



## Governance Framework 3.9

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<p><b>Related Documents:</b></p>	<p>The Education Alliance Articles          Academy Trust Handbook 2024          DfE Academy Trust Governance Guide 2024          Code of Conduct for Governance          Gifts and Hospitality Policy          Declarations and Conflicts of Interest Policy</p>

## CONTENTS

	Page
<b>Introduction</b>	<b>3</b>
<b>Purpose of Governance</b>	<b>4</b>
<b>Articles</b>	<b>5</b>
<b>Vision and Values</b>	<b>5</b>
<b>Transparency</b>	<b>5</b>
<b>Accountability for Decisions</b>	<b>6</b>
<b>Support and Intervention</b>	<b>6</b>
<b>Overview of Key Elements of Our Governance</b>	<b>7</b>
• Members	7
• Trustees	7
• Local Governing Bodies (LGBs)	8
• Audit and Risk Committee	9
• Resources and Finance Committee	9
• Education Committee	9
• Yorkshire Wolds Teacher Training Partnership Board	10
• Executive board	10
• Chairs Forum	10
• LGB Development Sessions	10
• Governance Succession Planning	10
<b>Appendices</b>	
<b>1 Scheme of Delegation</b>	<b>11</b>
<b>2 Trust Board Terms of Reference</b>	<b>30</b>
<b>3 Church of England Composition</b>	<b>34</b>
<b>4 Local Governing Body Terms of Reference</b>	<b>35</b>
<b>5 Audit and Risk Committee Terms of Reference</b>	<b>38</b>
<b>6 Resources and Finance Committee Terms of Reference</b>	<b>41</b>
<b>7 Education Committee Terms of Reference</b>	<b>44</b>
<b>8 Yorkshire Wolds Teacher Training Partnership Board Terms of Reference</b>	<b>46</b>
<b>9 Governance Structure</b>	<b>49</b>
<b>10 Chairs' Forum and LGB Development Sessions</b>	<b>50</b>
<b>11 Governance Succession Planning</b>	<b>51</b>
<b>12 Annual Meeting Schedule</b>	<b>52</b>

## INTRODUCTION

The Education Alliance (TEAL) is a Mixed Multi-Academy Trust. It is a charitable company, limited by guarantee.

We are here to make great schools and happier, stronger communities so that people have better lives. The way we do this is by: always doing what is right; trusting in each other and standing shoulder to shoulder and doing what we know makes the difference. Doing what is right means always acting with integrity, in the interests of others and being honest, open and transparent. Our trust continues to be about delivering excellence, but in a sustainable way. Our schools operate in an environment of high professional trust and with high levels of accountability.

### Our Promise

We recognise that the commitment and care shown by all staff are fundamental to the success of our students and we promise our staff that they will be supported, encouraged, respected and provided with an enjoyable and rewarding working environment. The trust is dedicated to developing, growing and retaining talented leaders and staff across the trust and nothing is more important than staff development. We want our schools to be places where people want to work and choose to stay. We will do everything we can to support our staff to balance the demands of their jobs and those at home, and we recognise that in everyone's life there are good times and bad. It is the job of all of us to support each other through both. In turn, all our schools will have a deep commitment to the entire school system, adding value through collaboration and ensuring that our decisions do not impact negatively on other schools locally or nationally.

### Our Culture

The culture of the trust and our schools is critical in ensuring we have an enjoyable, rewarding working environment in which all colleagues believe the demands of their job are reasonable and manageable. It is essential that our schools are led in an ethical way that is driven by moral purpose. Many of the difficulties that staff experience in schools come from a high stakes accountability system that can drive leaders to behave in ways that increase stress and anxiety for staff. We insist that our leaders do everything they can to guard against this, that they set a good example in how they behave and that they try to reduce levels of stress and anxiety in the organisation.

Leaders, governors, and trustees are clear that processes of quality assurance and performance development are, for most staff, about recognising great practice and supporting colleagues in their professional commitment to get better at their jobs. They are not about surveillance and catching people out. In order for this to be a reality, processes must operate within a spirit of openness and transparency and staff must be made to feel confident to raise any concerns or issues they have. Part of the assessment of leaders' performance is the effectiveness with which they contribute to developing a thriving culture of openness, honesty and kindness, in which we make the lives of staff better as well as those of young people. We are ambitious for our communities, children and ourselves, and within a safe environment, we bring professional challenge to be the very best that we can be.

### Our Approach

The law places accountability for the educational outcomes and financial diligence of the trust firmly with the trustees and the CEO as Accounting Officer. Trustees are directors and are named on Companies House as such, as well as being charity trustees. Together, they are referred to as 'the Trust Board'. Effective governance requires strategic leadership that sets and champions the vision, ethos and strategy, ensuring accountability drives up educational standards and financial performance. It is crucial

that the Trust Board is made up of people with the right skills, experience, qualities and the capacity to fulfil their legal and statutory duties. It is also a fundamental principle for us that effective governance is best delivered as close as possible to the point of impact of decisions. For this reason, we have a governance structure that ensures the Trust Board fulfils its legal and statutory responsibilities, enabling Local Governing Bodies (LGBs) to focus on their school.

LGBs monitor the vision and values of the school and their implementation throughout the school's work. In Church of England schools this includes a thorough understanding of the SIAMS Inspection framework and the school's performance against the framework. They hold school leaders to account for the education provision of the school, including monitoring performance against the Education Inspection Framework (and the SIAMS SEF criteria where appropriate), to provide detailed scrutiny of safeguarding, curriculum and standards, behaviour and exclusions, personal development and the provision and outcomes for vulnerable students, including SEND, Pupil Premium and (P)LAC.

In addition to the LGBs, trustees have established Board Committees: the Education Committee, Audit and Risk Committee and the Resources and Finance Committee. These committees provide an additional layer of scrutiny and oversight, and whilst trustees have the majority membership for the committees, as committees of the Trust Board, they also include governors from our LGBs, utilising the professional knowledge and expertise we have in our governance layers.

## **PURPOSE OF GOVERNANCE**

The Trust Board and executive leadership team anchor TEAL's strategy in the needs of its schools, the communities they serve and the wider educational system in line with its charitable objects. The Trust Board, Accounting Officer and executive leadership team create a culture of ethical leadership, and follow the Seven Principles of Public Life, also known as the 'Nolan Principles'. The Trust Board oversees strategic relationships with external stakeholders, including the involvement of parents, schools and communities. Where appropriate it will also involve dioceses and the religious authorities, so that decision-making is supported by meaningful engagement.

The Trust Board oversees the financial performance of the organisation, ensuring its money is well spent. It operates in accordance with all aspects of the Academy Trust Handbook and its Articles.

Effective governance requires:

- Strategic leadership that sets and champions the vision, ethos and strategy
- Accountability that drives up educational standards and financial performance
- People with the right skills, experience, qualities and capacity
- Structures that reinforce clearly defined roles and responsibilities
- Compliance with statutory and contractual requirements
- Evaluation to monitor and improve the quality and impact of governance

The purpose of this document is to provide clarity on the structure by which the different elements of governance work together for the benefit of the whole organisation.

## ARTICLES

TEAL's Object, as detailed in its Articles of Association, is:

- a) 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 and developing academies which shall offer a broad and balanced curriculum and which:
  - i) shall include Church of England academies ("Church Academies" and each a "Church Academy") designated as such which shall be conducted in accordance with the principles, practices and tenets of the Church of England both generally and in particular in relation to arranging for religious education and daily acts of worship, and
  - ii) may include other academies whether with or without a designated religious character;

but in relation to each of the academies to recognise and support their individual ethos, whether designated Church of England, or not.

Where an academy is designated as or recognised as a Church Academy, in relation to the ethos and religious education provided at the academy the trustees shall have regard to any advice and follow any directives issued by the Diocesan Board of Education;

- b) to promote for the benefit of the inhabitants of the areas in which the academies are situated the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age infirmity or disablement, financial hardship or social and economic circumstances or for the public at large in the interests of social welfare and with the object of improving the condition of life of the said inhabitants, provided that any such use of facilities at Church Academies will not facilitate a breach of the trusts upon which the Site Trustees hold the school site.

## VISION AND VALUES

TEAL fully supports the independence and distinguishing characteristics of each of its schools. TEAL is a family of schools, located in the Yorkshire and Humber region. Working together, TEAL is able to broaden its impact on an increasing number of children and young people, enabling them to fulfil their potential, providing them with greater access to a diverse range of opportunities when they leave school.

Seeking excellence through inspirational leadership, collaboration, teamwork, innovation and challenge, TEAL staff work to ensure that everyone is able to achieve their best, continuing to learn, develop and improve. TEAL is committed to supporting its schools for the benefit of the communities they serve, and TEAL schools work together in the spirit of solidarity. The relationship between the trustees, the school support team, headteachers, senior leaders and LGBs is one of partners sharing a common goal, drawing on each other's strengths.

## TRANSPARENCY

TEAL provides details of its governance arrangements in the governance statement published with its annual accounts, and in this Governance Framework, the Scheme of Delegation and governance policies and procedures, which are located on TEAL's website.

TEAL publishes on its website the structure and remit of its members, trustees and committees, including LGBs and the full names of the Chair of each. TEAL also publishes, for each member of governance who has served at any point over the past 12 months, their full names, date of appointment, date they stepped down (where applicable), and relevant business and pecuniary interests, including other governance roles in other educational institutions. TEAL publishes the attendance records at Board and committee meetings over the last academic year for each Trustee and Governor.

## **ACCOUNTABILITY FOR DECISIONS**

As the accountable body, the Trust Board is the key decision maker. The Trust Board operates and makes decisions in the best interest of pupils. It must comply with the trust's charitable objects, company charity law and the DfE funding agreement.

The Trust Board delegates to six key groups in order to ensure the effective leadership and governance of the Trust. The six key groups are the:

- Executive board
- Local Governing Bodies
- Audit and Risk Committee
- Resources and Finance Committee
- Education Committee
- Yorkshire Wolds Teacher Training Strategic Partnership Board

The relationship between the Trust Board and these groups is based on the principles of:

1. No duplication of governance
2. Governance should be as close as possible to the point of impact of decision-making
3. Recognition of the legal and statutory responsibilities that cannot be delegated
4. A shared common purpose, culture and ethos

The scheme of delegation and the terms of reference for the Trust Board and its committees provide clarity as to who the decision makers are for different levels of decisions. Effectiveness of both management and governance is supported through clarity over who holds the decision-making responsibility and who supports and advises the decision makers.

