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## Terms of Reference

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## 1. Introduction

In accordance with its Articles of Association, the trust board exercises all of the powers of Kingston Educational Trust. Where it has chosen to delegate powers or functions to any committees (or to individual trustees or executive officers (including head teachers)), these are set out in the Scheme of Delegation. Any delegation is subject to conditions that the trust board may choose to impose, and may be revoked or altered at any time.

Although the trust board may delegate its powers functions to committees, it remains fully accountable for them and has a duty to intervene as and when necessary.

In addition, approval of trust or school policies may be delegated by the trust board to committees, as set out in the Policy Review and Delegation Schedule.

Where any action or decision is taken under a delegated power or function, this should be reported to the trust board at its next meeting.

Kingston Educational Trust has created a number of committees. Their constitution, proceedings, functions and responsibilities are set out in this document. For clarity and the avoidance of duplication, terms of reference have also been included for the board.

The establishment, terms of reference, constitution, proceedings and membership of its committees will be reviewed by the trust board at least once in every twelve months.

## 2. Chair's Action: Power to act in cases of urgency

In the event of urgent decisions or actions needing to be made between meetings and where:

- it is not practicable to convene an extraordinary meeting of the Board (either in person or virtually); and
- the action/decision is one which can legally be delegated to an individual

the Chair may take appropriate action on behalf of the Board.

For the purposes of a Chair's action a matter is urgent if they believe that not acting now will be seriously detrimental to:

- a school, or the trust; or
- any pupil or their parent, or
- a member of staff.

In the absence of the Chair, the power may be exercised by the Vice-Chair.

## 3. Trust Board

<b>Membership</b>	<ul style="list-style-type: none"> <li>● Up to 11 trustees appointed by the trust board or by the Members and recruited for their skills and experience</li> <li>● Chair and vice chair to be appointed annually by the trust board</li> </ul> <p>The Executive Director will attend meetings (and the Director of Finance and Head of People as required).</p>
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<b>Frequency of meetings</b>	At least five meetings a year in accordance with the trust's Annual Meeting Schedule.
<b>Attendance and acting roles</b>	<ul style="list-style-type: none"> <li>• Board meetings are not open to the public</li> <li>• In the absence of the chair, the vice chair will act as chair. In the absence of both, the chair will appoint another trustee to act as chair for that meeting.</li> <li>• In the absence of the governance professional, the board will arrange for another member of staff or for one of the trustees to minute the meeting.</li> </ul>
<b>Quorum</b>	<p>With the exceptions described below, a board meeting is quorate if 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, are present at the meeting and entitled to vote on the matters to be resolved.</p> <p>The quorum is any two-thirds (rounded up to a whole number) for the purposes of:</p> <ul style="list-style-type: none"> <li>• any vote on the removal of a trustee; and</li> <li>• any vote on the removal of the chair</li> </ul> <p>Meetings will not commence until they are quorate and will be brought to a close if the number of trustees present no longer constitutes a quorum</p>
<b>Voting</b>	<p>Members of the committee who are not trustees do not have voting rights. Any decisions taken must be determined by a majority of the votes of the trustee committee members present and any trustee appointed as acting chair for that meeting. In the event of a split vote, the committee chair (or acting chair) will have the deciding vote.</p>

### 3.1. Strategic leadership

- 3.1.1. To set the vision and ethos of the trust and promote the principles of openness, accountability and transparency.
- 3.1.2. To approve the trust's strategic priorities and to hold the executive director to account for their effective implementation through termly progress reports, and key performance indicators.

### 3.2. Accountability and Assurance

To receive reports, data and key performance indicators to inform decision making and to hold the executive director to account for:

- 3.2.1. progress against the trust's strategic priorities and their effective implementation;
- 3.2.2. the performance of the schools in the trust; and
- 3.2.3. the financial performance of the trust

### 3.3. Stakeholders: ensure that there is meaningful engagement with stakeholders, so that the needs of staff, pupils, their families and the local community are understood, decision taking is informed and there is a culture of trust.

