

Batley Multi Academy Trust **Scheme of Delegation 2026/27**

Our Trust Mission:

To be the Trust at the heart of the Batley community

Our Trust Vision:

Improving the life chances for all children

Our Core Principles and Values:

Belonging in Batley:

Believing that a deep sense of belonging and togetherness is essential for every child and colleague to succeed and thrive.

Equity, Inclusion & Diversity:

Children and our colleagues all have different needs. We respect and celebrate those differences. Inclusion is key to ensuring everyone's needs are met, with high ambition for all.

Believe, Achieve & Succeed:

No child or colleague is ever left behind. We foster an inclusive environment where everyone can succeed.

More In Common:

We celebrate and respect difference and culture because we all have far more in common than that which divides us.

So we will prioritise;

- Our children deserve the best (**a great teacher in every classroom**)
- No child is left behind-ever (**inclusive education-SEND, Smart Academy**)
- Every school is a great school (**all schools equal partners in the Trust**)
- Creating remarkable people (**colleagues and learners**)

Batley Multi Academy Trust Scheme of Delegation

Version		12	
Approved by Trust Board		September 2026	
Timeline			
Version	Date	Outline description	Revision Author
1	September 2015	Trust version created	Board
2	August 2016	Approved at first board meeting of the academic year	CEO
3	August 2017	Approved at first board meeting of the academic year	CEO
4	August 2018	Approved at first board meeting of the academic year	CEO
5	August 2019	Approved at first board meeting of the academic year	CEO
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7	August 2021	Approved by the Board 07/10/2021	CEO DC&G
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10	April 2025	Inclusion of two new schools logos and content update to reflect Trust growth	CEO DC&G
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12	August 2026	Review in line with 2026 ATH	CEO DC&G

Significant changes since previous version	
Section	Notable Change
General	New Academy Trust Handbook (ATH) updated July for 1 September 2025 implementation.
General	New Academy Trust Handbook (ATH) updated August for 1 October 2026 implementation.

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1. Definitions

Term	Definition
Articles	Articles of Association of the Company
Board	Board of Trustees of the Company
CEO	Chief Executive Officer (CEO). The person appointed by the Board to act as CEO and Accounting Officer (AO)
COO	Chief Operating Officer (COO). The person appointed by the Board and CEO to act as COO.
CFO	Chief Financial Officer (CFO). The person appointed by the Board and CEO to act as CFO.
Company	Batley Multi Academy Trust, a company limited by guarantee with registered number: 07732537
Committee	Any committee of the Trust Board established pursuant to the Articles of the Company.
Director	Staff employed by the Trust (HR, Governance, Compliance, IT, Operations etc) who are members of the central team and this does not infer that the postholder is a Trustee/Director of the Company.
Trust Headteacher	The member of staff appointed to lead the school and have overall day to day control and responsibility for a Trust school.
SGB	School Governing Board of a school. Established pursuant to the Articles of the Company.
SGB Committee	A committee of a school established by the School Governing Board.
Members	Members have a similar role to shareholders of a company limited by shares. Members hold the Trust board to account for the effective governance of the Trust but have minimal involvement in running the Trust. Members are essential to the integrity of an academy trust governance structure.
RD	Regional Director responsible for approving and monitoring academies and free schools in their area on behalf of the Secretary of State for education.
Scheme of Delegation	Scheme of Delegation (SoD).
Trust	The Multi Academy Trust (the Trust)

Trust Contract	The document outlining the relationship between the Trust and its schools including roles and responsibilities. This is the contract between the School and the Trust.
Trust Policies	The documents and the actions included that are approved by the Board for implementation.

2. Batley Multi Academy Trust Core Purpose and Principles

Who we are

Batley Multi Academy Trust is a family of 8 schools, all based in Batley, West Yorkshire. Our Trust was founded in 2015 and we have over 4500 learners and employ over 700 members of staff. We have infant, primary, secondary, one sixth form and one through school, and we operate two community centres called The Fields, each of these centres is located on our primary school sites. We also operate the Yorkshire Rose Teaching Partnership which provides adult education and training, and teacher training in partnership with the Calderdale & Kirklees Teaching Hub. We fully represent the community we serve. Our family of schools lie at the very heart of the Batley community. We are a values driven Trust and our core values underpin everything we do. We place young people at the heart of all our work, and highly value our Stronger Together relationships with our parents/carers.

Our core purpose - to be the Trust at the heart of the Batley community

We are here because;

- Our children deserve the best (*a great teacher in every classroom*)
- No child left behind-ever (*inclusive education-SEND, Smart Academy*)
- Every school is a great school (*all schools equal partners in the Trust*)
- We create remarkable people (*staff and learners*)

Our schools are all aligned to our Trust mission, vision and values, and are committed to effective collaboration with parents/carers; our community; local businesses, colleges and universities; other Trusts that we collaborate with; and other key stakeholders. Our schools all have an individual identity, and individual areas of expertise. Our staff collaborate highly effectively to ensure our learners achieve their best in our climate of high expectations. Our schools are inclusive, purposeful and forward-thinking. Diversity, equity, inclusion and belonging (DEIB) in education are very important to us. No child left behind-ever.

Staff from across our family of schools meet regularly to share best practice; share research, ideas and creativity to ensure every learner has the best possible start in life. Sustained success improves lives, builds brighter futures and

benefits our whole community. Our schools are great places to work, where staff are highly valued, respected and feel cared for, and have great staff development opportunities. We firmly believe that collaborative leadership and strong partnerships impact positively on the quality of education for all our learners. We are tenacious in our mission to always provide the best education for our young people. Our schools are siblings in the Trust family, not clones and we respect their areas of expertise, sharing these across the Trust family. Every school subscribes to professional generosity where they may give more than they receive.

Every adult in the Trust subscribes to the Batley Way and this is a key part of our inclusive education offer.

The Batley Way

In every school across the Trust family every adult follows the **Batley Way** to start every school day positively and engage all our learners and know they are valued here. **Every adult smiles, makes eye contact, says 'hello, good morning/good afternoon', to every person they meet on the corridor/in the playground. 100% staff ensure children are noticed and feel valued.**

Our Objects

We are bound by our Articles of Association to ensure we meet our objects:

To advance education for public benefit. We do this by offering a broad and balanced curriculum for all our young people, and a curriculum which is appropriate to meet the needs of all our young people.

Our Community

Our family of schools lie at the very heart of the Batley community. We believe **community makes us** and the **unity** in community is key. We are a values driven Trust and our core values underpin everything we do. We place young people at the heart of all our work, and all our decision making.

Our Staff

Our Trust family of schools is successful because we recruit and retain great staff. We value our staff and their ongoing professional development. Our People and Talent strategy is based around valuing and developing our staff, managing workload effectively and leading people well. Our Yorkshire Rose Teaching Partnership is highly successful in delivering bespoke teacher training and CPD across the primary and secondary phases, and we have close links with local universities and partnerships with other multi academy trusts. Our focus is around evidence-informed practice at every level. Leadership development is a key feature of our Trust to identify and develop new talent. We believe in collaboration for collective efficacy rather than competition.

