



Scheme of Delegation Constitution Document

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1. Introduction

Embrace Multi Academy Trust (Embrace) is a local group of schools who have shared values and ethos, with a drive to maintain and improve our record of good provision and outcomes.

The schools in our trust are:

- Arnesby Church of England Primary School
- Brockington College
- Croft Church of England Primary School
- Huncote Primary School
- Manorfield Church of England Primary School
- Rawlins
- Sherrier Church of England Primary School
- St Peter's Church of England Primary School
- Swinford Church of England Primary School.

As the majority of the schools within Embrace are Church of England academies, the relationship between these academies and the Diocese of Leicester continues. Church of England schools joining Embrace retain their Church of England designation in perpetuity. However, Embrace values all schools highly and views diversity within the trust as highly desirable. We are outward-looking and build partnerships to develop and spread best practice in all areas.

We are seeking to grow our trust by including other locally based schools with similar values and ethos within Embrace.

The Scheme of Delegation (SoD) comprises this constitution document and an overview grid. The SoD will be reviewed on a two-yearly basis by the board of trustees in consultation with our schools and the Diocesan Board of Education in recognition of its role in relation to the Church academies.

2. Our Principles

Embrace has identified seven main principles that drive our work together:

1. to safeguard the distinctive ethos and character of each school and its unique context
2. to work together and with those outside Embrace for the benefit of all
3. to be committed to the continual improvement of pupil academic outcomes
4. to develop thoughtful, caring and active citizens
5. to prioritise support for the most vulnerable within our schools
6. to grow and sustain a strong, skilled and effective workforce at all levels
7. to ensure financial sustainability to allow excellence and growth for Embrace.

Schools that wish to join Embrace must be able to demonstrate their commitment to abide by these principles as drivers for school improvement.

3. Leicester Diocesan Board of Education (DBE)

The DBE relates to Embrace Multi Academy Trust, both as the Diocesan Corporate Member (DCM) and as the Religious Authority, fulfilling its role as prescribed in the [Diocesan Board of Education Measure 2021](#) (the Measure).

The DBE as a Member: In practice, this means that the DBE has responsibilities as a member of Embrace, which are set out in the Academy Trust Handbook, the Governance Handbook, the Articles of Association and the Scheme of Delegation. Such member responsibilities will be carried out through the properly convened and clerked Annual General Meeting (AGM) and, where required, additional

General Meetings. In between meetings, members may be asked to pass ordinary or special resolutions in writing.

The DBE as the Religious Authority: The DBE is responsible for providing advice, which must be given due regard, and in some instances to provide consent and / or to be consulted. For clarity, in these cases, the DBE is not acting in its 'member' capacity; it is fulfilling its statutory role as outlined in the Measure.

The Diocesan Director of Education (DDE): This is a statutory role, which includes responsibility for representing the DCM. To avoid confusion between these two roles, the DDE will only act as a member during the AGM, General Meetings or via written resolutions. All other interactions with Embrace and its schools will be as the DDE, fulfilling the DBE's statutory role as the Religious Authority.

4. Local Governor Appointments

On joining Embrace, a school's LGB is appointed on an 'as is' basis initially to reflect the arrangements in place immediately prior to joining the trust, except where the Embrace board has concerns surrounding leadership and management or governance of the school.

New local governors are usually identified by the LGB based on their skills and experience and are proposed for ratification by trustees, other than for parent and staff governors, who are elected by their stakeholder group. All appointments are subject to an evaluation of skills and competences. Foundation governors are appointed by the board of trustees with the consent of the Diocesan Corporate Member.

5. Funding

A shared service contribution is made by each of the schools in Embrace to cover the cost of centrally provided services, which are outlined in the Trust Offer. The amount is reviewed on an annual basis by trustees, in consultation with the chairs of governors' board. These services include the provision of a coherent package for school improvement, which is tailored to the needs of each individual school. However, extra charges for internal or external services may be required, according to the specific package, eg consultancy support and training.

6. Working Together as a Group

All schools within Embrace are expected to contribute to one or more of the following:

- development and maintenance of school policies
- sharing of best practice
- provision of emergency cover
- mentoring and coaching of staff
- recruitment, training and support of local governors.

This reinforces the Embrace vision of working together to support 'learning for life'.

7. School Improvement and Quality Assurance

Ensuring that all Embrace schools are effective and provide a good quality of education across all subjects and the curriculum is at the heart of all that we do.

