Scheme of Delegation

Version 26.0

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 September 2020 – Version 6.0 December 2020 – Version 7.0 January 2021 – Version 8.0 March 2021 – Version 9.0 May 2021 – Version 10.0 July 2021 – Version 11.0 September 2021 – Version 12 March 2022 – Version 13 July 2022 – Version 14 September 2022 – Version 15 December 2022 – Version 16 March 2023 – Version 17 September 2023 – Version 18 October 2023 – Version 19 April 2024 – Version 20 September 2024 – Version 21 February 2025 – Version 22 March 2025 – Version 23 April 2025 – Version 24 July 2025 – Version 25 September 2025 – Version 26
Review Date	Ongoing

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 resource and best practice.

We will:

- Have endless ambition and high aspiration for all out 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 is 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 have the very best support from employers and university partners who 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 is run by a Board of Trustees. Our Trustees are appointed by the Members of the Trust. The trust delegations are based on a "full" model of delegation with earned autonomy. This is reviewed annually and may change depending on performance. The criteria are based upon:

- Academic performance;
- Leadership 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 newly opened Trust school/UTC within the Trust is based on agreed KPIs. 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 School/Trust Governing Board;
- Remove delegated powers from the School/Trust Governing Board, and;
- In the most serious of situations, replace or suspend an School/Trust Governing Board.

BFLPT's Scheme of Delegation sits 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 have regard to and give due consideration of any views of the UTC's or school's LGB and will consult with the CEO of the Baker Dearing Educational Trust if there are any concerns.

The BFLPT is based on a "full" model of delegation. In addition to the Secretary of State being able to issue directions to academy proprietors requiring them to take specific actions linked to compliance or requirements of the funding agreement, the Trust will also intervene to address specific breaches of legal requirement or to prevent unreasonable performance. The Trust will set out clearly what the school and local board must do in order to ensure that it meets that duty in a reasonable way. Failure to comply would likely result in a full investigation by the CEO and Central Trust Team and an interim board may be appointed if there has been a serious breakdown in governance or management. The Board will apply a number of 'triggers' which would result in the Trust CEO and Central Team intervening and agreeing a plan of action to support the school/UTC 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 school/UTC to improve and will be agreed between the Trustees, CEO, and school/UTC Principal/Headteacher (unless this is not appropriate). Examples of performance indicators include:

- Performance of school (outcomes);
- Quality of Teaching and Learning across school;
- Safeguarding – in general and as a result of a specific incident;
- Whistleblowing,
- Financial impropriety, and
- Health and Safety compliance.

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.

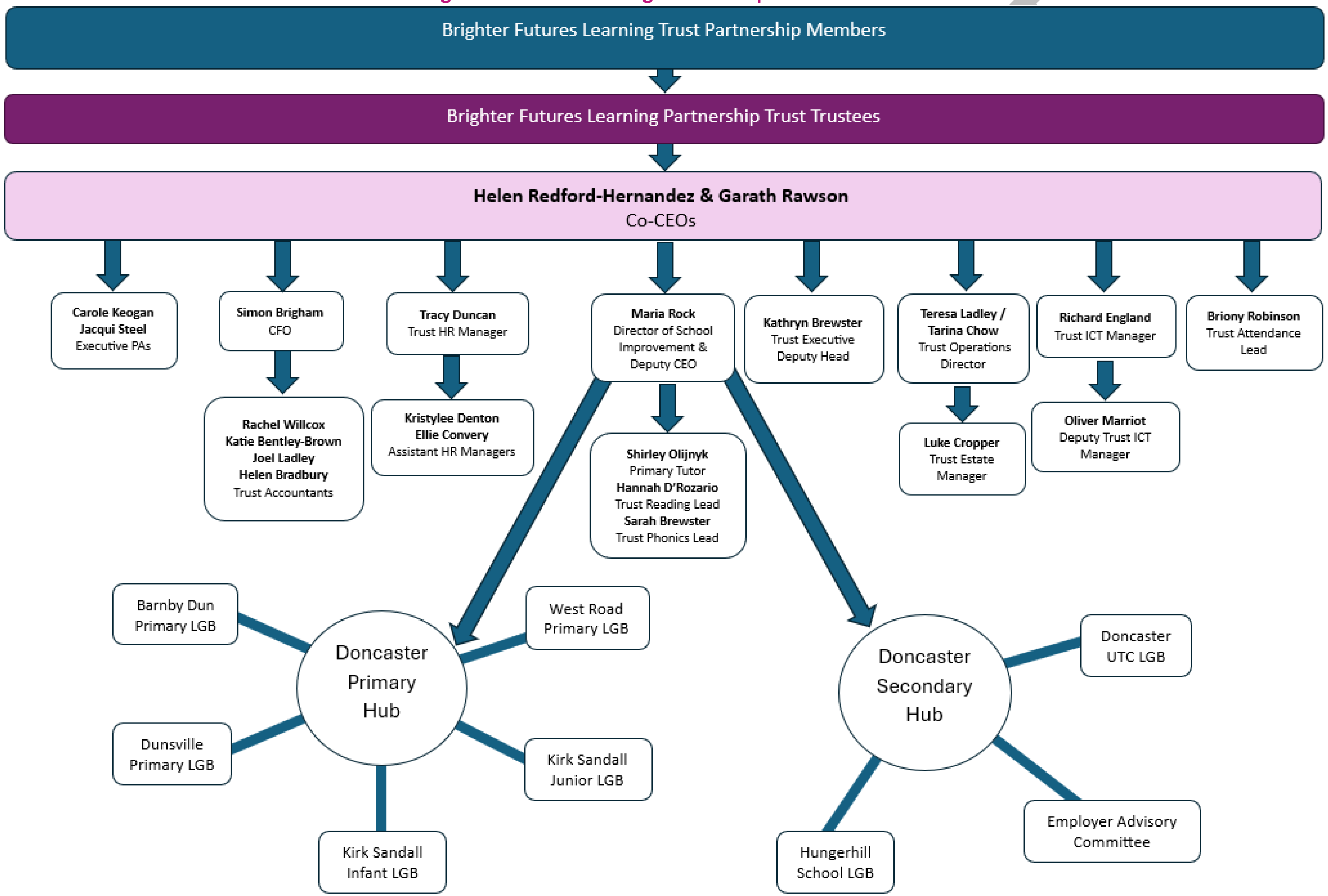
1.5 Legal Framework and Guidance

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:

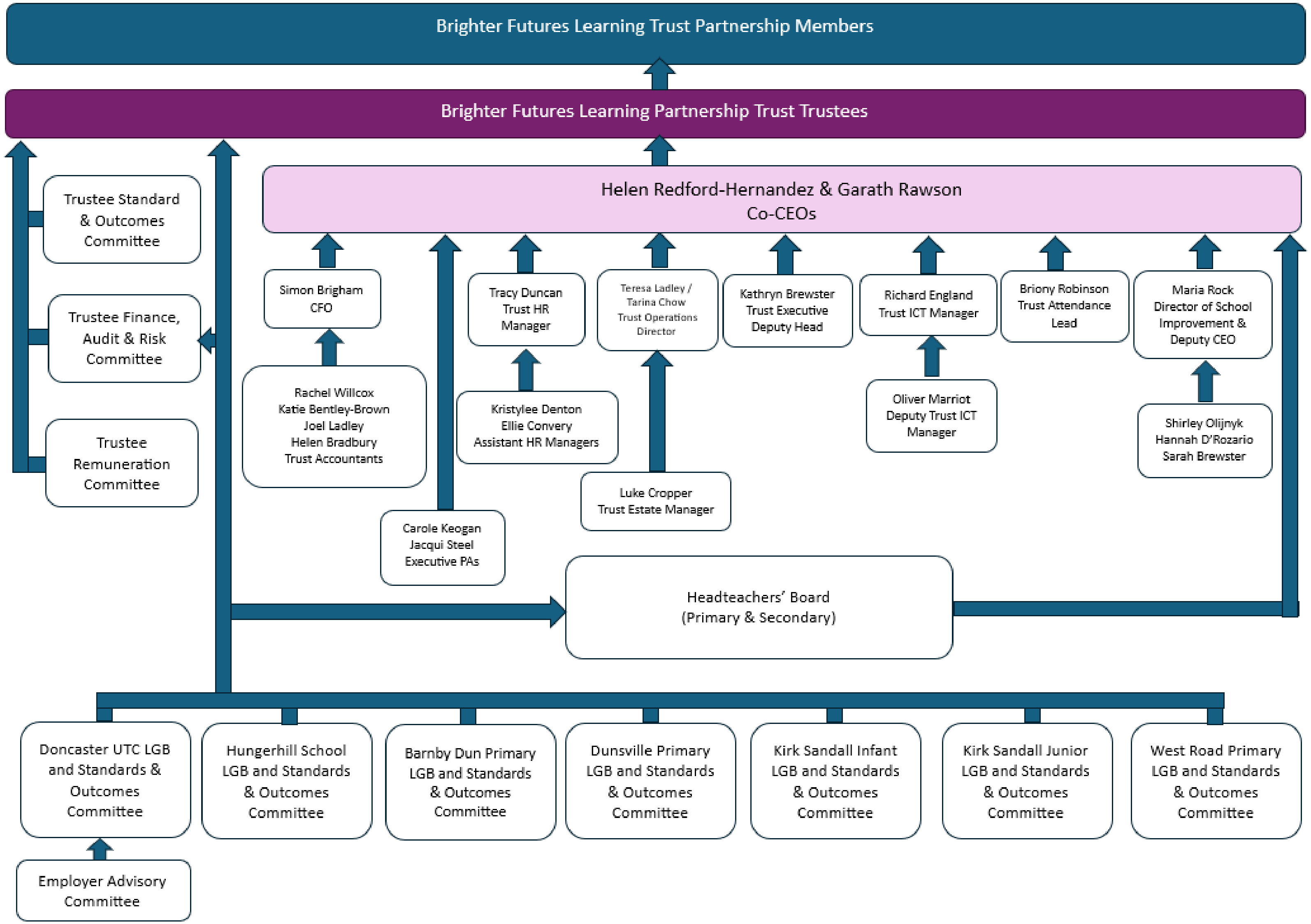
1. Trust Financial Handbook (DfE)
2. Governance Handbook and Competency Framework (DfE)
3. Keeping Children Safe in Education (DfE)
4. Admissions Code (DfE)

2. Trust Structures

Brighter Futures Learning Partnership Trust Structure



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. In consultation with the Department for Education 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 objects as detailed in its Articles of Association are 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.

Suitability of members - The Trust will ensure that their members are not currently subject to a direction made under section 128 of the Education and Skills Act 2008, which prohibits individuals from taking part in academy trust management, and that they do not appoint as a member, a person who is currently subject to a section 128 direction.

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.

4. Trustees

4.1 Introduction

The Trust is the legal entity with the Board having collective accountability and responsibility for the Trust and assuring itself that there is compliance with regulatory, contractual, and statutory requirements.

The Trust Board provides:

- **Strategic Leadership of the Trust**: the Board defines the Trust vision for high quality and inclusive education in line with its charitable objects. It establishes and fosters the Trust's culture and sets and champions the trust strategy including determining what, if any, governance functions are delegated to the local tier
- **Accountability and Assurance**: the Board has robust effective oversight of the operations and performance of the Trust, including the provision of education, pupil welfare, overseeing and ensuring appropriate use of funding and effective financial performance and keeping their estate safe and well-maintained
- **Engagement**: the Board has strategic oversight of relationships with stakeholders. The Board involves parents, schools and communities so that decision-making is supported by meaningful engagement.

The Trust Board has a duty to:

- safeguard and promote the welfare of children
- have regard to any statutory guidance on safeguarding, issued by the Secretary of State
- ensure the suitability of staff, supply staff, volunteers, contractors and proprietors.

When carrying out the Prevent Duty, as required under section 26 of the Counter Terrorism and Security Act, the Trust Board follow the Home Office's 'Revised Prevent duty guidance: for England and Wales' and the DfE's general advice 'Protecting children from radicalisation: the prevent duty'.

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;
- Holding senior leaders and LGB's to account where they have proven non-compliant in terms of the systems and processes set out in the Scheme of Delegation and other Trust policies including those relating to finance and HR
- 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 Board has a duty to promote the welfare of all children and has adopted a Trust Safeguarding Policy which all schools are expected to adopt. This is updated regularly in line with ***Working together to safeguard children*** and ***Keeping children safe in education*** which contains guidance on legal requirements including Disclosure and Barring Service (DBS) checks, directions made under section 128 of the Education and Skills Act 2008. The Board appoints a safeguarding lead who has specific responsibility with executive leaders to ensure that policy and procedures are robust and in place across the Trust.

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 Chairs) 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 Chairs	3	Maximum of 4 years	Appointed by Members and elected by the Board on an annual basis
Trustee	Up to 15 (including Chair and Vice-Chairs) 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, Audit and Risk Committee

- Standards and Outcomes Committee
- Remuneration Committee

- Local Governing Boards
- Trust Senior Leadership Team including the CEO and the CFO

Finance, Audit and Risk Committee

Role: The Finance, Audit and Risk Committee is to assist the Board of Trustee 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 also advises the Board on key aspects of Estate Management which includes all areas of Health and Safety policy, Asbestos Management, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013, Reinforced Autoclaved Aerated Concrete guidance.
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, Audit and Risk 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
- Risk and Estates Management, including deployment of SCA funding.

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, Audit and Risk 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, Audit and Risk 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 identify the Risk Owner by role.

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, Audit and Risk Committee

Role

The role of the Finance, Audit and Risk 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, Audit and Risk 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, Audit and Risk 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, Audit and Risk 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;

- Review and monitor all policies linked to finance, health and safety and risk

- Work with the Executive Leaders to develop an Estate's Strategy including effective deployment of SCA funding;

- 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;

- Review all expenditure from reserves approved by the CEO and approve expenditure from reserves above £150,000.

Administration

- The membership of the Finance, Audit and Risk 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, Audit and Risk Committee will normally be attended by the CFO.

- The Finance, Audit and Risk 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, Audit and Risk 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, Audit and Risk Committee will be appointed annually by the Trust Board of Trustees.

- Any Trustees may attend Finance, Audit and Risk Committee meetings with the consent of the Audit Committee Chair and they will have observer status.

- The quorum for the Finance, Audit and Risk Committee shall be three.

- The Board, the Accounting Officer or the Chair of the Audit Committee may ask the Finance, Audit and Risk 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, Audit and Risk 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 if 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 ratify decisions made by the CEO, LGBs and Headteachers relating to pay and performance management.
- 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, unless delegated to local boards
- Review the setting of quality standards and targets for each Academy
- Review the progress each academy makes against KPIs, including progress against pupil targets, quality of the curriculum and progress against Ofsted Framework
- 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, Audit and Risk 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 Board in delivering those standards and performance targets.
- Consider and agree any recommendations from the Chief Executive and the Local Governing Board on the level of support required by an Academy from the Trust to achieve those standards and performance targets.
- Recommend to the Finance, Audit and Risk 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 Board 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 Board 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 Board 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 Board 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, Audit and Risk 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.

- Each LGB will be responsible for the oversight of key policies linked to the Scheme of Delegation. These will be reviewed regularly and the responsibilities for these policies may change depending on academy needs.

Administration

- The Standards Committee should normally meet termly after the meeting of the Local Governing Board 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 Board 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 Board 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.

5. Academy Local Governing Boards

5.1 Introduction

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

- Ensuring the Trust vision is fully implemented
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
- Supporting the Trust with budget monitoring to ensure that 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 school/UTC. It plays a key role in the life of each school/UTC and has responsibility, working with the Senior Leadership Team to improve every aspect of the school/UTC.