Our Core Principles and Values

- Belonging in Batley
- Equity, Inclusion and Diversity
- Believe, Achieve and Succeed
- More In Common

The Trust's main key areas:

Combining these four main fundamental central services ensures we can provide the very best provision for:

- Our young people
- Our great staff
- Our community



Conditions of membership of Batley Multi Academy Trust

For a school to join our Trust:

- The arrangements must contribute to the Regional Director's vision for school improvement in Batley
- The schools need to:
 - Educate Batley's young people
 - Be comprehensive in ethos
 - Actively want to join Batley Multi Academy Trust
 - Adopt the Trust mission, its values, its vision and organisational principles including the Batley Ethical Leadership Charter and the Batley Workload Charter
 - Respect national terms and conditions of employment
 - Be collaborative in ethos, seeing the value of schools being at the heart of their community
 - Subscribe to the ethos of professional generosity where they may give more than they receive

The decision to bring a new school into the Trust has to be made with a view to the educational and commercial risks of the Trust of their inclusion in the organisation.

Key features of Batley Multi Academy Trust and our family of schools

Community

Our schools are all within a 5 minute drive of each other which means we are able to offer a very bespoke offer for our local community and really develop a seamless transition in education from Early Years through to adult education. We are able to collaborate effectively to benefit colleagues, learners and our community overall. This puts us in a unique position to work effectively with local businesses, employers, and Universities to provide high-quality careers education, advice and guidance. We also work collaboratively with other multi academy trusts and schools, and subscribe to an ethos of collaboration rather than competition.

Our two community centres "The Fields" offer a wider range of services to our families, and they signpost families to other services they may need. Our schools lie at the heart of the Batley community, and our leaders and staff teams are trusted by families who turn to us when they need help, because we care and we listen.

Our colleagues also play a proactive role in local groups, charities and organisations, including other multi academy trusts. This is a key aspect of our community outreach work and of our schools providing care, guidance and

support as well as a first-class education. Learning and support does not start and stop at our school gates, and services operate all year round.

Collaborative Partnerships

Our schools, our colleagues and our learners are able to thrive because we facilitate strong collaborative partnerships to ensure every individual is the best version of themselves each and every day. We are able to identify, unlock and develop academic and pastoral potential in every young person. Our collaborations also make us the employer of choice for our staff with excellent career pathways programmes.

Investment in Staff

Staff flourish when they feel valued and their hard work is recognised and appreciated. Teachers can work together to share ideas, develop innovative approaches to teaching and learning, and develop effective coaching models for further growth and development. Our associate staff benefit from leadership programmes tailored to the needs and interests, and all staff are valued equally. There is no divide between teachers and associate staff. Every adult plays a key role in educating our young people and everyone follows the Batley Way.

School Improvement at Scale

Our local geography, excellent connections to businesses, Universities, other multi academy trusts and our collaborative culture mean we can quickly harness excellence and expertise, and share this across the family of schools to deliver school improvement at scale, and target expertise and resources to where they are needed the most, with no detriment to existing schools and young people.

Trust Governance and Stakeholder Voice - Stronger Together

Trustees are highly skilled and ensure clarity of vision and purpose placing our Trust at the very heart of the Batley community. Our Trust family of schools has a positive ethos and collaborative culture driven by the Trustees who hold staff to account for the performance of schools.

Parents/carers play a key role in their child's education through our Stronger Together partnerships.

Seamless Transition from Early Years to Adulthood

Our Trust family of schools focuses on the seamless transition in education from Early Years through to adult education, and ongoing leadership training and development preparing all our young people for the world of work.

3. Key Documents Linked to the Scheme of Delegation

Trust Policies (Mandatory)

Policy documentation and compliance is a key element of delegated authority.

Trust Policies and Documents

- Admissions
- Allergy Management
- Attendance
- Behaviour for Learning
- Bullying and Harassment
- Capability (staff)
- Career Information, Advice and Guidance
- Charging and Remissions
- Code of Conduct (staff)
- Complaints Procedure
- Conflict of Interest and Register of Business Interests Policy
- Data Protection
- Disciplinary (staff)
- Early Careers Teachers
- Equality Information and Objectives
- Exclusions Policy
- Executive Pay
- Finance Policy and Procedures
- First Aid
- Freedom of Information Publication Scheme
- Grievance (staff)
- Health and Safety
- Investment and Reserves
- Maternity, Paternity and Shared Parental Leave
- Online Safety
- Pay (all colleagues)
- Premise Hire Policy
- Procurement
- Provider Access Policy
- Recruitment
- Redundancy and Redevelopment
- Restrictive Interventions
- Risk Management
- Risk Register
- Safeguarding and Child Protection
- SEND
- Supporting Learners with Medical Conditions

- Trustee and Governor Allowances
- Uniform
- Whistleblowing

School Governing Board Statutory Policies/Reports

- 16-19 Bursary Fund
- Accessibility Plan
- Anti-Bullying
- Curriculum
- Early Years Foundation Stage Framework
- Pupil Premium Report
- Premise Management Documents
- Relationship Education (primary)
- Relationship and Sex Education (secondary)
- SEND Information Report

School Governing Board non-statutory statements/procedures

(these are non-statutory but each school does need to have these in place. This is not an exhaustive list)

- Attendance management and punctuality procedure
- Behaviour for Learning Principles
- Business Continuity Plan
- Disaster Management Plan
- Educational Visits
- Fire Evacuation and Invacuation Plan
- Home School Agreement (*including nursery where applicable*)
- Parent/Carer Code of Conduct
- SMSC (Spiritual, Moral, Social and Cultural policy)

Trust School Contract (Mandatory)

This document explains exactly what the Trust expects of each school and what each school can expect from the Trust. This is the contract between the school and the Trust.

Trust Growth Plan (Explanation)

The Trust strategic priorities are defined within the Trust's Growth Plan for the future.

4. Governance and Operational Structure of Batley Multi Academy Trust

Multi Academy Trusts are companies limited by guarantee. This means they must operate within a defined corporate governance framework (Companies Act 2006). The governance arrangements of our Trust are explained in the diagram below. The Members and Trust Board are responsible for compliance with company and charity law requirements.

Legal responsibility for the schools lies with the Company. The Company is governed by the Board of Trustees, who, in relation to each school, rely on advice and support from the SGBs in regard to specific matters delegated in this document, but not limited solely to these. The SGBs are established pursuant to the Articles of Association (Articles) of the Company.

The Board is not bound by any decision of the SGBs (except in respect of those matters delegated to them by the board).

Where any power or function of the Trustees has been exercised or has been purported to be exercised by the SGBs or their sub committees, it shall report to the Trustees in respect of any action taken or any decision made with respect to the exercise of that power or function at the meeting of the Board immediately after taking the action or making the decision. In the case of an emergency, or urgency the Chair or Vice Chair of the SGB can contact a Trustee within 48 hours thereof.

Schools	Community	Trust	Trust Governance	Independent Regulation & Governance
School Governing Boards Trust Headteachers & Staff	Young People Parents & Carers Community	Trust Central Team	Members Trustees Committees	Ofsted Regional Director DfE ICO External Auditors

5. The Members Responsibilities

Members are custodians of the Trust. They have an 'eyes on, hands-off' role in terms of managing the Trust and act as a 'check and balance' on the performance of the Multi Academy Trust. Members operate in a similar role to shareholders in a company limited by shares.

Members meet at least once each year.

Most notably Members:

- subscribe to the Memorandum of Association (where they are founding Members)
- may amend the Articles of Association subject to any restrictions created by the funding agreement, charity law or company
- may, in certain circumstances, appoint new Members or remove existing Members
- have powers to appoint and remove Trustees in certain circumstances
- may, by special resolution, issue direction to the Trustees to take a specific action
- appoint the Trust's auditors and receive the audited annual accounts (subject to the Companies Act 2006)
- have power to change the company's name and, ultimately, wind it up.