All Embrace schools are supported as part of their school improvement priorities:

- primary schools are supported through the work and visits undertaken each term by the primary academy improvement leaders (PAILs). External consultants may be brokered as appropriate to support with aspects of development as needed
- secondary schools are supported through improvement visits and monitoring as appropriate by external consultants, to provide support as part of each school's identified areas of focus
- networks are established to support the sharing of good practice and training for key leaders and teaching groups. These include SEND, deputy headteachers, early years, English and mathematics, with the development of other subject areas as the trust grows
- peer reviews are used to support and develop identified improvements
- regular monitoring and evaluation visits to help provide the trust leader (TL) with a focused overview of progress against priorities, which are reported to the board of trustees at least three times a year
- The TL, in conjunction with the headteachers (HTs) and executive team, uses a red, amber green (RAG) system to monitor and report progress and level of need, highlighting next steps for school improvement, across all teams
- schools that require more extensive support will have a focus meeting to determine a suitable improvement action plan
- schools that wish to join the trust will receive an initial whole-school review.

8. Embrace Governance Structure

The governance structure for the trust is shown on the following page in point 8.2.

8.1. Members

Five members are appointed, which comprise:

- the Diocesan Corporate Member (the Diocese of Leicester Educational Trust)
- two persons appointed by the Diocesan Corporate Member, in recognition that Embrace is a Church of England 'majority' MAT
- two individuals nominated by the trustees, in particular to reflect the inclusion of non-Church of England schools in Embrace.

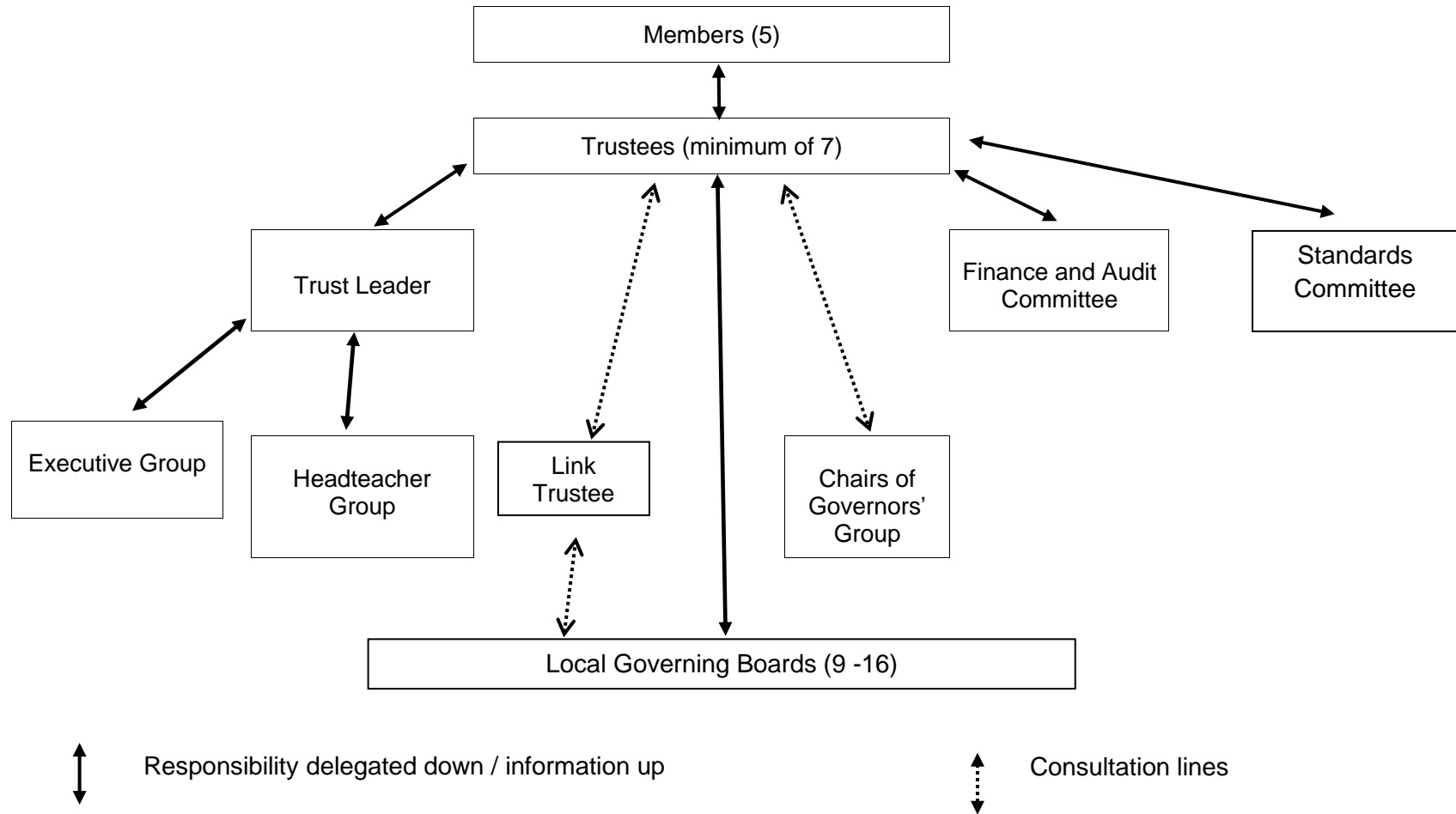
Trustees and employees of the trust may not be members. The trust will notify the Education and Skills Funding Agency (ESFA) of the appointment of new members within 14 days of each change.

