



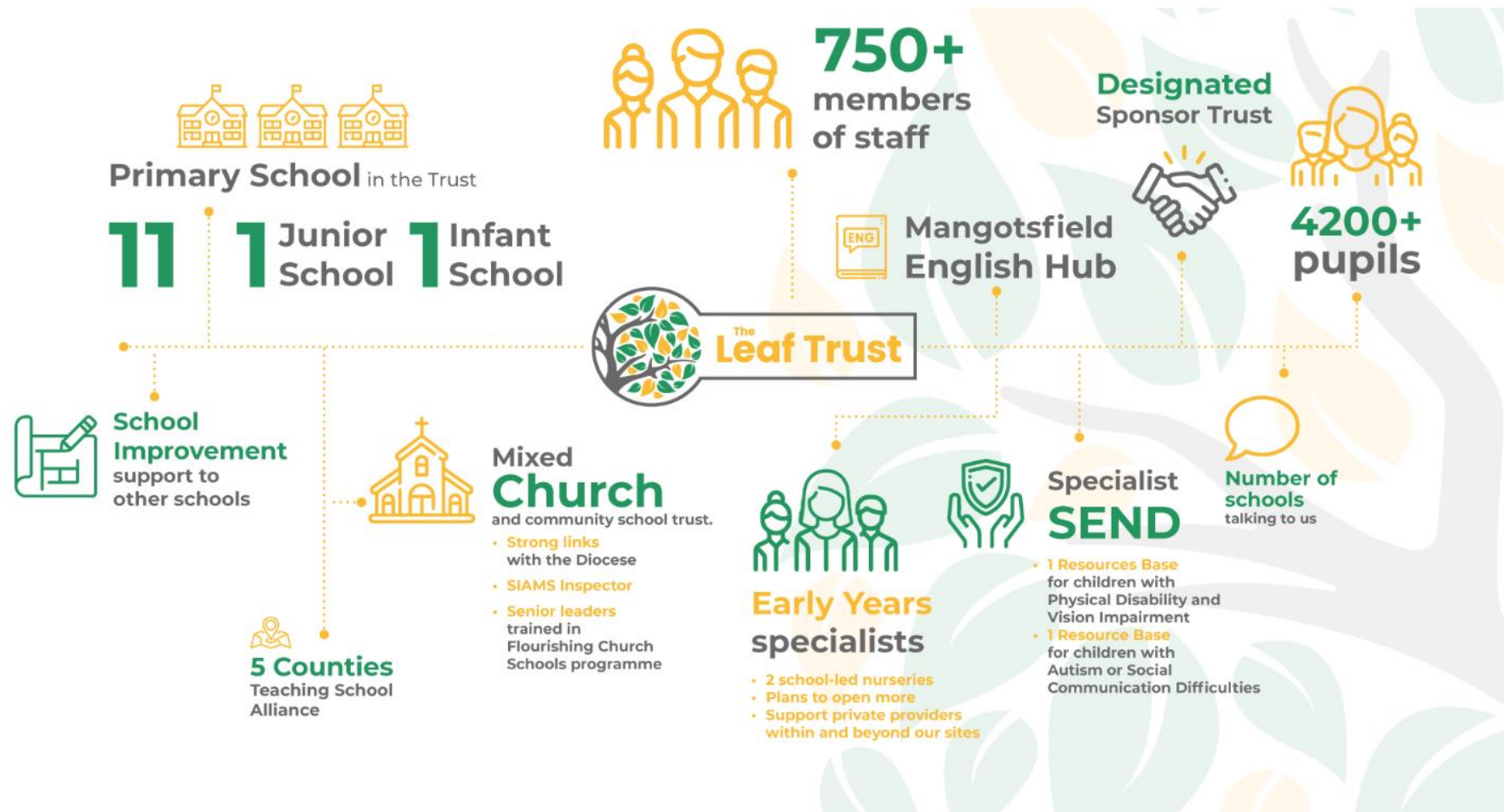
The
Leaf Trust

Unique Primary Schools Growing Together.



Governance Framework

The Leaf Trust Family of Schools



Introduction

Welcome to our Academy Trust Governance Framework, which outlines the roles and responsibilities of all layers of governance within our trust. It ensures that we have a clear and consistent approach to decision-making, while also providing transparency and accountability to our stakeholders.

The document details the roles and responsibilities of everyone involved in governance, from our local trust members serving at a school level to members and to the trustees at a trust level. We believe that everyone involved in our trust is **part of a single governance team**, and that our collective efforts are essential to achieving our mission of providing excellence in Primary and Early Years education for the children we serve and the communities they live in.

Our governance framework also includes a scheme of delegation, which outlines the powers and responsibilities delegated to each layer of governance. This helps to ensure that decisions are made at the appropriate level, and that everyone involved in governance has a clear understanding of their role and responsibilities.

Members:

Our members hold the trustees accountable for the trust's overall performance and ensure that it is achieving its charitable objectives. Members appoint the trustees and have the power to remove them if necessary. They also can make changes to the trust's articles of association.

Trustees:

Our Trustees ensure that the trust operates in accordance with its charitable objectives and complies with legal and regulatory requirements. They have overall responsibility for the trust and are accountable to the members and to external bodies such as the DfE, ESFA and the HSE. Trustees also make strategic decisions, manage finances, and oversee the performance of schools within the trust.

School Governance Forum Members:

The role of local school governors in an academy trust is to ensure that their school is operating effectively and in line with the trust's vision and policies. Governors monitor the school's performance, provide support and challenge to the school leadership team, and support on matters such as staff appointments and pupil exclusions. They also act as a link between the school and the wider community.

We believe that strong governance is essential to achieving our mission, and that our governance framework is a key part of this. We are committed to ensuring that our governance arrangements are effective and efficient, and that they support our aim of providing **excellence in education for the children whom we serve and within the communities in which they live in.**

Our Vision



The

audacious long-term goal

To be a leading Primary and Early Years Trust in the South West and a leading voice in Primary and Early Years education.

Our

Purpose...

It's why we exist

To provide excellence in Primary and Early Years education for the children we serve and the communities they live in.

By combining our collective strength and valuing our unique differences we:

Our

mission...

It's what we do

- Provide excellence in Primary and Early Years education through collaboration, challenge and support,
- Develop staff efficacy and agency by investing in opportunities for professional growth to develop the best practitioners, ... to enable success for ALL

Our

vision...

It's what we will achieve

Everyone will feel they **belong** to a strong community, they will experience personal **growth** as people and learners; everyone will **succeed** through an ethic of excellence.

All feel they belong



All have opportunities to grow



All succeed



Our

values...

It's how we will act

Kindness

Integrity

Aspiration

Governance

A school trust is a single legal entity responsible for running a family of schools. It is overseen by a governance structure that includes members, trustees, and local school governors.

Members have ultimate control over the trust and have the power to appoint and remove trustees. Members also can change the trust's articles of association, which outline its purpose, structure, and governance arrangements.