### 3.4. Compliance

To ensure compliance with all regulatory, statutory and contractual requirements and those set out in the trust's Funding Agreements, see the key areas set out below. Where scrutiny and monitoring has been

delegated to a committee, to receive regular high level reports which provide assurance and raise any areas of concern, but avoid duplicating the depth of scrutiny provided by that committee:

- 3.4.1. **Employment:** compliance with legislation including the duty to safeguard the safety and wellbeing of employees; oversight of the terms and conditions of employment contracts; significant recruitment decisions and headline performance measures
- 3.4.2. **Safeguarding and child protection/the Prevent duty/safer recruitment:**
- Facilitate a whole-trust approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
  - Receive a high level update from the Executive Director and trust safeguarding lead as a standing item on all board agendas, focussing on any issues of particular concern; high level outcomes of internal/external audits and key trust wide indicators
- 3.4.3. **Health and safety:**
- Responsibility for compliance with all relevant legislation
  - Receive a high level update from the Executive Director and trust health and safety lead as a standing item on all board agendas, focussing on any issues of particular concern, significant incidents and trends and high level outcomes of any audits
  - Ensure that where needed, corrective action is taken without delay
  - Promote a safety culture and ensure continuous scrutiny and challenge
- 3.4.4. **Estate management:** Approve the estate management strategy and receive updates as a standing item on board agenda, including key indicators from conditions surveys, and updates on significant capital/infrastructure projects
- 3.4.5. **SEND:** strategic and statutory responsibility for SEND arrangements and to ensure schools are meeting the needs of pupils with SEND
- 3.4.6. **Curriculum:** ensure schools have a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of adult life
- 3.4.7. **Assessment and Outcomes:** to hold leaders to account for the outcomes for all pupils
- 3.4.8. **Behaviour and exclusions:** Ensuring a behaviour policy is in place that supports effective behaviour management, to monitor suspensions and permanent exclusions and to comply with the statutory duty to consider certain instances of pupil suspension and exclusion and decide whether the headteacher's decision should be upheld, or the pupil reinstated.
- 3.4.9. **Pupil premium:** ensuring that the spending of the pupil premium (and other grants) is strategic and impactful
- 3.4.10. **Data Protection and cybercrime:** ensure compliance with the Data Protection Act and UK GDPR and to be aware of the risk of cybercrime and to put in place proportionate controls
- 3.4.11. **Equality Act** - ensuring compliance with the Equality Act and public sector equality duties and ensuring the organisation follows fair and non-discriminatory practices
- 3.4.12. **Careers guidance and advice:** Strategic oversight of careers education (specifically secondary school) and to meet their statutory duties relating to careers guidance, by supporting and

challenging school leaders to meet the Gatsby Benchmarks – the recognised blueprint for high-quality careers guidance.

- 3.4.13. **Attendance:** Recognise the importance of school attendance and promote it across the schools' ethos and policies. Ensure school leaders fulfil expectations and statutory duties, as set out in the Department for Education guidance. Regularly review key attendance data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most. Ensure school staff receive adequate training on attendance. Share effective practice on attendance management and improvement across schools within the trust.
- 3.4.14. **Uniform** -to decide whether the school has a uniform, rules about appearance and how a uniform should be sourced. It must ensure compliance with the statutory guidance on the cost of school uniforms when uniform policies are developed and implemented.
- 3.4.15. **Food Provision in Schools:** ensure that the [School Food Standards](#) are met (a statutory requirement) and that there is an inclusive food offer which promotes the health and wellbeing of pupils and staff.
- 3.4.16. **Risk**
- Ensure robust risk management processes are in place
  - Monitor high level risks and rising risks through the Risk Register and reports from the Executive Director
  - Receive an annual report from the Buildings, Finance and Resources Committee on the adequacy of financial and other controls and risk management arrangements
- 3.4.17. **Finance**
- Ensure the financial sustainability of the trust, that effective resource management and programme of internal scrutiny is in place, value for money is obtained, and spending adheres to propriety standards for the use of public funds through regular high level reports from the Buildings, Finance and Resources Committee, which provide assurance and raise any areas of concern, but avoid duplicating the depth of scrutiny provided by that committee
  - Receive the monthly management accounts and internal and external audit reports, with any areas of concern raised by the Buildings, Finance and Resources Committee and to receive an annual report and recommendation regarding the performance and appointment of the external auditor;
  - Receive recommendations from the Buildings. Finance and Resources Committee to approve the 3 year budget forecast and the annual audited accounts and reports
- 3.4.18. **Admissions Authority**
- Set the admissions arrangements for its schools, including the oversubscription criteria and determining the published admission number, in compliance with the Department for Education's statutory School Admissions Code
  - Organising admissions appeals in line with the Department for Education's statutory Appeals Code.
  - Receiving reports on any significant issues eg a number of appeals around a specific issue
4. **General Committee Responsibilities**
- 4.1. **Risk:** To keep those risks that fall within the remit of the committee under review and to monitor the progress of actions and the effectiveness of mitigation, as identified in the Trust Risk Register.
- 4.2. **Trust Strategic Priorities:** To monitor progress and evaluate the effectiveness of any of the Trust's Strategic Priorities allocated to the committee for this purpose.
- 4.3. **Policies:** To approve, adopt and monitor the effectiveness of those policies delegated to the committee from time to time as set out in the Trust's Policy Review and Delegation Schedule.