Members are the guardians of trust governance. They have responsibility for ensuring that the trust's charitable object, the advancement of education for public benefit, is being met and for safeguarding the governance of the trust by seeking assurance that governance within the trust is effective. The role of the members of Embrace is to:

1. agree the articles of association, subject to any restrictions created by the trust's funding agreement or charity law. This requires special resolution (75% of members must agree and also requires the consent of the Diocesan Corporate Member)
2. appoint new members or remove existing members, with the written consent of the Diocesan Corporate Member, other than those appointed by the Diocesan Corporate Member

3. appoint trustees as set out in the trust's articles of association, with the power under the Companies Act to remove any or all serving trustees
4. issue direction to the trustees to take a specific action by special resolution
5. appoint the trust's external auditors and to receive the trust's annual report and accounts
6. retain the power to change the name of the organisation
7. have responsibility, in conjunction with the DfE, for dissolving the trust, if the trust is failing.

8.2. Schematic



Our structure shows the levels of governance within Embrace and how they relate to each other.

8.3. Trustees

Embrace has a minimum of 7 trustees. The members may appoint up to 11 trustees and the trustees may appoint additional co-opted trustees. The trust notifies the ESFA of the appointment of new trustees within 14 days of each change.

The board of trustees is legally accountable for all statutory functions of the trust and for the performance of all the schools within the trust. It has three core functions:

- ensuring clarity of vision, ethos and strategic direction
- holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff
- overseeing the financial performance of the organisation and making sure money is well spent.

The board of trustees is accountable in law and to the secretary of state as the principal regulator of academies as exempt charities and must therefore ensure compliance with the trust's charitable objects and with company and charity law. The board of trustees approves the annual report and accounts and is responsible for adherence to the trust's funding agreement with the secretary of state.

The board of trustees is permitted to exercise all the powers of the trust. The board of trustees delegates responsibility to the TL for the day-to-day operations of the trust. The board of trustees can determine whether to delegate any governance functions in line with the SoD.

The appointment of an accounting officer does not remove the responsibility of trustees, both individually and as a board, for the proper conduct and financial operation of the trust.

The formation of, and subsequent recruitment to, the board of trustees should be on the basis of the skills, knowledge and behaviours set out in the DfE publication, 'A Competency Framework for Governance'.

The board of trustees is also responsible for ensuring that the trust complies with:

- the Companies Act 2006 – the trust's obligations as a company limited by guarantee must be met
- charity law – the trust's charitable status must be observed and the obligations of the trustees as charity trustees must be met.

Specifically, the board of trustees is accountable to the following bodies for the trust's educational and financial performance:

- the members of Embrace Multi Academy Trust
- the Education and Skills Funding Agency (ESFA)
- the Department for Education (DfE), in particular through regional directors (formerly regional schools commissioners)
- Ofsted.

The main responsibilities of the board of trustees are to:

1. set and communicate a strategic vision for the trust and to plan strategically for its future, including for its sustainable growth, future shape, leadership, outcomes and financial health
2. assess and manage principal risks to the trust – financial, educational, reputational and legal risk in particular
3. appoint the TL, with the consent of the Diocesan Corporate Member
4. to hold the TL to account for the trust's overall performance and progress towards achieving key performance indicators
5. determine arrangements for the performance management of the TL, including securing external professional advice where required
6. lead HR, capability or disciplinary proceedings in respect of the TL, if necessary
7. appoint school HTs on the advice of the TL and the relevant local governing board (LGB)
8. appoint the chief financial officer (CFO), on the advice of the TL
9. ensure that the terms of the funding agreement with the secretary of state are being fully met
10. ensure that all strategic decisions are taken in the light of the trust's charitable status
11. ensure the requirements of the current Academy Trust Handbook (ATH) are being met, as this sets out the framework within which the trust is required to comply as a requirement of its funding agreement with the secretary of state
12. ensure the requirements of the current Academies Accounts Direction are being fully met, as this is the guidance that the trust and its auditors must use when preparing its annual reports and financial statements
13. ensure that the trust undertakes prudent financial planning and remains solvent at all times, in order that it can continue to discharge its responsibilities
14. appoint (other than for parent and staff governors) and arrange for the training (all governors) and induction of local governors. To monitor the work of LGBs for each trust school and to delegate roles and responsibilities to those LGBs according to the SoD
15. set a budget for the trust (to include the trust's running costs and the allocations of funding for each school in the trust with a range of indicative benchmarks for the school to use when setting the individual school's budget), to monitor the budget of the trust as a whole at least three times per year and to take action when necessary, in the light of that monitoring
16. ensure, in line with the requirements of the ATH, that an appeals procedure is in place for a HT to challenge the budget share allocated to their school on grounds of unfairness or unreasonableness, in the event that the trust moves to GAG pooling at any point
17. agree the levels of financial delegation to the TL, including discretionary awards
18. monitor pupil achievement reports for each school in the trust at least three times per year and to act, when necessary, in the light of that monitoring
19. monitor pupil attendance reports for each school in the trust three times per year and to take appropriate action in the light of that monitoring

