

# Governance strategy

Including:

Structure, remits and reporting

Scheme of delegated functions

Terms of reference

September 2022

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# 1 Governance strategy

## Vision, mission and values

The purpose of governance is to provide confident and strong **strategic leadership** which leads to robust **accountability, oversight and assurance** for educational and finance performance and which aligns to:

Our vision

To inspire. To raise aspiration. To create brighter tomorrows.

Our mission

We nurture curiosity, develop wellbeing, and empower children and young people to go beyond their aspirations. Together, we make a difference in our diverse communities, and in the lives of those who learn with us and work with us.

Our values

We empower, We respect, We care

Good governance ensures school improvement is the 'golden thread' running through everything we do. The Trust model for school improvement is based on the research carried out from the Education Endowment Foundation on effective implementation. This model is based around the four stages of explore, prepare, deliver and sustain.

- EXPLORE: Defining the problem we want to solve and identify appropriate programmes or practices to implement.
- PREPARE: Creating a clear implementation plan and judging the readiness of the academy to deliver that plan
- DELIVER: Supporting staff, monitoring progress, solving problems, and adapting strategies as the approach is used for the first time
- SUSTAIN: Planning for sustaining and scaling an intervention from the outset and continuously acknowledging and nurturing its use

## **Purpose and intent**

Good governance supports our mission/vision/values and is key to the effective outcomes of leadership and management and is at the heart of delivering educational excellence.

Our scheme of delegation outlines how governance is structured and organised as part of developing and implementing governance functions and is a critical component of ensuring our students receive the best possible outcomes.

## **Benefit**

We review and update our policy and practice in order to ensure that our governance strategy conforms to the information being published by the Department for Education. To this end, this strategy has been developed in consultation with trustees, members, executives and academy committee governors and encompasses the current governance structure. It, and associated structures and documents, will achieve good governance by drawing together each layer of governance within our Trust and, along with the schemes of delegation (SoD) and terms of reference (ToR) will be reviewed and approved annually by trustees. Its effectiveness will be monitored via the Governance and Partnership Committee.

The strategy has been developed to make sure that governance is an integral part of Trust business and ensures that it is a priority at all levels, ensuring that Trustees and, where delegated, governors:

- 1. Have clarity of vision, ethos and strategic direction**
- 2. Hold executive leaders to account for the educational performance of the organisation and its pupils and the effective and efficient performance management of staff**
- 3. Oversee the financial performance of the organisation and make sure its money is well spent.**
- 4. Engage with stakeholders, parent/carers, staff and students and the wider community**

All areas of governance ensure the Nolan Principles of Public Life are followed:

- 1. Selflessness** – school and college leaders should act solely in the interest of children and young people.
- 2. Integrity** – school and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work.

Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.

3. **Objectivity** – school and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
4. **Accountability** – school and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. **Openness** – school and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
6. **Honesty** – school and college leaders should be truthful.
7. **Leadership** – school and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them

## Intent

The aim of governance is to provide the Trust board with assurance of effective and sustainable leadership and management throughout the Trust. This will be monitored through the implementation of strategic objectives set out in the approved strategic plan with assurance driven through the governance committee structure.

Our strategic objectives

1. Develop a high performing organisation which is agile and sustainable within an ever changing global context
2. Secure the best outcomes for all pupils and students, so they achieve their full potential academically and have the skills to be able to actively contribute to a global society
3. Integrate resource planning with school improvement ensuring we have a sustainable financial plan which demonstrates an academic return on investment

We will ensure that our governance is effective by adhering to the six key features in the [governance handbook](#).

**Strategic leadership** that sets and champions vision, ethos and strategy.

**Accountability** that drives up educational standards and financial performance.

**People** with the right skills, experience, qualities and capacity.

**Structures** that reinforce clearly defined roles and responsibilities.

**Compliance** with statutory and contractual requirements.

**Evaluation** to monitor and improve the quality and impact of governance

**We will do this by:**

- investigating and directing the executive and senior leaders to act on any identified areas of underperformance
- identifying, sharing and ensuring delivery of best-practice, compliance and assurance
- identifying and managing risks to the quality of education
- ensuring the organisation's culture supports effective engagement by all
- ensuring financial planning and use of resources drives efficiency and value for money
- delivering on the trust core goals and values
- ensuring all aspects of the organisation of the Trust are compliant

These will be delivered through the combination of committee structures and processes at, and below, Trust Board level to lead on Trust-wide quality performance.

### **Implementation of governance**

The Trust board has overall responsibility for the activity, integrity and setting the strategy of the Trust and has a statutory duty as part of its role, to ensure high standards of governance through clear and robust accountability arrangements at all levels. Trustees hold the chief executive officer to account for this delivery, who in turn delegates the executive responsibility to the head of governance who is responsible for reporting to the Trust board on the governance agenda and that any supporting strategy documents are implemented and evaluated effectively.

Within the governance structure there are committees of the board which include academy committees, and each have delegated responsibility to deliver the Trust's strategic goals and objectives via compliance and scrutiny of associated risks. Committees of the board hold the executive, senior leaders and academy leaders respectively to account for strategy implementation and the impact of education and financial management.

Each tier of governance is required to have regular meetings as set out in the terms of reference.

The governance structure clearly demonstrates the reporting, accountability and responsibility mechanisms and the scheme of delegation, terms of reference for each committee and levels of authority set out the delegated authority.

## 2 Framework for Trust's retained responsibilities and scheme of delegation

### Introduction

As a charitable company limited by guarantee we are subject to both the Companies Act 2006 and the Charities Act 2011. All academies are exempt rather than registered charities which means they are accountable to a principal regulator rather than the Charity Commission. This power is exercised by the Education Funding Agency on behalf of the Secretary of State.

Academies are publicly funded independent schools, and must abide by relevant sections of the [Education \(Independent School Standards\) \(England\) Regulations 2014](#).

This document should also be read alongside:

1. [The Academies Trust Handbook](#)
2. [DfE Governance Handbook](#)
3. [DfE Competency Framework for Governance](#)
4. Diverse Academies governance handbook which can be found on Sharepoint
5. Diverse Academies Terms of Reference for Committees at all levels (below)
6. Levels of Authority – upon request
7. DfE Guidance issued October 2020 on [Academy Governance Role Descriptors](#)

### Roles and responsibilities – members and trustees

**MEMBERS** overarching responsibility is to ensure trustees are acting in accordance with the objectives in the articles of association.

Members play a limited but crucial role in safeguarding academy trust governance. Members should not be involved in the day-to-day business of the academy Trust but must be kept informed about Trust business to be assured the board is exercising effective governance and must ensure they do not assume the powers of the academy trustees. They should assure themselves that the governance of the Trust is effective, that academy trustees are acting in accordance with the Trust's charitable object(s) and that they, the members, use their powers to step in if governance is failing.

