



GEP Scheme of Delegation

Responsible Committee: GEP Board of Trustees

Responsible Officer: Chief Executive Officer

Board approval date: 24 October 2019

Policy Type: Statutory

Implementation date: Immediate

Adopted by all member academies
(Local Academy Committee approval/ratification not required)

Publication: GEP website and internal

Review Cycle: Annual

Next Review date: Autumn 2020

Related documents: Articles of Association

1. Introduction

GEP Academies' (the Trust) Articles of Association and the DfE Academies Financial Handbook set out the legal requirements in respect of Members and Trustees, which is further supported by:

- i. DfE Governance handbook
- ii. DfE Competency framework for governance
- iii. DfE Clerking competency framework

This Scheme of Delegation defines the responsibilities and expectations of all levels of governance across GEP Academies.

The Board of Trustees may review the Scheme of Delegation at any time but at least annually, and it may only be amended by the Trustees.

2. Vision and Guiding Principles

The Trust is governed by a Board of Trustees (the Trustees) who have overall responsibility and ultimate decision-making authority and accountability to the Secretary of State for all academies within the MAT, and responsibility for compliance with government and ESFA requirements, company law and charity law for all the work of the Trust, including the establishing and running of the academies within the Trust.

Whilst the Board of Trustees will always remain accountable, where appropriate this Scheme of Delegation allows for the delegation of decision making.

The structure of the Trust is shown in Appendix A. The roles and responsibilities of each level of governance are set out in this document and should be read in conjunction with the Responsibility-Accountability-Consult-Inform (RACI) listing in Appendix B.

Purpose

Ensure the Trust's compliance with charity and company law, the Articles of Association, all other applicable legislation, and DfE and EFA requirements relating to the Trust and its academies.

- i. Ensure proper and regular use of public funds and compliance with the Funding Agreement
- ii. Ensure the Trust is solvent, well run, and meets the needs of pupils and staff in its academies
- iii. Ensure the Trust acts in accordance with its constitution and powers, promotes the success of the Trust, and exercises sound judgement and diligence in all its affairs
- iv. Ensure all Trustees are skilled in understanding, interpreting, and comparing academy performance data and are kept fully apprised of the performance of each academy at all times. Ensure all Trustees have the skills, knowledge, and information to assess the Trust's financial performance
- v. Ensure the CEO and all senior staff have the skills, knowledge, and experience to run the Trust and its individual academies and to effectively manage its financial, human, and physical resources and assets

3. Structure, Governance and Management

Guildford Education Partnership, trading as GEP Academies (the Trust), is a company limited by guarantee and an exempt charity. The charitable company's Memorandum of Understanding and Articles of Association are the primary governing documents of the Trust. The Trustees of GEP Academies are also the Directors of the charitable company for the purposes of company law.

3.1 Trust Members

The information provided below is a summary of the Articles of Association sections 12-18. The Members of the Trust have a similar role to the shareholders of a company limited by guarantee. They:

- i. are the subscribers to the trust's Memorandum of Understanding (where they are founding Members)
- ii. may amend the Articles of Association (the Articles include a definition of the Trust's charitable objects and governance structure) subject to any restrictions in the Articles of Association or in the Trust's Funding Agreement or charity law
- iii. have powers to appoint and remove Trustees in certain circumstances
- iv. appoint the Trust's auditors and receive the Trust's audited annual accounts (subject to the Companies Act)

3.1.1 Responsibilities of Members

In order to fulfil their duties, Members are expected to:

- i. ensure the objectives of the Trust are met, through receipt of the Annual Report and Accounts
- ii. appoint up to 5 Trustees
- iii. determine the Trust's constitution and governance structure through responsibility for any changes to the Articles of Association, as required
- iv. change the Trust name if required
- v. attend an AGM and participate in any communication during the academic year pertinent to Members, for example any changes proposed to the Articles of Association and to receive the Annual Accounts
- vi. keep abreast of the challenges relevant to the performance of the Trust
- vii. receive Trust Board Minutes circulated following each meeting
- viii. receive ESFA letters issued to the Accounting Officer following receipt

3.1.2 Number and appointment of Members

Refer to Articles of Association sections 12-18. The Trust currently has five members.

