

Brighter Futures Learning Partnership Trust



Scheme of Delegation

Version 5.0

Status	Statutory
Responsible committee/Individual	Trust Board
Author	CEO
Target Audience	All stakeholders
Date Policy Agreed	September 2019 -Version 1.0 December 2019 – Version 2.0 March 2020 – Version 3.0 April 2020 – Version 4.0 May 2020 – Version 5.0
Review Date	December 2021

CONTENTS

1. INTRODUCTION	3
2. TRUST STRUCTURES	6
3. TRUST MEMBERS	8
4. TRUSTEES	10
5. ACADEMY LOCAL GOVERNING BOARDS	24
6. PANELS AND HR LEVELS OF AUTHORITY	28
7. ROLE OF HEADTEACHERS/PRINCIPAL	31
8. ROLE OF HEADTEACHERS' BOARD	32
9. CENTRAL SERVICES	33
10. MODEL OF DELEGATION	34
11. SUMMARY OF DELEGATION	35
12. DECISION MATRIX	40
13. FINANCIAL LEVELS OF AUTHORITY	51
14. APPENDIX 1: NGA CODE OF CONDUCT	55

1. Introduction

1.1 Purpose

The purpose of the Brighter Futures Learning Partnership Trust's (BFLPT) Scheme of Delegation is to provide a clear framework for governance functions. The document will be reviewed and amended annually by the Trust's Board. It is published on the Trust's website.

As a charity and company limited by guarantee, BFLPT ("the Trust") is governed by a Trust Board (the "Trustees") who are responsible for the management and administration of the Trust and the Academies within the Trust ("the Academies").

The Trustees are accountable to external government agencies including the Charity Commission and the Department for Education (including any successor bodies) for the quality of the education provided by the Trust and they are required to have systems in place through which they can assure quality, safety and good practice.

This document explains the ways in which the Trustees fulfil their responsibilities for the leadership and management of the schools and academies, detailing the delegated roles and responsibilities of the Trustees and their committees, Local Governing Boards, the Chief Executive Officer, Headteachers/Principals, and senior leadership in the central Trust.

Any delegation made is subject to any conditions the Trustees may impose and may be reviewed and amended at any time in the best interests of the Trust.

1.2 Brighter Futures Learning Partnership Trust Vision

The BFLPT is committed to securing excellence in all its schools, inspiring all students to achieve their personal best. We believe that through strong collaboration we can provide fulfilling and enriching learning experiences which help young people develop the knowledge and skills they need to lead successful and fruitful lives, and which foster a love of learning that lasts a lifetime. Equally, they will have the self-confidence and wider life skills which enable them to move successfully to university or the workplace.

At the heart of our vision is the development of exceptional care and academic performance through diverse, context-driven learning experiences; we value the diversity of each educational establishment but believe that we are stronger together. We will continue to celebrate each school's own unique identity but will also recognise the benefits of sharing the best practice as well as harnessing the additional resource that both Partners in Learning Teaching School Alliance and Doncaster Research Schools will bring to the Trust.

We will:

- Have endless ambition and high aspiration for all our students and staff
- Develop strong values and a positive ethos which are aligned to each school within the Trust
- Collaborate to provide the best learning experiences for students and staff; create collaborative and challenging partnerships
- Create reflective, diverse learning communities which use evidence-based practice to secure the highest performance outcomes and standards
- Provide students with rich learning experiences which allow them to develop holistically
- Raise aspiration and tackle disadvantage to ensure all young people succeed
- Provide strong support for operational needs to enable Headteachers/Principal and school leaders to focus on the development of teaching and learning

We are unique in that our secondary curriculum will be enhanced by the offer from the Doncaster University Technical College and includes a range of academic and technical pathways aligned to future career opportunities, both locally and regionally. Our students will have the very best support from employers and university partners who will play a pivotal role in the development of real life problem-solving, critical thinking and learning opportunities that prepare students for the world of work.

1.3 Principles of Brighter Futures Learning Partnership Trust Scheme of Delegation

The BFLPT will be run by a Board of Trustees. Our Trustees will be appointed by the Members of the Trust. The trust delegations are based on a “full” model of delegation with earned autonomy based upon:

- Academic performance;
- Financial performance, and;
- Compliance within the regulatory framework that all academies must operate within

It is worth noting that earned autonomy in respect of any UTC or newly opened academy within the Trust is based on agreed KPIs. UTCs and newly opened free schools will not be subject to an Ofsted inspection until after year two of opening. It is also noted that performance indicators and tolerances for UTCs will differ from mainstream secondary schools due to their specialist offer.

The Board of Trustees retains overall responsibility and ultimate decision-making authority for all the work of the Trust regardless of delegation outlined within this document; in line with the direct responsibility to the Members to ensure the Trust’s charitable objects are met and to the Secretary of State for Education as the Principal Regulator. Therefore, the Board of Trustees is ultimately entitled to:

- Overrule a decision of the Academy Governing Board;
- Remove delegated powers from the Academy Governing Board, and;
- In the most serious of situations, replace or suspend an Academy Governing Board.

BFLPT’s Scheme of Delegation will sit alongside its Articles of Association. Such Articles of Association (Model 3 Articles) reflect the inclusion of a University Technical College within the Trust. As such the Scheme of Delegation notes (within the Responsibility Matrix in Section 11) Para 137 in respect of considering any material changes to this Scheme or any framework on which it is based. The Trustees will have regard to and give due consideration of any views of the UTC’s LGB and after consultation with the CEO of the Baker Dearing Educational Trust.

Although the BFLPT is based on a “full” model of delegation, the Performance Escalation and Intervention Policy sets out several tolerances where by Trustees will monitor performance across all the academies within the Trust. The policy sets out a number of ‘triggers’ which would result in the Trust CEO intervening and agreeing a plan of action to support the academy going forward. These tolerances will be reported to Trustees at their Board meeting and therefore will be scrutinised termly as well as each academic year.

The level of intervention and support will be dependent on the need and requirement of the academy to improve and will be agreed between the Trustees, CEO, and academy Principal (unless this is not appropriate). Examples of performance indicators within the Performance Escalation and Intervention Policy include:

- Performance of school (outcomes);
- Quality of Teaching and Learning across school;
- Safeguarding – in general and as a result of a specific incident;

- Whistleblowing, and;
- Financial impropriety.

1.4 Review

To ensure this document is relevant and up to date, it refers to documents on the Trust's website and other sources. The Scheme of Delegation, and associated documents, will be formally reviewed regularly by the Trust Board. The Board of Trustees commits to reviewing and developing the governance structures as well as considering local and national policy and statutory duty changes.

Any proposed changes to the Scheme of Delegation will firstly be considered by the Trust Board before consultation with the Local Governing Boards.

1.5 Legal Framework and Guidance

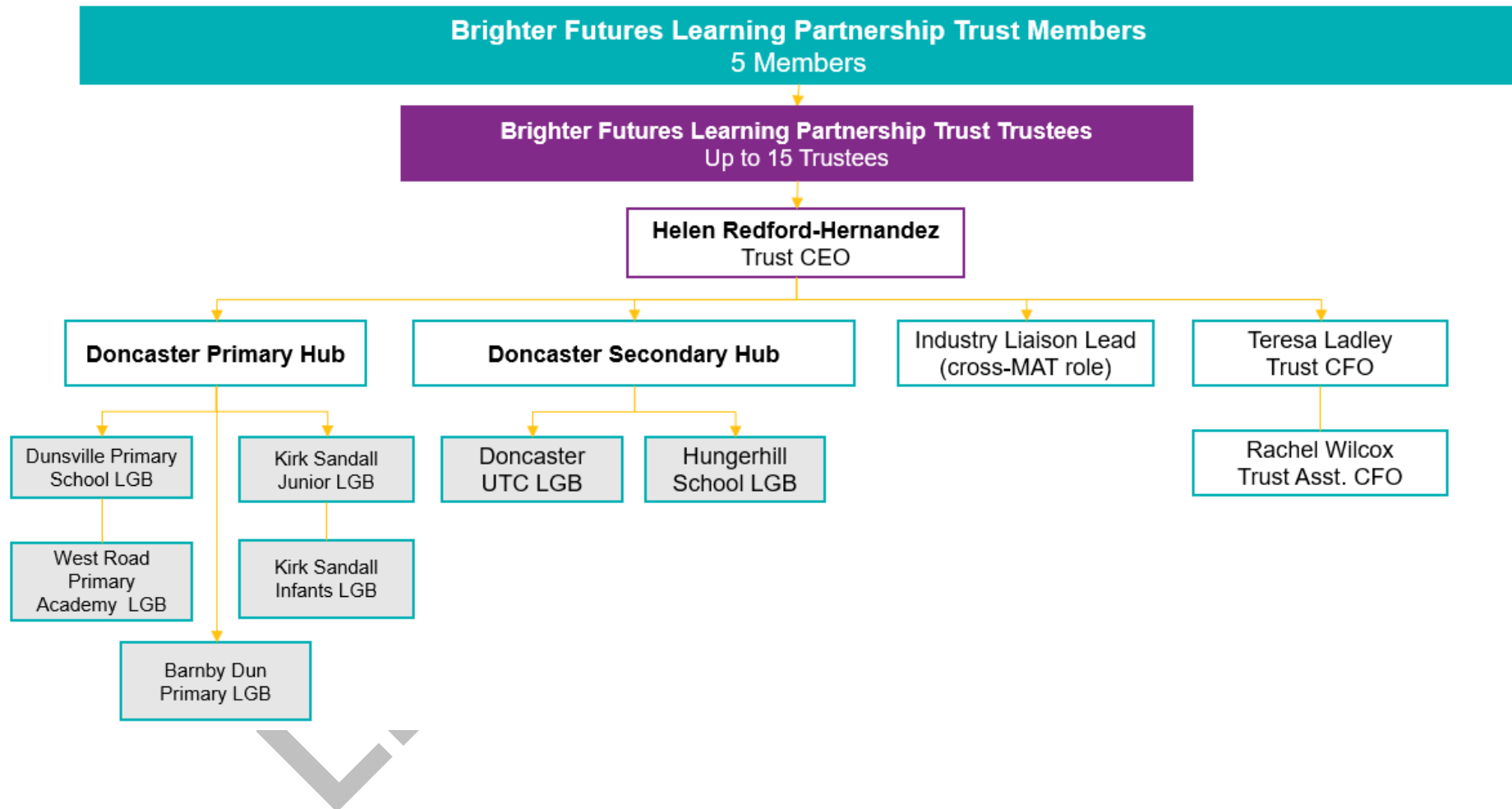
This document complies with current Department for Education (DfE) policy and reflects the obligations on the Trustees imposed under both company law and charity law and acknowledges the status of the Trust as a public body. It reflects current guidance including (but not limited to) the following:

1. Academies Financial Handbook (DfE)
2. Governance Handbook and Competency Framework (DfE)
3. Keeping Children Safe in Education (DfE)
4. Admissions Code (DfE)

