

Saffron Academy Trust

Scheme of Delegated Authority



Approved by the Board of Trustees, December 2023

Every child deserves to go to a great school

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1. INTRODUCTION TO SAFFRON ACADEMY TRUST

Saffron Academy Trust (SAT) was formed in 2011 when its founder school, Saffron Walden County High School, converted to academy status.

Since then, SAT has grown and now comprises Saffron Walden County High School, Katherine Semar Junior and Infant schools and R A Butler Junior and Infant schools in Saffron Walden, Alec Hunter Academy and Beckers Green Primary School in Braintree, Honywood School in Coggeshall, and Helena Romanes School in Great Dunmow, which is an all-through school.

The Trust also encompasses The Saffron Teaching School Hub, one of the first Teaching School Hubs to be designated nationally. Through the Hub and an extensive range of collaborative partnerships, the Trust provides support, and coordinates initial teacher training and accredited professional qualifications, to a number of other primary and secondary schools in the local authority districts of Uttlesford, Braintree, Brentwood, Harlow and Epping Forest. A key aspect of the support we provide is to deliver high quality CPD focused both on classroom practice and leadership development.

2. SAT'S AIMS, VALUES AND PRINCIPLES

The educational aims of SAT are to support and promote:-

- Educational provision which enables pupils and young people, aged 3-19, of all abilities to fulfil their academic potential and achieve their personal best;
- A curriculum across all key stages which promotes excellence in the arts and sciences;
- Teaching and learning which is highly engaging and geared to students making excellent progress through the key stages;
- Transition between key stages (especially key stage 2 to key stage 3) which delivers outstanding continuity of learning;
- A focus on developing all professionals to deliver the highest quality of teaching to all our learners;
- Schooling which is outward looking and allows students to interact with ideas and people from around the world;
- Educational research into factors underpinning successful Academies and highly effective learning; and
- Involvement with the local area in a way which promotes community cohesion and cultural excellence, especially with regard to music and the arts.

3. SCHEME OF DELEGATED AUTHORITY

The Scheme of Delegated Authority (SoDA) identifies the key decisions that are required in connection with the overall governance and management of SAT, and the Academies within the Trust. The SoDA sets out the delegation by the Trustees under Article 105 of SAT's Articles of Association. It is designed to clearly set out the respective roles and responsibilities across all layers of governance. The different layers of governance are explained in more detail in section 5 (Governance: Roles and Responsibilities) of the SoDA.

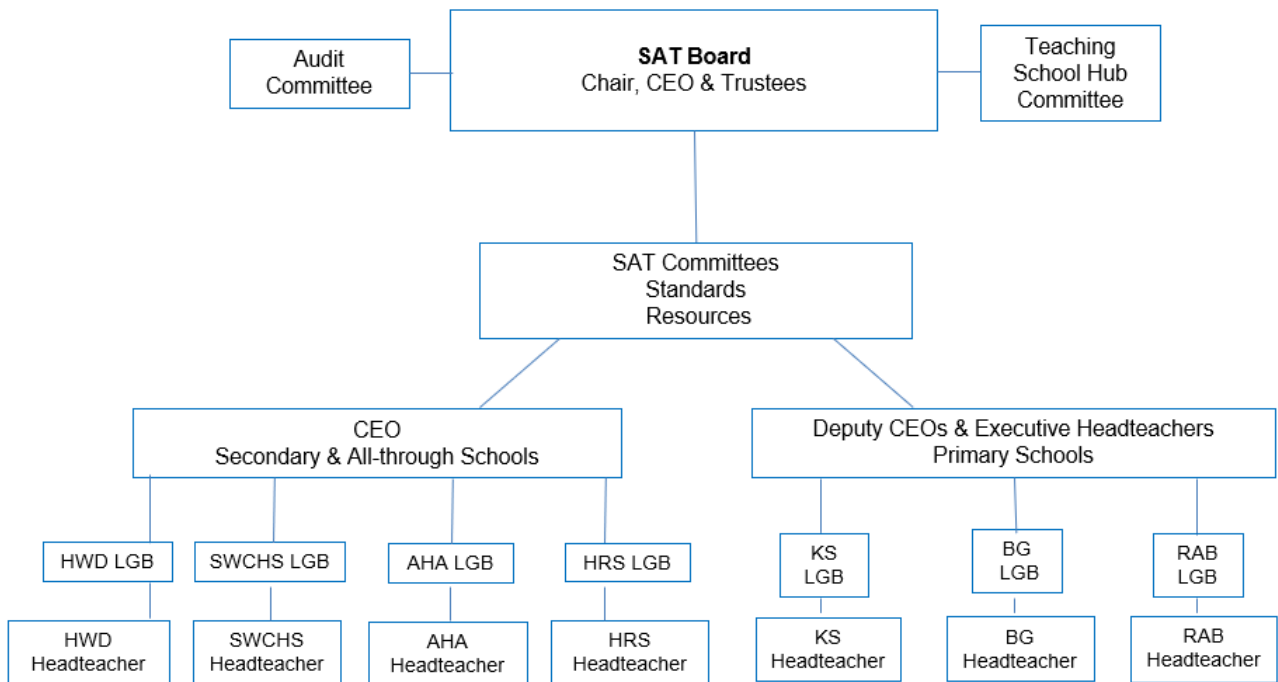
The SoDA should be read in conjunction with SAT's LGB Terms of Reference (see section 11: Terms of Reference for Academy Committees).

This SoDA will be reviewed on an annual basis by the Board of Trustees, or more often if required. In the event that any material changes are being proposed to the SoDA, the Board of Trustees will have regard to any representations of the LGBs. However, the SoDA may only be altered or revoked by the Board of Trustees.