3.2 The Board of Trustees

The Board of Trustees are also the Company Directors. The Trustees must ensure compliance with the Trust's charitable objects and with company and charity law, and adherence to the Trust's Funding Agreement with the Secretary of State.

They exercise their responsibilities through setting the vision and policies for the Trust, ensuring strong and effective governance, entering into contractual relationships with third parties, and exercising powers of intervention if required. They have legal obligations through the Articles of the Trust, and also under company law as Directors and under charity law as Trustees, for the proper conduct of the business of the Trust.

The Board of Trustees manage the business of the Trust and should focus strongly on the three core functions of governance:

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

The Board of Trustees may appoint separate committees to be known as GEP Local Academy Committees (GLAC – formerly referred to as Local Governing Bodies) in each academy and may establish any other committee.

Trustees need to bring expertise in the six areas of effective governance:

1. Strategic leadership
2. Accountability
3. People
4. Structures
5. Compliance
6. Evaluation

3.2.1 **Responsibilities of Trustees**

In order to fulfil their duties, Trustees are expected to:

- i. establish and regularly review the vision, values and objectives of the Trust in consultation with constituent academies and entities
- ii. ensure that the Trust complies with charity and company law
- iii. operate the Trust in accordance with the Funding Agreement that has been signed with the Secretary of State
- iv. ensure the quality of education provision and oversee standards and outcomes across the Trust, including:
 - o annual target setting for the Trust in general
 - o overseeing key performance data for the Trust
 - o challenging and monitoring the performance of individual academies
 - o the Chair of the Trust will carry out the performance management of the Chief Executive Officer
- v. manage the Trust's finance and property, including:
 - o agreeing each academy's budget
 - o ensuring compliance with the Academies Financial Handbook
 - o overseeing the finances of each academy in the group
 - o financial oversight of the GEP central budget
 - o oversight of the Estates Strategy for the Trust
- vi. determine the extent of services provided centrally and the allocation of cost
- vii. establish pay, appraisal and HR policies for the staff employed by the Trust
- viii. fulfil the role of admissions authority for all academies within the Trust
- ix. the Chair of Trustees will be the nominated Safeguarding Lead for the Trust

3.2.2 **Number of Trustees**

The number of Trustees shall be not less than three (unless otherwise determined by ordinary resolution) but shall not be subject to any maximum as stated in the Articles of Association sections 50-80.

3.2.3 **Appointment of Trustees**

Trustees may be co-opted by Trustees, or appointed by Members (up to a maximum of 5). All Trustees are appointed for their skills and knowledge.

When there is a vacancy or need to replace Trustees, the position will be advertised widely across the Trust's academies, communities, and local areas as well as national routes such as via the Academy Ambassadors programme. If there is a particular skills gap on the Board of Trustees this will be made clear in the advertisement and subsequent materials.

Interested candidates will be sent information about the work of the Trust, and the role and duties of Trustees. They will be asked to apply with a CV and covering letter setting out how their experience, knowledge and skills meet these requirements.

Applications will be reviewed by a panel comprised of the Chair of the Board, the CEO and at least one other Trustee. Candidates may be shortlisted and will then be invited for interview.

Trustee appointments are subject to approval by either the Members or Trustees depending on the type of appointment (Member appointment or co-opted Trustee appointment).

3.2.4 **Chair and Vice Chair of Trustees**

The Chair and Vice-Chair are elected annually by the Trustees.

3.2.5 **Terms of Office**

The term of office for Trustees is 4 years. There is an expectation for periodic refreshment of skills and experience in the Trust Board whilst protecting the stability of the Trust and so, in line with public service recommendations, a Trustee should not exceed three consecutive terms of office other than in exceptional circumstances agreed by Members.

3.3 **Committees of the Board**

3.3.1 **Audit Committee**

The Audit Committee provides independent assurance over the suitability of, and compliance with, GEP's financial controls, systems, transactions and risk management, providing oversight of external and internal audit arrangements and assisting the Trustees in holding to account the Executive Team on all matters relating to the work of the external auditor and other assurance providers. The Audit Committee has no operational responsibilities/duties but has delegated authority from the Board to make decisions consistent with its purpose and the Terms of Reference.