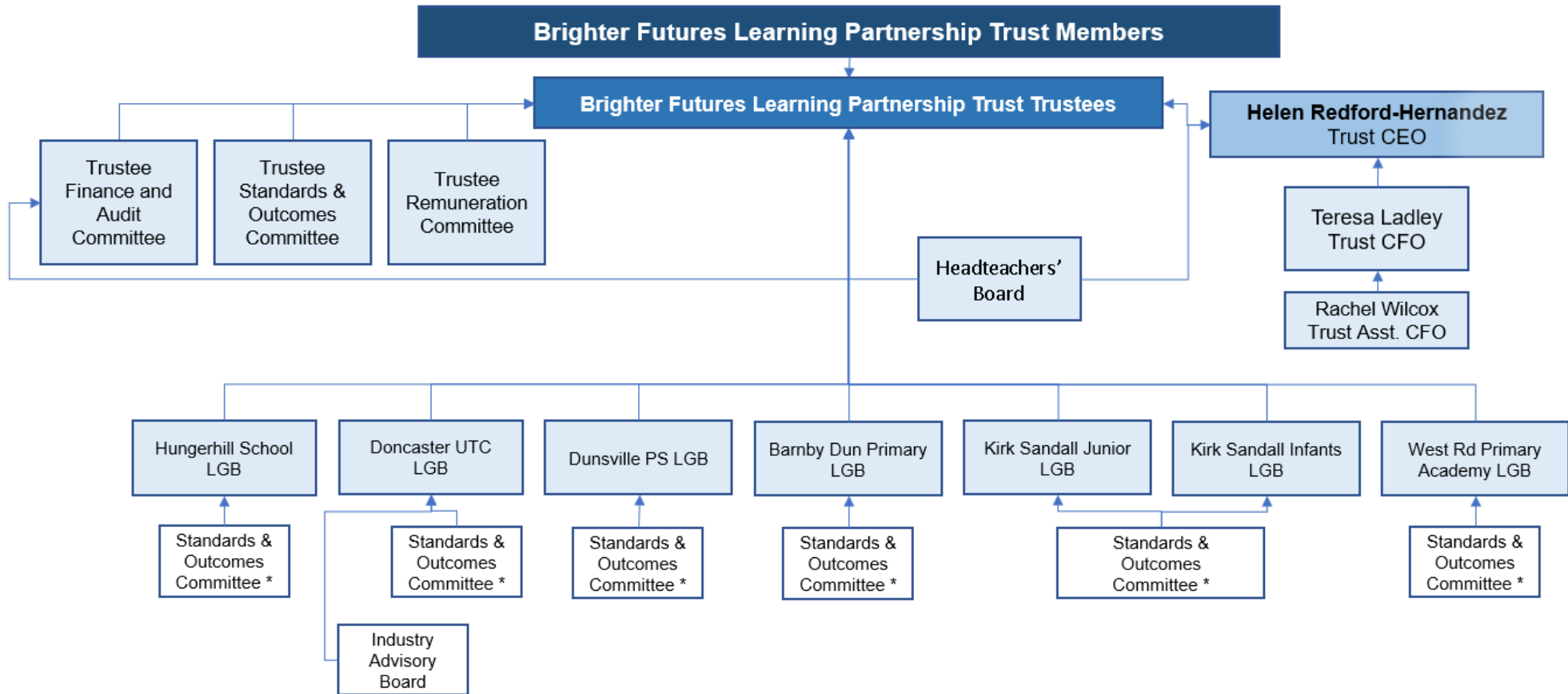
2. Trust Structures

Brighter Futures Learning Partnership Trust Structure

March 2020 Onwards



Brighter Futures Learning Partnership Trust Reporting Structure and Cycle



3. Trust Members

3.1 Introduction

Members are akin to the shareholders of a company. They have ultimate control over the academy trust, with the ability to appoint some of the trustees and the right to amend the trust's articles of association.

The Members of the Trust are the subscribers to the Memorandum and Articles of Association and have responsibility for the overview of the governance of the Trust and the power to appoint and remove Trustees. They may also appoint the Chief Executive Officer as a Trustee. They must approve any changes to the Trust's Articles of Association. The Members meet once a year (minimum). Quorum for Member committees is no less than three in attendance.

"Members" are best viewed as guardians of the constitution. They hold the Trust Board to account for the effective governance of the Trust assess if the Board is performing well and, as such, are ensuring that the purpose of the Trust is being met and its charitable object as detailed in its Articles of Association is being fulfilled.

Members:

- Sign the Memorandum and Articles of Association
- Determine the name of the Trust
- Appoint and remove Members and Trustees
- Appoint and remove auditors
- Receive a copy of the annual accounts and annual statement and report
- May be involved in some HR functions as per the Scheme of Delegation

Members do not:

- Tell Trustees how to run the Trust
- Attend Trustee meetings (unless they are also a Trustee)
- Set the Trust Board's agenda and/or priorities
- Performance manage the senior executive leaders

Members hold the Trust Board to account by:

- Hearing directly from the Board of Trustees once a year at the Annual General Meeting (AGM)
- Receiving the Trust's annual report and annual audited accounts

3.2 Number of Members

The Trust will have a minimum of five Members to ensure Members provide a diverse range of perspectives and are able to make decisions via a special resolution without requiring anonymity. Employees of the Trust cannot be Members.

From the 5 Members, two will be Doncaster UTC representatives.

3.3 Appointment of Members

Members will be recruited when vacancies arise. The remaining Members will review and appoint potential Members following consultation with the Trustees. Where there is a vacancy for a UTC Member, current Members and the Board of Trustees may consult with the UTC's Local Board of Governors where appropriate.

3.4 Member Details

Please follow this link to our website page for Trust Members:

<https://www.brighterfutureslpt.com/governance/trust-members/>

3.5 Reporting and Meeting

Members will meet once per year (minimum) and will receive statutory and agreed reports from the Board of Trustees. The schedule of these meetings may be reviewed to fit in line with the requirements of the Board of Trustees.



Brighter
Futures
Learning Partnership Trust

4. Trustees

4.1 Introduction

Trustees are responsible for the same three core governance functions performed by Governing Boards in a maintained school:

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

As charity trustees, they must also ensure that compliance with charity law requirements. Academy trusts are charitable companies, Trustees are company directors and therefore must comply with company law requirements. Duties are largely the same as those of a governor of a maintained school, such as regularly attending meetings, managing conflicts of interest, seeking advice from the academy's leadership team and ensuring the academy has appropriate procedures in place for reporting financial information.

The Board of Trustees are company Trustees registered with Companies House. The Trust Board is the main Governing Board for BFLPT and is accountable for the actions of all elements of the Trust including each school's performance, strategic direction, clarity of vision and financial probity. The Board will, however, work in partnership with its family of schools.

The Trustees are personally responsible for the actions of the Trust and are accountable to the Members, the Secretary of State for Education and to the wider community for the quality of the education received by all students of the academies and for the expenditure of public money. The Trustees are required, as trustees and pursuant to the Funding Agreements, to have systems in place through which they can assure themselves of the quality, safety and good practice of the affairs of the Trust.

The Trust Board signs off the annual accounts and is responsible for adherence to the Trust's funding agreement with the Secretary of State.

The Companies Act 2006 describes Company Directors (Trustees) as having the following responsibilities:

- Act within their powers
- Promote the success of the company
- Exercise independent judgement
- Exercise reasonable care, skill and diligence
- Avoid conflicts of interest
- Don't accept benefits from third parties
- Declare interest in proposed transactions or arrangements

Trustees are Charity Trustees and as such, they must comply with the following duties under charity law:

- Ensure the charity is carrying out its purposes for the public benefit
- Comply with the charity's governing document and the law
- Act in the charity's best interests
- Manage the charity's resources responsibly

- Act with reasonable care and skill
- Ensure the charity is accountable

The role of the Trust Board is reflected in the “21 questions that every Multi-academy Trust should ask itself” identified by the All Party Parliamentary Group on Education Governance and Leadership (January 2015). The Trust Board is responsible for:
Setting the vision, ethos and strategy for the Trust and its academies over the next three to five years;

- Establishing the governance structures for the Trust, from Members to academy level, in keeping with the Articles of Association;
- Providing clarity, through the published Terms of Reference of the level at which the following governance functions are exercised:
 - determining each individual academy’s vision, ethos, strategic direction
 - recruiting each academy’s Headteacher/Principal
 - performance management of each academy’s Headteacher/Principal
 - determining Human Resources policy and practice
 - oversight of each academy’s budget
 - assessment of the risks for each academy
- LGBs will have authority and accountability through the Scheme of Delegation;
- Engaging with the academies’ communities, parents, pupils and staff;
- Contributing to developing collaborative relationships beyond the Trust;
- Ensuring that there is a strong and effective leadership structure and staff in place across the Trust;
- Overview and scrutiny of academies’ education performance data;
- Overview and scrutiny of the Trust’s financial capability and management systems to ensure compliance with the Academies Financial Handbook, and delivery of best value for money;
- Ensuring senior leaders within Academies are challenged to improve the education of students;
- Developing the Trust Board to ensure that it has capacity, skills and succession plans to have a positive impact on outcomes for students.

The Trust Board sets Trust-wide policy.

The Board will carry out a regular skills audit of Trustees and where key skills are missing on the Board, expertise will be sourced to support the challenge and scrutiny of specialist areas such as human resources, finance or educational performance.

The Board regularly assesses its skill mix to ensure every Trustee can effectively contribute to meetings and the required range of knowledge, skills and expertise exists, including educational leadership, performance data analysis, budgeting and driving financial efficiency, performance management and employment issues. It is essential that the Board has at least one person with the skills to understand and interpret the full detail of the educational performance of the Trust. The Board should also have at least one Trustee with specific, relevant skills and experience of financial matters. The Trustees are committed to the role and to improving outcomes for children and young people. They have the inquisitiveness to analyse and question and the willingness to learn.

The Chair of the Board can come from the existing Trustees. There may be occasions where the Board decides to recruit a highly skilled chair from outside its current membership. The successful candidate would need to be appointed to a vacant position on the Board prior to being elected as Chair in accordance with the regulations.

Delegation of powers of Trustees

Trustees (and Trusteeship, which necessarily follows) is a personal office of trust and responsibility and this cannot be transferred to another individual. However, in order to ensure the proper management of the Academies, the Trustees are able to delegate specific tasks to assist them in carrying out their duties and obligations.

It is for the Trust Board to determine the decisions it will take for itself, those to be delegated to committees, working groups of individual Trustees (e.g. The Chair) and those to be delegated to the Trust senior leadership team. The Trustees must also consider when and from whom they should take professional advice.

In determining whether delegation is appropriate, the Trustees will have regards to the following principles:

- non-executive powers must be exercised by the Trustees personally and may not be delegated;
- except when it is impracticable to do so, executive powers should be delegated to the CEO who may authorise further delegation; and
- every act of delegation is only a delegation of powers and does not relieve the trustees of responsibility.

Delegation can be made to:

- Board committees including the following:-
 - Trust Standards and Outcomes Committee
 - Audit Committee

- Finance Committee
- the LGBs;
- any individual Trustee;
- The Executive Team (which in turn may delegate further)

4.2 Composition of Trustees

There will be a maximum of 15 Trustees (including the Chair and Vice Chair) of which 4 will be Doncaster UTC representatives (including 3 employer sponsors and 1 university sponsor) (see page 25 of the Articles of Association). In summary the composition of the Trust Board is:

Type of Member	Number	Term of Office	How they are elected
Chair and Vice Chair	2	Maximum of 4 years	Appointed by Members and elected by the Board on an annual basis
Trustee	Up to 15 (including Chair and Vice-Chair) 1 of whom is the CEO 3 of whom are UTC representatives and 1 of whom is from Sheffield Hallam University	4 years	Appointed by Members
Governance Clerk	1	Indefinite	To be appointed by the CEO and appointment approved by the Board

4.3 Appointment of Trustees

Trustees will be appointed by the Members. Where possible, appointments will be officially discussed and agreed at the annual BFLPT Members meeting. Where timelines dictate a decision to be made outside of this meeting, a Members 'General Meeting' will be called to discuss and agree the appointment of Trustees.