The role of the Accounting Officer includes specific responsibilities for financial matters. It includes a personal responsibility to Parliament, and to the Education and Skills Funding Agency (ESFA) for the financial resources under the Trust's control. The Accounting Officer must be able to assure Parliament, and the public, of high standards of probity in the management of public funds, particularly regularity, propriety and value for money. The CEO is TEAL's Accounting Officer. The Executive board functions under the leadership of the CEO.

## **SUPPORT AND INTERVENTION**

The Trust Board remains ultimately responsible for the organisation and the performance and conduct of its schools. The CEO and the Deputy CEO (Schools) regularly review each school to assess how able they are to not only support themselves, but to support each other, sharing knowledge, skills and expertise to improve all schools within the trust. There may be circumstances (more exception than the norm) where the Trust Board might need to intervene in a school/LGB. In such circumstances, the Trust Board, along with the Executive board, will work closely with the school concerned and those involved in their governance and leadership. The Trust Board reserves the right to review or remove any power

or responsibility, which it has delegated, in particular, in circumstances where serious concerns in the running of a school are identified, including where:

- there are concerns about financial matters;
- insufficient progress is being made against educational targets;
- there has been a breakdown in the way the school is managed or governed;
- safety of pupils or staff is threatened, including a breakdown of discipline; or
- there are significant concerns regarding the ability of the LGB to maintain the designated religious character of a Church School within TEAL the trust board not being properly constituted

## OVERVIEW OF KEY ELEMENTS OF OUR GOVERNANCE

### Members

“**Members**” are best viewed as guardians of the constitution. They have a similar role to shareholders of a company limited by shares. They hold the Trust Board to account for the effective governance of TEAL, and they assess if the Trust Board is performing well. As such, the members are able to ensure that TEAL’s purpose is being met and its charitable object as detailed in its Articles of Association is being fulfilled. Members provide independent oversight and challenge. Members:

- Can amend the Articles
- Can appoint and remove members and trustees
- Can direct trustees to take specific action
- Appoint TEAL’s external auditors
- Receive the audited annual report and accounts
- Can change the company name

There must be at least three members, although the DfE’s preference is for there to be at least five members. Members cannot be employees and there should be significant separation between members and trustees.

Members hold the Trust Board to account by:

- Hearing directly from the Trust Board once a year at the Annual General Meeting (AGM)
- Receiving the trust’s annual report and annual audited accounts
- Issuing directions to trustees to take specific action, where appropriate
- Attending additional general meetings where required
- Overseeing internal and external governance assurance/evaluation processes and outcomes
- In exceptional circumstances, members can bring action against trustees for wrongdoing

All members on their appointment give a written undertaking to uphold the objects of TEAL and to protect the Church of England designation and ethos of Church Academies.

### Trustees

Trustees are personally responsible for the actions of TEAL and are accountable to the members, the Secretary of State for Education and to the wider community for the quality of the education received by all pupils of the schools and for the expenditure of public money. Trustees are required, as trustees and pursuant to the funding agreements, to have systems in place through which they can assure themselves of the quality, safety and good practice of the affairs of TEAL. The Trust Board signs off the

annual accounts and is responsible for adherence to TEAL's funding agreement with the Secretary of State.

As detailed in the Articles, the number of trustees shall not be less than eight. All trustees, at appointment, sign a written undertaking to uphold the object of TEAL and protect the Church of England designation and ethos of Church schools. Members appoint a minimum of six trustees. The DYET appoints at least two trustees and has the discretion to appoint more than two trustees, as long as the total number of trustees appointed by the DYET does not exceed 25% of the total number of trustees.

The Trust Board helps to promote the distinctive Christian vision of the Church academy, ensuring its efficacy in enabling pupils and staff to flourish.

The Board ensures every trustee can effectively contribute to meetings and the required range of knowledge, skills and expertise exists. It is essential that the Board has at least one person with the skills to understand and interpret the full detail of the educational performance of TEAL. Trustees must apply the highest standards of conduct and ensure robust governance, as these are critical for effective financial management. The Board should also have at least one trustee with specific, relevant skills and experience of financial matters. The trusts' responsibilities include safeguarding, health and safety and estates management, and ensuring strong governance in these areas is a key priority for the board. Trustees will have the necessary skills to fulfil the Board's functions effectively. They will have the ability to:

- bring a diverse range of perspectives for robust decision-making
- understand the educational setting and the cultural and religious contexts of the trust and the communities it serves
- analyse trust performance data
- use financial knowledge to hold the executive to account and drive financial efficiency
- challenge each other effectively and work effectively in committees
- performance manage the senior executive leader
- use active succession planning to ensure the board and the trust have the leadership and people it needs to remain effective

The Trust Board oversees the strategic relationships with parents, the community and the church community and diocese. It is responsible for assuring itself of the systems in place to seek and consider parents, carers and communities, listening and responding to parents and carers, pupils, staff and local communities, capturing how their views have informed the Trust Board's decision-making, communicating decisions clearly to pupils, parents and carers, staff and communities.

The DfE recommends that trustees serve on no more than two trust boards or governing bodies except in exceptional circumstances.

### **Local Governing Bodies**

Governors are accountable to the Trust Board as well as the communities they serve. Local governors in a Church of England LGB are also accountable to the Diocesan Board of Education (DBE).



Governors normally come from the community the school serves, and the LGB has a deep understanding of the school, its performance and school improvement plan, ensuring the school continues to flourish and improve. LGBs are responsible for monitoring safeguarding, curriculum and standards, behaviour and exclusions, personal development, and vulnerable pupils (including SEND, Pupil Premium and Looked After Children).

The Trust Board will decide on the responsibilities they wish to delegate to the LGBs, which can connect the Trust Board with its schools and the communities they serve; ensuring Trust Board decisions are well-informed by the local context. They can share local information with the Trust Board and escalate issues to the board, providing meaningful engagement with parents and local communities. The key responsibilities of LGBs are detailed in appendix 4. Accessing and responding to pupil voice is an important part of governance. All schools across TEAL have an active pupil voice. Each LGB is expected to give due regard to issues that are raised through their pupil voice, ensuring appropriate management action is taken in response to issues raised.

Parental voice is formally built into the governance structure with the appointment of two parent governors to each LGB. Staff voice is similarly built into the governance structure with the appointment to each LGB of two employees of the school.

### **Audit and Risk Committee**

The Audit and Risk Committee oversees and approves TEAL's programme of internal scrutiny. It ensures that risks are being addressed appropriately, providing advice and insight to the Trust Board on how to address weaknesses in financial and non-financial controls. The trust must maintain a risk register and the Trust Board has overall responsibility for risk management, including ultimate oversight of the risk register, drawing on advice provided to it by the Audit and Risk Committee. Other committees may also input into the management of risk at the discretion of the Board.

Aside from any review by individual committees, the Trust Board should review the risk register frequently and must conduct a full review of it at least annually, ensuring risk management covers the full operations and activities of the trust, not only financial risks. The Audit and Risk Committee ensures that all categories of risk are being adequately identified, reporting and managed, reporting to the Trust Board on the adequacy of the trust's internal control framework, including financial and non-financial controls and management of risks. The Audit and Risk Committee's Terms of Reference can be found in appendix 4.

### **Resources and Finance Committee**

The Resources and Finance Committee is responsible for ensuring that appropriate financial procedures and controls are in place and that TEAL operates in compliance with the Academy Trust Handbook, approving and monitoring central funding expenditure and proposals. It monitors and oversees a range of areas at a strategic level, including finance, estates, health and safety, HR, IT and sustainability. The committee's terms of reference are detailed in appendix 5.

### **Education Committee**

The Education Committee provides an additional layer of oversight and scrutiny of the education performance of all TEAL schools, including:

- o quality of education (curriculum, teaching and learning and outcomes)
- o safeguarding,

- o behaviour and attendance,
- o personal development and wellbeing.

The committee's terms of reference are detailed in appendix 6.

### **Yorkshire Wolds Teacher Training (YWTT) Strategic Partnership Board**

The YWTT Strategic Partnership Board reports to the Trust Board and is responsible for establishing and monitoring the vision and values of YWTT and their implementation throughout its work. This includes a thorough understanding of the framework for Initial Teacher Education Inspection handbook (Ofsted) and Initial teacher training criteria, and supporting advice and information for accredited initial teacher training providers (DfE). The YWTT Strategic Partnership Board monitors performance, providing detailed scrutiny in all areas of the framework and provides oversight of the strategic improvement plan, including sustainable growth.

### **Executive Board**

The Executive Board are senior paid officers of TEAL. They are charged with delivering the work of the Trust and, as experts in their professions, with determining how best that work should be carried out. They are called to account through the governance structures for what they do and most importantly, the impact of what they do.

### **Chairs Forums**

The Chair of the Trust Board chairs a 'Chairs Forum' which is made up of Chairs of LGBs. The aim of the forum is to establish a mechanism for peer support, sharing of good practice and collaboration and it will meet once a year during the autumn term (appendix 10).

### **LGB Development Sessions**

TEAL holds an annual Chairs' briefing session in the autumn term and two LGB Development Sessions a year (supplemented by City of York's learning and development offer) (appendix 10).

### **Governance Succession Planning**

At the start of the academic year, the Director of Trust Development & Compliance will send out the current terms of office for Headteachers to review with the Chair of their LGB (and for the CEO and Chair to do similar for the Board). If a school wishes to ask for an exceptional extension of a governor's term of office (e.g. if a school is in an Ofsted window and would benefit from continuity or to provide a handover period) they will prepare the rationale with the Director of Trust Development & Compliance.

The Executive board will review proposals, and the CEO will discuss with the Chair as necessary. A paper, outlining final proposals, will go to the Trust Board for approval before the end of the autumn term.

The Director of Trust Development & Compliance will continue to review the terms of office and any resignations on a termly basis, liaising with City of York Council, Headteachers and Chairs to ensure any gaps are filled, supporting with recruitment and ratification processes where required. The Director of Trust Development and Compliance will provide an overview to the Trust Board regarding any changes, including vacancies that have not been filled and any risks/mitigations to ensure that all LGBs, committees and the Trust Board have the required membership.



### Scheme of Delegation

**This Scheme of Delegation does not contain details of every decision/responsibility or every aspect that will be delegated. Its content will be supplemented by TEAL's Finance Manual, strategic plans, policies and procedures and any direction given or rules issued by the members or the Trust Board. In the event**

that there is uncertainty as to which tier of governance or which individual has responsibility for a particular matter, guidance should be sought from the Director of Trust Development and Compliance.

The Scheme does not contain details of connected organisations, or those that have an unincorporated association with TEAL, such as The Education Alliance Social Value Company, as they have their own Articles and schemes of delegation.

The Scheme will be subject to formal review by the Trust Board annually, however, if the Trust Board deems it appropriate, changes will be made in year.