3.3.2 **Membership of the Audit Committee**

The Audit Committee will consist of no fewer than two Trustees appointed by the Board and any individual co-opted by the GEP Board (who will have voting rights). A Chair will be appointed from its members. Staff may be in attendance and shall attend meetings as and when required by the Chair, for example:

- Chief Executive Officer
- Chief Operating Officer

3.3.3 **Responsibilities of the Audit Committee**

- i. Consider the adequacy and effectiveness of financial governance, internal controls and risk management at GEP and in each academy being part of GEP, making recommendations to the Board of Directors and Accounting Officer as necessary
- ii. Review the appointment, re-appointment, dismissal and remuneration of the statutory external auditor and make recommendations as necessary to the Board of Directors/Trustees and Members
- iii. Review the external auditor's annual planning document and approve the planned audit approach
- iv. Consider any additional services delivered by the external auditor or other assurance provider and ensure appropriate independence is maintained
- v. Consider annually whether there is a need for input from any additional assurance provider to enable the Board to sign the corporate governance statement in the Annual Report
- vi. Review the internal audit programme. This programme of work is to be derived from a consideration of the key risks faced by GEP as identified by the risk management system
- vii. Ensure that a Risk Register is maintained and regularly reviewed
- viii. Ensure that all risks, especially those relating to internal financial controls, are being adequately identified and managed, agreeing a programme of work to address and provide assurance on those risks
- ix. Provide oversight to ensure that information submitted to the Department for Education, the Education Funding Agency, and other relevant bodies, that affects funding is accurate and in compliance with funding criteria

- x. Ensure appropriate coordination of the work of the external auditor and the internal assurance function
- xi. Receive reports from the internal auditor, external auditor and other bodies, including the Education Funding Agency or National Audit Office and consider any issues raised, the associated management responses and action plans
- xii. Regularly monitor outstanding audit recommendations from whatever source and ensure that remedial action is being taken and that implementation dates are reasonable
- xiii. Review GEP's procedures for detecting fraud and whistle blowing and ensure that all allegations of fraud or irregularity are investigated, managed and followed up appropriately

3.3.4 **Frequency of meetings of the Audit Committee**

At least once per term and as required.

3.3.5 **Resources Committee**

The role of the Resources Committee is to consider and make decisions on all matters concerning GEP's Finances, Administration, Personnel and Property, communicating to the Trustees as necessary. The Resources Committee has no operational responsibilities/duties but has delegated authority from the Board to make decisions consistent with its purpose and the Terms of Reference.

3.3.6 **Membership of the Resources Committee**

The Resources Committee will consist of no fewer than three Trustees, including the CEO, appointed by the Board and any individual co-opted by the GEP Board (who will have voting rights). A Chair will be appointed from its members. Staff may be in attendance and shall attend meetings as and when required by the Chair, for example:

- o Chief Operating Officer (in attendance)

3.3.7 **Responsibilities of the Resources Committee**

Finance and procurement

- i. Review the annual budget in detail
- ii. Monitor income, expenditure and cash flow
- iii. Review GEP's internal and external financial statements and reports
- iv. Consider all relevant reports by the COO and the appointed external auditor, including reports on the GEP's accounts, achievement of value for money and the response to any management letters
- v. Ensure that there are adequate systems and controls in place so that financial resources are used to achieve best value and compliance with all relevant practices, procedures and requirements
- vi. Oversee procurement on behalf of the Board of Trustees in line with the Scheme of Delegation

Staffing

- i. Review new and existing policies relating to the employment and conditions of staff at GEP and to ensure that they comply with current legislation
- ii. Ensure that GEP has excellent systems in place for staff training, development, welfare and retention
- iii. Review the recommendations of the CEO as to salaries and to ensure that they are in line with GEP's pay policy

Property

- i. Ensure that GEP's sites and property are effectively, fairly and safely maintained and developed
- ii. Ensure that required Health and Safety policies and procedures are in place and properly observed

Systems and services

- i. Ensure that GEP's systems, services and administration are fit for purpose and developed as required

Risk Management

- i. Ensure that GEP has adequate insurance cover to protect and support its activities
- ii. Ensure that GEP has business continuity and disaster recovery measures in place and that these are regularly tested

Policies

- i. Review and recommend for adoption those policies allocated to the Committee by the Board (as recorded in the central policies register) and to identify any further policies required

3.3.8 Frequency of meetings of the Resources Committee

At least once per term and as required.