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 schools/UTC, for the most part made up of individuals drawn from the School's/UTC 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 Board 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 support the Trust Board in overseeing the management of the finances of the schools/UTC, 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 school's/UTC 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 Board meetings and in such circumstances the Chair of the Trust Board will write to the local governor to confirm this cessation.

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 Board and approved by the University/Employer Sponsors.

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

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

Appendix 2 entitled "Guidance for Local Governing Boards" includes: composition, roles and responsibilities, elections, appointment of clerks, appointment and dismissal of governors, convening, voting, declarations of interest, decision-making and local governing functions.

5.2 Composition of Local Governing Boards

There will be a maximum of 10 Governors, including the Chair and Vice Chair, Headteacher/Principal, Staff and Parent Governors excepting for the UTC and the Joint LGB for Kirk Sandall Infant and Junior Schools. The composition for the UTC and Kirk Sandall Infant and Junior Schools is detailed below. The composition will change with the inclusion of a second UTC – both UTCs will share a joint Committee. 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 and the Joint LGB for Kirk Sandall Infant and Junior Schools are:

Type of Member	Number	Term of Office	How they are appointed
Chair	1	Maximum of 4 years	Appointed by Board
Vice Chair (s)	1 or 2*	Maximum of 4 years	Appointed by the LGB
Headteacher	1	Indefinite	Appointed by the Board
Governor (Trust Appointed)	Maximum of 4	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

There is a maximum of 10 Governors for each Local Governing Board. However, in exceptional circumstances, and the need to succession plan, the composition of LGBs could be temporarily increased. When agreed by the Trust, the composition of Trust Appointed Governors can be increased to 5. The request would be considered where a school has identified a need for succession planning or where there may be capacity issues at each school. Each school/UTC is responsible for recruiting governors with the correct skills but final approval is made by the CEO and Trustees.

*Each Local Governing Board will have a Chair and Vice-Chair. The number of Vice-Chairs can be increased to two to support succession planning but the number of governors must not exceed 10.

The structure of the membership will comprise of for all schools except Doncaster UTC and the Joint Kirk Sandall Infant and Junior Schools. The structure for Doncaster UTC is:

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

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

- Chair (Trust appointed)
- 1 Executive Headteacher (Trust appointed)
- 8 Governors (Trust appointed – to include Vice-Chair)
- 2 Parent Governors
- 2 Staff Governors

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

The Trustees shall establish a Local Governing Board for the UTC and shall ensure that it has more t**han 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
- 1 Governor (Trust Appointed)

Each LGB can select a staff member to be part of the LGB. If there is more than one candidate, the LGB will consider the skillset and experience of the member(s) of staff. The LGB may choose not to appoint the member of staff to the LGB if there is a clear rationale, in the short-term ,not to do so. This will be agreed with the CEO.

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 Employer Advisory Committee

The Committee is responsible for reviewing and supporting the UTC's educational activities and working with Curriculum Leaders to develop employer-projects, supporting the development of the 3 specialisms. The Committee will be instrumental in providing students with a range of work-related learning opportunities in all matters of the curriculum. The Committee will work under the leadership of the Principal and Vice- Principal providing the Local Governing Body with regular reports in terms of the nature of the projects and evaluations of their impact.
There is an expectation that employer partners, once committed to a project, are involved from inception to delivery to ensure continuity and quality of learning. Before committing to a project, employers must ensure they have the capacity and time to support.

The Principal will provide the CEO and MAT Board with regular evaluations through the Principal's report and Trust's Standards and Achievement Committee.

The responsibilities of, and any actions taken, by the Committee shall not conflict with or inhibit the authority of the Local Governing Body and the Board of Trustees.

Constitution

The Committee will have approximately 15 committee members appointed by the Principal and the Local Governing Board. However, the actual number may vary depending on need at the time. All appointments must be however ratified by the Brighter Futures Learning Partnership Trust Board. **The Trust reserves the right to review and rescind any appointments if, in the Board's judgement, they are inconsistent with the vision and values of the Trust.**

The Committee will have equal representation for each specialist area – engineering, creative and digital technologies, and medical sciences. A Curriculum Leader/Director of Specialism will be in attendance at all meetings and ensure that all projects are aligned to the curriculum, vision and values of the UTC and Trust.

The constitution will be made up from local governors, founding partners, members of the business community and local universities. All appointments will be subject to satisfactory safeguarding checks and members must not attend meetings or work with young people unless they have satisfactory DBS clearances.

There will be a nominated link governor determined by the Local Governing Board, who has responsibility for the monitoring of the impact of this committee. All reports will be shared with the Local Governing Body and Trust Board. The Local governing Board is responsible for ensuring that the Committee is held to account for the quality and delivery of projects.

All members will promote and uphold high standards of conduct, probity and ethics. All members will be given copies of the UTC's safeguarding policy.

The Local Governing Board will strive to ensure the composition of the Committee is composed of members who are diverse in sex, race, perspective and experience.

Tenure
Reviewed annually but there is no fixed tenure. The constitution of the Committee will reflect the UTC's priorities and School Development Plan.

Selection and Appointment Process
The selection and appointment process will be overseen by the Principal and the Local Governing Board. However, the Trust will monitor the constitution of the Advisory Committee and it reserves the right to remove anyone from the Committee where Trustees or the Local Governing Board have concerns about their effectiveness or ability to operate within the terms of reference, including operating outside its authority.
If an employer has subscribed to the Employer Sponsorship Scheme they will be automatically considered for a place on the committee, dependent upon a vacancy.

Frequency of Meetings
The Advisory Committee shall meet at least half-termly with the Vice-Principal overseeing the work of all 3 specialisms. The Committee will retain a record of attendance at each meeting and a register of declaration of interests.

Agendas and Minutes of Meetings
The agendas will be circulated at least 5 working days' in advance. Minutes of the meetings will be shared at the monthly CEO, Chairs, Principal's meetings and on a regular basis with the Local Governing Board.

Conflicts of Interest

Any member who has or may have any direct or indirect duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with his/her duties as an Advisor must disclose the fact to the Advisory Committee as soon as he/she becomes aware of it. A person must absent themselves from any discussions of the Committee in which it is possible that a conflict will arise between his/her duty to act solely in the interest of the UTC and any duty or personal interest.

Review of Committee Terms of Reference

These will be reviewed yearly by the Trust and Local Governing Board.

5.6 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

5.7 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.

5.7 The Appointment of the Accounting Officer - CEO

The Board of Trustees must appoint, in writing, a senior executive leader who may be appointed as a trustee. The role of Accounting Officer and Chief Financial Officer will not be occupied by the same person. He/She will be an employee of the Trust. The Accounting Officer will have oversight of all financial transactions, by:

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

The Accounting Officer will advise the Board in writing if actions he/she is considering is incompatible with the articles, funding agreement or handbook.

When the CEO is planning to leave the Trust due to retirement or resignation, the Board of Trustees should approach their Regional Director to discuss the structure and options, including plans for recruitment.

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 /Operations Directors	2 Trustees (or member of the central team) 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.

Disciplinary: Issuing of Warnings:

Action	Duration	Authority	Appeal
Advisory Caution - developmental and not a sanction	Not Applicable	CEO/Headteacher/Principal	Not Applicable
Written Warning	12 months	CEO/Headteacher/Principal or Trust panel agreed by Central HR Trustees if disciplinary action taken against the CEO	An independent panel from either Trustees, Members, Governors or Senior Trust Leaders if not involved in the investigation
Final Written Warning	18 months	CEO/Headteacher/Principal or Trust Panel agreed by Central HR Trustees if disciplinary action taken against the CEO	An independent panel from either Trustees, Members, Governors or Senior Trust Leaders if not involved in the investigation
Dismissal	Not Applicable	CEO/Headteacher/Principal and a member of the HR team or operations	An independent panel from either Trustees, Members, Governors and the CEO if not involved in the investigation

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	CEO and a member of the HR team or Operations	3 Trustees, Members or Governors
Deputy Headteacher/ Principal /Deputy/Extended SLT/Directors	Headteacher/Principal and a member of the HR team or Operations	3 Trustees, Members or Governors including the CEO
All other staff	Headteacher/Principal and a member of the HR Team or Operations If Central Team – CEO and an HR Advisor	3 Trustees, Members or Governors and the CEO if not previously involved in the investigation.

