The TRUE Learning Partnership

Scheme of Delegation

Draft 12: 1st January 2021

Next Review Date: 1st September 2021

Scheme of Delegation

Introduction

The TRUE Learning Partnership is a community based, values focused, cross phased Multi Academy Trust (MAT) and is referred to in this document as 'the Trust'. Our Trust Board is accountable in law for all decisions about the schools which form part of the Trust. However, this does not mean that the Trust Board is required to make all the decisions itself. Many decisions can and should be delegated including to the Trust Leader, Board Committees and Local Governing Bodies (which legally are regarded as committees of the Trust Board). It is important that any decision to delegate a function is made by the full Trust Board and is recorded. Without such formal delegation, the individual or committee has no power to act. We use the term 'Executive Management Group' to mean the Trust Leader, the Chief Financial Officer, the TTLP Director of HR and Personnel, the TTLP Executive Assistant, the TTLP Director of ICT and Network Operations, the TTLP Director of Health and wellbeing, and any other role primarily designated for the carrying out of work for the purpose of the Trust as a whole rather than individual schools. In due course, this may include posts such as "Chief Operations Officer", "TTLP Assistant CFO", and "TTLP Director of Information Management".

What functions the Trust Board decides to delegate will depend upon the size of the Trust and the way in which our leadership is structured, taking into account shared ethos, geographical spread and the number of pupils in our schools. As we expand, it is more likely there will be a need to delegate to committees.

Once adopted by the Trust Board, our Scheme of Delegation will be published on the Trust's website and those of individual schools.

The purpose of our Scheme of Delegation

Our Scheme of Delegation is a key document within the "Quality Assurance and Controls Framework", defining which functions have been delegated and to whom. It is a simple, yet systematic, way of ensuring members, trustees, committees (including Local Governing Bodies), the Executive Management Group and Head Teachers, as well as schools looking to join the Trust in future, are clear about who has responsibility for making which decisions in the Trust. This overarching Scheme covering higher level decision-making in the Trust should be referred to alongside the "Operational Controls Manual" which acts as the written scheme of delegation of financial and HR powers as referred to within the Academies Financial Handbook.

Individual schools may opt to join the Trust and, with the agreement from the Trust, they will retain their Local Governing Body (LGB) as a committee of the Trust Board. It needs to be clearly understood by all parties that this may be subject to future change. The Trust Board will always have the power to appoint and remove committees at any point, whether it be a committee of the Trust Board, or Local Governing Body. Although the LGB may be retained as a committee of the Trust Board, its decision-making powers may well be very different to those it had as a local authority-maintained school governing body.

This scheme is intended to demonstrate clearly the lines of accountability. It should help prevent confusion arising before any misunderstanding which could lead to a loss of trust and damaged working relationships.

Where there is duplication or overlap, questions should be asked, otherwise unnecessary workload issues may develop (e.g. the need to produce reports for and attending meetings of more than one layer of governance) and cracks can develop as assumptions are made about who is responsible for what, with the result that decisions are either not made, or different decisions are reached by different people or committees. This will be a 'living document', reviewed by the Trust Board annually and which may need to evolve as the structure

and size of our Trust changes. If you identify any areas for improvement you are encouraged to raise them with the Trust Leader.

Our Scheme of Delegation is designed to:

- ensure the Executive Management Group is clear about which decisions the Trust Board remains in control of
- ensure that the role and functions of the Executive Management Group are fully understood throughout the Trust
- promote a culture of honesty and accountability
- identify responsibility for the appointment and performance management of the Trust Leader/ and Head Teachers of individual schools
- identify responsibility for policy and practice in each school within the Trust
- identify responsibility for oversight of each School's budget
- identify responsibility for assessment of risk in each School
- identify responsibility for oversight of educational performance in each School

Our Charter of Fundamental Principles and Values

As part of its constitution, the Trust has committed to the following overarching principles in all its work alongside Schools, Local Governing Bodies and staff:

1. To respect, honour and promote your identity

We will celebrate your individual identity and promote your achievements within our wider Learning Partnership. We will value your contributions and ensure you feel part of a family where your voice counts. We will support you to positively express the contribution you make to improve children's life chances.

2. To believe in you and empower you

We will value your strengths and support you to overcome your weaknesses. We will believe in your aspirations and through collaboration and strong networking, will help you to achieve your goals. We will help you innovate, grow stronger and push the boundaries. Respecting the principle of subsidiarity, decisions will be delegated wherever possible so they are taken as close as possible to those affected by them. Your autonomy will be at the heart of all our decisions and we will always show you how we have taken this into account. Together we will ensure that decisions are taken which inspire all that pass through our learning community. We will believe in you, praise you and encourage you.

3. To listen to you

We will take the time to listen to you, respect you and understand your views. We will strive to get things right first time; if we don't, we want you to tell us. We will use your feedback to help us improve and will let you know when we change things in response to your feedback. We will clearly explain our reasons for our actions and if we don't agree with you, we will explain why. We will provide easy access to a complaints process and ensure that you are fairly treated and respected. We will always be professional and polite and will deal with any enquiries you may have as quickly as possible.

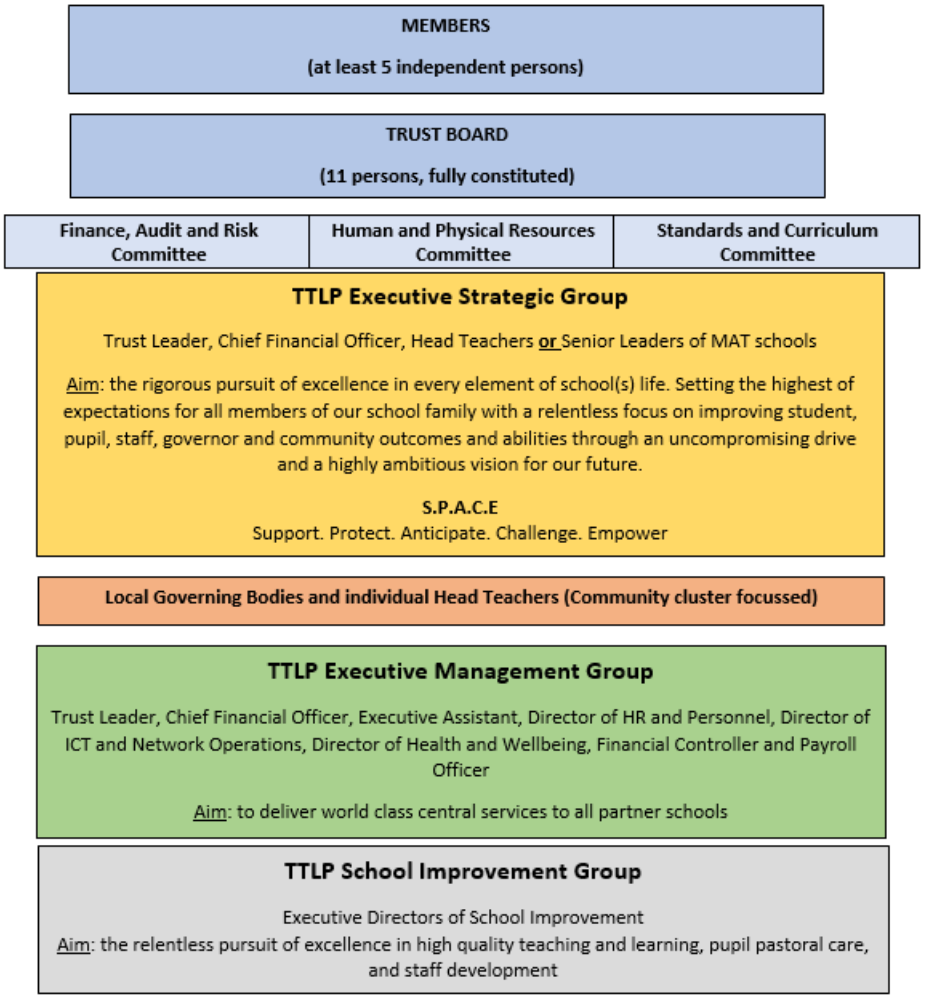
4. To keep you informed

We will give you information as you want it and as you need it. We will provide clear communication channels and clear guidance on the services you can expect from us. We will support you with accessing this information and ensure it is accurate and up to date. We recognise that clear, concise communication is paramount to our collective success and will ensure that it underpins everything we do.

5. To support you

We will make it our responsibility to understand your needs. We will offer all the support we can to help you address your needs. We will tailor our services around the common needs that exist within our schools, ensuring we are the best we can be. If we cannot meet your needs internally, we will work with you to source providers that can. We will actively promote school-to-school support across the Trust and give you the opportunities to support others, share your best practice and work collaboratively. We will help you assess yourselves and give you the tools to help you improve.

Structure of Our Delegation



Governance Structure and lines of accountability

The Trust Board of The TRUE Learning Partnership delegates responsibility for implementation of the vision and strategy to the lead professional or Senior Executive Leader of the MAT, who is the Trust Leader (and statutory 'Accounting Officer' responsible to the Department for Education and to Parliament for the proper use of public money). The Trust Board will hold the Trust Leader to account for the performance of the Trust, including the performance of individual schools within the Trust. The Trust Leader will, in turn, hold other senior executives and Head Teachers to account by line managing them. While the Trust Board cannot ever delegate its accountability, it can and must delegate some of the detailed scrutiny, oversight and decision-making. The Trust Board is ultimately accountable for and responsible for all decisions and the performance of the Trust and all schools within it.

In our scheme of delegation, the Trust Board delegates responsibility for the performance of the Trust, including the performance of individual schools within the Trust, to the Trust Leader. However, substantive responsibilities concerning the performance of each school are delegated to the Local Governing Body (LGB) of each individual school. These responsibilities may include monitoring whether the school is working within the agreed policies, whether standards are being met, and whether public money is being well spent. The LGB will use its detailed local knowledge and engagement with stakeholders to ensure that their school is being well served by the Executive Management Group and Head Teacher, and as a board committee it has direct access to the Trust Board, if there are concerns.

As the Trust Leader is accountable to the Trust Board for the performance of the Trust as a whole, the Trust Leader will report to the Trust Board on the performance of the Trust, including on the performance of the Trust's schools, although this may be supplemented by monitoring reports from the Local Governing Bodies.

To ensure that the strategic direction of our Trust is fully informed by all senior leaders within it, there will be a MAT Executive Strategic Group, which comprises the Trust Leader, Chief Financial Officer and Head Teachers or other senior leaders of schools within the MAT.