#### Members remit

Members ensure that trustees are exercising effective governance by utilising a range of powers including:

- appointing and removing trustees – members can appoint Trustees and remove any or all serving Trustees
- appointing and removing members – there must always be a minimum of three members
- directing trustees – members can, by special resolution, direct trustees to take a specific action where trustees are unable or unwilling to act in the best interests of the Trust
- amending the Trust's articles of association – 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
- appointing and removing auditors – members appoint the Trust's auditors and will receive and review (but do not sign off) the Trust's annual audited accounts (subject to the Companies Act)

## **TRUST BOARD**

The academies within the Trust are governed by a board of trustees. The Trust board is the accountable body of the organisation which has overall responsibility and ultimate decision-making authority for the strategic direction, vision and ethos, risks and opportunities and functions of the Trust, including the establishing and running of the academies within it.

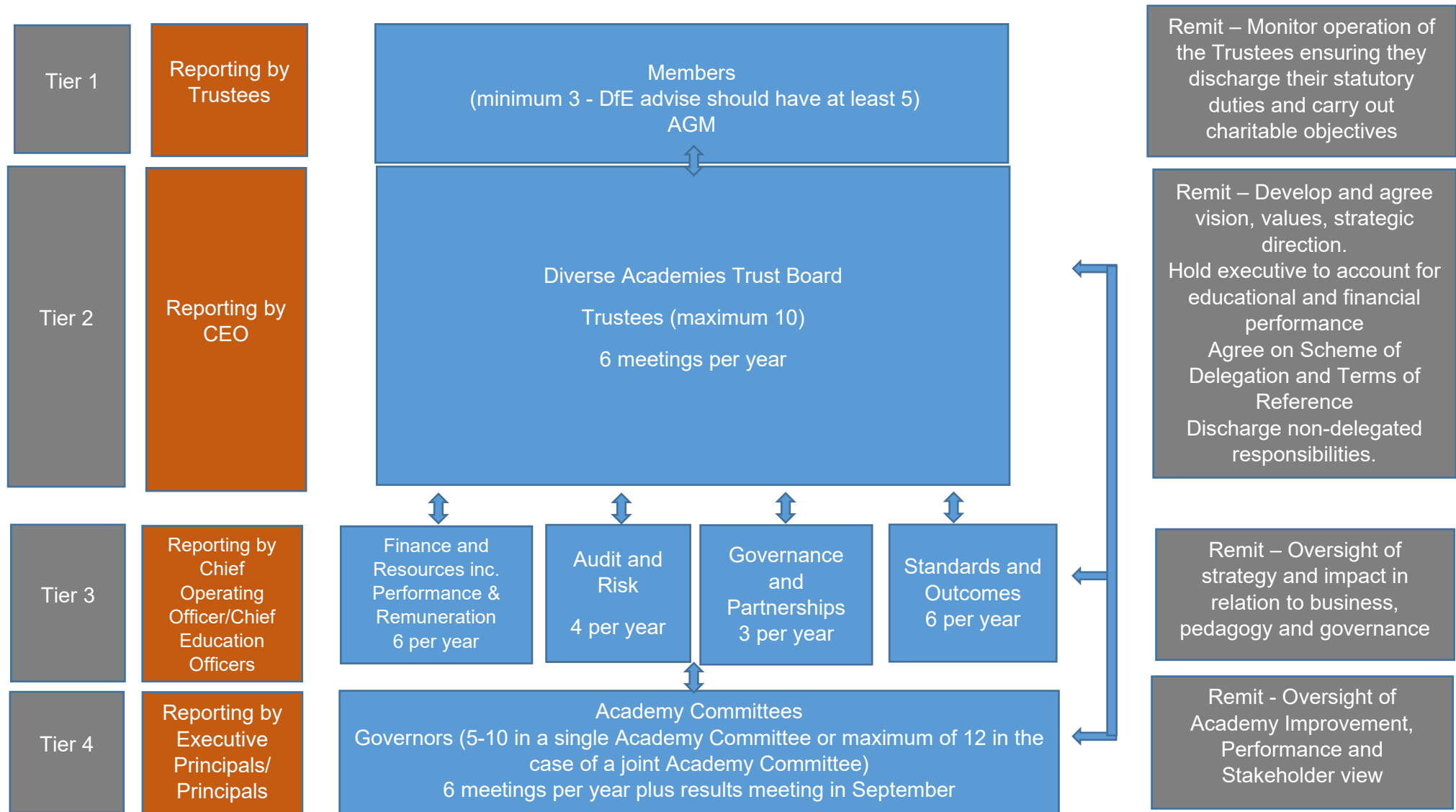
In order to support the effective operation of the Trust and its academies, and in order for trustees to discharge their responsibilities effectively, a number of board committees, including an academy committee (AC) at each academy or group of academies, has been approved by trustees. The trustees have delegated non-statutory powers and functions to these committees as detailed in the terms of reference (ToR) below.

Any other activities are for the chief executive officer/accounting officer to perform and to report to trustees. The CEO/AO may delegate these functions to senior leaders as appropriate and will hold them responsible for fulfilling these.

These delegated powers may be removed at any time if trustees consider that any committee is not acting according to the Trust ethos or is acting outside of its delegated remit and is causing concern. Trustees may also disband an academy committee and replace its governors with an interim committee in the case of extreme failings.



### 3 Governance structure



## 4 Scheme of delegation

**Definition** Someone who is accountable is completely responsible for what they do, and being ultimately answerable for their actions, and must be able to give a satisfactory reason for them. To be held accountable is to be answerable to and liable for, holding a specific office, duty, or trust and is required or expected to justify actions or decisions.

Responsibility is an obligation or duty, having an obligation to do something. To have control over something and the duty of taking care of it. To report to a higher body and be answerable to them for one's actions.

The main difference between responsibility and accountability is that responsibility can be delegated while accountability cannot.

Key Governance Priorities	Trustees	Academy Committee Governors	CEO/Accounting Officer
	Accountable and ultimately answerable for the activity or decision.	Responsible for the completion of delegated tasks	May delegate downwards but remains responsible for actions and decisions
Ensuring clarity of vision, ethos and strategic direction	<ul style="list-style-type: none"> <li>Approve the Trust, mission, vision and values for the Trust in collaboration with the executives</li> <li>Promote and demonstrate the values and core goals and ensure that self-evaluation priorities will effectively achieve these and will drive performance.</li> <li>Monitor progress to ensure these are embedded across the organisation</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the academy is promoting the values and core goals of the Trust and these are successfully embedded</li> <li>Regularly monitor the Academy Improvement Plan, the implementation of actions and progress towards achieving these, providing assurance to the Board that identified actions will be met and are having an impact</li> </ul>	<ul style="list-style-type: none"> <li>Provide assurance to the Board that all academy plans have specific, focussed, and ambitious objectives which will drive improvement</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure all decisions adhere to the charitable objectives and guidance in the Articles of Association, Charities and Company Law and Independent Schools Standards</li> <li>Company Law specifically states Trustees: <ul style="list-style-type: none"> <li>act within their powers</li> <li>promote the success of the company</li> <li>exercise independent judgement</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Provide assurance to the Board that all business functions and academies are operating within the legal framework</li> </ul>