Information about our Members can be found [here](#).

6. The Trustees and Trust Board Responsibilities

Trustees are the charity trustees and are accountable to the Department for Education - they have strategic oversight and ultimate responsibility for all management decisions within the Multi Academy Trust schools, working with the CEO to set visions and policies for the Trust, as well as governance and contractual relationships with third parties. They are responsible for the management and administration of the Multi Academy Trust. They must work within the Articles and the Funding Agreements. The Board of Trustees can comprise Member appointed Trustees and Co-opted Trustees.

The purpose of good governance is to provide confident and strong strategic leadership which leads to robust accountability, oversight and assurance for educational and financial performance.

The Board of Trustees provide:

- Strategic leadership of the Trust
- Accountability and assurance
- Engagement

The DfE also define three financial disciplines that any well-run organisation should expect to deploy:

- Having rigorous procedures for preparing and monitoring financial plans

- Delivering effective operational controls
- Maintaining a system of internal scrutiny to remain compliant

The Company has entered into a Master Funding Agreement and a Supplementary Funding Agreement in relation to each school with the Secretary of State.

The Trust Board must also ensure:

- Batley Multi Academy Trust is well governed and managed so as to comply with requirements and take account of the guidance set out by the DfE in the following documents and their successor publications:
 - The Trust's Articles of Association
 - The Trust's Funding Agreement
 - The Companies Act 2006 and The Charities Act 2011
 - Supplementary Funding Agreements for Local Schools
 - The DfE Academy Trust Handbook
 - The Academy Trust Governance Guide
 - The Academies Annual Accounts Direction
 - DfE statutory guidance on Keeping Children Safe in Education

The schools adopt the Trust's mission, vision, core principles and values, key features and organisational principles described in section 2.

The schools within the Trust comply with the Ofsted toolkit and aspire to become the very best examples of comprehensive education.

Any Trustee may attend any sub committee meeting providing they note any declarations of interest. Trustees are involved in all Trust Headteacher recruitment and appointments.

Information about our Board of Trustees can be found [here](#).

7. Trust Board Sub Committees

The **Outcomes Sub Committee** of the Trust Board will be made up of:

1. The CEO (Advisor)
3. Trustees with appropriate experience
4. Trust Data Analyst (advisor)
5. Trust Headteachers (by invitation)
6. Other school improvement advisors (by invitation)

Attendance figures will be noted in the Annual Report and Accounts based on the number of Trustees nominated to attend the Sub Committee although all are welcome to attend.

The role of the Outcomes Sub Committee is to take delegated responsibility for the educational performance of the schools within the Trust.

Their remit is to:

- Ensure all learners are safeguarded
- To review, monitor and challenge Outcomes data for each school in the Trust, and monitor the collaboration across Trust schools to improve outcomes for every young person, in particular those who are disadvantaged/PP and/or SEND
- To review, monitor and challenge Attendance and Behaviour data (inc. PA, severe absence, suspensions and permanent exclusions, and internal inclusion) for each school in the Trust
- To ensure each school in the Trust operates with an inclusion strategy that is fit-for-purpose and encompasses all elements of DEIB
- Systematically monitor the performance of the school against the Ofsted framework and hold schools to account
- Co-ordinate the brokering of School Improvement support, and any requirement for external support
- Assess the effectiveness of the leadership in each school
- To ensure that the requirements of learners with special educational needs and disabilities are met
- To ensure that the requirements of learners who are disadvantaged/PP are met, and that all reporting for disadvantaged/PP funding is completed and shared with appropriate bodies
- To ensure that every school is working towards eradicating progress gaps for our disadvantaged/PP, SEND, EAL and vulnerable learners
- To ensure that every school is implementing effective strategies to reduce Persistent and Severe Absence
- To ensure every school is implementing effective strategies to manage behaviour and reduce any lost learning days
- Approve and monitor the relevant Trust Statutory Policies
- Monitor system leadership-school to school support/ trust to trust support and wider partnerships with other agencies
- Contribute to the Trust Risk Register in relation to the above and make recommendations to the Board.

The **Finance and Site Sub Committee** of the Trust Board will be made up of:

- The CEO and Accounting Officer (Advisor)
- The CFO (Advisor)

- The COO (Advisor)
- Trustees with appropriate experience
- Other business management advisors and Trust Headteachers (by invitation)
- Other members of the Trust Central Team (by invitation)

Attendance figures will be noted in the Annual Report and Accounts based on the number of Trustees nominated to attend the Committee although all are welcome to attend.

The role of the Finance and Site Sub Committee is to take delegated responsibility to:

- Review, monitor and challenge the financial management for each school in the Trust, and the overall financial management of the Trust in line with the Academy Trust Handbook and Academies Accounts Direction.

Specifically for:

- a) Delegating responsibility to the Central Team and Trust Headteachers via the finance policies and financial scheme of delegation
 - b) Recommending budgets to the Board for approval
 - c) Reviewing and approving proposals for the annual budget for the schools and Trust for consideration by the Board
 - d) Reviewing management accounts reports which enable the current and predicted end of financial year situation of the school to be determined and assist the school to achieve the necessary financial outcomes
 - e) Approving financial activity where Board approval is required in accordance with the Financial Procedures described in the Trust policies
 - f) Contribute to the Trust Risk Register in relation to the above and making recommendations to the Board
 - g) Ensure a robust programme of site and projects works are in place and procurement for these works meet policy and statutory requirements (for e.g. H&S and safeguarding)
 - h) Ensure good estate management is identified and in place
 - i) Ensure finances linked to site and premise works are viable and procurement for such works is thorough and fair
 - j) Ensure the Trust and its family of schools meet all H&S legislation and guidance including compliance monitoring
- The organisation of staffing arrangements to meet the aims of the Trust family of schools and so as to develop talent and remain compliant with employment legislation. Specifically for:

- a) Delegating responsibility to the CEO and Trust Headteachers for planning the workforce, recruitment and employment matters. The CEO is part of the recruitment of SLT posts.
- b) Monitoring the attraction and retention of staff, staff wellbeing and welfare.
- Ensure the Trust has an effective environmental sustainability strategy and this is embedded across the family of schools.
- Ensure the Trust has an effective Procurement Policy and this is embedded across a number of areas of the business, for e.g. agency/supply staff contracts, utilities contracts, Management Information System contract.
- Ensure all decision making in relation to site project work gives due consideration to the environmental strategy.
- Ensure costs promote the importance of environmental sustainability.
- Approve and monitor the relevant Trust Statutory Policies.

The **Audit and Risk Sub Committee** of the Trust Board will be made up of:

- The CEO and Accounting Officer (Advisor)
- The CFO (Advisor)
- The COO (Advisor)
- The Chair and Vice Chair of the Trust Board
- Trustees with appropriate experience
- Other members of the Trust Central Team (by invitation)

Attendance figures will be noted in the Annual Report and Accounts based on the number of Trustees nominated to attend the Committee although all are welcome to attend.