3.3.9 Education Committee

The Education Committee advises the Board of Trustees on matters relating to the Trust's curriculum, quality and standards.

3.3.10 Membership of the Education Committee

The Education Committee will consist of no fewer than two Trustees, including the CEO, appointed by the Board of Trustees and any individual co-opted by the Board of Trustees (who will have voting rights). A Chair will be appointed from its members. Staff may be in attendance and shall attend meetings as and when required by the Chair, for example:

- o Director of Education

3.3.11 Responsibilities of the Education Committee

To monitor and advise the Trust Board each term on the following:

- i. Data on attainment and achievement for all the Trust's academies
- ii. Academy improvement work and leadership
- iii. Overall performance of each of the academies
- iv. Leadership standards
- v. Governance effectiveness

To monitor and advise the Board of Trustees on:

- i. The Trust quality improvement and intervention strategies and plans
- ii. Special Educational Needs (SEN) and inclusion
- iii. Partnership working
- iv. Admissions
- v. Safeguarding arrangements
- vi. Community engagement

The Committee may use exception reporting in relation to receiving performance information to fulfil its detailed responsibilities. The Committee will receive a summary of positive performance to accompany exception reports.

Curriculum and Quality

To monitor and review:

- i. Academies statutory requirements in relation to the curriculum offer and other curriculum issues such as spiritual, moral, social and cultural learning
- ii. Extra-curricular activities
- iii. The educational needs of the pupils attending the Trust's academies
- iv. The Trust's policies in relation to its curriculum statement
- v. To determine and update relevant strategies relating to the above

Performance and Standards

To monitor and review:

- i. The achievement of strategic objectives, in particular the overview of performance against quantitative and qualitative benchmarks for key indicators/outcomes and the Ofsted framework, providing challenge and recommending remedial actions where required in line with the Academy Improvement Plan

Self-Assessment and Review

To monitor and review:

- i. Information on curriculum and quality issues for all the Trust's academies
- ii. Progress reports on the implementation of post-Ofsted action plans and any other formal evaluation reports related to the quality and achievement of learning across the Trust, to further inform and develop the GEP Development Plan and strategies
- iii. Outcomes, identifying significant changes in performance, emerging trends and risks in relation to the future performance of each academy

3.3.12 Frequency of meetings of the Education Committee

At least once per term and as required.

3.3.13 Quorum of All Committees

All committees must comprise a majority of Trustees in their membership and must be present at each meeting to be considered quorate.

3.4 The Executive Team

The Executive Team, led by the CEO, is accountable for:

- i. the performance outcomes for each academy in the Trust
- ii. strategic vision, value and objectives of each academy

The Executive Team enables each academy's leadership team to focus on teaching and learning, and pupil progress whilst working collaboratively. Specific responsibilities/ accountabilities are to:

- i. lead strategic academy improvement and a drive for excellence within each academy in the Trust, working with Headteachers/Principals and GLACs
- ii. lead the appraisal of Headteachers/Principals, and to set targets and review performance of Senior Leadership Teams (Deputy and Assistant Heads/Principals) and Business Leaders with Headteachers/Principals
- iii. lead restructuring, dismissal, suspension or redundancy of any staff
- iv. put in place and oversee processes for the professional development of all staff and
- v. the retention of excellent teachers and academy leaders
- vi. ensure that all operational functions run effectively across the Trust

The Chief Executive Officer is the appointed Accounting Officer for the Trust.
The Chief Operating Officer fulfils the Chief Financial Officer role for the Trust.

3.4.1 Appointment of the Chief Executive Officer

The Chief Executive is appointed by the Board of Trustees. The appointment process will be determined for any given exercise and will involve Trustees, members of the Executive Team and may include academy leaders.