	<ul style="list-style-type: none"> <li>• exercise reasonable care, skill and diligence</li> <li>• avoid conflicts of interest</li> <li>• not accept benefits from third parties</li> <li>• declare interest in proposed transactions or arrangements</li> <li>• Receive assurance that the legal responsibilities of the Trust are discharged by delegated bodies and that the Trust is legally compliant</li> </ul>		
	<ul style="list-style-type: none"> <li>• Duty of compliance to promote Accountable, Effective, Ethical Governance and in accordance with the Trust's vision, mission and values and the NOLAN principles</li> </ul>	<ul style="list-style-type: none"> <li>• Duty of compliance to promote Accountable, Effective, Ethical Governance and in accordance with the Trust's mission, vision and values and the NOLAN principles</li> </ul>	<ul style="list-style-type: none"> <li>• Duty of compliance to ensure all aspects of the Trust promote Accountable, Effective, Ethical Governance and in accordance with the Trust's mission, vision and values and the NOLAN principles</li> </ul>
<b>Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff</b>	<ul style="list-style-type: none"> <li>• Take steps to ensure the quality of education provision by overseeing standards and outcomes across all academies within the Trust.</li> <li>• Monitor the intent, implementation and impact of the quality of education</li> <li>• Overarching responsibility for Audit and Risk including Safeguarding/Prevent, Equality Act, GDPR, Health and Safety and Admissions across the Trust</li> </ul>	<ul style="list-style-type: none"> <li>• Support academy leaders to drive achievement and ensure <b>all</b> students are receiving the quality of education that enables them to be the best they can.</li> <li>• Ensure there is a clear and sustainable focus on enabling staff and pupils to learn and improve</li> <li>• Support academy leaders and give assurance to the Board that Safeguarding, Equality Act, GDPR and Health and Safety is being discharged appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Provide assurance to the Board of the appropriateness of the education offer to secure continuous improvement</li> </ul>
	<ul style="list-style-type: none"> <li>• Non-delegated responsibility for the CEO's performance management and Company Secretary</li> </ul>		
<b>Overseeing the financial performance of the organisation and making sure its money is well spent</b>	<ul style="list-style-type: none"> <li>• Ensure the Trust complies with all financial regulatory requirements in the Academies Trust Handbook and the Trust's Funding Agreements including Charity and Company regulations</li> </ul>		<ul style="list-style-type: none"> <li>• Provide assurance to the Board that all business functions and academies are operating within the regulatory framework</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensure that money is spent well, thus ensuring that resources add value and represent good value for money</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge the rationale for spending and the intended impact and outcomes on learning by regularly evaluating the intent, impact and value for money through the strategies for Pupil Premium, SEND, Catch-Up funding and Primary Sports funding.</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge senior leaders for the rationale for spending within allocated budget and the intended impact and outcomes on learning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure financial viability and compliance through financial planning including investments and reserves and ensure money is well spent and represents appropriate value for money.</li> </ul>		<ul style="list-style-type: none"> <li>• Challenge senior leaders to ensure funding is used appropriately benchmarking successful outcomes across the Trust</li> </ul>
<b>Engagement with stakeholders; parents/carers, staff and students and wider community</b>	<ul style="list-style-type: none"> <li>• Understand and take into account the view of stakeholders within the Trust ensuring that the vision, core goals, values and culture aligns to the needs of the communities the Trust serves</li> </ul>	<ul style="list-style-type: none"> <li>• Provide the Trust Board with the views of the community and parents/carers, students and staff, advising of any local issues and risks that might affect the academy/Trust.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure each academy has mechanisms in place to gauge stakeholder views which are taken into consideration</li> </ul>

## 5 The Trust Board non-delegated duties

Specifically, the retained, non-delegated duties of the board are to:

- be accountable for the key governance strategies as set out above
- receive assurance that the legal responsibilities of the Trust are discharged by delegated bodies and the chief executive officer and that the Trust is legally compliant
- adhere to all legal documents – articles of association, master funding agreement and any supplemental funding agreements
- appoint and dismiss the chief executive officer
- performance manage the chief executive officer and company secretary
- approve all executive appointments (chief education officers and chief finance/operating officer) and receive recommendations from the CEO in relation to executive principal and principal appointments in academies
- monitor readiness for multi-academy trust (MAT) Ofsted and SIAMS inspections (Queen Elizabeth's Academy) and responses to inspection outcomes
- approve new academies recommended by the chief executive officer to the board
- appoint Trust legal advisors
- approve a balanced budget and property recommendations from the board Finance and Resources Committee
- approve and sign the Trust audited accounts
- monitor and receive assurance of safeguarding/risk/GDPR/health and safety/prevent duty compliance specifically ensuring that trust delivery of safeguarding activities and support for pupils aligns with Keeping Children Safe in Education (KCSIE) and other relevant guidance
- monitor and receive assurance that enhanced Disclosure and Barring Service (DBS) certificates are obtained as appropriate for all staff and supply staff
- review the risk register annually
- approve the scheme of delegation/terms of reference annually
- collaborate with senior executives to approve, monitor and annually review the strategic plan
- to discuss, approve and monitor delivery of the corporate function through the education, business and corporate strategies
- to adhere to the local authority Co-ordinated Admission Scheme, the Schools Admission Code and Schools Admission Appeals Code
- consider any recommendations for approval from board and academy committee meetings

This document does not cover the statutory, non-delegated roles and responsibilities which are set out in the articles of association and the master funding agreement.

**The Trust Board has established two different types of committee**

## **6 Trust board committees**

Trust board are established by the board to deal with Trust-wide matters:

- audit and risk
- finance and resources (including performance and remuneration)
- standards and outcomes
- governance and partnership

## **7 Academy committees (AC)**

Academy committees are established by the Trust board to support the effective operation of the academies and to report to the Trust board on how they have discharged their delegated responsibilities.

In general terms:

- Trust board committees focus on the effectiveness of all business, pedagogy and governance functions areas across the Trust
- Academy committees hold the senior leaders in their academy/academies to account for:
  - the quality of education, behaviour and attitudes, personal development, leadership and management
  - safeguarding, equality, data protection and health and safety
  - stakeholder engagement with parents/carers, student and staff and business and community links and ensuring that any representation is considered
  - uphold the Trust vision

## **8 Functions delegated to each committee**

### **Remit and responsibilities**

#### **8.1 Trust board audit and risk committee (a statutory requirement due to the size of the Trust)**

The Trustees recognise the overriding principles of the Academies Trust Handbook (ATH) published by the ESFA and the [DfE Audit Committee Handbook](#).

The audit and risk committee should be established in such a way as to achieve internal scrutiny which delivers objective and independent assurance for the Trust.

#### **Internal audit**

1. To set and review the annual internal audit programme – ensuring that the internal audit function is independent and objective and provides coverage across the year.
2. To review the reports and recommendations of the internal audit, together with the appropriateness of executive management's response.
3. To monitor the implementation of actions agreed by executive management in response to reports from the external auditor .