The role of the Audit and Risk Sub Committee is to take delegated responsibility to:

- Review, monitor and challenge the risk management for each school in the Trust, and the overall risk management of the Trust in line with the Academy Trust Handbook. Specifically:
 - Review the external auditor's plan each year
 - Review the annual report and accounts
 - Review the auditor's findings and actions taken by the Trust's leaders in response to those findings
- Assess the effectiveness and resources of the external auditor to provide a basis for decisions by the Trust's members about the auditor's reappointment or dismissal or retendering - considerations may include:
 - the auditor's sector expertise
 - their understanding of the trust and its activities

- whether the audit process allows issues to be raised on a timely basis at the appropriate level
- the quality of auditor comments and recommendations in relation to key areas
- the personal authority, knowledge and integrity of the audit partners and their staff to interact effectively with, and robustly challenge, the Trust's managers
- the auditor's use of technology
- report the committee's conclusions annually to the Board of Trustees and Members, including recommendations on the reappointment or dismissal or retendering of the external auditor, and their remuneration
- Directing the Trust's programme of internal scrutiny and reporting to the Board on the adequacy of the Trust's financial and other controls and management of risks

The internal scrutiny function must focus on:

- Evaluating the suitability of, and level of compliance with, financial and other controls. This includes assessing whether procedures are designed effectively and efficiently, and checking transactions to confirm whether agreed procedures have been followed
- Offering advice and insight to the Board on how to address weaknesses in financial and other controls, acting as a catalyst for improvement, but without diluting management's responsibility for day to day running of the Trust
- Ensuring all categories of risk are being adequately identified, reported and managed
- Oversight of information submitted to DfE that affects funding, including learner number returns and funding claims (for both revenue and capital grants) completed by the Trust is accurate and in compliance with funding criteria
- Monitor site and project works across the Trust and its family of schools, ensuring compliance with relevant legislation and HSE guidelines
- Review the Trust Risk Register in relation to the above and make recommendations to the Board
- Evaluate the Trust's approach to risk management ensuring policy and guidance is adhered to
- Give due consideration to the requirements and standards expected in relation to cyber security and the DfE's Digital Standards
- Approve and monitor the relevant Trust Statutory Policies

The **Remuneration Committee** will be made up of:

1. The Trust Vice Chair
2. Two Trustees with relevant experience
3. The Trust CEO (Advisor*).

*The CEO will not be part of the remuneration committee meeting which discusses CEO pay.

The role of the Remuneration Committee of the Board is to take delegated responsibility for:

- Managing Trust CEO remuneration
- Managing Trust Central Team remuneration
- Annually reviewing the Trust's Pay and Conditions Protocol and capacity to maintain it
- Making decisions related to specific pay bands for Trust staff that fall within recommended maximums and minimums as described in the School Teachers Pay and Conditions Document or the NJC guidance, including Trust Headteachers
- Act within the Executive Pay Policy

The Remuneration Committee ensures its decisions about levels of executive pay (including salary and any other benefits) follow a robust evidence-based process and are a reasonable and defensible reflection of the individual's role and responsibilities. No individual can be involved in deciding their own remuneration.

All sub committees will give due consideration to the Trust's DEIB strategy at all stages of key decision making.

Ad Hoc Panels

The role of ad-hoc panels varies according to need. These panels could include:

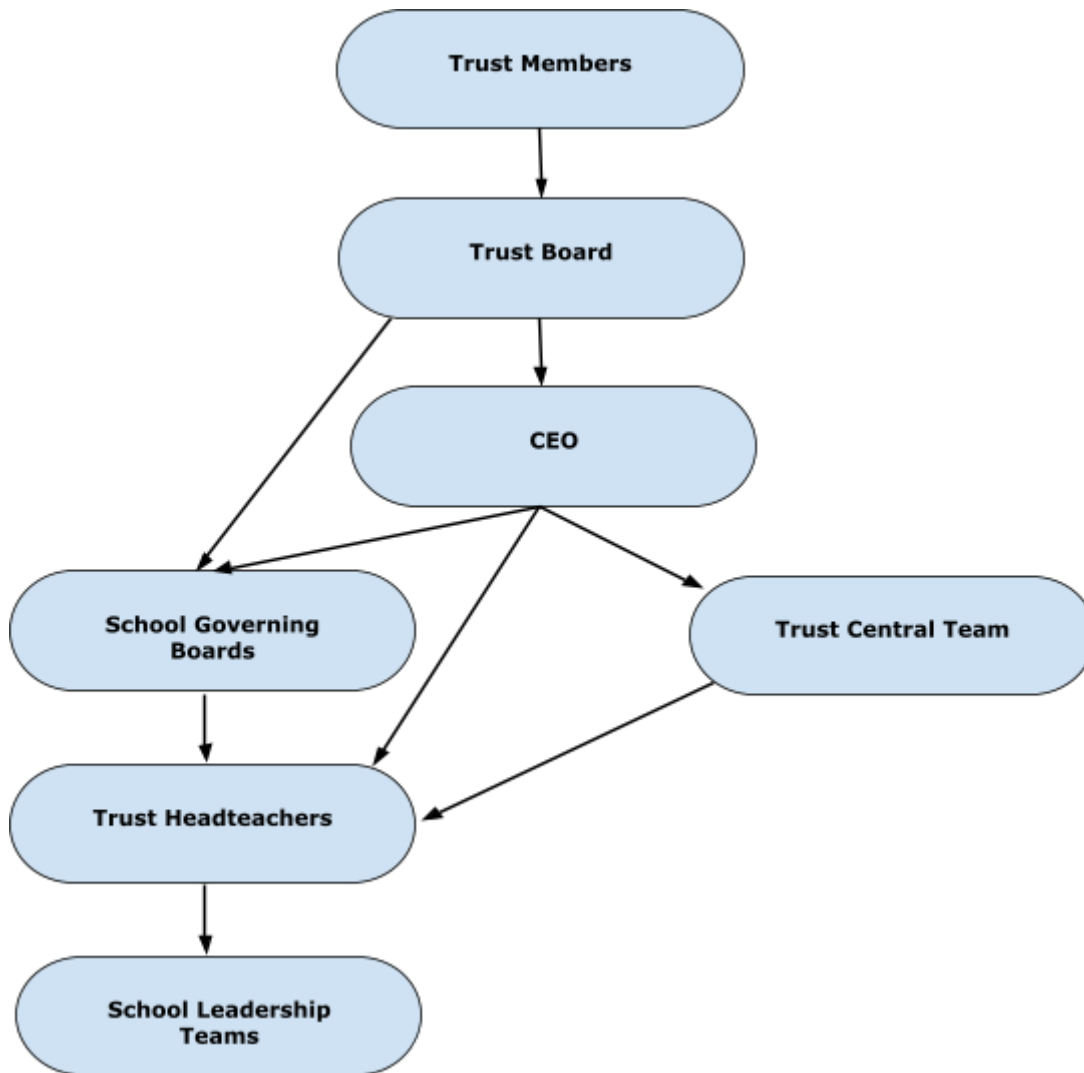
- Reviewing the referrals made to the Board through the policies for learners, staff discipline and/or staff grievance
- Investigation and resolution of complaints
- Appeals

There is a minimum requirement for three panel members.