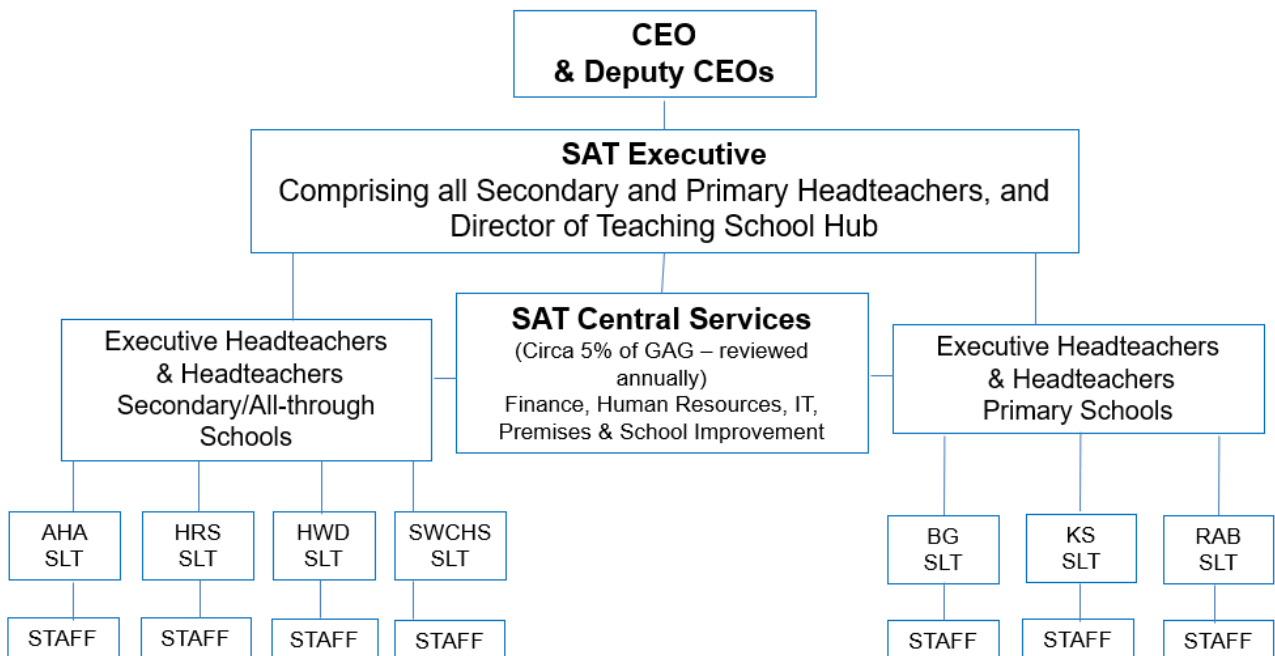
Please note: in this document, the terms 'Academy' and 'School' are interchangeable.

4. SAT'S GOVERNANCE STRUCTURE

Governance Structure Diagram:



Leadership Structure Diagram:



5. GOVERNANCE: KEY ROLES AND RESPONSIBILITIES

SAT is a company limited by guarantee, and by way of the Academies Act 2010, is an exempt charity. SAT's three core layers of governance are Members, Trustees and Academy Local Governing Bodies (LGBs). We have set out below an overview of the key roles and responsibilities across the different layers of governance.

Members

The Members are akin to the shareholders of a company and are often referred to as the 'gatekeepers'. They are the guardians of the governance of the Trust and must ensure it carries out its charitable objectives. However, unlike shareholders of a company, Members cannot take out any money or assets. The Members have ultimate control over SAT, with the ability to appoint some of the Trustees and the right to amend SAT's Articles of Association (a document which sets out the powers of SAT itself, the Members and Trustees). The Articles of Association describe how Members are recruited and replaced and how many of the Trustees the Members can appoint to the Board of Trustees. The Members can also remove Trustees. Accordingly, the Board of Trustees submits an annual report on the performance of SAT to the Members.

Trustees

The Trust is a charitable company and so Trustees are both charity Trustees (within the terms of section 177(1) of the Charities Act 2011) and company directors (within the terms of the Companies Act 2006). They are bound by both charity and company law.

The Trustees are responsible for the general control and management of SAT and, in accordance with the provisions set out in the memorandum and Articles of Association and its funding agreement, are legally accountable for all statutory functions; they do this by carrying out the core governance functions. The Board of Trustees is the accountable body for the performance of all Academies within SAT and as such must:

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

As mentioned above, SAT is a company limited by guarantee and an exempt charity. Therefore, Trustees must comply with company, education and charity law requirements. This results in the terms 'Trustees' and 'Directors' being used interchangeably. However, the Articles of Association refer to 'Trustees'. The use of the term Trustee also differentiates between executive officers with the job title director but who are not actually Companies House registered directors.

While Trustees can serve as Members, best practice recognises that the Members are responsible for holding the Trustees to account. Therefore, there should be separation between the Members and Trustees. The exception to this is the Chair of Trustees, who sits as a Member to create a link between the Members and Trustees.

The Board of Trustees is permitted to exercise all the powers of SAT. The Board of Trustees will delegate to the CEO responsibility for the day-to-day operations of SAT.

The Trustees (with the consent of the Members in respect of changes to the Board of Trustees) have the right to review and adapt its governance structure at any time, which includes removing delegation.

The Board of Trustees meet on a termly basis. The Board of Trustees also has four committees, SAT Standards, SAT Resources, SAT Audit and the Teaching School Hub Committee to enable greater scrutiny and challenge. The SAT Standards and SAT Resources committees meet on a termly basis and the SAT Audit and Teaching School Hub Committees each meet at least twice a year.

Payment of Trustees

Very importantly, because SAT is an exempt charity, Trustees are bound to comply with charity law. Charity law expects individuals and organisations to become involved with a charity purely for altruistic purposes. The law does not envisage or normally allow for a profit to be made by a Trustee or a Member simply for acting in accordance with the role they have taken on.

SAT's Articles of Association set out specific provisions around payment of Trustees. In short, there are three circumstances in which Trustees may be paid by SAT:

1. **Reimbursement of reasonable expenses** properly incurred when acting on behalf of SAT. Please note this is at the discretion of the Board of Trustees.
2. **Payment for services** provided outside the role of a Trustee but this is subject to very strict rules and we strongly recommend legal advice is sought when considering this.
3. **Payment of salary** to staff Trustees or the Headteacher in their capacity as an employee and not as a Trustee.