#### **Risk management – including health and safety**

1. To regularly review the group and academies' risk registers and instruct the executive as necessary, escalating any concerns to the board.
2. To regularly review the group's risk exposure and appropriate insurances.
3. To review the Trust's risk management policy, strategy, processes and procedures for the identification, assessment, evaluation, management and reporting of risks.
4. To review the adequacy and robustness of risk registers.
5. To keep under review, the adequacy and effectiveness of the risk management and internal control arrangements, as well as its arrangements for securing value for money, through reports and assurances received from executive management, internal audit, the external auditor and any other relevant independent assurances or reports (e.g. from the National Audit Office).
6. To receive and review executive health and safety reports and advise, as necessary.
7. To monitor compliance with Trust and individual academies' health and safety policies.
8. To ensure statutory obligations under the Health and Safety at Work Act 1974 are met
9. To monitor individual academies' management of trips and visits.

## **Financial management and policies**

**Responsibilities for financial management are undertaken by the finance and resources committee and are detailed under that committee's remit.**

1. To receive reports on the outcome of investigations of suspected or alleged impropriety.
2. To review the adequacy of policies for ensuring compliance with relevant regulatory, legal and code of conduct requirements including the implementation and monitoring of the General Data Protection Regulation (GDPR) and handling of any breaches, Subject Access Requests or Freedom of Information Act requests.
3. To review annually the register of business interests for all members, trustees, academy committee governors and senior employees and to take appropriate action should issues be apparent.
4. To review all financial risk and control related disclosure statements, together with any associated reports and opinions from executive management, the external and internal auditors and prior to endorsement by the Trust Board.
5. To review any recommendations made by the Secretary of State for Education for improving the financial management of the Trust or its academies.

## **General**

1. To review or investigate any other matters referred to the audit and risk committee by the Trust board.
2. To draw any significant recommendations and matters of concern to the attention of the Trust board.
3. Report to the board on the adequacy of the Trust's internal control framework, including financial and non-financial controls and management of risks.
4. To approve any policies as delegated by the Trust board

## **8.2. Trust board finance and resources committee**

**Key governance priority – overseeing the financial performance of the organisation and making sure its money is well spent.**

## **Funding and income**

1. To review the Trust's proposed annual aggregate budget and approve each academy's budgets taking into account the confirmed level of funding from the ESFA.
2. In the light of the funding model, notified annually by the DfE/ESFA, ensure that each academy is budgeting in a manner consistent therewith. Also, that the allocation of central costs and guidelines on cost savings are being properly reflected and observed. This will be



in consultation with the chief operating officer (COO, which incorporates the chief financial officer role) in advance of the financial year, drawing any matters of significance or concern to the attention of the Trust board.

3. Having scrutinised the recommended budgets for the Trust, corporate and academies recommend their approval to the Trust board, drawing their attention to any matters of concern or significance.
4. To review admission arrangements in each academy focusing on projected numbers, income generation, lagged funding issues and correlating this to curriculum-led financial planning and budget forecasts.
5. At each meeting consider and review in detail the budget for the Trust and its academies, drawing any matters of significance or concern to the attention of the Trust board and to the executive principal in each academy.
6. To monitor the executive's effectiveness in securing income over and above annual GAG allocations.
7. To approve a capital and revenue reserves policy for recommendation to the Trust board, monitoring Trust and academies' compliance with the policy and agreeing actions that need to be taken to bring the level of reserves in line with the level identified by the Trustees and ESFA as being appropriate.

## **Budgeting**

1. To contribute to the formulation of the Trust's strategic financial plans.
2. To receive and make recommendations on the broad budget headings and areas of expenditure to be adopted each year. This will include the level and use of any contingency fund or balances, ensuring the compatibility of all such proposals with the development priorities set out in the Trust strategic plan.
3. To liaise with and receive reports from appropriate committees and make recommendations to and from those committees about any pertinent aspect of financial aspects of matters being considered.
4. To consider the spending plans of other committees and report back and advise the Trust board.
5. To delegate the day-to-day management of the approved budget to the chief operating officer (COO, which incorporates the chief financial officer role) and academies' senior leaders, within agreed authorisation limits as set out in the levels of authority document and Academies Trust Handbook.
6. To consider requests for supplementary expenditure and make appropriate recommendations to the Board.
7. To consider and act upon matters not covered by other committees.

8. To review financial policy including consideration of long-term planning and resourcing in accordance with Trust's strategic plan.

### **Expenditure**

1. To monitor and review expenditure on a regular basis, ensuring compliance with the overall financial plan for the Trust and the academies, and with the financial regulations of the Trust, drawing any matters of concern to the attention of the Trust Board.
2. To monitor procurement procedures and the tendering of contracts, in order to ensure best value for money

### **Financial management, policies and procedures**

1. To keep under review the Trust's financial management and reporting arrangements, providing constructive challenge (where necessary) to the actions and judgements of executive management in relation to the interim management and financial accounts, statements, reports and the annual accounts and financial statements, prior to submission to the Trust board. By reviewing:
  - a. critical accounting policies and practices and any changes in them
  - b. decisions requiring a major element of judgement
  - c. the extent to which the financial statements are affected by any unusual or complex transactions in the year and how they are disclosed
  - d. and monitoring the recommendations made by the external auditor in their management letters following the production of the Trust's annual audited accounts making any recommendations to the Trust board
  - e. the clarity and transparency of disclosures
  - f. significant adjustments resulting from the external audit
  - g. the going concern assumption
  - h. compliance with accounting standards
  - i. compliance with DfE, ESFA and other legal requirements.
  - j. Information submitted to DfE and EFSA that affects funding, including pupil number returns and funding claims
2. To regularly review the Trust policy and procedures for handling allegations from whistleblowers.
3. To regularly review Trust policies and procedures for handling allegations of fraud, bribery and corruption.
4. To monitor and review the effective implementation and operation of financial procedures including the control of bank accounts and signatories to each account.

5. To review in detail, the Trustees report to form part of the annual audited accounts report of the Board to stakeholders and for filing in accordance with requirements of the Companies Act, Charity Commission and Funding Agreement (including the ATH).
6. To review the annual audited accounts from the external auditor prior to recommendation of approval to trustees and members. The committee should satisfy itself that the Trust guidance has been adhered to in the preparation of the accounts and that an appropriate set of accounting policies has been applied.
7. To annually review and approve the Trust's levels of financial authority document.
8. To ensure that any significant losses are investigated and reported to the DfE/ESFA/Charities Commission where required.

### **Asset management**

1. To request and receive reports from the relevant executives on the management of assets including premises and their security and IT equipment.
2. To confirm that an asset recording system is in place, including an inventory and fixed asset register for each academy and Trust.

### **Property management**

1. To ensure that the academy committees, senior leaders and executives actively determine the use of the academies' premises and grounds outside of academies' teaching sessions having regard to the Trust charging and lettings policy.
2. To ensure that central and academies estates are inspected on an annual basis and review and monitor the Trust's planned and costed statement of capital priorities.
3. To approve the Trust's estates and IT strategy and overall capital expenditure.
4. To advise the Trust Board on environmental capital issues – ensuring maximum possible energy and materials conservation in all locations.