- 4.4. When making decisions and undertaking all committee functions to have regard to:
- **Safeguarding:** the need to consider the welfare of pupils and to act in their best interests at all times;
  - **Equality Act 2010:** any equalities implications in line with Public Equality Duties;
  - the Trust's [Values and Principles](#); and
  - the [Framework for Ethical Leadership in Education](#).

## 5. Finance and Resources (including audit and risk)

<b>Membership</b>	<ul style="list-style-type: none"> <li>● Six members appointed by the trust board</li> <li>● May include non-trustees recruited for their skills and experience (known as trust associates), provided that the majority of committee members are trustees</li> <li>● Committee chair and vice chair to be appointed annually by the trust board</li> <li>● Committee chair to be a trustee.</li> </ul> <p><b>Disqualifications:</b></p> <ul style="list-style-type: none"> <li>● The chair of the trust board should not be chair of this committee (whilst audit is combined within the functions of this committee).</li> <li>● When audit matters are discussed, any committee members who are employees of the trust, will not participate as members of the committee.</li> </ul> <p>The Executive Director and Director of Finance will attend meetings.</p>
<b>Frequency of meetings</b>	<p>At least six meetings a year (one each half term) in accordance with the trust's Annual Meeting Schedule.</p>
<b>Attendance and acting roles</b>	<ul style="list-style-type: none"> <li>● Any trustee may attend and speak at any committee meeting</li> <li>● Committee meetings are not open to the public</li> <li>● In the absence of the chair, the vice chair will act as chair. In the absence of both, the chair of the trust board will appoint either another committee member or any trustee to act as chair for that meeting.</li> <li>● In the absence of the governance professional, the committee will choose one of its members to minute the meeting.</li> </ul>
<b>Quorum</b>	<p>Three trustee members of the committee, to include:</p> <ul style="list-style-type: none"> <li>● the committee chair; or where they are unable to attend any meeting</li> <li>● the vice chair; or where both the chair and vice chair are unable to attend a meeting</li> <li>● the acting chair (who must be a trustee) appointed for that meeting by the chair of the trust board</li> </ul> <p>Meetings will not commence until they are quorate and will be brought to a close if at any point those present no longer constitute a quorum</p>
<b>Voting</b>	<p>Members of the committee who are not trustees do not have voting rights. Any decisions taken must be determined by a majority of the votes of the trustee committee members present and any trustee appointed as acting chair for that meeting. In the event of a split vote, the committee chair (or acting chair) will have the deciding vote.</p>
<b>Working Groups</b>	<p>The committee may establish an advisory working group from its members as it sees fit, but this group will not have any delegated decision making powers.</p>

<b>Professional advice</b>	The committee is authorised to obtain independent professional advice if it considers this necessary.
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### 5.1. Estate

- 5.1.1. To monitor arrangements for repairs, maintenance and capital investment in the estate, including the development and implementation of an estate management plan. ,
- 5.1.2. To advise the trust board on priorities for the maintenance and investment in the Trust estate, so that it is developed strategically and maintained in a safe working condition.
- 5.1.3. To monitor and review estate related funding bids.
- 5.1.4. To monitor and review arrangements for the use of school premises by outside users.