20. hold the TL to account in ensuring a robust performance review system is in place for all groups of staff across all trust academies
21. evaluate HT reports and school plans, both for value for money and investment in professional development for members of staff, as necessary prerequisites in aiding the future performance of the trust and its constituent schools
22. ensure that each LGB is discharging the obligations placed by the board of trustees on their behalf with respect to the distinctive character of worship and religious education in their school. This is determined by the school's religious, or non-religious, designation prior to conversion, as set out in the funding agreement from the secretary of state and is therefore a duty of the board of trustees. This duty is delegated at an operational level to LGBs
23. make sure appropriate arrangements are made to meet the requirements of the ATH regarding internal assurance
24. ensure that the health and safety and safeguarding obligations of the trust (including 'Prevent' and 'British values') are met
25. ensure that all conflicts of interest are declared and documented
26. ensure the trust meets its responsibilities in matters of equalities legislation
27. ensure the trust meets its responsibilities in matters of UK GDPR.

8.4. Chair of Trustees

The board of trustees elects a chair annually who must not be an employee of the trust. The chair of trustees will not be a member, but is responsible for ensuring that members are kept informed about the progress of the trust and its schools.

The chair ensures that the board of trustees sets strategic direction and vision for the trust and holds the TL to account for educational standards, financial propriety and operational management.

The chair is responsible for ensuring the effective functioning of the board of trustees and has a vital role in setting high expectations for professional standards of governance.

It is the chair's role to give clear leadership and direction to the board of trustees, keeping it focused on its core functions. The chair encourages the trustees to work together as an effective team, building their skills, knowledge and experience. They need to ensure that everyone is actively contributing relevant skills and experience, participating constructively in meetings and is actively involved in the work of any committees.

The trust will notify the ESFA of the appointment of the chair of board of trustees, including direct contact details, within 14 days of each change.

8.5. Clerk to the Board of Trustees

The clerk's agreed responsibilities include, but are not limited to:

1. A clear understanding of the articles of association, funding agreements, scheme of delegation and other operational documents of the trust
2. supporting and guiding the board of trustees in understanding their delegation and responsibilities

3. maintaining up-to-date records relating to the membership of the board of trustees, including any national requirements for publicising the membership of the governance of the trust
4. informing the named person responsible for the management of the trust website of any changes to governance
5. ensuring all meetings are professionally recorded and that documents and minutes are provided to the board of trustees within the timescales required. Within ten days of each meeting, the clerk produces an agreed set of draft minutes of its meeting identifying areas of challenge, decisions made, action points and items for further discussion by the board of trustees
6. communicating educational matters of trust-wide significance with the board of trustees and constituent schools in a timely manner commensurate with the importance of the information
7. working closely with the chair and TL to prepare a purposeful agenda, which includes trust and governance items and is focused on the three core responsibilities of governance
8. recording the attendance of trustees at meetings and taking appropriate action as agreed by the trust regarding trustee absences
9. maintaining records of board of trustees' membership, Disclosure and Barring Service (DBS) status, vacancies and committee terms of reference
10. maintaining a register of trustees' interests
11. maintaining records of board of trustees' correspondence
12. maintaining GovernorHub in relation to board of trustee membership, meeting documents and declarations
13. undertaking relevant training as deemed appropriate.

8.6. Embrace Committees and Groups

The Embrace board of trustees shall appoint committees known as LGBs for each school and may establish any other committee to carry out certain functions. The majority of members of any such committee must be trustees, with the exception of LGBs. The current committees are the finance and audit committee and the standards committee. The term 'Embrace board of trustees' therefore includes any such board committees that may be formed from time to time. In addition to committees, the trust may establish different groups to enable the sharing of information and consultation.