### **External audit**

1. To consider the appointment of the external auditor; assess the independence of the external auditor; and ensure that key audit personnel are rotated at appropriate intervals.
2. To recommend audit fees to trustees and pre-approve any fees in excess of £10,000 in respect of non-audit services provided by the external auditor.
3. To ensure that the provision of non-audit services does not impair the external auditors' independence or objectivity.
4. To oversee the process for selecting the external auditor and make appropriate recommendations to the members of the Trust to consider at any general meeting where the group accounts are laid before members.

5. To discuss with the external auditor, the nature and scope of each forthcoming audit and to ensure that the external auditor receives the fullest co-operation.
6. To review the external auditor's annual management letter and all other reports and recommendations, together with the appropriateness of executive management's response.
7. To review the performance of the appointed external auditor on an annual basis.
8. To recommend (through the Trust board) to the members of each Trust the appointment/re-appointment of the external auditor.
9. To review and consider the circumstances surrounding any resignation or dismissal of the external auditor.

## **General**

1. To review or investigate any other matters referred to the finance and resources committee by the board.
2. To confirm that the chief finance officer has relevant accountancy qualifications and that they maintain professional development.
3. To draw any significant recommendations and matters of concern to the attention of the Board.
4. To approve any policies as delegated by the Trust board.

### **8.3 Performance and remuneration (as part of finance and resources committee)**

#### **Key governance priority – holding executive leaders to account for the performance management of staff**

1. To ensure the board has a senior management succession plan which minimises the risk to business continuity in the event of retirement, resignations or long-term absence.
2. To review and approve the Trust pay and reward and appraisal policies.
3. To review, approve and monitor the annual equal pay audit.
4. To review, approve and monitor the gender pay gap report.
5. To conduct an annual review of eligibility of staff in the Teachers' Pension Scheme.
6. To review and annually approve the trade union facilities report.
7. To receive the chief executive officer (CEO) pay and benefits recommendations from the CEO's performance review panel ensuring that the approach to pay and benefits is transparent, proportionate, and justifiable and which represent good value for money.
8. To receive and agree pay recommendations from the chief executive officer for the chief operating officer and chief education officers.

9. To receive and agree the performance pay recommendations from the chair of trustees for the company secretary.
10. The performance management and pay recommendations for all other staff will be dealt with by line managers as denoted in the Trust pay and reward policy.
11. Chief education officers and the chief operating officer may request a trustee to be present at performance management review meetings.
12. To ensure the Trust's senior employees' payroll arrangements fully meet their tax obligations and comply with HM Treasury's guidance about the employment arrangements of individuals on the avoidance of tax.
13. To review in conjunction with the chief operating officer any settlement/early retirement/severance payments and in line with the levels of authority in the Academies Trust Handbook.
14. To deal with any other matters relating to pay, appraisal, capability and conduct and employment as may be referred by the board.
15. To monitor staff absence, grievance and disciplinary issues and the consideration of group thematic benchmarking reports.
16. To review benchmarking data for salary levels across the Trust and wider education settings and act in accordance with any ESFA recommendations and with a basic presumption that executive pay and benefits should not increase at a faster rate than that of teachers, in individual years and over the longer term.
17. To approve any policies as delegated by the Trust board.

#### **8.4. Trust board standards and outcomes committee**

**Key governance priority – holding executive leaders to account for the educational performance of the organisation and its pupils.**

1. Hold chief education officers to account for decisions made by reviewing strategies for each Ofsted area against impact/outcome statements.
2. Ensure the quality of educational provision, overseeing the Trust's impact and strategies for the standards and outcomes of academies:
  - the quality of education
  - curriculum intent
  - behaviour and attitudes
  - personal development
  - sixth form, early years and alternative provision providers

- school improvement and the processes in place for quality assurance and peer review
  - staff continued professional development (CPD)
  - safeguarding in all aspects across the group
3. Hold the executives to account:
- for behaviour, attendance and exclusions across the Trust
  - for any areas of concern in respect of standards and performance, including SEND, disadvantaged pupils and any other vulnerable group and to have an overview of intervention strategies and action plans in each area
  - to ensure training and continued professional development (CPD) offered to staff is procured and delivered according to identified needs and has been evaluated to ensure that outcomes align to the needs of the Trust
4. To receive and review:
- consolidated key performance indicators (KPIs) on attainment, progress and quality of teaching across the Trust
  - key highlights and areas for improvement of any academy review reports Ofsted reports making recommendations to academy committees for any post-Ofsted plans and actions with reporting back to the committee
  - review IDSR/ASP/FFT as appropriate
  - group overview of results of staff, pupils, parent survey evaluations
  - the effectiveness of any service level agreements and the impact these are having

## **8.5 Trust board governance and partnership committee**

**Review, monitor and hold to account Trust and academy committees to ensure that they fulfil their delegated responsibilities in line with the scheme of delegation and terms of reference.**

### **Governance**

- Review, monitor and hold to account, Trust and academy committees for the delegated functions given to them by receiving/monitoring reports from each meeting.
- Examine the results of skills audits and self- evaluation exercises undertaken by academy committee governors and any action plans created for areas of development.
- Oversee central training plan for trustees and governors. Review and ensure training offered to governors is procured and delivered according to identified needs and has been evaluated to ensure that outcomes align to the needs of the Trust.

- Regularly review the structure, size and composition (including the skills, knowledge, experience and diversity) of the Trust board and its committees and make recommendations to the Trust board with regard to any changes.
- Review annually the Trust scheme of delegation and terms of reference and make any recommendations to the board for approval.
- Keep under review board and committee succession planning.
- Receive and consider candidates to fill Board vacancies and make recommendations to trustees and Trust members if appropriate regarding any changes.
- Make recommendations to the Trust board on committee membership, in consultation with the chair of each committee.
- Approve Trust appointments to chairs of academy committees (this may be carried out by email and reported at a subsequent meeting).
- To approve policies relating to governance.
- To consider other areas as determined from time to time.

## **Partnerships**

- Have oversight of the governance of Diverse Association for Professional Learning, all alternative provision centres, Hucknall Sixth Form Centre (HSFC), Diverse Academies head office and all committees of the board including wider external partnerships with other Trusts and organisations.
- Approve and keep under review all contracts for any new and existing service level agreements e.g. with other schools/MATS, alternative provision facilities, post 16 centres, teaching schools and review governance arrangements in respect of any partnerships.
- Hold the CEO and senior leadership to account for the performance of all partnerships.
- To assess the effectiveness of the Trust in developing wider external partnerships with other key partners such as other MATs, RSC, ESFA, local authority.
- Approve any policies as delegated by the Trust board.

### **8.6 Trust board to academy committees (ACs)**

**Academy committees have a key role to play in ensuring that every child in an academy reaches their full potential and that they hold the executive principal and principal to account by monitoring the academy's performance to ensure that the curriculum intent and quality of education provided will enable this.**

The functions delegated by the Trust board to the academy committees are as set out below.

