

Piper Hill Learning Trust
Piper Hill High School
Pioneer House High School



“Working together to bring out the best in everyone.”

Governance Model for
Piper Hill Learning Multi Academy Trust (PHLMAT)
Scheme of Delegation

Piper Hill Learning Trust –Schedule of Meetings

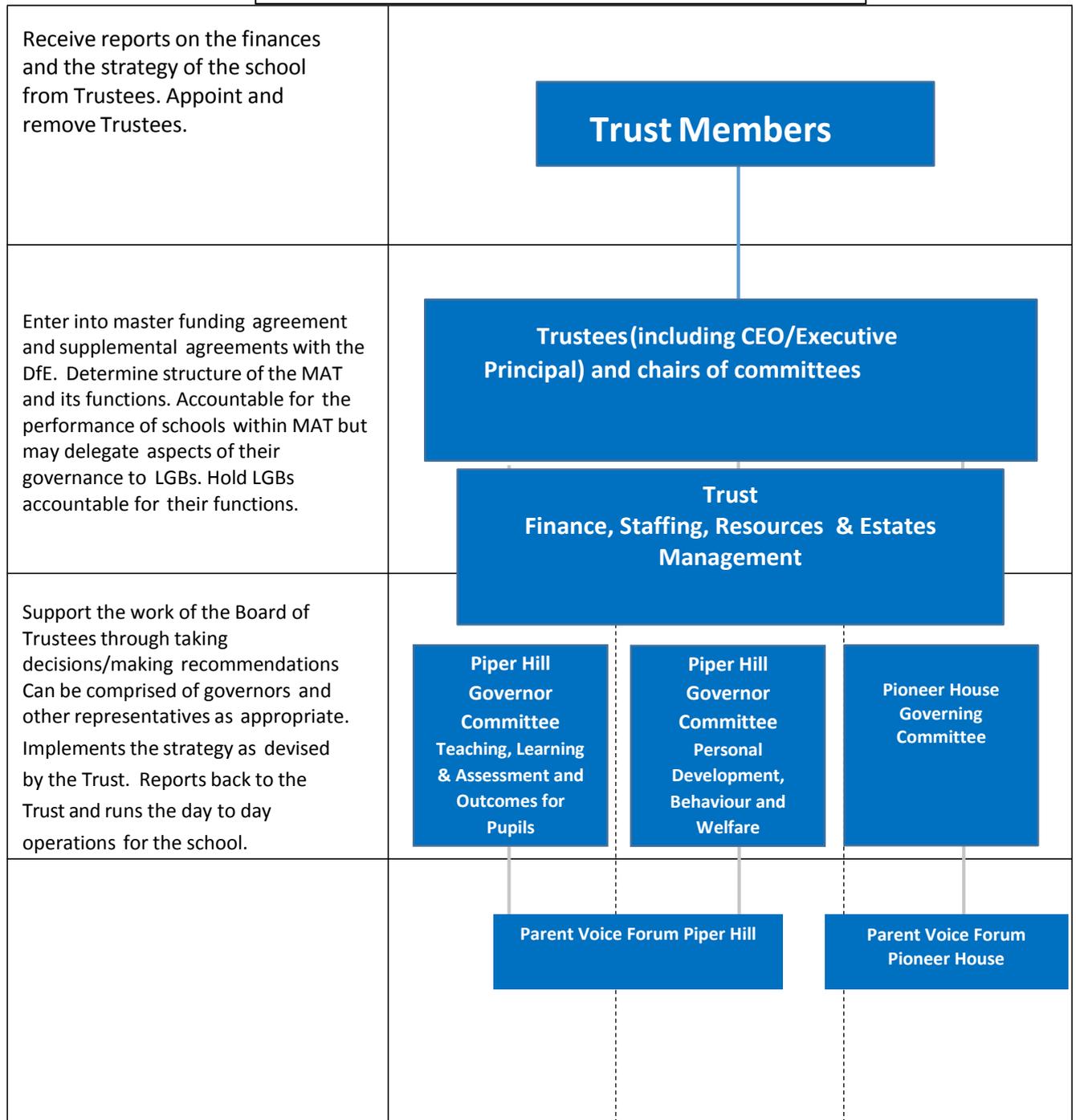
September	Mon 26 th September 2016	Pioneer House Governing Body Committee	3.30pm – 5.00pm
September	Weds 28 th September 2016	Piper Hill Governing Body Committees	3.30pm – 5.00pm Trust Finance, Staffing and Estates Management Teaching, Learning & Assessment and Outcomes for pupils Personal Development, Behaviour and Welfare
October	Weds 12 th October 2016	Board of Trustees	3.30pm – 5.00pm
November	Weds 23 rd November 2016	Parent Voice Forum	9.15am – 10.15am
November	Mon 28 th November 2016	Pioneer House Governing Body Committee	3.30pm – 5.00pm
November	Weds 30 th November 2016	Piper Hill Governing Body Committees	3.30pm – 5.00pm Trust Finance, Staffing and Estates Management Teaching, Learning & Assessment and Outcomes for pupils Personal Development, Behaviour and Welfare
December	Weds 14 th December 2016	Board of Trustees	3.30pm – 5.00pm
December	Weds 21 st December 2016	Board of Members	3.30pm – 5.00pm
January	Weds 25 th January 2017	Parent Voice Forum	9.15am – 10.15am
January	Mon 30 th January 2017	Pioneer House Governing Body Committee	3.30pm – 5.00pm
February	Weds 1 st February 2017	Piper Hill Governing Body Committees	3.30pm – 5.00pm Trust Finance, Staffing and Estates Management Teaching, Learning & Assessment and Outcomes for pupils Personal Development, Behaviour and Welfare
February	Weds 15 th February 2017	Board of Trustees	3.30pm – 5.00pm
April	Weds 19 th April 2017	Parent Voice Forum	9.15am – 10.15am
April	Mon 24 th April 2017	Pioneer House Governing Body Committee	3.30pm – 5.00pm
April	Weds 26 th April 2017	Piper Hill Governing Body Committees	3.30pm – 5.00pm Trust Finance, Staffing and Estates Management Teaching, Learning & Assessment and Outcomes for pupils Personal Development, Behaviour and Welfare
May	Weds 10 th May 2017	Board of Trustees	3.30pm – 5.00pm
June	Weds 14 th June 2017	Parent Voice Forum	9.15am – 10.15am
June	Mon 19 th June 2017	Pioneer House Governing Body Committee	3.30pm – 5.00pm
June	Weds 21 st June 2017	Piper Hill Governing Body Committees	3.30pm – 5.00pm Trust Finance, Staffing and Estates Management Teaching, Learning & Assessment and Outcomes for pupils Personal Development, Behaviour and Welfare
July	Wednesday 19 th July 2017	Board of Trustees	3.30pm – 5.00pm