### 5.2. Finance and Resources

- 5.2.1. To consider the latest monthly management accounts reporting the Trust's and schools' financial position at every meeting and of the action to contain expenditure within the budget, monitoring compliance with the overall financial plan, and with the financial regulations of the DfE, reporting and drawing any matters of concern to the attention of the trust board.
- 5.2.2. To review key performance and benchmarking data on a regular basis.
- 5.2.3. To consider the Trust's indicative funding, notified annually by the DfE, and to assess its implications for the Trust and its schools, in consultation with the Executive Director, Director of Finance and Headteachers, in advance of the financial year, drawing any matters of significance or concern to the attention of the trust board.
- 5.2.4. To receive and make recommendations on the broad budget headings and areas of expenditure to be adopted each year, including the level and use of reserves, ensuring the compatibility of all such proposals with the priorities set out in the Trust's Strategic Priorities and in the schools' Development Plans.
- 5.2.5. To contribute to the formulation of the Trust's Strategic Priorities and the schools' Development Plans, through the consideration of financial priorities and proposals, in consultation with the Director of Finance, Executive Director and Headteachers, within the stated and agreed aims and objectives of the Trust and its schools.
- 5.2.6. To review and recommend acceptance of the Trust's 3 year budget forecast to the trust board, prior to the deadline for submission to the EFSA.
- 5.2.7. To review the virement of sums between and within budget headings in accordance with the Scheme of Delegation
- 5.2.8. To make decisions in respect of service agreements, contracts and insurance (buildings and public liability) (or the alternative Risk Protection Arrangement) in accordance with the Scheme of Delegation.
- 5.2.9. To be responsible for approving dismissal payments/payments for early retirement in accordance with the Scheme of Delegation.
- 5.2.10. To authorise the disposal of individual items of equipment and materials that have become surplus to requirements, unusable or obsolete in accordance with the Scheme of Delegation.
- 5.2.11. **Voluntary Funds:** To monitor expenditure of all voluntary funds kept on behalf of the Trust Board and its schools.
- 5.2.12. **Assets:** To maintain an overview of and ensure an up-to-date asset register is maintained for each school within the Trust, together with an annual inventory. Ensuring that there are independent checks of assets and the asset register.

### **5.3. Audit and Risk**

To report to the Board on the adequacy of financial and other controls and risk management arrangements, to direct a programme of independent and objective internal scrutiny and to consider the results and quality of external audit:

- 5.3.1. To review the Trust's internal and external financial statements and reports to ensure that they reflect best practice.
- 5.3.2. To agree a programme of work annually to deliver internal scrutiny that provides coverage across the year and meets the requirements of the Academy Trust Handbook.
- 5.3.3. To review the Trust Risk Register to inform the programme of work, ensuring checks are modified as appropriate each year in response to risk.
- 5.3.4. To receive internal and external auditors' reports and the response to any management letters and to keep outstanding actions under review.
- 5.3.5. To recommend to the trust board action as appropriate in response to audit findings.
- 5.3.6. To ensure that the external auditor has the fullest cooperation of staff.
- 5.3.7. To consider all relevant reports by the appointed external auditor, including reports on the Trust's accounts, achievement of value for money and the response to any management letters and to keep outstanding actions under review.
- 5.3.8. To consider and advise the board on the Trust's annual and long-term audit programme.
- 5.3.9. To evaluate the effectiveness and resources of the external auditors and recommend to the trust board the appointment or dismissal or retendering of the auditors (external auditors are appointed by the Members and are to be retendered at least every 5 years).
- 5.3.10. To keep under review the effectiveness of the Trust's financial procedures and internal control system to minimise the risk of fraud.
- 5.3.11. To maintain oversight to ensure information submitted to DfE and ESFA that affects funding, including pupil number returns and funding claims (for both revenue and capital grants) completed by the Trust is accurate and in compliance with funding criteria.
- 5.3.12. To prepare the trust statements to form part of the Annual Report of the trust board for filing in accordance with Companies Act and Charity Commission requirements.
- 5.3.13. To report at least once a year to the Board on the discharge of the above duties.

### **5.4. Human Resources**

- 5.4.1. To keep school staffing structures under review in consultation with the Executive Director and Headteachers and to ensure that schools are staffed sufficiently for the fulfilment of their Development Plan and the effective operation of the school.
- 5.4.2. To oversee the appointment procedure for all staff, ensuring there are adequate arrangements in place to complete pre-employment checks and that these conform with safer recruitment requirements and that all staffing procedures including recruitment follow equalities legislation.
- 5.4.3. To ensure that all principles of good and fair employment practice are adhered to and that legal requirements are fulfilled.
- 5.4.4. To keep under review staff work/life balance, working conditions and well-being and to monitor staff deployment, absence, recruitment, retention and morale.
- 5.4.5. To monitor procedures for staff discipline, grievance and whistle blowing and to ensure that staff are kept informed of these.
- 5.4.6. To approve and review the process leading to staff reductions.
- 5.4.7. To review the operation of the Trust's Code of Practice for trustees and Codes of Conduct for staff.