8.7. Finance and Audit Committee

The finance and audit committee is a trustees' committee which is also attended by the TL and CFO. The role of this committee is to:

1. fulfil responsibilities as set out in the terms of reference, the ATH, the trust's financial regulations and in compliance with the funding agreement with the secretary of state for education
2. ensure sound management of the trust's finances and resources, including proper planning, monitoring, probity and value for money

3. advise the trust board on specific remuneration packages of the TL and HTs to ensure that staff are fairly rewarded in relation to their individual responsibility and contributions to the trust's overall performance
4. demonstrate to the public that the pay of senior staff is set by a committee which has no personal interest in the outcome of its decision and which gives due regard to the interests of the public and of the financial health of the trust
5. advise the trust board and accounting officer on the adequacy and effectiveness of the trust's governance, risk management, internal control and value for money systems and frameworks. An annual report is produced by the finance and audit committee in this regard
6. advise the trust board on the appointment, re-appointment, dismissal and remuneration of the external auditor
7. advise the trust board on the need for and, where appropriate, the appointment, reappointment, dismissal and remuneration of an internal auditor or other assurance provider
8. advise the trust board on an appropriate programme of work to be delivered by independent assurance providers. This programme of work should be to be derived from the finance and audit committee's regard of the key risks faced by the trust, the assurance framework in place and its duty to report to the trust board
9. review the performance management of HTs ensuring compliance with the Embrace performance management and capability policies.

8.8. Standards Committee

The standards committee is a trustees' committee which is also attended by the TL. The role of this committee is to:

1. approve and monitor the impact of trust strategies relating to education
2. hold the TL and senior leaders to account for the impact of educational strategies and for academic standards across the trust
3. receive and review relevant reports on educational strategies and academic standards across the trust
4. receive and review any external reports and post-report action plans in respect of Ofsted, SIAMS, peer reviews etc
5. consider other areas, as determined by the trust board from time to time
6. monitor Pupil Premium spend, including Catch Up, PE and Sports Premium.

8.9. Headteacher Group

The headteacher's group regularly meets and works with the TL to lead the trust and in particular to develop school improvement.

8.10. Executive Group

The executive group is comprised of the TL, CFO, Executive Assistant (EA), HR Manager (HRM), IT Manager (ITM) and Estates & Compliance Manager (ECM). This board is responsible for setting the strategic direction for business management across the trust.

8.11. Chairs of Governors' Group

The chairs of governors' group meet at least termly with the TL and chair of trustees to discuss matters of common interest, so that the trustees have direct feedback on the work of the trust, as it is perceived by the schools.

8.12. Local Governing Boards

The purpose of the LGB is to:

1. champion the trust's principles
2. uphold their school's unique ethos and values
3. hold to account and support the HT
4. monitor the school's performance and outcomes.

Its role is to provide focused governance for schools at a local level, subject to the provisions of the Companies Act 2006, the Articles of Association, the trust's strategic plan, trust policies and any directions given and rules and regulations set by the board of trustees. In relation to its own school, the LGB has the same three key responsibilities as all governors:

1. ensuring clarity of vision, ethos and strategic direction
2. holding senior leaders in school to account for the educational performance of the school and its pupils, and the effective and efficient performance management of staff
3. overseeing the financial performance of the school and making sure money is well spent.

8.13. Areas of Responsibility for Local Governing Boards

The duties of the LGBs are detailed below. These may be reviewed by the board of trustees if LGBs are required to undertake additional duties from time to time. LGBs may decide to convene specific committees if relevant to their own setting.

LGBs bring a local perspective to the way in which their schools are managed. Their duties can be described as follows:

a. General:

1. promote and uphold the principles of the trust and the ethos and values of the school
2. carry out any requirements the board of trustees may specify necessary to ensure that the trust is meeting its legal obligations
3. check that the school implements and monitors trust and school policies, with particular reference to statutory policies.

b. Risk, health and safety, safeguarding and asset management:

1. monitor local arrangements for the effective supervision of building maintenance and minor works
2. hold the HT to account for maintaining high standards of compliance and best practice in safeguarding and health and safety; this includes regular scrutiny of the single central record
3. implement the trust's health & safety policy, ensuring full compliance with regulations
4. maintain and review the risk register relating to the school on at least an annual basis and support the HT in the mitigation of risk
5. monitor the school's UK GDPR processes

6. monitor the school's asset management systems.

c. Governance:

1. the LGB's role is to question and challenge the HT in order to assure itself that appropriate action is being taken to identify and address areas for improvement
2. ensure that all requests for information or actions required are met within agreed timescales
3. plan and arrange governor recruitment, including the election of staff and parent governors
4. appoint from its number, governors with specific responsibilities for safeguarding, health and safety, SEND, pupil premium, website compliance, wellbeing and other priorities as identified in the school improvement plan (SIP)
5. LGB meetings follow an agenda, including and any other items if directed by the board of trustees
6. ensure that accurate minutes are taken of LGB meetings and that intended actions are completed
7. maintain a register of governor's interests and ensure the proper and effective management of conflicts of interest
8. respect the confidential nature of all matters discussed, relating to the work of the trust schools and the trust
9. conduct regular monitoring visits of the school.