Our vision for every child on our roll is:

- ⇒ To provide a broad, balanced and relevant education through which the National Curriculum is made accessible to all students as appropriate.
- ⇒ To promote the spiritual, moral, cultural, mental and physical development of students at school and to prepare them for the opportunities, experiences and responsibilities of adult life.
- ⇒ To develop positive working relationships with parents, other professionals and encourage a partnership between school and home which involves parents at all levels of school life,
- ⇒ To provide a happy and secure working atmosphere in which students can develop their abilities and make progress according to their needs and development level.
- ⇒ To encourage students to pursue personal areas of interest and to make their own choices and decisions.
- ⇒ To promote equal opportunities for students and staff regardless of disability, gender, race or sexuality.
- ⇒ To acknowledge the uniqueness and intrinsic value of each member of the school.
- ⇒ For the school to be flexible to ensure full access to education.
- ⇒ To ensure understanding of fundamental British values.

In the interests of transparency, we will publish, including on our website, up to date details of the structure of the governing body and any committees, together with the names of their governors and their particular roles and responsibilities within that structure. We will also publish an annual statement setting out the key issues that have been faced and addressed by the governing body over the last year, including an assessment of the impact of the governing body on the school. For academies, these details of our governance arrangements must also be provided within the governance statement of our published annual accounts.

Draft Governance Structure for Piper Hill learning Trust



The Board of Members

Members - 4 signatory members:

Joan Holt, Liam Cowell, James Eldon (Chair), Helen Jones

Main purposes include:

Agreeing the Articles of Association that define how the Academy Trust will run, and have power to amend them.

Appointing Trustees and having power to remove Trustees.

Signing the Funding Agreement with the Secretary of State and signing off Accounts and Annual Report.

Holding the Board of Trustees to account. (Chair of Trustees is also a Member to ensure link between the Members and Trust Board).

The MAT Articles of Association set out the responsibilities and procedures for the running of the MAT (which is a charitable company limited by guarantee as per Companies Act of 2006). The Articles state that:

- The Object of the MAT is to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing, developing and raising standards at schools ("the Academy's) offering a broad and balanced curriculum.
- The MAT comprises of Academy's who agree to work together within the Terms of Reference for the MAT, which is drawn from representatives of each of the individual Academy's Governing Bodies. They have a remit to co-ordinate matters of common interest referred collectively by the Governing Bodies.

The term of office for MAT members is 3 years.

Board of Trustees / Trustees

Board of Trustees - 5 Trustees:

Helen Jones (Chair), Jenny Andrews, Beverley Ridyard, Janet Ashton, Executive Headteacher
Piper Hill (ex- officio)

TRUSTEES – Company Trustees & Charitable Trustees are responsible for the operation of the Academy Trust (including 3 core functions of **Setting strategic direction, Creating Robust accountability & Ensuring best use of financial resources**) The Trustees will hold LGBs/Committees accountable for their functions.

As trustees of a charity, trustees must comply with the following duties:

- compliance – they must ensure that the charity’s resources are used for the charitable purpose and that the charity complies with the law and its governing document i.e. the articles of association.
- care – they should take reasonable care in their work. In practice, it simply means ensuring that the academy trust is managed efficiently and effectively. It also means considering the need for professional advice on matters where there may be material risk to the charity.
- prudence – they must act responsibly, making sure that the academy trust’s assets are protected and used for the benefit of the charity. The trustees must make sure that the academy trust is solvent and keeps appropriate financial records. These requirements are reflected in the funding agreement and the Academies Financial Handbook.

More information on the role of a charity trustee is available on the Charity Commission’s website.

Academy trustees should also be aware of their statutory duties as company Trustees, which are set out in sections 170 to 177 of the Companies Act 2006. In practical terms, all trustees need to be familiar with their academy’s articles of association as well as their statutory duties under the Companies Act, which comprise the duties to:

1. act within their powers;
2. promote the success of the company;
3. exercise independent judgment;
4. exercise reasonable care, skill and diligence;
5. avoid conflicts of interest;
6. not to accept benefits from third parties; and
7. declare any interest in proposed transactions or arrangements.

The duties of a company director and charitable trustee should not put anyone off from serving as an academy trustee as the core duties of the role are very similar to those of a maintained school governor.

This Board of Trustees (Trust Board) is responsible for ensuring that high standards of corporate governance are maintained. It will exercise its powers and functions with a view to fulfilling a largely strategic leadership role in the running of the Academies. This will allow greater opportunities for collaboration not only with regards to teaching but also in terms of the management of each Academy, including the procurement of goods and services. This is overseen by the Board of Members.