In summary, payment of Trustees must be considered with care. This SoDA only sets out a very brief summary of the issues in relation to payment of Trustees and this SoDA is not intended to be a substitute for detailed advice on this subject.

Conflicts of Interest

A conflict of interests is any situation in which a Trustee's personal interests (or a person connected to him/her), or interests that they owe to another body, (or may appear to) influence or affect that individual's decision making.

As Trustees of an exempt charity, the Trustees have two sets of similar duties to avoid conflicts of interest. The first duty derives from the charity law duty imposed on Trustees by virtue of their position as charity law Trustees.

The second duty comes from company law and is imposed on Trustees by virtue of their position as company law Trustees.

Essentially, the Trustees have a legal obligation to act in the best interests of SAT and in accordance with SAT's Articles of Association, to avoid situations where there is an actual conflict of interests or a potential conflict of interests where it is reasonably perceived that an actual conflict could emerge.

SAT Committees:

The Board of Trustees delegates some governance functions to board committees. There are four SAT Committees, as follows:

SAT Standards Committee

The SAT Standards Committee comprises the CEO, Trustees and external advisors. The SAT Standards Committee meets termly and is responsible for raising educational standards within SAT.

SAT Resources Committee

The SAT Resources Committee comprises the CEO and Trustees. The SAT Resources Committee meets termly and is responsible for Finance, HR, Premises, Legal, ICT, and Business.

SAT Audit Committee

The purpose of the SAT Audit Committee is to assist SAT and the Academy LGBs in fulfilling their oversight responsibilities regarding financial reporting, accounting systems, internal controls and risk. The committee primarily comprises independent members, with Trustees in attendance. The committee usually meets at least twice a year.

SAT Teaching School Hub Committee

The SAT Teaching School Hub Committee comprises at least three SAT Trustees, including the Chair of the Board and the CEO, as well as independent educationalists. The Director of the Teaching School Hub attends the committee meetings to provide updates on the Hub's activities. The main purpose of the committee is to receive, monitor and challenge the Hub's KPI data and to monitor its budget and ensure it is well-managed.

CEO

The CEO has the delegated responsibility for the operation and day-to-day management of SAT, including the performance of SAT's Academies. The CEO contributes to the performance management of the Academies' Headteachers, seeking input from the LGBs.

The CEO is the accounting officer with overall responsibility for the operation of SAT's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability; avoiding waste and securing value for money.

Academy Headteachers

The Academy Headteachers are responsible for the day-to-day management of their Academies. The secondary Headteachers are line-managed by the CEO because of their Secondary specialism. The primary Headteachers are line-managed by a Deputy CEO because of their Primary specialism.

Local Governing Bodies

Baroness Elizabeth Berridge, in the October 2020 edition of the DfE's Governance Handbook stated:

“Governance has never been more critical to the education of our nation’s young people. As Minister for the School System, I see at first hand the impact of governors and governance professionals. The governance duty is, above all, to drive relentless ambition for the young people served by our schools’ system, whatever the circumstances”.

The Academy Local Governing Bodies (LGBs) are Committees of the Board of Trustees and have delegated decision making powers in accordance with this SoDA. The LGBs shall each hold at least six meetings in every school year.

There are eight elements to effective governance:

1. The right people around the table;
2. Understanding the role and responsibilities;
3. Good chairing;
4. Professional clerking;
5. Good relationships based on trust;
6. Knowing the school – the data, the staff, the parents, the children and the community;
7. Committed to asking challenging questions; and
8. Confident to have courageous conversations in the interests of the children and young people.

The Clerk of the LGB shall give governors: at least seven clear days' notice, in writing, before the date of an LGB meeting and a copy of the agenda for the LGB meeting.

Each LGB meeting shall be minuted and a copy of such minutes must be provided to the SAT Board of Trustees at the next board, or relevant committee, meeting.

The minutes of the proceedings of a meeting of the LGB shall be drawn up and kept electronically by the person authorised to keep the minutes of the LGB; and shall be signed (subject to the approval of the of the LGB governors) at the same or next subsequent meeting by the person acting as the Chair thereof.

The minutes shall include a record of all appointments of officers made by the LGB; and all proceedings at meetings of the LGB and of committees of the LGB, including the names of all persons present at each such meeting.

The Chair shall ensure that copies of minutes of all meetings of the LGB (and such of the sub-committees as the SAT Board shall from time to time notify) shall promptly be provided to the SAT Board of Trustees when requested.

As set out in SAT's Articles of Association, the Board of Trustees establishes the LGBs and ensures that, as a minimum, two parents are elected or appointed. The Board of Trustees will determine what will be delegated to the LGBs.