- Monitor the values and core goals of the academy through a shared identity which is clear, understood and well communicated to staff, parents/carers and students/pupils. This will reflect the fundamental mission, vision and values of the Trust.
- Monitor achievement towards the strategic priorities and targets for the academy. Ensure these are clear and ambitious and which will raise school improvement and are sufficiently challenging to lead to sustainable improvement.
- Understand the curriculum intent and to what extent it meets the needs of all students/pupils by asking challenging questions and questioning data received.
- Ensuring all governors have a detailed understanding of the strengths and areas for development of the academy which could be articulated in an inspection or academy review.
- Review, interrogate and monitor through questioning the academy improvement plan ensuring all children, including vulnerable groups and those with special educational needs, have access to a broad and balanced curriculum which is appropriate for the community, suitable to age, aptitude and ability and which prepares them for adult life.
- Consider all aspects of the quality of education and performance asking challenging questions of school leaders to ensure that all students/pupils will leave the academy with results that reflect their capability through a thorough understanding of the academy's performance data and have an accurate overview of:
  - how well students/pupils are achieving in relation to their potential
  - how this compares to national and local data
  - the comparative performance of different/vulnerable groups of students/pupils
  - attendance rates
  - attendance, persistent absence and exclusion rates including the effectiveness of support, patterns and trends, length of absence and reintegration
  - the use and effectiveness of alternative and off-site provision
- Ensure that the spiritual, moral, social, cultural, mental and physical development of children is embedded in the academy.
- Review new and updated policy appendices to the Trust statutory policies and ensure the academy is operating effectively according to those policies.
- Consider and question all relevant data and feedback provided by academy leaders and external sources on all aspects of academy performance including FFT Aspire, Ofsted IDSR, Analyse School Performance (ASP), Continuous School Improvement Reviews, Ofsted reports.
- Adhere to the local authority Co-ordinated Admission Scheme and approve the academy appendix to the Trust's admission policy for the relevant year. Approve any in-year applications if the academy is over-subscribed. Gain approval from the Trust board if any



changes to proposed admission numbers (PAN), significant changes or over-subscription criteria are to be proposed.

- Ensure all statutory requirements and responsibilities are met in relation to safeguarding and culture, data privacy, site safety and the health, safety and workload and well-being of staff, students/pupils and visitors. Appoint link governors to these roles and receive link member monitoring visit reports. Appoint link governors to SEND and Career provision.
- Where requested by the academy committee, become a link governor on a specific issue/curriculum area reporting to the committee on the progress against the relevant school priority.
- Gain assurance that the educational visits guidelines have been followed for all category C (overnight or dangerous activity) educational visits.
- Support the principal and form panels where necessary for student fixed period suspension and permanent exclusion processes pursuant to statutory DfE guidance. Academy committee governors can be a panel member on other academies' panels within the Trust.
- Support the principal and form panels where necessary to deal with concerns and complaints pursuant to the Trust policy. Academy committee governors may be asked to sit on other academies' panels within the Trust.
- Receive and challenge the management responses of all internal audits and reviews from staff and internal auditors, escalating any concerns to the Trust board.
- Review and challenge the pupil premium and special educational needs and disability (SEND) strategies and funding received for pupil premium and any additional funding e.g. catch-Up funding and sports premium funding (primary academies). Ensure that plans and funds for all funding streams achieve value for money and which will have an impact on outcomes for these groups of children. Ensure the academy is in receipt of as much funding from these as is it entitled to.
- Engagement with, listening to and reporting to the academy's stakeholders: pupils, parents/carers, staff, and the wider community, including local employers using their views to inform strategic priorities for development planning.
- Advise trustees of any local issues that may affect the academy.
- To draw any significant matters of concern to the attention of the Trust board.

## **9 Academy committee admission panel**

For use when academy is over-subscribed.

The powers and functions delegated by the Trust board to an academy admission panel are as set out and detailed below.

- To review and approve/decline the admittance of in-year applications to the academy as advised by a senior leader at the academy.
- To approve the application of over-subscription criterion in each autumn term for applications to the following year 7 (secondary) and reception (primary) cohort.
- To review and adhere to the Trust admission policy and the academy appendix to the Trust policy and advise the Trust board if any changes are proposed.

#### Committee formation

- Quoracy will be three governors at each meeting.
- An MS Team meeting of three governors may be cast for in-year applications.
- Governors must meet in the autumn term (secondary) and spring term (primary) to approve the over-subscription ranking of new applications for the following academic year.

#### Specific responsibilities of the role

- To take into consideration facts given to academy committee governors from a member of the senior leadership team (SLT) regarding logistics of admitting a student to a specific year group.
- Ensuring governors on the academy committee are kept informed of numbers in each cohort and the accepted/declined numbers presented to the committee. This should be undertaken at least annually.
- To adhere to the most recent DfE Admission Code guidance.
- To ensure, via senior leaders that the admissions officer at the local authority is kept informed of the status of each application.

## 10 Terms of reference for board committees

**These terms of reference (ToR) set out the constitution, membership, proceedings and terms of reference for all committees (board and academy) and should be read in conjunction with the scheme of delegation.**

The Trust board reviews these terms of references (ToR) together with the membership of the committees at least annually.

These ToR may only be amended by trustees. The functions, duties and proceedings of committees set out in these terms of reference shall also be subject to any regulations or changes made by the Trust board from time to time.

Members and trustees of Diverse Academies Trust are appointed in accordance with the [Articles of Association](#).

## **11 Membership – Trust board committees**

Each Trust board committee shall have a minimum of three members appointed by the board, comprising of at least two trustees for a quorate decision to be made.

11.1. The committee's trustees may appoint and remove other co-opted committee members onto the board committees. Appointed committee members will have no voting rights.

11.2. The Trust board will ensure that board committee members have the necessary skills, background and experience to properly fulfil the relevant board committee functions.

11.3. The current board committee members are set out in the register of committee members maintained by the Trust and which at the date of adoption of these terms of reference is set out in appendix 2.

## **12 Membership – academy committees (ACs)**

12.1. Each academy committee operating in respect of one academy shall, unless the board resolve otherwise, have a minimum of five and a maximum of ten governors.

12.2. Each academy committee operating in respect of two or more academies shall, unless the board resolve otherwise, have a minimum of five and a maximum of twelve governors.

12.3. The membership of each academy committee shall be as follows (unless the Trust board resolve otherwise):

- two elected parent governors
- one elected academy staff governor (optional)
- up to seven (eight if a staff governor is not appointed or nine in the case of a joint AC) persons appointed by the Academy Committee (to be called appointed governors)

In the case of Queen Elizabeth's Academy committee, the membership will be as follows:

- two elected parent governors
- one elected academy staff governor (optional)
- up to two Queen Elizabeth's Endowed School Trust appointed Trustees

- one Nottingham and Southwell Diocesan appointed governor
- up to four (five if a staff governor is not appointed or six in the case of a joint AC) persons appointed by the Academy Committee (to be called appointed governors)

The executive principal/principal of the academy/ies are ex-officio members who will attend each meeting to present and advise academy committee governors. The chief executive officer, chief operating officer and chief education officers (CEdOs) and any other executive may attend any meeting.