The Trust Board is also governed by the terms of any Funding Agreements that are in place, the Academy Financial Handbook and the Treasury publications "Guidance on Codes of Practice for Board Members of Public Bodies" and "The Orange Book: Management of Risk – Principles and Concepts".

Responsibilities of the Board of Trustees

1.1 Trustees are responsible for addressing such matters as:

- policy development and strategic planning, including target-setting to keep up momentum on Academy improvement;
- ensuring sound management and administration of the Academies, and ensuring that managers are equipped with relevant skills and guidance;
- ensuring compliance with all legal requirements;
- establishing and maintaining a transparent system of prudent and effective internal controls;
- managing the Academies' financial, human and other resources (in particular control over the spending identified in the school improvement plans);
- monitoring performance and the achievement of objectives, and ensuring that plans for improvement are acted upon;
- helping the Academies to be responsive to the needs of parents and the community and making it more accountable through consultation and reporting;
- assessing and managing risk (including preparation of a statement on risk management for the annual report and accounts). The risk management process should include preparation of a risk register and a contingency and business continuity plan to deal with crises that could face the Academies;
- ensuring that procedures are in place to ensure that employees of the Trust are paid for work done in accordance with their contracts of employment;
- ensuring that the Academies have adequate insurance cover to support its activities as an employer e.g. employers' liability insurance, Director indemnity, public liability insurance;.

It will be appropriate, in many cases, for the Trustees to delegate personnel matters to the Finance, staffing and estates management committee. The Board must then ensure that it obtains professional advice in establishing, enacting and enforcing personnel policies to ensure compliance with employment and other relevant legislation.

1.2 The Board of Trustees is the clearinghouse and approving body, and will meet at least three times a year. The MAT committees/LGBs carry out work on behalf of the Board of Trustees.

1.3 As an Academy is a company limited by guarantee with charitable status. The Trustees who sit on the Board are the legal Trustees of the charity. This confers certain obligations upon the Trustees to protect the assets, property and good name of the charity. The legal requirements of Trustees are to:

- act together and in person and not delegate control of the charity to others;
- act strictly in accordance with the Academy's' governing documents;
- act in the Academy's' interests only, without regard to their own private interests;
- manage the Academy's' affairs prudently throughout the life of the Academy's';
- not derive any personal benefit or gain from the Academy of which they are Trustees; and
- take proper professional advice on matters on which they are not themselves competent.

1.4 In managing the companies' finances, Trustees must:

- ensure that bank accounts, financial systems and financial records are operated by more than one person;
- ensure that all the Trust's property is under the control of the Trustees;
- keep full and accurate accounting records; and
- prepare accrual accounts giving a true and fair view of the Trust's incoming resources and application of resources during the year and of its state of affairs at the year end.

1.5 In applying the Trust's income, Trustees must spend it solely for the purposes set out in the governing documents and spend it with absolute fairness between persons qualified to benefit from the charity.

1.6 The Board will also be responsible for agreeing the terms of reference for each committee and reviewing these terms of reference annually in the Autumn Term. Their responsibility is to ensure the agreed framework within which each committee operates.

1.7 The Board must also elect the Chair of each MAT committee annually, following nomination by each committee. No Director employed by the Academy will act as Chair of a committee. Chairs of committees apart from finance will usually be a member of the Academy's senior leadership team.

1.8 The Chair of the Board, in consultation with the Headteacher of the relevant Academy and the Chair of Governing Body/committee, will take appropriate action when a decision is needed urgently on behalf of the Trustees/Governing body.

1.9 The Trustees have a duty to take appropriate action when there are weaknesses are identified.

Where individual Trustees/Governors have unresolved concerns about the running of the Academy or a proposed action, they should ensure that these concerns are recorded in minutes.

1.10 The Trustees will appoint a Headteacher to each Academy. The Headteachers are responsible for the internal organisation, management and control of the Academy, the implementation of all policies approved by the Trustees and for the direction of teaching and the curriculum. The Trustees formally delegates these powers and functions to the Headteacher.

Conduct of Trustees/Governors

1.11 Trustees, Governors and staff are public servants and as such must not use public monies or official business for personal benefit. The Trustees/Governors should avoid obtaining goods and services that include elements of private use or accepting excessive hospitality from prospective suppliers. The Treasury rules about the receiving of hospitality and gifts should be followed, as these rules are there to protect staff and Trustees/Governors. A register will be maintained to record hospitality and gifts received. This should record, as a minimum, the name of the organisation that gave the hospitality/gift, the date it was received, its nature and approximate value.

1.12 Trustees/Governors should be aware that the Prevention of Corruption Act places the burden of proof on the recipient of favours.

NB: All duties and responsibilities of Trustees/governors detailed in the Financial Handbook (and other governance documents) apply equally to persons who are not Trustees/governors of the Academies but who have been appointed to serve on a committee of those Academies in an honorary capacity.

Declarations of Business Interests

1.13 It is vital that Trustees/governors and staff act, and are seen to act, impartially. All members of the Board and governing bodies/committees are required to complete a declaration of their business interests. It is also required as a matter of good practice, that the Headteacher and other senior staff complete declarations. Individual declarations should be maintained together in a register.

1.14 Where a Trustee/Governor or member of staff (or related person) has any interest, either pecuniary or non-pecuniary, in a matter to be discussed at a Board meeting the Trustee, governor or member of staff must declare their interest and withdraw from that part of the meeting.

1.15 Where a Trustee/Governor or related person has a pecuniary interest in a business, and that interest exceeds limits that may be specified in the Memorandum or Articles of Association, the Academy must not enter into any contract or arrangement (such as the purchase of goods and service) with that business. i.e. the Academy would not be permitted to trade with a company in which a Trustee/ Governor holds more than 1/100th of the share capital.

