

## **Uffculme Academy Trust Scheme of Delegation to the Local Governing Bodies within the Trust.**

**Effective date: February 2018**

### **1. Introduction**

As a charity and trust limited by guarantee, Uffculme Academy Trust (the "Trust") is governed by a Board of Directors (the "Directors") who are responsible for, and oversee, the management and administration of the Trust and the academies within it. The Directors are accountable to external regulatory and government organisations including the Charity Commission and the Department for Education (DfE) and any successor organisations, for the quality of the education provided and are required to have systems in place through which they can assure themselves of quality, safety and good practice.

In order to discharge these responsibilities, the Directors appoint people who are more locally based to serve on "Local Governing Bodies" that work with the academies (schools) within the Trust to ensure their good governance. This Scheme of Delegation explains the ways in which the Directors fulfil their responsibilities for the leadership and management of the Trust and the academies within, the respective roles and responsibilities of the Directors and the members of Local Governing Bodies and the commitments to each other to ensure the success of each academy.

This Scheme of Delegation has been put in place by the Directors from the Effective Date in accordance with the provisions of the Trust's Articles of Association (the "Articles") and it should be read in conjunction with those Articles. References in this Scheme to numbered Articles are to the relevant clause of the Articles.

### **2. Ethos and mission statement**

The Trust's mission is to provide outstanding educational experiences to all the children who are educated in the academies within the Trust.

This mission is underpinned by the core beliefs and values set out below:

- Every child has the right to a high quality education where excellence is the norm
- Teachers have the right to teach free from disruption and distractions
- Parents have the right to know that their children will be well-cared for, looked after and supported to achieve their best.

The Trust aims to create a partnership of exceptional academies where:

- Each academy sits at the heart of its community
- High levels of collaboration and partnership working ensure that people at all levels can develop and improve
- Aspirations and expectations are set high for everyone
- Trust and mutual respect underpin all relationships across the partnership of schools
- Every child makes excellent progress and is enabled to achieve ambitious personal targets
- Enrichment is valued, planned for and resourced
- Pupil and parental engagement is high
- Diversity is welcomed and celebrated
- Teachers enjoy teaching and children enjoy learning.

### **3. Directors' powers and responsibilities**

a. The Directors have overall responsibility and ultimate decision making authority for all the work of the Trust, including establishing and running of academies. This is largely exercised through strategic planning and the setting of policy. The Trust is managed through business planning, monitoring of budgets, performance management, the setting of standards and the implementation of quality management processes. The Directors have the power to direct change where required.

b. The Directors have a duty to act in the fulfilment of the Trust's objects.

c. The Directors will have regard to the interests of the academies for which the Trust is responsible in deciding and implementing any policy or exercising any authority in respect of the academies covered in this scheme of delegation.

d. Article 100 provides for the appointment by the Directors of committees (including a Local Governing Body) to whom the Directors may delegate certain of the functions of the Directors. Under Article 105, the Directors may delegate to a committee such powers or functions as they consider desirable to be exercised by it. Any such delegation shall be made subject to any conditions the Directors may impose and may be revoked or altered.

e. Where any power or function of the Directors has been exercised by any committee, any Director, the Trust's Executive Headteacher or any other holder of an executive office, that person or committee shall report to the meeting of the Directors immediately following the taking of the action or the making of the decision in respect of the exercise of that power or function.

#### **4. Constitution and membership of Local Governing Bodies**

a. Each academy within the Trust is supported by a Local Governing Body, either one which is linked to an individual academy or, in exceptional circumstances defined by the Directors, more than one academy within the Trust.

b. The constitution, membership and proceedings of each Local Governing Body are determined by Articles 102, 103 and 104 as well as by the Directors themselves. This Scheme of Delegation expresses such matters and acknowledges the authority delegated to each Local Governing Body in order to enable each Local Governing Body to support the academy(ies) to which they are linked and to fulfil the Trust's mission.

c. The Chairman of each Local Governing Body shall be appointed by the Directors each September from amongst the members of the Local Governing Body other than the Executive Headteacher of the Trust or the Headteacher of the relevant academy(ies).

d. The constitution of each Local Governing Body must provide that the membership includes at least two parents of a pupil attending the academy(ies) with which the Local Governing Body is associated at the time when s/he is appointed or elected, or, where it is not reasonably practical to do so, two persons who are parents of a child of compulsory school age.

e. The functions and proceedings of each Local Governing Body shall be subject to regulations made by the Directors from time to time.

f. Annex 1 sets out the terms of reference for each Local Governing Body. These are reviewed annually by the Directors of the Trust.

## **5. Annual review**

This Scheme of Delegation shall operate from the Effective Date. In considering any material changes to it, or any framework on which it is based, the Directors will have regard to, and give due consideration to, the views of each Local Governing Body.