### **5.5. Health and Safety**

- 5.5.1. To monitor and keep under review health and safety compliance and emergency procedures across the Trust, including the systems for risk assessment.

- 5.5.2. To ensure that health and safety issues are appropriately monitored, prioritised and adequately funded by the trust board.
- 5.5.3. To oversee arrangements for educational visits, including the appointment of a named coordinator.

#### 5.6. Data Protection

- 5.6.1. To monitor compliance with data protection requirements.
- 5.6.2. To receive an annual report from the Data Protection Officer (including an update on any breaches and steps taken to mitigate risk).

#### 5.7. Cybercrime

Ensure that proportionate controls are in place to mitigate the risk of cybercrime to the organisation.

### 6. Local Academy Committees (one appointed for each school within the Trust)

<b>Membership</b>	<ul style="list-style-type: none"> <li>● Up to ten members including: <ul style="list-style-type: none"> <li>○ two parents elected by parents of pupils at the school</li> <li>○ one member of staff working at the school and elected by other employees at the school</li> <li>○ seven appointed by the trust board.</li> </ul> </li> <li>● Members who are not trustees are known as trust associates.</li> <li>● Committee chair and vice chair to be appointed annually by the trust board.</li> <li>● Committee chair to be a trustee.</li> </ul> <p>The Head teacher /Head of School and Executive Director will attend meetings.</p>
<b>Frequency of meetings</b>	Six meetings a year (one each half term) in accordance with the trust's Annual Meeting Schedule.
<b>Attendance and acting roles</b>	<ul style="list-style-type: none"> <li>● Any trustee may attend and speak at any committee meeting</li> <li>● Committee meetings are not open to the public</li> <li>● In the absence of the chair, the vice chair will act as chair. In the absence of both, the chair of the trust board will appoint either another committee member or any trustee to act as chair for that meeting.</li> <li>● In the absence of the governance professional, the committee will choose one of its members to minute the meeting.</li> </ul>
<b>Quorum</b>	<p>Three members of the committee, to include:</p> <ul style="list-style-type: none"> <li>● the committee chair; or where they are unable to attend any meeting</li> <li>● the vice chair; or where both the chair and vice chair are unable to attend a meeting</li> <li>● the acting chair appointed for that meeting by the chair of the trust board</li> </ul> <p>Meetings will not commence until they are quorate and will be brought to a close if at any point those present no longer constitute a quorum</p>
<b>Voting</b>	Any decisions taken must be determined by a majority of the votes of the committee members present (including both trustees and trust associates) and any trustee

	appointed as acting chair for that meeting. In the event of a split vote, the committee chair (or acting chair) will have the deciding vote.
<b>Working Groups</b>	The committee may establish an advisory working group from its members as it sees fit, but this group will not have any delegated decision making powers.

### 6.1. General Purpose and functions

The purpose of the Local Academy Committees is to provide local accountability, support and oversight of the school's leadership team and a link between the Trust and parents and the wider community:

- 6.1.1. Developing an understanding of how the trust and the school are led and managed by:
  - Building an understanding of the Trust's ambitions for the school and its pupils – its vision and strategy and how this is realised at school level;
  - Knowing the Trust's values and becoming familiar with key policies, understanding how these work in practice so that they are creating a trust wide culture.
- 6.1.2. Being the link with parents and the community by:
  - Building a knowledge of parents' views and the community context of the school; and
  - Ensuring that the trust board is aware of parents' and community views.
- 6.1.3. Monitoring the work of the school, escalating any concerns to the trust board by:
  - Scrutinising reports on the school's progress against targets
  - Monitoring compliance with and the effectiveness of key policies
  - Visiting the school during the school day and attending school events
  - Reviewing key decisions made by the Head teacher e.g. pupil exclusions and responses to complaints through panels (see below)

### 6.2. Safeguarding

- 6.2.1. To ensure that:
  - the school is fulfilling its responsibilities and current legal requirements and that statutory guidance is followed.
  - To ensure that the school's safeguarding related policies and procedures are fully implemented and that safeguarding is robust and effective.
  - To ensure that all necessary training is undertaken by staff as appropriate to their role and responsibilities and that it is included as part of the induction of new staff.
  - To ensure that safeguarding arrangements take account of the procedures and practice of the local authority and Local Safeguarding Children's Partnership.
  - To ensure all staff know how to raise concerns for the welfare of a pupil and who is the school's Designated Safeguarding Lead and Deputy Designated Safeguarding Leads.
  - To ensure that all pupils know what they should do if they are concerned for their own welfare or the welfare of another child.
- 6.2.2. To ensure the Single Central Record is maintained and that DBS and other required checks are completed on all new staff, volunteers and trust associates.