1.16 It is the responsibility of Trustees/governors and staff to ensure that their declarations of business interests are kept up to date at all times, and to amend or update them as necessary. At the start of each relevant meeting Trustees should be asked to declare any interests in a matter included on the agenda.

Payments

1.17 It is illegal for Board members to receive any remuneration for their work as Trustees, other than payment of all reasonable out of pocket travel, accommodation or other expenses legitimately incurred by them in connection with their attendance at meetings acting in the capacity of Trustee.

1.18 No Trustee may hold any interest in property belonging to the Trust. Nor may a Trustee receive remuneration in respect of any contract to which the Trust is a party.

MAT Board Meetings

1.19 The Board of Trustees will meet a minimum three times a year. No business can be conducted at any meeting unless a quorum is present. A quorum is usually three (those with full voting rights) or one-third of the total number of Trustees with full voting rights, whichever is the greater. Fourteen days' notice must be given prior to the meeting to all Trustees.

1.20 The Trustees will appoint a Clerk to the Board, who will be someone other than a Trustee or a Headteacher of the Academy.

1.21 In consultation with the Chair and Headteacher/s the Clerk shall draw up a schedule of proposed meeting dates for the Board and committees. This should be submitted, for approval, to the full Board of Trustees at their meeting which is held in July.

1.22 The main Board meeting in September will elect the Chair and Vice Chair.

Scheme of Delegation

1.23 The Trustees must agree a formal schedule of matters reserved for their decision, i.e. those which should not be delegated within the Academies. Beyond this, the Trustees will establish separate committees, at Board level, to deal with specific areas of the Trust's business, and should determine the delegated responsibilities to be assigned to those committees. This will ensure that matters can be dealt with in appropriate detail and with sufficient frequency. The Board will establish a:

- Finance, Staffing and Estates Management Committee
- Teaching, learning and assessment and outcomes for pupils.
- Personal development Behaviour and Welfare.
- Parent Voice Forum
- Headteachers' Performance management/Pay Committee
- Committees for Pupil Discipline / Exclusions, Staff Discipline/Appeals will be called as required.
- Pioneer House: Premises, Behaviour and welfare and pupils' personal development.

1.24 Where the Trustees decide to delegate certain matters for consideration by Governing Body committees, each committee should be chaired by a Governor. The membership of the committee may include persons who are not Governors provided that a majority of the members are governors. The Trustees will ensure that it receives adequate feedback on the work of those committees and is able to consider their proposals formally. The establishment of committees does not absolve the Board of its overall responsibility to manage the Academies.

1.25 Trustees / Governors are at risk of personal liability if they cause loss to the Academy by acting unlawfully, imprudently or outside the Terms of Reference.

Section 2 - MAT Procedures

2.1 The terms of reference for each committee of the Board must be approved by the full Board and reviewed annually in the Autumn Term.

2.2 The sub committees will meet at least termly or as necessary.

2.3 The Chair of each committee is elected as in the terms of reference of the committee. In the absence of a Chair or Clerk the committee will elect a replacement from those present.

2.4 Each committee is authorised to invite attendance at its meetings from persons including parents and members of the Academy staff who are not members of the Board, to assist or advise on a particular matter or range of issues. E.g. Premises and Site staff.

2.5 The committees will only operate within their particular areas of delegation.

Board of Trustee meetings for Piper Hill Learning Trust

The Role of the Chair

- ❖ To ensure the business of meeting committee is conducted properly, in accordance with legal and EFA delegation requirements.
- ❖ To ensure meetings are run effectively, focusing on priorities and making the best use of time available, and to ensure that all members have an equal opportunity to participate in discussion and decision-making.
- ❖ To establish and foster an effective relationship with the Headteacher based on trust and mutual respect for each other's roles. The Chair has an important role in ensuring that the trustees act as a sounding board to the Headteacher and provide strategic direction.

The Role of the Clerk

- ❖ To work effectively with the Chair, the other Governors and the Headteacher to support the work of the Trust.
- ❖ To advise the Trustees on Constitutional and Procedural Matters, duties and powers
- ❖ To convene meetings of the Trust.
- ❖ To attend meetings of the Trust and ensure minutes are taken.
- ❖ To maintain a register of attendance.
- ❖ To give and receive notices in accordance with relevant regulations.
- ❖ To perform such other functions as may be determined by the Trust from time to time.

The Governors Committees of Piper Hill Learning Trust

They will take a strategic role, act as a critical friend to the School and be accountable for its decisions. It should set aims and objectives and agree, monitor and review policies, targets and priorities.

Terms of reference for all committees:

- To agree constitutional matters*, including procedures where the Governing Body Committee has discretion
- To recruit new members as vacancies arise and to appoint new governors* where appropriate- after consultation with Trustees
- To hold at least five meetings a year*
- To appoint or remove the Chair and Vice Chair*
- To appoint or remove a Clerk *
- To appoint the Chair of any committee
- To report to the Trustees in writing after each meeting
- To approve the first formal budget plan of the financial year which would be taken to the Board of Trustees for approval (finance, staffing and estates committee).
- To review the delegation arrangements annually*

Quorum

Three governors who are appointed members of the committee.

Meetings

Meetings will take place up to six times in each school year prior to the full Trust Board meetings.

A report to the committee and agendas will be sent out to committee members 1 week prior to the meeting.

The draft minutes of each meeting will be circulated to the chairs for sign off 1 week after the committee meeting. Agreed minutes of the committee will be circulated to all governors prior to the Trust Board meeting.