Trustees are responsible for the overall management and direction of the trust. They ensure that the trust meets its charitable objectives and complies with legal and regulatory requirements. Trustees have the power to make strategic decisions, manage finances, and oversee the performance of schools within the trust. The Leaf trustees have decided to establish the following committees:

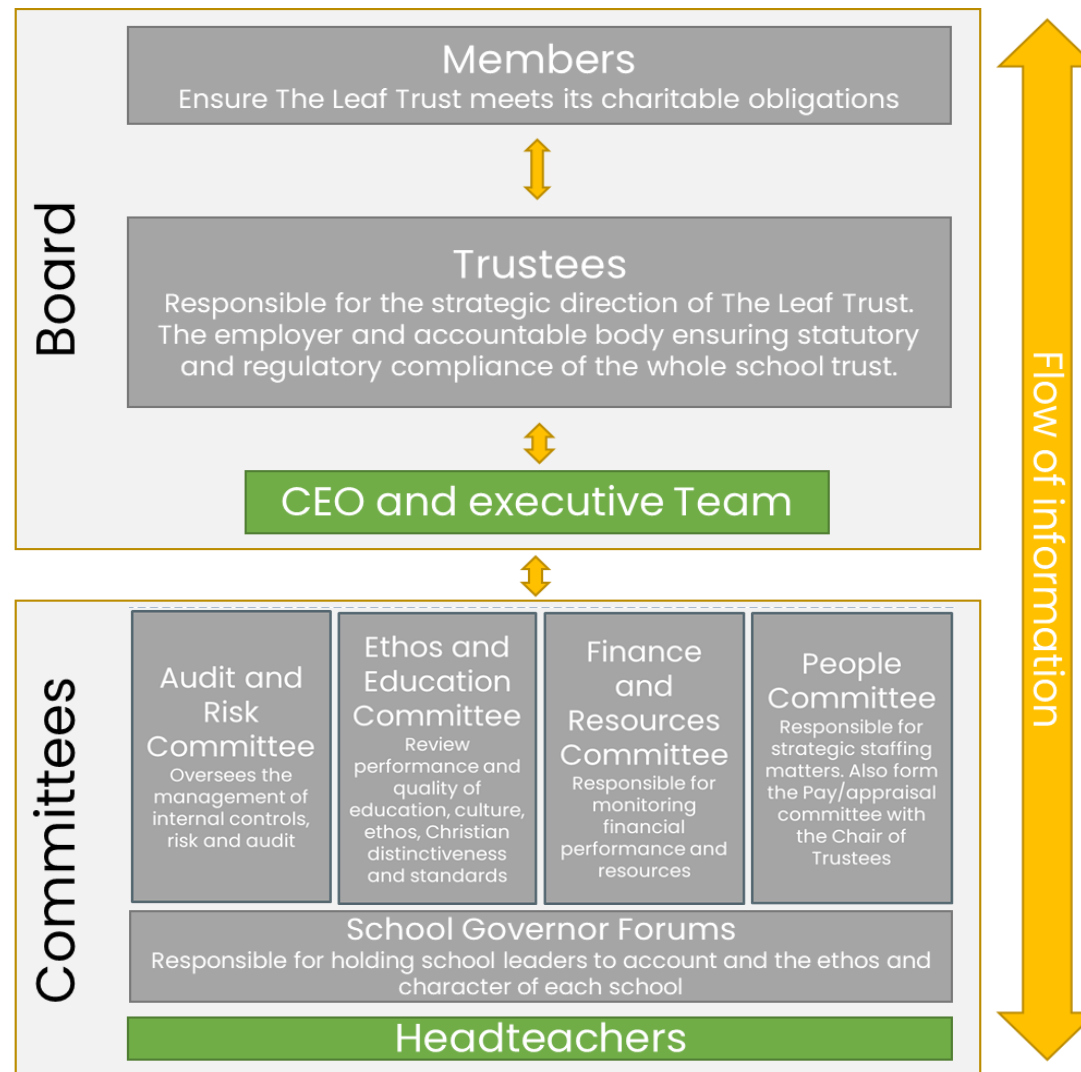
- Audit and Risk
- Ethos and Education
- People
- Finance and Resources

They have also decided to create School Governor Forums as committees of the board made up of Trust Governors. Governors are known as Trust Governors as they are there to support all children and all schools in our school family.

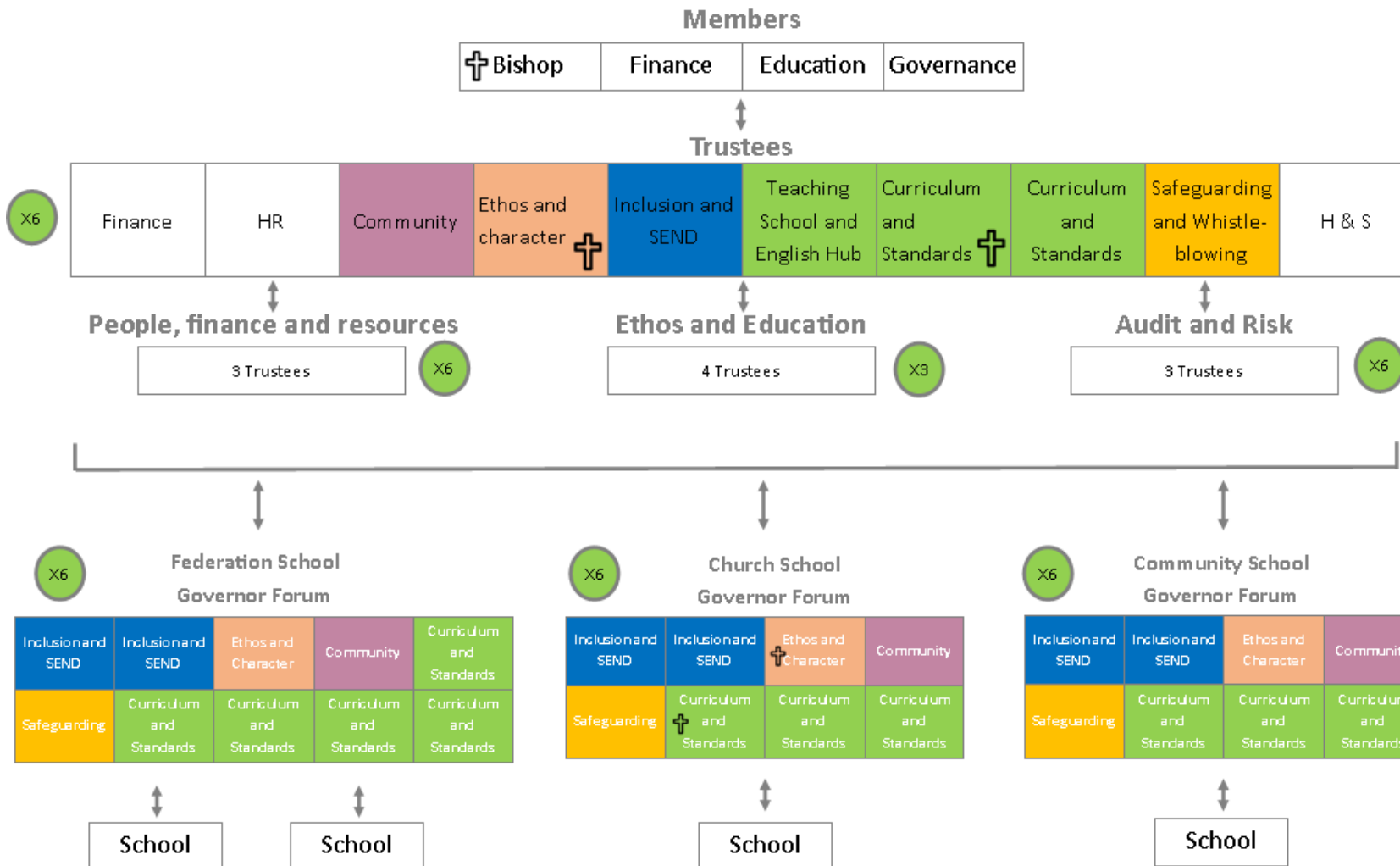
Trust governors are responsible for the effective management of their individual schools. They work with the headteacher to ensure that the school operates effectively and in line with the trust's vision and policies. Trust Governors monitor the school's performance and provide support and challenge to the school's leadership team. They also act as a link between the school and the wider community.