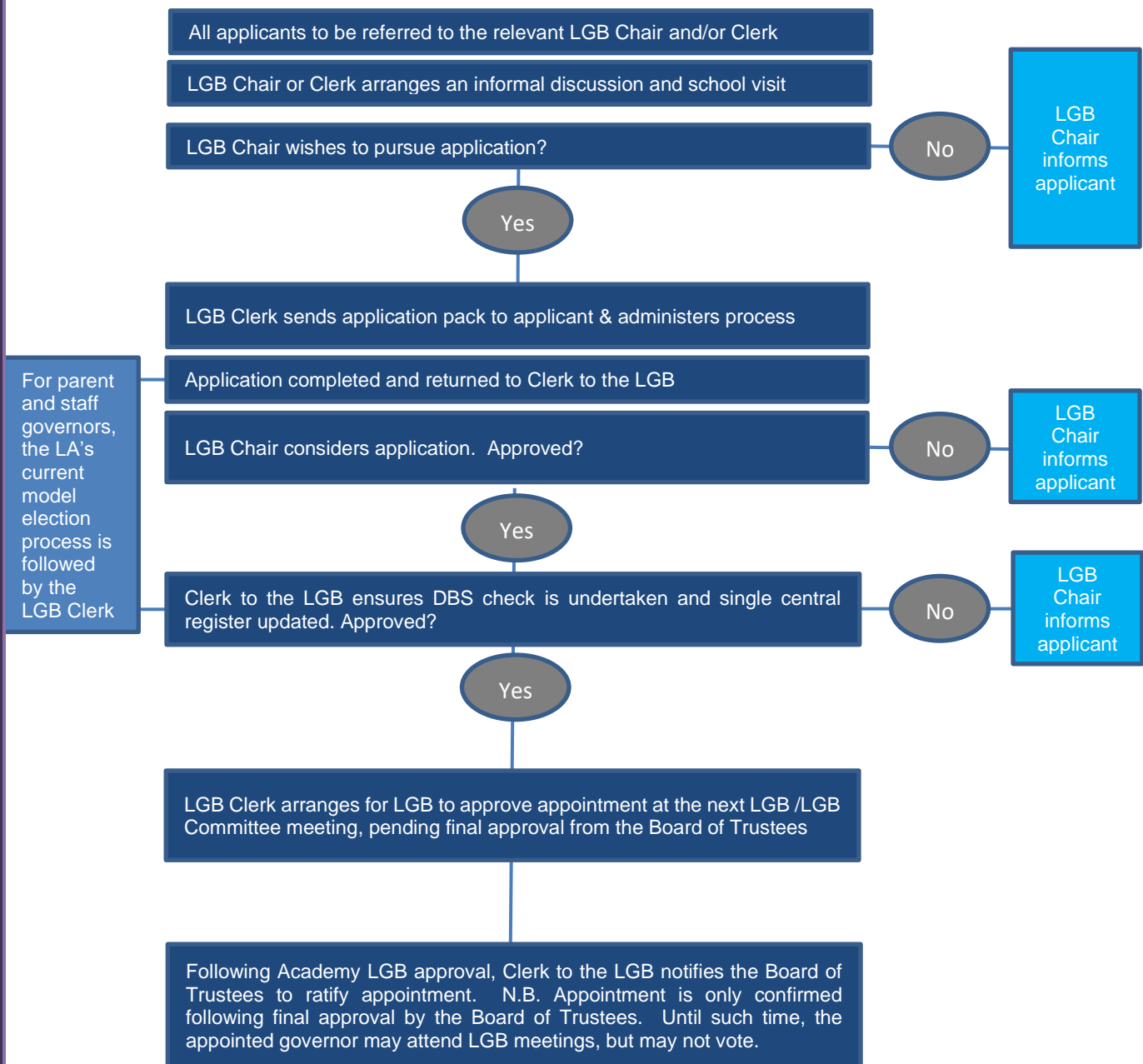
Please see section 11: Terms of Reference for Academy LGBs and Committees

Clerking

Each LGB and the Board of Trustees has a Clerk. The Clerk to the Trustees supports the Clerks to the LGBs. This team will communicate appropriately to facilitate sharing best practice, common processes, systems and documentation to be set up and to provide each other with support, guidance and assistance when needed.

The Clerk to the Trustees is responsible for setting the meeting timetable for all SAT governance meetings for the academic year. The LGB Clerk will set the Academy meeting timetable. The LGB meeting minutes must be sent to the SAT Clerk no later than 10 days before the final SAT Board meeting each term, along with one summary document, summarising all the LGB meetings held during that term. This enables meetings to interlink, which facilitates a robust, clear reporting structure.

6. RECOMMENDED ACADEMY LGB APPOINTMENT PROCESS



Note: Academies follow the local authority's current policies and processes for the recruitment of Staff and Parent Governors via the relevant election process.

7. COMPOSITION OF ACADEMY LOCAL GOVERNING BODIES

The LGBs are responsible for proposing the constitution and membership of their own LGB. However, the Board of Trustees is still ultimately accountable and therefore the Board of Trustees must approve the constitution of the LGB, including any changes to the constitution or membership. The total number of governors on the LGB cannot be less than seven, but there is no maximum. The number of employees of SAT on the LGB, including the Headteacher, cannot exceed one third of the total number of governors on the LGB.

When seeking to find new governors to join the LGB, the existing LGB governors should seek to ensure that the governors serving on the LGB between them have an appropriate range of skills and experience and due attention is given to succession planning.

A person appointed to the LGB must be over eighteen at the date of appointment and must not be disqualified from serving as a governor. In addition, no current pupil of the Academy is entitled to serve as an LGB governor.

LOCAL GOVERNING BODY			
Type of Governor	Number	Term of Office	How they are appointed
Headteacher	1	Indefinite; for the duration of their employment as Academy Headteacher	N/A
Chair of LGB	1	Annual election	The Chair of the LGB shall be appointed in accordance with the school's level of autonomy (see Table of Responsibilities, below). Where there is an equal division of votes, the appointment shall be made by a majority vote of the SAT Board of Trustees. The Board of Trustees reserves the right to remove or appoint a Chair if the need arises.
Parent governors	2 (recommended)	4 years	Parent governors shall be elected by the parents of the Academy. The recommended number of parent governors is two. In the event that the number of parents standing for election is less than the number of vacancies, the Board of Trustees may appoint Parent governors.
Staff governors	2 (maximum)	4 years	Staff governors shall be elected by the staff of the Academy. In the event that the number of staff standing for election is less than the number of vacancies, the Board of Trustees may appoint staff governors. No more than two elected staff governors shall serve on the LGB at any one time. Ideally, there should be representation from both Teaching and Support staff.
Appointed governors	N/A	4 years	Appointed governors are recommended by the LGB but are subject to approval by the Board of Trustees.
Co-opted governors	N/A	1 year, can be re-appointed	Co-opted governors are recommended by the LGB but are subject to approval by the Board of Trustees.