*these matters cannot be delegated to an individual

This amounts to a demanding role for governing body committees. Evidence suggests that those that deliver it well do so by:

- understanding their strategic role – building a productive and supportive relationship with the Headteacher while holding them to account for school performance and taking hard strategic decisions in the light of objective data;
- ensuring governors have the necessary skills and commitment, including to challenge the school to bring about improvement and hold leaders to account for performance;
- appointing an effective chair to lead and manage the governing body – guidance on the crucial role of the chair of governors, developed jointly with the National Governors' Association (NGA), is available on the NCTL website. The NGA have also developed the Chair's Handbook, a guide for chairs and aspiring chairs of governing bodies (there is a charge for this publication);
- appointing a high quality clerks to advise them on the nature of their functions and duties and ensure the governing body operates efficiently and effectively;
- evaluating their performance regularly in the light of Ofsted expectations and other good practice and making changes as necessary to improve their effectiveness; and
- governing more than one school, as in a MAT or maintained school federation, to develop a more strategic perspective and create more robust accountability through the ability to compare and contrast across schools.

Effective committees also need to think carefully about how they are organised. Committees may decide to task individual governors to take an interest in a specific area, such as SEN, safeguarding or health and safety, but there is no legal requirement for either maintained schools or academies to do so. There are many different models and governing bodies are best placed to decide for themselves what will work best in their own circumstances. It is the overall Trustees and Trust Board, however, that in all cases remains accountable in law, to Ofsted and to the local community for the exercise of its functions. The department expects every governing body to focus strongly on its core functions and to retain oversight of them.

Committees should work to support and strengthen the leadership of the Headteacher, and hold them to account for the day-to-day running of the school, including the performance management of teachers. Committees should play a strategic role, and avoid routine involvement in operational matters. It should focus strongly on holding the Headteacher to account for exercising his/her professional judgement in these matters and all of their other duties.

There are 5 committees that meet regularly:

- ⇒ **Finance, Staffing and estates management – joint Piper Hill and Pioneer House**
 - ⇒ **Teaching, learning and assessment and outcomes for pupils.**
 - ⇒ **Personal development Behaviour and Welfare.**
 - ⇒ **Parent Voice Forum**
 - ⇒ **Pioneer House: Premises, Behaviour and welfare and pupils' personal development, Curriculum & School Improvement, Pupil achievement, teaching, learning and assessment**
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- ⇒ **Pay Committee (annually or as necessary)**

Purpose of the committees: Support the work of the Trust Board and board of Trustees through taking decisions/making recommendations
Can be comprised of governors and other representatives as appropriate.

The committees support the Trustees and the Trust Board in a range of delegated and preparatory duties and report up to 6 times a year about the work done and / or make recommendations on matters which the main Board may not delegate.

The committees ensure all relevant Academy policies are in place and amended as and when required and report matters arising to the Board as required.

Meetings will be held up to 6 times per year but additional meetings will be held if required. The Committee may invite or co-opt Associate Members of staff when appropriate. The Parent Voice committee will meet termly.

Finance, Staffing and Estates Management – Piper Hill

Janet Ashton (Chair)
Helen Jones (Vice Chair)
Mark Burgess
Craig Moran
Linda Jones (Executive Headteacher)
Mary Beer (School Business Manager)
Brian Tetlow (Commissioned Service)
Ruth Dolan (Clerk)

Teaching, learning and assessment and outcomes for pupils – Piper Hill

Louise Lynn (Staff)
Adele Cox (Staff)
Rachael Clifford (Staff)
Jennifer Caine (Staff)
Beverley Ridyard (Chair)
Frances Guilford
Liz Moran – Clerk

Personal development Behaviour and Welfare - Piper Hill

Tracey Gallier (Staff)
Sian Owen (Staff)
Rachel Hughes (Staff)
Maggie Morgan
Pam Edis
Joan Holt (Chair)

Parent and Carer Voice Forum

Linda Jones
Louise Lynn
Nicola Spary
Sheila Spary
And other parent attendees

Terms of reference - Finance, Staffing and estates management

Purpose

The purpose of the committee is to review and agree the school's proposals for the budget and recommend it to the Trust Board and to review and keep track of expenditure. The committee will also be responsible for the staffing structure including the roles of teachers, teaching assistants, administrative staff and support staff. To oversee Leadership and Management of the school.

Committee members are welcome in school to monitor the progress towards the committee's particular responsibilities for this year. Arrangements for visits need to be made with the relevant SLT member leading your subcommittee.

Responsibilities - The detailed powers and duties of this committee are outlined in the Trust document (delegation of powers and duties of the Trust and governing body). This provides a detailed breakdown of each responsibility). The areas below are the main areas. This is for all schools in the Trust.

Budget

- To recommend an annual budget to the Trust Board.
- To monitor and evaluate expenditure with reference to the planned budget.
- To report on a termly basis to the Trust Board on expenditure including EFA budget monitoring reports, balances report, cumulative expenses analysis and cash flow.
- To liaise with the EFA on long-term budget planning.

Staffing

- To determine the staffing complement and the financial implications based on the Executive Headteacher's proposals for the staffing structure.
- To ensure that performance management procedures for teaching and non-teaching staff are implemented.

Specific Responsibilities 2016 - 2017

- Managing the Trust budget
- To monitor Leadership and Management (Trust Focus Area) and receiving regular updates
- To ensure that finances are in line with regulations from Academies financial handbook
- Receiving regular risk reports for all areas
- To further strengthen leadership and accountability at every level by:
 - Developing strategic leadership at SLT level so that all SLT will have the appropriate skill set for promotion(all areas including HR and finance)
- To implement the Action Plan for Pioneer House to ensure the new school is ready to open on the new site for 50 students in September 2017.