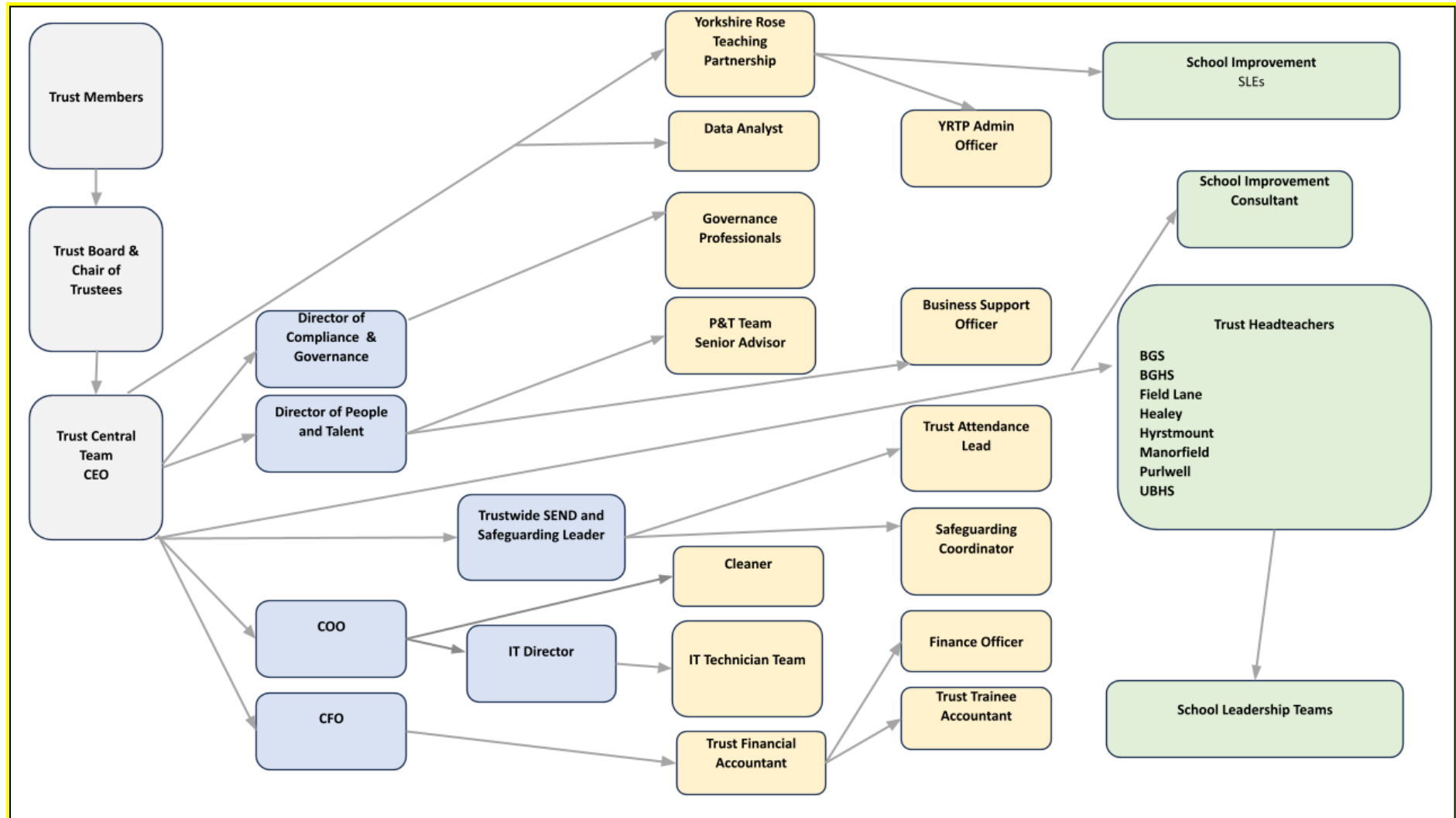
They must also be formed from Trustees or SGBs, or other people identified by the Board for their particular skills and experience, as necessary and taking those decisions delegated to it by the Board.

8. Specific Delegated Authority to Individual Staff

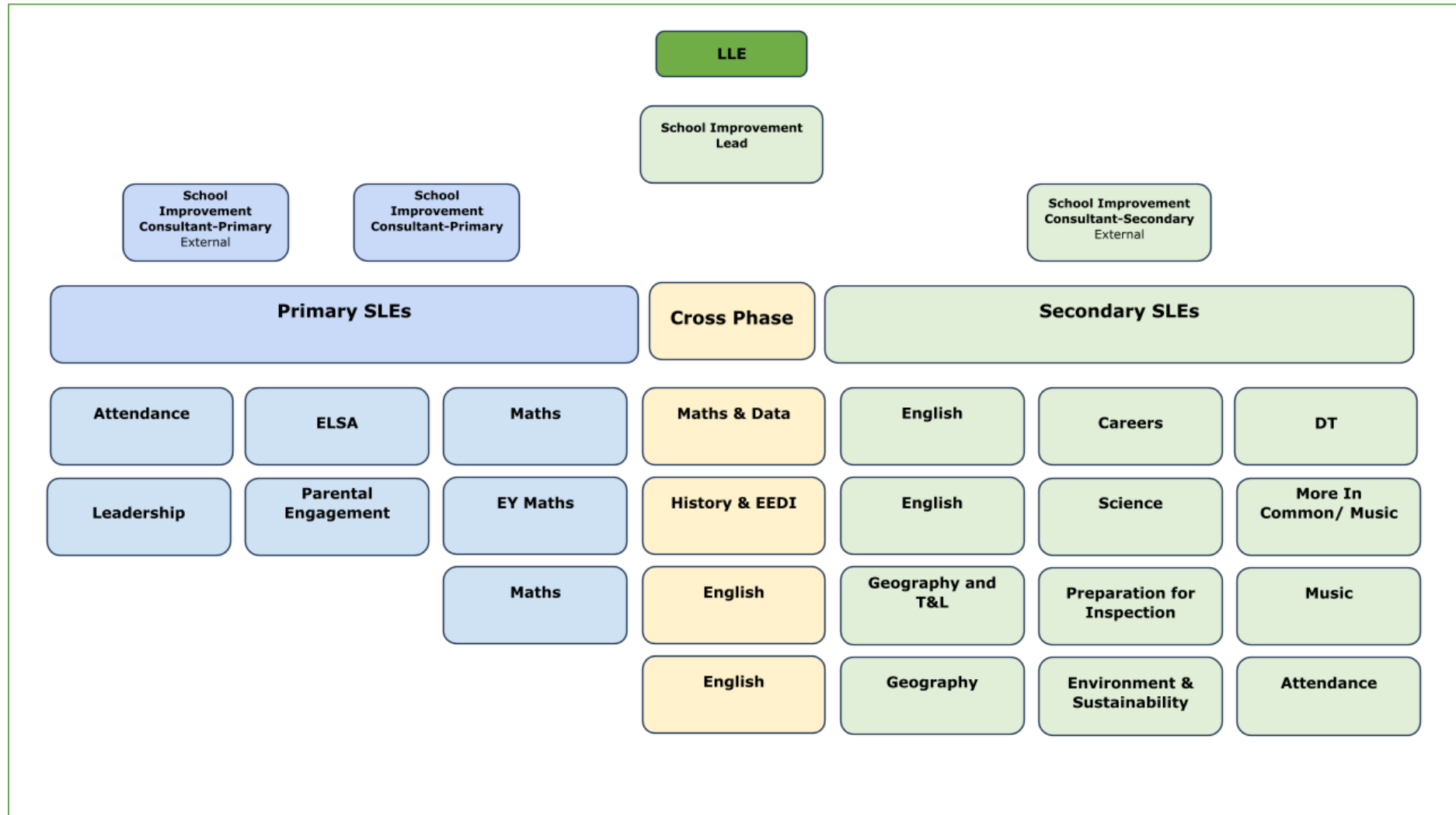
Main Structural Overview



Central Team Overview



School Improvement Support Team including SLEs



9. Descriptions of roles

9.1 Chief Executive Officer (Accounting Officer)

The Chief Executive Officer will work closely alongside the CFO, COO and Trust Central Team to support and challenge Trust Headteachers to fulfil the Trust Core Purpose. They will ensure that Batley Multi Academy Trust is recognised both locally and nationally, as an example of best Trust practice. Subject to the statements and directions of the Board, the CEO shall be responsible for:

- All aspects of the performance of the Trust and accountable to Trustees, Members, RD and the DfE.
- The co-ordination and implementation of the Trust Strategic planning documentation document, Trust Contract, the Business/Growth Plan, Scheme of Delegation, and all other Trust strategic documentation.
- Overseeing the management of the Trust Annual Planning Calendars.
- Line Management of the Trust Central Team and close working relationship with Trust Headteachers, including the performance management of Trust Headteachers.
- Supporting and holding to account Trust Headteachers for the performance of their schools.
- Supporting Trust Headteachers with the recruitment of SLT, and other staff on request.
- Ensuring the genuine benefits of being in a collaborative Trust (benefits and economies of scale) are realised.
- Ensuring ambitions for learners and colleagues are realised through strong aligned practice, collaboration and collective efficacy.
- Chairing the Trust Headteacher Network.
- Overseeing the preparation of governance reports, the updating of the Trust Risk Register, evaluation of KPIs and other supporting data and scrutiny of Trust Headteacher School Improvement Self Evaluation RAG.
- Preparing reports alongside CFO, COO and Trust Central Team for Trustees and Members, including the regular update of Trust Risk Register and summary School Improvement Documentation.
- Promoting the Trust and seeking out partnerships with other Trusts and agencies who may support development of the Trust, including exploring opportunities for system leadership to benefit the schools and community.

9.2 Trust Headteachers

The Trust's Headteachers will work closely alongside the CEO to fulfil the Trust Core Purpose. They will ensure that Batley Multi Academy Trust is recognised both locally and nationally, as an example of best Trust practice. Subject to the statements and directions of the Trust Board, the Trust Headteacher will be responsible for:

- The leadership and management of the school in accordance with the delegated authority defined in the Trust Contract, Scheme of Delegation, policies and supplementary funding agreement.
- Effective financial management of the school budget, including delivering an in-year balanced budget, and operating within the Trust financial guidelines and CLFP parameters for staffing, and national benchmarking.
- The performance of the school, its culture, all aspects of safeguarding, and the welfare and wellbeing of learners and staff.
- Being a passionate advocate for the Trust Mission, Vision and Values, its ambitions for learners and colleagues, and demonstrate an absolute commitment to aligned practice, collaboration and collective efficacy.
- Be prepared to give more than they may receive in the spirit of professional generosity.
- Monitoring and remaining absolutely focussed on securing outcomes for all groups of learners, including those who are Pupil Premium/disadvantaged and those with SEND, that place the school within the top 20% of similar schools or better.
- Updating the School Self Evaluation and SIP documents termly for Board reports.
- Leading the school through all external reviews and inspections and preparing paperwork for all internal and external review meetings.
- Undertaking the full range of duties and responsibilities as required by the CEO as set out in the Trust Headteacher Job Description, Scheme of Delegation, Trust Contract and the STPCD.
- Co-ordinating the leadership of the School Governing Board and committees in collaboration with the Trust Director of Compliance and Governance.
- Communicating effectively with all key stakeholders such as learners, colleagues, parents/carers and the community.
- Setting the school staff handbook in line with the Trust policies and procedures, and the Trust and school's mission, vision and values.
- Ensuring the school has an effective Stronger Together parent/carer forum that meets regularly with two-way feedback to support positive public and community relations.
- Ensuring the school lunch meets appropriate nutritional standards, relevant legislation and guidance and supports learners' wellbeing.
- Leading recruitment and retention strategies and ensuring they are aligned to Trust expectations, working closely with the Trust's People and Talent team.
- Monitoring, evaluating, analysing and reviewing the effectiveness of the school's policies, practices and priorities, including Health and Safety, Safeguarding, British Values, SEND and Pupil Premium provision.
- Attending all Trust Headteacher network meetings, and Trust Board/Committee meetings on request/by invitation.

- Line Managed by the CEO and accountable to the CEO for the performance of the school.

9.3 Chief Financial Officer (CFO)

The CFO oversees the Finance and Operations strategy for the Trust. They will ensure that Batley Multi Academy Trust is recognised both locally and nationally, as an example of best Trust practice. Subject to the statements and directions of the Trust Board, the CFO shall be responsible for Finance in terms of:

- Overseeing the financial planning and analysis cycle for the Trust.
- Work with the CEO and Board on the financial scheme of delegation and finance manual.
- Ensuring effective financial management and controls are in place across the Trust and are constantly being developed and maintained.
- Ensuring that Trust Headteachers are supported to take responsible financial management of their schools.
- The facilitation of financial collaboration between schools to maximise economies of scale.
- Leading Trust procurement.
- Lead CLFP with all schools, working closely with the CEO and Data Analyst.
- Managing cash balances and growing Trust income.
- Managing financial reserves including the capital reserve position.
- Identifying areas of risk and mitigating the financial risk.
- Leading and coordinating the finance section of the Trust Operations meetings.
- Overseeing the management of key written documents including Board Reports, financial policies and the financial scheme of delegation, and financial 'How to guide' in collaboration with the CEO.
- Line Managing the Trust Central Finance Team.
- Coordinating the finance network meetings with School Business Managers/Finance leads.
- Statutory reporting obligations including: Office of National Statistics, DfE returns, Audit etc.
- Is a Member of the Trust Central Team.
- Works closely with the CEO and Trust Headteachers to ensure school curriculum and leadership structures are cost efficient.
- Lead the Trust's Finance Team.
- Attending all Trust Board meetings, and all Trust Finance and Site, and Audit & Risk Sub Committee meetings.
- Attend Trust Board meetings and SGB meetings by invitation.
- Line managed by the CEO.

9.4 Chief Operating Officer (COO)

The COO oversees the strategic and operational aspects of Trust wide Operations and H&S for the Trust. The COO will work closely alongside the CEO, CFO and other members of the Trust Central Team. They will ensure that Batley Multi Academy Trust is recognised both locally and nationally, as an example of best Trust practice. Subject to the statements and directions of the Trust Board and CEO, the COO shall be responsible for Operations in terms of:

- Overseeing Health & Safety across the Trust family of schools.
- Management of all compliance KPIs in relation to H&S, site/premises and all aspects of operations.
- Ensuring the H&S framework is adhered to with a comprehensive programme of checks and audits, all tracked and clearly documented.
- Competent Person (H&S at work regs 1999).
- Leading and coordinating the Operations & Site section of the Trust Operations meetings, and leading the collaborative network of school site leaders.
- Leads all school's site development plans and use of GEMS.
- Support the development of skills of key staff employed in estate roles.
- Lead and coordinate the Trust's response to climate emergencies.
- Work closely with the CEO and CFO on demographics, capacity and sufficiency.
- Securing the operational effectiveness of services and facilities that support schools ensuring they can deliver and sustain educational excellence.
- The Estates Strategy.
- The Environmental Strategy.
- The Cyber security Strategy and requirements set out in the DfE Digital Standards.
- Implementation of the Trust's Procurement Strategy.
- Overseeing the management of key written documents including Board Reports, DfE and HSE liaison and feedback etc.
- Work collaboratively with school site leads and with the Trust Director of Compliance & Governance on health & safety compliance.
- Lead and manage the SCA process.
- Being the first point of contact for Trust Headteachers and School Finance Leads for all areas of site/premises and H&S.
- Line manages the Trust Cleaner and IT Director.
- Supports Trust Headteachers in the line management of school site staff.
- Attend the Trust Audit & Risk and Finance & Site sub committee meetings, and other Trust Board/SGB meetings by invitation.
- Line managed by the CEO.