As part of a family of schools, TEAL aims to have the greatest amount of impact with efficacy. TEAL operates a top slice approach to central funding and this is detailed in its offer to schools. Alongside the core offer there are a range of additional services that can be purchased by schools where required. The Executive Board includes the Accounting Officer (CEO) and the Chief Financial Officer.

The following delegations include areas such as budgets, finances, safeguarding, education, risk management, policy approvals, capital, health and safety, insurance, staff appointments and dismissals.

The composition of the Trust Board and Local Governing Bodies is detailed in this document and is followed by delegations.

### Composition of the Trust Board

Type of Member	Number	Term of Office	How they are appointed
Member appointed trustee	At least 6	4 years	Appointed by members
DYET appointed trustee	At least 2	4 years	Appointed by DYET (not to exceed 25% of the total number of trustees)

As per the Articles, there will be a minimum of 8 trustees, including the Chair and Vice Chair. The Trust Board must have sufficient knowledge to hold the Executive to account. The Chair and Vice Chair will be elected by the Board on an annual basis.

### Composition of Local Governing Bodies

Type of Member	Number	Term of Office	How they are appointed
Trust Board appointed governor	At least 5	4 years	Appointed by the Trust Board, following recommendations from the LGB
Staff governor	2	4 years	Appointed by the Trust Board, following recommendations from the LGB.
Parent governor	2	4 years	Appointed by the Trust Board, following recommendations from the LGB.

The LGB will nominate specific governors to align with key areas of the school improvement plan and statutory areas.

The LGB composition for Church of England schools differs from the above, and is detailed in appendix 3.

Activity	ESFA	Trust Board	LGB	YWTT	Executive board	Headteacher and Director of YWTT	Comments
<b>Admissions</b>		Act as the Admission Authority and to approve admissions policies, which takes into account Local Authority admission policies. The Local Authority policies also take into account guidance from the Diocese regarding Church of England schools.	Approve changes to the PAN that are proposed by the Head and/or Executive board	Approve changes to the number of trainees that are proposed by the Director	Ensure compliance of admission arrangements with the School Admissions Code and relevant legislation	Decision to offer or appeal a place (normal admissions round and in-year applications) in line with FAP arrangements  Publish admission arrangements (normal round, in-year and variations) on the school website	The Resources and Finance Committee will challenge pupil number estimates underpinning revenue projections and review them termly.
<b>Pupil Suspensions and Exclusions</b>			Undertake a review of the Headteacher's decision (where required).		Provide guidance and oversight.  Clerk permanent exclusion hearing and organise any IRP as necessary.	Make decisions to suspend or exclude pupils (either on a fixed-term or a permanent basis) ensuring compliance with statutory frameworks.	

Activity	ESFA	Trust Board	LGB	YWTT	Executive board	Headteacher and Director of YWTT	Comments
						YWTT – make decision to remove a trainee from the programme.	
<b>Quality of Education, EIF and the SIAMs Framework</b>		Accountable for the quality of education across all the schools, holding the executive leaders to account for the educational performance of the school(s) and its pupils.	<p>Provide day to day challenge and support to the school leadership team.</p> <p>Monitor the vision and values of the school and their implementation throughout the school’s work.</p> <p>Hold school leaders to account for the education provision of the school, including monitoring performance against the Education Inspection Framework (and the SIAMS framework criteria where appropriate), to provide detailed</p>	<p>Provide challenge and support to the YWTT leadership team.</p> <p>Monitor the vision and values and their implementation throughout YWTT’s work.</p> <p>Hold leaders to account for the teacher training provision, including monitoring performance against the Inspection Framework.</p>	<p>To provide both support and challenge to schools.</p> <p>Deliver training, staff development and centralise our educational approaches (where appropriate) to raise standards and to avoid the duplication of effort.</p> <p>Monitor the performance of all aspects of our schools.</p> <p>Coordinate regular internal and external reviews</p>	To ensure the school/YWTT is successful in delivering a high-quality education/training in line with the trust’s frameworks and vision.	

Activity	ESFA	Trust Board	LGB	YWTT	Executive board	Headteacher and Director of YWTT	Comments
			scrutiny of safeguarding, curriculum and standards, behaviour, attendance and exclusions, personal development and the provision and outcomes for vulnerable students, including SEND, Pupil Premium and (P)LAC.		on the improvement priorities across our schools.		
<b>Safeguarding</b>		Ensure that all relevant statutory and regulatory provisions for safeguarding are adhered to. Have a Trustee Safeguarding Link, working with the trust's DSL and governor safeguarding links.	Monitor the effectiveness of local safeguarding policies, procedures and practices, scrutinising a termly Child Protection and Safeguarding report, appointing a safeguarding governor link and regularly reviewing the school's SCR and meeting the DSL.		Ensure that all relevant statutory and regulatory provisions for safeguarding are adhered to, providing policies and procedures, training, guidance and support.  Analysing trends and providing external and internal review across a rolling period.	Ensure their respective school/YWTT has appropriate safeguarding policies, procedures and practices in place. Ensure the school's DSL is appropriately trained and supported.	



Activity	ESFA	Trust Board	LGB	YWTT	Executive board	Headteacher and Director of YWTT	Comments
<b>Budget Setting</b>	All final budgets must be submitted to the Education and Skills Funding Agency (ESFA) for ratification by 31 August each year.	All final budgets to be approved prior to ESFA submission.  Management accounts must be shared with the Chair of the Trust Board every month and the Trust Board must consider these when it meets and be assured that it has appropriate oversight of the trust's financial position.			The accounting officer will complete and sign a statement of regularity, propriety and compliance each year and submit this to the ESFA with the audited accounts. The accounting officer will also demonstrate how the trust has secured value for money via the governance statement in the audited accounts each year.		The budget setting process ensures that the CEO, CFO and the Resources and Finance Committee scrutinise the budgets before they are presented to the Trust Board for approval.
<b>Financial approvals including virements (for orders up to and including £5,000, at least one single quote is required and</b>		Approve over £200,000, and subject to the Trust's tendering policy.			Assistant Director of Finance can approve up to £35,000.  CFO can approve up to £50,000.	Approve up to and including £9,999.	Budget holders and finance managers can approve - within agreed budget, orders up to and including £5,000.

Activity	ESFA	Trust Board	LGB	YWTT	Executive board	Headteacher and Director of YWTT	Comments
<p>order over £5,000 require at least 3 written quotes).</p> <p>Payments for approved purchases do not require additional approval (e.g. invoices relating to the approved amount).</p>					<p>CEO/DCEO can approve up to £75,000.</p> <p>CEO/DCEO and CFO can approve up to £100,000. Formal tendering processes should be considered where appropriate.</p> <p>Executive board can approve up to £200,000. Formal tendering processes should be considered where appropriate.</p>		
<p>Authorising monthly salary payments</p>		<p>Any anomalies will be reported to the Resources and Finance Committee.</p>			<p>Uploaded to the bank by the Payroll Department. Finance Manager/Assistant Director of Finance to authorise at the bank with the</p>		

Activity	ESFA	Trust Board	LGB	YWTT	Executive board	Headteacher and Director of YWTT	Comments
					approval of the CFO.		
<b>Signatures for cheques, BACS payments and other bank transfers</b>							Any two signatures in line with the Bank Mandate and the approval values detailed above.
<b>Signatories for grant claims and DfE returns</b>					The CFO and either the Chair of the Trust Board/CEO/DCEO /Headteacher/YWTT Director.		Two signatories, or as required by DfE/YPLA.
<b>Acquisition or disposal of fixed assets</b>	Freehold land or buildings, or heritage assets				Acquisition or disposal of fixed assets that are not land, building or heritage assets. Subject to achieving the best price that can reasonably be obtained, and maintaining the principles of regularity,		Before disposing of any Church school land all relevant site trustee and diocesan consents must be obtained.

Activity	ESFA	Trust Board	LGB	YWTT	Executive board	Headteacher and Director of YWTT	Comments
					propriety and value for money.		
<b>Write-offs and entering into liabilities. Entering into indemnities (beyond the normal course of business), guarantees or letters of comfort.</b>	Trust Board and CFO plus ESFA approval. ESFA consent is required if the amount exceeds 1% of annual income, or £45,000 per transaction, or 2.5% or 5% of annual income cumulatively.	Report to Resources and Finance Committee for additional scrutiny and oversight of decisions. Report to the Board for cases where ESFA approval is required.			Value up to 1% of total annual income or £45,000 (whichever is smaller) per single transaction.		The trust will pursue recovery of amounts owed to it, including overpayments and erroneous payments, where it is reasonably practicable to do so, and will only consider writing-off losses after all reasonable recovery action has been taken.
<b>Leasing</b>	Trusts must obtain ESFA's prior approval for the following leasing transactions: <ul style="list-style-type: none"> <li>• taking up a finance lease on any asset not on</li> </ul>				Where ESFA prior approval is not required, the authority sits with the CEO and CFO.  Trust must ensure any lease maintains the principles of value		All relevant site trustee and diocesan consents must be obtained before leasing of any Church school land.

Activity	ESFA	Trust Board	LGB	YWTT	Executive board	Headteacher and Director of YWTT	Comments
	<p>the DfE approved list for any duration from another party, which are subject to the borrowing restrictions described in paragraphs 5.33 and 5.34</p> <ul style="list-style-type: none"> <li>• taking up a leasehold or tenancy agreement on land or buildings from another party for a term of 7 or more years</li> <li>• granting a leasehold interest, including a tenancy agreement, of any duration, on land and buildings to another party.</li> </ul>				for money, regularity and propriety.		