**Approved by the Uffculme Academy Trust Board, 4<sup>th</sup> December 2017.**

## **Ann ex 1: Terms of Reference for the Ufculme Academy Trust's Local Governing Bodies.**

### **1. Purpose**

The overall purpose of a Local Governing Body (LGB) is:

1.1 To ensure all students within the academy(ies) with which it is associated have access to a high quality education provision in line with the ethos and values of the Trust.

1.2 To monitor the implementation of the development/improvement plan of the academy(ies), ensuring delivery against agreed strategic and local objectives; moving the academy(ies) and the Trust as a whole toward achieving and sustaining a regulatory judgement of outstanding in all areas.

1.3 To ensure that the academic and wellbeing needs of students in the academy(ies) are being met effectively through the design and delivery of a broad and balanced curriculum which, through use of personalised, developmental support, helps to maximise each student's success and enjoyment.

1.4 To ensure all students are safeguarded.

1.5 To ensure the Trust's collective published admission number (PAN) is full.

1.6 To work with the Trust Board, its' committees and Senior Leadership Team (SLT) to ensure that Trust wide policies and academy based policies are implemented effectively.

1.7 To deliver the Trust's commitment to engagement with the local community of the academy(ies), including key stakeholder groups, parents, carers and students.

1.8 To regularly bring to the Trust's Board information regarding the performance of academies within the Trust, any issues facing academies or their Local Governing Body and stakeholder views of academies and the Trust.

### **2. Membership**

2.1 Without compromising its capacity to ensure that the necessary skills, knowledge and experience exist within the Local Governing Body's membership, for optimum effectiveness in debate and decision making the Trust aims that each Local Governing Body will have between six and twelve members ("governors").

2.2 In appointing the membership of each Local Governing Body, the Trust's Board will ensure the right balance of skills, knowledge and experience to enable the Local Governing Body to fulfil its remit.

2.3 Local Governing Body membership and appointments to positions of office are all subject to the approval of the Trust's Board.

2.4 Members of Local Governing Bodies may be appointed to Trust committees, such appointments taking into account the skills, knowledge and experience required on the committees.

2.5 The Chairman of each Local Governing Body will be appointed by the Trust's Board, taking into account the skills and competencies required for the position.

2.6 The Local Governing Body may appoint a vice chair from within its membership at the first meeting after the Chairman has been appointed. The Chairman or vice chair shall not be the Headteacher of the academy or the Executive Headteacher of the Trust..

2.6 The Local Governing Body will be supported by the academy(ies) Headteacher and the Trust's Executive Headteacher, each of whom will either attend or appoint a representative to attend Local Governing Body meetings as lead members of staff unless otherwise directed by the Chair of the Trust's Board or the Trust's Executive Headteacher.

### **3. Frequency of meetings**

3.1 There will be at least five full meetings of the Local Governing Body per academic year. Two in the autumn and summer terms and one in the spring term.

3.2 Additional meetings may be arranged to deal with identified significant issues or to cope with increased workload.

3.3 Time limited working groups may be arranged to support the completion of the Local Governing Body's responsibilities under this scheme of delegation and/or deal with identified significant issues. Such groups will only be arranged with the agreement of the Trust's Executive Headteacher and clear, written terms of reference will be developed to clarify the purpose and reporting lines of such groups.

### **4. Quorum and Voting**

4.1 The quorum in every meeting of a Local Governing Body shall be four governors. Where a quorum is required in a working group that will be defined by the Local Governing Body within the terms of reference applied when such groups are set up.

4.2 Every matter which requires a decision at a Local Governing Body meeting shall be determined by a majority of the votes of the governors present and voting on the question. Every governor present shall have one vote.

### **5. Core Functions**

#### **5.1 Compliance and Governance**

5.1.1 Promoting high expectations for standards and student outcomes; driving continuous improvement; ensuring rigorous processes of personalised target setting.

5.1.2 Ensuring consistency, diversity and inclusion through implementation of the Trust's strategies, policies and procedures.

5.1.3 Ensuring that the academy(ies) and the Trust comply with the requirement for every learner to receive any statutory curriculum content in accordance with government directives for Academies.

5.1.4 Ensuring all statutory assessments, including the administration and invigilation of exams, are conducted effectively in line with the Trust's policy and adhere to examining body criteria/specifications, seeking assurances that all results have been forwarded in a timely manner to students, parent/carers and the appropriate bodies.

5.1.5 Liaising with the Trust's Board to consider and respond as appropriate to Ofsted's regulatory judgements and reporting.

5.1.6 Reviewing annually, and recommending for the consideration of the Trust's Board, any amendments to the agreed terms of reference for Local Governing Bodies.

5.1.7 Monitoring the academy(ies) website with reference to DfE requirements on published information regarding governance.

## **5.2 Strategic Planning**

5.2.1 Contributing to the delivery of the Trust's long term strategic plan; ensuring that the academy(ies) work towards the Trust's vision.

5.2.2 Overseeing the development, implementation and monitoring of the academy(ies)' s development/improvement plans; delivering against strategic objectives, targets and key performance indicators in relation to its remit.