3.5 GEP Local Academy Committees (GLAC)

The Board of Trustees delegate certain functions to the GLAC in each academy (formerly referred to as the Local Governing Body) but retains the responsibility for appointing all members of the GLAC including the appointment of the Chair and Vice-Chair.

The GLAC will comprise the people with the right skills to make appropriate and informed decisions for an academy, taking into account the views of pupils, staff, parents and the local community.

Each academy within the Trust will have a GLAC, more than one academy may share a GLAC, for example where they share an Executive leadership team.

3.5.1 Constitution of the GLAC

Members of the GLAC shall be known as governors. The GLAC composition shall be as follows:

- i. Headteacher/Principal (as applicable) of the academy in an ex-officio capacity
- ii. At least 2 parent governors
- iii. At least 3 community governors co-opted by the GLAC
- iv. Trust appointees (at the Trust's discretion)

The total number of governors including the Headteacher/Principle who are staff employed at the academy shall not exceed one third of the total number of governors.

The GLAC shall agree with the Trust the numbers of governors that it wishes to appoint in each category and thereafter shall endeavour to ensure that all vacancies against the agreed composition are filled as soon as reasonably practicable. A change in composition of the GLAC shall require a vote at a meeting of the GLAC and the subsequent agreement of the Trust.

The Trust may at its discretion appoint additional governors to the GLAC to support the academy.

The Chief Executive Officer or his representatives and all Trustees have the right to attend any GLAC meeting where this is deemed appropriate by the Trust. However, they are not required to form part of the GLAC composition and do not have voting rights.

Agendas will be drawn up by the Clerk in line with the DfE Clerking competency framework and following guidance issued by GEP.

For the meeting to be quorate, there must be present at least one third of the total number of governors of the GLAC at the date of the meeting. Governors are able to participate in meetings by telephone or video conference by prior agreement with the Chair and shall be considered present at the meeting.

Every matter to be decided at a meeting of the GLAC shall be determined by a majority of the votes of the governors present and entitled to vote on the matter. Every Governor shall have one vote. Where there is an equal division of votes, the Chair of the meeting shall have the casting vote. A Governor may not vote by proxy.

Meetings will be closed meetings (not open to the general public).

Other members of an academy's leadership team or wider staff team, and members of the GEP central team, may attend as agreed by the Chair of the GLAC, as relevant to the agenda or for their own professional development.

3.5.2 Appointment of GLAC Governors

Terms of office for any governor will be four years, with a maximum of three terms (unless there are either exceptional circumstances agreed by the CEO or the person in question brings specific skills required by the GLAC) and recognising previous terms of office served on the predecessor Local Governing Body.

When appointing governors the GLAC shall endeavour to ensure that the appointee brings, or agrees to, develop skills that complement or fill gaps in the skills of existing governors as set out in section 3.5.5. GLACs must give consideration to the perception of any close associations that individuals may have with the school, school staff, and other governors when considering their appointment as a governor.

All Governors must adhere to the code of conduct.

Parent governors

Parent governors detailed under 3.5.1(ii) may be appointed by the GLAC or elected by the parents of children at the school. The GLAC shall assume responsibility for conducting parent governor elections or appointments on behalf of the Trust and must follow the requirements set out in Articles 53 to 56D.

Electing parent governors

The GLAC shall assume responsibility for conducting the election on behalf of the Trust.

Appointing parent governors

GLACs shall assume responsibility for operating the appointing process for parent governors. Parent governors may only be appointed when the GLAC is seeking specific skills or knowledge that are of benefit to the school and GEP Academies. The skills and knowledge that are being sought must be advertised to all parents, who may apply to carry out the role. Where there are more candidates than places available, the governing body must interview each candidate and offer the role to the individual who best meets the advertised skills and knowledge requirements for the role.

Community governors

Community governors will be appointed by the GLAC. Community governors may include anyone in the academy's community that the GLAC considers brings appropriate skills and knowledge to the GLAC, including parents and staff.

Community governors who are also parents of children at the academy are not parent governors for the purposes of 3.5.1(ii) and are not required to be elected.

Community governors may also be staff employed at the academy but in making the appointment the GLAC must pay regard to the requirement in 3.5.1 that staff may not comprise more than 1/3 of the GLAC.