Activity	ESFA	Trust Board	LGB	YWTT	Executive board	Headteacher and Director of YWTT	Comments
<b>Electric Vehicle Salary Sacrifice Schemes</b>	<p>Must approach ESFA to seek approval for the following transactions:</p> <ul style="list-style-type: none"> <li>entering into a new electric vehicle salary sacrifice scheme</li> <li>accepting any further employees onto an existing electric vehicle salary sacrifice scheme (for electric vehicles only).</li> </ul> <p>Trust must contact ESFA early in the planning stage, both in relation to new schemes and accepting further employees onto existing schemes.</p>						
<b>Ex gratia Payments</b>	Ex gratia payments must	Executive board to seek ESFA					

Activity	ESFA	Trust Board	LGB	YWTT	Executive board	Headteacher and Director of YWTT	Comments
	always be referred to the ESFA for prior approval and HM Treasury approval may also be required.	advice, and in addition such payments will be reported to the Resources and Finance Committee.					
<b>Compensation Payments</b>	Where non-statutory/non-contractual payments are £50,000 or more. ESFA may refer the matter on to HM Treasury.	Executive board to notify the Chair of the Trust Board.			Where non-statutory/non-contractual payments are under £50,000, the Headteacher, CFO and Director of HR to jointly approve, with agreement from the CEO.		
<b>Settlement Payments</b>	Special staff severance payments, where the element of the severance payment that is above the statutory or contractual arrangements is of a value of	Resources and Finance Committee monitors severance payments and settlement agreements.			CEO/EP and Director of HR to agree terms for settlement payments agreed within statutory or contractual arrangements, and special severance payments of less than £50,000.		The trust should keep in mind payments that require ESFA approval when considering proposals and timescales. The trust must ensure that confidentiality

Activity	ESFA	Trust Board	LGB	YWTT	Executive board	Headteacher and Director of YWTT	Comments
	£50,000 or more. The ESFA will refer such transactions to the HM Treasury. An exit package that includes a special severance payment of £100,000 or more and/or where the exiting employee earns over £150,000.						clauses associated with staff severance payments do not prevent an individual's right to make disclosures in the public interest (whistleblowing) under the Public Interest Disclosure Act 1998.
<b>Novel, contentious and repercussive transactions</b>	Such transactions must be referred to the ESFA for approval and the request must be made to the ESFA before the transaction occurs.	Report to the Resources and Finance Committee for additional scrutiny and oversight.					Such transactions are those of which the trust has no experience or are outside its range of normal business. Contentious transactions are those that might cause



Activity	ESFA	Trust Board	LGB	YWTT	Executive board	Headteacher and Director of YWTT	Comments
							criticism of the trust by Parliament, the public or the media. Repercussive transactions are those likely to cause pressure on other trusts to take a similar approach and hence have wider financial implications.
<b>Income Generation</b>		Resources and Finance Committee provides oversight and monitoring.					The trust should set fees for its chargeable services at full cost but can apply an additional rate when in a commercial environment.
<b>Related Party Transactions</b>	All contracts and other agreements with related						

Activity	ESFA	Trust Board	LGB	YWTT	Executive board	Headteacher and Director of YWTT	Comments
	parties must be reported to the ESFA in advance of the contract or agreement commencing or being renewed.						
<b>Capital Programme</b>		The Trust Board will be presented with regular updates against the capital programme. In addition to this the Trust Board will be requested to approve any individual projects over £200k in line with this Scheme of Delegation.	Input at a local level.			Input at a local level.	Resources and Finance Committee provides additional scrutiny and oversight.
<b>Health and Safety</b>		Trust Board ensures that health and safety laws are adhered to. Resources and Finance Committee approves/recom	Approve school-related policies and procedures and monitor health and safety at a local level.		Ensure legal compliance at a trust level.	Operational compliance.	

Activity	ESFA	Trust Board	LGB	YWTT	Executive board	Headteacher and Director of YWTT	Comments
		mends H&S policies and provides additional scrutiny and oversight.					
<b>Risk</b>		Trust Board draws on advice from the Audit and Risk Committee. The Trust Board must conduct a full review of the risk register at least annually.			Ensure there is an effective risk register and risk management process in place, which is monitored.		
<b>Cyber Security</b>	Obtain permission from ESFA to pay any cyber ransom demands. ESFA supports the National Crime Agency's recommendation not to encourage, endorse, or condone the payment of				Be aware of the risk of cybercrime, put in place proportionate controls and take appropriate action where a cyber security incident has occurred. Trusts should take appropriate action to meet DfE's cyber		

Activity	ESFA	Trust Board	LGB	YWTT	Executive board	Headteacher and Director of YWTT	Comments
	ransom demands.				security standards, which were developed to help them improve their resilience against cyber-attacks.		
<b>Insurance</b>					The trust must have adequate insurance cover in compliance with its legal obligations or be a member of the academies risk protection arrangement (RPA). Not all risks are covered in the RPA and therefore trusts with RPA cover may require additional commercial insurance. The trust should consider the RPA unless commercial insurance		

Activity	ESFA	Trust Board	LGB	YWTT	Executive board	Headteacher and Director of YWTT	Comments
					provides better value for money. If the trust is not an RPA member, it should determine its own level of commercial insurance to include buildings and contents, business continuity, employers' and public liability insurance and other cover required.		
<b>Investments</b>		Ensure there is an Investment Policy. Investment opportunities are delegated to the Resources and Finance Committee, and the committee will review the appropriateness of investments on					

Activity	ESFA	Trust Board	LGB	YWTT	Executive board	Headteacher and Director of YWTT	Comments
		an annual basis, submitting proposals to the Trust Board for approval.					
<b>Procurement (including service level agreements and contracts)</b>		The Resources and Finance Committee will provide additional scrutiny and oversight.			CFO must be satisfied that appropriate procurement has taken place across the Trust as detailed in the Trust Finance Manual and associated documentation.		
<b>Appointments</b>		Trustees appoint the CEO, DCEO, Executive Headteachers, and Headteachers, with involvement and consent of the Diocesan Board of Education. The interview panel must include a DYET appointment. If	Trustees appoint the Headteacher and the interview panel would normally include the CEO and two Governors from the LGB of that school. Church of England schools must have the involvement and consent of the DBE when appointing a Headteacher.		Senior leadership appointments with the school team are appointed by the CEO and 2 others as determined by the CEO. If a Church of England school is to be directly managed by someone other than the CEO, the DBE would need	School senior leaders appointed by the Headteacher. Headteacher may delegate other appointments to appropriate leaders/managers within their school.  Director of YWTT appoints staff in YWTT.	

Activity	ESFA	Trust Board	LGB	YWTT	Executive board	Headteacher and Director of YWTT	Comments
		<p>the CEO intends to leave the trust, the Trust Board must be notified and must advise their Regional Director in advance to discuss their structure and options, including plans for recruitment.</p>			<p>to be involved in the appointment.</p> <p>CEO/DCEO can delegate appointment of other roles within the school support team as appropriate.</p>		
<p><b>Organisational Changes</b></p>		<p>Organisational changes that may result in the removal of senior leadership roles (e.g. roles that report into the CEO), should be presented to the Trust Board for approval.</p> <p>Organisational changes that could result in redundancy payments collectively</p>	<p>Organisational changes resulting in the removal of roles and redundancy nominations for staff in schools will be shared with LGBs for information.</p>		<p>Organisational changes can be approved by the Executive board, unless redundancy payments may collectively reach or exceed £200,000.</p> <p>Organisational changes that affect roles within the Executive board must be approved by the Trust Board.</p>		

Activity	ESFA	Trust Board	LGB	YWTT	Executive board	Headteacher and Director of YWTT	Comments
		reaching or exceeding £200,000 in total should be presented to the Trust Board for approval.					
<b>Dismissals and Appeals</b>		Trustee panel of 3 Trustees to dismiss a CEO, with appeals to 3 Trustees not involved in the dismissal decision. Senior leaders managed by the CEO can be dismissed by a panel of 3 Trustees or Governors, with appeals to 3 Trustees or Governors not involved in the dismissal decision.  Other staff can be dismissed by a					



Activity	ESFA	Trust Board	LGB	YWTT	Executive board	Headteacher and Director of YWTT	Comments
		<p>panel of three, made up of at least 2 Trustees or Governors, and a max of one member of the executive board where required. Appeals to 3 Trustees or Governors not involved in the dismissal decision.</p>					

## Trust Board Terms of Reference

Name of Trust	The Education Alliance
Date Agreed	Autumn 2024
Review Date	Autumn 2025
Chair	<p>The Board shall, during the summer term, elect trustees to act as Chair and a Vice-Chair for the duration of the following academic year. A change of Chair will require a notification to be made to the DfE, including a Disclosure and Barring Service (DBS) check.</p> <p>The Chair is responsible for ensuring the effective functioning of the Trust Board and has a vital role in setting the highest expectations for professional standards of governance and accountability. It is the Chair's responsibility to give the Trust Board clear leadership and direction, keeping it focused on its core functions, as per the Academy Trust Handbook.</p> <p>Other than chairing the meetings and having a casting vote in any case of an equality of votes at a meeting of the Trust Board, the Chair has no special powers or rights over any other trustee. If the Chair is to carry out certain specific functions (for example, the power to approve an overspend in a certain area of the budget) then this must be expressly delegated by the Board.</p>
Clerk	The clerk will share an agenda and papers at least 1 school week prior to the meeting, and minutes will normally be drafted within 1 school week of the meeting being held.
Membership	<p>2 trustees appointed by DYET (not to exceed 25% of total number of trustees), and at least 6 trustees, appointed by Members. Terms of office are 4 years and it is recommended that trustees commit to a maximum of 2 terms of office.</p> <p>A trustee will cease to hold office if absent without permission of the Trust Board from all their meetings held within a period of six months and in such circumstances, the Chair of the Trust Board will write to the trustee to confirm the decision.</p>
Quorum	The quorum for a meeting of the trustees, and any vote on any matter thereat, shall be any three trustees, or, where greater, any one third (rounded up to a whole number) of the total number of trustees holding office at the date of the meeting, who are in each case present at the meeting and entitled to vote on the matters to be resolved.
Delegations	<p>Trustees have a personal office of trust and responsibility and this cannot be transferred to another individual. However, in order to ensure the proper management of the schools, trustees are able to delegate specific tasks to assist them in carrying out their duties and obligations.</p> <p>It is for the Trust Board to determine the decisions it will take for itself, those to be delegated to committees, working groups of individual trustees (e.g. the Chair) and those to be delegated to the Trust's senior leadership team. The Board must appoint an Audit and Risk Committee to advise the Board on the adequacy of the trust's internal control framework, including financial and non-financial controls and risk</p>

	<p>management arrangements, to direct a programme of internal scrutiny and to consider the results and quality of external audit. The Board may also delegate functions to other committees, and each committee (other than Local Governing Bodies and YWTT Strategic Partnership Board) must contain a majority of trustees but may also include other people the Board chooses to appoint.</p> <p>In determining whether delegation is appropriate, the trustees will have regards to the following principles:</p> <ul style="list-style-type: none"> <li>• their legal and statutory duties cannot be delegated;</li> <li>• except when it is impracticable to do so, executive powers should be delegated to the CEO who may authorise further delegation; and</li> <li>• delegations do not relieve trustees of their legal and statutory responsibilities and accountabilities.</li> </ul>
Invitations	The Trust Board may invite additional people to meetings to assist or advise on a particular matter or range of issues. They can contribute to discussions, but do not have voting rights.
Meetings	<p>According to the Articles, the Trust Board must have at least three meetings each academic year.</p> <p>A register of attendance shall be retained and published on the trust's website.</p>
Decisions	Decisions must be determined by a majority vote of the trustees present at the meeting with voting rights. Each trustee is entitled to one vote and where there is an equal division of votes, the Chair shall have the casting vote.
Self-evaluation	The Trust Board will conduct an annual review of its work and these terms of reference, reporting the outcome and recommendations to Members as part of the annual general meeting (AGM).