8. LGB REMOVALS AND DISQUALIFICATIONS

A Governor shall no longer serve on the LGB if any of the following apply:-

- they resign by giving notice in writing to the Chair of the LGB, who must forward a copy of the letter to the Chair of the Trustees;
- they are removed by the Board of Trustees, with notice given in writing, a copy of the letter is then forward to the Chair of the LGB;
- a recommendation to be removed is sent to the Board of Trustees, by the Chair of SAT. They are then removed by the Board of Trustees, with notice given in writing, a copy of the letter is then forward to the Chair of the LGB;
- they become incapable by reason of mental disorder, illness or injury of managing or administering their own affairs;
- they are absent without the permission of the Chair of the LGB from all meetings of the LGB held within a period of six months and the GB resolves that his/her office be vacated;
- they are a staff governor and they no longer work for the Academy of which they are a governor;
- they are a parent governor, but their child no longer attends the Academy of which they are a governor. However, a parent governor may complete their term of office if their child leaves the Academy during this period;
- their estate has been sequestrated and the sequestration has not been discharged, or that person is subject to a bankruptcy restrictions order;
- they are subject to a disqualification order under the Company Directors' Disqualification Act 1986, or to an order made under the Insolvency Act 1986;
- by order of the Charity Commission that person has been removed from the office of charity trustee on the grounds of misconduct or mismanagement in the administration of the charity for which they were responsible or to which maladministration her/his conduct contributed;
- they are included in the list kept by the Secretary of State under Section One of the Protection of Children Act;
- that person is disqualified from working with children in accordance with Section 35 of the Criminal Justice and Court Services Act 2000;
- that person is barred from regulated activity relating to children within the meaning of the Safeguarding of Vulnerable Groups Act 2006;
- a direction has been made against her/him under section 142 of the Education Act 2002 or is subject to a prohibition order which takes effect as if contained in this direction;
- they have at any time, been convicted of any criminal offence excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any

offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of an offence which falls under the Charities Act 1993, section 72;

- they do not provide the Chair of the LGB with a criminal records certificate at an enhanced disclosure level. In the event that the certificate discloses information which in the opinion of the Chair or the Headteacher confirms their unsuitability to work with children that person shall be disqualified.

9. SAT SUPPORT FOR SCHOOLS & INTERVENTION

SAT is ultimately responsible for all aspects of the provision of education in accordance with its legal obligations. SAT desires to delegate many areas of decision making to individual Academies but reserves the right to change the level of authority delegated in order to fulfil its legal obligations.

Annually, each school will be risk assessed by the CEO and Director of School Improvement in consultation with the Headteacher against the following 10 factors:

1. Current Ofsted grading and timing of next inspection
2. Recent external examination results and trends over time
3. Attendance and exclusions data
4. Staff retention and unfilled vacancies, particularly where this impacts on the capacity of SLT
5. The experience of key personnel; the Headteacher or SENCO for example.
6. The functionality of the LGB. Whether meetings are regular and purposeful and LGB membership and attendance is strong.
7. Financial security
8. Site issues
9. Safeguarding issues
10. Complaints received

The agreed outcome of the risk assessment will determine what level of support the school will receive from the Trust in that academic year, from a range of 4 levels of support and challenge, as follows:

Enhanced Autonomy	<i>Schools receive annual Fresh Eyes Review and annual Safeguarding Audit, SAT level training and subject spotlights/curriculum reviews</i>
Supported Autonomy	<i>In addition to the above, the school receives a SAT Improvement Plan including DSI or SLE deployment in at least one subject area. This plan is negotiated with the headteacher.</i>
Enhanced Support	<i>In addition to the above, the Headteacher has a twice weekly meeting with the CEO/Deputy CEO. Support is provided for a detailed SAT Improvement Plan which is reviewed and RAG rated as progress is made against targets. School improvement is closely monitored by SAT Standards Committee.</i>
Immersive Intervention	<i>In addition to the above, the CEO/Deputy CEO and Director of School Improvement works alongside the Headteacher to secure urgent and rapid improvement.</i>

If at any time a critical event occurs at or in relation to an Academy which is significantly damaging to the reputation of the Trust, the Board of Trustees may change the authority delegated to the LGB as set out in section 10: Table of Responsibilities, until such time as the Board of Trustees is satisfied that the event that has occurred to trigger the lower levels of autonomy has been rectified or ceases to cause a concern to the Board of Trustees.

10. TABLE OF RESPONSIBILITIES

Duties are delegated through a Headteacher's or the SAT LGB Committees' Terms of Reference, through a SAT Policy, or through this SoDA. This SoDA will clarify that a duty has been delegated, the SAT Policy will detail the process for how this duty is delegated and undertaken.

Key:

	Responsible	means Responsible . The individual/group that has responsibility for undertaking or completing the task delegated to them and reporting on its delivery at suitable intervals. In the case of the CEO, this reporting will be at Board level. In the case of the Principal/Head, this will be at Academy LGB level.
	Accountable	means Accountable . The individual/group that has the ultimate or final responsibility for ensuring completion of the task. This will include determining how the Trust and/or Academies (as appropriate) should undertake the task including determining appropriate milestones and targets to be reported against.
	Supports	means Support . The individual/group who should provide support during the implementation of the task.
	Consulted	means Consult . The individual/group that should be consulted as part of the process of the completing the task because they can provide valuable advice and/or input.
	Informed	means Inform . The individual/group that should be kept up-to-date about the progress of the task and/or the decisions in the task.