Where there is a vacancy for a UTC Trustee, current Members and the Board of Trustees may consult with the UTC's Local Board of Governors where appropriate.

4.4 Trustee Details

Please follow this link to our website page for Trustees information:

<https://www.brighterfutureslpt.com/governance/trustees/>

4.5 Governor Terms of Reference/Code of Conduct

All Trustees will sign up to the NGA Code of Conduct for consistency across the Trust. A copy of this is available at Appendix 1.

4.6 Reporting and Meeting

The Board of Trustees will meet four times per year and will receive statutory and agreed reports from:

- Trust Committees
 - Finance and Audit Committee
 - Standards and Outcomes Committee
 - Remuneration Committee
- Local Governing Boards
- Trust Senior Leadership Team including the CEO and the CFO

Finance and Audit Committee

Role: The Finance and Audit Committee is to assist the Board of Trustees in its on-going oversight of the Trust's arrangements for budgeting, financial planning, financial performance and financial reporting in respect of both revenue and capital activities. In terms of audit, the committee assess the scope and effectiveness of the systems established by the Trust's Senior Leadership Team to identify, assess, manage financial and non-financial risks to the company. It also maintains oversight of the Trust's governance, internal control, financial reporting and value for money frameworks in order to establish levels of compliance throughout the Trust. The Committee reports to the Board of Trustees as required and makes recommendations to them as appropriate.

The Board of Trustees will delegate authority to the Finance and Audit Committee to:

- Review and scrutinise the summary of the academy budgets
- Review and scrutinise any grants given to individual academies
- Review and scrutinise the schemes of delegation in relation to Finance and Assets and make any recommendations for changes to the Board.

Standards and Outcomes Committee

Role: The Standards and Outcomes Committee will evaluate rates of progress and standards of achievement by pupils, including any underachieving groups. The Committee will also set priorities for improvement and monitor and evaluate the impact of improvement plans which relate to the committee's area of operation. The Committee will also develop and review policies identified within the school's policy review programme and in accordance with delegated powers.

Remuneration Committee

Role: The Remuneration Committee is to maintain an oversight of the Trust's approach to remuneration and pay progression. It advises the Board of Trustees on the remuneration and conditions of service of the academy Headteachers/Principal, the central Trust team and the CEO.

Summary of Delegation of powers of Trustees to the Committees with Terms of Reference for each Committee

Trustees (and Trusteeship, which necessarily follows) is a personal office of trust and responsibility and this cannot be transferred to another individual. However, in order to ensure the proper management of the Academies, the Trustees are able to delegate specific tasks to assist them in carrying out their duties and obligations.

It is for the Trust Board to determine the decisions it will take for itself, those to be delegated to committees, working groups of individual Trustees (e.g. The Chair) and those to be delegated to the Trust senior leadership team. The Trustees must also consider when and from whom they should take professional advice.

In determining whether delegation is appropriate, the Trustees will have regards to the following principles:

non-executive powers must be exercised by the Trustees personally and may not be delegated;

except when it is impracticable to do so, executive powers should be delegated to the CEO who may authorise further delegation; and

every act of delegation is only a delegation of powers and does not relieve the trustees of responsibility.

Delegation can be made to the following Board Committees:

Trust Standards and Outcomes Committee

Trust Finance and Audit Committee

Trust Remuneration Committee

the LGBs;

any individual Trustee;

The Executive Team (which in turn may delegate further)

Risk Management

The charities statements of recommended practice (“the SORP”) set out requirements for reporting on the risks to a charity.

The Trustees’ report therefore must include a description of the principle risks and uncertainties facing the Trust and any subsidiary undertakings, as identified by the Trustees. The report must also include a summary of the Trustee’s plans and strategies for managing these risks. The Trustees must identify specific risks and describe ways to combat each one, rather than making general statements regarding risk management.

The Trustees are therefore responsible for:

Identifying the major risks that apply to the Trust, including:

Operational risks (employment issues, health and safety, fraud, service quality and development etc.);

Financial risks (accuracy of financial information, cash flow, reserves, overreliance on funding sources etc.);

External risks (changes in government policy, economic factors, demographic changes, adverse publicity etc.); and

Regulatory risks (compliance with legislation, changes in policies of the regulators etc.)

Making decisions (based where appropriate on advice from professional advisors) as to how to respond to those risks; and

Making appropriate statements regarding the management of risks in the annual report.

The Finance and Audit Committee, supported by the Executive Team, shall prepare a risk register for approval by the Trustees, along with a procedure by which the risk register shall be subject to regular review. The risk register shall have named individuals assigned to manage each area.

The Management of Conflicts of Interest

The Companies Act 2006 imposes a statutory duty on the Trustees to avoid situations in which they have or could have an interest or a perceived interest, which conflicts (or could conflict) with the interests of the Trust. The duty is to:

Declare the nature and extent of any interest in any matter relating to the Trust;

Avoid any conflict of interest between that interest and the interests of the Trust;

Manage potential, actual and perceived conflicts of interest.

Further details are set out in the Declarations and Conflicts of Interest Policy, which the Trustees must comply with.

Recruitment of Trustees

It is essential that the Trust Board has a proper mix of skills and experience. The Trustees must therefore be able to identify potential new Trustees in order to plan for succession, which combines continuity of experience and expertise with new ideas.

The Board as a whole is responsible for ensuring that:

The skills of any new Trustee fit in with the Trust's requirements in the short, medium and longer term;

Each new Trustee is not disqualified from acting as a Trustee by any provision of the Trust's Articles of Association (including the requirement that he or she is not disqualified as a company Trustee or charity trustee);

There is a system in place which ensures that all relevant checks, including an enhanced DBS check, are completed before or as soon as practicable after a Trustee takes up position; and

The new Trustee understands the responsibility he/she is taking on and consents to act as a Trustee.

Each new Trustee will be properly inducted to ensure that he/she understands the nature and extent of their role and responsibilities. It is the duty of a new Trustee to ensure that he/she is familiar with the Objects of the Trust; its history and ethos, the nature and extent of its activities; the content of the Trust's Articles of Association and; the Governance Handbook.

The Trustees shall provide each new Trustee with a copy of the:

Trust's Articles of Association
Governance Handbook
Declaration and Conflicts of Interest Policy

The **Company Secretary** shall ensure that any appointment of a new Trustee is notified to the EFA within 14 days of the appointment (as required under the Academies Financial Handbook).

Training and Development of Trustees

Trustees shall ensure the Board has the skills and experience needed to perform its function effectively. Trustees shall also be kept up to date with developments in the legal and regulatory framework in which the Trust operates.

Trustees will participate in the performance review system for evaluating Trustees individually and as a team, with a view to identifying potential gaps in skills, knowledge and expertise and any requirements for training and development. Such evaluation shall be carried out annually.

TERMS OF REFERENCE Finance and Audit Committee

Role

The role of the Finance and Audit Committee is to maintain an oversight of the Trust's governance, risk management, internal control and value for money framework. It will report its findings at least bi-annually to the Board of Trustees and the Accounting Officer as a critical element of the Trust's annual reporting requirements. The Committee must operate within the Financial Scheme of Delegation.

Authority

The Finance and Audit Committee is a Committee of the Board of Trustees and is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Board. It is authorised to request any information it requires from any employee, external audit, internal audit or other assurance provider.

The Finance and Audit Committee is authorised to obtain external legal or independent professional advice it considers necessary to fulfil its duties, normally in consultation with the Accounting Officer and/or Chair of the Board.

The Audit Committee has no executive powers or operational responsibilities/duties.

Duties

- Advise the Board of Trustees and Accounting Officer on the adequacy and effectiveness of the Trust's governance, risk management, internal control and value for money systems and frameworks;

- Review the draft audited financial statements and highlight any significant issues to the Board of Trustees, prior to submission to the Secretary of State by 31 December each year;
- Review audit provision and make any recommendations to the Board of Trustees for the appointment, re-appointment, dismissal and remuneration of external auditors;
- Recommend the programme for the independent checking of financial controls, systems, transactions and risk. This programme of work is to be derived from the Finance and Audit Committee's regard of the key risks faced by the Trust, the assurance framework in place and its duty to report to the Board of Trustees;
- Review internal audit provision and approve the appointment, re-appointment, dismissal and remuneration of an internal auditor or other assurance provider which are most appropriate to the circumstances of the Trust and as outlined in the Academies Financial Handbook;
- Receive the reports on risk and financial controls to review and assess the effectiveness of the financial procedures and internal control;
- Receive reports (annual reports, management letters etc.) from the external auditor and other bodies, for example the Education Funding Agency (EFA) and the National Audit Office (NAO), and consider any issues raised, the associated management response and action plans related to referring reports to the Board of Trustees or other committees for information and action where appropriate;
- Regularly monitor outstanding audit recommendations from whatever source, ensuring the progress of actions and any delays to implementation dates are reasonable;
- Review the Trust's Whistleblowing Policy and ensure that all allegations of fraud or irregularity are managed and investigated appropriately;
- Consider any additional services delivered by the external auditor or other assurance provider and ensure appropriate independence is maintained;
- Ensure appropriate cooperation and coordination of the work of the external auditor and responsible officer or other assurance provider;

Administration

The membership of the Finance and Audit Committee will consist of committee members appointed by the Board of Trustees and will include:

- **As a minimum 3 Trustees from the Board of Trustees**, one of whom is the CEO (Accounting Officer)
- The Finance and Audit Committee will normally be attended by the CFO.
- The Audit and Finance Committee may ask other officials of the organisation or a representative of External Audit to attend to assist with discussions on any particular matters.
- The Finance and Audit Committee may ask any or all of those who normally attend but who are not members to withdraw to facilitate open and frank discussion of particular matters.

- The CEO and/or CFO will withdraw if any discussions relate to them
- The CEO and/or CFO will withdraw from discussions which relate to matters of audit planning which should only be discussed by members of the committee . Once agreed any such plans should be shared with the CEO and/or CFO.
- The Chair of the Finance and Audit Committee will be appointed annually by the Trust Board of Trustees.
- Any Trustees may attend Finance and Audit Committee meetings with the consent of the Audit Committee Chair and they will have observer status.
- The quorum for the Finance and Audit Committee shall be three.
- The Board, the Accounting Officer or the Chair of the Audit Committee may ask the Finance and Audit Committee to convene further meetings to discuss particular issues on which they want the Committee's advice.
- The External Auditor or Internal Auditor may request a meeting with the Chair of the Finance and Audit Committee at any time in the year.

TERMS OF REFERENCE Remuneration Committee

Role

The role of the Remuneration Committee is to advise the Trust Board on matters relating to the Trust's staff and pay structures.

The Remuneration Committee is responsible to the Trust Board. The Committee's Terms of Reference are agreed and adopted by the Board and can only be amended with the approval of the Board.

Administration

The Committee will consist of 3 Trustees who will be appointed by the Board.