The Trust Board is accountable to:

- the beneficiaries of the trust (pupils at the schools, their parents/carers and the local community) for the quality of education and pastoral care at the schools, for matters of health and safety and for safeguarding and promoting the welfare of pupils.
- the Department for Education (DfE), the Education and Skills Funding Agency (ESFA) and the Secretary of State under the terms of the Funding Agreement.
- the Secretary of State (in their role as principal regulator in respect of charity matters) for operating the trust for the public benefit, for the prudent management of the trust and its financial efficiency and for compliance with legislation including charities legislation;
- the employees of the trust for their working environment, and for compliance with contracts of employment, employment law and statutory requirements and matters of health and safety.
- Other regulatory authorities for compliance with regulated responsibilities to which the trust and the schools are subject.

The Trust Board has the following key responsibilities:

1. Provide strategic leadership that sets and champions the vision, ethos and strategy of the trust, ensuring accountability drives up educational standards and financial performance.
2. Robust effective oversight of the operations and performance of the trust, including the provision of education, pupil welfare, overseeing and ensuring appropriate use of funding and effective financial performance and keeping the estate safe and well-maintained.
3. Strategic oversight of relationships with stakeholders, ensuring parents, schools and communities are involved so that decision-making is supported by meaningful engagement, being accountable to its stakeholders and regulatory bodies for its activities.
4. Observe the highest standards of impartiality, integrity and objectivity in relation to governance, considering the features of high quality governance as described in the trust quality descriptions.
5. Delegate the running of the trust and its schools to the Executive board and the Accounting Officer, ensuring there is robust scrutiny in place to enable the trustees to discharge their responsibilities. Engaging with the trust's Accounting Officer, Executive board and the Board's committees.
6. Trustees must act together and in person and delegate responsibly and appropriately; acting strictly in accordance with the Articles; acting in the trust's interests only and without regard to their own private interests; managing the trust's affairs prudently; not take personal benefit from the trust unless expressly authorised by the Articles or the Charity Commission; and accessing professional advice on matters on which they are not themselves competent.
7. Hold the executive leaders to account for the educational performance of trust schools and the effective delivery of all other business functions. Offer support, constructive advice, be a sounding board for ideas, a second opinion on proposals and help where needed, but also challenge, ask questions, seek information and consider proposals where appropriate and at all times act in the best interests of the trust.
8. Set standards of ethics, behaviours, conduct and values, monitoring trust performance and the achievement of the trust's development plan, and ensuring that plans for improvement are acted upon.
9. Ensure there are effective systems in place for identifying, quantifying, minimising and managing the major risks affecting the trust.
10. Ensure the trust and its schools are conducted in compliance with legal and statutory requirements.
11. Oversee and ensure effective financial performance, including good financial management and effective internal controls; compliance with the Funding Agreement and the Academy Trust Handbook; receiving and considering information on financial performance; and taking appropriate action to ensure ongoing viability against agreed budgets.
12. Ensure regularity and propriety in the use of the trust's funds, and achieve economy, efficiency and effectiveness (the three elements of value for money), taking ownership of the trust's financial sustainability and its ability to operate as a going concern.
13. Safeguard and promote the welfare of children, having regard to statutory guidance on safeguarding and ensuring the suitability of staff, supply staff, volunteers, contractors and proprietors.
14. Ensure the DfE's 'Health and Safety: responsibilities and duties for schools' and the Health and Safety Executive's guidance for education is adhered to.

15. Refer to the DfE's digital and technology standards, which were developed to support trusts in making more informed decisions about technology.
16. Manage the school estate strategically, ensuring the estate is maintained and remains in a safe working condition.
17. Ensure appropriate checks and balances and reporting procedures are in place in relation to the oversight of the foundation of Church of England schools.
18. Have regard to the voices of their various stakeholders and to put in place arrangements to receive feedback and to respond appropriately. This will include pupils, parents/carers and staff.
19. Receive reports from its committees, scrutinising information, considering recommendations.

### **Policy Delegations**

The following policies/procedures sit within the delegated authority of the Trust Board.

- Admission policies
- Governance Code of Conduct
- Disciplinary Policy and Procedure
- Equality Impact Assessment Template and Guidance
- Expectations and Code of Conduct
- Modern Slavery Act Statement
- Pay Policy
- Safeguarding and Child Protection Policy (TEAL)
- Scheme of Delegation and Governance Framework
- Whistleblowing Policy

The Board will agree on an annual basis any additional policies/procedures they wish to approve that year.

## Church of England Primary School Local Governing Body Composition

Type of local governor	Appointed/selected by	No.	Specific requirements	Removal	Term of office
Foundation local governors	Trust Board with the prior written consent of the Diocesan Board of Education.  <i>Foundation appointments must be made in line with the Diocesan Board of Education's foundation appointment processes.</i>	1 of 3	The Incumbent (ex officio), being the Principal Officiating Minister of the parish in which the school is situated.  In the event the Incumbent is unable or unwilling to act as a foundation local governor, or has been removed, or where there is a vacancy in the office of the Incumbent, a temporary ex officio foundation local governor shall be appointed in conjunction with the Archdeacon of the East Riding.	Trust Board following discussion with the Diocesan Board of Education.  Either of the Diocesan Board of Education and the Archdeacon of the East Riding is entitled to request removal.	4 years (ex officio)/Up to 4 years (temporary ex officio) <sup>1</sup>
		2 of 3	Appointed following consultation with the Parochial Church Council of the parish in which the school is situated.	Trust Board following discussion with the Diocesan Board of Education.  The Diocesan Board of Education is entitled to request removal.	4 years
Staff local governors	Local Governing Body with the prior approval of the Trust Board.	1-2 <sup>2</sup>	Must be a member of staff of the academy.	Trust Board.	4 years
Parent local governors	Local Governing Body with the approval of the Trust Board.	2	Appointed from parents of registered pupils based upon an analysis of skills.	Trust Board.	4 years

<sup>1</sup> The term of office of a temporary ex officio will end in the event a new principal officiating minister is appointed/an existing principal officiating minister takes on the role.

<sup>2</sup> The LGB may have either (a) 1 staff local governor and 6 Co-opted local governors or (b) 2 staff local governors and 5 Co-opted local governors.

Local governors	Local Governing Body with the approval of the Trust Board.	5-6 <sup>3</sup>	Appointment for specific skills	Trust Board.	4 years
Total		12	<i>All LGB members will, as a condition of their appointment, be required to give an ethos undertaking in the form agreed with the Diocesan Board of Education.</i>		

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<sup>3</sup> As above

### Local Governing Body Terms of Reference

Name of Trust	The Education Alliance
Name of Committee	Local Governing Body (LGB)
Date Agreed	Autumn 2024
Review Date	Autumn 2025
Chair of Committee	The committee shall, during the summer term, elect Governors of the committee to act as Chair and a Vice-Chair for the duration of the following academic year.
Clerk	The clerk will share an agenda and papers at least 1 school week prior to the meeting, and minutes will normally be drafted within 1 school week of the meeting being held. The clerk will produce minutes and a summary report (committee report) identifying key decisions made, alongside any items for information or further discussion by the Trust Board. Minutes and committee reports will be agreed by the Chair of the committee and sent to the next Trust Board meeting, following the committee meeting.
Membership	Chair, Vice-Chair, 2 Staff Governors, 2 Parent Governors and at least 3 Governors. The DBE should approve the composition of any Church of England academy's LGB. The Church of England academy LGBs have a minimum of two Foundation Governors and a maximum of 25% of the total number of Governors on the LGB. All Governors in Church of England academy LGBs are required to complete and sign the written ethos undertaking prior to taking on the role.
Quorum	For the meeting to be quorate, a minimum of 3 Governors or a third of the membership of the committee, whichever is the greatest, will attend, either in person or online, and one of the attendees must be the Chair or Vice-Chair.
Invitations	The committee may invite additional people to committee meetings to assist or advise on a particular matter or range of issues. They can contribute to discussions, but do not have voting rights.
Meetings	Once a term. A register of attendance shall be retained and published on the trust website and if a member does not attend 3 consecutive meetings, they will normally be removed from the committee, however where there are exceptional circumstances, the committee may decide to retain the committee member.
Decisions	Decisions must be determined by a majority vote of the members present at the meeting with voting rights. Each committee member is entitled to one vote and where there is an equal division of votes, the Chair shall have the casting vote.

The LGB has responsibility delegated by the Trust Board to:

1. Observe the highest standards of impartiality, integrity and objectivity in relation to governance, being accountable to its stakeholders and engaging in a partnership with the school, reporting to the Trust Board.



2. Monitor the vision and values of the school and their implementation throughout the school's work. In Church of England schools this includes a thorough understanding of the SIAMS Inspection framework and the school's performance against the framework.
3. Hold school leaders to account for the education provision of the school, including monitoring performance against the Education Inspection Framework (and the SIAMS SEF criteria where appropriate), to provide detailed scrutiny of safeguarding, curriculum and standards, behaviour and exclusions, personal development and the provision and outcomes for vulnerable students, including SEND, Pupil Premium and (P)LAC.
4. Receive reports from Headteachers on pupil attendance, behaviour, exclusions, and relevant behaviour matters relating to each school.
5. Strategic oversight of compliance of the school with Trust policies, charters and blueprints.
6. Approve school policies, including behaviour policies, and monitor their implementation and impact.
7. Participate in panels related to student behaviour (exclusions and suspensions) and attendance as required, alongside staff panels (e.g. potential dismissals, redundancies and appointments).
8. Appoint a Safeguarding Governor who meets at least termly with the school Designated Safeguarding Lead (DSL) to ensure processes and procedures are being followed.
9. Ensure money is well spent within budget parameters set by the Trust Board and executive leaders, to deliver on the educational aims of the school, including monitoring how the pupil premium and sport premium funding is being spent, how it fits into school improvement plans and the impact it is having on pupils.
10. Provide feedback to the Trust Board, highlighting progress, celebrating achievements and sharing concerns.
11. Implement and review periodically the school's improvement plan, focussing on the school's performance and achieving sustained school improvement.
12. Act as a critical friend to the school's Headteacher and senior leadership team, being ready to challenge and hold senior leaders to account for all aspects of the school's performance.
13. Promote within the organisation and externally the benefits of collaboration with the other schools and to actively seek opportunities to work together.
14. Engage fully and openly with any inspection of the school.
15. Regularly review any major risks for the school.
16. Undertake required learning and development (e.g. safeguarding and data protection), as detailed on the statutory and mandatory training list for governance, engaging in wider trust development and link sessions/forums where possible.
17. Develop effective links within the school's community, communicating openly and frequently as appropriate and ensuring that the school meets its responsibilities to the community in relation to the safeguarding and education of its pupils.