Timing

Meetings will be held twice a term but additional meetings will be held if required. The meeting held at the end of the summer term will ratify the budget for the period of September to August, prior to approval by the Board of Trustees. The meeting held in November / December will approve the audited year end accounts, financial statements and accounting policies. These will be ratified by the Board prior to submission to the Secretary of State (by 31 December) and filed with Companies House and the Charity Commission within stated timescales.

Functions

Finance, staffing and estates management committee

1. To lead the development of strategic plans and provide leadership on financial issues.
2. To consider the Academy's annual indicative funding (as notified by DfE) and assess the implications for PHLMAT, in consultation with the Finance Director and Headteacher, in advance of the academic / financial year. Any matters of significance should be drawn to the attention of the Board.
3. To receive, consider and approve (or reject) quarterly budget reports from SBMs including virement requests, major variance reports, staffing costs, allocation of curriculum development costs and forecast operational costs. Submit quarterly overview report to the Board of Trustees, highlighting any specific concerns as required.
4. To receive copies of the MAT Development Plan(s) (and any subsequent updates) and review the financial implication of these. The plans should include detailed objectives, costs and success criteria for measuring success for the coming academic year and outline objectives for the following two years.
5. To annually review and approve the financial procedures policy, ensuring that all the requirements of the Academy's Financial Handbook are met. Report amendments to the Local Governing Body as required.
6. To monitor and review financial operation procedures to ensure effective implementation and operation, including progress against the "Financial Imperatives" and, where appropriate, to make recommendations for improvement.
7. To consider financial benchmarking and consider how financial performance could be improved.
8. To provide relevant financial information to other MAT Committees as required by them to make decisions on issues within their delegation.
9. To consider and approve (or reject) declaration of Earmarked Funds and Reserve Spend requests.
10. To consider and give outline approval (or reject) the MAT purchases greater than £10,000.
11. To prepare the financial statement to form part of the Annual report of the Board of Trustees, for filing in accordance with the Companies Act and the Charity commission requirements.
12. To ensure that the Board has considered, signed and published a Statement of Internal Control and Best Value Statement.
13. To ensure adequate insurance cover is in place to support all the MAT responsibilities such as employers' liability, building, Director's indemnity, public liability insurance etc.
14. To receive Audit reports and agree a plan for implementation.
15. To review the MAT risk register document on a regular basis.

- 16.** To authorise (or refuse) requests in writing to EFA for disposal of an asset(s) in excess of £1,000 in line with Financial Procedures.
- 17.** To approve write-off of any debts (or liaise with EFA if value of debt is greater than as stated in their guidance).
- 18.** To receive an annual review / summary of all Service Contracting arrangements with a value of over £5,000.
- 19.** To agree policy for Governors expense allowances.
- 20.** Review annually the Trusts' policies on fraud and whistle-blowing.
- 21.** Consider (and approve) the Trust's charging and remissions policies.
- 22.** To review these functions annually and propose any amendments to the Board.
- 23.** Respond to the Auditor's Management Letter and inform the Board of any significant issues.
- 24.** Consider internal reports, including the Auditor's report and recommend to the Finance Committee / Board action as appropriate to respond to findings.

Staffing

- 25.** Ensure appropriate budgetary provision exists for any staffing changes
- 26.** Approve a recruitment pack for use within the Academy Trust; including procedures and principles for internal and external appointments. Ensure that all local and national guidelines in respect of recruitment, equal opportunities and safer recruitment are met.
- 27.** To have oversight of job descriptions and conditions of service for all staff.
- 28.** Oversee appointments made by Headteacher within the approved staffing structure (other than the Headteacher).
- 29.** Produce for approval by the main Board, policies in respect of staffing reductions, including redundancy, early retirement and redeployment in accordance with policies recommended by the DfE.
- 30.** Act as the first committee in respect of a need to reduce staffing in accordance with the redundancy procedure.

Training and Development

- 31.** Review the Staff Training & Development policy in accordance with policy review.
- 32.** Monitor Trustees training.
- 33.** Ensure that Trustees involved in recruitment have undertaken the relevant training course.
- 34.** Oversee arrangements for in-service training and monitor related spending on it.

Personnel Functions

35. Ensure that procedures are in place (and approved) to cover:

- Organisational development
- Resourcing and talent management
- Learning and talent development
- Performance and reward
- Recruitment (including references and police checks);
- Performance appraisal and review;
- Equal opportunities;
- Disciplinary (including absence policies);
- Grievance;
- Staff expenses.

36. Matters pertaining to Performance Management of the Headteacher/s will be delegated, in the first instance to the pay committee.

37. To review these functions annually and propose any amendments to the Board.

Possible questions for governors:

- Do staff and governors have a shared understanding of their financial management roles and responsibilities?
- Does the academy operate realistic and affordable annual accounts which are consistent with longer-term financial plans and development plans?
- Do governors provide effective challenge where overspending or excessive underspending is carried forward into future years?
- Does the academy keep proper accounting records through the year to meet corporate accounting and the Funding Agreement requirements?
- Is the future financial position of the Academy sustainable, and if no, what action do we need to take?

Termly Parent Voice Forum

Purpose

Parent voice creates a platform for parent's voices to be heard from, creating opportunities for parents to be involved in school matters, encouraging parents as volunteers and improving communications between the school and the parents/community.

Parent Voice is an open forum for all parents and carers to constructively discuss ways in which they can support the school, and each other and be involved in school improvement. Parent Voice is a collaboration between parents and the school and will focus on school improvement and areas identified by parents.

1. All parents are welcome to every meeting. To be effective the Parent Voice needs parents from all age groups within the school to attend the meetings.
2. Meetings will be minuted and a senior leader from school will lead the meetings.
3. members of staff and pupils will be welcome to attend depending on the agenda.
5. Meetings will be termly.
6. Voting protocols will be introduced as necessary.
7. The Parent Voice is not for specific personal complaints, these are best addressed to a relevant staff member or the Head or the governing body.