9.5 Director of Compliance & Governance

The Director of Compliance & Governance oversees the strategic and operational management of Data Protection, Compliance and Governance, and will work closely alongside the CEO, CFO, COO and other members of the Trust Central Team. They will ensure that Batley Multi Academy Trust is recognised both locally and nationally, as an example of best Trust practice. Subject to the statements and directions of the Board and CEO, the Director of Compliance & Governance shall be responsible for:

- Governance: The Trust operates a model of single governance. Key elements of the role include:
 - Supporting the executive/non executive relationship between the CEO and Chair of Trustees.
 - Overseeing the management of key written documents including Board Reports, the Scheme of Delegation, all policies and website updates.
 - Organising the annual cycle of meetings and clerking arrangements (Trust Board, Committees, SGBs and Members Meetings).
- Act as Company Secretary and Governance Professional to the Board of Trustees.
- Overseeing the management of key written documents including Board Reports, DfE and ICO liaison and feedback etc.
- Work collaboratively with other Trust Directors to ensure compliance with data protection legislation.
- Work collaboratively with the Trust COO on health & safety compliance.
- Conduct annual website compliance checks for every school and ensure relevant actions are taken in a timely manner.
- Organising the Trust Annual Planning Calendar.
- Being the first point of contact for Trust Headteachers and School Leads for all areas of data protection and compliance.
- Attends all Trust Board and sub committee meetings including meetings of the Board of Members.
- Attends SGBs upon invitation and/or as part of the quality assurance monitoring cycle.
- Line management of the Governance Professional Team.
- Line managed by the CEO.

9.6 Director of People and Talent

The Director of People and Talent is responsible for the HR strategy for the Trust. Responsible for the HR Lifecycle: Brand Attraction – Recruitment – Onboarding – Induction - Development – Retention – Exit – Advocacy. They lead a centrally managed Trust wide HR provision. They will ensure that Batley Multi Academy Trust is recognised both locally and nationally, as an example of best Trust

practice. Subject to the statements and directions of the Trust Board, the Director of People and Talent shall be responsible for:

- Delivering centrally managed HR services including HR technical advisory service, case work support.
- Responsible for a central recruitment strategy process that ensures the Trust presents itself as a market leading organisation, providing an inclusive end to end process.
- Working with the CEO to deliver and monitor effectiveness of the Trust's CPD and Performance Development procedures, and to act as gatekeeper for succession planning to identify current and future talent and to develop a blended CPD offer for all staff - teachers and associate.
- Work collaboratively with the CFO for managing out-sourced service providers: Payroll and pension liaison services, HR Legal Services, Central HR software (NEO) and Occupational Health Services.
- Working in partnership with recognised professional associations and Unions on collective bargaining (JCNC) and individual case work.
- Maintaining standards of conduct and resilience to maximise the capacity of the staffing structure.
- Work collaboratively with the Director of Compliance and Governance to ensure compliance with employment and other people related legislation including data protection.
- Statutory reporting obligations including: Office of National Statistics, DfE returns, National Annual Apprenticeship return and Gender Pay Gap reports.
- Coordinating the Trust People and Talent Group, Trust Wellbeing and Workload inc. Trust Mental Health First Aiders, and other groups as necessary.
- For all aspects of shaping policy, defining metrics and reviewing impact.
- Preparing relevant reports for the Central Team and Trust Board as required. For example, staff absence data, exit interviews, stay interviews etc.
- Attends Trust Board, Committee meetings and SGB meetings when invited.
- Member of Trust Central team and Line Manager of Trust People & Talent team.
- Line Managed by CEO

9.7 Director of IT

The Trust Director of IT oversees the strategic and operational management of all aspects of IT both hardware, software, networking and curriculum IT, including cyber security. They will ensure that Batley Multi Academy Trust is recognised both locally and nationally, as an example of best Trust practice.

Subject to the statements and directions of the Board, CEO and COO, the Director of IT shall be responsible for:

- Securing the operational effectiveness of services and facilities that support schools ensuring they can deliver and sustain educational excellence.
- Ensuring key staff effectively deliver on key operational priorities, and development and implementation of the strategies listed below. They support the work of various user groups for IT, plus liaise with external contractors and other stakeholders.
- The IT Vision and Strategy, including working with the CFO and COO on the effective procurement of IT goods and services.
- Overseeing the management of key written documents including Board Reports, termly monitoring and RAG rating of the TIP and the production of IT specific plans etc.
- Work collaboratively with other Trust Directors and colleagues in the central team to ensure compliance with all legislation including data protection.
- Work collaboratively with the Trust Director of Compliance & Governance on IT policies and compliance.
- Shaping for all areas of responsibility, policy, defining metrics and reviewing impact.
- Line Managed by the COO.
- Line Manage the Trust's IT team, and all operations across the family of schools.
- Attend the Trust Board meetings and committee meetings on invitation.

9.8 Trust Headteacher Network

The Trust Headteacher Network is not a Committee of the Board but it does have a key role to play in the strategic development of the Trust. Trust Headteachers will meet with the CEO and other members of the Trust Central Team as required to shape the strategic development of the Trust family of schools. The meetings will be chaired by the CEO. This group monitors the effective implementation of Trust School Improvement and exploration of the best practice across the family of Schools, and agrees shared collaborative activity.

Trust Headteachers will be asked to act in an advocacy role for the development across the Trust family of schools and our local community, of key strategic development priorities.

9.9 Other Staff

Members of staff with delegated responsibilities for financial management, HR and compliance should be aware that these must be exercised in accordance with

Trust policies. All Trust staff adhere to the Batley Way, the Batley Ethical Leadership Charter and Batley Workload Charter, and are positive ambassadors for the Trust and their school.

10. Conditions of appointment for Trustees and Governors

10.1 Persons Ineligible to be Trustees or Governors:

(lifted directly from clauses 68-80 of the Articles of Association)

- A Trustee must be aged 18 or over at the date of election or appointment. No current pupil of any of the Academies shall be a Trustee.
- A Trustee shall cease to hold office if they become incapable by reason of illness or injury of managing or administering their own affairs.
- A Trustee shall cease to hold office if they are absent without the permission of the Trustees from all their meetings held within a period of six months and the Trustees resolve that the Trustee's office be vacated.
- A person shall be disqualified from holding or continuing to hold office as a Trustee if:
 - they have been declared bankrupt and/or their estate has been seized from their possession for the benefit of their creditors and the declaration or seizure has not been discharged, annulled or reduced; or
 - they are the subject of a bankruptcy restrictions order or an interim order.
- A person shall be disqualified from holding or continuing to hold office as a Trustee at any time when they are subject to a disqualification order or a disqualification undertaking under the Company Directors Disqualification Act 1986 or to an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order).
- A Trustee shall cease to hold office if they cease to be a Trustee by virtue of any provision in the Companies Act 2006, or are disqualified from acting as a trustee by virtue of section 178 of the Charities Act 2011 (or any statutory re-enactment or modification of that provision).
- A person shall be disqualified from holding or continuing to hold office as a Trustee if they have been removed from the office of charity trustee or trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of any misconduct or mismanagement in the administration of the charity for which they were responsible or to which they were privy, or which their conduct contributed to or facilitated.
- A person shall be disqualified from holding or continuing to hold office as a Trustee where they have, at any time, been convicted of a Serious Criminal Offence.
- After the first Academy has opened, a person shall be disqualified from holding or continuing to hold office as a Trustee if that person does not

provide the Chair with a criminal records certificate at an enhanced disclosure level under section 113B of the Police Act 1997 or if such a certificate discloses information which the Chair considers would make that person unsuitable for their role. If a dispute arises as to whether a person shall be disqualified, a referral shall be made to the Secretary of State to determine the matter. The determination of the Secretary of State shall be final.