In summary, the governance structure of an academy trust includes members, trustees, and local school governors.

- Members have ultimate control over the trust
- Trustees are responsible for its overall management and direction.
- Local school governors ensure that individual schools within the trust are operating effectively.



Governance Portfolios



Key	
X6	No. of meetings per year
✝	Foundation appointed

Roles and Responsibilities

Members

Why do school trusts have members?

School trusts are charitable companies. As such, they follow the Charity Commission's guidance on structures. In most charities, members are the foundation of the legal structure so the charity must have one or more members in order to exist. The members are the guardians of the organisation and its ethos: custodians of governance in the trust and its vision and values.¹

Members help to ensure that academy trustees are exercising effective governance by utilising a range of powers including:²

- **Appointing and removing trustees:**
Members can appoint trustees and remove any or all serving trustees.
- **Appointing and removing members:**
There must always be a minimum of three members. Members can appoint new members or remove existing members, preferably to a maximum number of 5 or 7 as per DfE guidance and the provisions in the Articles of Association.
- **Directing trustees:**
Members can, by special resolution, direct trustees to take a specific action where trustees are unable, or unwilling to act in the best interests of the academy trust. Members should consider using this power if they believe the trust board is failing to carry out its core functions or is acting unlawfully. Other examples of when members might consider issuing a direction to trustees include where they believe an external review of governance should be carried out and the trustees have not done so, where the board has failed to act on child safeguarding, and where the academy trust is in breach of its funding agreement.
- **Amending the academy trust's Articles of Association:**
Members can amend the articles of association (including the objects clause), subject to any restrictions in the articles, the funding agreement or charity and company law. Members can also change the name of the academy trust

¹ <https://cstuk.org.uk/>

² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/924673/Academies_governance_role_descriptors.pdf

and wind it up. Academy trusts must gain permission from the Charity Commission for changes to some clauses; these are known as regulated amendments. These clauses relate to the academy trust's charitable object, benefits, and arrangements on dissolution or winding up of the academy trust.

- **Appointing and removing Auditors:**
Members appoint the trust's auditors and will receive and review (but do not have to sign off) the academy trust's annual audited accounts (subject to the Companies Act).

Composition of Members ³		
Type of Member	Number	How they are appointed
Diocesan Bishop (Diocese of Bristol)	1	Ex Officio
Members at the point of incorporation	2	Signatories to the Memorandum of Incorporation
Members appointed under Article 15a	2 or 4	Appointed by the members with the consent of the Diocesan Bishop

Members have agreed to attempt to ensure that, subject to the approval of the of the Bishop, attempts will be made to ensure the following skills are represented amongst members:

A member with trust governance expertise
A member with financial expertise
A member with Educational leadership expertise

³ This table must be read in conjunction with the more detailed provisions in the Articles of Association

Trustees

Why do school trusts have Trustees?

Trustees are both charity-law trustees and company-law directors. The trust board is the decision-making body of the trust and is accountable and responsible for all the schools equally in the academy trust. The trust is also the employer of the central staff and those within its academies.

As set out in the Governance Handbook, all trust boards have three core functions:⁴

1. Ensuring clarity of the vision, ethos and strategic direction.
2. Holding the Executive Leaders to account for the educational performance of the school(s) and its pupils and the effective and efficient performance management of staff.
3. Overseeing the financial performance of the school(s) and making sure that its money is well spent.
4. (In addition, in Church schools, the trust board will also liaise with the appropriate diocese or other religious bodies and ensure a distinctly religious character).

What duties do trustees have?

Trustees must comply with the trust's charitable object/s, with company and charity law, and with their funding agreement. Company directors' duties are described in sections 170 to 181 of the Companies Act 2006, but in summary, are to:

- act within their powers
- promote the success of the trust company
- exercise independent judgement
- exercise reasonable care, skill and diligence
- avoid conflicts of interest
- not accept benefits from third parties
- declare an interest in any proposed transactions or arrangements

The Charity Commission guidance, *The Essential Trustee*, provides a clear and concise outline of the role of trustees under charity law. The trustees must ensure regularity and propriety in use of the trust's funds, and achieve economy, efficiency and effectiveness – the three elements of value for money. The trust board signs off the annual accounts and is responsible for the funding agreement – the contractual agreement with the Secretary of State.

⁴https://assets.publishing.service.gov.uk/media/61018f99e90e0703b58e8c79/ATH_2022_V09_230822_FIN_AL_hyperlink_edit_170123_.pdf

Composition of Trust Board

Leaf's Articles state there must be at least five trustees. The board is currently composed of ten trustees. Trustees are appointed based on skill and knowledge. Their term of office may be shorter, and this is determined at the point of the appointment.

The mechanisms for appointing trustees are set out in the table below:

Composition of Trust Board				
There must be a minimum of 5 trustees				
Method of appointment	Number of Positions	Currently appointed	Term of Office ⁵	Eligible for reappointment?
Appointed by the Bishop (Diocese of Bristol)	At least 2	2	4 years	Yes
Appointed by majority vote of members	At least 1	8	4 years	Yes
Co-opted by other trustees	unlimited	0	4 years	Yes

Annually, trustees elect a chair and vice chair of trustees from amongst their number. The chair must be approved by the Regional Director and pass the DfE's suitable person check.

The trustees all have the same legal responsibilities. No single trustee or group of trustees may exercise the powers of the trustees unless a resolution has been passed to that effect. Once a resolution has been passed, a single trustee can make all decisions specified on behalf of the trustees but all trustees remain fully accountable.

This power is set out in the Articles:

"The Trustees may delegate any of their powers and functions (including the power to sub-delegate) to any Trustee, committee (including any Local Governing Body), the Chief Executive Officer, the Principals or any other holder of an executive office. Any such delegation shall be made in writing and subject to any conditions the Trustees may impose, and may be revoked or altered"

Currently the leaf members have no plans to invite the CEO as a trustee.

The Leaf Trust has currently ten trustees who, between them, have agreed to the following portfolios/workstreams

⁵ The term of office may be shorter, if so determined at point of appointment

- Finance
- Human Resources
- Health and safety
- Safeguarding and whistle blowing
- Curriculum and standards
- Inclusion and SEND
- Community
- Ethos and character

There are two foundation trustees appointed by the Bishop one holding the ethos and charter portfolio and the other holding a curriculum and standards portfolio.

Trust Governors

Why do school trusts have Trust Governors?

The board of Trustees have decided to delegate some responsibilities to a local governance layer. These responsibilities and delegated powers are set out in our scheme of delegation. Trust governors are the eyes and ears of the Trust board locally. They champion the educational standards, ethos and character of the school they support and all schools within the school trust.

Although governors are working at a school level, they are known as Trust Governors; this is to reflect the fact that School Governor Forums are a full and formal part of the trust governance structure and are a key component in:

- Supporting the effective operation of the trust and its policies
- Providing support and challenge to the school leaders
- Providing a vehicle for trust board engagement with the school, its parents and the local community to help ensure the trustees stay connected.
- Bringing issues and risks to the attention of the trust board.
- Providing constructive feedback to the board where a policy may not be effective in the local context and suggest alternative approaches
- Helping ensure the trust works as one entity in the interests of all its schools equally
- In addition, in schools with a religious character, the members of the school governor forum will also be required to preserve and develop the religious character of their school.

