for Governors

How will we monitor continued training and support?

Each Local Governing Body will have a named lead governor responsible for the oversight of ongoing training and development for governors. All LGB governors will have individual training records maintained by the Clerk to the LGB.

The LGB governor responsible for training and support will report to a named Link Trustees who, with the support of the Trust Board Governance Professional, will ensure a consistent approach to training across the MAT. Termly reports from each LGB will reference governor training attendance and impact.

How will we ensure governors understand and interpret data and how will we ensure they get to know the school they are on the LGB for?

Board Trustees will receive regular training on the use of educational data from the Executive Headteacher (qualified Ofsted Inspector). This will be updated on an annual basis and as necessary when specific data reports are being analysed – for example ASP/Data Dashboard / DfE Performance Table data.

The Coventry Improvement Partner (serving or recently retired HMI) will be used to provide external support and challenge to governors with respect to their use of data.

LGB Governors will be party to an annual programme of school visits where data training will be just one element of a range of activities delivered by school leaders, ensuring knowledge is up to date and relevant. LGB governors will also be linked to subject departments to ensure they are able to exercise their duty to support and challenge the work of the school and to gain more detailed knowledge about certain aspects of school life.

Local Authority Governor Support services will be utilised where necessary to provide additional support / update training for governors.

New Governors will undergo an induction process and be linked with ‘governor buddies’ – experienced governors who will offer more informal support as necessary.

Group Meeting	Frequency	Notes / Clerk
Finham Park MAT Members	AGM + meetings as required	Attended by GP to the Trust Board
Finham Park MAT Board	Six per year	Attended by GP to the Trust Board
FP MAT Finance, Resources & Risk Committee	Six per year	Attended by GP to the Trust Board
FP MAT Audit Committee	Two per year (if required)	Attended by GP to the Trust Board
FP MAT Pay, Appraisal & Personnel Committee	Three per year	Attended by GP to the Trust Board
Finham Park MAT Standards Committee	Three per year	Attended by GP to the Trust Board
Finham Park School LGB	Half-termly; Autumn, Spring & Summer terms	Attended by School-based Clerk to the LGB
Finham Park 2 LGB	Half-termly; Autumn, Spring & Summer terms	Attended by School-based Clerk to the LGB
Lyng Hall LGB	Half-termly; Autumn, Spring & Summer terms	Attended by School-based Clerk to the LGB
Finham Primary LGB	Half-termly; Autumn, Spring & Summer terms	Attended by School-based Clerk to the LGB
Pearl Hyde Primary LGB	Half-termly; Autumn, Spring & Summer terms	Attended by Local Authority Clerk
Meadow Park School LGB	Half-termly; Autumn, Spring & Summer terms	Attended by School-based Clerk to the LGB
Lillington Nursery and Primary School	Half-termly; Autumn, Spring & Summer terms	Attended by Local Authority Clerk