Terms of Reference - Personal development Behaviour and Welfare

Members Tracey Gallier (Staff) , Sian Owen (Staff) Rachel Hughes (Staff) Maggie Morgan, Pam Edis
Joan Holt (Chair) - Clerk Sam

Purpose

They will monitor and challenge the quality of our partnerships with parents, the wider community and other agencies and ensuring behavior and welfare of pupils is outstanding. They will oversee the personal development of pupils and pupil attendance. The committee will ensure that all health and safety arrangements are compliant.

Committee members are welcome in school to monitor the progress towards the committee's particular responsibilities for this year. Arrangements for visits need to be made with the relevant SLT member leading your subcommittee.

Responsibilities

- To monitor the implementation of the School Improvement Plan, ensuring that all key issues are reported to the Trust Board under the headings of buildings, safeguarding and staff development and parents and carers
- To monitor procedures for safeguarding learners and staff to meet current government requirements.
- To ensure risk assessment procedures for school activities, including school visits, are in place, and related staff training has taken place.
- To ensure learners are taught about key risks and how to deal with them.
- To ensure action is taken to reduce anti-social behaviour such as bullying and racism.
- Ensuring compliance with Health and Safety and safeguarding legislation in school and ensuring staff records are up to date, ensuring legal requirements around moving and handling, physical intervention, hydro pool etc. are fully met and up to date.
- School visits.
- Social, Moral, Spiritual and Cultural provision in school and British values.
- Monitoring and challenging the quality of partnerships, with parents, the wider community and other agencies.
- All areas of staff development including health and safety and safeguarding.

Specific Responsibilities 2016 – 2017

RE Current level 75%

- To increase the number of pupil premium pupils who make outstanding progress from to 80%.
- To increase the number of none pupil premium pupils who make outstanding progress from to 80%.
- Ensure that all pupils at Level 2 + make 4 descriptors progress (pupil premium and non pupil premium) (new outstanding progress expectations).
- Develop Forest School offer and impact.
- Ensure PSHE modules are updated and used effectively by staff.
- To continue to develop after school activities with parents to support pupil learning.
- Compliance and exemplar of best practise in all areas of health and safety.
- To continue to develop student voice activities and ensure that results are acted upon.
- Attendance target 95% and Persistent Absence below 10%.

Outstanding

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Functions

1. To receive and review designated MAT wide policies and strategies for personal development, behaviour and welfare e.g. child protection policy and recommend to the Board for approval where appropriate.
2. To review these functions annually and propose any amendments to the Board.
3. To oversee the Religious Education and Collective Worship and Sex Education policy in accordance with the syllabus (as per DfE guidelines).
4. Ensure no discrimination on the grounds of sex, race, disability, sexual orientation, religion or belief against a child seeking admission and for existing pupils, as per policy.

Possible questions for governors include:

Does the school have:

- Stringent vetting procedures in place for staff and any other adults working in the school?
- Rigorous safeguarding policies and procedures in place, compliant with statutory requirements, and regularly up-dated?
- Child Protection arrangements accessible to everyone so that pupils, staff and parents/carers know where to go if there is a concern?
- Excellent communication system with up to date information that is easily accessed and shared by those who need it?
- Robust arrangements for site security?
- A curriculum that is used to promote safeguarding, teaching pupils how to stay safe, how to protect themselves and how to take responsibility for their own and others safety?

- Well thought out and workable day to day arrangements to protect and promote pupils' health and safety?
- Rigorous monitoring of attendance with timely and appropriate follow ups to ensure that pupils attend regularly?
- Risk assessments that are taken seriously and used to good effect?
- High priorities given to safeguarding training that generally goes beyond basic requirements?
- A regularly reviewed and approved Behaviour Policy?

Terms of Reference - Teaching, learning and assessment and outcomes for pupils

Members - Louise Lynn (Staff), Adele Cox (Staff), Rachael Clifford (Staff), Jennifer Caine (Staff)
Beverley Ridyard (Chair), Frances Guilford, Emma McClaren, Liz Moran – Clerk

Purpose

This committee is responsible for monitoring and challenging the quality of teaching and learning and rates of pupil progress. The school curriculum comprises all learning and other experiences that each school provides for its pupils. The range of responsibilities for the curriculum are shared between the head teacher, the Trust Board, the LA and the Secretary of State for Education and Skills. The curriculum committee will have responsibility for monitoring teaching of the curriculum including careers guidance and ensuring that relevant policies are up to date.

Committee members are welcome in school to monitor the progress towards the committee's particular responsibilities for this year. Arrangements for visits need to be made with the relevant SLT member leading your sub committee

Responsibilities

- To consider and advise the Trust Board on standards and other matters relating to the school's curriculum, including statutory requirements and the School's Curriculum Policy.
- To ensure that the requirements of the National Curriculum are implemented and a broad and balanced curriculum is provided for all pupils.
- To consider curricular issues which have implications for Finance and Personnel decisions and to recommend to the trust Board as appropriate.
- To monitor the progress, attainment and achievement of MAT pupils.
- To review these functions annually and propose any amendments to the Board.
- Pupil Premium outcomes and year 7 catch up outcomes
- Staff development for all areas other than health and safety, safeguarding and behaviour

Specific Responsibilities for 2016/2017

- To ensure that at least 80% of students make outstanding progress in English, mathematics and science, with no student making less than good progress
- To ensure that 80% of teachers consistently deliver outstanding teaching, with the remainder delivering teaching that is never less than good.
- Ensuring that all pupils at Level 2 + make 4 descriptors progress (new outstanding progress expectations) in English, mathematics and science
- To further strengthen leadership and accountability at every level.