The Trust Leader is performance-managed by the Trust Board, with the Chair taking the lead on this. The Trust Leader, alongside two local governing body members, performance manage the individual Head Teachers. If the Trust Leader is a substantive Head Teacher of one of the schools, the Trust Board will make appropriate arrangements for independent peer review of his or her performance as Head Teacher of that school.

The Trust Leader is assisted by and part of the Executive Management Group.

Roles and Responsibilities

The role of the Members

The Members of the Trust have a different status to trustees (see Role Description – Members of The True Learning Partnership – Appendix 3). They were the original signatories to the memorandum of association and agreed the Trust's first Articles of Association (a document which outlines the governance structure and how the Trust will operate). The Articles of Association also describe how members are recruited and replaced, and how many of the trustees the members can appoint to the Trust Board. The members appoint trustees to ensure that the Trust's charitable object is carried out, and so must be able to remove trustees if they fail to fulfil this responsibility. The members may appoint by ordinary resolution up to 11 Trustees. The members may agree by passing a special resolution to appoint additional members as they see fit, and to remove any members. Any member may resign provided that after resignation the number of members if not less than three.

The Academy Trust shall hold an Annual General Meeting each Academy Financial Year, at which the Trust Board presents to the Members an annual report on the performance of the trust, and the Members receive the trust's audited annual accounts.

Members are responsible for approving any amendments made to the Trust's Articles of Association. Furthermore, only the members can change the name of the Trust or to alter the principles in The TRUE Learning Partnership Charter, by passing a special resolution which requires a 75% majority. The Members are therefore the independent custodians of our community and values focused mission and act as an important 'check and balance'. In extreme circumstances, they could pass a resolution to dismiss the Trust Board and appoint new trustees.

While members are permitted to be appointed as trustees, in order to retain a degree of separation of powers between the members and the Trust Board, and in line with Department for Education expectations, not all members should be trustees. Members are not permitted to be employees of the Trust.

The role of the Trustees

The trustees are company directors and 'charity trustees' (within the terms of section 177(1) of the Charities Act 2011) and are responsible for the general control and management of the administration of the Trust in accordance with the provisions set out in the Articles of Association and the terms of the Trust's Funding Agreement with the Department for Education (which incorporates the Academies Financial Handbook).

The Trust Board is the accountable body for the performance of all schools within the Trust and as such must:

1. Ensure clarity of vision, ethos and strategic direction
2. Hold the executives to account for the educational performance of the schools and their pupils, and the performance management of staff
3. Oversee the financial performance of the Trust and make sure its money is well spent

Because the trustees are bound by both charity and company law, the terms 'trustees' and 'directors' are often used interchangeably. We use the term trustee here as it avoids the possible confusion caused when executive leaders are sometimes called 'directors' but are not actual company directors and trustees.

The role of trustee involves a particular set of duties and requires specific skills and personal qualities. These are set out in more detail in Appendix 4.

Meeting as a Trust Board

The Trust Board is permitted to exercise all the powers of the Trust. The Trust Board delegates to the Trust Leader responsibility for the day to day operations of the Trust. The trustees can determine whether and how to delegate any governance functions.

The Trust has the right to review and adapt its governance structure at any time which includes removing delegation, for example if there are financial irregularities, or performance concerns.

We have identified certain key issues and decisions which must be tackled collectively by the Trust Board and which cannot be delegated to any individuals or committees – this is called a 'schedule of reserved matters. These matters must always be brought to the Trust Board for discussion and no individual trustee, officer, Head Teacher, employee or sub-committee has the power to make these decisions alone:

- Approval of the Trust's Annual Report and Accounts

- Developing, approving and reviewing the Trust's strategy
- Approval of operating plan and budgets, review of progress against budgets
- Approval of expenditure and contracts in excess of delegated limits
- Approving the prosecution, defence or settlement of any court claims
- Approval and ongoing monitoring of risks – the Trust Board will set appropriate risk management policies and establish a system of internal control. It will seek regular assurances that the system is working effectively
- Appointment and removal of Trustees, the Trust Leader and local Head Teachers
- Succession planning for key roles
- Ownership of all statutory Trust-wide policies, such as health and safety, safeguarding, admissions and SEN
- Approval and ownership of the board Code of Conduct
- Setting terms of reference for delegation of powers to individual executives and committees

An effective Trust Board has five main strands to its work:

- To establish and maintain the vision, mission and values of the Trust (the *vision* should be an inspiring picture of the organisation's potential, the *mission* is a statement of how to achieve the desired state, whilst *values* are the principles and deeply held beliefs and standards of conduct embedded in our way of doing things).
- To decide the strategy and structure – the Trust Board should continually review and evaluate the Trust's *strengths, weaknesses, opportunities and threats* and consider how best to play to the organisation's strengths, or boost the Trust's skills set.
- Delegate authority to the Executive Management Group and Local Governing Bodies where appropriate, and then monitor and evaluate the performance of our strategy and business plan, whilst maintaining appropriate monitoring and systems of internal control; determine the appropriate key performance indicators (KPIs) to be used to monitor progress.
- Identify risks, put in place arrangements to manage those risks, (including insurances, policies and processes) and review and monitor them periodically.
- Communicate with all our stakeholders (such as parents and carers, pupils, employees, partners, suppliers, funders, and members): maintain a continuous dialogue with them to understand their needs and views, promote their goodwill and support.

Financial controls

The Trust Board must establish a control framework that recognises public expectations about governance, standards and openness. The Academies Financial Handbook requires that the Trust's internal control framework must include:

- coordinating the planning and budgeting processes
- applying discipline in financial management, including managing banking, debt and cash flow, with appropriate segregation of duties
- preparation of monthly budget monitoring reports
- ensuring that delegated financial authorities are respected
- effective planning and oversight of any capital projects
- the management and oversight of assets
- the propriety and regularity of financial transactions

- reducing the risk of fraud and theft
- ensuring efficiency and value for money in the organisation's activities
- a process for independent checking of financial controls, systems, transactions and risks.

The system for carrying out independent checks (sometimes known as the '**Responsible Officer**') may be delegated to a trustee with appropriate financial expertise, or may (when scale and resources permit) be contracted out to an external supplier or independent peer reviewer. Our Trust's internal control framework is detailed within the "Operational Controls Manual".

The role of the Chair of Trustees

The Chair of the Trust Board has a crucial role to play both inside and outside the boardroom. The Chair should be a team-builder and diplomat: ensuring the Trust Board understands the strategy and common objectives; promoting open and two-way communications, facilitating participative decision-making and providing visible leadership. The Chair is elected by vote from within the Trustees for a four-year term of office. This needs to be approved at the first meeting of each year by a vote. The same process applies to the Vice Chair position.

Managing meetings is critical

The Chair's role is to create a safe space in which constructive inputs from all trustees can occur. The Chair runs the board and set its agenda. Meetings should be held in conducive locations and should start and finish on time. Agendas should focus on strategic matters, value creation and performance, rather than operational details, which are better delegated to the Executive Management Group.

The Chair should ensure that all members of the Trust Board receive accurate, timely and clear information. This should cover both financial and non-financial indicators. This will enable the Trust Board to make decisions based on evidence and properly to discharge their duty to promote the success of the Trust. Information should generally be circulated in advance of meetings to allow adequate reading time.

For each item, the Chair should invite the person leading on it, often a member of the Executive Management Group, to introduce the subject and report, then open up the subject for discussion and debate. Vociferous members of the Trust Board should not be allowed to dominate, particularly if this discourages quieter members from contributing. The Chair's primary role should be to elicit the views of others and not to manipulate the discussion so that it goes their own way. The sense of the meeting must be ascertained and the outcome documented in the minutes. The Chair must ensure that actions are followed through.

The Chair should manage the Trust Board to ensure that sufficient time is allowed for discussing complex or contentious issues. Trust Board members should not be faced with unrealistic deadlines for decisions. All board members should be encouraged to participate and offer constructive challenge. A skillful Chair should encourage feelings to be openly expressed and create a climate of trust and candour. Conflict should be surfaced and handled, with constructive negotiation, rather than personal attacks.

The Chair should make certain that the Trust Board decides the nature and extent of the risks that it is willing to tolerate in implementing its strategy. Sufficient attention should also be given to the composition, skills mix and succession planning for Trust Board roles.

Chair's role outside of meetings

The Chair should make a special effort to get to know the other Trust Board members through one-to-one phone calls or meetings. Valuable insights can be gleaned by drawing out fellow trustees' perceptions of the

strengths, weaknesses, opportunities and threats facing the organisation. The Chair may help to facilitate social time in advance or after meetings to enhance teamwork within the group, by encouraging trustees to get to know and understand each other's background, skills and perspective.

The Chair should take the lead in providing a proper induction programme for all new appointees to the Trust Board (assisted by the Vice Chair and Clerk where appropriate). The Chair should also lead on evaluating the performance of the Trust Board as whole, as well as individual trustees, preferably on an annual or biennial basis. The Chair's performance should be subject to review by fellow trustees also. Following the reviews, the Chair should follow through on any training and development needs which have been identified.

The Chair has a crucial role to play in managing communications with the Trust's stakeholders and ensuring that Trustees develop an understanding of the needs and desires of parents, pupils, staff, partners and funders, as well as regulators. There is also key role to play in dealing with the media, particularly during a crisis, to ensure that communication is consistent, accurate and appropriate.

What makes an effective Chair?

An effective chair needs self-confidence, usually acquired through experience, good listening skills and charisma, which arises from being simultaneously in control, yet still open to contributions. To lead the Trust Board effectively, the Chair must know the Trustees and Executive Management Group, their strengths and weaknesses, so that they can be challenged on relevant matters, prioritise what needs discussion or not and ensuring discussions remain on point. A visible presence, walking the floor in schools, motivating and talking to staff, as well as meeting and presenting to external stakeholders, is important.

The Higgs Review of 2003 found that an effective Chair:

- Upholds the highest standards of integrity, probity and good governance, leading by example
- Sets the agenda, tone and style of board discussions to promote debate and discussion and sound decision-making
- Ensures a clear structure for running board meetings, including starting and finishing on time and spending proportionate amounts of time on thorny and complex issues
- Promotes effective communications, inside and outside the boardroom
- Builds an effective board by initiating change and succession planning for board vacancies
- Ensures that Board decisions are implemented effectively
- Establishes a close relationship of trust with the senior executives, providing wise counsel, advice and support, but at the same time being careful not to interfere with operational management decisions
- Provides coherent leadership of the organisation, including representing the organisation to the outside world and understanding the views of all the organisation's key stakeholders.