## **Policies and Procedures**

**The following policies/procedures sit within the delegated authority of the LGBs:**

- Accessibility plan
- Anti-Bullying Policy
- Behaviour Policy (including mobile 'phone statement and suspension and exclusion)
- Careers guidance: details of careers programme and provider access statement
- Educational Visits
- Equality information

- EYFS
- Homeworking Policy
- Online Safety Policy
- PLAC and LAC Policy
- Relationships and Sex Education
- Safeguarding and Child Protection (School Policy)
- School Uniform Policy
- SEN and disability and SEN information report
- SEND Policy
- Supporting pupils with medical conditions (Management of Medicines Policy)
- School values and ethos

### Audit and Risk Committee Terms of Reference

Name of Trust	The Education Alliance
Name of Committee	Audit and Risk Committee
Date Agreed	Autumn 2024
Review Date	Autumn 2025
Chair of Committee	The resources and finance committee and audit and risk committee cannot have the same chair (as detailed in the Academy Trust Handbook). The committee shall, during the summer term, elect trustee members of the committee to act as Chair and a Vice-Chair for the duration of the following academic year.
Clerk	The clerk will share an agenda and papers at least 1 school week prior to the meeting, and minutes will normally be drafted within 1 school week of the meeting being held. The chair will provide the Trust Board with a summary at its next meeting following the committee meeting, identifying key decisions made and recommendations to the Trust Board, alongside any items for information or further discussion by the Trust Board.
Membership	The terms of reference and the membership is decided by the Trust Board. This may include individuals who are not trustees, provided that a majority of members of the committee are trustees (as per the Academy Trust Handbook). TEAL employees should not be audit and risk committee members, but the Accounting Officer and CFO should attend to provide information and participate in discussions.
Quorum	For the meeting to be quorate, a minimum of 3 members of the committee must attend (either in person or online), and one of those in attending must be either the Chair or the Vice-Chair of the committee. The majority of attendees must be trustees.
Invitations	The committee may invite additional people to committee meetings to assist or advise on a particular matter or range of issues. They can contribute to discussions, but do not have voting rights.
Meetings	At least once a term, and ideally 4 times per year. A register of attendance shall be retained and published on the trust website and if a member does not attend 3 consecutive meetings, they will normally be removed from the committee, however where there are exceptional circumstances, the committee may decide to retain the committee member.
Decisions	Decisions must be determined by a majority vote of the members present at the meeting with voting rights. Each committee member is entitled to one vote and where there is an equal division of votes, the Chair shall have the casting vote.

The committee has responsibility delegated by the Trust Board, in line with the Academy Trust Handbook. The committee must:

- oversee and approve the trust's programme of internal scrutiny to provide independent assurance to the board that its financial and non-financial controls, and risk management procedures are operating effectively.

- ensure that risks are being addressed appropriately, providing advice and insight to the Trust Board on how to address weaknesses in financial and non-financial controls.
- ensure all categories of risk are being adequately identified, reporting and managed, reporting to the Trust Board on the adequacy of the trust's internal control framework, including financial and non-financial controls and management of risks.

The committee has responsibility delegated by the Trust Board, in line with the Academy Trust Handbook.

1. Ensure compliance with the financial and non-financial statutory and legislative requirements of the trust.
2. Support the development and review of the trust's Risk Management Policy, setting out the framework the trust has adopted for risk management, regularly reviewing the strategic risk register.
3. Seek assurance that the risks identified are those which may occur, for example, strategic risk, financial risk, regulatory and legal risk, and major accident.
4. Review the risk ratings and responses on the risk register to inform contingency and business continuity planning and the programme of work, ensuring risks and control measures are adequately identified and modified as appropriate.
5. Review the ratings and responses on the risk register to inform contingency and business continuity planning and the programme of work, ensuring risks and control measures are adequately identified and modified as appropriate.
6. Provide updates for Trust Board meetings, highlighting emerging risks or significant anomalies at the earliest opportunity.
7. Agree a programme of work annually to deliver internal financial and non-financial scrutiny that provides coverage across the year, agreeing who will perform the work.
8. Ensure the person/organisation carrying out internal scrutiny provides the committee for each year ended 31 August with a summary report outlining the areas reviewed, key findings, recommendations and conclusions, to help the committee consider actions and assess year on year progress.
9. Receive the internal and external auditors' plans, reports, and accounts and recommend appropriate actions to the Trust Board in response to the findings. Consider scrutiny reports at each meeting from those carrying out the programme of internal scrutiny, reviewing progress in addressing recommendations.
10. Ensure internal scrutiny reports to the committee from the person/organisation carrying out the work includes recommendations, where appropriate, to enhance financial and non-financial controls and risk management.
11. Evaluate the adequacy of the trust's internal control framework, including financial and non-financial controls and the management of risks and report this to the Trust Board.
12. Review the auditor's findings and actions taken by the trust's leadership team in response to those findings, ensuring there is an appropriate, reasonable and timely response by the trust's management team to findings by external auditors, taking opportunities to strengthen systems of financial management and control.
13. Assess the effectiveness and resources of the internal and external auditors and produce an annual report of the committee's conclusions on the assessments, advising the Trust Board and members, including recommendations on the reappointment or dismissal or retendering of the external auditor, and their remuneration.
14. Review the trust's insurance cover in compliance with its legal obligations.

15. Consider outputs from other assurance activities by third parties including ESFA financial management and governance reviews, funding audits and investigations.

### **Policies and Procedures**

The following policies/procedures sit within the delegated authority of the ARC:

- Complaints and Communications Policy
- Data Protection Policy
- Declarations and Conflicts of Interest - register of interests
- Gifts and Hospitality
- FOI Policy
- Fraud Policy
- Records Management and Data Quality Policy
- Risk Management Policy
- Risk Register

### Resources and Finance Committee Terms of Reference

Name of Trust	The Education Alliance
Name of Committee	Resources and Finance Committee
Date Agreed	Autumn 2024
Review Date	Autumn 2025
Chair of Committee	The resources and finance committee and audit and risk committee are separate, and the chair should not be the same. The committee shall, during the summer term, elect trustee members of the committee to act as Chair and a Vice-Chair for the duration of the following academic year.
Clerk	<p>The clerk will share an agenda and papers at least 1 school week prior to the meeting, and minutes will normally be drafted within 1 school week of the meeting being held.</p> <p>The clerk will produce a summary report (committee report) identifying key decisions made and recommendations to the Trust Board, alongside any items for information or further discussion by the Trust Board.</p> <p>Committee reports will be agreed by the Chair of the committee and sent to the next Trust Board meeting, following the committee meeting.</p>
Membership	<p>Terms of reference and membership of this committee is decided by the Trust Board. Membership of this committee may include individuals who are not trustees, provided that a majority of members of the committee are trustees (as per the Academy Trust Handbook). The CFO, HR lead and Director of IT should attend as appropriate to provide information and participate in discussions.</p> <p>As a group, committee members should ideally hold professional knowledge and expertise of finance, HR, estates, health and safety and IT. It is not intended that all members hold knowledge in all areas, but the committee should have expertise in all areas. TEAL employees should not be members of this committee, but can attend to provide information and participate in discussions.</p>
Quorum	For the meeting to be quorate, a minimum of 3 members of the committee must attend (either in person or online) and one of the attendees must be the Chair or Vice-Chair. The majority of attendees must be trustees.
Invitations	The committee may invite additional people to committee meetings to assist or advise on a particular matter or range of issues. They can contribute to discussions, but do not have voting rights.
Meetings	<p>Once a term.</p> <p>A register of attendance shall be retained and published on the trust website and if a member does not attend 3 consecutive meetings, they will normally be removed from the committee, however where there are exceptional circumstances, the committee may decide to retain the committee member.</p>
Decisions	Decisions must be determined by a majority vote of the members present at the meeting with voting rights. Each committee member is entitled to one vote and where there is an equal division of votes, the Chair shall have the casting vote.

The Academy Trust Handbook advises that the trust should have a finance committee to which the Trust Board delegates financial scrutiny and oversight, and which can support the Board in maintaining the Trust as a going concern. The committee will review, approve and recommend the application of trust policies and procedures as delegated by the Trust Board.

The committee has responsibility delegated by the Trust Board to:

### **Finance**

1. Oversee regularity, propriety and value for money in the organisation's activities. It is expected that this will be achieved by:
  - a. The review, monitoring and recommendation to the Trust Board for the approval of the budget to actual reports and understanding and supporting any variances outside of the tolerable agreed limits.
  - b. Ensuring that where there are in-year deficits at school or at a central level, these are covered by brought forward reserves and, if not, that there are agreed deficit recovery plans in place.
  - c. Ensuring there are appropriate policies, financial procedures and controls in place and that the trust operates in compliance with the Academy Trust Handbook (which is a statutory instrument).
  - d. Approving expenditure in line with the scheme of delegation.
  - e. Ensure that sufficient funds are allocated for staff pay.
2. Review and recommend to the Trust Board a realistic three-year financial plan, taking into account the trust's strategic plan, known risks and opportunities.
3. Review and recommend the annual balanced budget to the Trust Board for approval.
4. Establish a reserves policy and monitor its application and effectiveness, including establishing a clear plan for managing reserves.
5. Monitor the trust's balance sheet including its cash position, income and expenditure against the approved budget.
6. Review pupil number estimates (that underpin revenue projections) annually.
7. Report to the Trust Board, alerting them to potential problems and significant variations to the approved budget at the earliest opportunity.
8. Undertake detailed scrutiny and recommend approval of the school resource management self-assessment checklist annually.
9. Ensure that the trust follows basic procurement rules and achieves best value for money when acquiring goods and services.

### **Health and Safety and Estates**

10. Oversee the estates programme and capital funds and projects, their progress and outcomes, reporting any issues, concerns or anomalies to the Trust Board.
11. Ensure the trust manages its school estate strategically, as per the Estates Strategy, through regular updates.
12. Receive an annual health and safety report and monitor any arising actions/risks.
13. Receive regular reports on accident statistics, near misses, incidents of violence or aggression.
14. Ensure that inspections of the trust premises and equipment take place (annually and at appropriate intervals), and a report is received identifying any issues.

15. Monitor and review TEAL's health and safety policies to ensure risks are managed if full removal is not reasonably practicable, seeking assurance that where there are potential health and safety risks, appropriate corrective action is being taken, learning is being shared and improvements are being put in place
16. Monitor the health and safety training that staff, trustees and governors undertake.