d. Human Resources:

1. participate in the recruitment process of HTs
2. participate in the recruitment process of senior leadership team members
3. participate in HT performance management, in liaison with the TL
4. participate in teacher salary reviews
5. approve staffing structure changes, in consultation with the HT and TL
6. exercise disciplinary and grievance functions in respect of allegations against members of staff or as a consequence of an investigation and/or as stipulated within a specific HR policy or procedure.
7. when requested by the board of trustees, participate as a panel member at hearings relating to other schools in the trust, for example in performance management, pay, disciplinary, complaints, capability, exclusions, appeals and admissions hearings.

e. Admissions:

1. monitor the implementation and management of the admissions policy for the individual school.
2. positively promote pupil admissions to the trust schools.

f. Behaviour:

1. monitor the school's pupil behaviour and discipline as prescribed by its policy.

g. Complaints:

1. monitor the management of complaints, as prescribed by the trust's complaints procedure.

h. Ofsted and SIAMS:

1. represent the school for interview by Ofsted/Diocesan representatives as requested
2. monitor and hold the HT to account in the implementation of post-inspection agreed actions.

i. Ethos and vision:

1. set and review the ethos, vision and values of the school
2. in the case of a Church of England school, monitor the extent to which the school is upholding its distinctive Christian values, within the context of SIAMS.

j. Standards:

1. review the school improvement plan (SIP) to check it clearly identifies and addresses achievement priorities. The SIP should form the focus for the annual budget setting process and regular financial monitoring
2. monitor and evaluate the SIP
3. monitor the curriculum and its planning to check it is fit for purpose and enables pupils to flourish and maximise their potential
4. examine progress towards targets for all pupils and all nationally identified pupil groups (including SEND and disadvantaged) and challenging the HT on progress towards targets
5. monitor and scrutinise the quality of key judgements made in each area of the self evaluation form (SEF)
6. scrutinise the impact of staff professional development in enabling the staff team to raise standards in line with the SIP priorities
7. monitor behaviour, exclusions and attendance, and scrutinise impact made by interventions.

k. Community and parents:

1. monitor the character and quality of religious education to ensure that it meets the requirements, denominational or otherwise, of the school's character as established in the funding agreement
2. monitor the character, content and quality of assemblies or collective worship to ensure that they meet the requirements, denominational or otherwise, of the school's character as established in the funding agreement
3. review the quality and appropriateness of the PSHCE, relationships and sex education and health education offered to pupils, including the promotion of fundamental British values
4. where there are established local relationships with other organisations, for example with a local church, ensure that these are appropriate to the school's character and are nurtured and maintained in the interests of the school's pupils
5. hold the HT to account to ensure there is a wide range of good quality extra-curricular activities

6. in conjunction with the HT, maintain a positive link with the incumbent, the parish and the wider community in the case of a Church of England school
7. establish and maintain good quality communication with the HT, parents and the wider community
8. monitor compliance of its school's website
9. monitor the outcomes of all surveys of parents, staff and pupils.

I. Finance:

1. monitor the school budget for value for money in relation to the SIP, to ensure that any variances are reported to the finance and audit committee for approval
2. arrange for the LGB to be represented by one of its governors at relevant meetings with the HT, CFO and/or members of the finance team, in order to discuss financial matters in relation to the school.

8.14. Membership of Local Governing Boards

The term of office for local governors is four years. Where the local governor was a governor of the predecessor school immediately prior to conversion, their first term of office is deemed to have commenced on the date of their appointment to the predecessor school. LGBs usually source their own governors, with approval of the board of trustees required (except in the case of parent and staff governors). All local governors are required to sign a written undertaking to uphold the object of the company.

Local parent governors are appointed to ensure that boards stay accessible and connected to the community they serve and that there is always a diverse range of perspectives around the table to support robust decision making.

Any person wishing to become a local governor of a Church of England school is required to sign a declaration of acceptance and of willingness to act as a local governor, which shall include an undertaking to the Leicester Diocesan Board of Education, to uphold the Church of England character of the school.

No person is qualified to serve on the LGB unless they are aged 18 or over at the date of their election or appointment. No current pupil or student of the trust may serve on the LGB.

Trustees may attend any meeting of the LGB.

The board of trustees is entitled to remove any member of the LGB from office at any time.

The number of local governors who are trust employees (including the HT and staff governors), must not exceed one third of the total number of governors on an LGB. If employed indirectly by the trust (eg as a contractor), conflicts of interest must be declared.

8.15. Structure of Local Governing Boards

Each local governing board (LGB) will have a **minimum of 9** and a **maximum of 16** governors.