The Committee will meet on an ad-hoc basis at the request of one of its members or the Trust Board. Any meeting is likely to address a specific issue that has arisen.

The quorum shall be 2 Trustees.

The administration of meetings will be managed by the Clerk to the Trustees.

Authority

The Committee will report to the Board on any decision taken in accordance with the Scheme of Delegation.

The Committee is authorised to investigate any activity within its term of reference or specifically delegated to it by the Board.

The Committee is authorised to obtain any legal and professional advice it considers necessary, normally in consultation with the Chair of the Trust Board.

Duties

The main duties of the Remuneration Committee are as follows:

- To recruit, appoint and set the remuneration of the CEO and Executive Team of the Trust.
- To hold oversight of the pay and terms and conditions of service of all employees in the Trust.
- To review and recommend to the Board any significant changes to staffing structures within the Trust, its Academies or subsidiaries.

Detailed Responsibilities – Executive Team

The Remuneration Committee shall consider and advise the Trust Board on the following specific matters:

- The recruitment and appointment of the CEO and Executive Team of the Trust.
- The setting of remuneration for the Executive Team based on performance and benchmarked against other similar Trusts within the sector.
- Involvement in the recruitment and appointment of other senior roles in Academies and subsidiaries, as required – see Scheme of Delegation

Detailed Responsibilities – Pay and Conditions

The Remuneration Committee shall consider and advise the Trust Board on the following specific matters:

- To review and advise the Board on any changes to the pay and terms and conditions of service of all employees in the Trust.
- To review and advise the Board on pay policy and annual pay progression.

Detailed Responsibilities – Staffing Structures

The Remuneration Committee shall consider and advise the Trust Board on the following specific matters in line with the Scheme of Delegation:

- To review and advise the Board on any significant changes to staffing structures within the Trust, or its Academies
- To approve the Business Plan for any significant restructures that are likely to involve redundancies (voluntary or statutory) and associated costs or have the potential risk of future costs associated with employment tribunals or legal action.

- To approve individual voluntary redundancy, statutory redundancy and other payments (settlement agreements, payments in lieu of notice etc.) based on the recommendations from LGB, CEO and CFO as per the Scheme of Delegation

TERMS OF REFERENCE Standards and Outcomes

Role

The Standards Committee operates under a Scheme of Delegation from the Trust Board. It must, at all times, adhere to its Terms of Reference. Its deliberations and actions should include proper planning, monitoring, probity and business professionalism in overseeing its management of standards within all Academies within the Trust.

The Standards Committee will make recommendations to the Brighter Futures Learning Partnership Trust Board for consideration and ratification. This to include the overarching standards and delivery of performance targets for Academies within the Trust.

Authority

The Committee is authorised by the Trust Board to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any employee and all employees are directed to cooperate with any request made by the Committee.

The Committee is authorised by the Board to obtain outside legal or other independent professional advice and to secure the attendance of any person at any Committee meeting with relevant experience and expertise if it considers this necessary.

Duties

All matters within the scope of standards within individual Academies and policies and strategies that relate to it.

The key areas of delegation cover:

- Review and approval of curriculum, teaching and learning policies across all Academies in the Trust
- Setting quality standards and targets for each Academy
- Approving training and development programmes for all staff in the Trust
- Ensuring the appropriate level of skills for all local governors

Main Duties:

- Annually set, monitor and review the standards and performance targets for each Academy in the Trust and recommend to the Finance and Audit Committee the level of resources required to deliver those standards and performance targets.

- Agree the School Development Plan for each Academy and monitor and review on a termly basis the progress made by the Headteachers and Local Governing Body in delivering those standards and performance targets.
- Consider and agree any recommendations from the Chief Executive and the Local Governing Body on the level of support required by an Academy from the Trust to achieve those standards and performance targets.
- Recommend to the Finance and Audit Committee the level of resources required within the Executive Team and/or external assistance required to ensure that targets within individual Academy School Development Plans are delivered in a timely and efficient manner.
- Monitor and review all curriculum, teaching and learning policies that effectively deliver the unique ethos and values of the Brighter Futures Learning Partnership Academy Trust.
- Monitor the effectiveness of these policies in delivering the required standards and performance targets within each Academy within the Trust., including feedback from Local Governing Bodies. To recommend appropriate action to the Trust Board where Local Governing Bodies have been identified as not implementing Trust policies.
- Where a Local Governing Body has been identified as being ineffective in supporting the Chief Executive and Headteacher in raising standards to invite the Chair and Vice-chair of the Local Governing Body to a meeting of the Standards Committee to reach agreement on a positive course of action to address the concerns.
- Recommend to the Trust Board appropriate action to address this concern where the Local Governing Body is unable or unwilling to agree a course of action determined by the Trust Board to address standards and performance within an Academy.
- Monitor and review the annual skills audit carried out by each Local Governing Body and consider any actions required to strengthen the skills of local governors including challenging the senior leadership on standards and performance targets, the review of implementation of Trust policies on curriculum, teaching and learning and membership of committees established to address HR issues within the Academy.
- Monitor and review staffing and staff development programmes across the Trust as a whole and in individual Academies to ensure that staff have the skills to achieve the standards and performance targets that have been set. To recommend to Finance and Audit Committee any changes to the resources required to ensure that training and development meet needs across the Trust.
- Monitor and review the management of sickness absence across the Trust and identify the impact on achieving Trust objectives.

Administration

- The Standards Committee should normally meet termly after the meeting of the Local Governing Body and before Trust Board.
- A special meeting may be called if there is a significant Standards issue requiring a recommendation to be made to the Trust Board. A special meeting can be called by the Chief Executive or Chair of the Committee.
- Quorum for a meeting will be two Trustees (not including the Chief Executive).

- Only Trustees on the committee have the right to vote. Decisions taken on a vote will be carried by a simple majority. If the vote is tied, the Chair will have a casting vote.
- Any Trustee has the right to attend a meeting of the Committee and participate in the discussion. However, a Trustee who is not a member of the Committee does not have the right to vote.
- The Chair of a Local Governing Body has the right to ask to attend a meeting of the Committee if there is an item that will impact upon an Academy for which the Local Governing Body has responsibility. It is for the Chair of the Committee in consultation with the Chief Executive to determine whether or not that request is agreed.
- The Chief Executive has the right to invite any member of the Executive Team to attend a meeting of the Committee unless they have a pecuniary interest in matters being discussed.



Brighter
Futures
Learning Partnership Trust

5. Academy Local Governing Boards

5.1 Introduction

Governors in a Local Governing Board carry the three main core functions as details in the Department for Education's Governance Handbook (same as those of a Trustee):

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

The Local Governing Boards are sub committees to the Board of Trustees. The delegation covers procedural and statutory powers for the operational life of each academy. It plays a key role in the life of each academy and has responsibility, working with the Senior Leadership Team to improve every aspect of the academy.

In developing governance arrangements, the Trust Board will seek to ensure that the responsibility to govern is vested in those closest to the impact of decision-making and that such responsibility matches the capacity of those assuming responsibility. The Trust Board establishes Local Governing Bodies for each of the academies, for the most part made up of individuals drawn from the Academy's community.

The Local Governors are accountable to the Trust Board (who in turn is accountable to the Members and the Department for Education) as well as the communities they serve.

The broader duties of the Local Governing Body are summarised as:

- To contribute to and fulfil the vision and ethos of the Trust in so far as it relates to the academy, ensuring that the academy achieves the aims and ambitions it has for its students, having regard in particular for the benefits of being part of a family of schools which stresses the importance of collaboration and mutual support;
- To implement and review periodically the strategic plan for the academy, focussing on the academy's performance and achieving sustained school improvement, having regard to any locally agreed priorities identified by the Trust Board;
- To act as a critical friend to the academy's senior leadership team, being ready to challenge and hold senior leaders to account for all aspects of the academy's performance;
- To oversee the management of the finances of the academy, assessing the annual budget prepared by the academy's Headteacher/ Principal (with the support of the academy's senior leadership team) and submitting such for approval by the Trust Board, ensuring that the academy works within its budget and the academy's senior leadership team adopts and implements appropriate risk and financial management policies and practices;
- To support the Trust Board in ensuring that insurance or equivalent risk protection is put in place and maintained for all risk areas including damage to property, employer

liability, public and third party liability and Trustee liability in accordance with any policy issued by the Trust Board from time to time;

- To support the academy's Headteacher/ Principal in the development and periodic review of an appropriate staffing structure for the academy ensuring there is a robust and accountable monitoring of the performance of staff and implementing all policies relating to staff adopted by the Trust Board;
- To support the Trust Board in its monitoring and evaluation of the delivery of any central services and functions provided or procured by the Trust for the academies, reporting any issues or concerns to the CEO;
- To promote within the organisation and externally the benefits of collaboration with the other academies and to actively seek opportunities to work together with the aim of improving economic efficiencies within academies; developing innovative approaches to teaching and learning and identifying and implementing best practice;
- To develop effective links within the academy's community, communicating openly and frequently as appropriate and ensuring that the academy meets its responsibilities to the community in relation to the safeguarding and education of its students; and
- To engage fully and openly with any inspection of the academy, whether by the Trust Board, Ofsted or any other appropriate public body to whom the academy is accountable.

A local governor will cease to hold office if absent from three successive local governing body meetings and in such circumstances the Chair of the Trust Board will write to the local governor to confirm this cessation.

The structure of the membership should comprise of:

- Chair (Trust appointed)
- Headteacher/Principal (Trust appointed)
- 5 Governors (Trust appointed)
- 2 Parent Governors
- 1 Staff Governor

The structure of Kirk Sandall Infant and Junior Schools has the following membership composition:

- Chair (Trust appointed)
- 2 Headteachers (Trust appointed)
- 5 Governors (Trust appointed)
- 2 Parent Governors
- 2 Staff Governors

The structure of the membership for the UTC will reflect the Articles of Association adopted by the Members in that:

The Trustees shall establish a Local Governing Body for the UTC and shall ensure that it has more than one half of its members appointed by the University Sponsor(s) and Employer Sponsor.

This will include:

- Chair (Employer/University Sponsor appointed)
- Headteacher/Principal (Trust appointed)
- 5 Governors (Employer/University Sponsor appointed)
- 2 Parent Governors

This means that more than one half of the Local Governing Body members will be appointed by the University/Employer Sponsors. The structure will be reviewed yearly to ensure that it remains fit for purpose.

The UTC will also have an Industry Advisory Board which is constituted from a range of employer partners. This is an Advisory Board and the constitution will be determined by the Local Governing Body and approved by the University/Employer Sponsors.

Headteacher/Principal(s) of all schools are members of the Local Governing Boards and are Trust Appointed.

5.2 Composition of Local Governing Boards

There will be a maximum of 9 Governors, including the Chair and Vice Chair, Staff and Parent Governors excepting the UTC. The composition for the UTC is detailed above. Each LGB will, however, nominate specific Governors to oversee Finance, SEND/Inclusion, Safeguarding and Looked After Children, Pupil Premium and other statutory grants and health and safety. In summary the composition of Local Governing Boards of schools, other than the UTC, is:

Type of Member	Number	Term of Office	How they are appointed
Chair and Vice Chair	2	Maximum of 4 years	Appointed by LGB
Governor	Maximum of 5	4 years	Appointed by the Board
Staff Governor	1	4 years	Nomination and Interview
Parent Governor	2	4 years	Nomination and Interview
Governance Clerk	1	Indefinite	To be appointed by the CFO

5.3 Governor Terms of Reference/Code of Conduct

All Local Governing Boards will sign up to the NGA Code of Conduct for consistency across the Trust. A copy of this is available at Appendix 1.