## **HR**

17. Monitor key workforce statistics across the trust (such as the Gender Pay Gap, Trade Union Facility Time, staff attendance, turnover, recruitment and equality and diversity).
18. Monitor the application of the Pay Policy on an annual basis, ensuring the trust's approach to pay and benefits is transparent, proportionate and justifiable, and compliant with legal requirements (e.g. Equality Act 2010).
19. Review staff work-life balance, working conditions and wellbeing, including monitoring staff absence rates and staff survey results.
20. Oversee the process for professional development discussions, including any outputs (e.g. workforce plans, talent management/succession planning, training and development plans).
21. Monitor the provision of staff training and CPD, ensuring sufficient budget is allocated.

## **Cyber Security**

22. Understand the considerable damage cyber security attacks can cause to the trust. At least one trustee should complete the cyber security training.
23. Be able to predict, prevent and respond to cyber threats, ensuring the trust's information technology (IT) and online services and the large amounts of sensitive personal data it holds are adequately protected.
24. Seek assurances from senior leaders that the trust is adequately prepared if a cyber incident occurs and that the Trust Board is aware of cyber risks.

## **Policies and Procedures**

The following policies/procedures sit within the delegated authority of the R&FC:

- Asbestos Management Policy
- Business Continuity Plan and Emergency Plan
- Capability Policy and Procedure
- Capital and Maintenance Plan
- EDI (including equality information & objectives statement as per Public sector equality duty)
- Family Leave Policy
- Finance Manual (including competitive tendering)
- Fire Safety Policy and Plan
- First Aid
- Grievance Procedure
- Health and Safety Policy
- Health and Wellbeing Policy
- Investment Policy
- LGPS Pensions Discretions
- Organisational Change and Redundancy Policy
- Redeployment Procedure



- Relocation Allowance
- Reserves Policy
- Special Leave Policy
- Sustainability Strategy
- Trade Union Recognition Agreement
- Travel and Subsistence Policy

### Education Committee Terms of Reference

Name of Trust	The Education Alliance
Name of Committee	Education Committee
Date Agreed	Autumn 2024
Review Date	Autumn 2025
Chair of Committee	The committee shall, during the summer term, elect a Chair and a Vice-Chair from the group for the duration of the following academic year.
Clerk	<p>The clerk will share an agenda and papers at least 1 school week prior to the meeting, and minutes will normally be drafted within 1 school week of the meeting being held.</p> <p>The clerk will produce a summary report (committee report) identifying key decisions made and recommendations to the Trust Board, alongside any items for information or further discussion by the Trust Board.</p> <p>Committee reports will be agreed by the Chair of the committee and sent to the next Trust Board meeting, following the committee meeting.</p>
Membership	<p>Membership is decided by the Trust Board. This may include individuals who are not trustees, provided that a majority of members of the committee are trustees (as per the Academy Trust Handbook). The Deputy CEO and Vice Principals should attend to provide information and participate in discussions.</p> <p>Membership is a minimum of five trustees/governors with educational knowledge and expertise.</p>
Quorum	For a meeting to be quorate, there must be a minimum of 3 members of the committee in attendance, either in person or online, and one of the attendees must be either the Chair or the Vice-Chair.
Invitations	The committee may invite additional people to committee meetings to assist or advise on a particular matter or range of issues. They can contribute to discussions, but do not have voting rights.
Meetings	<p>Once a term.</p> <p>A register of attendance shall be retained and published on the trust website and if a member does not attend 3 consecutive meetings, they will normally be removed from the committee, however where there are exceptional circumstances, the committee may decide to retain the committee member.</p>
Decisions	Decisions must be determined by a majority vote of the members present at the meeting with voting rights. Each committee member is entitled to one vote and where there is an equal division of votes, the Chair shall have the casting vote.

The committee has responsibility delegated by the Trust Board as follows:

1. Monitor and scrutinise the education performance of all trust schools, including:
  - quality of education (curriculum, teaching and learning and outcomes)
  - safeguarding
  - behaviour and attendance
  - personal development and wellbeing

2. Receive internal and external reports, holding executive leaders and school senior leadership teams to account for the progress with school improvement priorities, school performance and quality of provision.
3. Monitor and evaluate the overall effectiveness and efficiency of leadership and management at the trust's schools.
4. Support and challenge the self-evaluation process including successes and areas for improvement with particular regard to outcomes and success criteria.
5. Review and act upon any concerns in relation to matters such as SEND, statutory requirements, school policies, pupil behaviour and continuing professional development of staff.
6. Promote partnership working and collaboration between schools, pupils, parents and carers to promote high standards of attendance, behaviour and learning.
7. Receive reports from each school on the views of pupils, parents, carers and other stakeholders as part of a programme of regular self-evaluation by schools whereby they assess their performance and progress.
8. Recommend to the Trust Board for approval the educational targets of the schools across the Trust.

### **Policies and Procedures**

The following policies/procedures sit within the delegated authority of the EC:

- Attendance (pupils) - TEAL template provided
- Charging and Remissions Policy
- Low-Level Concerns Policy
- Prevent Policy
- Quality Assurance Policy

### Yorkshire Wolds Teacher Training Strategic Partnership Board Terms of Reference

Name of Trust	The Education Alliance
Name of Committee	Yorkshire Wolds Teacher Training Strategic Partnership Board (YWTT SPB)
Date Agreed	September 2024
Review Date	September 2025
Chair of Committee	The Committee shall, during the summer term, elect members of the committee to act as Chair and a Vice-Chair for the duration of the following academic year.
Clerk	The clerk will share an agenda and papers at least 1 school week prior to the meeting, and minutes will normally be drafted within 1 school week of the meeting being held. The clerk will produce minutes and a summary report (committee report) identifying key decisions made, alongside any items for information or further discussion by the Trust Board. Minutes and committee reports will be agreed by the Chair of the committee and sent to the next Trust Board meeting, following the committee meeting.
Membership	A board of 9, that is representative of the phases and types of school in the YWTT partnership, including heads and CEOs, with a Chair and Vice-Chair forming part of this number.  An external member may also be sought where the YWTT SPB feel additional expertise is necessary.
Quorum	For the meeting to be quorate, a minimum of 3 or a third of the membership of the committee, whichever is the greatest, will attend, either in person or online, and one of the attendees must be the Chair or Vice-Chair.
Invitations	The committee may invite additional people to committee meetings to assist or advise on a particular matter or range of issues. They can contribute to discussions, but do not have voting rights.
Meetings	Four per academic year. A register of attendance shall be retained and published on the trust website and if a member does not attend 3 consecutive meetings, they will normally be removed from the committee, however where there are exceptional circumstances, the committee may decide to retain the committee member.
Decisions	Decisions must be determined by a majority vote of the members present at the meeting with voting rights. Each committee member is entitled to one vote and where there is an equal division of votes, the Chair shall have the casting vote.

YWTT SPB has responsibility delegated by the Trust Board to:

1. Observe the highest standards of impartiality, integrity and objectivity in relation to governance, being accountable to its stakeholders and engaging in the partnership, reporting to the Trust Board.
2. Establish and monitor the vision and values of YWTT and their implementation throughout its work. This includes a thorough understanding of the framework for Initial Teacher Education

Inspection handbook (Ofsted) and Initial teacher training criteria, and supporting advice and information for accredited initial teacher training providers (DfE).

3. Hold YWTT leaders to account for YWTT's provision against the vision and the inspection framework, including monitoring performance, to provide detailed scrutiny in all areas of the framework.
4. Establish, monitor and review the strategic improvement plan, including sustainable growth.
5. Undertake an annual assessment and evaluation of YWTT as reported by the Director of YWTT (to include headline KPIs for quality assurance of provision).
6. Monitor provision, systems and processes, ensuring high-quality provision, with systems and processes that are effective and efficient.
7. Undertake, monitor and review the selection and, if necessary, deselection of partnership schools.
8. Nominate a panel that will make recommendations to the DfE for award of QTS (final meeting within year-end).
9. Receive reports from the Director of YWTT, including monitoring of good financial management; recruitment and completion rates of trainees; employment and retention rates; quality assurance of the partnership, the programme and provision; and quality assurance of the programme and provision.
10. Monitor compliance with Initial Teacher Training criteria.
11. Strategic oversight of compliance of TEAL policies, charters and blueprints, including approval of those policies and procedures that are specific to YWTT.
12. Ensure money is well spent within budget parameters set by the Trust Board and executive leaders, to deliver on the strategic and operational aims of YWTT.
13. Provide feedback to the Trust Board, highlighting progress, celebrating achievements and sharing concerns.
14. Implement and review periodically YWTT's improvement plan, focussing on YWTT's performance and achieving sustained school improvement.
15. Act as a critical friend to the Director of YWTT and the leadership team, being ready to challenge and hold leaders and partners to account for all aspects of YWTT's performance.
16. Promote within the organisation and externally the benefits of collaboration and to actively seek opportunities to work together.
17. Engage fully and openly with any inspection of YWTT.
18. Regularly review any major risks for YWTT.
19. Undertake required learning and development, engaging in wider development sessions where possible.
20. Develop effective links across the partnership, communicating openly and frequently as appropriate.