Over time the LGBs will move to the following structure:

Community Schools (Huncote)

- Minimum 5 and maximum 11 governors appointed by the board of trustees, and
- 2 elected parent governors, and
- Minimum 1 and maximum 2 elected staff governors, and
- The headteacher (ex officio)

Church Schools - Voluntary Controlled (VC) (Arnesby, Croft, Manorfield, Sherrier)

- Minimum 2 foundation governors (including incumbent, ex officio) appointed by the board of trustees with the consent of the Diocesan Corporate Member. Maximum not to be more than 25% of the board, and
- Minimum 3 and maximum 9 governors appointed by the board of trustees, and
- 2 elected parent governors, and
- Minimum 1 and maximum 2 elected staff governors, and
- The headteacher (ex officio)

Church Schools - Voluntary Controlled (VC) (Rawlins)

- Minimum 2 foundation governors (including incumbent, ex officio) appointed by the board of trustees with the consent of the Diocesan Corporate Member. Maximum not to be more than 25% of the board, and
- One Thomas Rawlins Educational Trust appointed governor
- Minimum 2 and maximum 8 governors appointed by the board of trustees, and
- 2 elected parent governors, and
- Minimum 1 and maximum 2 elected staff governors, and
- The headteacher (ex officio)

Church Schools - Voluntary Aided (VA) (Brockington, St Peter's, Swinford)

- Minimum 5 and maximum 11 foundation governors (including incumbent, ex officio) appointed by the board of trustees with the consent of the Diocesan Corporate Member, and
- 2 elected parent governors, and
- Minimum 1 and maximum 2 elected staff governors, and
- The headteacher (ex officio)

Foundation Governors in Church Academies:

The number of foundation governors differs in VC and VA schools. Foundation governors are proposed by Church schools for appointment by the board of trustees with the consent of the Diocesan Corporate Member. Each Church school continues to submit foundation governor nomination paperwork to the Leicester Diocesan Board of Education for ratification of their appointment in accordance with the Diocesan meeting schedule.

In the case of vacancy or unwillingness of the incumbent to act, a person may be appointed to act in their stead by the Archdeacon of the area in which the school is located.

8.16. Convening meetings of the Local Governing Board

Each LGB meets a minimum of three times each academic year.

The clerk to the LGB gives written notice of each meeting and publishes the agenda and papers on GovernorHub, at least seven days in advance of the meeting. If the chair determines that there are

matters demanding urgent consideration, it is sufficient that a copy of the agenda and other papers are provided within a shorter period as the chair directs.

Governors can invite persons who are not governors to attend the whole or part of any meeting for purposes connected with such a meeting.

The convening of a meeting and the proceedings conducted are not invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda.

8.17. Chair of the Local Governing Board

The chair of the LGB is elected annually by the LGB, subject to the approval of the board of trustees. Neither the chair nor the vice chair may be an employee of the school.

The chair serves for one year, but is eligible for re-election at the end of that term. It is recommended that the chair holds their position for a maximum of four years. If there is a good reason why this should be extended, consultation should take place with the TL prior to a decision by the board of trustees.

The responsibilities of the chair include:

1. chairing meetings of the LGB
2. preparing a purposeful meeting agenda in liaison with the clerk and HT, to include any trust advised agenda items when required
3. working with the clerk to ensure that meeting agendas, minutes and papers are published on GovernorHub following any LGB meeting
4. providing a direct link between the LGB and the board of trustees via the chairs of governors' board
5. attending meetings with the school's link trustee and HT.

8.18. Parent Local Governors

Parent local governors for each LGB are elected or appointed in accordance with the process set out below:

- when a vacancy arises, the LGB will request that the headteacher writes to all eligible parents/carers of pupils at the school seeking nominees for the vacancy and outlining the required skills, experience and commitment required. Nominees are asked to provide a short statement about why they are interested in being a parent local governor and their background and experience that makes them suitable for the role
- in the event that the number of nominees equals or is less than the number of vacancies on the LGB, the nominees shall be appointed
- where there are more nominees than places available, the headteacher will arrange for a secret ballot to take place and advise all parents/carers with parental responsibility for a pupil at the school of the voting process.
- where the number of elected or appointed parent governors remains less than the number of vacancies on the LGB, the board of trustees may appoint a suitable person to fill any vacancy, who must be a parent, or an individual exercising parental responsibility, of a registered pupil at a school overseen by the LGB at the time of appointment. Where it is not reasonably practical to appoint a such a person, the board of trustees may appoint a

suitable person who is a parent, or an individual exercising parental responsibility, of a child within the age range of one of the schools overseen by the LGB.

A parent local governor must be a parent/carer, or an individual exercising parental responsibility, of a registered pupil at one or more of the schools overseen by the LGB at the time they are elected or appointed. A parent who is paid to work at the school for more than 500 hours in any consecutive twelve-month period is disqualified from being elected or appointed as a parent governor of the school.