Composition of School Governor Forums			
Type of Trust Governor	Number of Governors	Term of Office	How they are appointed
Headteacher or Executive Headteacher	1	Ex officio	Ex-officio (this post is not counted in the 8 minimum governance requirement)
Parent Governor	2 (4 in a federation)	4 years	Parent governors shall be appointed or elected by the school. Where a federation is in place two parent governors can be elected from both schools.
Staff Governor	1	4 years	Staff governors shall be elected by the school staff team.
Trust Governor	5 (3 Church)	4 years	Trust governors are appointed by the Trust Board and assigned to a local School Governor Forum.

Foundation Trust Governor (church schools Only)	2	4 years	Appointed by the Trust Board with approval from the Diocese.
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Each school will have a School Governor Forum comprising a minimum of eight Trust Governors, with up to ten in a federation. Each School Governor Forum holds a limited portfolio focusing on school improvement, ethos, character, and community. Each Trust Governor holds a portfolio that aligns with the portfolio of a Trustee. These portfolios are:

- Safeguarding and whistleblowing
- Curriculum and standards
- Inclusion and SEND
- Community
- Ethos and character

As a single governance structure, networks are held three times annually, linking the work of Trustees, trust Governors and Trust Executives together.

Networks

As a single governance team, it is vital that all layers of governors have regular opportunities to learn from each other, support each other and receive targeted training. This is achieved through our networks. Networks are made up of trustees, Trust Governors and members of the executive team and meet at three times each year.

 <h2>Chairs' Network</h2> <p>Membership:</p> <ul style="list-style-type: none"> • Chair of Trustees • Company Secretary/Governance Professional • Chairs of Committees • Chairs of School Governor Forums 	 <h2>Safeguarding Portfolio Network</h2> <p>Membership:</p> <ul style="list-style-type: none"> • Safeguarding Trustee • Trust lead for safeguarding • Safeguarding Trust Governors 	 <h2>Inclusion and SEND Portfolio Network</h2> <p>Membership:</p> <ul style="list-style-type: none"> • Head of Inclusion • Inclusion and SEND Trustee • Inclusion and SEND Trust Governors
 <h2>Community Network</h2> <p>Membership:</p> <ul style="list-style-type: none"> • Head of Early Years and Community • Community Trustee • Community Trust Governors 	 <h2>Ethos and Character Network</h2> <p>Membership:</p> <ul style="list-style-type: none"> • Director of Education (SIAMS lead) • Ethos and character Trustee • Ethos and character Trust Governors 	 <h2>Curriculum and Standards Portfolio Network</h2> <p>Membership:</p> <ul style="list-style-type: none"> • Director of Education (SIAMS lead) • Curriculum and standards Trustee • Curriculum and standards Trust Governors

Clerks

Clerks are appointed by the Trust to support each of our local school forums. They work to a common brief, using trust templates, timetables and pro – formas to ensure consistency. They produce agreed timely minutes and circulate paperwork at the direction of the CEO, Headteacher and local Forum Chair.

Leaf Trust has adopted a model where the Headteacher of each school acts as the lead governance professional. Headteachers are responsible for making sure that all local elected or trust governors on their school forum have all the required training, information and guidance to discharge their duties effectively within the Leaf Governance Framework and Scheme of Delegation.

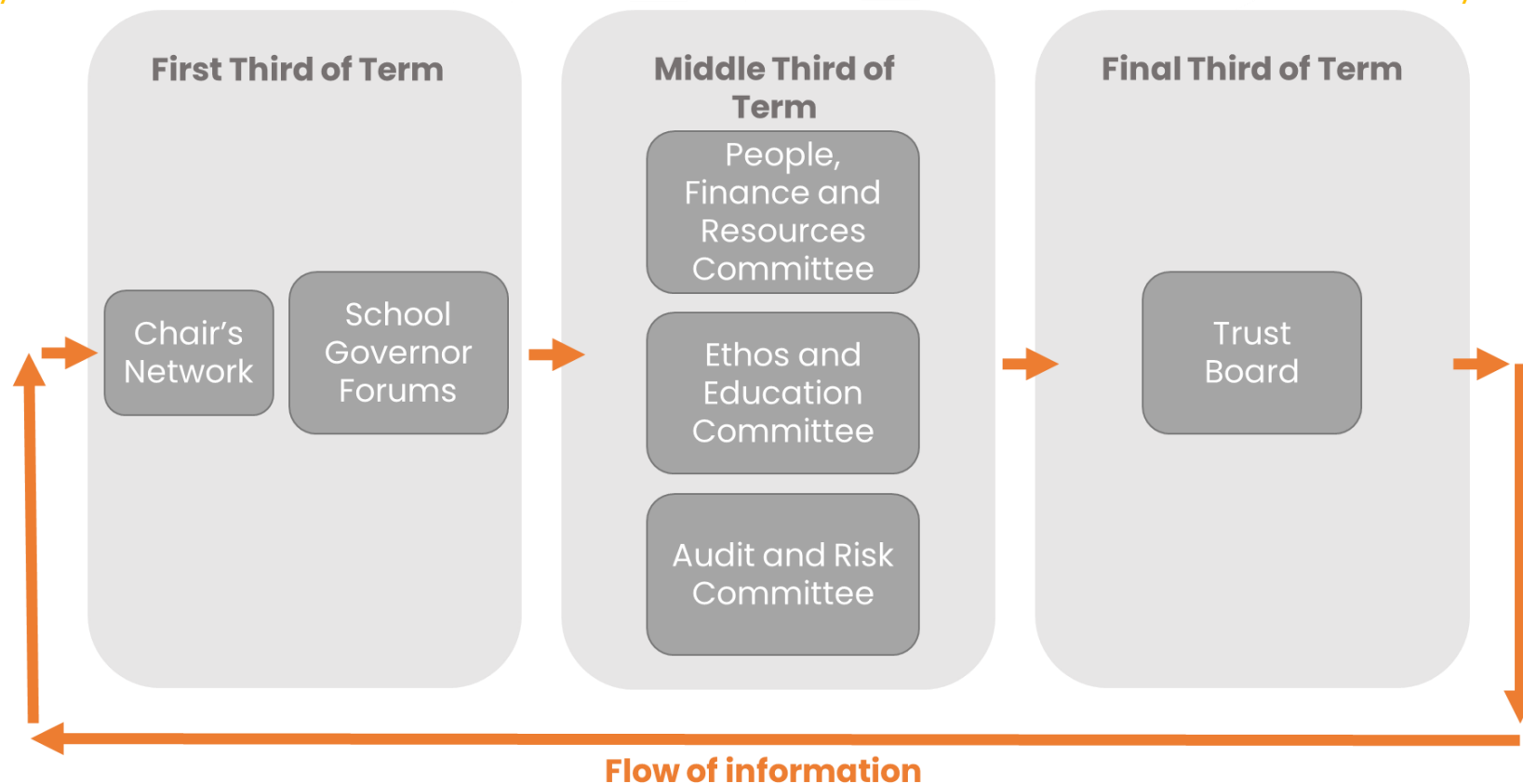
Headteachers are accountable to the CEO for the support they provide to the local schools' forum and for the training their local governors receive.

Cycle of meetings

The information must flow through all aspects of our single governance team. The graphic below sets out the cyclical nature of meetings. This enables us to ensure joined-up thinking and working and remove duplication.