Being Chair is a challenging role. A good chair will have a clear vision and focus on strategy, bringing together the disparate skills, qualities and experience of other Trustees. The Chair should foster a positive culture of corporate governance which then permeates down through the organisation and delivers positive results.

The role of Committees

The Trust Board may establish committees either with delegated authority to make decisions or to provide advice and support, informing the overall work of the Trust Board. However, these committees are not legally responsible or accountable for statutory functions – the Trust Board always retains overall accountability and

responsibility. The responsibilities of Trust Board committees will be set out in their terms of reference; the responsibilities for Local Governing Bodies are set out in this scheme of delegation. The Trust Board always has the power to appoint and remove committee members and committee chairs.

The TRUE Learning Partnership will have three board committees initially:

- Finance, Audit and Risk Committee
- Standards and Curriculum Committee
- Human and Physical Resources Committee

The terms of reference for these three committees of the Trust Board are set out in Appendix 4.

The role of the Local Governing Body (LGB)

The Trust Board will ensure that each school has its own Local Governing Body who will recommend a chair for approval by the Trust Board. The Trust Board will ensure at least 2 of the LGB members are parents or carers, and will determine what functions will be delegated. High level delegated responsibilities include:

- Building an understanding of how the school is led and managed
- Monitoring whether the school is:
  - providing an appropriate standard of education, care, welfare and safeguarding in accordance with Trust policies
  - is meeting the agreed KPIs
  - managing its finances well
- Engaging with stakeholders
- Reporting up to the Trust Board

The Local Governing Body's role is to exercise leadership on behalf of the Trust in the running of the individual School and to provide information to the Trust Board on its operation and performance. It will exercise its responsibilities and powers in partnership with the Head Teacher and the Trust's Executive Management Group. It is agreed that at the outset, individual schools may, if they wish, keep their current governing body composition and membership and may organise their sub-committee structure as they see fit, provided the essential functions of education and achievement, pupil welfare, finance, premises and human resources, admissions, curriculum and spiritual, moral, social and cultural development (SMSC) are covered off.

The Local Governing Body and Head Teacher have full delegated responsibility for the day to day leadership and management of their School. Each Local Governing Body also has a key role to play in the overall development and success of the Trust and in contributing to joint working and sharing of best practice between schools in the Trust.

In particular, the Local Governing Body will:

- Help the School to set high standards by planning for the future, set and agree targets, monitor and evaluate performance.
- Determine and approve the School's Development Plan in line with the Trust's Vision, Mission and Values
- Be a critical friend to and hold leaders to account for the pace of improvement and the achievement of all children

- Monitor the application of the Trust's vision and values at a local level
- Ensure sound management and administration of the School and ensure all staff have the necessary qualifications, experience, skills and training to carry out their role
- Ensure the School complies with all Trust-wide policies and procedures, as well as statutory and legal requirements
- Help the school respond to and meet the needs of local parents and the wider local community
- Ensure all local governors are able to understand, interpret, and compare school performance, attendance, admissions and exclusions data
- Ensure local governors have the skills and knowledge to assess the school's financial performance

In line with the Trust's policies and procedures, the Local Governing Body will undertake the following specific tasks:

- Ensure that the Local Governing Body consists of a minimum of 9 members, with a maximum of 3 being staff (including the Head Teacher)
- Recommend a governor for appointment as Chair of the Local Governing Body, subject to the approval of the Trust Board
- Appoint a Vice Chair
- Hold at least 3 Local Governing Body meetings per annum
- Make arrangements for the election/appointment of parent and staff governors in line with the Trust's procedures.
- Appoint a clerk and implement arrangements in accordance with the Trust Board's requirements, including keeping accurate minutes of all meetings and supplying copies promptly to the Trust Board
- Maintain and publish, through the clerk, a register of governors, Head Teacher's and Deputy Head Teacher's outside interests and adhere to the Trust's Code of Conduct and policies on managing conflicts of interest
- Establish sub-committees as it sees fit with appropriate documented terms of reference and appoint the chairs of these sub-committees. Ensure that the sub committees consist of a minimum of 5 members, 3 of which are not staff
- Carry out and report regularly on all duties and responsibilities delegated by the Trust Board
- Local Governors shall hold office for a term of 4 years and may serve for a maximum of two terms.
- The quorum for a Local Governing Body or sub-committee meeting to proceed shall be at least 50% of governors/ sub-committee members present, of whom no more than one third may be staff governors. In Local Governing Body meetings each governor shall hold one vote, but in the event of a tie, the Chair shall hold a casting vote.
- The Trust Leader, the Head Teacher or any person nominated by them shall have the right to attend all meetings of a Local Governing Body or its sub-committees.

As a committee of the Trust Board, delegation can be removed at any time, for example if there are performance issues or severe financial pressures or irregularities.

The role of the Trust Leader see Appendix 1 for job description and person specification

The Trust Leader has the delegated responsibility for the operation of the Trust including the performance of the Trust's schools and the Trust Leader performance manages the individual Head Teachers alongside the

local governing body members. As there is delegation to a Local Governing Body (LGB) this is usually with the LGB chair alongside.

The Trust Leader is the designated 'Accounting Officer' and so has overall responsibility for the operation of the Trust's financial obligations and must ensure that the organisation is run with financial effectiveness and stability, avoiding waste and securing value for money. The role of the Trust Leader is set out in detail in the Job Description and Person Specification for that role.

The Trust Leader leads the Executive Management Group of the Trust, which includes the Chief Financial Officer, the TTLP Director of HR and Personnel, the TTLP Executive Assistant, the TTLP Director of ICT and Network Operations, the TTLP Director of Health and wellbeing, and in due course a Chief Operating Officer, and Executive Director of Information Management The Trust Leader will delegate executive management functions to members of the Executive Management Group, but remains accountable to the Trust Board for the performance of the Executive Management Group. The Executive Management Group at Trust level will have primary responsibility for the following functions across all the Schools within the MAT:

- Finance and accounting functions
- Payroll and HR matters, including Occupational Health
- Information and Communications Technology (ICT)
- Procurement and purchasing of supplies and joint contractual opportunities (e.g. grounds maintenance and catering)
- Sourcing of external improvement partner services
- Developing a Training Framework
- Development of Statutory Policies
- Seeking to secure additional sources of funding to support schools
- Developing a talent spotting, recruitment and succession planning framework
- Developing a robust and effective risk management system

The overarching function of the Executive Management Group is to provide support, to protect, to anticipate, to challenge and to empower (S.P.A.C.E.) to each individual school. The Trust will resource these functions by charging a top-sliced contribution to individual school budgets. The Trust Board will determine the amount of the contributions after consultation with Local Governing Bodies. The specification and agreed service levels for activities to be performed by the Trust will be set out in a service level agreement.

The role of the Chief Financial Officer (CFO) is set out in more details in Appendix 2.

The role of the individual Head Teacher

An individual Head Teacher is responsible for the day to day management of their School and is line-managed by the Trust Leader in conjunction with the local governing body head teacher pay committee, but will report to the Local Governing Body on matters which have been delegated to the Local Governing Body. The Headteacher will also be part of the MAT Executive Strategic Group which consists of the CEO, CFO, and Headteachers or other senior leaders of individual schools within the MAT.

Summary Allocation of Responsibilities

The allocation of these responsibilities is set out in more detail in the following table.

Key
Level 1: Members
Level 2: Trust Board of The TRUE Learning Partnership
Level 3: Trust Leader
Level 4: Local Governing Body (LGB)
Level 5: Individual Head Teacher
Blue box Function **cannot** be legally carried out at this level.
✓ Action to be undertaken at this level; D Decision (D) to be undertaken at this level
✓ Action to be undertaken at this level; D Decision (D) to be undertaken at this level
A Provide advice and support to those accountable for decision making
<> **Direction** of advice and support

Area	Decision	Delegation				
		Members	Trust Board	Trust Leader	LGB	Head Teacher
Governance framework						
People	TTLP Members: Appoint/Remove	✓D				
	TTLP Trustees: Appoint/Remove	✓D				
	Role descriptions for TTLP members	✓D				
	Role descriptions for TTLP trustees/chair/ specific roles/committee members: agree		✓D	<A		
	TTLP/ LGB Parent trustee/committee member: elected		✓D		✓D	
	TTLP Committee chairs: appoint and remove		✓D	<A		
	LGB members: appoint and remove		✓D		<A	
	LGB chairs: appoint and remove		✓D	<A>	✓	
	Clerk to Trust Board: appoint and remove		✓D			
	Clerk to LGB: appoint and remove			A>	✓D	
Systems and structures	Articles of Association: agree and review	✓D	<A	<A		
	Governance structure (committees) for the Trust: establish and review annually		✓D	<A		
	Terms of reference for Trust Board committees (including audit if required, and scheme for school committees): agree annually		✓D	<A		
	Terms of reference for LGB sub committees: agree and review annually		✓D	<A	✓	<A
	Skills audit: complete and recruit to fill gaps		✓	<A>	✓	A
	Annual self-review of Trust Board and committee performance: complete annually		✓			
	Annual self-review of LGB performance: complete annually				✓	

Area	Decision	Delegation				
		Members	Trust Board	Trust Leader	LGB	Head Teacher
	Chair's performance: carry out 360 review periodically		✓		✓	
	Trustee / committee member contribution: review annually		✓		✓	
	Succession plan		✓	<A>	✓	A
	Annual schedule of business for Trust Board: agree		✓D	<A		
	Annual schedule of business for LGB: agree			A>	✓D	A
Reporting						
Reporting	Trust governance details on Trust and schools' websites: ensure		✓	<A		
	Register of all interests, business, pecuniary, loyalty for members/trustees/committee members: establish and publish		✓	<A		
	Register of all interests, business, pecuniary, loyalty for LGB members: establish and publish		✓		✓	
	Annual report on performance of the Trust: submit to members and publish		✓	<A		
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit		✓	<A		
	Annual report work of LGB: submit to Trust Board and publish				✓	A
Being Strategic						
Being Strategic	Determine Trust wide policies which reflect the Trust's ethos and values (facilitating discussions with trade unions where appropriate) including: admissions; charging and remissions; complaints; expenses; health and safety, premises management; data protection/GDPR and FOI; staffing policies including capability, discipline, conduct and grievance: approve.		✓D	<A		