The current governors of each academy/ies committee are set out in the register of academy committee governors maintained by the governance professional in each academy and accessible on the individual academy website.

The trustees have delegated the responsibility to the academy committee to:

12.4. make all necessary arrangements for, and determine all other matters relating to, an election of parent governors, including any question of whether a person is a parent of a registered student at an academy. Any election of a parent governor which is contested shall be held by secret ballot

12.5. make all necessary arrangements for, and determine all matters relating to, the election of staff academy committee governors (if appointed)

12.6. the term of office for any trustee and academy committee governor shall be four years (reset as at 01.01.2021)

12.7. The maximum term of office for a trustee or academy committee governor is two four-year terms excluding any term served as a chair covered in point 13 below (reset as at 01.01.2021)

12.8. Any trustee or academy committee governor may be elected to serve additional terms of office in another academy or on the Trust board if there is a vacancy

### **13 Chairs of board and academy committees**

13.1. The term 'chair' refers to the person appointed under this paragraph as chair of the relevant Trust board/Trust board committee or academy committee.

13.2. The Trust board and each Trust board committee shall at the first meeting of each year elect a Trustee to act as chair subject to annual re-election.

13.3. The Trust board shall at the first meeting of each academic year appoint a vice chair.

13.4. Academy committee governors shall at the first meeting of each academic year recommend to the governance and partnership committee for approval the appointment of an academy committee governor to act as chair of the academy committee.

13.5 An academy committee may choose to appoint a vice-chair.

13.6. The chair of the Trust board and the chair of each Trust board committee or academy committee shall serve a maximum of four years (re-set 01.01.2021).

13.7. No person may act as chair of the Trust board, its committees, or an academy committee if they are an employee of the Trust.

13.8 No person may act as chair of the Trust board or a Trust board committee unless they are also a Trustee.

13.9. The board or committee will elect a temporary replacement from among the attendees present at any meeting where the chair is absent.

13.10 The chair of the Trust board will be subject to an annual performance review by the members of the Trust.

13.11 The chair of each academy committee will be subject to an annual 360-degree review by governors on the academy committee which will be reviewed by the chair of the Trust board.

## **14 Authority, remit and responsibilities of the Trust board and academy committees**

14.1. Each committee shall be responsible for the matters as set out in the scheme of delegation and this terms of reference.

14.2. Each committee is authorised by the Trust board to:

- carry on any activity authorised by these terms of reference; and
- seek any appropriate information that it properly requires to carry out its role from any senior employee of the Trust and all senior employees shall be directed to co-operate with any request made.

14.3. Except with the consent of the Trust board, any committees may not establish sub-committees, except for working parties which have no delegated authority, and which must report to the board/committee that appointed them.

## **15 Proceedings of Trust board committee and academy committee meetings (the committees)**

15.1. The committees (Trust and academy) will meet as often as is necessary to fulfil their responsibilities but at least six times a year with the exception of audit and risk (three times a year) and governance and partnership (at least three times a year).

15.2. Any three board or committee members/governors can request in writing to the clerk that the chair convene a meeting by giving no less than 14 days prior notice.

15.3. The quorum for the transaction of the business at meetings shall be:

- Trust board – refer to articles of association articles 117 to 119
- Trust board committee – two trustees at each meeting
- academy committee – 50% of appointed governors in post on each academy committee

15.4. The company secretary shall endeavour to ensure that a governance professional is provided at each board and Trust committee meeting to advise trustees and take minutes of the meetings.

15.5. The head of governance shall endeavour to ensure that a governance professional is provided at each academy committee meeting.

15.6. If a clerk is not available a member of any board or its committees can take the minutes.

15.7. Each Trust committee trustee or academy committee governor present in person shall be entitled to one vote.

15.8. Where there is an equal division of votes the chair shall have a casting vote.

15.9. Proxy votes will not be accepted at board/board committee or academy committee level.

15.10 No individual trustee or governor 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 or the chair of governors, can make a decision when a delay in doing so would be:

- seriously detrimental to the interest of the Trust or and of its academies or the academy
- it would not be possible to postpone the decision to a meeting of trustees or academy committee (which the chair can convene with less than seven days' notice if necessary, provided trustees/governors 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 related to admissions; approval of financial spend above any delegated limit decisions on executive or senior leaders pay.

Any actions taken above must be minuted retrospectively at the next meeting with a record of why 'chair's action' was appropriate. Trustees must be advised immediately if the chair of an academy committee has used 'chair's actions'.

15.10. A register of attendance shall be kept for each board and Trust/academy committee meeting and published on the Trust/academy website annually in line with guidance in the Academies Trust Handbook.

15.11. Any board or committee may invite attendance at meetings from persons who are not usual attendees at these meetings to assist or advise on a particular matter or range of issues. Such persons may speak with the permission of the chair but shall not be entitled to vote.

15.12. References to the 'chair' shall in the absence of the chair be whoever chairs the relevant meeting.

## **16 Agendas for meetings**

16.1. Agendas for all meetings will be set in conjunction with Trust guidance, the chief executive officer (for board meetings), the chief operating officer or chief education officers (for board committee meetings) and the executive principal/principal for academy committee meetings, the chair of each meeting and the governance professional to each meeting.

16.2. Agendas and meeting papers will be distributed to committee members/governors at least seven days prior to the meeting.

## **17 Conduct of committee members**

17.1. All board/board committee/academy committee attendees shall observe at all times the provisions of the Trust's code of conduct which will be signed annually by each trustee and academy committee governor.

17.2. The members or trustees (depending upon the appointing body) shall have the right at their sole discretion to remove or suspend (on such terms as they see fit) any trustee by written notice if it is found that they have not adhered to the code of conduct.

17.3. The trustees shall have the right at their sole discretion to remove or suspend (on such terms as they see fit) any academy committee governor by written notice if it is found that they have not adhered to the code of conduct.

## **18 Trustees' board, board committee and academy committee governors' interests**

18.1. Attendees at all meetings are required to declare any business or other interests in any item being discussed at a meeting. The governance professional will ask for declarations to be re-stated at the beginning of each academic year and any changes to declarations/business interests throughout the year must be advised immediately to the governance professional. All declared interests will be published on the Trust or academy website.

18.2. Each trustee/academy committee governor, if present at a meeting, must disclose their interest, withdraw from the meeting and not vote on a matter if:

- there may be a conflict between their interests and the interests of any of the academies in or of the Trust;
- there is reasonable doubt about their ability to act impartially in relation to a matter where a fair hearing is required; or
- they have a personal interest (this is where they and/or a close relative will be directly affected by the decision to be made at the meeting in relation to that matter) in a matter.

The Academies Trust Handbook must be referred to where there may be doubt as to the impartiality of any interest.