Termly

Cycle



Scheme of Delegation:

Table of Responsibilities

Governance				
Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
<ul style="list-style-type: none"> • Appoint and remove Members (other than those appointed or removed by the Diocesan Board of Education ("DBE")) • Appoint and remove Trustees (save for those appointed or removed by the DBE) • Review and amend (subject to approval by the DBE) the Articles of Association • Change the name of the academy trust • Receive an annual report from the trustees and the Chief Executive (CE) 	<ul style="list-style-type: none"> • Approve (subject to approval by the DBE), review, amend and publish the Scheme of Delegation • Appoint a Company Secretary • Appoint a Clerk to the Trust Board and its Sub-committees • Appoint annually (and remove) the Chair and Vice Chair of the Trust Board • Appoint and remove the chairs of each Board Committee, including School Governor forums (SGF) • Disband an SGF and establish an interim governance committee in accordance with the trust's Intervention Policy 	<ul style="list-style-type: none"> • Develop the trust's strategy for approval by the Board and implement it • Ensure the ethos and values of each school aligns with that of the Trust • Attend meetings of the trustees and provide executive reports as required • Support the appointment process for the Company Secretary and all Clerks • Secure professional advice on behalf of the trustees as may be requested • Support the trustees and schools in the preparation of all policy requirements • Monitor and support the implementation of all trust-wide policies 	<ul style="list-style-type: none"> • Determine the ethos, vision and values of the school, ensuring consistency with that of the School Trust in collaboration with the HT • Nominate a Chair to the trust board for approval • Appoint (and remove) from its committee a Vice-Chair • Arrange for the election of parent governors in accordance with the SGF Terms of Reference • Arrange for the election of staff governors in accordance with the SGF Terms of Reference • Appoint and remove community governors (and, in the case of Church schools, foundation governors, with the approval of the Diocesan Board of Education) in accordance with the SGF Terms of Reference 	<ul style="list-style-type: none"> • Implement the ethos, vision and values of the School, ensuring consistency with that of the School Trust • Act as Lead Professional to the School Governor Forum. • Implement all applicable Policies and support the SGF and/or the Executive Leadership Group (as indicated in the Policy Schedule) in maintaining the policies

Governance

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
on the Academy Trust's performance	<ul style="list-style-type: none"> Support each SGF in recruiting the governors they require Responsible for the removal of any Trust governor Approve, review and amend: <ul style="list-style-type: none"> the Terms of Reference for the trust Board and its committees the Terms of Reference of SGFs the Policy Schedule the terms of reference for delegation to the CEO, including job descriptions and remuneration this Scheme of Delegation A Code of Conduct trustees and governors 		<ul style="list-style-type: none"> Assign to individual members responsibilities for: <ul style="list-style-type: none"> Inclusion and SEND inclusive of Looked after Children and Pupil Premium Safeguarding and whistleblowing Ethos and Character (plus Christian distinctiveness in a Church school) Community Curriculum and Standards Ensure adherence with the trust Code of Conduct Suspend a governor in accordance with the trust's Suspension Policy Approve, review and amend academy policies as defined in the policy Schedule Monitor and support the implementation of the School Trust's policies Publish an annual letter of achievements of the School Governor Forum for parents 	

Vision and Strategy

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
<ul style="list-style-type: none"> Act as guardians of the school's Trust, vision and values 	<ul style="list-style-type: none"> Determine the overall vision, values and strategy long-term objectives for the School Trust Approve key performance indicators against which to monitor the implementation of strategy and long-term objectives 	<ul style="list-style-type: none"> Develop and propose a strategy to the Board Responsible for implementing the strategy approved by the Board Develop and propose key performance indicators (KPIs) against the strategy and long-term objectives Monitor progress against strategic aims and KPIs, taking corrective action as required Oversees the development and regular updating of accurate self-evaluation of the schools Provide professional support and challenge to schools in developing and implementing their strategic plan 	<ul style="list-style-type: none"> Determine the ethos, vision and values of the school, ensuring consistency with that of the school trust in collaboration with the HT Responsible for overseeing the implementation of the Board's strategy as it applies to the school Provide challenge and support for developing the school's 3-year School Development Plan Oversees the development and regular updating of accurate self-evaluation of the school Contribute to the development, implementation and monitoring of the Trust Education Strategy 	<ul style="list-style-type: none"> Responsible for developing the school's 3-year Development Plan in line with the Trust expectations Responsible for developing the school's annual Development Plan based on accurate self-evaluation Contribute to the development, implementation and monitoring of the Trust Education Strategy

Curriculum and Standards: School Improvement

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
	<ul style="list-style-type: none"> • Create robust accountability, oversight and assurance of educational performance • Hold executive leaders to account for the educational performance of The Leaf Trust and its pupils, and the performance management of staff • Accountable for the attainment and progress of disadvantaged pupils who attract the pupil premium, catch up and other targeted payments 	<ul style="list-style-type: none"> • Holds schools accountable for improvement and high academic standards • Sets annual performance targets for schools relating to academic performance • Reports to Trustees on schools' performance against targets • Responsible for monitoring the school's performance • Responsible for monitoring the school's response to the recommendations of its last inspection • Responsible for monitoring pupils' progress and attainment • Responsible for monitoring the progress and attainment of different groups of pupils (including but not limited to pupil premium and others facing financial disadvantage, special educational needs 	<ul style="list-style-type: none"> • Responsible for supporting the school in its self-evaluation of significant strengths and weaknesses • Responsible for knowing, understanding and challenging the school's response to the recommendations of its last inspection • Responsible for knowing, understanding and challenging pupils' overall progress and attainment • With the executive team, is responsible for knowing, understanding and challenging progress and attainment of different groups of pupils (including but not limited to pupil premium and others facing financial disadvantage, special educational needs and disability, looked after children, different ethnic groups with English as an Additional Language, most 	<ul style="list-style-type: none"> • In conjunction with the SGF, is responsible for the accurate self-evaluation of the school, its strengths and weaknesses and for implementing a plan of action to improve and develop based on the evaluation • Has a detailed understanding of pupils' attainment and progress (and the attainment and progress of specific groups), underpinned by sound evidence (including at individual pupil level) • Ensures appropriate action is taken in a timely, consistent and strategic way to address areas of weakness and improve academic performance, drawing on the best available evidence and monitoring the impact • Responsible for high-quality education which includes a wide and rich

Curriculum and Standards: School Improvement

		and disability, looked after children, different ethnic groups with English as an Additional Language, most able pupils, differing ability cohorts).	able pupils, differing ability cohorts)	<p>curriculum</p> <ul style="list-style-type: none"> • Responsible for ensuring all groups of pupils, particularly SEND and disadvantaged pupils, have access to a wide and rich curriculum
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Curriculum and Standards: Quality of Teaching and Curriculum

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
	<ul style="list-style-type: none"> • Monitor and evaluate the quality of teaching within the Trust and ensure that sufficient resources are allocated to deliver the highest possible quality of teaching • Responsible for oversight of the curriculum as part of the overall strategy for school improvement 	<ul style="list-style-type: none"> • Along with the SGF, hold schools accountable for its programme of improving teaching • Responsible for monitoring statutory compliance on behalf of the Board • Proposes and develops the curriculum pillars and expectations that deliver the Trust's strategy • Holds schools accountable for the implementation of their curriculum in line with the Trust expectations • Holds schools accountable for the development and implementation of its curriculum policy • Holds schools accountable for the development and implementation of its co-curricular provision • Responsible for monitoring statutory curriculum compliance on behalf of the Board 	<ul style="list-style-type: none"> • Responsible for knowing and understanding the school's own evaluation of the quality of teaching • With the executive team is responsible for supporting and challenging the school in its programme of improvement • Responsible for knowing and understanding the school's own evaluation of the quality of its curricular and co-curricular provision including the engagement of different groups • Challenges and supports the school in the development and implementation of its curriculum policy • Supports, and challenges the school in the development and implementation of its co-curricular provision, including the engagement of groups 	<ul style="list-style-type: none"> • Responsible for the quality of teaching in the school • Responsible for delivering a high-quality curriculum in line with Trust expectations • Responsible for the accurate self-evaluation of the quality of teaching, its strengths and weaknesses and for taking action to improve the quality of teaching • Responsible for the development and implementation of the school's co-curricular provision • Responsible for monitoring and evaluating the impact of the school's curricular and co-curricular provision

Curriculum and Standards: EYFS

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
	<ul style="list-style-type: none"> • Receive reports on compliance, standards and proposed actions to address issues • Review data on EYFS performance across all Leaf Trust schools with EYFS provision 	<ul style="list-style-type: none"> • Responsible for monitoring statutory compliance with respect to EYFS • reviews data on EYFS performance • holds schools accountable with respect to EYFS provision 	<ul style="list-style-type: none"> • Responsible for monitoring the school's evaluation of the quality of EYFS provision. • Responsible for knowing, understanding and challenging pupils' overall progress and attainment 	<ul style="list-style-type: none"> • Responsible for the quality of provision in the EYFS, and for implementing actions to address weaknesses.