Area	Decision	Delegation				
		Members	Trust Board	Trust Leader	LGB	Head Teacher
	Determine school level policies which reflect the school's ethos and values to include e.g. admissions; SEND; safeguarding and child protection; curriculum; behaviour: approve			A>	AD	✓
	Central spend / top slice to pay for central functions: agree		✓D	<A		
	Management of risk: establish register, review and monitor		✓	<A>	✓	A
	Engagement with stakeholders	✓	✓	✓	✓	✓
	Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		✓D	<A		
	Schools vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine			A>	✓D	A
	Trust Leader: Appoint and dismiss		✓D			
	Individual Head Teacher: Appoint and dismiss		✓	<A	<A	
	School Improvement Partner: Appoint and dismiss		✓D	<A	✓	A
	Trust Board School Improvement Partner: Appoint and dismiss		✓D	<A		
	Budget plan to support delivery of Trust key priorities: agree		✓	<A		
	Budget plan to support delivery of school's key priorities: agree			A>	A D	✓
	Trust's staffing structure: agree		✓	<A		
	Individual School staffing structure: agree			A>	A D	✓

Area	Decision	Delegation				
		Members	Trust Board	Trust Leader	LGB	Head Teacher
Holding to account						
Holding to account	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree		✓D	<A>	✓ D	A
	Reporting arrangements for progress on key priorities: agree		✓ D	<A>	✓ D	A
	Performance management of the Trust leader: undertake		✓			
	Performance management of individual Head Teachers: undertake			✓ D	A D	
	Performance management of Head Teacher with dual role as Trust Leader		✓		<A	
	Trustee performance monitoring: agree arrangements		✓	<A		
	LGB member monitoring: agree arrangements				✓	A
Ensuring financial probity						
Ensuring financial probity	Chief Financial Officer for delivery of Trust's detailed accounting processes: appoint		✓ D	<A		
	Trust's scheme of financial delegations: establish and review		✓	<A		
	School's scheme of financial delegation: establish and review		✓	<A		
	External auditors' report: receive and respond		✓ D	<A	✓	A

Area	Decision	Delegation				
		Members	Trust Board	Trust Leader	LGB	Head Teacher
	Trust Leader pay award: agree		✓ D			
	Individual Head Teachers' pay award: agree		A>	✓ D	A D	
	Determination of Head Teacher's salary scale		✓ D	A	A	
	Head Teachers' pay award when dual role as Trust Leader		✓		<A	
	Staff appraisal procedure and pay progression: monitor and agree		✓	A>	A	✓D
	Benchmarking and trust wide value for money: ensure robustness		✓	<A		
	Benchmarking and school wide value for money: ensure robustness				✓	A
	Develop Trust wide procurement strategies and efficiency savings programme		A	✓		
	Recommendation of final school budget				✓	<A
	Final approval of individual school budget		✓D		<A	

The TRUE Learning Partnership

Thresholds for delegations to Local Governing Bodies

The TRUE Learning Partnership principle of "earned autonomy" means that all decisions should be made by the most local and least centralised competent authority, in most instances this is the Local Governing Body ("LGB") and the Head Teacher and their Senior Leadership Teams of each individual school. However, The TRUE Learning Partnership's Trust Board retains a range of powers to intervene depending on the nature and scale of any issues. Any such issues will be evaluated by the Trust Board's "Standards & Curriculum Committee" under guidance from both the Trust Leader and TTLP's School Improvement Officer. In instances where the concerns are financial or contractually related, such issues will be evaluated by the Trust Board's "Finance, Audit and Risk Committee". Both committees will make a recommendation to the full Trust Board in relation to the removal of some, or all, of the Local Governing Body's delegations.

Academic standards in the schools will be evaluated using the professional judgement from the following sources:

- School Improvement Partners
- TTLP School Improvement Framework data monitoring
- TTLP MAT Data Dashboard Summary
- National comparisons of the most recent academic results
- Range of indicators provided by the DfE performance tables
- OFSTED reports
- Additional external commissioned school evaluation reports

Schools in The TRUE Learning Partnership that are judged to be at least good by Ofsted and have a balanced financial plan, will normally be allowed full delegation, as defined in TTLP's Scheme of Delegation, to the LGB, including the approval of the School Development Plan.

In the event of any evidence of a significant dip in performance or serious financial weakness the Trust Board reserves the right to withdraw elements of delegation. Such dip in performance can be evidenced by:

- A school being judged by OFSETD to be Requiring Improvement, have Serious Weaknesses or require Special Measures
- A school having serious financial weakness based on advice from TTLP auditors, internal audit processes, inability to set an in-year balanced budget or breach of the "TTLP Financial Operations Manual"
- A school deemed to be at serious risk by either another external regulatory body or by the Standards Committee through the analysis of the data sources as described above and with advice from TTLP's School Improvement Partner

In the event of such evidence, the Trust Leader will support the work of the Head Teacher and will work together to establish a School Improvement Action Plan, to be jointly managed between the Head Teacher and the Trust Leader. Both the School Development Plan and the School Improvement Action Plan will be approved by the Trust Board and progress towards meeting the targets will be monitored by the respective Trust Board's Sub-Committee. The Trust Leader will have, for a clearly determined time period (as detailed within the School Improvement Action Plan), the authority to direct the Head Teacher within the parameters of the School Development Plan and School Improvement Action Plan, draw upon appropriate expertise and will be accountable directly to the Trust Board. The Trust Board will decide on appropriate levels of financial delegation given the individual circumstances of the school.

Formal review of the level of delegation will be undertaken by the Trust Board on a minimum of twice-yearly basis and the conclusion will be communicated back to the respective Local Governing Body.

Where the Trust Leader is the Head Teacher of the school placed in an OFSTED category or deemed to be at risk, the Trust Board will be responsible for appointing an appropriate person to take on the role of the Trust Leader or Head Teacher where appropriate.

APPENDIX 1

The TRUE Learning Partnership

Job Description and Person Specification – Trust Leader

Job Title: Trust Leader, The TRUE Learning Partnership Multi Academy Trust (the "MAT" or "Trust")

Reporting to: The Chair of the Trust Board of The TRUE Learning Partnership

Accountable to: The Trust Board of The TRUE Learning Partnership, the Department for Education and Regional Schools Commissioner.

Trust Vision and Ethos

The TRUE Learning Partnership's vision is that all its students will benefit from an outstandingly rich and broad education within its ethos and values. The ethos and Charter of Fundamental Principles of the Trust (as enshrined in the Articles of Association) are fundamental to its whole philosophy of education and permeates all aspects of its approach, including the leadership, governance, curriculum and operation of its individual schools, taking account of their different local circumstances and communities.

Context

The Trust Leader will be responsible for leading our group of schools, including further developing their ethos and identity, ensuring that they are all judged to be Good or Outstanding, delivering sound financial health and encouraging other Good and Outstanding schools to join the Multi-Academy Trust. A key role for this post is to act as the principal advocate and ambassador for the development of the Trust - making the MAT the destination of choice for schools in the local area becoming academies. The Trust Leader will initially work with Poynton High School and Lostock Hall Primary School, along with any schools joining the MAT. Collectively these schools will receive direct funding from the Department of Education for approximately £12 million per annum most of which is devolved to individual schools through delegated budgets.

Main Purpose of the Role

To provide the overall leadership and direction to the Trust and to its schools within the vision and strategy agreed by the Trust Board, and to oversee and support the successful delivery of any schools in development or in the process of conversion to academy status.

To ensure that both the MAT as a whole, and its individual schools, consistently achieve outstanding outcomes for all their pupils. To ensure that the MAT's financial viability is secure, firmly based on accurate analysis, the optimum use of resources and the generation of sufficient surplus funding to meet development needs

To act as the Senior Executive Leader and lead education professional for schools in the MAT, managing the Trust's day-to-day operations and ensuring that it has an effective strategy for building educational and leadership capacity ahead of need, to enable it to continue to achieve its goals.

Principal Accountabilities

- To contribute to the formulation of the Trust's overall strategy and the effectiveness of its educational performance, including meeting all required targets and benchmarks and ensuring that its agreed values and vision are delivered in all areas of Trust and individual school development and operations.

- To lead and manage the operation of the MAT so that all pupils benefit from an outstanding education

- To act as the statutory Accounting Officer for the MAT, ensuring that its financial performance is effectively managed and it meets all its statutory and regulatory obligations. The Accounting Officer is personally responsible to the Trust Board through the DfE to Parliament for:
  - ensuring regularity and propriety
  - prudent and economical administration
  - avoidance of waste and extravagance
  - efficient and effective use of available resources
  - the day-to-day organisation, staffing and management of the MAT.
- To ensure that the MAT's long-term financial sustainability is secured, so that the plans for the MAT as a whole and for individual schools are soundly based and deliver the required outcomes for pupils.
- To advise the Trust Board on the proposed budgets and plans of the Trust and its constituent schools, and discuss as necessary with the Regional Schools Commissioner, DfE and relevant funding agencies
- To establish effective systems for financial allocation and control which identify risks to the financial viability of the MAT or of individual schools and ensure prompt and effective action is taken to address any such problems.
- To advise the Trust Board on progress against allocated budgets and plans and to take action as necessary to maintain the drive for effective delivery and improvement within overall financial resources.
- To develop and maintain effective relationships with the Department for Education (DfE), Regional Schools Commissioners (RSCs), local authorities, head teachers and local governing bodies, collaborating with them to secure and extend the reputation, values and vision of the Trust.
- To work in partnership with the Trust Board and with Headteachers and Local Governors, to develop and maintain effective relationships with other good and outstanding schools and governing bodies, to create economies of scale, develop a local network of excellence and encourage other schools to join the MAT.
- To ensure that new schools joining the Trust have the staffing, governance and curriculum structures in place to achieve the required educational outcomes for their pupils, within the time and budget parameters set for each school.
- To ensure that local communities served by the Trust are actively engaged with its work and have confidence in the quality of its provision.

Person Specification

Qualifications: *Essential* Degree, Diploma or other qualification

Qualifications: *Desirable* Postgraduate qualification in education, or its equivalent in a relevant discipline

Experience: *Essential* Proven track record of outstanding educational leadership of a comparable scale and complexity, ideally in a Headship or Principal role. Demonstrable success in achieving rapid and sustained school improvement, ideally across a range of school sizes and types. Evidence of strategic planning and budget management which has brought about significant organisational change.