Chairs and Vice-Chairs

The Chair and Vice-Chair of the GLAC are elected by the governors and will be a non-staff Community Governor or Parent Governor. The appointment of the Chair must be ratified by the Board of Trustees.

3.5.3 **Resignation, Removal and Disqualification of Governors**

Resignation

A person serving on the GLAC shall cease to hold office if:

- i. they resign their office by giving notice in writing to the Clerk of the GLAC
- ii. the Headteacher/Principal or staff Governor ceases to work at the academy
- iii. the Trustees terminate the appointment of a Governor whose presence or conduct is deemed by the Trustees not to be in the best interests of the Trust or academy, in accordance with the guidance of principles and personal attributes in the Governance competency framework

For the avoidance of doubt, a Parent Governor shall not automatically cease to hold office solely by reason of their child ceasing to be a pupil at the academy.

Removal

Trustees have the power to remove any governors of the GLAC.

Disqualification

A person shall be disqualified from serving on the GLAC if he would not be able to serve as a Director in accordance with Articles of Association sections 68-80.

3.5.4 **Conflicts of Interest**

Any governor who has or may have any direct or indirect duty or personal interest (including but not limited to any personal financial interest as defined below) which conflicts or may conflict with his duties as a Governor of the GLAC shall disclose that fact to the GLAC as soon as he becomes aware of it. A person must absent himself from any discussions of the GLAC in which it is possible that a conflict will arise between his duty to act solely in the interests of the academy and any duty or personal interest (including but not limited to any personal financial interest).

A Governor of the GLAC has a personal financial interest if he, or any child, stepchild, parent, grandchild, grandparent, brother, sister or spouse of the Governor or any person living with the Governor as his partner, is in the employment of the Trust or is in receipt of remuneration or the provision of any other benefit directly from the Trust or in some other way is linked to the Trust or the academy.

3.5.5 **Responsibilities of Governors**

The GLAC shall ensure that its Governors have between them the skills, experience, knowledge and personal characteristics required to carry out their responsibilities effectively. Guidance on building an effective Governing Body can be found in the DfE Competency framework for governance, January 2017, and from the National Governors Association.

The GLAC shall review its performance annually, working with a member of the Executive Team or someone delegated by the Trust, to identify areas for improvement during the subsequent year. Where skills gaps are identified these should be filled by training and/or recruitment.

The statutory roles for governance are the responsibility of the Trust. These roles are delegated to the GLACs, but are accountable to the relevant Trust committee as indicated:

Looked After Children - Education
Child Protection and Safeguarding - Education
Pupil Premium - Education
Finance - Resources
Health & Safety - Education

Behaviour and Attendance - Education
Assessment - Education
Admissions - Resources
Pay and Appraisal - Education

The Trust's preferred model is for the GLAC to organise itself to establish clear focus on resources and education. GLACs must organise themselves so that they can easily report on the areas set out in the list above to the Trust committees as indicated, within the timescale set by the Trust.

The financial delegation set out in Appendix C defines the minimum operational requirements of each academy. The GLAC may impose one or more stricter requirements at its discretion. Revisions to this financial delegation or the Finance Policy, must be authorised by the Trust.

Governors shall be expected to report to the Board of Trustees against KPIs which have been set for the academy and provide such data and information regarding the business of the academy and the pupils attending as and when required.

The Chair of the GLAC will sit on the appraisal panel of the Headteacher/Principal, alongside a member of the Executive Team or Academy Improvement Partner (if appropriate) to ensure that performance management and pay reviews are carried out in line with Trust policy for all staff.

The GLAC will represent the governance function for the academy in an Ofsted inspection.

Subject to prior agreement of the Board of Trustees, the GLAC may establish sub-committees which may include individuals who are not governors of the GLAC provided that such individuals are in minority. The subcommittee shall report to the Trust and the GLAC in respect of any action taken or decision made with respect to the exercise of that power or function at the meeting of the GLAC immediately following taking of the action or making of the decision.

Each Governor shall be required to take part in regular self-review and is accountable for meeting their own training and development needs. It is the responsibility of each Governor to consider if, and raise any concerns where, they feel that appropriate training and development is not being provided.