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 and HR Manager	3 Trustees or Members
Deputy Heads/Deputy/Extended SLT/Directors	Headteacher/ Principal/HR Manager	CEO and 2 Trustees/Governors
All other staff	Headteacher/ Principal	CEO and 2 Trustees/Governors

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).
Re-grading/Re-designation Salaries in excess of £88,000 Salaries below £88,000	 Trust Board CEO in consultation with Headteacher(s)/ Principal with advice from HR/CFO
Creation of permanent new posts with salary above £88,000	Trust Board
Creation of permanent new post with salary between £20,00 and £88,000	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

6.5 HR Appeals Process

All HR appeals (pay, grievance, dismissal etc.) will be dealt with impartially. A panel will comprise of Trustees, Governors and Members as appropriate. The CEO will be involved if they have not had prior involvement.

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
- Ensuing 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 each school/college, a contribution rate of 5% has been agreed. This will be reviewed annually to consider increased staffing and other costs. Where such increased costs cannot be absorbed by the Central Trust budget, an increase in contribution will be considered. Moving forward, depending on the support and services they receive, this may be adjusted to reflect the offer and personalised to each school/UTC. If a school/UTC requires intensive support, the contribution will increase to reflect the level of service and support.

Each school/UTC will receive the following services. 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 to date include: a Trust HR Manager, Specialists in literacy, Secondary School Improvement Director(s), School Improvement Director. The intention will always be to re-invest funds into the quality of teaching and learning and educational provision for the benefit of pupils/students.

The Trust employs expert HR advisors for legal advice. On occasions, where a school/UTC uses this resource, above and beyond the contracted hours costed in the top slice, there will be a re-charge based on any additional hours, if this is not covered by insurance.

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 – including some CPD
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	School Catering	Asset Register
SIMS Finance system	Legal Services	The Key including Safeguarding	Trust Level Clerking	Data Analysis
Solo Protect	NGA membership	Chartered College	Character First	Lyfta
Individual Schools'/Academies' Procured Services				
Classroom resources and equipment	Specialist Kit & Equipment	Staff absence insurance	IT Support Services – provided centrally and by Adept via a centrally agreed contract	Site Management
Reprographics	Grounds maintenance	Facilities Management	Cleaning Contracts	Traded Services
Agency Staff	Training including First Aid			

10. Model of Delegation

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

Full Level of Delegation

If a school/UTC is judged as Good or better by a recent Ofsted inspection it will have a high level of autonomy, unless the termly risk analysis highlights concerns with any of the following - finance, leadership, governance, quality of education or personnel, which will include dips in attainment and or progress in any subject. The Trust will deploy further resource for monitoring and support, which may incur additional charges for the school/UTC. The school/UTC 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 termly 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 a school/UTC is judged by Ofsted to be less than Good, is a school/UTC in decline since its last inspection or in financial difficulty, it will have its performance reviewed half termly; 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 school/UTC 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, 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.

Should the Trust choose to open another UTC or Free School, the Trust Board would retain full responsibility for all decision making until the UTC/School becomes fully operational.

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 outlined in the Scheme of Delegation.
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.

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	Headteachers' Board	Academy Headteacher/ Principal
Strategic Leadership & Quality	Approve the addition of new academies to join BFLP		A	R	I	I	I	I	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).		A	R	I	I	I	I	I
	Determine and agree the Trust's prospectus and website		A	R	S	S	S	S	S
	Determine and agree academy prospectus and website		A	R	S	C	C	I	R
	Agree reporting arrangements for progress on key priorities		A	R	C	C	C	C	S
	Determine schools/UTC vision and strategy in line with Trust's		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	Headteachers' Board	Academy Headteacher/ Principal
	Agree key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured		A	R/S	C	C	C	C	C/S
	Annual schedule of business agreed for the Trust Board		A/R	S	I	I	I	I	I
	Annual schedule of business agreed for the LGBs		S	R	I	A	A	C	S
	Trustee succession planning		A	R	I	C	C	C	C
	LGB succession planning		A	C	I	R	R	S	S
	Submit to Members and report on the annual performance of the Trust		A	R	S	I	I	I	S
	Periodic 360^{O} review of Chair of Trustees performance (external function)	C	A/R	S	I	I	I	I	I
	Periodic 360^{O} review of Chairs of LGBs performance (external function)		A	R	I	I	I	S	S
	Annual review of Trustee contribution		A/R	S	I	I	I	I	I
	Annual self-review of trust board performance		A/R	S	I	I	I	I	I
	Annual self-review of LGB performance		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** *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.*		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	Headteachers' Board	Academy Headteacher/ Principal
	Agree role descriptions for Trustees/Chair/specific roles/ committee members		A/R	S	I	C	C	C	I
	Appoint and remove Trustee Committee Chairs		A/R	S	I	I	I	I	I
	Appoint LGB (and Committee) Chairs		A	S	I	R	R	S	I
	Remove LGB (and Committee) Chairs		A/R	S	I	C	C	C	I
	Appoint and remove Clerk to Trustees		A/R	S	I	I	I	I	I
	Appoint and remove Clerk to LGB		A/R	S	I	I	I	I	I
	Review and agree Articles of Association	A/R	S	S	I	I	I	I	I
	Approve, publish, and systematically review Scheme of Delegation for the Trust (including financial delegation and academy level) **NB:** *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)*		A	R	S	I	I	I	I
	Establish and review annually Governance structure (committees) for the trust		A	R	C	C	C	C	I
	Annually agree Terms of reference for Trust and committees		A	R	C	I	I	C	I

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

Area	Activity/Decision	Members	Trustees incl. Committees	CEO	Trust Senior Leadership Team	Local Governing Board	UTC Local Governing Board	Headteachers' Board	Academy Headteacher/ Principal
	Quality assuring the School Improvement Plan		A	R	I	S	S	S	S
	Quality assuring the self-evaluation process in each school		A	R	I	S	S	S	S
	Analysis of educational attainment and progress (academy and Trust level)		A	R	I	R	R	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.		A	R	I	C	C	C/S	C/S
	Ensuring the curriculum delivered at each school/UTC sits within the Trust policy, including compliance with any Funding Agreement requirements		A	S	I	R	R	S	R
	Set Trust curriculum and teaching and learning strategy (incorporating all statutory elements)		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		A	R	I	C	C	C	S
	Ensure each academy meets the statutory requirement for (380) sessions in an academic year		A	R	I	C	C	C/S	C/S
	Exclusion of pupils		A	C	I	C	C	S	R
	To direct the reinstatement of excluded pupils		A	C	I	R	R	S	C
	Exclusion appeals where they have progressed through the Local Authority route		A	R	I	C	C	S	R

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

Area	Activity/Decision	Members	Trustees incl. Committees	CEO	Trust Senior Leadership Team	Local Governing Board	UTC Local Governing Board	Headteachers' Board	Academy Headteacher/ Principal
	Determine the senior Leadership and non-teaching structures for each school/UTC and the Trust		A	R/S	R	S	S	S	R
	Determine workforce requirements in each school/UTC		A	R	S	S	S	I	S
	Undertake performance management of the CEO		A/R	C	I	I	I	I	I
	Undertake performance management of the Trust Senior Leadership Team		A	R	I	I	I	I	I
	Undertake performance management of school/UTC Principals/Headteachers		A	R	C	S	S	I	C
	Undertake performance management of the CFO		A	R	C	I	I	C	I
	Undertake performance management of teachers		A	S	I	C	C	S	R
	Monitoring of policy and scrutinising staff performance and pay awards		A	R/S	I	R	R	S	R
	Undertake performance management of support staff		A	R/S	I	R	R	I	R
	Agree CEO pay award		A/R	C	I	I	I	I	I
	Agree school/UTC Principal/Headteachers pay award		A	R	I	C	C	I	I
	Set and review Trust CPD strategy		A	R	C	I	I	S	S
	Ensure an approved appraisal policy is in place		A	R	S	I	I	S	S
	Maintain accurate, effective, and secure employee records		A	R/S	S	I	I	I	R
	Determining dismissal payment/early retirement of the CEO		A/R	I	C	I	I	I	I