Desirable Successful senior management experience in an organisation of similar size and complexity, either in education or a relevant organisation. A clear understanding of the current educational landscape, including issues specifically relating to academies and multi academy trusts.

Personal Qualities and Attributes

Moral purpose Acts in principled ways built upon a clear set of personal values and is energised and motivated by making a positive difference to the lives of children and families. Believes schools have a crucial role in changing lives and improving life chances. Makes decisions with the best interests of children at heart.

Curiosity and eagerness to learn Has a willingness to acquire new knowledge, skills and experiences regardless of the challenges involved. Making the most of opportunities. Enjoys discovering different ways of doing things. Embraces CPD.

Developing others Proactively looks to develop and empower colleagues through mentoring, supporting, championing and guiding to bring out their best.

Holding to account Empowers staff by giving them clarity about expected results and standards. Delegates by ensuring that individuals have the information and resources they need to do a good job, and that the expected standards are both challenging and realistic.

Impact and influence Have a positive impact on pupils, colleagues and the wider community through understanding others' perspectives and priorities, but seeking to influence and persuade, tailors communication to their audience.

Inspiring others to lead Through motivating and energising pupils and colleagues, uniting them around shared goals or objectives. As a leader, bring communities together through articulating a compelling vision.

Personal drive Sets own targets and achieves the highest standards. Self-motivated, energetic and willing to take on new challenges to improve own performance. Makes decisions having assessed what will be in the best interests of pupils and all the schools in the Trust.

Resilience and emotional maturity Remain tenacious and focused when faced with increasingly challenging circumstances. Responds appropriately, manages uncertainty and bounces back even in the most trying of situations.

Relating to others Able to build relationships through picking up on and understanding the thoughts, emotions and feelings of pupils and colleagues, identifying reasons for why others behave the way they do.

Self-awareness Aware of strengths and areas for future growth. Understands how own behaviour impacts on others. Aware of own emotional triggers and identifies ways to manage these. Takes ownership for what they can do and shares out responsibilities when others are better placed to accomplish particular tasks. Sees himself or herself as a leader.

Strategic thinking Able to spot patterns between potentially unrelated concepts, drawing on past experience and data to understand a situation. Simplifies complex issues, is highly innovative, takes a broader view and brings in additional information to create clarity and provide direction. Thinks beyond current circumstances in order to plan for the longer term.

Other attributes

- Highly effective and credible leader, who inspires the respect and support of others and has an open and approachable interpersonal style.
- Able to deal confidently with opposition and able to maintain their own position in the face of criticism from others.
- Strong analytical and problem-solving skills, with the ability to challenge assumptions and identify innovative approaches to resolving unexpected difficulties.
- Highly effective communicator, who can use their skills to draw out the best in others, win support for change and respond appropriately to criticism or challenge.

- Good judgement in dealing with significant decisions and sensitive or contentious issues and in timing actions for maximum beneficial effect.
- Commitment to personal professional development and that of others.

Other Factors

Safeguarding: The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all trustees, local governors, staff and volunteers to share this commitment. The appointment will be subject to an enhanced DBS check and satisfactory references.

Mobility: The post holder will need to have a valid driving license and access to a vehicle that can be used for work purposes.

Flexibility: The nature of this role requires considerable flexibility in responding to rapid and unpredictable educational change. This job description therefore reflects the current main duties and responsibilities of the role and is not intended to be an exhaustive list. The Job Description will be regularly reviewed to ensure that it reflects the changing nature of the Trust and of the role.

The constitution of the Trust Board is set out in the Articles of Association. Trustees are appointed / elected or co-opted for a period of three years. The Chair of Trustees is elected every three years. Trustees appoint a Trust Leader to assure the strategic intentions of the Multi Academy Trust. If the Trustees so decide, the Trust Leader will also be a trustee director of the Multi Academy Trust. The Trust Leader and Trustees appoint a Headteacher to take responsibility for the day-to-day management of the individual schools. Trustees also appoint a Company Secretary who takes the role of Board secretary and appoints a Clerk. A Chief Financial Officer will provide strategic and operational support to the Trust and to schools within the Trust. The Chief Financial Officer will have a small team of finance officers that provide practical financial support for the Trust and schools. The Trust will use a web-based financial and accounting package, which enables senior staff and trustees' access to financial information from a variety of locations. The regular meeting of Trust management and local Headteachers will be facilitated through the MAT Executive Strategic Group to help facilitate the sharing information and expertise, to aid efficient working and to help provide creative solutions to the many challenges in the current educational landscape.

APPENDIX 2

The TRUE Learning Partnership

Job Description and Person Specification – Chief Financial Officer

Job Title: Chief Financial Officer (CFO)

Reporting to: The Trust Leader of The TRUE Learning Partnership

Accountable to: The Trust Leader and Trust Board of The TRUE Learning Partnership

Responsible for: Financial oversight of the Trust

Overall purpose of the Job

The Chief Financial Officer will be directly responsible to the Trust Leader who is the statutory 'Accounting Officer' for the academy trust and is ultimately responsible for the proper financial conduct of the institution.

The Chief Financial Officer will provide advice on strategic financial issues and drive a culture of transparency, integrity and securing value for money. They will be responsible for financial management and for the leadership and management of the central team, as well as playing a significant role in providing clear and risk based expert advice to the Trust Board.

The Chief Financial Officer is expected to bring a modern, business-like approach to the leadership of the finance function, running it as a highly competent and efficient service with an emphasis on business partnership across the Trust and with devolution of the service where appropriate. The appointee will develop and deliver a proactive, customer-focused service.

In addition to responsibility for financial management across the Trust, the Chief Financial Officer will contribute to strategy and policy development to support the Trust's aims and objectives, will ensure the provision of management information for the Trust's planning and monitoring systems, and will ensure the completion of statistical returns to external agencies.

Key relationships

The CFO will be part of the central trust team, working closely with the Trust Leader, Trustees, Executive Headteachers, and Headteachers. In addition, the postholder will work closely as the line manager of the financial controller and maintain effective working relationships with all operations staff throughout the Trust.

Main accountabilities

- Providing strategic advice to the Trust Leader, Trust Board and senior managers on all issues relating to financial matters.
- Managing the finance function and overseeing the development and maintenance of financial systems and procedures, including appropriate IT systems.
- Preparing the Trust's annual financial forecasts and budgets and plans in consultation with the Trust Leader and senior colleagues, and developing and implementing strategies for maximising the Trust's current finances.
- Driving a culture of transparency, integrity and securing value for money
- Being accountable to the Trust Leader for the proper financial operations of the Trust.
- Ensuring full compliance with all statutory financial returns as requested by the Education Funding Skills Agency (ESFA).
- Preparing the Trusts monthly management reports and sharing these in line with the processes set out in the Academies Financial Handbook.

- Building close and effective working relationships with key partners.
- Participating in the management of major Trust projects as required by the Trust Leader.
- Overseeing capital build applications across the Trust.
- Act as the Trust Data Protection Officer ensuring full compliance with all data protection guidelines across the Trust.
- Lead on all finance related areas of academy conversion and ensure that they are supported and processes embedded.

Operational Actions

- To maintain the Trust's accounts in accordance with the Funding Agreement with the DfE and Academies Financial Handbook issued by the ESFA, the Charities SORP and in accordance with the financial regulations and procedures of the Trust.
- To ensure that the Trust follows best practice in terms of financial governance, and to ensure the probity, and legislative compliance, of all financial transactions, including payroll and cash handling, and the integrity and suitability of all control mechanisms (audit and risk management).
- To be responsible for the statutory accounts, financial returns and reports to Trustees, ESFA/DfE and other statutory bodies in accordance with guidance and externally determined deadlines.
- To ensure that effective financial structures and controls are in place to support robust financial management.
- To provide the financial lead to the strategic planning process, including: annual budgets, periodic forecasts and funding requirements.
- To prepare the annual Trust budget, working closely with finance leads in each school, senior managers and budget holders to ensure consistency with the Trust's strategic and financial objectives.
- To be responsible for writing and updating policies which fall under the finance remit.
- To be responsible for the preparation of financial papers for local governing bodies and the Trust Board as required.
- To provide accurate and timely information to enable effective budgetary control, decision making and sound strategic planning.
- To proactively lead on the use of Integrated Curriculum Financial Planning (ICFP) and appropriate benchmarking systems to ensure the Trust makes the most effective use of its resources.
- To monitor the income and expenditure budgets across the Trust and give early warning of difficulties.
- To liaise with both internal and external auditors to enable them to operate effectively.
- To liaise, on behalf of the Trust Leader, with the ESFA and local authority on financial matters.
- To proactively manage the Trust's relationship with its bankers, to ensure that appropriate and efficient systems are in place for the Trust's accounting procedures.
- To proactively manage the cash position of the Trust and its operating activities, and reporting regularly on this aspect of financial management to the Trust Board.
- To plan and coordinate all tax and treasury management practice and policy, with particular reference to charitable status, cash management and pension responsibilities.
- To develop and maintain financial systems to ensure: – pension records and returns are up to date – effective management of the payroll and that all tax and National Insurance records and returns are up to date.
- To manage the Trust's procurement processes, helping to ensure that the Trust achieves value for money across all its activities, including the delivery of services.
- To maintain the Trust's financial risk register and lead the executive response to the Trust Finance, Audit and Risk Committee.

- To lead, manage and develop staff within the central team and promote a strong customer service ethos and high professional standards. The Chief Financial Officer will ensure that the central team works in collaboration with other Trust functions.
- To ensure that the finance team seeks continuing improvement in its management and financial systems.

General Responsibilities

- To attend meetings within the Trust and external events as required.
- To prepare policy and review papers as required and requested.
- To maintain a presence in regional and national professional networks and through these and other means ensure a current overview of sector policies and developments.
- The CFO should adhere to the seven principles of public life.
- To manage the central team's staff development programme, including conducting staff development reviews and participating, as required, in training, induction and staff development events.

Trust expectations for all employees

- To comply with and uphold, in all respects, the Trust's code of practice on equality and diversity.
- To take appropriate responsibility and action for safeguarding.
- Act in accordance with the code of conduct and key policies including the Trust's Health and Safety Policy and Data Protection Policy.
- Demonstrate tact and diplomacy on all interpersonal relationships with the public, students, parents and colleagues.
- Demonstrate a commitment to continuous professional development.
- To undertake such other duties as the Trust Leader may require from time to time.