5.4 Governor Details

Details of our Local Governing Boards can be found on the website of each of our academy schools:

<https://www.brighterfutureslpt.com/our-academies/>

5.5 Reporting and Meeting

Local Governing Boards will meet four times per year and will receive statutory and agreed reports from:

- Academy Headteachers/ Principal
- Finance and Resources Committee (where this meets as a separate committee)
- Standards and Outcomes Committee

5.6 Protocols for Remote Trust Board Meetings

- Where possible and relevant, all attendees should attend a short test using the agreed virtual meeting system to ensure all attendees can participate, supported by the ICT department at Hungerhill School.
- The Brighter Futures Learning Partnership Trust will support any attendee with technology where this cannot be provided personally by the ICT Department at Hungerhill School.
- Attendees should be available to join the meeting at least five minutes before the official meeting start time. Attendees should not underestimate the time to ensure technology is working participants are settled and prepared.
- Where available, use headphones with a microphone attached as this will provide better sound quality.
- When attendees are not talking they should mute their microphone so that any noise within their space doesn't overtake the meeting (many virtual conferencing systems will automatically pick up noise and turn off other participants' microphones).
- Attendees should provide the same professional standards as they would in a face to face meeting such as reading papers before meetings, dress, respect, listening, and contribution.
- The Chair will agree at the start of the meeting how questions and comments will be provided during the meeting. This could be through invitation from the Chair or using facilities provided in virtual meeting systems such as a 'chat' or 'hand raising' function.
- If video conferencing is not available attendees should introduce themselves when speaking to ensure the Clerk can capture all details.
- The Clerk will ask all attendees to confirm acceptance of 'attendees' list in lieu of a signing in sheet and this will be included in the minutes.

6. Panels and HR Levels of Authority

6.1. Appointment Panels

All appointment panels must contain at least one member who has undertaken the Safer Recruitment Training. The CEO may nominate another representative if they are unavailable to make up a panel.

Level of position to be recruited	Panel requirements
CEO	1 Member and 2 Trustees
Headteacher/ Principal	1 Trustee, 1 Governor and CEO
CFO	2 Trustees and CEO
Deputy Heads	CEO, 1 Governor and Headteacher/ Principal
Assistant Heads or Extended Leadership Team	Headteacher/ Principal plus 2 others determined by CEO
School Improvement Directors – primary and secondary	Headteacher/ Principal plus 2 others determined by the Headteacher and agreed by CEO
Managers and Middle Leaders	Headteacher/ Principal plus 2 others as determined by the Headteacher
All other teaching posts, including temporary posts	Headteacher/ Principal determines the panel members
All support Staff Posts (other than SLT posts)	Headteacher/ Principal determines the panel members in conjunction with Associate Managers

6.2. People Management

For all potential dismissals the following delegation model shall apply:

- Disciplinary
- Capability (professional competence)
- Ill Health Capability
- Redundancy (The Board will determine if there is a redundancy situation)
- Other HR situations which may require a senior panel

As the CEO and Headteachers are the presenting officers in some HR situations the delegated authority would fall mainly to the Trustees, Members and Governors and CEO to review each case. This ensures there is independence for each serious case.

For all potential dismissals the following delegation model will apply:

Posts	Delegated Authority	Appeal
CEO	3 Trustees or Members	3 Trustees or Members
CFO	2 Trustees and CEO	3 Trustees or Members
Headteacher/ Principal	2 Trustees, CEO or Governors	3 Trustees, Members or Governors
Deputy Headteacher/ Principal /Deputy/Extended SLT/Directors	2 Trustees and CEO	3 Trustees, Members or Governors
All other staff	2 Trustees or Governors and CEO	3 Trustees, Members or Governors

6.3. Grievance

The following involvement from Trustees, Members and senior leaders is required for any grievance processes:

Posts	Delegated Authority	Appeal
CEO	3 Trustees	3 Trust Members
CFO	3 Trustees	3 Trustees or Members
Headteacher/ Principal	CEO	3 Trustees or Members
Deputy Heads/Deputy/Extended SLT/Directors	Headteacher/ Principal	CEO
All other staff	Headteacher/ Principal	CEO

6.4. Other HR Functions

The following summary provides HR function and the appropriate delegated authority:

Function	Delegated Authority
Settlement agreements up to and including £10,000	CEO and CFO to agree terms
Settlement agreements between £10,001-£49,000	CEO and CFO to agree terms Chair of Board to sign off
Settlement agreement in excess of £50,000	Approval to be sought from the DfE/HM Treasury
Acting up payments/Additional Payments Headteacher/ Principal Deputy/Assistant Headteacher/ Principal /Director All other staff	CEO with advice from HR and consultation with Headteacher/ Principal /CFO where appropriate (see pay policy).
<i>Re-grading/Re-designation</i> Salaries in excess of £55,000 Salaries below £55,000	Trust Board CEO in consultation with Headteacher(s)/ Principal with advice from HR/CFO
Creation of permanent new posts with salary above £55,000	Trust Board
Creation of permanent new post with salary between £20,00 and £55,000	CEO in consultation with Headteacher/ Principal and advice from HR/CFO
Creation of new posts with salary below £20,000	CEO, Headteacher/ Principal and advice from HR/CFO
Creation of temporary new posts of up to 1 year	CEO, Headteacher/ Principal
Revisions to pay and conditions	Trust Board
Decision to make redundancies	Trust Board on recommendation from LGB, CEO and CFO
Authorisation of redundancy/early retirement payments	CEO with recommendation from HR and CFO
Determination of the CEO/CFO/Headteacher/ Principal pay range	Trustee Remuneration Committee/Trust Board

Determination of pay range for an individual with a salary in excess of £55,000	Trust Board on recommendation from CEO and CFO
Determination of pay range for an individual with a salary of less than £55,000	CEO with advice from HR and CFO

**Brighter
Futures**
Learning Partnership Trust

7. Role of Headteachers/Principal

Headteachers//Principal are responsible for the leadership and management of their respective schools/academies. They report directly to their LGB and are accountable to their LGB and the CEO and Board of Trustees. They also have a responsibility to all other schools in the Trust and should be supportive of each other, ensuring the overall aims and objectives of the Trust are met.

They are responsible for the following to the extent that the responsibilities are matched in the Trust Scheme of Delegation:

- Implementing agreed policies and procedures, approved by the LGB and the Trust
- Ensuring the school is legally compliant on all levels; HR, Site, Premises, GDPR, website, Health and Safety
- Advising and playing a key role supporting the LGB, CEO and Trust with the strategic development of the Trust and school; strategic planning and quality assurance.
- Working with the CEO to set appropriate targets for all students, ensuring they are reported to LGBs and the Trust
- Evaluating the standards of teaching and learning in the school and ensuring that proper standards of professional performance are established and maintained
- Maintaining good behaviour and strong discipline including student exclusion and suspension from school based on the Trust's framework
- Ensuring a broad and balanced curriculum is implemented in their school and supports high levels of achievement
- Ensuring the Register of students' admission to school and the Register of student attendance are kept up to date
- Deploying effectively, leading and managing all teaching and non-teaching staff in the school
- Appointing and dismissing staff based on the scheme of delegation
- Maintaining a single central record and ensuring a regular documented review by the designated member of the LGB
- Maintaining whole staff training records especially in relation to Child Protection, Safeguarding and Safer Recruitment
- Ensuring sickness absence levels are monitored
- Advising on staff requirements, reviewing the staffing complement yearly based on the school's budget, recommending changes to the LGB before approval by the Trust Board
- Ensuring compliance with Safer Recruitment requirements and ensuring all identify documents and qualifications are verified and that DBS processes are followed
- Ensuring that GDPR is fully implemented and that data protection and Freedom of Information requests received are identified and actioned
- Ensuring all school financial information and information on organisation, achievement is current and, on the website,
- Implementing the Trust's Health and Safety regulations are applied appropriately
- Monitor the Trust's Educational Visits Policy and report to LGB on identified risks

8. Role of Headteachers' Board

The Headteachers' Board is a collective group of Headteachers/Principals within the Trust. In phase one of BFLPT, all academy/school Heads will be invited to join the Headteachers' Board. As the Trust grows this approach will be reviewed to ensure it continues to be an effective and collaborative body.

The Headteachers' Board will act as a collective group in all aspects of activity and delivery where decision-making at Trust-level has an impact on all academies/schools.

The Headteachers' Board is included in the Decision-Making Matrix in Section 11 to ensure they have a clear role in the management of the Trust. Their main role is to consult with, and support, in all aspects of the Trust.

They are responsible for the following to the extent that the responsibilities are matched in the Trust Scheme of Delegation:

- Provide consultation on all aspects of Trust growth and vision setting
- Support the delivery of governance across the Trust including schedules of business and succession planning
- Provide consultation and support in all aspects of school improvement and education delivery – this is the key area in which the Headteachers' Board provides beneficial expertise for the performance of the Trust
- Provide consultation and support in relation to staffing structures and key roles across the Trust
- Reviewing staffing roles and efficiencies across the Trust
- Provide consultation and support in relation to trust-wide policy making, financial processes and accounting
- Provide consultation and support in relation to trust-wide compliance ensuring that each academy can adhere to policies

9. Central Services

As part of our family of schools, we aim to secure greater efficiency and improve the quality of education across all our schools.

For academic year 2019/20, a contribution rate of 5% has been agreed with each school in the first year. Moving forward, depending on the support and services they receive, this may be adjusted slightly to reflect the offer.

Each school will receive a personalised inventory of the services they receive. It is intended that the Trust will accrue surplus each year to deliver a robust school improvement model and build capacity to employ key personnel across the Trust to support its aims and objectives. The appointments could include; An Educational Psychologist, A Trust HR Manager, Primary Specialists in literacy and numeracy, Secondary School Improvement Director(s). The intention will always be to re-invest funds into the quality of teaching and learning and educational provision for the benefit of students.

6.1 Procurement Levels

Centrally Procured Services currently provided via the top slice of 5%				
Central staffing (CEO/CFO/ Exec PA)	Payroll Services	HR Advice and Consultancy	Insurance	School Improvement
External Audit and Accounts Preparation	Internal Audit Services	Asset Management Services	Health and Safety Provision	Data Protection Officer Provision
Governance Resource and Training	Apprenticeship Levy	Financial Returns and Benchmarking	Employee CPD Provision	Asset Register
Individual Schools'/Academies' Procured Services				
Classroom resources and equipment	Specialist Kit & Equipment	Staff absence insurance	School catering	Site Management
Reprographics	Grounds maintenance	Facilities Management	Cleaning Contracts	Traded Services
IT Support Services				

10. Model of Delegation

The Trust model of delegation is dependent on the categories set out below:

Full Level of Delegation

If an academy is judged as Good or better by Ofsted it will have a high level of autonomy. The academy will retain the majority of its powers, other than those reserved for the Board of Trustees that are strategic in nature or cannot be legally delegated. The performance, capacity and financial security of each academy will be reviewed by the Board of Trustees on an annual basis to assess the continued appropriateness of this status.