8.19. Ceasing to be a Governor

The office of governor is vacated, before the end of the term, if:

- any event or circumstance occurs which would disqualify them from the office of governor
- they have failed to attend all LGB meetings in a consecutive six-month period without the consent of the LGB
- they resign from office by written notice to the chair/clerk of the LGB
- they become incapable by reason of illness or injury of managing or administering their own affairs.

8.20. Clerk to the Local Governing Board

The clerk's agreed responsibilities include, but are not limited to:

1. a clear understanding of the scheme of delegation and other operational documents of the trust
2. supporting and advising the LGB in understanding their delegation and responsibilities
3. maintaining up-to-date records relating to the membership of the LGB
4. informing the trust's governance professional (GP) and the person responsible for the management of Get Information About Schools and the school website of any changes to LGB membership
5. working closely with the chair and HT to prepare a purposeful agenda which includes trust and TL items and is focused on school improvement
6. ensuring accurate minutes of all meetings are recorded that include decisions, challenge and action points
7. producing a set of draft minutes within 10 days of each LGB meeting for approval by the chair and HT prior to being published on GovernorHub
8. ensuring that meeting agendas, minutes and papers are published on GovernorHub following any LGB meeting of trustees
9. recording the attendance of governors at meetings and taking appropriate action as agreed by the trust regarding governor absences
10. informing the GP of governor attendance at LGB and committee meetings at the end of each academic year
11. maintaining records of LGB membership, terms of office and vacancies
12. maintaining GovernorHub in relation to LGB membership, DBS status, meeting documents, annual declarations and training records

13. maintaining a register of governors' interests and informing the GP of any changes for publication on the trust and school websites
14. maintaining records of LGB correspondence.

9. Senior Executives

9.1. Trust Leader (TL)

The TL has the delegated responsibility for the operation of the trust including the performance of the trust's schools. The TL:

1. reports to the board of trustees on strategic trust performance
2. is the leader of education for the trust
3. leads the headteacher group
4. leads the executive group
5. is accountable to the board of trustees for the performance of the trust headteachers. The headteacher group contributes to key educational policy-making decisions, establishes collaborative projects and offers and receives mutual support and challenge. The TL professionally line manages the headteacher group and holds them to account through effective performance management. The annual performance management of the HT is undertaken by the TL with the support of two members of the school's LGB in accordance with the trust performance management policy and teachers' pay policy.
6. is responsible for ensuring that each HT has a mid-year review and annual performance review. HT salary progression is determined in accordance with trust's pay policy and recommendation to the finance and audit committee. The TL, or a person acting on their behalf, ensures professional support and challenge on all areas of the school's performance. However, accountability for the performance management of the HTs rests with the TL.
7. directs the work of the executive team and ensures that their performance management is carried out.

9.2. The Accounting Officer (AO)

The TL is the accounting officer (AO) for the trust, and as such has a range of legal responsibilities through the ESFA's accounting officer (on behalf of the secretary of state), to the DfE's principal accounting officer for the discharge of their duties.

The AO:

1. has personal responsibility to parliament for the financial resources under the trust's control. The AO must be able to assure parliament, and the public, of high standards of probity in the management of public funds, particularly:
 - value for money - achieving the best possible educational outcomes through the economic, efficient and effective use of resources. A key objective is to achieve value for money not only for the trust but for taxpayers generally
 - regularity – dealing with all items of income and expenditure in accordance with legislation, the terms of the trust's funding agreement and the ATH, and compliance with the trust's internal procedures
 - propriety – a requirement that expenditure and receipts are dealt with in accordance with parliament's intentions and the principles of parliamentary control

- ensuring feasibility of plans and decisions
 - annual financial reporting
 - a range of other duties imposed by the DfE, including that relating to the Prevent duty and safeguarding more widely.
2. must take personal responsibility for assuring the board of trustees that there is compliance with the ATH and the funding agreement
 3. must complete and sign an annual statement on regularity, propriety and compliance and submit this to the ESFA with the trust's audited accounts. This is a formal declaration by the trust's AO that their personal responsibilities to parliament for the resources under their control during the year have been met.
 4. must also demonstrate how the trust has secured value for money via the governance statement in the audited accounts. The TL has the power to challenge decisions made by LGBs and may seek reconsideration of those decisions in the discharge of their legal duties.

The trust will notify the ESFA of the appointment of the accounting officer, including direct contact details, within 14 days of each change.

9.3. Principals/Headteachers

Each principal/HT:

1. is responsible for the day-to-day management of their own school and has responsibilities delegated to them by the TL
2. is the lead professional in the school and reports to the TL on matters which have been delegated to them
3. produces a written report three times a year for the LGB covering the main areas of their responsibilities. This report forms part of the communication between LGBs and the board of trustees
4. engages constructively with their LGB.