5.2.3 Ensuring that the Local Governing Body's' agenda planning enables effective scrutiny of data and reporting which focuses activity upon the strategic and local priorities identified for the forthcoming year.

5.2.4 Recommending an annual attendance target for students for the approval of the Trust's Board; ensuring that proper procedures are in place for recording absence of students and the impact of any follow up action taken.

5.2.5 Recommending the annual student performance targets for the approval of the Trust's Board.

5.2.6 Liaising with the Trust's Board and its committees as required in considering any matters which are outside the Trust's strategy but which may contribute to the longer term sustainability and viability of the Trust.

## **5.3 Policy Application and Review**

5.3.1 Reviewing academy policies, in line with the Trust's policy review schedule, and making appropriate recommendations for change, ensuring that policies reflect the vision and values of the Trust.

5.3.2 Monitoring the effectiveness of implementation and matching of policy and practice particularly in relation to:

- safeguarding
- behaviour and all strategies relating to behaviour, social and emotional aspects of learning, sanctions and rewards; and
- equality, diversity and inclusion, including robustly challenging any discrimination against learners on the grounds of gender (including gender reassignment), race, disability, sexual orientation, religion and belief, marital / civil partnership status or age where applicable.

## **5.4 Performance Review**

5.4.1 Conducting in-depth scrutiny of data and the reporting of standards, examination results, assessments and progress in order to ensure accountability.

5.4.2 Carrying out regular reviews of student progress and attainment data to ensure performance and outcomes are in line with agreed objectives, targets and indicators.

5.4.3 Tracking and monitoring of student progress and assessing the impact of interventions where progress is low.

5.4.4 Ensuring, measuring and benchmarking quality assurance and evaluation processes to drive continuous improvement and secure high levels of student attainment and achievement.

## **5.5 Education Provision and Service Delivery**

5.5.1 Monitoring the implementation of the Trust's standards to ensure the delivery of a high quality of education provision and services for students of the academy(ies), and keeping them under review.

5.5.2 Ensuring the provision in the academy(ies) of a broad and well balanced curriculum, assessing its impact upon student learning and encouraging innovative teaching practice to achieve consistently good or outstanding teaching standards.

5.5.3 Where appropriate, ensuring a high quality of careers information, advice, guidance and support so that students' interests and abilities are matched to appropriate pathways in order for them to achieve the best possible outcomes.

5.5.4 Overseeing the quality of learning, progress and attainment for students with special educational needs and/or disabilities (SEND) and students within other identified vulnerable groups including: academically able, black and other minority ethnic communities, travellers, looked after children, those in receipt of free school meals.

## **5.6 Stakeholder Engagement**

5.6.1 Implementing the Trust's strategy for involving stakeholders and outward facing student activity.

5.6.2 Working with the Trust's SLT and Directors, take appropriate steps to ensure that stakeholders are aware of, and able to comment on and inform, the work of the Local Governing Body and the Trust.

5.6.3 Ensuring that stakeholders may access relevant information about governance of the academy(ies).

5.6.4 Ensuring stakeholder engagement informs strategic planning (para 5.2 above).

## **5.7 Finance**

5.7.1 Receiving the budget for the academy(ies) from the Trust's Business Manager.

5.7.2 Receiving information on the financial performance of the academy(ies) curriculum areas against budget on a bi-annual basis.

## **5.8 Human Resources**

5.8.1 Supporting the academy(ies') Headteacher(s) in the recruitment of effective teaching and support staff within the agreed structure.

5.8.2 Ensuring that the Trust's Human Resources policies are implemented within the academy(ies).

5.8.3 Establishing ad hoc groups, as and when required, to deal with staff conduct and capability issues in line with the Trust's policies.

## **5.9 Health and Safety**

5.9.1 Ensuring that all the staff within the academy(ies) are aware of, and carry out, their responsibilities to ensure a safe environment for themselves, their colleagues, students and visitors.

5.9.2 Reporting any issues of concern regarding health and safety to the Trust's Health and Safety Officer.

## **5.10 Assets and Facilities Management**

5.10.1 Reviewing the condition of the assets of the academy(ies) and making recommendations to the Trust's Business Manager.

5.10.2 Ensuring that all assets are labelled in accordance with the Trust's Asset Management procedures as detailed in its Finance Policy and Procedures Manual.

5.10.3 Ensuring that the site team maintain the physical assets of the academy(ies) in a safe and clean condition at all times.

## **5.11 General**

5.11.1 Recommending for consideration and approval by the Trust's Board, any changes to policy and/or decision-making on any matter that might create significant financial or other risk to the Trust or the academy(ies) or which raise material issues of principle.

5.11.2 Implementing the Trust's Complaints policy and designating a panel to hear formal complaints about areas falling under the remit of the Local Governing Body (such as: curriculum, teaching and learning, behaviour or wellbeing of students).

5.11.3 Designating a group or panel to hear any appeal to lift or change the statutory requirements for a child.

**Approved by the Uffculme Academy Trust Board, 23<sup>rd</sup> February 2018.**