### 6.3. Inclusion

- To monitor that:
- the school is meeting the needs of all pupils;

- the requirements of pupils with special educational needs and disabilities are met as laid out in the SEND Code of Practice.
- all pupils are given a fair and equal opportunity to develop their full potential and to participate in the wider life of the school regardless of their sex, race, religion or belief, sexual orientation, disability or special educational needs, gender reassignment or any other characteristic protected under the Equality Act 2010; and
- that reasonable adjustments are made where pupils with a disability would otherwise be disadvantaged.

To ensure that pupils with medical conditions are supported to enable the fullest participation possible in all aspects of school life.

#### **6.4. Pupil Welfare**

To monitor:

- pupil attendance (including persistent absence, severe absence and punctuality) against the school's targets
- the emotional health and wellbeing of all pupils;
- compliance with the school food standards and healthy eating;
- admissions applications and on roll numbers;
- leavers' data;
- behaviour patterns and trends, the use of exclusions and rewards (and to ensure that all disciplinary matters are dealt with consistently and fairly);
- school uniform and best value.

#### **6.5. Curriculum**

6.5.1. To ensure the school has:

- A broad and balanced curriculum which:
  - reflects the Trust's values,
  - supports the school's priorities,
  - meets the needs of all pupils and
  - meets statutory requirements and funding agreements.
- A full and inclusive enrichment offer.

6.5.2. To consider curricular issues which have implications for finance and personnel decisions and to make recommendations to the Buildings, Finance and Resources committee or to the Trust Board.

6.5.3. To ensure (where relevant) that all pupils are provided with independent careers information, guidance and advice from Year 7 which meets the Gatsby Benchmarks and that it is presented in an impartial manner, includes information on a range of education or training options, including apprenticeships and other vocational pathways and promotes the best interests of the pupils to whom it is given.

#### **6.6. Outcomes**

6.6.1. Ensure there is a reliable assessment model and tracking information for all learners.

6.6.2. To consider outcomes and pupil progress and to review how the school is targeting areas of underperformance and the impact and effectiveness of this (including in respect of particular pupil groups identified as underachieving in comparison to their peers).

6.6.3. To ensure that the educational achievement of children looked after (CLA) and children previously looked-after (CPLA) is promoted in accordance with Department for Education guidance.

6.6.4.

- 6.6.5. To review the spending and impact of grants including:
- 6.6.5.1. the pupil premium grant-considering the impact of the previous year’s spending and the strategic plan for the current year.
  - 6.6.5.2. PE and Sport premium funding (where relevant) -considering the impact of the previous year’s spending and the strategic plan for the current year
- 6.6.6. To monitor (where relevant) the performance of the Special Resourced Provision in securing access to academic opportunities and positive outcomes.
- 6.6.7. To monitor (where relevant) the delivery of the Early Years Foundation Stage in line with statutory requirements.
- 6.6.8. To receive summary reports on the academic performance of the school in relation to national benchmarks.
- 6.6.9. To monitor school, local and national performance data to evaluate the effectiveness of the school and trust in raising achievement/progress.
- 6.6.10. To review targets for school performance.
- 6.6.11. To monitor provision for more able pupils and for those with English as an Additional Language.
- 6.6.12. Monitor the quality of teaching and professional development strategies.

#### 6.7. External accountability

- 6.7.1. To monitor national changes that impact on curriculum delivery and pathways.
- 6.7.2. To monitor the steps taken by the school to prepare for Ofsted and to consider what steps trustees/trust associates should take.
- 6.7.3. To monitor compliance with legal requirements to publish certain information on the school website relating to curriculum, pupil premium grant funding, PE and Sport premium funding and other grants.

#### 6.8. Community

To monitor:

- the views of pupils and staff and how these are taken into account in planning and day to day practice;
- the engagement and views of parents within the school, particularly those who find it hard to engage, and how these are taken into account, and to consider ways in which home-school links can be further developed;
- the effectiveness of partnerships with other schools, external agencies and the community including business, to improve the school, extend the curriculum and increase the range and quality of learning experiences for pupils;
- the school’s publicity, public presentation and relationships with the wider community;
- community links and community use of the school and the school’s contribution to promoting community cohesion.