Role requirements

	Essential	Desirable
Qualifications		
To be educated to degree level or equivalent	✓	
To have completed a professional accountancy qualification e.g. ICAEW, ACCA, CIMA or CIPFA	✓	
To have completed a School Business Manager qualification		✓
Experience		
Senior financial management and strategic leadership either in the public, private or VCSE sectors	✓	
A proven track record of successful financial leadership and building effective teams	✓	
Evidence of leading and managing budgets, and working with stakeholders to develop strong financial understanding and empathy across the organisation.	✓	
Experience of developing and managing external relationships with professional and regulatory bodies	✓	
Experience in the preparation and presentation of management accounts	✓	
Evidence of entrepreneurialism and innovation, with an ability to identify commercial opportunities to maximise income.	✓	
Experience of working in an educational setting		✓
Experience of working with Governors or Trustees		✓
Knowledge and Statutory Requirements		
Up to date and detailed knowledge of accountancy and professional codes of practice	✓	
Knowledge of statutory requirements and funding strategies	✓	
Substantial knowledge and experience of managing procurement and contracts	✓	
Proven awareness and respect for the highly sensitive status of information and confidentiality	✓	
Up to date knowledge of Data Protection and the Freedom of Information Acts. The ability to act as the Data Protection Officer for the Trust.	✓	
Experience of working with external auditors and agencies		✓
Planning and Organisational Skills		
Demonstrate sound judgement and the ability to look at risk analysis through a commercial as well as financial lens	✓	
Excellent analytical skills and sound judgement	✓	
The ability to direct and retain a multi-disciplinary team effectively through excellent leadership skills	✓	
Ability to manage own workload, prioritising in order to meet tight deadlines	✓	
	Essential	Desirable
Communication Skills		
To have highly effective communication skills	✓	

Demonstrate the ability to present complex information to large and small audiences	✓
Have high ethical standards and influencing skills with the ability to engage with all staff across the Trust and the Board	✓
Ability to persuade, motivate, negotiate and influence	✓
Excellent written and presentation skills enabling clear, concise and appropriate communication of financial information.	✓

Physical Skills	
To have excellent ICT skills	✓
To be proficient in the use of MS Office and Financial Management systems	✓

Initiative	
The jobholder will be required to represent the board of Trustees and the Trust Leader at external meetings and in the wider community.	✓
Ability to work autonomously and flexibly across multiple locations	✓
Ability to influence strategic decision making	✓

Personal Qualities	
The job holder will be required to apply resilience when dealing with challenges from multiple stakeholders	✓
Be willing to be flexible and adapt as priorities change throughout the year	✓
Demonstrate commitment to the highest standards of child protection.	✓
Recognise the importance of personal responsibility for health and safety.	✓
Believe in equality and celebrate diversity. To be committed to inclusion and the right for all to fulfil their potential.	✓
Show a commitment to upholding the Academy and Trust's vision and values.	✓
Demonstrate professional and personal integrity.	✓
Demonstrate commitment to on-going personal development and willingness to undertake appropriate training	✓

APPENDIX 3

Role Description – Members of The TRUE Learning Partnership

Members will meet at least once per year. The Chair is elected by vote from within the Members for a four-year term of office. This needs to be approved at the first meeting of each year by a vote. In the Chair's absence, another Member will chair the meeting on his / her behalf. A quorum of the Board of Members is three.

The role of the Members is to

- (In the first instance) sign the formal funding agreement with the Secretary of State.
- Receive and adopt the Annual Report and Accounts from the Board of Trustees
- Provide oversight of the governance arrangements for The TRUE Learning Partnership
- Ensure the academy trust's charitable objective is being met
- Ensure that The TRUE Learning Partnership is following the Articles of Association and review / revise these articles if / when required
- Maintain an overview of the effectiveness of the Trust's structure
- Hold the Trust Board to account for the progress and outcomes for pupils.
- Appoint and remove Trustees
- Appoint external auditors

Person specification for Members

The Board of Members should have between sound knowledge, skills and experience in the following areas

- Financial management, business and commercial
- Public sector, in particular pertaining to education policy and framework
- People management
- Environment and corporate social responsibility
- Collaborative partnerships
- Governance, including information governance
- Multi-site operations and business infrastructure.

APPENDIX 4

Role Description – Trustees of The TRUE Learning Partnership

Trust Board

Trustees of an academy trust are both trustees of a charity and directors of a company limited by guarantee. The Charities Act 2011 defines 'charity trustees' as the people responsible under the charity's governing document for controlling the administration and management of the charity, regardless of what they are called. They are known collectively as the Trustee board.

Legal duties of a trustee

Under charity law The TRUE Learning Partnership's trustees have the ultimate responsibility for directing the affairs of the Trust, and ensuring that it is solvent, well run and delivering the charitable outcomes for which it has been set up. In law, trustees have several legal duties, which are often described as those of compliance, care and prudence.

Duty of compliance – trustees must:

- ensure that The TRUE Learning Partnership complies with charity law, and with the requirements of the Education Funding Agency as regulator; in particular, ensure that the charity prepares reports on what is has achieved and annual returns and accounts as required by law.
- ensure that The TRUE Learning Partnership does not breach any of the requirements or rules set out in its governing document, funding agreement or Academies Financial Handbook and that it remains true to the charitable purpose and objects set out there
- comply with the requirements of other legislation and other regulators which govern the activities of the Trust
- act with integrity, and avoid putting yourself in a position where your duty to the charity conflicts with your personal interests or loyalty to any other person or body

Duty of care – trustees must:

- use reasonable care and skill in their work as trustees, using their personal skills, knowledge and experience as needed to ensure that the Trust is well run and efficient
- consider getting external professional advice on all matters where there may be material risk to the Trust, or where the trustees may be in breach of their duties.

Duty of prudence – trustees must:

- ensure that The TRUE Learning Partnership is, and will remain, solvent
- use the Trust's funds and assets reasonably and responsibly and only in furtherance of its charitable objects
- avoid undertaking activities that might place the Trust's endowment, funds, assets or reputation at undue risk
- take special care when investing the Trust's funds, or borrowing funds for the Trust to use

Specific duties of trustees of The TRUE Learning Partnership Academy Trust

To contribute to the work of the Trust Board in ensuring high standards of achievement for all children and young people across the Trust.

Strategic direction

Trustees must ensure that The TRUE Learning Partnership has a clear vision, mission and strategic direction that will enable the Trust to fulfil its charitable objects and is focused on achieving these. Trustees must work in partnership with the Trust Leader and other senior staff to ensure that

- The academy trust has a clear vision, set of values and strategy, and that there is a common understanding of these by trustees, members, staff and those sitting on academy committees
- operational plans and budgets support the vision and strategy
- the views of stakeholders (parents, pupils, local communities and staff) are regularly sought and considered
- there is regular review of the external environment for changes that might affect the Trust (political, financial, demographic, competitive, partnerships, alliances)
- there is regular review of the need for the Trust and for the services it provides or could provide, and regular review of strategic plans and priorities

Performance of the trust

Trustees are responsible for the performance of The TRUE Learning Partnership for its impact upon stakeholders and for its corporate behaviour:

- to ensure that the Trust measures its impact and progress towards its strategic objectives and to regularly consider reports on the Trust's performance
- to ensure that there are policies including effective employment policies to direct key areas of the charity's business
- to ensure that The TRUE Learning Partnership's values are understood and put into practice, by trustees and staff
- to ensure that there are processes for members, trustees, staff and other stakeholders to report activity which might compromise the effectiveness of the Trust
- To recruit the Trust Leader and to hold her or him to account for the management and administration of the Trust
- To ensure that the Trust Leader receives regular, constructive feedback on his/her performance in managing the Trust and in meeting her/his annual and longer-term objectives

Compliance

Trustees must ensure that The TRUE Learning Partnership complies with all legal and regulatory requirements:

- To ensure, with professional advice as appropriate, that The TRUE Learning Partnership complies with all constitutional, legal, regulatory and statutory requirements

- To understand and comply with the constitution and rules that govern The TRUE Learning Partnership, and to review the constitution regularly (at least every three years) to ensure it is fit for purpose

Prudent management of resources

Trustees must be stewards of the Trust's assets, both tangible and intangible, taking care over their security, and how they are used:

- To ensure that the Trust's financial obligations are met and that there are adequate financial controls in place to ensure all money due is received and properly applied, and that all assets and liabilities are recorded
- To act reasonably and prudently in all matters relating to The TRUE Learning Partnership and always in the interests of the Trust as a whole
- To ensure that trustees take professional advice when needed, and record the advice received.
- To be accountable for the solvency of The TRUE Learning Partnership
- To ensure that the Trust acts in accordance with employment law and that the Trust exercises a duty of care to its employees
- To ensure that intangible assets such as organisational knowledge and expertise, intellectual property, the Trust's good name and reputation are recognised, used and safeguarded
- To review the condition of use of the assets owned by the Trust
- To ensure that the major risks to the Trust are regularly identified and reviewed and that systems are in place to mitigate or minimise these risks

Good governance

Trustees must ensure that The TRUE Learning Partnership's governance is the highest possible standard:

- to ensure that the Trust has a governance structure that is appropriate to an organisation of its size/complexity, stage of development, and its charitable objects, and reflects the diversity of its stakeholders
- in a multi-academy trust, to ensure that there are effective mechanisms for individual academies within the trust to be both supported and held to account by the governance structure
- to ensure that decisions are made with a view to promoting the education and wellbeing of children and young people across the Trust
- to ensure that Trust Board decisions are recorded in writing by means of minutes
- to ensure that the Trust Board's delegated authority is recorded in a scheme of delegation for board committees, job descriptions for officers, trustees and key staff, and that reporting procedures back to the board are recorded in writing and complied with
- to ensure that the responsibilities delegated to the Trust Leader are clearly expressed in the scheme of delegation and understood, and directions given to her/him come from the Trust Board as a whole or other properly authorised route

- to ensure the Trust Board regularly reviews The TRUE Learning Partnership's governance structure and its own performance, to an agreed programme
- to ensure that major decisions and policies are made by the trustees acting collectively
- to ensure that the Trust Board has within its membership the skills it requires to govern well
- to ensure that the Trust Board has access to, and considers, relevant external professional advice and expertise
- to ensure that there is a systematic, open and fair procedure for recruitment of trustees and of the Trust Leader
- to ensure that all members of the Trust Board receive appropriate induction on their appointment and that they continue to receive appropriate advice, information and training (both individual and collectively)
- to ensure that trustees have a Code of Conduct and comply with it, and that there are mechanisms for the removal of trustees who do not abide by the trustee Code of Conduct