Ethos and Character

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
	<ul style="list-style-type: none"> Set the strategic vision for the spiritual, moral, social and cultural development of pupils 	<ul style="list-style-type: none"> Responsible for monitoring statutory compliance with respect to the quality of spiritual, moral, social and cultural development of pupils on behalf of the Board 	<ul style="list-style-type: none"> Responsible for knowing and understanding the school's own evaluation of the quality of spiritual, moral, social and cultural development of pupils Champions for the schools distinct character 	<ul style="list-style-type: none"> Responsible for the quality of spiritual, moral, social and cultural development of pupils

Ethos and Character Christian Distinctiveness (Church Schools Only)

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
<ul style="list-style-type: none"> Ensure a strong culture, ethos, vision and values based on the CE Vision for Education is embedded in the trust vision 	<ul style="list-style-type: none"> Build a strong culture, ethos, vision and values based on the CE Vision for Education and the Trust vision 	<ul style="list-style-type: none"> Develop and implement a strong culture and ethos that is theologically literate, known by all stakeholders and promoted at all levels. Support Trustees and Foundation Trust Governors to understand their responsibilities as Foundation Directors/ Members 	<ul style="list-style-type: none"> Ensure that the school focuses on Christian Distinctiveness and that the ethos of the Academy and Trust is promoted and displayed at all levels Support the monitoring the provision of high-quality teaching and learning of Religious Education Support the Headteacher, with the Central Team and Diocesan team, to create an effective school ethos that reflects the school community and the Trust Appoint a forum Member to monitor Christian Distinctiveness 	<ul style="list-style-type: none"> Ensure the provision of high-quality teaching of RE and Christian Distinctiveness throughout the curriculum and extracurricular activities Create an effective ethos that reflects the school community and the Trust Actively promote the ethos and vision of the school and Trust Ensure the school is SIAMS-ready

			<ul style="list-style-type: none"> • Promote strong church/parish and school relations • Monitor the impact of actions in relation to SIAMS preparation 	
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Inclusion and SEND

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
	<ul style="list-style-type: none"> To appoint an Ethos and Education Committee to: <ul style="list-style-type: none"> approve, review and amend a trust-wide SEND Policy Set equality objectives to support compliance with the Public sector equality duty 	<ul style="list-style-type: none"> Support trustees in the preparation of a Trust-wide SEND Policy Monitor and support the implementation of the trust's SEND Policy Ensure the Trust complies with the Public sector equality duty (both at school and Trust level): <ul style="list-style-type: none"> Publish equality objectives, at least every four years Provide information to demonstrate compliance with the public sector equality duty 	<ul style="list-style-type: none"> Monitor and support the implementation of the SEND Policy within the academy Ensure there is a qualified teacher designated as a SENCO Be involved in whole school SEND reviews, including the feedback sessions Monitor the impact and compliance of the school's Public sector equality duty 	<ul style="list-style-type: none"> Designate a teacher to be responsible for coordinating SEND provision Liaise with the local authority in respect of pupils who have (or might have) SEND Make provision for SEND students/pupils with or without an Education, Health and Care plan To publish an annual SEND Report via the school's website Responsible for ensuring the school complies with the Public sector equality duty: <ul style="list-style-type: none"> Publish equality objectives, at least every four years Provide information to demonstrate compliance with the public sector equality duty

Community				
Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
	<ul style="list-style-type: none"> • Ensure the development of a strategy for links with parents, carers and guardians • Hold reputational responsibility 	<ul style="list-style-type: none"> • Develop a strategy for links with parents, carers and guardians 	<ul style="list-style-type: none"> • Monitoring the school's links with parents, carers, guardians and the wider community • Supporting and challenging the school to improve and develop links, and communication with parents • Be informed about parents' views about the strengths of the school and areas for improvement • To encourage a diverse, equal and inclusive community. 	<ul style="list-style-type: none"> • Responsible for developing effective links with parents, carers, guardians and the wider community

Safeguarding and whistleblowing

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
	<ul style="list-style-type: none"> Accountable for setting overall policies for safeguarding, whistleblowing and child protection to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare Appoint a named safeguarding Trustee Monitor data in relation to safeguarding incidents and their resolution Monitor data in relation to exclusions and their resolution 	<ul style="list-style-type: none"> Provide safeguarding and child protection guidance for all schools, in line with statutory guidance and non-statutory national guidance Quality assure by sampling safeguarding visits to monitor compliance with policies and the effectiveness of practice Responsible for monitoring that each SGF is effectively scrutinising statutory compliance with respect to safeguarding and child protection for all schools on behalf of the Board Ensure all board members have the appropriate child protection checks and are recorded on the Central Team Single Central Record 	<ul style="list-style-type: none"> Appoints a Trust governor to have specific responsibility for the welfare and child protection in the school, reporting to full SGF as appropriate Checks SCR at least 3 times per year (termly) and ensures all new starters (including volunteers) are included Monitor data in relation to safeguarding incidents and their resolution within the school Monitor and challenge exclusions, and allegations against any protected characteristic Monitors, supports and challenges the welfare and child protection in the school, including: <ul style="list-style-type: none"> child protection exclusions attendance behaviour 	<ul style="list-style-type: none"> Responsible for safeguarding and child protection within the school Is the designated lead who is responsible for ensuring all staff are trained and up to date with safeguarding procedures Responsible for identifying risks to effective safeguarding and taking action to reduce potential risks Responsible for ensuring that school policies and practices take into account the procedures and practice of the local authority Responsible for any exclusions and arrangements for alternative provision as required Responsible for providing reports on welfare and child protection to the SGF and to the executive Team