### **Policies and Procedures**

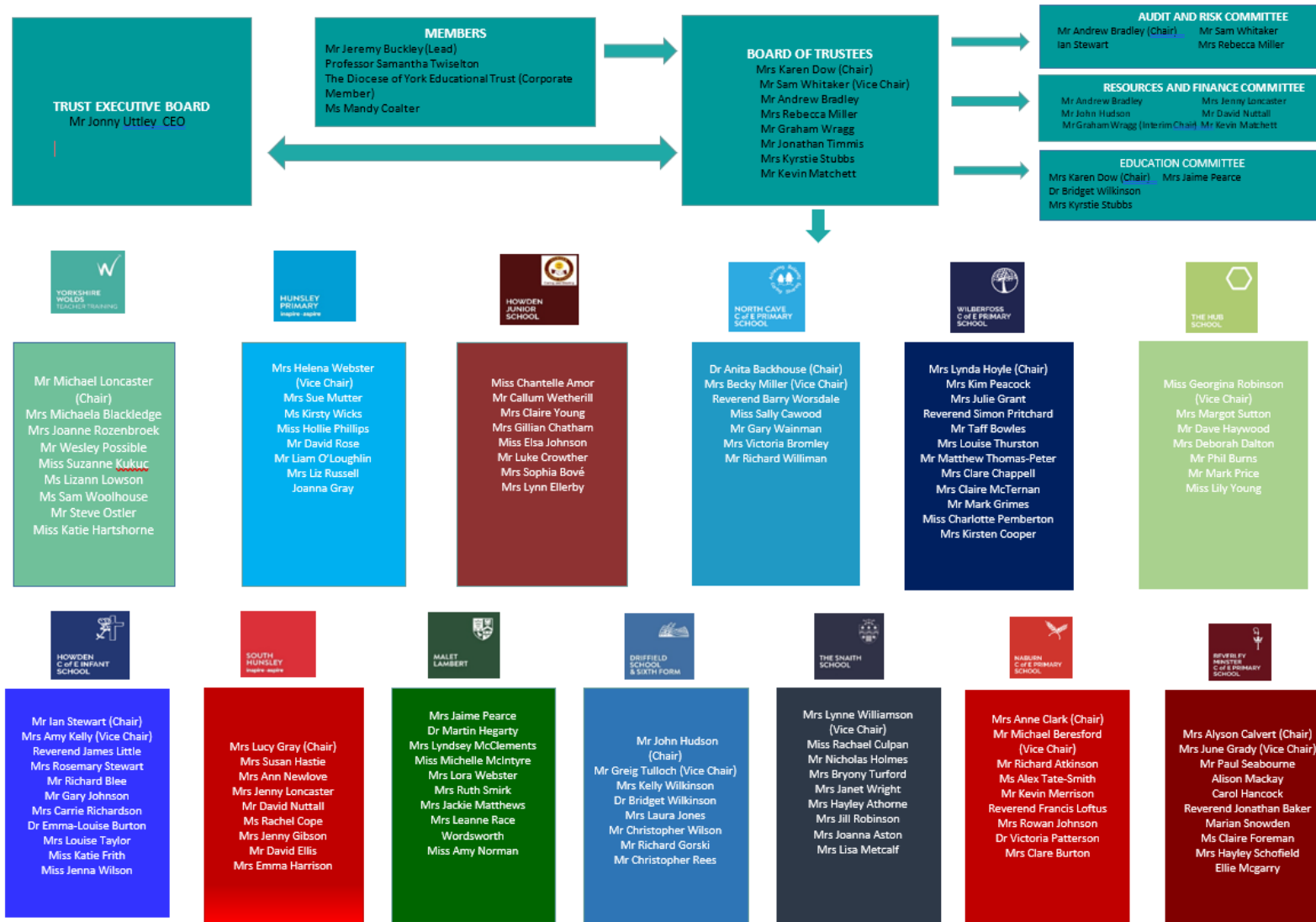
The following YWTT policies/procedures sit within the delegated authority of the YWTT SPB:

- Appeals
- Appropriate
- Assessment
- Attendance, Health & Wellbeing
- Complaints

- Compliance and Quality Assurance
- Dignity & Respect (Harassment & Bullying)
- Disciplinary
- Equality & Diversity (including race equality)
- Expectations & Code of Conduct
- Fees
- Health & Safety
- Privacy Notice
- ICT Acceptable Use
- Safeguarding
- Whistleblowing

# Governance Structure

# Appendix 9



AUTUMN TERM
<p><b><u>Chairs' Briefing</u></b></p> <ul style="list-style-type: none"><li>• Updates from the Chair of the Board and CEO</li><li>• Recruitment and terms of office</li><li>• LGB terms of reference</li></ul>
SPRING TERM
<p><b><u>LGB Development Session 1</u></b></p> <ul style="list-style-type: none"><li>• Trust update</li><li>• Role of the LGB</li><li>• Choice of LGB development sessions</li></ul>
SUMMER TERM
<p><b><u>LGB Development Session 2</u></b></p> <ul style="list-style-type: none"><li>• Trust update</li><li>• Training survey</li><li>• Choice of LGB development sessions</li></ul>



**AUTUMN TERM**

At the start of the academic year, the Director of Trust Development & Compliance will send out the current terms of office for Headteachers to review with the Chair of their LGB (and for the CEO and Chair to do similar for the Board).



If a school wishes to ask for an exceptional extension of a governor's term of office (e.g. if a school is in an Ofsted window and would benefit from continuity or to provide a handover period) they will prepare the rationale with the Director of Trust Development & Compliance.



The Executive Board will review proposals, and the CEO will discuss with the Chair as necessary.



A paper, outlining final proposals, will go to the Trust Board for approval before the end of the autumn term.

**SPRING TERM**

The Director of Trust Development & Compliance will continue to review the terms of office and any resignations on a termly basis, liaising with CYC, Headteachers and Chairs to ensure any gaps are filled, supporting with recruitment where required and any ratification requests to be processed inline with the current processes.



**SUMMER TERM**

The Director of Trust Development and Compliance will provide an overview to the Trust Board regarding any changes, including vacancies that have not been filled and any risks/mitigations to ensure that all LGBs, committees and the Trust Board have the required membership.

**MEETING SCHEDULE 2024-2025****BOARD OF TRUSTEES**

DATE	TIME
Thursday 19 <sup>th</sup> September 2024	6.00pm
Thursday 21 <sup>st</sup> November 2024	6.00pm
Wednesday 18 <sup>th</sup> December 2024	6.00pm
Thursday 13 <sup>th</sup> February 2025	6.00pm
Thursday 8 <sup>th</sup> May 2025	6.00pm
Thursday 10 <sup>th</sup> July 2025	6.00pm

**AUDIT & RISK COMMITTEE**

DATE	TIME
Wednesday 6 <sup>th</sup> November 2024	6.00pm
Monday 16 <sup>th</sup> December 2024	6.00pm
Thursday 23 <sup>rd</sup> January 2025 (Virtual)	6.00pm
Tuesday 25 <sup>th</sup> February 2025	6.00pm
Tuesday 17 <sup>th</sup> June 2025	6.00pm

**RESOURCES AND FINANCE COMMITTEE**

DATE	TIME
Thursday 24 <sup>th</sup> October 2024	6.00pm
Tuesday 11 <sup>th</sup> February 2025	6.00pm
Tuesday 1 <sup>st</sup> July 2025	6.00pm

**EDUCATION COMMITTEE**

DATE	TIME
Thursday 14 <sup>th</sup> November 2024	3.00pm
Thursday 6 <sup>th</sup> February 2025	3.00pm
Thursday 12 <sup>th</sup> June 2025	3.00pm

**MEMBERS' AGM MEETING**

DATE	TIME
Thursday 22 <sup>nd</sup> May 2025	6.00pm

**ANNUAL CHAIRS' BRIEFING**

DATE	TIME
Monday 2 <sup>nd</sup> December 2024	6.00pm

**LGB DEVELOPMENT SESSIONS**

(All Governors, Trustees and Members)

DATE	TIME
Monday 3 <sup>rd</sup> March 2025	6.00pm
Monday 16 <sup>th</sup> June 2025	6.00pm

**Primary Schools****BEVERLEY MINSTER PRIMARY LGB**

DATE	TIME
Wednesday 16 <sup>th</sup> October 2024	5.30pm
Thursday 5 <sup>th</sup> December 2024	5.30pm
Thursday 27 <sup>th</sup> February 2025	5.30pm
Thursday 12 <sup>th</sup> June 2025	5.30pm

**HOWDEN INFANT SCHOOL LGB**

DATE	TIME
Thursday 19 <sup>th</sup> September 2024	5.30pm
Thursday 12 <sup>th</sup> December 2024	5.30pm
Thursday 13 <sup>th</sup> March 2025	5.30pm
Thursday 26 <sup>th</sup> June 2025	5.30pm

**HOWDEN JUNIOR SCHOOL LGB**

DATE	TIME
Thursday 26 <sup>th</sup> September 2024	6.00pm
Thursday 19 <sup>th</sup> December 2024	6.00pm
Thursday 27 <sup>th</sup> March 2025	6.00pm
Thursday 19 <sup>th</sup> June 2025	6.00pm

**HUNSLEY PRIMARY LGB**

DATE	TIME
Monday 30 <sup>th</sup> September 2024	6.00pm
Monday 20 <sup>th</sup> January 2025	6.00pm
Monday 31 <sup>st</sup> March 2025	6.00pm
Monday 30 <sup>th</sup> June 2025	6.00pm

**NABURN PRIMARY LGB**

DATE	TIME
Tuesday 24 <sup>th</sup> September 2024	6.00pm
Tuesday 10 <sup>th</sup> December 2024	6.00pm
Tuesday 18 <sup>th</sup> March 2025	6.00pm
Tuesday 24 <sup>th</sup> June 2025	6.00pm

**NORTH CAVE PRIMARY LGB**

DATE	TIME
Monday 7 <sup>th</sup> October 2024	6.30pm
Monday 27 <sup>th</sup> January 2025	6.30pm
Monday 28 <sup>th</sup> April 2025	6.30pm
Monday 23 <sup>rd</sup> June 2025	6.30pm

**WILBERFOSS PRIMARY LGB**

DATE	TIME
Tuesday 15 <sup>th</sup> October 2024	6.15pm
Tuesday 14 <sup>th</sup> January 2025	6.15pm
Tuesday 29 <sup>th</sup> April 2025	6.15pm
Tuesday 1 <sup>st</sup> July 2025	6.15pm

**Secondary Schools****DRIFFIELD SCHOOL LGB**

DATE	TIME
Wednesday 23 <sup>rd</sup> October 2024	5.30pm
Wednesday 4 <sup>th</sup> December 2024	5.30pm
Wednesday 26 <sup>th</sup> March 2025	5.30pm
Wednesday 18 <sup>th</sup> June 2025	5.30pm

**MALET LAMBERT SCHOOL LGB**

DATE	TIME
Tuesday 1 <sup>st</sup> October 2024	5.30pm
Tuesday 17 <sup>th</sup> December 2024	5.30pm
Tuesday 18 <sup>th</sup> March 2025	5.30pm
Tuesday 8 <sup>th</sup> July 2025	5.30pm

**THE SNAITH SCHOOL LGB**

DATE	TIME
Thursday 10 <sup>th</sup> October 2024	6.00pm
Thursday 5 <sup>th</sup> December 2024	6.00pm
Thursday 20 <sup>th</sup> March 2025	6.00pm
Thursday 26 <sup>th</sup> June 2025	6.00pm

**SOUTH HUNSLEY LGB**

DATE	TIME
Thursday 3 <sup>rd</sup> October 2024	5.30pm
Wednesday 18 <sup>th</sup> December 2024	5.30pm
Thursday 20 <sup>th</sup> March 2025	5.30pm
Wednesday 2 <sup>nd</sup> July 2025	5.30pm

**THE HUB LGB**

DATE	TIME
Thursday 24 <sup>th</sup> October 2024	3.30pm
Thursday 30 <sup>th</sup> January 2025	3.30pm
Thursday 3 <sup>rd</sup> April 2025	3.30pm
Thursday 17 <sup>th</sup> July 2025	3.30pm