Area	Activity/Decision	Members	Trustees incl. Committees	CEO	Trust Senior Leadership Team	Local Governing Board	UTC Local Governing Board	Headteachers' Board	Academy Headteacher/ Principal
	Determining dismissal payment/early retirement of Principals/Headteachers		A	R	C	C	C	I	I
	Determining dismissal payment/early retirement of other staff		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		A	R	C	S	S	S	S
Finance, Policy, & Estates	Submit to Trust and publish LGB Annual Governance Statements		A	S	C	R	R	I	R
Finance, Policy, & Estates	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		A	R	C	C	C	C	S
Finance, Policy, & Estates	Determine and approve school level policies which reflect the school's ethos and values to include e.g. SEND; teaching and learning; Behaviour.		A	C	C	R	R	C	S
Finance, Policy, & Estates	Determine and agree all central spend and delegated budgets for each LGB and Trust-wide		A	R	C	S	S	C	S

Area	Activity/Decision	Members	Trustees incl. Committees	CEO	Trust Senior Leadership Team	Local Governing Board	UTC Local Governing Board	Headteachers' Board	Academy Headteacher/ Principal
	Appoint CFO for delivery of Trust's detailed accounting processes		A/R	R	C	I	I	I	I
	Approve annual recommended pay award (subject to affordability in budgets presented by LGBs)		A/R	R	C	S	S	S	S
	Develop Trust-wide procurement strategies		A	S	R	I	I	C	C
	Ensuring that financial regulations and procedures are implemented		A	S	R	C	C	S	S
	Establish protocols for carry forward of school reserves		A	R	S	C	C	S	S
	Establish protocols for schools to make use of trust reserves or carry forward		A	R	S	C	C	S	S
	Establish protocol for shared services with SLAs through contributions from individual schools		A	S	R	C	C	C	C
	Review and agree Trust collective SLAs and agreements		A	R	S	C	C	C	C
	Authorise bank account establishments and approve bank mandates		A	R	S	C	C	C	C
	Agree investment policy in line with Scheme of Delegation		A	R	S	C	C	C	C
	Approve annual accounts for lodging with Companies House		A	R	S	I	I	I	I
	Appoint BFLPT internal and external auditors		A	R	S	I	I	I	I
	To approve and set up Governors'/Trustee Expense Scheme		A	R	S	I	I	I	I

Area	Activity/Decision	Members	Trustees incl. Committees	CEO	Trust Senior Leadership Team	Local Governing Board	UTC Local Governing Board	Headteachers' Board	Academy Headteacher/ Principal
	Determine the scope of central services to be delivered by BFLPT to and on behalf of the schools/UTC		A	R	S	C	C	S	C
	Identify additional services to be procured on behalf of the trust		A	S	R	I	I	S	C
	Ensure centrally procured services provided are value for money		A	S	R	I	I	C	S
	Ensure all required insurance policies are in place in respect of buildings and liability for the Trust		A	S	R	C	C	S	I
	Ensure all required insurance policies are in place in respect of staff absence and sickness (Trust level)		A	S	R	C	C	S	I
	Ensure all required insurance policies are in place in respect of staff absence and sickness (Academy level)		A	C	R	I	I	I	I
	Develop Trust-wide building and facilities estates strategy		A	R/S	R	C	C	S	S
	Approve Admissions Policy		A	R	I	C	C	C	C
	Review all expenditure from reserves approved by the CEO and approve expenditure from reserves above £150,000		A/R	R/S	C	C	C	C	C
Legal & Compliance	Adhere to all legal documents including, but not limited to, Articles of Association, Master Funding Agreement, Supplementary Funding		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	Headteachers' Board	Academy Headteacher/ Principal
	Agreement, and Academies Financial Handbook								
	Appoint Trust legal advisors		A	R	C	I	I	I	I
	Agree auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment)		A	R	C	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 schools/UTC website		A	C	R	S	S	I	S
	Ensure academy governance details on Trust and schools/UTC website		A	C	R	R	R	I	R
	To publish proposals to change category of a school/UTC.		A	R	C	C	C	C	C
	Agree trips (see Trust policy)		A	C	I	R	R	C	R

13. Financial Levels of Authority

Revenue Expenditure, including Contracts			
Delegated Duty	**Value (excluding VAT)**	**Delegated Authority +**	**Best Value Evidence**
Procurement of Goods and Services (excluding Capital and Premises Costs)	Up to £1,000	1 signature required: Budget Holder	Value for money should always be considered but no formal written quotes are required. Review the use of existing resources and consider the cost, quality, reliability and availability.
	£1,001 - £2,000	1 signature required: Budget Holder	One alternative quote (unless a large general stock order e.g. YPO)
	£2,001 - £5,000	1 signature required: Budget Holder	Two alternative quotes.
	£5,001 - £50,000	2 signatures required: Headteacher/ Principal plus CFO	Two alternative quotes.
	£50,001 - £100,000	2 signatures required: Headteacher/ Principal plus CEO	Two alternative quotes.
	£100,001 - £150,000	2 signatures required: CFO plus CEO	Formal tendering process.
	£150,001 and above	Board of Trustees (with advice from CEO and CFO)	Formal tendering process.

+ The Headteacher is the budget holder in a Primary School.

Capital Expenditure, including Premises Costs			
Delegated Duty	**Value (excluding VAT)**	**Delegated Authority**	**Best Value Evidence ^**
Procurement of Goods and Services	Up to £5,000	1 signature required: Budget Holder	Value for money should always be considered but no formal written quotes are required. Review the use of existing resources and consider the cost, quality, reliability and availability.
	£5,001 - £10,000	2 signatures required: Headteacher and CEO	One alternative quote.
	£10,001 - £100,000	2 signatures required: Headteacher/ Principal plus CEO	Two alternative quotes.
	£100,001 - £150,000	2 signatures required: CFO plus CEO	Formal tendering process.
	£150,001 and above	Board of Trustees (with advice from CEO and CFO)	Formal tendering process.

^ Suppliers must be chosen from the Preferred Suppliers list
All School Condition Allocation (SCA) expenditure should be approved by the Trust central team.

Delegated Duty	Value	Delegated Authority	Comment
Authorising monthly salary payments	Unlimited	-Head/Principal per school/UTC -CFO Centrally -CEO provided with monthly summary	Report to Board any anomalies

Delegated Duty	Value	Delegated Authority	Comment
Signatures for Cheques, BACS payment authorisations and other bank transfers made to individual organisations	Up to £10,000	Any two signatures in line with the Bank Mandate - one must be the Headteacher/Principal	
	£10,001 - £50,000	Two signatures in accordance with the bank mandate and one must be CFO	
	£50,001 - £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: • 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	Any value up to £150,00 having a negative impact on the budget	CEO	
	£150,001 plus	Board of Trustees	
Delegated Duty	**Value**	**Delegated Authority**	**Comment**
Disposal of assets	Up to £20,000 (NBV or Residual Value)	Headteacher/ Principal and CFO	Headteacher/ Principal reports to the Board
	Over £20,000 (NBV or Residual Value)	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 £500	Headteacher/ Principal and Business Manager	Report to CFO who reports to CEO
	Over £500	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

Scheme of Delegation Version 26 agreed by Trust Board September 2025

14. 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 polices 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.

Appendix 2

Guidance for Local Governing Boards:
Constitution and Terms of Delegation for Local Governing Boards in the Brighter Futures Learning Partnership Trust

Contents:

1 Remit

The role of a Local Governing Board (LGB) is an important one. It is to provide focused governance for the school/UTC at a local level and it is the intention of the Trust Board to ensure that the responsibility to govern the School/UTC is vested in those closest to the impact of decision-making, as far as is practicably possible and within the law. The LGB monitors the school's/UTC's key performance indicators and acts as a critical friend to the Headteacher/Principal and the schools/UTC's senior leadership team, providing challenge where appropriate.