Person Specification for role of Trustee of The TRUE Learning Partnership

The Trust Board considers the following as essential skills and attributes for membership of the Trust Board of a Multi Academy Trust:

Personal qualities

- commitment to the ethos and values of The TRUE Learning Partnership Academy Trust
- commitment to the education and welfare of children and young people
- commitment to equal opportunities and the promotion of diversity
- independence of thought and sound judgment
- ability to work as part of a team
- commitment to seeking and taking account of the views of stakeholders (e.g. parents and pupils)
- respect for the work and views of other trustees and staff
- willingness to devote time, enthusiasm and effort to the duties and responsibilities of a trustee
- willingness to make and stand by collective decisions, even if s/he offered an alternative view during discussions

Aptitude and skills

- understanding and acceptance of the legal duties, responsibilities and liabilities of trusteeship
- ability to challenge current thinking, the method of governance and management of The TRUE Learning Partnership in a constructive manner and in the best interests of the Trust
- Ability to evaluate and interpret management information and other data/evidence
- Ability to play a strategic role to successfully effect change and meet the objectives of the Trust
- Eagerness to reflect and learn, even in the role of trustee

Knowledge/experience

Specific professional knowledge and experience in **at least one** of the following:

- Charity law and governance
- Trusteeship or management of a complex organisation with multiple sites/subsidiaries
- Financial expertise
- Extensive expertise of school education
- Data analysis and/or research expertise
- The management of change
- Monitoring and evaluating performance in the commercial and/or not for profit sectors
- Recruitment and human resources expertise, including employment legislation
- Business development experience/expertise
- Risk management experience/expertise
- Property and estate management
- Marketing, media and PR

APPENDIX 5

Finance, Audit & Risk Committee: *Terms of Reference*

Purpose

The Finance, Audit & Risk Committee has delegated responsibility from the Trust Board for ensuring that The TRUE Learning Partnership (the "Trust"):

- remains solvent and in sound financial health
- analyses and maintains effective risk management practices
- complies with relevant legislation, regulations and Education Funding Agency guidance
- acts in accordance with the Trust's vision, mission and values
- refers major issues to the full Trust Board for discussion and ratification and considers specific issues remitted by the Trust Board to the committee for detailed consideration

Membership

Membership – 4 trustees (at least one of whom is independent and not connected with individual schools or Trust officers upon appointment). At least one of the Committee members shall be appropriately financially qualified and/or experienced.

Any trustee may attend the Finance, Audit and Risk Committee meetings, including those who are not members of the committee. Such persons may speak with the permission of the Chair but shall not be entitled to vote.

Appropriate visitors may attend the meetings with the approval of the Chair - for example, an expert contributor such as an accountant may be invited to speak on key matters.

Quorum

The quorum for meetings shall be 3 members present in person or by appropriate virtual means.

Meetings

- There shall be at least four meetings within each Academic Year, to feed into Trust Board meetings and relevant accounting deadlines, such as approval of Annual Report & Accounts and ESFA Budget Returns.
- Additional meetings may be called by the Chair of the Committee or at the request of the Trust Board.

Authority

- The Committee shall promote a culture of Best Value, accountability and transparency throughout the Trust's operations and among its staff and Officers.
- To carry out any investigation considered necessary and to call any individual or document relevant to any such investigation in order to meet the purpose and remit detailed above.
- The Committee shall appoint one of its full members (who must be an independent Trustee) as the Chair of the Finance, Audit and Risk Committee.
- Members of the Committee have the right to ask those 'in attendance' to leave, especially during

presentations by, or discussions with, the auditors

Duties

Financial control and budgeting

- To keep under review the adequacy and effectiveness of the Trust's governance, risk management and internal control arrangements, as well as its arrangements for securing value for money.
- To review any recommendations made by the Secretary of State for Education or the ESFA for improving the financial management of academies.
- To oversee the management of the Trust's financial affairs (with the year-end being 31st August).
- To ensure the proper preparation of the Trust's Annual Report and budgets in good time for relevant deadlines.
- To advise, guide and receive information from the Directors of any subsidiary or trading company.
- To advise regarding any funding submissions or applications.
- To receive and approve the Trust budgets and accompanying commentary prior to final submission to the Trust Board and the EFA.
- To receive the Trust's management accounts and accompanying management report, discuss any variances to budget and agree any actions necessary to improve the Trust's financial performance.
- To receive and approve any investment expenditure budgets and accompanying commentary and to receive regular reports from the Executive Management Group on progress with any major (i.e. over £25,000) investment projects.
- To ensure financial exposure is managed, controlled and tracked, and ensure value for money
- To review and develop the Trust's Financial Procedures and systems of internal control and assurance.
- To make other decisions relating to finance or risk as delegated by the Trust Board.
- To offer an ultimate port of call for any urgent or highly sensitive concerns raised under the Trust's Whistleblowing Policy in respect of the Trust's integrity, financial or otherwise.
- Abide by the Trust's governing documents and any ESFA guidance and strategy documents.
- Uphold the Vision, Mission and Values of the Trust.
- Serve the interests of the Trust and be accountable to the Trust Board.

Audit

- Ensure an annual programme of internal scrutiny and procure this service
- To oversee the appointment of external auditors, recommending to the Members as appropriate
- To monitor the performance of external and internal audit systems and present reports to the Trust Board in respect of the results of any auditing exercises.
- To review the terms of reference and scope of the external auditor (and internal audit if applicable), oversee the appointment including scrutiny of the audit budget and auditor's fee, and monitor the performance, of the auditor.

Policies

- To approve the Investments Policy and review this policy every 2 years
- To approve the Accounting Policies and review every 3 years

- To review and renew the RPA annually
- To oversee individual schools' Critical Incident Policies and Lettings Policies

Risk management

- To oversee and advise the Trust Board on any risk exposures of the Trust and any actions necessary to mitigate such risks including future risk strategy
- To keep under review the overall risk assessment processes that inform the Trust Board's decision-making.
- To review and approve appropriate risk management policies and procedures, monitor the compilation and implementation of the risk register and resulting action plans.

Receiving reports

- To receive annually a report on Health & Safety and Safeguarding issues from the Human & Physical Resources Committee, note actions and progress
- To receive any relevant reports from the Executive Management Group or other meetings.
- To receive reports on the management of assets including premises and their security, ensuring an asset recording system is in place

Resources

- Any financial resources, as identified within the annual budget, necessary to achieve the Committee's objectives
- Any management resources necessary to achieve the Committee's objectives
- Appointment of other professional advisors as required to perform its role effectively
- Chief Financial Officer to draft papers and reports for the Committee in conjunction with the Chair and Trust Leader

Reporting Procedures

- The Clerk to the Committee shall circulate minutes of the meetings of the Committee to the Trust Board.
- The Chair of the Committee shall give an oral summary of the Committee's deliberations, if necessary, at meetings of the Trust Board and at the AGM and shall prepare a summary for inclusion in the Trust's Annual Report

	Agenda items for each term
Autumn term	• Review of FAR ToR • Monthly management accounts • Update and review Financial Procedures Manual • Finance risk register • Deadline for LBCT return • Benchmarking planning • Approving the internal audit plan and focus for forthcoming year • Monitoring of internal and external audit • Review of RPA

	• ESFA notices • Policies
Spring term	• Monthly management accounts • Finance risk register • Monitoring of internal and external audit • Financial benchmarking report • Review of Academy Accounts return • ESFA notices • Policies • BFRO update for April/May return • Budget planning updates • Review of schools' lettings policies • Review of schools' critical incident policies
Summer term	• Monthly management accounts • Budgets for approval and BFR3Y information • Finance risk register • Monitoring of internal and external audit • ESFA notices • Policies

APPENDIX 6

Human & Physical Resources Committee: *Terms of Reference*

Purpose

The Human & Physical Resources Committee has delegated responsibility from the Trust Board of The TRUE Learning Partnership (the "Trust") for the following:

- To take a strategic overview of HR and premises-related issues across the Trust's schools
- To ensure that the Trust addresses compliance with employment law, health and safety and safeguarding duties, as well as occupier's liability and compliance duties
- To oversee the strategy for the learning and development of the Trust's staff
- To refer major issues to the full Trust Board for discussion and ratification and to consider specific issues remitted by the Trust Board to the committee for detailed consideration

Membership

The Committee shall comprise five members of the Trust Board including:

- The Trust Leader (ex officio)
- Four other Trustees
- Members of the Committee shall serve a term of 2 years.
- The Committee will elect a chair from within its own membership, who shall serve for a period of two years. The Chair may not be an employee of the Trust. In the absence of the Chair, members shall appoint a temporary replacement from among their number present at the meeting. Where necessary, the Chair may have a second or casting vote.
- Non-voting participants may be invited to meetings by the committee as and when required, including, but not limited to:
- Headteachers of individual schools
- Chairs or link governors of Local Governing Bodies
- External expert speakers
- Director of HR & Personnel
- Director of Business & Operations
- Chief Financial Officer

Quorum

The quorum shall be a minimum of three members present in person or by virtual means.

Appointment of Clerk

- The Committee shall appoint a clerk to take minutes and manage the business of the committee.
- In the absence of the Clerk, members will appoint a replacement for the meeting.
- No committee member employed by the Trust shall act as Clerk to the Committee.

Meetings

Preparation

- The Clerk to the committee shall be responsible for convening the meetings of the committee. Proceedings of any meetings must be minuted
- The Clerk to the Committee shall circulate to members the agenda and papers at least a week before each meeting.
- Minutes must be presented for approval at the next committee meeting and remitted to the next meeting of the full Trust Board.

Frequency of Meetings

The committee shall meet as often as is necessary to fulfil its responsibilities and at least once each term.

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 Trustee, Committee, Local Governing Body, Sub-Committee of the Local Governing Body, Officer or employee of the Trust. All Trustees, Governors, Officers and employees of the Trust are directed to co-operate with any request made by the Committee.
- The Committee is authorised by the Trust Board to obtain outside legal or other independent professional advice and to secure the attendance of outsiders with the relevant experience and expertise, if it considers this necessary.
- The Committee is authorised by the Trust Board to develop, review and oversee the ratification and development of policies as per the TTLP Policy Management Framework Duties

The Committee is authorised to carry out the following activities:

Staffing/ Personnel

- To develop, review and oversee the implementation of the Trust's personnel policies, including recommendations for the adoption of, and amendments to policies.
- To oversee the procedures for appointment of all members of staff on administration and teaching assistant level and above (except Headteachers)
- To review on behalf of the Trust Board annually, the performance management policy for all staff.
- Agree and monitor a training strategy for Executive Management, teachers, support staff, trustees and local governors.
- To approve applications for early retirement, secondment and long term (i.e. over 1 month) leave of absence not covered by local agreements.
- To draft and review, in consultation with the Trust Leader, a policy on absence management for the approval of the Trust Board.
- To carry out staff-related tasks as specifically delegated by the Trust Board.