The 'top slice' of 5% of the potential allocated budget will provide central functions in academy improvement services, finance, HR, governance support and compliance for all academies categorised at this level.

Supported Level of Delegation

If an academy is judged by Ofsted to be less than Good, or in financial difficulty, it will have its performance reviewed annually; this will determine the level of delegated power. The principle will be to ensure that appropriate support and challenge are provided from the Trust, ensuring that there is a strong focus on improving educational provision and that the academy is judged Good or better as soon as possible.

The 'top slice' of 5% of the potential allocated budget will provide central functions as above. However, the amount will be confirmed by the Board of Trustees to the LGB and will be commensurate with the level of support required centrally from the Trust.

Sponsored Level of Delegation

A Sponsored academy is one typically where a school is judged by Ofsted as being in special measures or having serious weaknesses based upon its academic standards. Although, it is not BFLPT's intention to support a school in this category until the time in which all of its schools and academies have converted and opened, a Sponsored academy would have limited delegated powers. The LGB would be small and appointed by the Board of Trustees with the right expertise to bring the academy out of category as soon as possible. The school would be supported by strong executive leadership across the Trust.

The 'top slice' of the potential allocated budget would be commensurate with the level of support required centrally from the Trust.

Whilst the Trust Board has overarching legal responsibility for the performance of each academy, the Trustees will delegate the following responsibilities to each academy for LGBs to hold their academy to account. The delegated responsibilities will be retained provided that all decisions made at a local level adhere to the Brighter Futures Learning Partnership Trust's vision and ethos and there are no conflicts with the proper use of each academy's delegates resource.

11. Summary of Delegation

Please see Section 10 for a full Decision Matrix which sets out the accountability, responsibility, and involvement level of:

- Members
- Trustees
- CEO
- Trust Senior Leadership Team
- Local Governing Bodies
- Headteacher's Board
- Headteacher/Principals
- LGBs and Committees

The below provides a summary of each level's involvement in each aspect of Trust delivery and management.

The Brighter Futures Multi-Academy Trust (BFLPT) is built around the Framework For Ethical Leadership In Education. Leaders must show leadership through the following personal characteristics and virtues: Trust, Wisdom, Kindness, Justice, Service to others, Courage and Optimism.

BFLPT aims to create happy, strong school communities by supporting each other to be the very best. This means trusting each other, having honest motivations and carrying out our functions with a strong sense of duty and generosity of spirit. It also means we must always have the courage and generosity of spirit to deliver the Trust's objectives effectively, always working in the best interests of all children and young people.

The Trust is a responsive, collaborative organisation, which achieves its strategic and operational objectives through its employees and partners within a transparent governance framework.

At the heart of governance in a charity is the non-executive team. Non-executives are those who volunteer and bring experiences and judgement and accept accountability not for personal material benefit but for the greater public good and, in particular, to improve the life chances of the students in our schools.

The law places accountability for the educational outcomes and financial diligence of the Trust firmly with the Trustees and the CEO as Accounting Officer. However, a fundamental principle for us is that effective governance is best delivered as close as possible to the point of impact of decisions. For this reason, we have a governance structure that delegates significant accountability to Local Governing Bodies (LGBs).

The purpose of this summary is to provide clarity on the structure by which the different elements of governance work together for the benefit of the whole Trust.

ACCOUNTABILITY FOR DECISIONS

As the accountable body, the Board is the key decision maker. Whilst the Board delegates operational matters to executive leaders and committees, including LGBs, it remains accountable and responsible for all decisions made. The Board operates and makes decisions in the best interest of students and in line with the Trust's charitable object.

The Trust Board delegates to two key groups in order to ensure the effective leadership and governance of the Academy Trust. The two key groups are:

- The Executive Team
- Local Governing Bodies

The relationship between the Trust Board, the Executive Team and the Local Governing Bodies is characterised as a partnership to realise a common vision and common purpose. The relationship between the two tiers of governance is also based on the principles of:

1. No duplication of governance
2. Governance should be as close as possible to the point of impact of decision-making

The Scheme of Delegation, Terms of Reference and Roles and Functions Matrix provide clarity as to who the decision makers are for different levels of decisions. Effectiveness of both management and governance is supported through clarity over who holds the decision-making responsibility and who supports and advises the decision makers.

The role of the Accounting Officer includes specific responsibilities for financial matters. It includes a personal responsibility to Parliament, and to the ESFA's accounting officer, for the financial resources under the Trust's control. Accounting Officers must be able to assure Parliament, and the public, of high standards of probity in the management of public funds, particularly regularity, propriety and value for money. The CEO is the Trust's Accounting Officer, and as such, must:

- Ensure the Trust's property and assets are under the control of the Trustees, and that measures exist to prevent losses or misuse
- Ensure bank accounts, financial systems and financial records are operated by more than one person
- Keep full and accurate accounting records to support the annual accounts

The Accounting Officer must complete and sign a statement of regularity, propriety and compliance each year and submit this to the ESFA with the audited accounts. The Accounting Officer has personal responsibility for assuring the Trust Board that there is compliance with the funding agreement and the Academies Financial Handbook.

The Executive Team functions under the leadership of the CEO.

TRANSPARENCY

The Trust must provide details of its governance arrangements in the governance statement published with its annual accounts, including what the Board has delegated to its committees, including LGBs.

The Trust must publish on its website the structure and remit of its Members, Trustees and committees, including LGBs and the full names of the Chair of each. The Trust must also publish, for each member of governance who has served at any point over the past 12 months, their full names, date of appointment, date they stepped down (where applicable), and relevant

business and pecuniary interests, including other governance roles in other educational institutions. The Trust must also publish the attendance records at Board and committee meetings over the last academic year for each Trustee and each local governor's attendance records at their LGB meetings over the last academic year.

Strategic Leadership and Quality

Members	Provided with annual information against all strategic leadership and quality deliverables. Will provide consultation on the review of the Chair of Trustees performance.
Trustees	Accountable for all aspects of Trust level strategic leadership and quality deliverables.
CEO	Responsible for the delivery of strategic leadership and quality deliverables and provide support at LGB level in respect of performance reviews.
Trust Senior Leadership Team	Support and consult in areas of reporting and vision setting in respect of key priorities.
Local Governing Boards	Responsible for the vision and strategy setting at academy level. Responsible for LGB-level performance reviews. Also responsible for the succession planning of its Governors.
Headteacher's Board	Act as a collaborative and collective body where decisions at Trust level have an impact on all academies within the Trust.
Headteacher/Principal	Support and consult in areas of reporting and vision setting in respect of key priorities against individual academies.

Governance

Members	Accountable and responsible for the reviewing and agreeing of Articles of Association. Provided with annual information against all governance deliverables.
Trustees	Accountable and responsible for all aspects of Trust governance. Also accountable for ensuring academy-level governance is in place and adheres to national governance frameworks.
CEO	Responsible for Trust-wide governance performance and structures and supports LGB-level governance performance and structures.
Trust Senior Leadership Team	Consults and supports in areas of compliance and reporting for the Trust and individual academies.
Local Governing Boards	Responsible for appointing LGB Chairs. Acts to support and consult in areas of governance at an LGB level. Doncaster UTC's Governing Board will be consulted in the recruitment of Members and Trustees as well as being consulted on the review of the Articles of Association and Scheme of Delegation to protect the UTC's vision.
Headteacher's Board	Provides consultation and support in governance decision-making where there is an impact across all academies.
Headteacher/Principals	Support and consult in areas affecting individual academies. Responsible for appointing LGB clerk and risk register for academy.

School Improvement and Educational Delivery

Members	Provided with annual information against all school improvement deliverables.
Trustees	Accountable for all aspects of school improvement and education delivery.
CEO	Responsible for most aspects of trust-wide educational delivery and school improvement. Acts to intervene, support and consult at academy level in accordance with the Performance Escalation and Intervention Policy.
Trust Senior Leadership Team	Consult in some areas of key priority reporting across the Trust.
Local Governing Boards	Consult in areas of school improvement and education delivery at an academy level. Also responsible for the setting of targets alongside the CEO vision.
Headteacher's Board	Provides consultation and support in school improvement and education delivery decision-making and activity where there is an impact across all academies.
Headteacher/Principals	Responsible for some aspects of school improvement and education delivery where it is specific to their academy. Provides support and consultation at a trust-wide level.

HR and Staffing

Members	Provided with annual information against all HR and staffing deliverables. Will appoint, suspend, and dismiss the Trust CEO. May be involved in some other HR functions as per Scheme of Delegation.
Trustees	Accountable for all aspects of Trust HR and staffing.
CEO	Responsible for most aspects of Trust-wide HR and staffing and will support academy-level activity.
Trust Senior Leadership Team	Provide support and consultation to many aspects of HR and staffing at both Trust and academy level.
Local Governing Boards	Consult and support in areas of HR and staffing at an academy level. Responsible for the appointment, suspension, and dismissal of academy staff.
Headteacher's Board	Provide some consultation and support where there is an academy-level impact from trust-wide decision making.
Headteacher/Principals	Responsible for some appointments, suspensions, as well as the performance management of academy staff.

Finance, Policy and Estates

Members	Provided with annual information against all finance, policy and estates deliverables.
Trustees	Accountable for all aspects of finance, policy, and estates activity.
CEO	Accountable for many aspects of finance, policy, and estates activity where this isn't carried out by the Trust senior leadership team.
Trust Senior Leadership Team	Account for some aspects of finance, policy, and estates activity where this isn't carried out by the CEO.

Local Governing Boards	Provide some support and consultation in aspects of finance, policy, and estates activity where there is an impact at academy level. Responsible for strategic policies at academy level. The LGB for any UTC within the MAT shall be responsible for the setting and review from time to time of the Academy's admissions policy provided that no change will be made to the admissions criteria without the written consent of the Trustees.
Headteacher's Board	Provide some consultation and support where there is an academy-level impact from trust-wide decision making.
Headteacher/Principals	Provide some support and consultation in aspects of finance, policy, and estates activity where there is an impact at academy level.

Legal and Compliance

Members	Provided with annual information against all legal and compliance deliverables. Will support the establishment and publishing of registers of interest.
Trustees	Accountable for all aspects of legal and compliance activity.
CEO	Responsible for policy development and adhering to legal documents.
Trust Senior Leadership Team	Responsible for most aspects of compliance in relation to document management and record keeping.
Local Governing Boards	Support the delivery of legal and compliance activity where tasks are specific to their academy.
Headteacher's Board	Support many aspects of legal and compliance where activity at academy-level has a trust-wide impact.
Headteacher/Principals	Provide some in many aspects of legal and compliance activity.

Futures

Learning Partnership Trust

12. Decision Matrix

Key

R	Responsible: Responsibility for the task/action to ensure it is completed.
A	Accountable: Ultimately answerable for the successful delivery of the task. May also delegate the activity/task to those who are responsible (R).
S	Support: Support help to complete the task and are a provided resource allocated to responsible (R).
C	Consulted: Those whose opinions are sought. This provides two-way communication to those responsible (R) and Accountable (A).
I	Informed: Those who are kept up to date on the progress of activity and tasks.