The Local Governing Boards will meet at least 4 times per year; one of the meetings should be the Annual General Meeting (the AGM).

The LGBs carry out their functions in relation to their respective school/UTC on behalf of the Trust Board and in accordance with policies determined by the Trust Board. The act of delegation from the Trust Board to the LGBs is a delegation of powers and duties, **and not a delegation of** responsibilities.

The role of the CEO is critical to the Board in overseeing the work of the LGBs to support and guide the LGBs to fulfil their statutory roles and ensure that governance of the Trust operates to the highest standards, working within the agreed framework and plans. The CEO is the main point of contact between the Trust Board and the Trust's LGBs and as such the main conduit for communication and information sharing. As well as leading the Executive Team of Headteachers and Principals to improve the quality of teaching and learning and education, he/she has an important role in working with LGBs to ensure the strategies to do this are fully implemented. As the Accounting Officer for the Trust, he/she also has a key role in working with the LGBs to drive efficiencies and develop strategies across the Trust to generate income.

The delegations to each LGB are reviewed annually and the CEO advises the Trust Board on any interventions and additional support which each school/UTC may need based on external and internal reviews of provision. He/She will also support the Chair of the Trust in the recruitment and induction of Chairs and new governors. (For further information of the role of the CEO, please see the Scheme of Delegation)

2 Intervention

The LGB will work closely with the Central Executive Team and shall promptly implement any advice or recommendations made by the Executive Team in respect of standards and performance, particularly where areas of weakness have been identified (either internally within the Trust or by Ofsted).

The Trust Board reserves the right to review or remove any power or responsibility conferred on the LGB under this constitution and terms of reference, in particular, in circumstances where serious concerns in the running of the school/UTC are identified, including where:

- there are concerns about financial matters including not managing budgets effectively, including operating outside the financial management, reserves or HR policies
- there is insufficient progress being made against educational targets (including where intervention by the Secretary of State is being considered or carried out);
- there has been a breakdown in the way the School/UTC is managed or governed; or
- the safety of pupils/students or staff is threatened, including a breakdown of discipline.

Where necessary, the Trust Board will put in place, for an appropriate period of time, an Intervention Board whose responsibility it will be to address the areas of weakness.

As part of the Trust's quality assurance process, the CEO may attend any governor meetings on behalf of the Trust to quality assure the level of support and challenge that is given to school/UTC leaders, specifically in those schools with new Local Governing Boards, new Headteachers/Principals or in those schools with specific challenges with the performance of pupils/students.

3 Composition of Local Governing Boards – see above.

4 Commitment of Local Governors

Local Governors are asked to:

- prepare for and make an active contribution at meetings of the LGB;
- champion the School/UTC in the local community and refer any concerns to the Headteacher/Principal;
- familiarise themselves with the Trust's and school's/UTC's policies;
- visit the school both during school hours (with prior arrangement with the Headteacher/Principal – see governor visit's policy) and for evening events to get to know the school/UTC and to be visible to the school's/UTC's community; and
- attend training sessions for Local Governors **provided by the Trust**, where possible. If governors have key roles such as safeguarding or health and safety, finance, SEND/LAC or are linked to any mandatory funding such as Pupil Premium Funding, the Trust training will be compulsory
- attend safeguarding training level 1 as a minimum (compulsory for all Trustees and Governors)

5 Stakeholder Voices

LGBs are expected to have regard to the voices of their various stakeholders (especially pupils/students, parents and staff) and to work with the Headteacher/Principal to put in place arrangements to receive feedback and to respond appropriately. This includes engaging stakeholders through defined governance arrangements (including parent governors and staff governors on the LGBs) as well as more broadly.

Members of the LGBs should not be related in any capacity to the staff in the School/UTC, due to the conflict of interest inherent in this relationship. Senior Leaders, usually Deputy Heads are encouraged to attend the meetings in order to succession plan. Other Leaders and Staff should attend to report to LGBs about a specific area; SEND, curriculum, pupil premium/LAC progress etc

Accessing and responding to students'/pupils' collective concerns is an important part of the operations and governance of the Brighter Futures Learning Partnership Academies/UTC. Although there is not a mandatory link role, each LGB needs to give consideration how they might do this – pupil/student interviews with a member of staff, pupil/student questionnaires, visits to a School/UTC Council.

6 Appointment and particular responsibilities of Local Governors

a) Chair

The Chair is appointed by the Trust Board. The term of office of the Chair is four years, but the Chair is eligible for reappointment at the end of that term. The Chair will be invited to meet the Chair of the Trust and the CEO before any re-election.

The Trust Board are entitled to remove the Chair from office at any time, although this would not necessarily affect the individual's position as a Local Governor.

The Chair and Vice-Chair will ordinarily meet with the Headteacher/Principal of the School and the Clerk before the start of the academic year to plan the work of the LGB for the year.
This should link to the MAT and School/UTC calendar and should ensure that the business of the MAT and LGB are aligned.

The responsibilities of the Chair include the following:

- to chair meetings of the LGB;
- to set the agenda for meetings with the Headteacher/Principal and Vice-Chair and support from the Clerk and Trust;
- to report to the Trust Board in writing following any LGB meeting, if requested;
- to give an oral summary of the LGB's deliberations, if requested, at meetings of the Trust Board;
- to provide a direct link between the LGB and the Trust Board.
- to ensure that all training is recorded and that skills gaps are identified
- to lead on the performance management of the Headteacher/Principal with the CEO
- to ensure that all statutory roles and visits are undertaken through the course of the year
- to attend the monthly CEO/CFO meetings with the Headteacher/Principal (the Vice-Chair may attend too if they wish).

In the event of a need to make genuinely urgent decisions between meetings on matters falling within the remit of the LGB, the Chair of the LGB (or the Vice-Chair of the LGB in his or her absence) in consultation with the CEO/Chair of the Trust Board, shall take appropriate action on behalf of the LGB. The decisions taken and the reasons for urgency shall be explained fully at the next meeting of the Trust Board and of the LGB.

b) Vice-Chair

The Vice-Chair is appointed by the Local Governors. The term of office of the Vice-Chair is four years, but the Vice-Chair is eligible for reappointment at the end of that term.
The Trust Board is entitled to remove the Vice-Chair from office at any time, although this would not necessarily affect the individual's position as a Local Governor.

The responsibilities of the Vice-Chair include the following:

- to deputise for the Chair in his or her absence;
- to set the agenda for meetings of the LGB with the Chair, if requested; and
- to provide a link between the LGB and the Trust Board.

In the absence of both the Chair and the Vice-Chair at a meeting, the LGB will elect a temporary Chair from among their number.

c) Staff Local Governors

The teacher member(s) of the LGB shall be elected by the staff at the relevant school/UTC. The Headteacher is a governor but as part of the composition, there is a position for either a teaching or non-teaching member of staff. The Headteacher/Principal should make this known to all staff. If there is interest from more than one member of staff, the Headteacher/Principal should hold an election. The responsibilities of the Staff Local Governors are to represent the interests and opinions of teaching and non-teaching staff at the School/UTC to the LGB. However, they should leave any meeting where discussions might lead to a conflict of interest. This will be at the discretion of the Chair of Governors with advice from the Headteacher/Principal.

d) Elected Parent Local Governors

The composition of each LGB includes 2 Parent Governors. Their role of Parent Local Governors is to bring a parental perspective to issues discussions and help the Board make good decisions. **It is not to 'speak on behalf' of other parents. The role is no different from any other Governor. If parents approach you with issues, you have a duty to pass them onto the Headteacher/Principal who will deal with them using the appropriate policy.**

Each LGB Parent Governor shall be elected in accordance with the process set out below:

- When a vacancy arises, the LGB will write to all parents of pupils/students at the school/UTC seeking nominees for the vacancy. The Chair will work with the Headteacher/Principal and the CEO to determine the skills required to complement the skillset of the LGB and these will be noted in the letter to parents. Nominees will be asked to provide a short statement about why they are interested in being a Parent Local Governor and their background and experience that makes them suitable for the role.
- Governors of the Local Governing Board must be a parent, or an individual, exercising parental responsibility of a registered pupil/student at the school/UTC.
- Each candidate will meet with the Chair and the CEO who will cover the expectations of the role.
- In the event that the number of nominees is more than the number of vacancies on the LGB, the school will run an election with oversight from the Trust. The LGB will write to all parents of pupils/students at the school/UTC asking them to vote for their preferred candidate. The election will be held by secret ballot.
- Once appointed the governor must attend a Trust training session about the Scheme of Delegation and the Trust's policies.
- If a Parent Governor operates outside the remit of a Governor, the Trust reserves the right to remove the Governor from the LGB.

e) Other responsibilities

Each LGB shall appoint from among its members individuals with specific responsibilities which shall include (note that two or more of these roles can be filled by one person):

- a Local Governor with responsibility for special educational needs and inclusion;
- a Local Governor with responsibility for safeguarding;
- a Local Governor with responsibility for statutory grants (including LAC/pupil premium/Sports Premium
- a Local Governor with responsibility for health and safety; and
- a Local Governor with responsibility for finance.

f) Clerk to the Local Governing Board

The LGB in consultation with the Trust Board shall appoint a Clerk to the LGB who must not be a Local Governor. In the absence of the Clerk, the LGB shall elect a replacement for the meeting (who may be a Local Governor).

The responsibilities / functions of the Clerk to the LGB are as follows:

- convene meetings of the LGB including sending notices and papers of meetings;
- attend meetings of the LGB and ensure minutes are produced;
- maintain a register of members of the LGB including their terms of office and report any vacancies to the LGB;
- maintain a register of business interests of LGB members;
- maintain a register of Local Governors' attendance at meetings and report on nonattendance to the LGB;
- report to the LGB as required on the discharge of the Clerk's functions; and
- perform such other functions as shall be determined by the LGB from time to time.

g) Ceasing to be a Local Governor

A Local Governor's term of office will be terminated if:

- any event or circumstance occurs which would disqualify him or her from the office of Trustee under the Articles were he or she to hold such office;
- he or she has, without the consent of the LGB, failed to attend LGB meetings for a continuous period of six months, or 3 successive meetings, beginning with the date of the first such meeting he or she failed to attend and the Chair and the Vice Chair agree that the term of office should be terminated;
- he or she resigns from office by notice to the Trust;
- he or she is removed from office by the Trust Board.

7 Convening meetings of the Local Governing Board

Meetings of the LGB will be held in each term. The Clerk to the LGB shall give written notice of each meeting and circulate an agenda and any reports or other papers to be considered at the meeting at least seven clear days in advance of each meeting. However, where the Chair determines there are matters demanding urgent consideration, it shall be sufficient if the written notice of the meeting states that fact and the notice, copy of the agenda and other papers are given within such shorter period as the Chair directs. Any two Local Governors may call a meeting by giving written notice to the Clerk, which includes a summary of the business they wish to carry out. It shall be the duty of the Clerk to convene a meeting as soon as reasonably practicable. The Local Governors may invite persons who are not Local Governors (such as a member of a committee, any employee, any pupil/student, any professional adviser and any experts of any kind) to attend the whole or part of any meeting for purposes connected with the meeting. The convening of a meeting and the proceedings conducted at meetings shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda.

8 Voting at meetings of the Local Governing Board

The quorum for meetings of the LGB and for any vote on a matter at such meetings is 3. The Chair or Vice-Chair must be in attendance. A meeting shall be terminated if the number of Local Governors present ceases to constitute a quorum. Where a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the Clerk as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was so terminated.

Any Local Governor shall be able to participate in, and be counted as present at for the purposes of the quorum, meetings by telephone or video conference provided that:

- he has given notice of his intention to do so detailing the telephone number on which he can be reached and/or appropriate details of the video conference suite from which he shall be taking part at the time of the meeting at least 48 hours before the meeting; and
- the LGB has access to the appropriate equipment;
- and provided that, if after all reasonable efforts it does not prove possible for that Local Governor to participate by telephone or video conference, the meeting may still proceed with its business provided it is otherwise quorate.

Every question to be decided upon at a meeting of the LGBs shall be determined by a majority of the votes of Local Governors present and voting on the question. Votes tendered by proxy shall not be counted. **Where there is an equal division of votes, the Chair has a casting vote.**

A resolution in writing, signed by all Local Governors entitled to receive notice of a meeting shall be valid and effective as if it had been passed at a meeting duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more Local Governors and may include an electronic communication by or on behalf of the LGB indicating his or her agreement to the form of resolution providing that the Local Governor has previously notified the LGB in writing of the email address or addresses which the Local Governor will use.

9 Personal interests of Local Governors

Local Governors shall complete a register of their business interests, which shall be reviewed annually. Any Local Governor who has any duty or personal interest that conflicts or may conflict with his or her duties as a Local Governor shall:

- disclose that fact to the LGB as soon as he or she becomes aware of it. A Local Governor must absent himself or herself from any discussions of the LGB in which it is possible that a conflict will arise between his or her duty to act solely in the interests of the TrustS and such duty or personal interest;
- withdraw from any meeting for that item unless expressly invited to remain in order to provide information;
- not be counted in the quorum for that part of any meeting; and
- withdraw during the vote and have no vote on the matter.

10 Committees of the Local Governing Board

The LGB may establish, with consultation with the Trust Board a temporary/ad hoc committee to carry out a certain function of the LGB. The Trust Board determines the permanent governance structure and the number of committees each school/UTC has based on the principle of 'no duplication.' The LGB must determine the constitution, membership and terms of reference of any temporary committee it decides to establish and provide copies to the Trust Board. The establishment of any new committees other than temporary, ad hoc committees required to deal with specific issues, must be agreed in advance with the Trust Board.

11 Minutes

Attendance at each LGB meeting, issues discussed and recommendations for decisions shall be recorded and the minutes signed by the Chair at the next meeting of the LGB. **The written record (once approved by the Chair of the relevant LGB meeting) shall be forwarded by the Clerk to the LGB to the Clerk to the Trust Board as soon as is reasonably practicable. All minutes will be retained on the Trust's Governor portal.**

12 Delegation to the Local Governing Board

The LGB shall have the roles set out in the Trust's Scheme of Delegation. Other roles/responsibilities that the Trust Board agree shall be carried out by the LGB and that is communicated in writing to the Chair of the LGB. The Trust can amend the Scheme of Delegation at any time based on changing circumstances and will inform each LGB of any changes. A copy of the Scheme of Delegation will be kept on the Trust's website. This will always be the one which has been validated by the Board.

a) General

The governance of the School/UTC is delegated to the LGB who may exercise the powers of the Trust in so far as they relate to the School/UTC, subject to:

- any restrictions in the Companies Act which requires a decision of the Members or the Trust Board;
- the Articles;
- Policies and Procedures set by the Trust Board;
- a specific decision of the Trust Board; and
- any reserved matters set out below.

The Trust Board and the LGB acknowledge that they each play a crucial role in the governance of the School/UTC and commit to working together in the best interests of the Trust and the Schools/UTC. They also acknowledge that the duties and responsibilities in relation to the operation of the Trust sit with the Trust Board and as such the Trust Board is entitled:

- to overrule a decision of the LGB; and/ or
- to remove delegated powers from an LGB
- if (in their reasonable opinion) they consider it to be in the best interests of the School/UTC or the wider Trust.

b) Decision Making

The relationship between the Trust Board and the LGB is underpinned by the principles that there should be no duplication of governance and governance should be as close to the point of impact of decision-making as possible. The Roles and Functions Matrix which provides further clarity as to who the decision makers are for different levels of decisions should be read alongside the Brighter Futures Learning Partnership Scheme of Delegation, the Articles of Association, the Governor Visits' Policy and the Trust's Policies.

c) Financial matters

The LGB shall assess the annual budget for the subsequent financial year prepared by the School's/UTC's Headteacher and senior leadership team and submit the budget to the Trust Board's Finance Committee for approval in accordance with the timeline specified by the Trust Board. **Please note schools/UTC are not permitted to set deficit budgets without the expressed permission of the Board.**

Subject to the paragraph below, the LGB shall have the power to expend funds of the Trust Board which relate to the School/UTC as it considers in the best interests of the School/UTC and in accordance with the Finance Management and Procurement Policy.