Design Tech- current level 81%

- To increase the number of pupil premium pupils who make outstanding progress from 33% to 63%.
- To increase the number of none pupil premium pupils who make outstanding progress from 39% to 63%.
- Teaching and learning programme for all staff and OTAP for TAs is highly effective
- Guided reading sessions are implemented and impact as above for all independent classes
- To continue to develop the role of curriculum leaders to ensure that leadership and management is highly effective

Functions

- To monitor the progress, attainment and achievement of the pupils.
- To receive and review designated policies and strategies for teaching, learning and assessment and outcomes for pupils and recommend to the Board for approval where appropriate.
- To review these functions annually and propose any amendments to the Board.
- To strategically ensure that curriculum developments are developed with reference to national developments, to ensure that our provision has the potential to promote engagement and achievement for all our learners.
- Review and monitor progress towards the achievement of personalised learning for pupils, based on flexible provision and progression, in line with the MAT's vision and policy.
- To receive from the committee an evaluation of the monitoring of the curriculum. This may be through copies of minutes and/or requested reports.
- To review these functions annually and propose any amendments to the Board.

Grade descriptors for the quality of teaching, learning and assessment

Outstanding (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Ofsted grade descriptors for outcomes for pupils

Outstanding

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.
- For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress is above average across nearly all subject areas.
- From different starting points, the progress in English and in mathematics is high compared with national figures. The progress of disadvantaged pupils from different starting points matches or is improving towards that of other pupils nationally.
- The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

Possible questions for governors:

- Do the external advisor's judgements of the schools match the school's own?
- Does the school have a culture of high expectations and achievement?
- Are the school's achievement targets 'stretching' enough for all pupils?
- If the school exceeded or did not meet the 2015/16 targets, are there clear reasons why?
- Do governors and the school leadership team use, and make sure all teaching staff understand, the various sources of information on the school's performance, including Ofsted's RAISE online reports?
- Are the systems the school uses to monitor pupils' achievements effective, both in identifying pupils who are working at relatively low levels as well as more able pupils who could move on more quickly?
- Does the school identify subject and year groups' specific strengths and weaknesses and have action plans been put in place to tackle weaknesses?
- Do teaching staff have regular joint planning meetings to discuss what teaching and learning approaches work best across the curriculum to interest and motivate pupils?
- Do teachers have the opportunities to observe 'outstanding' and 'good' teaching?
- Do subject co-ordinators gain access to, and keep up to date with, resources that are proven to involve pupils most effectively in teaching and learning?
- Do teaching staff have enough training to understand how information and communications technology can best be used to making learning attractive to pupils?

Possible questions around Pupil Premium:

- Is the gap between FSM and non FSM pupils closing?
- Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?

- Do the actions noted for improving outcomes for Pupil Premium pupils:
 - Provide an overview of the actions to be taken?
 - Provide give a summary of the expected outcomes?
- Identify ways of monitoring the effectiveness of these actions as they are on-going and note who will be responsible for ensuring that this information is passed to governors?
- Explain what will be evaluated at the end of the action and what measures of success will be applied?
- Will we know and be able to intervene quickly to request remedial action if outcomes are not improving in the way that we want them to?

Questions from the Governors' Handbook in relation to the performance of pupils;

- Which groups of pupils are the highest and lowest performing, and why? Does the school have credible plans for addressing underperformance or less than expected progress? How will we know that things are improving?
- Which year groups or subjects get the best and worst results and why? How does this relate to the quality of teaching across the school? What is the school's strategy for improving the areas of weakest performance?
- How is the school going to raise standards for all children, including the most and least able, those with special educational needs, those receiving free school meals, boys and girls, those of a particular ethnicity, and any who are currently underachieving? How will we know if the school's approach is working?

Questions from the Governors' Handbook in relation to the quality of teaching;

- Have we got the right staff and the right development and reward arrangements?
- What is the school's approach to implementation of pay reform and performance related pay, and if appropriate, is it compliant with the most up to date version of the School Teachers' Pay & Conditions document?

Pioneer House Governors Committee

This will focus on: Pupil achievement, teaching, learning and assessment, Curriculum and School Improvement, Premises, Behaviour and welfare and pupils' personal development
Terms of Reference incorporate the three previous terms of reference. Focii for the year will be different.

8. Pupil's Discipline Committee (PDC) - Exclusions

8.1 Membership

3 Members elected as required

The quorum for each meeting will be 3 (associate members included).

8.2 Timing

The committee shall meet as required.

8.3 Function / Arrangements

Where the discipline committee have upheld a permanent exclusion, the parents may appeal up to 15 days after being given notice in writing of the discipline committee's decision.

The Trust will establish an appeal panel consisting of three to five members.

This panel will meet no later than the 15th day after the appeal has been lodged.

9 Staff Discipline Committee (SDC)

9.1 Membership

The committee shall comprise 3 members of the Finance and Staffing Committee, elected by the Board as required.

The quorum for each meeting will be 3.

10 Staff Appeals Committee (SAC)

10.1 Membership

The quorum for each meeting will be 3.

Appeals against any decisions made by the staff discipline committee must be considered by a separate appeals committee consisting of the same number as the first.

The Headteacher/Principal is not allowed to sit on either committee.

For Staff Discipline and Appeals Committees, if a Director has had a connection with the pupil or member of staff, or knowledge of the incident concerned, or knowledge that could affect his or her decision to act impartially they should stand down, and another member of the Board be co-opted.

Attendance

Non-attendance at meetings for governors, Trustees and members, please send apologies if unable to attend. Members request regular attendance and there is a process for following up regular non-attendance. Under the members scheme of delegation they are able to appoint and remove governors.