People Finance and resources

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
<ul style="list-style-type: none"> • Appoint and remove external auditors • To receive the trust's annual Report and Accounts 	<ul style="list-style-type: none"> • Approve the annual budget for the trust • To maintain a register of interests • To appoint internal auditors • Oversee the financial performance of the trust and ensure that its income is spent appropriately • Appoint a Finance Committee to: approve expenditure from reserves (according to Financial delegations), recommend trust and academy budget; monitor capital projects; monitor income, expenditure, cash flow and balance sheet of the school trust; approve, review and amend Finance and Reserve policies, including financial delegations; monitor reserve levels and expenditures from reserves (according to financial delegations; ensure proper financial controls are in place and complied with; enter into contracts for the supply of goods and services within an agreed budget (according to financial delegations); approve, review and amend a Governor Expenses Policy; and approve, review and amend a Charging and Remissions Policy 	<ul style="list-style-type: none"> • Prepare the annual budget for the academy trust • Have oversight of, and agree each school's annual budget for recommendation to the trustees • Monitor the income, expenditure, cash flow and balance sheet of the school trust • CEO to act as the Accounting Officer • Ensure proper financial controls are implemented across the trust • Prepare monitoring reports as required • Approve staff expenses for the Executive Leadership Group • Maintain a register of interests • Enter into contracts for supply of goods and services within an agreed budget (according to financial delegations) • Approve expenditure from reserves (according to financial delegations) • Approve changes to the agreed budget (according to financial delegations) • In partnership with the SGF, appoints a new HT • Review all matters relating to pay and performance 	<ul style="list-style-type: none"> • Maintain a register of interests • Receive the draft budget and ensures it addresses and meets the needs of the school and will drive the SDP within the financial principles of the Trust and is benchmarked to provide value for money • Chair of SGF supports the CEO in conducting the HT appraisal • Review the pupil premium and sports premium plans against published guidance and recommend for Trust approval. • In partnership with the executive team, appoints a new HT • Supports the HT with senior in school appointments 	<ul style="list-style-type: none"> • Prepare an annual draft budget for the academy • Manage the school budget and other funds, ensuring compliance with the Finance Policy at all levels within the school trust • Implement the Charging and Remissions Policy • Appoint school staff • Ensure that the any parent fundraising group associated with their school has their accounts audited and publish an annual statement to parents • Conduct staff appraisal

Health, Safety, Risk and Security

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
	<p>Appoint an Audit and Risk Committee to:</p> <ul style="list-style-type: none"> • Provide assurance to the Trust Board on financial systems and operational controls • Approve, review and amend trust-wide policies on health and safety, data protection, FOI, fraud prevention, whistle blowing, and safeguarding • Monitor risk management and maintain a trust-wide Risk Register • Ensure appropriate buildings, employer, public liability and other insurance is in place <p>Approve, review and amend a trust-wide Business Continuity Plan</p>	<ul style="list-style-type: none"> • Prepare the Risk Register for the Academy trust • Procure appropriate insurance and make proposals to the trustees To support the trustees in the preparation a trust-wide Health and Safety Policy • Monitor and support the implementation of the trust wide Health and Safety Policy Conduct site inspections to monitor any health and safety issues and the security of premises and equipment • Support trustees in the preparation of a trust-wide Business Continuity Plan • Monitor and support the implementation of the trust wide Business Continuity Plan 	<ul style="list-style-type: none"> • Review the school Risk Register and to report any material change to the Audit and Risk Committee 	<ul style="list-style-type: none"> • Maintain the school Risk Register • Implement the trust wide Health and Safety Policy and support the Executive Leadership Group in maintaining the Policy • Monitor the Accident reporting and agree appropriate actions • Ensure suitable risk assessments are prepared and appropriate actions taken • Implement and maintain the school Business Continuity Plan

Accountability: External Inspection (OFSTED and/or SIAMS)

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
	<ul style="list-style-type: none"> • Receive inspection reports and lessons learned • Receive reports regarding proposed actions to address where schools need to improve 	<ul style="list-style-type: none"> • Provides support to the school prior to, during and after inspections • Offers training to governors and school leaders in preparation for the inspection processes 	<ul style="list-style-type: none"> • Understands the requirements of the inspection process and supports the Headteacher • Responsible for engaging fully with the inspection process • Communicates the outcomes of the inspection process to parents, carers and guardians in line with statutory requirements 	<ul style="list-style-type: none"> • Responsible for ensuring all staff and the SGF fully understand the requirements of the inspection process

Accountability: Panels including complaints, exclusions and suspension, and disciplinary

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
	<ul style="list-style-type: none"> • Receive and where appropriate, investigate complaints about the Chief Executive • Receive and pass on to the relevant Executive complaints from the DfE, ESFA, Ofsted, and similar bodies • Responsible for monitoring statutory compliance in relation to complaints at stage 3 • Responsible for managing and hearing any appeals as part of the complaints process • Responsible for reviewing exclusion/suspensions when directed to do by an independent review board. • Responsible for convening a panel when required for staff absence, disciplinary and capability 	<ul style="list-style-type: none"> • Provides guidance and policies on complaints handling • Ensures complaints are directed appropriately • Members of the trust executive team conduct investigations as directed by the CEO • Provide guidance around exclusions and QA reports/documentation 	<ul style="list-style-type: none"> • Responsible for handling and monitoring complaints at Stage 2 • Receives regular reports from the Headteacher on all stage 1 complaints • Governors form an exclusion panel to review exclusion/suspension in line with policy • Governors may be invited to be part of a Trustee led panel to address staff issues, e.g. absence, disciplinary and capability 	<ul style="list-style-type: none"> • Responsible for responding to and dealing with all complaints at stage 1 • Provide the Executive Team and SGF with regular reports on all complaints • Decide to issue an exclusion and report the exclusion/suspension to Chair or SGF and Head of Inclusion • Maintain records of exclusions and suspensions ready for any panels • Manage any staff absence, disciplinary and capability in line with policies

Teaching School Alliance Hub and English Hub

Scheme of Delegation

This applies to Mangotsfield Primary School only

Teaching School Alliance Hub: Five Counties Teaching School Alliance

Activity	CEO and Executive Team (DoE on strategic Group)	Ethos and Education Committee/Trust Board	Director of Teaching School Hub	Strategic Group Mango CLF	Partnership Board	School Governor Forum of Mangotsfield
Leadership and Management						
Approve structure of central TSAH Leadership & Management team (SLT).	C	I	R	C	A	I
Approve appointment of Head of TSAH	R	A	N/A	I	I	I
Approve any new Service Level Agreements which value £1000 or over.			A	C		
Approve all existing Service Level Agreements and SLAs below £1000 in value.			A	C		
Approve changes to ways of working covered by usual line management protocol.		A	R			I

Activity	CEO and Executive Team (DoE on strategic Group)	Ethos and Education Committee/Trust Board	Director of Teaching School Hub	Strategic Group Mango CLF	Partnership Board	School Governor Forum of Mangotsfield
Approve changes to ways of working outside of normal terms and conditions.	R	A	R			I
Approve auditors in consultation with alliance partners		A		A		
Financial Process						
Approve annual budget plan.		A			R	
Approve items of expenditure.				A		
Approve items of expenditure outside of budget plan over £1000 and up to £10,000, in line with DfE Grant Agreements (if reflected within the in-year budget).		A				
Approve items of expenditure outside of budget plan over £10,000, in line with DfE Grant Agreements (if reflected within the in-year budget).		A				
Approve items of expenditure from unallocated reserves below £1000.			A			
Approve items of expenditure from unallocated reserves from £1000 and up to £10,000.		A				

Activity	CEO and Executive Team (DoE on strategic Group)	Ethos and Education Committee/Trust Board	Director of Teaching School Hub	Strategic Group Mango CLF	Partnership Board	School Governor Forum of Mangotsfield
Approve items of expenditure from unallocated reserves from above £10,000.		A				
Receive and monitor monthly accounts	A	A				I
Strategic Activity						
Agree the annual operational action plan in line with Grant Agreement.					A	I
Add areas of work to the action plan where in alignment with the Grant Agreement.				A		I
Remove areas of work from the action plan in line with the Grant Agreement.				A	I	I
Approve Delivery Partners for core work strands.					A	