## 7. Performance Management Panel

<b>Membership</b>	<ul style="list-style-type: none"> <li>● Three members appointed by the trust board (these will usually be three trustees but where appropriate and at the discretion of the board the panel may include a trust associate)</li> <li>● The trust board will appoint a chair.</li> </ul> <p><b>Disqualification:</b> Staff and parent trust associates</p>
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<b>Frequency of meetings</b>	One annual full performance review and one mid year review
<b>Quorum</b>	All three members of the panel (for the full performance review). Meetings will not commence until they are quorate and will be brought to a close if at any point those present no longer constitute a quorum
<b>Voting</b>	Any decisions taken must be determined by a majority of the votes of the panel members. In the event of a split vote, the panel chair will have the deciding vote.

The Panel will:

- Inform the Executive Director (/TKA Head teacher while these roles are performed by the same person) of the standards against which their performance will be assessed and set targets for the year.
- Ensure that the Executive Director's/TKA Head teacher's objectives are consistent with the trust's/school's improvement priorities and comply with employment regulations and equalities legislation.
- monitor through the year, utilising a mid-year review, the performance of the Executive Director/TKA Headteacher against the targets. The mid-year review may be led by one member of the Panel who is responsible for reporting back to the other members.
- Following the end of the appraisal year, assess the Executive Director's/TKA Head teacher's performance against agreed objectives.
- Make a report to the Pay and Rewards Committee as to whether the Executive Director's/TKA Head teacher's performance targets have been met and to confirm that new targets have been set for the year ahead.
- Support the wellbeing of the Executive Director/ TKA Head teacher in relation and in relation to work-life balance issues.

## 8. Pay and Rewards

<b>Membership</b>	<ul style="list-style-type: none"> <li>• Five members including the Chair of the Trust Board and the Chair of the Finance and Resources Committee</li> <li>• Committee Chair to be the Chair of the Trust Board.</li> </ul> <p>The Executive Director and Head teachers/TKA Head of School will attend meetings (excluding that part of the meeting when their own pay and reward is discussed and in relation to Head teachers/Head of School, when the pay and reward of the Executive Head teacher and staff who are not employed at their school are discussed).</p>
<b>Frequency of meetings</b>	At least one meeting a year in accordance with the trust's Annual Meeting Schedule.
<b>Quorum</b>	<p>Three members of the committee, to include:</p> <ul style="list-style-type: none"> <li>• the committee chair; or where they are unable to attend any meeting</li> <li>• the acting chair appointed for that meeting by the chair of the trust board</li> </ul> <p>Meetings will not commence until they are quorate and will be brought to a close if at any point those present no longer constitute a quorum</p>

<b>Voting</b>	Any decisions taken must be determined by a majority of the votes of the committee members present. In the event of a split vote, the committee chair (or acting chair) will have the deciding vote.
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- 8.1.** To consider and approve the (anonymised) pay recommendations and recommendations in respect of threshold applications from Head teachers for staff at their school.
- 8.2.** To receive a report from the Executive Director regarding whether the head teacher/Head of School's performance targets have been met and to confirm that new targets have been set for the year ahead and to receive a recommendation for pay progression and reward.
- 8.3.** To receive a report from the Executive Director Performance Management Panel as to whether performance targets have been met and to confirm that new targets have been set for the year ahead and to make a pay determination .
- 8.4.** Final decisions about whether or not to accept recommendations will be made by the Pay Committee, having regard to the evidence presented.

## 9. Search Committee

<b>Membership</b>	Up to four members comprising: <ul style="list-style-type: none"> <li>● The Chair of the Trust Board;</li> <li>● The Vice Chair of the Trust Board;</li> <li>● The Chair of the Finance and Resources Committee;</li> <li>● One other trustee appointed by the trust board</li> </ul>
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Purpose: To perform a recruitment search function.

At least two members of the Committee (including either the Chair or Vice Chair of the trust board) to identify selection criteria, shortlist applicants and assemble an interview panel as appropriate for the role (which may include trustees/trust associates and head teachers). The interview panel will recommend the appointment of potential new trustees and trust associates.

Appointments to be made by the trust board or Trust Members in accordance with the Articles of Association.