The LGB shall have regard to:

- the Objects of the Trust and the restrictions attached to any grant funding;
- the School's/UTC's developmental priorities as set out in the School's/UTC's Development Plan; and
- financial sustainability, including careful management of capital funding/reserves for large-scale asset replacement costs – roofs, windows, IT, DT/Engineering Equipment, replacement of MUGAs

In line with their duties and responsibilities as Trustees and Directors, the Trustees shall be entitled to determine that a proportion of the budget in respect of the School/UTC be held centrally for the following reasons:

- to be allocated to the provision of central services received by the School/UTC;
- in pursuance of the School's/UTC's Trust's reserve policy; and/ or
- as otherwise may be determined by the Trustees acting reasonably and in the best interests of the School/UTC.

d) Contractual authority

The LGB is authorised to enter into a contract on behalf of the Trust in so far as it relates to the School/UTC provided that:

- the contract does not exceed the value specified in the Financial Management Policy
- the contract has been procured in compliance with the Trust's procurement policy and in accordance with the Academies Financial Handbook
- consideration is given as to whether the contract constitutes a 'related party transaction'; (All related party transactions should be reported to the CEO/CFO
- the contract does not relate to the following services:

- HR and Occupational Health Services including ;
  payroll;
  accountancy;
  audit;
- education inspection/School improvement Partners
- energy supplier and energy management;
- financial management systems;
- management information systems;
- ICT systems and ICT hardware supplier contracts;
- Telecommunication systems;
- school admissions;
- FSM administration;
- catering contracts;
- cleaning contracts;
- facilities management;
- capital works – including any changes to the Estate;
- health and safety management systems;
- uniform contracts

unless:

a) in the case of leadership and CPD support, it complements rather than duplicates the Trust offer or, in any other service area, the CFO has been consulted; or

b) the contract is of a low value and short term (in the view of the LGB acting reasonably).

13 Key functions of the Local Governing Board

The LGB is asked to carry out the following functions:

a) **Governance**

- To champion the Brighter Futures Learning Partnership Trust's vision and values in the School/UTC and to ensure the spiritual wellbeing of the pupils/students
- To determine the educational character, mission and ethos of the School/UTC reflecting the wider character, mission and ethos of the Trust
- To ensure that the School/UTC has a medium to long-term vision for its future and a robust strategy for achieving it
- To appoint (and remove) from its number, the Vice-Chair and Local Governors with specific responsibilities for special educational needs and inclusion, safeguarding, statutory grants (including pupil premium), health and safety and financial matters.
- To appoint a Clerk in consultation with the Trust Board, ensuring the Clerk has a good understanding of the Trust's Scheme of Delegation

- To review and amend the policies of the School/UTC (in line with any Trust prescribed policy).
- To implement a means whereby the School/UTC can receive and react to pupil/student, parental and staff feedback.
- To establish and maintaining a relationship with the members of the local community.

b) Finance and contracts

- To appoint a Local Governor responsible for Finance
- To work with the CEO/CFO/Headteacher/Principal, in the first instance, to determine the annual budget for the School/UTC for submission to the Trust Board for approval
- To monitor the School's/UTC's delegated budget and ensure that any variances are reported to the Trust Board's Finance, Audit and Risk Committee for approval
- To monitor income, expenditure and cash flow for each School/UTC
- To ensure proper financial controls are in place at the School/UTC
- To maintain a register of LGB members' business interests
- To ensure provision of free school meals to those pupils/students meeting the criteria
- To enter into contracts up to the limits of delegation and within an agreed budget
- To support the Trust Board in its monitoring and evaluation of the delivery of any central services/functions provided/procured by the School/UTC.

c) Curriculum and standards

- To approve the curriculum proposed by the Headteacher/Principal (to the extent that it is consistent with the Trust-wide policy)
- To ensure effective processes are in place for monitoring the quality assurance of teaching and learning, the curriculum, inclusion and the sharing of good practice across the School/UTC.
- To monitor the KPI figures reported from the Headteacher/Principal relating to standards
- To develop, monitor and approve the School/UTC Development Plan in tandem with the Self-Evaluation Form/Report.

d) SEND

- To appoint a Local Governor responsible for SEND and inclusion
- To review and maintain the School's/UTC's SEND policy
- To provide oversight of the implementation of the policy within the School/UTC and compliance with the Disability Discrimination Act requirements.

e) Safeguarding

- To appoint a designated governor for safeguarding
- To review and maintain a safeguarding and child protection policy for the School/UTC (consistent with the Trust-wide policy)
- To ensure the completion of the single central record.

f) Behaviour

- To review and maintain a behaviour policy for the School/UTC
- To convene a committee to review the exclusion of a pupil/student by the Headteacher/Principal.

g) Admissions

- To work with the Trust and establish the Pupil Admission Number, undertaking consultation, publishing admissions criteria and determining arrangements as required in accordance with the School Admissions and Appeals Codes.
- To make arrangements for determining admissions in discussion with the Trust and hearing admission appeals.
- To ensure effective arrangements are in place for pupil/student recruitment.
- To contribute to the development of the prospectus in line with the Trust's vision and ethos

h) Pupil/Student related matters

- To review attendance and pupil/student absences (as part of the KPI report)
- To appoint a Local Governor responsible for statutory grants including pupil/student premium
- To monitor the impact of the pupil/student premium in the School/UTC
- To monitor the impact of other ring-fenced grants
- To hear complaints at the relevant stage - please see Trust complaint's policy
- To ensure effective arrangements are in place for pupil/student support and representation at the School/UTC
- To support the Trust and the /Principal in the extended school provision in the School/UTC.

i) Staffing

- To participate in the process to appoint the Headteacher/Principal as requested by the Trust and CEO, (acting with the delegated authority of the Trust Board). To take part in the performance management of the Headteacher/Principal with support from the CEO.
- To support the CEO/Headteacher/Principal in the development and review (from time to time) of an appropriate staffing structure for the School/UTC and for the appointment of Trust staff to ensure that the Trust is fully staffed in accordance with that structure.
- To ensure that there is effective communication between the Headteacher and the CEO
- To ensure that the Trust's policies on all HR matters are implemented in the School/UTC
- To monitor the implementation of the Trust's policies at the School/UTC for HR matters including the appointment, induction and performance management of staff, pay review process and procedures for dealing with disciplinary matters, grievances and dismissal.

j) Information management and communication

- To ensure the effective implementation of the data protection policies and procedures in the School/UTC.

- To ensure systems are in place in line with the Trust's strategy at the School/UTC for effective communication with pupil/student, parents or carers, staff and the wider community including the support of a local parent teacher association/Parent Advisory Group (if established).

k) Health, safety, risk and estates

- To appoint a Local Governor responsible for health and safety
- To review the risk register of the School/UTC and prepare the Risk report for the MAT Board
- To adopt the Trust's health and safety policy and monitor its implementation, ensuring there are termly scheduled visits which are reported into the Brighter Futures Learning Partnership Board. **Any concerns should be escalated to the CEO and the Chair of the Trust.**
- To review the implementation of the above policy and ensure that appropriate risk assessments are being carried out in the School/UTC.
- To conduct site inspections to review any health and safety issues and the security of premises and equipment at any time if it is felt there are any safeguarding/health and safety issues.

14 Alterations

This constitution and these terms of reference may be altered by a majority resolution of the Trust Board.