Area	Activity/Decision	Members	Trustees incl. Committees	CEO	Trust Senior Leadership Team	Local Governing Board	UTC Local Governing Board	Headteacher's Board	Academy Headteacher / Principal
Strategic Leadership & Quality	Approve the addition of new academies to join BFLP	I	A	R	I	C	C	C	I
	Approve, monitor and review the corporate growth strategy NB: Any decision to expand the UTC shall be that of the Trustees but who shall have regard to the views of the LGB and after consultation with the CEO of the Baker Dearing Educational Trust as required in the Articles of Association (Para 137).	I	A	R	I	C	C	C	I
	Determine and agree the Trust's prospectus and website	I	A	R	I	S	S	I	S
	Determine and agree academy prospectus and website	I	A	C	I	C	C	I	R
	Agree reporting arrangements for progress on key priorities	I	A	R	C	C	C	C	S
	Determine academy vision and strategy.	I	A	C	I	R	R	I	C

Area	Activity/Decision	Members	Trustees incl. Committees	CEO	Trust Senior Leadership Team	Local Governing Board	UTC Local Governing Board	Headteacher's Board	Academy Headteacher / Principal
Governance	Agree key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured	I	A	R/S	C	C	C	C	C/S
	Annual schedule of business agreed for the Trust Board	I	A/R	S	I	I	I	I	I
	Annual schedule of business agreed for the LGBs	I	S	R	I	A	A	C	S
	Trustee succession planning	I	A	R	I	C	C	C	C
	LGB succession planning	I	A	C	I	R	R	C	C
	Submit to Members and report on the annual performance of the Trust	I	A	R	S	I	I	I	S
	Periodic 360° review of Chair of Trustees performance (external function)	C	A/R	S	I	I	I	I	I
	Periodic 360° review of Chairs of LGBs performance (external function)	I	A	S	I	R	R	I	S
	Annual review of Trustee contribution	I	A/R	S	I	I	I	I	I
	Annual self-review of trust board performance	I	A/R	S	I	I	I	I	I
	Annual self-review of LGB performance	I	A	S	I	R	R	I	I
Governance	Members: Appoint/Remove	A/R	C	I	I	C	C	I	I
	Trustees: Appoint/Remove	A/R	I	I	I	C	C	I	I
	LGB Governors: Appoint/Remove NB <i>In accordance with the Articles of Association (Para 102) more than one half of a UTCs LGB must be appointed by the university sponsor and employers.</i>	I	A/R	S	I	C	C	I	C

Area	Activity/Decision	Members	Trustees incl. Committees	CEO	Trust Senior Leadership Team	Local Governing Board	UTC Local Governing Board	Headteacher's Board	Academy Headteacher / Principal
	Agree role descriptions for Trustees/Chair/specific roles/committee members	I	A/R	S	I	C	C	C	I
	Appoint and remove Trustee Committee Chairs	I	A/R	S	I	I	I	I	I
	Appoint LGB (and Committee) Chairs	I	A	S	I	R	R	S	I
	Remove LGB (and Committee) Chairs	I	A/R	S	I	C	C	C	I
	Appoint and remove Clerk to Trustees	I	A/R	S	I	I	I	C	I
	Appoint and remove Clerk to LGB	I	A	R	I	C/S	C/S	C	C/S
	Review and agree Articles of Association	A/R	S	S	C	C	C	C	I
	Approve, publish, and systematically review Scheme of Delegation for the Trust (including financial delegation and academy level) NB: <i>In considering any material changes to this Scheme or any framework on which it is based, the Trustees will have regard to and give due consideration of any views of the LGB and after consultation with the CEO of the Baker Dearing Educational Trust, in accordance with the Articles (Changes to Rules and by-laws Para 137)</i>	I	A	R	S	C	C	C	C
Establish and review annually Governance structure (committees) for the trust	I	A	R	C	C	C	C	C	I

Area	Activity/Decision	Members	Trustees incl. Committees	CEO	Trust Senior Leadership Team	Local Governing Board	UTC Local Governing Board	Headteacher's Board	Academy Headteacher / Principal
	Annually agree Terms of reference for Trust and committees	I	A	R	C	I	I	C	I
	Annually agree and review Terms of reference for LGB/local committees	I	A	R	C	C/S	C/S	C/S	C/S
	Annual completion of Trustees Skills Audit and recruit to address gaps	C	A	R	C	I	I	I	I
	Annual completion of LGB Skill Audit and recruit to address gaps	I	A	R	C	R	R	I	S
	Establish register, review, and monitor Trust-wide risk register	I	A	R	R	S	S	S	S
	Establish register, review, and monitor academy-level risk registers	I	A	S	S	R	R	C	S
	To hold a full Trustee meeting at least once per academic term	I	A/R	S	I	I	I	I	I
	To hold a full LGB meeting at least once per academic term	I	A	S	I	R	R	I	S
	To determine the constitution and terms of reference of the local governing boards including those relating to intervention boards	I	A	R	R	C	C	C	I
School Improvement & Education Delivery	Develop a set of targets to be reported to the Trust Board that enable pupil achievement and teaching quality to be reported	I	A	R	C	C	C	C	C
	Monitoring of agreed targets that enable pupil achievement and teaching quality	I	A	R	I	R	R	C	R
	Validating and challenging the grades in the Self-Evaluation Form	I	A	R	I	C	C	S	C

Area	Activity/Decision	Members	Trustees incl. Committees	CEO	Trust Senior Leadership Team	Local Governing Board	UTC Local Governing Board	Headteacher's Board	Academy Headteacher / Principal
	Monitoring and evaluating the implementation and impact of the School Improvement Plan	I	A	R	I	R	R	S	R
	Quality assuring the School Improvement Plan	I	A	R	I	S	S	S	S
	Quality assuring the self-evaluation process in each school	I	A	R	I	S	S	S	S
	Analysis of educational attainment and progress (academy and Trust level)	I	A	R	I	R	R	C/S	R
	Developing a Trust-wide curriculum policy to ensure a provision of a balanced and broadly-based curriculum which is fully compliant with the Ofsted framework.	I	A	R	I	C	C	C/S	C/S
	Ensuring the curriculum delivered at each Academy sits within the Trust policy, including compliance with any Funding Agreement requirements	I	A	S	I	R	R	S	R
	Set Trust curriculum and teaching and learning strategy (incorporating all statutory elements)	I	A	R	I	C	C	C/S	C/S
	Approve school day length and term dates for each academy in line with a Trust policy	I	A	R	I	C	C	C	S
	Ensure each academy meets the statutory requirement for (380) sessions in an academic year	I	A	R	I	C	C	C/S	C/S
	Exclusion of pupils	I	A	C	I	C	C	S	R
	To direct the reinstatement of excluded pupils	I	A	C	I	R	R	S	C

Area	Activity/Decision	Members	Trustees incl. Committees	CEO	Trust Senior Leadership Team	Local Governing Board	UTC Local Governing Board	Headteacher's Board	Academy Headteacher / Principal
	Exclusion appeals where they have progressed through the Local Authority route	I	A	R	I	C	C	S	C
	To prohibit radicalisation, and promote equality and diversity, tolerance and ensuring the balances treatment of political issues	I	A	S	I	R	R	S	R
	To discharge duties in respect of pupils with special educational needs and disabilities	I	A	S	I	R	R	S	R
	Pupil outcomes (Trust level)	I	A	R	I	I	I	C	C
	Pupil outcomes (Academy level)	I	A	S	I	R	R	C	R
	Ensure provision of free school meals for eligible children	I	A	S	I	R	R	I	R
	The use of pupil premium against priorities and need	I	A	S	I	R	R	C	R
HR & Staffing	Appoint, suspend (including ending suspension) and dismiss the CEO	R	A/R	I	I	I	I	I	I
	Appoint, suspend (including ending suspension) and dismiss academy Principals/Headteachers	I	A/R	R	C/S	S	S	C	I
	Appoint, suspend (including ending suspension) and dismiss members of the Trust senior leadership team	I	A	R	C	I	I	C	I
	Appoint, suspend (including ending suspension) and dismiss Academy Senior Leadership Team Members	I	A	R/S	C	S	S	C	R
	Appoint, suspend (including ending suspension) and dismiss academy teaching staff	I	A	R/S	C	S	S	I	R

Area	Activity/Decision	Members	Trustees incl. Committees	CEO	Trust Senior Leadership Team	Local Governing Board	UTC Local Governing Board	Headteacher's Board	Academy Headteacher / Principal
	Appoint, suspend (including ending suspension) and dismiss academy support staff	I	A	R/S	C	S	S	I	R
	Agree Trust staffing structure	I	A	R	S	I	I	C	I
	Determine the senior Leadership and non-teaching structures for each academy and the Trust	I	A	R/S	R	S	S	S	R
	Determine workforce requirements in each academy	I	A	S	S	S	S	I	R
	Undertake performance management of the CEO	I	A/R	C	I	I	I	I	I
	Undertake performance management of the Trust Senior Leadership Team	I	A	R	I	I	I	I	I
	Undertake performance management of academy Principals/Headteachers	I	A	R	C	S	S	I	C
	Undertake performance management of the CFO	I	A	R	C	I	I	C	I
	Undertake performance management of teachers	I	A	S	I	C	C	S	R
	Monitoring of policy and scrutinising of staff performance and pay awards	I	A	R/S	I	R	R	S	R
	Undertake performance management of support staff	I	A	S	I	C	C	I	R
	Agree CEO pay award	I	A/R	C	I	I	I	I	I
	Agree academy Principal/Headteachers pay award	I	A	R	I	C	C	I	I
	Set and review Trust CPD strategy	I	A	R	C	I	I	S	S
	Ensure an approved appraisal policy is in place	I	A	R	S	I	I	S	S

Area	Activity/Decision	Members	Trustees incl. Committees	CEO	Trust Senior Leadership Team	Local Governing Board	UTC Local Governing Board	Headteacher's Board	Academy Headteacher / Principal
	Maintain accurate, effective, and secure employee records	I	A	R/S	S	I	I	I	R
	Determining dismissal payment/early retirement of the CEO	I	A/R	I	C	I	I	I	I
	Determining dismissal payment/early retirement of Principals/Headteachers	I	A	R	C	C	C	I	I
	Determining dismissal payment/early retirement of other staff	I	A	R/S	C	S	S	I	R
	Submit annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money	I	A	R	C	S	S	S	S
Finance, Policy, & Estates	Submit to Trust and publish LGB Annual Governance Statements	I	A	S	C	R	R	I	R
	Determine and approve trust wide policies which reflect the trust's ethos and values (facilitating discussions with unions where appropriate) including admissions; charging and remissions; complaints; expenses; health and safety, premises management; data protection and FOI; staffing policies including capability, discipline, conduct and grievance	I	A	R	C	C	C	C	S
	Determine and approve school level policies which reflect the school's ethos and values to	I	A	C	C	R	R	C	S

Area	Activity/Decision	Members	Trustees incl. Committees	CEO	Trust Senior Leadership Team	Local Governing Board	UTC Local Governing Board	Headteacher's Board	Academy Headteacher / Principal
	include e.g. admissions; SEND; safeguarding, teaching and learning, and child protection; curriculum; behaviour								
	Determine and agree all central spend and delegated budgets for each LGB and Trust-wide	I	A	R	C	S	S	C	S
	Appoint CFO for delivery of Trust's detailed accounting processes	I	A	R	C	I	I	I	I
	Approve annual recommended pay award (subject to affordability in budgets presented by LGBs)	I	A/R	R	C	S	S	S	S
	Develop Trust-wide procurement strategies	I	A	S	R	I	I	C	C
	Ensuring that financial regulations and procedures are implemented	I	A	S	R	C	C	S	S
	Establish protocols for carry forward of school reserves	I	A	R	S	C	C	S	S
	Establish protocols for schools to make use of trust reserves or carry forward	I	A	R	S	C	C	S	S
	Establish protocol for shared services with SLAs through contributions from individual schools	I	A	S	R	C	C	C	C
	Review and agree Trust collective SLAs and agreements	I	A	R	S	C	C	C	C
	Authorise bank account establishments and approve bank mandates	I	A	R	S	C	C	C	C
	Agree investment policy in line with Scheme of Delegation	I	A	R	S	C	C	C	C