## 10. Admissions Committees (may be one for each school)

<b>Membership</b>	<ul style="list-style-type: none"> <li>● Up to six members comprising: <ul style="list-style-type: none"> <li>○ trustees/ members of the Local Academy Committee appointed by the trust board</li> <li>○ The Head teacher (for TKA the Head teacher or Head of School) of the relevant school <ul style="list-style-type: none"> <li>● Committee Chair to be the Head teacher (or for TKA the Head of School) of the relevant school.</li> </ul> </li> </ul> </li> </ul>
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<b>Frequency of meetings</b>	At least once in accordance with the Trust's Annual Meeting Schedule and as required to decide in-year applications.
<b>Quorum</b>	Three members of the committee, to include the head teacher (or the TKA Head of School). Meetings will not commence until they are quorate and will be brought to a close if at any point those present no longer constitute a quorum
<b>Voting</b>	Any decisions taken must be determined by a majority of the votes of the committee members present. In the event of a split vote, the committee chair (or acting chair) will have the deciding vote.

- 10.1. To decide applications to be considered under the school's exceptional reasons oversubscription criteria.
- 10.2. To decide applications to be educated out of year.
- 10.3. To determine within statutory provisions and the school's policy whether any child should be admitted to the school.
- 10.4. To advise the trust board on the school's admissions policy.
- 10.5. To review admissions arrangements and to make recommendations for changes to the trust board.
- 10.6. **Admissions Appeals**
- 10.7. The Chair of the trust board or the Head Teacher (for TKA Head Teacher or Head of School) may approve the Trust's Statements setting out the Trust's case in response to admissions appeals.

## 11. Hearings Committee

<b>Membership</b>	Any three trustees or trust associates. <b>Disqualification:</b> any trustee or trust associate who has been directly involved or has material prior knowledge.
<b>Frequency of meetings</b>	As required
<b>Quorum</b>	Three members. Meetings will not commence until they are quorate and will be brought to a close if at any point those present no longer constitute a quorum
<b>Voting</b>	Any decisions taken must be determined by a majority of the votes of the members. In the event of a split vote, the committee chair will have the deciding vote.

To hear representations and make decisions where these have been delegated to a panel of trustees/trust associates in either the Scheme of Delegation or Trust/School policies. Note: in respect of complaints one member of the panel must be independent of the management of the school/trust.

## 12. Appeals Committee

<b>Membership</b>	Any three trustees or trust associates. <b>Disqualification:</b> any trustee or trust associate who has been directly involved, or has material prior knowledge.
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<b>Frequency of meetings</b>	As required
<b>Quorum</b>	Three members. Meetings will not commence until they are quorate and will be brought to a close if at any point those present no longer constitute a quorum
<b>Voting</b>	Any decisions taken must be determined by a majority of the votes of the members. In the event of a split vote, the committee chair will have the deciding vote.

To hear appeals where these have been delegated to a panel of trustees/trust associates in either the Scheme of Delegation or Trust/School policies.

### 13. Pupil Discipline Committee

<b>Membership</b>	Any three trustees or trust associates. <b>Disqualification:</b> any trustee or trust associate who has been directly involved, or has material prior knowledge.
<b>Frequency of meetings</b>	As required
<b>Quorum</b>	Three members. Meetings will not commence until they are quorate and will be brought to a close if at any point those present no longer constitute a quorum
<b>Voting</b>	Any decisions taken must be determined by a majority of the votes of the members. In the event of a split vote, the committee chair will have the deciding vote.

- 13.1.** To consider representations from parents in the case of exclusions of 5 days or less (Committee may not reinstate).
- 13.2.** To consider representations from parents in the case of exclusions totalling more than 5 but not more than 15 school days in one term (meeting to be held within 50 school days after receiving notice of the exclusion).
- 13.3.** To consider the reinstatement of an excluded pupil within 15 school days of receiving notice of exclusion if the exclusion is permanent or it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or it would result in a pupil missing a public examination or national curriculum test.
- 13.4.** To ensure that the statutory DfE guidance 'Exclusion from maintained schools, academies and pupil referral units in England' is followed.

### 14. Lead Trustees/Trust Associates

Any trustee or trust associate to whom an area of responsibility has been delegated is expected to work within the following terms of reference:

- To liaise with the appropriate member(s) of staff and to visit the school(s) with the purpose of gathering information concerning their area of responsibility and to increase their knowledge of the school(s).
- To regularly report to the Trust Board or to the relevant committee on developments and progress within their area of responsibility.
- To raise the profile of the area of responsibility when related matters are considered by the Trust Board or committee.
- To attend training as appropriate.