## **19 Disqualification and removal of trustees/academy committee governors**

19.1. A person shall be ineligible for appointment to a Trust board/board committee/academy committee and, if already appointed, shall immediately cease to be a member if the relevant individual:

- is or becomes disqualified from holding office under the Trust's articles of association;
- is or becomes disqualified from holding office as a trustee/academy committee governor of a school or academy;
- is included in the list of teachers or workers considered by the Secretary of State as unsuitable to work with children or young people;



- is barred from any regulated activity relating to children;
- is or becomes bankrupt or makes any arrangement or composition with his/her creditors generally; or their estate has been sequestrated and the sequestration has not been discharged, annulled or reduced;
- is convicted of any criminal offence (other than minor offences under the Road Traffic Acts or the Road Safety Acts for which a fine or non-custodial penalty is imposed or any conviction which is a spent conviction for the purposes of the Rehabilitation of Offenders Act 1974);
- has been fined for causing a nuisance or disturbance on Trust/academy premises during the 5 years prior to or since appointment or election as a Trustee/academy committee governor;
- refuses an application being made to the Disclosure and Barring Service (DBS) for a criminal records check within 3 months of appointment;
- commits a serious breach of the Trust's code of conduct or protocol implemented by the Board;
- is absent without the permission of the Trust/board committee/academy committee governors from all their meetings held within a period of six months and the rest of the voting attendees resolve that the office be vacated;
- does not undertake statutory training as requested by the Trust within a reasonable length of time (6 months from first request)
- resigns his/her office by notice in writing to the relevant chair;
- their term of office expires, and they are not re-appointed.

19.2 Upon appointment, all trustees and academy committee governors are required to sign a declaration of eligibility notice.

19.3 The members shall have the right at their sole discretion to remove or suspend (on such terms as they see fit) any trustee appointed by them by written notice to individual trustee.

19.4 The trustees shall have the right at their sole discretion to remove or suspend (on such terms as they see fit) any academy committee governor by written notice to the relevant chair.

## **20 Reporting procedures**

20.1. Within 14 days of each meeting the governance professional to each meeting will:

20.1.1. produce and agree minutes of its meetings. These minutes, minus discussions deemed to be confidential will be available for all tiers of governance to view

20.1.2. provide an exception report summary document in conjunction with the chair, identifying:

- I. discussions where a decision is required
- II. recommendations to the Trust Board
- III. any items for the information of the Trust Board and
- IV. items for further discussion by the Trust Board

**Committee reports** see Appendix 3

20.2. The committee reports can be agreed by committee members/governors by email.

20.3. The committee reports must be sent to the head of governance within 21 days of each meeting. Once received an executive summary will be produced of key information for the governance and partnership committee's consideration.

20.4. Committees shall arrange for the production and delivery of such other reports or updates as requested by the Trust board from time to time.

20.5. Matters indicated as confidential by the attendees at the meeting will not be circulated to all parties but will be retained as a confidential matters minute as part of the committee's minutes.

20.6. Each Trust and academy committee shall conduct an annual review of its work and the powers and functions delegated to it under these terms of reference – appendix 4. The report shall include how the Trust/academy committee has held the executive and/or academy leaders to account, record any training undertaken and how successful it was in achieving its key objectives for the year. The report may also make recommendations for any changes to the Trust board.

## Appendix 1 – academy committees (ACs) as of September 2022

### Special

Yeoman Park Academy	}	Joint Academy Committee – Chair of Governors
Redgate Primary Academy	}	Peter Edwards

### Primary

Wainwright Primary Academy	}	Joint Academy Committee – Chair of Governors
Samuel Barlow Primary Academy	}	Peter Edwards
Thrumpton Primary Academy	}	Joint Academy Committee – Chair of Governors
Bracken Lane Primary Academy	}	Morag Malcolm
Tuxford Primary Academy		Chair of Governors - Colin Shuttleworth
Hillocks Primary Academy		Chair of Governors – Susan Beasley

### Secondary

Tuxford Academy		Chair of Governors – Robert Lancaster
Retford Oaks Academy		Chair of Governors – Andrew Knight
East Leake Academy		Chair of Governors – Marc Baker
The Holgate Academy		Chair of Governors – Kate Turner
Walton Academy		Chair of Governors – Rachel Webb
Queen Elizabeth's Academy		Chair of Governors – Rachel Webb (Interim)

## **Appendix 2 – list of trustees and Trust committee members as at September 2022**

For the most recent membership list of members and trustees of Diverse Academies Trust, please refer to the Trust website ([www.diverseacademies.org.uk](http://www.diverseacademies.org.uk)) and for membership of academy committees refer to each academy's website.

### **Members of the Trust**

John Rolph  
Margaret Blore  
Janet Parker  
Elizabeth Rew  
Andrew Davies

Membership of the Trust board and its committees are kept with the company secretary.

### **Trustees of the Trust board**

Mr Michael Quigley MBE – Trustee and Chair of the Board  
Mr John Rolph – Trustee  
Mrs Margaret Blore – Trustee  
Mr Ian Storey – Trustee  
Mr David Schwarz – Trustee  
Mr Robert Shearing – Trustee  
Mr Louis Donald – Trustee  
Miss Nic Marriott – Trustee  
Mrs Jackie Mordue – Trustee

### **Members of audit and risk committee:**

Mr Ian Storey – (Chair) Trustee  
Mr Michael Quigley MBE – Trustee  
Mr Rob Shearing - Trustee

### **Members of finance and resources committee including performance and remuneration:**

Mr John Rolph – (Chair) Trustee  
Mr Ian Storey – Trustee

**Members of governance and partnership committee:**

Mr Mike Quigley MBE – (Chair) Trustee

Mr John Rolph –Trustee

Mr David Schwarz – Trustee

Miss Nic Marriott – Trustee

Mrs Jackie Mordue – Trustee

**Members of standards and outcomes committee:**

Mr David Schwarz – (Chair) Trustee

Mrs Margaret Blore –Trustee

Mr Rob Shearing – Trustee

Mr Louis Donald - Trustee

**Chief executive officer performance and review panel:**

Chair of Trustees

Chair of Finance and Resources Committee

Chair of Standards and Outcomes Committee

**Performance and review appeal trustee:**

A panel of three trustees who have not been involved in the performance review or review appeal will form a panel to review decisions made, however, if this is deemed to be inappropriate an independent organisation will be engaged to manage the process from investigate to appeal stages.

### **Appendix 3 – Committee reports to/from governance and partnership committee from committees and academy committees meetings**

Chair/clerk to complete with attendees at each meeting and return to the head of governance meeting within two weeks of a board Committee or academy committee meeting.

Name of academy

Title of meeting

Date of meeting

Date of next meeting

Date form sent to head of governance

Sent by (name and role)

Things to celebrate

Any points for further clarification from principal reports

Any items for discussion/approval by trustees that falls outside of the scheme of delegation/terms of reference

Response returned to Clerk dated

## Appendix 4 – Annual report to the board

Chair/clerk to complete with attendees at the last meeting of the academic year and return to the head of governance meeting within two weeks of the meeting.

Name of academy/committee	
Date of meeting	
Date sent to head of governance	
Name of person sending the report	
Bullet point four things that have been successful in your committee/academy since the beginning of the academic year	
Bullet point up to four challenges that the committee/academy currently faces	
Outline any support that the committee/academy accessed from the Trust in this academic year	
Outline any further support that the committee/academy would value for the next half of the academic year	
Academy/committee updates to report	