Area	Activity/Decision	Members	Trustees incl. Committees	CEO	Trust Senior Leadership Team	Local Governing Board	UTC Local Governing Board	Headteacher's Board	Academy Headteacher / Principal
Legal & Compliant	Approve annual accounts for lodging with Companies House	I	A	R	S	I	I	I	I
	Appoint BFLPT internal and external auditors	A	C	R	S	I	I	I	I
	To approve and set up Governors'/Trustee Expense Scheme	I	A	R	S	I	I	I	I
	Determine the scope of central services to be delivered by BFLPT to and on behalf of the academies	I	A	R	S	C	C	S	C
	Identify additional services to be procured on behalf of the trust	I	A	S	R	I	I	S	C
	Ensure centrally procured services provided are value for money	I	A	S	R	I	I	C	S
	Ensure all required insurance policies are in place in respect of buildings and liability for the Trust	I	A	S	R	C	C	S	I
	Ensure all required insurance policies are in place in respect of staff absence and sickness (Trust level)	I	A	S	R	C	C	S	I
	Ensure all required insurance policies are in place in respect of staff absence and sickness (Academy level)	I	A	C	C	R	R	C	S
	Develop Trust-wide building and facilities estates strategy	I	A	S	R	C	C	S	S
Approve Admissions Policy	I	A	R	I	C	C	C	C	
Adhere to all legal documents including, but not limited to, Articles of Association, Master Funding Agreement, Supplementary Funding	I	A	R	C	S	S	S	S	

Area	Activity/Decision	Members	Trustees incl. Committees	CEO	Trust Senior Leadership Team	Local Governing Board	UTC Local Governing Board	Headteacher's Board	Academy Headteacher / Principal
	Agreement, and Academies Financial Handbook								
	Appoint Trust legal advisors	I	A	C	R	I	I	I	I
	Agree auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment)	I	A	C	R	S	S	S	S
	Establish and publish register of all interests, business, pecuniary, loyalty for members/trustees	S	A	C	R	S	S	I	S
	Ensure Trust governance details on Trust and academy's website	I	A	C	R	S	S	I	S
	Ensure academy governance details on Trust and academy's website	I	A	C	C	R	R	I	R
	To publish proposals to change category of an academy	I	A	R	C	C	C	C	C

Brighter

Futures

Learning Partnership Trust



13. Financial Levels of Authority

All procurement must be carried out in compliance with the principles of the EU Treaties, include the free movement of goods (Article 28 of the EC Treaty), the right of establishment (Article 43), the freedom to provide services (Article 49), non-discrimination and equal treatment, transparency, proportionality and mutual recognition. For most goods and services where contracts will have a value over their lifetime in excess of the OJEU threshold, a strict procedure must be followed in compliance with the Public Contracts Regulations 2006 and related regulations.

Delegated Duty	Value	Delegated Authority	Comment
Procurement of Goods and Services	Any value SLA or Service Contract where the duration is longer than a 12-month period	CFO	To aid streamlining and economies of scale across the trust
	Up to £1,000	Budget Holders	
	£1,000 - £2,499	Budget Holders	If within approved budget level <ul style="list-style-type: none"> Orders over £1,000 and up to £2,499 require 2 written quotations (unless a large general stock order)
	£2,500 - £5,000	Budget Holders	If within approved budget level <ul style="list-style-type: none"> Orders over £2,500 and up to £5,000 require 3 written quotations (unless a large general stock order)
	£5,001-£9,999	Headteacher/ Principal	If within approved budget level <ul style="list-style-type: none"> Orders over £5,000 and up to £9,999 require 3 written quotations
	£10,000 - £35,000	Headteacher/ Principal and CFO	If within approved budget level. <ul style="list-style-type: none"> Orders over £10,000 and up to £35,000 require at least 3 written quotations
	£35,001-£50,000	CEO and CFO	If within approved budget level <ul style="list-style-type: none"> Orders over £35,000 and up to £50,000 require at least 3 written quotations
	£50,001-£150,000	Executive Team (including CEO and CFO)	If within approved budget level

			<ul style="list-style-type: none"> Order over £50,000 and up to £150,00 are subject to the Trust's tendering policy
	£150,001 and above	Board of Trustees (with advice from CEO and CFO)	<ul style="list-style-type: none"> If within approved budget level Order over £150,000 are subject to the Trust's tendering policy and approval by the Board
Delegated Duty	Value	Delegated Authority	Comment
Authorising monthly salary payments	Unlimited	CFO	Report to Board any anomalies
Delegated Duty	Value	Delegated Authority	Comment
Signatures for Cheques, BACS payment authorisations and other bank transfers	Up to £10,000	Any two signatures in line with the Bank Mandate	
	£10,001-£35,000	Two signatures in accordance with the bank mandate and one must be CFO	
	£35,001-£150,000	Two signatures in accordance with the bank mandate and one must be CEO	
	£150,001 plus	Two signatures in accordance with the bank mandate and one must be Chair of the Board	
Delegated Duty	Value	Delegated Authority	Comment
Signatories for grant claims and ESFA Returns	Unlimited	The CFO and one of the following: <ul style="list-style-type: none"> Chair of the Board CEO Headteacher/ Principal 	Two signatories, or as required by ESFA / DfE
Delegated Duty	Value	Delegated Authority	Comment
Virement of budget provision between budget heads	Up to £35,000	CFO	Virement within a department at discretion of Business Manager in consultation with Headteacher/

			Principal. All virements to be reported to the CFO/CEO
	£35,001-£50,000	Budget Holder, CEO and Finance Manager	Reported to the LGB
	£50,001-£150,000	Trust SLT	Reported to LGB and the Board
	£150,001 plus	Board of Trustees	
Delegated Duty	Value	Delegated Authority	Comment
Disposal of assets	Up to £20,000	Headteacher/ Principal and CFO	Headteacher/ Principal reports to the Board
	Over £20,000	CEO, the Board, CFO and ESFA	DfE approval required for disposal of assets funded with more than £20,000 of DfE grant or transferred from the LA at nominal consideration
Delegated Duty	Value	Delegated Authority	Comment
Write-off bad debts	Up to 1% of total annual income or £45,000 (whichever is smaller) per single transaction.	Headteacher/ Principal and Business Manager	Report to CFO
	Cumulatively 2.5% of total annual income in any one financial year per category of transaction for any academy trust that has not submitted timely, unqualified financial returns for the previous 2 financial years.	CFO	Report to LGB
	Cumulatively 5% of total annual income in any one financial year per category of transaction for any academy trust that has not submitted timely, unqualified financial returns for the previous 2 financial years.	CEO and CFO	Report to Board
	Over the above limits.	Board and CFO plus ESFA approval	Report to the Board
Delegated Duty	Value	Delegated Authority	Comment
Write-off overpayments to staff	Up to £1,000	Headteacher/ Principal and Business Manager	Report to CFO who reports to CEO

	Over £1,000	CEO and CFO	Reported to the Board
Delegated Duty	Value	Delegated Authority	Comment
Purchase or sale of freehold property	Any	Board, CEO and CFO plus DfE approval required	
Delegated Duty	Value	Delegated Authority	Comment
Granting or taking up of any leasehold or tenancy agreement exceeding 3 years	Any	Board, CEO and CFO plus ESFA approval required	
Delegated Duty	Value	Delegated Authority	Comment
Any guarantees, indemnities and letters of comfort entered into	Any	Board, CEO and CFO plus DfE approval required	
Delegated Duty	Value	Delegated Authority	Comment
Ex-gratia payments	Under £50,000	Headteacher/ Principal and CEO	
	Over £50,000	Headteacher, CEO, CFO, with consultation from HR advisers, ESFA and HM Treasury	The CFO will speak to the ESFA at the earliest opportunity

14. Appendix 1: NGA Code of Conduct

The governing board has the following strategic functions:

Establishing the strategic direction, by:

- Setting and ensuring clarity of vision, values, and objectives for the school(s)/trust
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the lead executive/Headteacher/ Principal (where delegated)
- Monitoring the educational performance of the school/s and progress towards agreed targets
- Performance managing the lead executive/Headteacher/ Principal (where delegated)
- Engaging with stakeholders
- Contributing to school self-evaluation

Overseeing financial performance, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring money is well spent and value for money is obtained
- Ensuring risks to the organisation are managed

As individuals on the board we agree to the following:

Role & Responsibilities

- We understand the purpose of the board and the role of the executive leaders.
- 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 governing board when we have been specifically authorised to do so.
- 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 governing board meeting.
- 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.
- We will encourage open governance and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school/group of schools. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints we will follow the procedures established by the governing board.
- We will actively support and challenge the executive leaders
- We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation;
- We will respect the role of the executive leaders and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements;

- We agree to adhere to the school's rules and policies and the procedures of the governing board as set out by the relevant governing documents and law
- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views;
- when communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation

Commitment

- We acknowledge that accepting office as a governor/trustee/academy committee member involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
- We will visit the school/s, with all visits arranged in advance with the senior executive leader/Headteacher/ Principal and undertaken within the framework established by the governing board.
- When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a governor/trustee/academy committee member.
- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
- In the interests of transparency, we accept that information relating to governors/trustees/academy committee members will be collected and logged on the DfE's national database of governors (Edubase).

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors/trustees/academy committee members, the clerk to the governing board and school staff both in and outside of meetings.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other board members 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.
- We will seek to develop effective working relationships with the executive leaders, staff and parents, the trust, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- We will exercise the greatest prudence at all times when discussions regarding school/trust business arise outside a governing board meeting.
- We will not reveal the details of any governing board vote.
- We will ensure all confidential papers are held and disposed of appropriately.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.
- We accept that the Register of Business Interests will be published on the school/trust's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- 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 governing board.

Ceasing to be a governor/trustee/academy committee member

- We understand that the requirements relating to confidentiality will continue to apply after a governor/trustee/academy committee member leaves office

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governing board member, such as the vice chair will investigate.

The seven principles of public life

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

Selflessness - Holders of public office should act solely in terms of the public interest.

Integrity - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty – Holders of public office should be truthful

Leadership – Holders of public office 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.

Scheme of Delegation Agreed: May 2020

Signed CEO of BFLPT – Helen-Redford-Hernandez:

H. Redford-Hernandez

Date: 28 May 2020

Signed – Chair of BFLPT – Marus Isman-Egal:

Marcus Isman-Egal

Date: 28 May 2020

Scheme of Delegation to be reviewed: December 2021

Adopted by the Brighter Futures Learning Partnership Trust – 25 September 2019 (Version 1)

Revised: 11 December 2019 (Version 2)
25 February 2020 (Version 3)
1 April 2020 (Version 4)
21 May 2020 (Version 5)



Brighter
Futures

Learning Partnership Trust