		Role			
		Trustees	CEO	LGB	Headteacher
Strategy and Leadership					
Strategy	Set strategic objectives of the Trust	A/R	S	S	C
	Set strategic objectives of the Academies	A	S	R	S
	Develop the character, mission & ethos of the Trust	A/R	S	C	C
	Develop the character, mission & ethos of the Academies	A	S	R	S
Scrutiny	Scrutiny: Performance - review & challenge progress of the Trust against its strategic objectives and KPIs	A	R	C	S
	Scrutiny: Ethos - operation of the Trust & Academies against the agreed character, mission & ethos	A	R	C	S
Compliance	Compliance: Funding Agreement - comply with all obligations including the Academies Financial Handbook	A	R	S	R

	Compliance: Regulatory - with all regulations affecting the Trust (including all charity law, company law, GDPR, employment law and health and safety)	A	S	R	S
	Compliance: Financial Oversight - ensuring that there are appropriate financial controls so that there is regularity, probity and value for money in relation to the management of public funds	A	R	S	S
	Compliance - completing the register of business interests and put in place a procedure to deal with any conflicts of interest and connected party transactions	A	R	R	S
Registers	Register of Interests	A/R		A/R	
	Trust Risk Register	A	R	S	S
Appointments	Appointment and removal of Trustees- ensuring processes in place for appointment and removal of trustees (including ensuring that the Trustees have the skills to run the Trust)	A/R	S		
	Appointments of Governors - ensuring processes in place for appointment of governors (including ensuring that the Governors have the skills to run the Academies). Board approval required for non-elected Governors. The Board reserves the right to remove a Governor.	C		A/R	S
	Appointment of the LGB Chair. The Board of Trustees approves the appointment of LGB Chairs, taking the recommendation of the LGB into consideration. LGB Chairs in position for max 9 years, unless extended by the Board.	R		C	S
	Appointment of Clerk - Board	A/R	S		
	Appointment of Clerk - Governing Body	C	C	A/R	S
Policies	Review and approval of Trust wide Policies	A	R	C/S	S
Committee Delegations	Prepare terms of reference for LGBs and Committees, including annual cycle of business	A/R	S	C	C
Training	Training programme for trustees	A/R	S		
	Training programme for governors	C		A/R	S

Education and Leadership

Academy Performance	Academy Improvement Plan - for each Academy in line with strategic aims of the Trust	A	R	C	S
	Key Performance Indicators - setting and reviewing performance of the Trust & the Academies	A/R	S	C	C
	Quality of Teaching - ensuring appropriate levels of support, challenge and intervention to support delivery of education outcomes	A/R	S	C	C
	Curriculum - setting the curriculum for the Academies and reviewing its effectiveness	A	S	R	S
Student Issues	Student issues (including attendance, exclusions, punctuality and disciplinary matters for each Academy)	C	C	A	R
	Ensure school lunch provided to appropriate nutritional standards		S	A	R
Safeguarding	Ensuring each academy has appointed a designated safeguarding lead, ensuring compliance with statutory guidance and maintenance of single central record	A	S	R	S
Stakeholder Engagement	Promoting partnership working between parents/carers and the Academies (including undertaking consultation with students, parents/carers and other stakeholders and ensuring that such feedback is used to support the development of best practice and to promote the quality of the overall student experience)	A	S	R	S
Academy Calendar and Opening Hours	Setting term dates	A	S	R	S
	Academy Hours -setting the opening and closing times for the Academies	A	S	R	R
Admissions	Set Academy Admissions Policy	A	S	R	R
	Admissions decisions	C	I	R	S
Ofsted	Ofsted Inspections: Trust Level (MATSE): (1) Board will liaise with Ofsted when MAT is inspected (2) CEO will ensure Trust is prepared for inspection and manage the process from a Trust perspective where the impact of the Trust is under review (3) CEO will support LGBs and Principals/Headteachers for individual Academy inspections	A/R	S	I	I
	Ofsted Inspections: Academy Level	A	S	R	R
	The Board will assist with an Academy inspection.				

Financial					
Appointments	Appointment of Audit and Risk Committee	A/R	S	I	I
	Appointment of Accounting Officer and Chief Financial Officer	A/R			
	Recommend appointment of External Auditors to Members	A/R	S		
	Appointment of Internal Auditors	A/R	S		
Funding Model and Budget	Agreeing a funding model across the Trust and develop an individual funding model for the Academies so as to secure the Trust's financial health in the short term and the long term, including the use of Trust funding loans to Academies, where deemed necessary	A/R	S	R	R
	Formulating and setting the Trust wide budget	A/R			
	Formulating and determining the proportion of the overall budget to be delegated to each Academy, and the top-slice to be levied (including uses of reserves/balances)	A/R	S		
	Expenditure and ensuring delivery of Annual Budgets	A/R	S		
	The Board sets targets for the proportion of Academy budget to be spent on staffing	A/R	S	R	R
	Establishing of policies and procedures to ensure compliance with the Trust's financial and reporting requirements	A/R	S	C	S
Investments	Agreeing the investment policy in line with the Academies Financial Handbook and the Scheme of Financial Delegation	A	R		
HR and Operations					
Appointments	Appointment of CEO	A/R			

	Appointment of Headteacher/Executive Headteacher at each Academy	A	R	C	
	Appointment of Central Services staff (in line with recruitment policy)	A	R	C	
	Appointment of Academy SLT (excluding Headteacher)		S	A	R
	Other staff, excluding SLT and Headteacher/Executive Headteacher)			A	R
Dismissals	Dismissing CEO (in accordance with the Trust disciplinary and capability policies)	A/R		I	
	Dismissing Central Services Staff (in accordance with the Trust disciplinary and capability policies)	I	A/R	C	
	Dismissing Headteachers (in accordance with the Trust disciplinary and capability policies)	A	R	S	
	Dismissing all other staff (in accordance with the Trust disciplinary and capability policies)		S	A	R
Policies and Terms & Conditions	Establishing Trust wide HR Policies (including recruitment, discipline, capability, grievance, and absence policies) in accordance with all appropriate regulations	A	R	C	
	Setting Terms and Conditions of Employment and Staff Handbook	A	R	I	I
	Setting Appraisal Performance Management Policy together with pay reviews (in line with the Trust's pay policy and all statutory regulations)	A	R	C	S
	Reviewing discipline and grievance policy	A/R	R	S	I
	The LGB propose Academy policies if they are not covered by a SAT policy and are responsible for writing, reviewing and compliance of those policies			R	A
Procurement	Setting trust wide procurement policies (for suppliers including auditors, HR and payroll providers and solicitors) in accordance with the Funding Agreement, Academies Financial Handbook and the Trust's procurement policy	A	R	R	I