Mangotsfield English Hub

Activity	CEO and Executive Team	Committee/Trust Board	Strategic Lead of English Hub	Strategic Board	School Governor Forum of Mangotsfield
Leadership and Management					
Approve structure of central EH Leadership & Management team (SLT).		A	R		C
Approve appointment of STRATEGIC LEAD OF English Hub		A			
Approve any new Service Level Agreements which value £1000 or over.			A		
Approve all existing Service Level Agreements and SLAs below £1000 in value.			A		
Approve changes to ways of working covered by usual line management protocol.			A		
Approve changes to ways of working outside of normal terms and conditions.		A			
Financial Process					
Approve annual budget plan.		A	R	R	I
Approve items of expenditure.		I	A	I	I
Approve items of expenditure outside of budget plan over £1000 and up to £10,000, in line with DfE Grant Agreements (if reflected within the in-year budget).		I	A	I	I

Activity	CEO and Executive Team	Committee/Trust Board	Strategic Lead of English Hub	Strategic Board	School Governor Forum of Mangotsfield
Approve items of expenditure outside of budget plan over £10,000, in line with DfE Grant Agreements (if reflected within the in-year budget).		I	A	I	I
Approve items of expenditure from unallocated reserves below £1000.		I	A	I	I
Approve items of expenditure from unallocated reserves from £1000 and up to £10,000.		I	A	I	I
Approve items of expenditure from unallocated reserves from above £10,000.		I	A	I	I
Receive and monitor monthly accounts	I	I		I	I
Strategic Activity					
Agree the annual operational action plan in line with Grant Agreement.			Agree with DFE	Received approved plan	
Add areas of work to the action plan where in alignment with the Grant Agreement.			A – with DFE		
Remove areas of work from the action plan in line with the Grant Agreement.			A – with DFE		

School Governor Forum Annual Planner

	Meeting 1 (Term 1)	Meeting 2 (Term 2)	Meeting 3 (Term 3)	Meeting 4 (Term 4)	Meeting 5 (Term 5)	Meeting 6 (Term 6)
Learning Walk/presentation	<ul style="list-style-type: none"> Class visit to look at learning 	<ul style="list-style-type: none"> Class visit to look at learning 	<ul style="list-style-type: none"> Class visit to look at learning 	<ul style="list-style-type: none"> Class visit to look at learning 	<ul style="list-style-type: none"> Class visit to look at learning 	<ul style="list-style-type: none"> Class visit to look at learning
Procedures and effectiveness	<ul style="list-style-type: none"> Adopt the Governor's code of conduct Review the Forum's Terms of Reference Undertake a skills audit Complete and review pecuniary interest declarations 	<ul style="list-style-type: none"> Review skills audit and agree on Forum development needs 		<ul style="list-style-type: none"> Paired Peer review of minutes from another SGF 		<ul style="list-style-type: none"> Set dates for following year Assign and review portfolio holders Review the forums performance
Strategy and compliance	<ul style="list-style-type: none"> Review the Vision, mission and values of the school 	<ul style="list-style-type: none"> Receive safeguarding/behaviour report 	<ul style="list-style-type: none"> Receive safeguarding/behaviour report 	<ul style="list-style-type: none"> Receive safeguarding/behaviour report 	<ul style="list-style-type: none"> Receive safeguarding/behaviour report 	<ul style="list-style-type: none"> Receive safeguarding/behaviour report
People	<ul style="list-style-type: none"> Monitor pupil and staff wellbeing Confirm induction complete for new staff 	<ul style="list-style-type: none"> Confirm teacher appraisal is complete Monitor pupil and staff wellbeing Review People Plan priority actions for school 	<ul style="list-style-type: none"> Review any staffing or structure changes Monitor pupil and staff wellbeing 	<ul style="list-style-type: none"> Monitor pupil and staff wellbeing Scrutinise pupil take up/ participation in extracurricular activities Confirm appraisal of 	<ul style="list-style-type: none"> Monitor pupil and staff wellbeing Review the quality of adult/pupil meals 	<ul style="list-style-type: none"> Monitor pupil and staff wellbeing Annual review of staff turnover

				support staff is complete		
Ethos and Education	<ul style="list-style-type: none"> Evaluate pupil outcomes from the previous academic year Review the school development plan Receive Headteacher report of key information and progress towards strategic priorities and the development plan 	<ul style="list-style-type: none"> Review Pupil Premium impact statement and plan Review Sports Premium impact report and Plan Review pupil targets for the current academic year Receive Headteacher report of key information and progress towards strategic priorities and the development plan 	<ul style="list-style-type: none"> Scrutinise in year pupil performance data from Terms 1 and 2 Receive Headteacher report of key information and progress towards strategic priorities and the development plan 	<ul style="list-style-type: none"> Receive midyear budget review Receive Headteacher report of key information and progress towards strategic priorities and the development plan 	<ul style="list-style-type: none"> Scrutinise in year pupil performance data from Terms 3 and 4 Receive Headteacher report of key information and progress towards strategic priorities and the development plan 	<ul style="list-style-type: none"> Annual review of exclusion data Annual review of attendance data Annual review of staff attendance Receive the annual draft Budget and benchmarking information
Stakeholder Engagement	<ul style="list-style-type: none"> Staff survey linked to People Plan 			<ul style="list-style-type: none"> Review marketing and publicity materials 	<ul style="list-style-type: none"> Review parent survey feedback 	<ul style="list-style-type: none"> Evaluate communication with the Board of Trustees Review annual staff survey feedback
Standing agenda Items	<ul style="list-style-type: none"> GDPR Feedback from portfolio holders Complaints Review any feedback/reports from the executive team 	<ul style="list-style-type: none"> GDPR Feedback from portfolio holders Complaints Review any feedback/reports from the executive team 	<ul style="list-style-type: none"> GDPR Feedback from portfolio holders Complaints Review any feedback/reports from the executive team 	<ul style="list-style-type: none"> GDPR Feedback from portfolio holders Complaints Review any feedback/reports from the executive team 	<ul style="list-style-type: none"> GDPR Feedback from portfolio holders Complaints Review any feedback/reports from the executive team 	<ul style="list-style-type: none"> GDPR Feedback from portfolio holders Complaints Review any feedback/reports from the executive team

Policies for SGF approval	<ul style="list-style-type: none"> • Positive Handling • Marking and feedback • Register of Interests – SGF 	<ul style="list-style-type: none"> • Single teaching and learning • Pupil premium strategy 		<ul style="list-style-type: none"> • Uniform policy 	<ul style="list-style-type: none"> • Statement of Ethos, vision & values 	<ul style="list-style-type: none"> • SEND template * • Home school agreement
SGF to confirm that any local arrangements which pertain to Trust policies/ templates have been completed and are published where required.	<ul style="list-style-type: none"> • Absence management • Appraisal policies for all staff 	<ul style="list-style-type: none"> • Pay and progression • Child protection policy and procedure • Homeworking • Induction • Single teaching and learning • First Aid • Health and Safety 	<ul style="list-style-type: none"> • Leave of absence • Staff wellbeing • Probation ECTs • Sustainability Plan • EQ & D • Flex working 	<ul style="list-style-type: none"> • Whistleblowing • Lettings and commercial activity • CCTV • Risk assessments – local 	<ul style="list-style-type: none"> • Computers etc – acceptable use • Accessibility plan • Admission arrangements locally • Behaviour policy – local 	<ul style="list-style-type: none"> • Assessment principles • Early years • Intimate care • Religious education • SEND template • Business Continuity Professional development principles

Annual Ongoing tasks

- Review and approve policies in accordance with your policy review cycle
- Receive the Headteacher report of progress against strategic priorities and the development plan
- Ensure Get Information About Schools (GIAS) and academy/trust websites are up to date with required information relating to governance and trust staff
- Approve and retain Forum board meeting minutes and store on Govhub
- Ensure that the register of pecuniary interests is maintained and kept up to date at all times and published on school website
- Conduct governance visits in line with the agreed schedule
- Monitor forum membership – ends of term of office and vacancies