3.5.6 **Frequency of meetings**

At least once per term and as required.

3.6 **Clerking**

The Board of Trustees will appoint a Clerk who will:

- i. ensure that the company and its academies understand legal and regulatory requirements
- ii. keep the Board up to date with legal and regulatory requirements
- iii. communicate with GLAC Clerks and Chairs to disseminate information across the Trust
- iv. ensure that the GLAC Clerks and Chairs understand the governance structure of the Trust
- v. ensure the Trust has access to appropriate advisors, e.g. audit, legal, health and safety

All sub-committees and GLAC meetings will have a professional Clerk who will be appointed by the Trust. The GLAC Clerk will:

- i. be familiar with the Academies Financial Handbook
- ii. be familiar with the DfE Governance handbook, Competency framework for governance, and Clerking competency framework
- iii. understand the Trust's ethos
- iv. be familiar with the Scheme of Delegation and RACI and support the committee and

- GLAC governors in complying with it
- v. help GLACs to understand the governance arrangements in the Trust
 - vi. have awareness of the Trust's processes for obtaining professional advice, e.g. audit, legal, health and safety
 - vii. assist GLACs in complying with the Board's reporting requirements
 - viii. assist with agenda setting and minute taking for GLAC meetings, and any subcommittees
 - ix. ensure that papers are available on the GEP shared document system **at least** 7 days prior to any meeting
 - x. ensure that minutes are available on the GEP shared document system as soon as they are available in draft format
 - xi. work within the Clerking competency framework, attend GEP clerks meetings and undertake professional training where appropriate

4. Appeals Panels and Hearings

Parent and non-staff community governors will form panels as and when required to manage a disciplinary, complaint, exclusion and admissions appeal in line with the GEP Concerns and Complaints Policy.

In the case where an appeal is lodged against a GLACs decision to uphold a permanent exclusion, the Trust must arrange for an Independent Review Panel to review the decision in accordance with the statutory DfE Exclusion from maintained schools, Academies and pupil referral units in England.

5. Transition arrangements for schools joining the trust

All schools joining the Trust will need to work within the governance structure set out above.

5.1 Converter academies

The current governing body will transition to a GLAC at the point that the school joins the Trust, adopting the GLAC meeting structure upon conversion. Terms of office will not be reset upon conversion, so governors will serve their existing term of office.

5.2 Sponsored academies

A GLAC will be put in place upon conversion, appointed by the Board of Trustees, which may or may not include governors of the previous governing body.

5.3 New academies (presumption)

A GLAC will be put in place as soon as the academy is approved for opening initially comprising members of the GEP central team. The Headteacher/Principal will join once recruited and staff, parent and community governors will join when appropriate.

6. Funding and charging arrangements

Each academy within the Trust has a supplemental funding agreement with the Secretary of State and so receives its General Annual Grant (GAG) revenue funding directly from the ESFA. Each academy pays a partnership fee to the Trust to support the cost of the central services provided. The partnership fee is reviewed and set annually by the Board of Trustees.

The Trust is focused on developing outstanding educational provision and economic savings in the spirit of challenge and cooperation. GEP believes that all academies are more effective when they work in partnership than when they stand alone.

The Trust values and embraces each academy's uniqueness and the community it serves, whilst seeking to learn from and share with each other so that we spread excellence effectively.

Academies will provide ad hoc support to each other without formal charging arrangements. However, where the required support is ongoing, no academy is expected to provide that support at a loss. Where this is a tangible cost incurred by an academy, for another academy, ongoing support and financial arrangements will be put into place between the two academies. This will be brokered with support of the GEP central team. This arrangement will only be put in place for support lasting longer than half a term.

No academy should generate income at the expense of another.

7. Communication protocols

The Chair of LACs meet with the Chair of the Trust Board on a termly basis to ensure good communication and strategic development of the Trust. A summary of the minutes taken at Board of Trustee meetings are made available to Clerks and Chairs of GLACs for dissemination to Governors.

8. Appendices

Appendix A - Governance Structure

Appendix B - Scheme of Delegation RACI Matrix

Appendix C - Scheme of Financial Delegation