	Setting academy specific procurement policies - in accordance with the Funding Agreement, Academies Financial Handbook and the Trust's procurement policy		C	A	R
	Enter into contracts - up to limit of delegation set out in the Delegated Authority Schedule		C	A	R
Central Services	Determining and allocating central services provided to the Academies by the Trust	A	R	C	I
	Overseeing the effectiveness of services provided centrally by the Trust	A	R	C	C
	Arranging insurance for the Trust	A	R		
Premises and Assets	Acquiring and disposing of Trust land	A	R	C	
	Changing use of Assets	A	R	C	
	Asset and Premises Maintenance Strategy - determining use of Academies' premises and ensuring premises are adequately maintained	S	A	C	I
Media and PR	Media and PR - overseeing public relations activities to project the activities of the Trust and the Academies to the wider community	A	R	S	S
	Information management - including adopting and following policies for information security and compliance with FoI and DPA legislation and maintaining accurate records (staff, student)	A	R	S	S



11. TERMS OF REFERENCE FOR ACADEMY COMMITTEES

December 2023

These terms of reference provide SAT’s Academy committees with guidance regarding their responsibilities and for the conduct of their meetings. The terms of reference should be read in conjunction with the Scheme of Delegated Authority (SoDA), which provides further details. The Academy LGB will operate in accordance with the Trust’s Scheme of Delegated Authority.

Name of trust:	Saffron Academy Trust
Name of committee:	Local Governing Body
Name of school:	<i>Insert name of school here</i>
Date agreed:	<i>Insert date TORs adopted by Local Governing Body</i>
Review date:	<i>Terms of reference will be reviewed annually by the Trust Board.</i>

Chair of committee:	<i>Appointed by the local committee or the trust board, according to the school’s level of designated authority.</i>
Clerk:	<i>The committee appoints a professional clerk.</i>
Membership:	<p><i>A minimum of seven members, to include:</i></p> <ul style="list-style-type: none"> • Two elected parents • At least one elected member of staff, but no more than two • Four committee members appointed by the Trust, one of whom will be the chair <p>The Academy Headteacher is automatically a governor by virtue of their office (also known as an ex officio governor)</p> <p>It is recommended to have no more than 11 committee members.</p>
Quorum:	<i>A minimum of three committee members appointed by the Trust (not including elected staff or parent governors)</i>

Meetings:	<i>Two meetings per term to discuss general school related matters. Each meeting will have a focus on either Resources or Standards as set out below.</i>
Reporting:	<i>Minutes of each meeting to be submitted to the Trust's Clerk no later than 10 days prior to the next relevant Trust full Board or committee meeting.</i>
Functions:	<p>Academy LGBs are responsible for the link between the trust and the parents and the community, feeding into the trust's oversight and management of the school. The board delegates to them the following functions:</p> <ol style="list-style-type: none"> 1. Developing an understanding of how the trust and the school are led and managed by: <ol style="list-style-type: none"> 1.1 Building an understanding of the trust's ambitions for the school and its pupils – its vision and strategy and how this is realised at school level 1.2 Knowing the trust's values and becoming familiar with key policies, understanding how these work in practice so that they are creating a healthy culture for all 2. Being the link with parents and the community by: <ol style="list-style-type: none"> 2.1 Building a knowledge of parents' views and the community context 2.2 Ensuring that trustees and the CEO are aware of parents' and community views 3. Monitoring the work of the school, escalating any concerns to the CEO and/or trustees by: <ol style="list-style-type: none"> 3.1 Scrutinising reports on the school's progress with achieving its ambitions 3.2 Scrutinising reports on how the school complies with key policies 3.3 Visiting the school during the school day and attending events 4. Reviewing key decisions made by the Headteacher e.g. pupil exclusions and responses to complaints <hr/>

The academy committee has delegated responsibility for:

Standards

1. Ensure that the trust's vision, ethos and strategy is adopted and applied by school leaders.
2. Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust's strategic objectives.
3. Closely monitor school performance and improvement through regular reviews of performance data at each key stage, including exam results, attendance rates, and pupil progress.
4. Ensure that the trust's curriculum is being provided to pupils in an appropriate manner for the school's context and to receive and monitor curriculum area development plans.
5. Ensure that the required educational policies and procedures are in place and that the school is operating effectively in line with these policies and reviews them on a 2-year cycle.
6. Establish a strong relationship with the headteacher in order to provide effective support and challenge, including providing feedback to their performance management process.
7. Hear about school and community events and enrichment.
8. To ensure that teaching programmes are:
 - Free from any form of indoctrination;
 - Comply with equal opportunities legislation;
 - Attend to any special educational needs of pupils being taught in the school.
9. To agree the times for the start and finish of the school day and the lunch-time period, together with the dates for the beginning and end of school terms and half-term breaks.
10. To monitor the school's annual self-review process, including evaluation and inspection procedures.
11. To receive reports on a regular basis from the school management on attendance, exclusions, CP referrals, racist incidents and bullying.

Resources

1. Monitor the school's budget and spending plans and hold the Headteacher to account for how devolved funds are spent. In autumn, to review the school's end of year position. In spring, to monitor progress against the budget. In summer, to agree budget priorities for the following year.
2. Receive and review the school's budget for the following financial year, making recommendations as necessary to the SAT Board.
3. Monitor school estate to ensure it is safe and well maintained and oversee arrangements for lettings and community use.
4. Receive the school's curriculum and staffing plan and ensure that staffing meets the needs of the curriculum.
5. Receive reports from the SAT Head of Facilities and Operations on the asset management plan, SCA expenditure at the school and the Health & Safety audit.
6. Ensure that SLT and governors note any changes and adhere to SAT HR policies.

7. Ensure Headteacher performance management is carried out.
8. Recommend the names of Governors to the Governing Body to serve on the selection panel for any Headteacher or Deputy/Assistant Headteacher appointment. Teaching staff appointments up to and including TLR 2A are delegated to the Headteacher. For posts carrying TLR 1B and above, a member of the Governing Body will be on the appointment panel.
9. Monitor the staff performance management arrangements.
10. Receive the annual plan for staff in-service training.
11. Ensure that arrangements are in place for the induction of new staff.
12. Monitor and review staff consultation processes.
13. Ensure that all staff are aware that they can contact Essex County Council for advice on pensions.
14. Be mindful of policies related to equal opportunities in relation to the staff of the school, e.g. gender and disability.
15. Be mindful of SAT's pay policy.
16. Consider and recommend additional benefits to employees outside remuneration.