Pay Levels

- To receive reports from the Trust Leader relating to the pay of all members of Trust staff, including

that of Head teachers and, in line with legal requirements.
- To receive reports from the Trust Leader relating to salary benchmarking data

Premises

- To receive and approve an annual programme of repairs and maintenance.
- Agree level of maintenance service the Trust will buy from external service providers.
- To receive and approve an Asset Management Plan and Accessibility Plan for the Trust's schools.
- To ensure that a programme of statutory testing and compliance is in place for the Trust's premises
- Research and keep under review the opportunities (and challenges) from developing Extended School activities and income-generation.
- To carry out any other premises-related tasks specifically delegated by the Trust Board.

Health & Safety and Safeguarding

- To carry out the Trust Board's responsibilities in relation to Health & Safety and Safeguarding, including recommending a draft Health and Safety policy and Safeguarding Policy to the Board and providing an annual report to the Trust Board on the monitoring of health and safety and safeguarding issues.
- Monitor to ensure that suitable risk assessments have been prepared and action taken to minimise risk.
- To oversee arrangements for the security of school premises and equipment.

Reporting Procedures

- The Clerk to the Committee shall circulate minutes of the meetings of the Committee to the Trust Board
- The Chair of the Committee shall give an oral summary of the Committee's deliberations, if necessary, at meetings of the Trust Board.

APPENDIX 7

Standards & Curriculum Committee: *Terms of Reference*

Purpose

The Standards & Curriculum Committee has delegated responsibility from the Trust Board of The TRUE Learning Partnership (the "Trust") for the following:

- To take a strategic overview of curriculum, quality, standards and attainment across the Trust's schools.
- To ensure that the Trust addresses the raising of standards in teaching and learning, student achievement and outcomes.
- To refer major issues to the full Trust Board for discussion and ratification and to consider specific issues remitted by the Trust Board to the committee for detailed consideration.

Membership

The Committee shall comprise five members of the Trust Board including:

- The Chief Executive is ex officio, a member of the committee.
- Four other Trustees.
- Members of the Committee shall serve a term of 2 years.
- The Committee will elect a chair from within its own membership, who shall serve for a period of two years. The Chair may not be an employee of the Trust. In the absence of the Chair, members shall appoint a temporary replacement from among their number present at the meeting. Where necessary, the Chair may have a second or casting vote.
- Non-voting participants may be invited to meetings by the committee as and when required, including:
    - Headteachers of individual schools
    - Chairs or link governors of Local Governing Bodies
    - School Improvement Partner(s)
    - Quality Assurance Consultants
    - External expert speakers

Quorum

The quorum shall be a minimum of three members present in person or by virtual means.

Appointment of Clerk

- The Committee shall appoint a clerk to take minutes and manage the business of the committee.
- In the absence of the Clerk, members will appoint a replacement for the meeting.
- No committee member employed by the Trust shall act as Clerk to the Committee.

Meetings

Preparation

The Clerk to the committee shall be responsible for convening the meetings of the committee. Proceedings of any meetings must be minuted.

The Clerk to the Committee shall circulate to members the agenda and papers at least a week before each meeting.

Minutes must be presented for approval at the next committee meeting and remitted to the next meeting of the full Trust Board.

Frequency of Meetings

The committee shall meet as often as is necessary to fulfil its responsibilities and at least once each term.

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 Trustee, Committee, Local Governing Body, Sub-Committee of the Local Governing Body, Officer or employee of the Trust. All Trustees, Governors, Officers and employees of the Trust are directed to co-operate with any request made by the Committee.
- The Committee is authorised by the Trust Board to obtain outside legal or other independent professional advice and to secure the attendance of outsiders with the relevant experience and expertise, if it considers this necessary.

Duties

The Committee is authorised:

- To ensure that the curriculum provided across the Trust's schools meets the statutory requirements, including those for reporting.
- To set Key Stage, GCSE and Sixth Form targets for the performance of the Trust each year.
- To monitor the Trust's performance regarding student achievement.
- To advise on ways in which Trustees and local governors can be involved in curriculum aspects of the School Development/Improvement Plan and the Self Evaluation Form.
- To monitor progress towards the Trust Development Plan
- To review the aims of the school curriculum in relation to the current statutory requirements on offer by the Trust, including those for Religious Education, Collective Worship and Sex & Relationships Education.
- To monitor pupil progress in relation to the targets set and with specific reference to particular groups.
- To agree actions and monitor progress towards improving standards of teaching and learning.
- To approve a Special Educational Needs and Disability (SEND) Policy and monitor its implementation via an annual report
- To prepare and review other curriculum policies within the Committee's overall curriculum, quality and

standards remit.

- To monitor the impact of curriculum policies and planning on students' learning.
- To receive reports from Local Governing Bodies.
- To be mindful of the requirements of the Equalities Act.
- To consider other matters, as determined from time to time by the Trust Board.
- To receive information from the Executive Management Team and staff about how the curriculum is evaluated and resourced
- To consider and advise the Trust Board on standards and other matters relating to the Schools' curriculum, including statutory requirements and the schools' curriculum policies
- To consider curricular issues which have implications for finance and personnel decisions and to make recommendations to the Trust Board and other committees
- To make arrangements for the Trust Board to be represented at School Improvement discussions with the Local Authority and Regional Schools Commissioner, when necessary, and for reports to be received
- To understand the teaching philosophy of The TRUE Learning Partnership and lend support and advice if required
- To review the information and data about school performance and use this to contribute to school development planning and the SEF
- Together with the Chief Executive, local Headteachers and staff, identify priorities for the School Improvement plans, consider drafts for discussion and approval by the Trust Board and monitor, at least once a term, progress of implementation
- To encourage shared ownership of the development of the schools by staff, parents, governors and pupils, interpreting and developing their wishes in so far as they impact on raising standards
- To ensure the requirements of children with special educational needs and/or disability are met through establishing and monitoring a SEN policy and any arrangements for gifted and talented children.
- To ensure that the Trust meets the needs of looked-after children
- To ensure that the Trust meets the statutory requirements of equality legislation
- To monitor pupil attendance and set targets as necessary
- To monitor pupil discipline and behaviour
- To agree protocols for Trustee and governor monitoring visits to the Trust's Schools
- Monitor the implementation of the Trust's Performance Management Policy
- Monitor and report on the use made of the Trust's Pupil Premium budget
- To monitor, update and review when appropriate and make recommendations to the Trust Board on the following policies: -
    - Admissions
    - Special Educational Needs (SEN) and Disability
    - School performance information published on website
- To monitor or and assist in the administration of the following:
    - Pupil disciplinary matters, including exclusions, appeals and behaviour incident monitoring
    - Setting of appropriate and challenging year group and end of key stage targets
    - Assessment arrangements for pupils at the end of each key stage
    - Reporting arrangements to parents and carers.

Complaints/Comments

- The committee should be involved should any complaint/comments be made relating to the curriculum.
- The committee must consider formal complaints about modification or disapplication in respect of individual pupils and make appropriate recommendations to the Trust Board about any action required.
- The Terms of Reference will be reviewed annually.

Reporting Procedures

- The Clerk to the Committee shall circulate minutes of the meetings of the Committee to the Trust Board and Local Governing Bodies.
- The Chair of the Committee shall give an oral summary of the Committee's deliberations, if necessary, at meetings of the Trust Board.

APPENDIX 8

The Pay Committee: *Terms of Reference*

The Pay Committee of The TRUE Learning Partnership is authorised to recommend/decide all pay matters and allow the Head Teachers to confirm pay awards to staff upon its direction.

Membership

The Committee shall comprise 4 members of the Trust Board.

Quorum

The committee will be deemed to be quorate if at least 3 members out of 4 members of the committee are present.

The CEO is not a member of the pay committee, he/she will attend all meetings in an advisory capacity following his/her moderation of the appraisal pay recommendations. The CEO's pay is part of the remit of this committee and will meet without the CEO acting in their professional capacity.

Scope

- Determination of pay range for Chief Executive Officer
- Determination of pay range for Chief Financial Officer
- Determination of pay range for Head Teachers of Trust Schools
- Determination of pay range for all staff with starting salary above £55,000 (upon recommendation from LGB)
- Determination of pay range for all Executive Management Team staff
- Determination of pay progression of Chief Executive Officer
- Determination of pay progress of Chief Financial Officer

TERMS OF REFERENCE

The committee will have full powers to make recommendations/decisions within the pay policy adopted by the trust. The terms of reference are as follows:

- To achieve the aims and objectives of the trust's pay policies
- To apply the criteria set by the policy, including linkages with the appraisal policy, in determining the pay of each member of staff
- To observe all statutory and contractual obligations
- To ensure that the policy complies with the most recent School Teachers' Pay & Conditions Document

- To ensure that the policy complies with the most recent support staff terms and conditions (e.g. Burgundy Book)
- To ensure that all pay decisions have regard to current legislation
- To ensure that all pay decisions of joint trust and school staff are aligned with the Performance Management procedures as detailed in the TTLP Operations Manual.
- To recommend the annual pay budget for TTLP central services employed staff, including pay progression at all levels.
- To minute clearly the reasons for pay recommendations/decisions and to report a summary of these to the full Trustee Board.
- To ensure that each member of staff receives a written statement of the breakdown of pay as at 1st September.
- To ensure that staff know the procedure for making an appeal against pay decisions.
- To ensure that clear job descriptions for each post at the school, so that additional allowances can be awarded in a fair, equitable and consistent manner.
- To keep abreast of developments influencing pay considerations and to advise the Governing Body when the pay policy needs to be reviewed.

PECUNIARY INTEREST

No trustee may participate in discussions leading to recommendations/decisions in which he/she has a pecuniary interest.

PROCEDURE

The full Trust Board will receive the report of the Pay committee in the confidential section of the agenda.

Once decisions have been made/communicated, they will be advised in writing to members of staff.