Stakeholder engagement

1. Consult stakeholders – parents, staff and pupils – and use insights to inform decision-making.
2. Help stakeholders to understand the trust's values and vision for the future.
3. Provide the trust board with insight into the challenges and opportunities faced by the school's local community.

Safeguarding

1. Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school and ensure appropriate arrangements are in place for the pastoral care of all pupils.
2. Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
3. Monitor the implementation of safeguarding policies, including safer recruitment guidelines, and the effectiveness of procedures.
4. Review the Trust's safeguarding audit for the school and ensure that recommendations are implemented.
5. Designate a link governor to take leadership responsibility for safeguarding.
6. Monitor the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe.

SEND

1. Ensure that the trust policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.
2. Seek assurance that staff are trained to implement pupil strategies and support plans.
3. Ensure pupils with SEND have the resources they need to succeed.

4. Designate a [link governor](#) to take leadership responsibility for SEND.
5. Work in partnership with the Special Educational Needs Coordinator (SENCO) and other stakeholders across the MAT community to ensure that pupils with SEND are well-supported and included in all aspects of school life.
6. Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.

N.B. Other committees may be convened as required (for example to review exclusions, complaints or staff disciplinary matters). In this instance, Academies will follow the relevant current model policy provided by the Local Authority or the National Governance Association.

12 SAT Local Governing Body Year Planner

These are agenda items that meet SAT's Terms of Reference for Academy Committees. The Board's expectation is that LGBs will hold two meetings per term, one with a focus on Standards, and one with a focus on Resources so that these agenda items are covered during the course of the academic year.

Agenda items for general Governing Body meetings
Apologies for absence and consent to absence
Declaration of Business Interests: Any changes to declarations already made Any conflicts of interest relating to items on this agenda Any gifts or hospitality received or given by governors
Minutes of last meeting and matters arising not on this agenda
Headteacher report (once per term)
Reports of Link Visits and other governor visits
Report of governor training undertaken
Chairs report, including any SAT updates
Policies for approval
Any other business – to be notified before the meeting
Safeguarding wheel/review
Confirm dates of next meeting / in-person or virtual
Additional items for the Autumn Term – Meeting 1
Appointment of the Chair and Vice-chair
Committee terms of reference, to receive
Review of committee membership and link areas
Register of business interests returns
Safeguarding audit report
Annual updates to KCSIE and safeguarding training for governors
GDPR report to be received
External examination outcomes overview
Approval of School Improvement plan for academic year
<i>Annual task: Review school information published on the website for ease of use – compliance checked by SAT</i>
<i>Annual Local Governance review: Pre-meeting to undertake a review of governance skills. Preparation materials to be sent over the summer.</i>

<i>Training issues identified and addressed.</i>
Additional items for the Autumn Term – Meeting 2
Admission policy and future admission trends
PPG evaluation of previous academic year & current provision and plans for academic year
Sports Premium report evaluation and new plan (primary)
Behaviour and SEND overview reports
Self-evaluation: summary SEF
Additional items to be covered in Spring Term meetings
Receive the IDSR
Review the school's equality information and objectives
Review of on-line parents' evenings (if appropriate) and proposals for next year
Self-evaluation: summary report of activities undertaken and outcomes
Additional items to be covered in Summer Term meetings
Safeguarding audit/evaluation
School Improvement plan review and plans for year following
Self-evaluation: Summary reports of activities undertaken

Additional items for the Autumn Term meeting with focus on Standards
GCSE and Post-16 examination outcomes and detailed analysis
EYFS, Year 1 phonics, Year 2 and Year 6 SAT outcomes and detailed analysis
Confirmation of targets for the academic year
Curriculum updates
Any catch-up and intervention plans, including National Tutoring Programme
Pastoral report, including leavers/joiners, attendance, exclusions, LAC
Additional items for the Spring Term meeting with focus on Standards
Progress and interventions update
PPG report
SEND report
Sixth Form report (if applicable)
Curriculum updates
Pastoral report, including leavers/joiners, attendance, exclusions, LAC
Additional items for the Summer Term meeting with focus on Standards
Progress and interventions update
Early outcomes of any completed primary data
Final preparation for summer tests/exams and expected outcomes
Pastoral report, including leavers/joiners, attendance, exclusions, LAC
Curriculum updates
Transition

Additional items for the Autumn Term meeting with focus on Resources
Staffing: Wellbeing plans CPD programme for academic year
Performance Management process evaluation and summary outcomes
Premises Report (Peter Mclean to provide): Work undertaken and planned Priority areas of concern for refurbishment/redevelopment
Health and Safety report (Peter Mclean to provide)
Budget report (SAT Finance to provide): End of financial year position Current academic year budget changes, including staff pay awards
Additional items for the Spring Term meeting with focus on Resources
Staffing: Leavers and joiners Staff voice discussions Review the Staffing Structure for the following year
Premises Report (Peter Mclean to provide): Work undertaken and planned Proposal to SAT for SCA spending
Health and Safety report (Peter Mclean to provide)
Review of accessibility plan (Peter Mclean to provide)
Approve school term and holiday dates/occasional and INSET days
Budget report (SAT Finance to provide) Update of financial position – for financial year to date Plans for controllable elements of the budget eg: catering, lettings
Additional items for the Summer Term meeting with focus on Resources
Staffing: Staffing situation for following year Summary outcomes of leavers interviews Summary of staff attendance Evaluation of wellbeing activities – Staff survey outcomes
Premises Report (Peter Mclean to provide): Work undertaken and planned for the summer holiday Updates to plans for evacuation and emergency procedures
Health and Safety report (Peter Mclean to provide)
Review the school's cybersecurity
Budget meeting (SAT Finance to provide report and information): Budget proposals for following year to be submitted to SAT