- A person (including the Chair) shall be disqualified from holding or continuing to hold office as a Trustee if that person:
 - refuses to consent to any checks required by the Secretary of State under the provisions of the Funding Agreement, the Education (Independent School Standards) Regulations 2014 or otherwise; or
 - is found to be unsuitable to be a Trustee by the Secretary of State under the provisions of the Funding Agreement or the Education (Independent School Standards) Regulations 2014.
- Where, by virtue of these Articles a person becomes disqualified from holding, or continuing to hold office as a Trustee; and they are, or are proposed, to become such a Trustee, they shall upon becoming so disqualified give written notice of that fact to the Governance Professional.

10.2 Conflicts of Interest

The income and property of the Trust and all Trust Schools must be applied solely towards the provision of the Objects as detailed in the Articles. The restrictions which apply to the Trustees with regard to having a Personal Financial Interest shall also apply to the Governors.

Any Trustee or Governor who has any duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with their duty to act solely in the interest of the Trust shall disclose that fact to the appropriate Governance Professional as soon as they become aware of it. Trustee or Governors must absent themselves from any discussions in which it is possible that a conflict will arise between their duty to act solely in the interests of the Trust and any duty or personal interest (including but not limited to any Personal Financial Interest).

11. Terms of Reference for a meeting of the Board or a Sub Committee of the Board.

The Board shall act subject to the Articles of Association.

Any delegation of powers by the Board under this document shall be made subject to any conditions the Board may impose and may be revoked or altered

by it. The functions, meetings and proceedings of the Sub Committees and SGBs shall be subject to regulations (if any) made by the Board from time to time.

11.1 Composition of the Board

The membership of the Board will be in line with the Articles of Association.

11.2 Composition of a Sub Committee of the Board

The membership of the Sub Committees shall be determined by the Board.

In some cases, the Board may co-opt a Governor or any other appropriately qualified person, to act for it on recruitment panels, appeals committees related to staff and learners, discipline and grievance or in relation to complaints.

Any Trustee may attend any sub committee meeting providing they note any declarations of interest.

11.3 Term of Office Trustees

The term of office for Trustees is described in the Articles of Association.

11.4 Chairs and Vice Chairs

The Chair and Vice Chair of the Board and its Sub Committees will be appointed by the Board annually.

If the Chair or Vice Chair is absent from any meeting of the Board or its Committees, those Trustees present shall appoint one of their number to chair the meeting. The provisions for quorum of meetings shall apply. The CEO should not Chair or minute the meeting.

11.5 Meetings of the Board and Sub Committees

The Board shall hold such meetings and sub committee meetings as may be necessary. All meetings shall be convened by the Governance Professional, who shall send to the Board members written notice of the meeting and a copy of the agenda (and any relevant papers) at least one week in advance of the meeting.

A meeting of the Board shall be called by the Governance Professional whenever requested by the Chair or at the request in writing of any three Trustees. Where there are matters demanding urgent consideration, the Chair or, in their absence, a Trustee may waive the need for one weeks' notice of the meeting and substitute such notice as they think fit. The convening of a meeting and the

proceedings conducted shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda.

11.6 Quorum

No meeting of the Board may be held unless at least three Trustees, or where greater, any one third (rounded up to a whole number) of the total number of Trustees of the Board at the date of the meeting of its members are present. If, in the course of a meeting the number of Trustees present ceases to constitute a quorum, the meeting shall be terminated forthwith or will continue as a discussion forum with no decision making authority.

Quorum for Sub Committees

Trust Board Sub Committees will operate in accordance with the quorum requirements set out in the Articles of Association. However, for any sub committee consisting of only three Trustees, a quorum of two Trustees will be accepted.

11.7 Proceedings of the Board and Sub Committee Meetings

Every question to be decided at a meeting of the Board shall be determined by a majority of the votes of the Trustees present and voting on the question. Trustees shall each have one vote. Where there is an equal division of votes the Chair of the meeting shall have a second or casting vote. A Trustee may not vote by proxy.

No resolution of the Board may be rescinded or varied at a subsequent meeting unless consideration of the rescission or variation is a specific item of business on the agenda for that meeting.

Any Trustee shall be able to participate in meetings of the Board by telephone or video conference provided that they have given reasonable notice to the Governance Professional and that the Board has access to the appropriate equipment. The Trustee must also ensure they are in suitable surroundings for the meeting where discussion cannot be overheard, and no other individuals are present and just off screen, or similar.

11.8 Minutes and Publications

Minutes will be taken of every meeting. At every meeting of the Board, a sub committee or SGB meeting/sub committee the minutes of the last meeting shall be taken as the first agenda item after any apologies, except in cases where the Trustees present decide otherwise, and, if agreed to be accurate, shall be signed as a true record.

The Governance Professional shall ensure that a copy of the agenda for every meeting of the Board, sub committee, or SGB meeting/sub committee, the draft minutes of every such meeting (if they have been approved by the Chair of that meeting), the signed minutes of every such meeting and any report, document or other paper considered at any such meeting are, as soon as is reasonably practicable, made available to the Board.

The Board or sub committee Board, or SGB meeting/sub committee may invite attendance by persons who are not Trustees/Governors where such attendance is considered by the Trustee to benefit its deliberations.

11.9 Board Decisions by Email/Post

On rare occasions a decision or approval is needed for a Board resolution at short notice. Approval can be provided by a majority of the Board confirming approval of the resolution by email/post.

11.10 Amendments to these Terms of Reference

Terms of reference will be subject to review in each academic year and may be subject to amendment by the Board of Trustees.

12. Terms of Reference - School Governing Boards

Any delegation of powers by the Board under this document shall be made subject to any conditions the Board may impose, and may be revoked or altered by it. The functions, meetings and proceedings of the School Governing Board meetings and Sub Committees shall be subject to regulations (if any) made by the Board from time to time.

The School Governing Board and Sub Committee members are not and nothing within this document is intended to make them company directors or charity trustees.

Each Governor shall act in the best interests of the school and Trust at all times. Each Governor, upon their appointment, will uphold the objects of the Company as set out in the Articles of Association and all policies and procedures established by the Board from time to time.

In the event of any dispute between the SGB and the Trust Board and after the Board has considered the views of the SGB, the decision of the Board shall be final.

12.1 Role of the School Governing Board

The Trust Board establishes the local tier and defines its functions. This Scheme of Delegation outlines the responsibilities the Trust Board has delegated to the SGB. Key functions and responsibilities are delegated to SGBs to assist the Trust Board fulfil its purpose and to strengthen Trust governance. The purpose of good governance at all levels within a Multi Academy Trust is to provide confident and strong strategic leadership which leads to robust accountability, oversight and assurance for educational and financial performance, including where relevant the monitoring of Post 16 funding. All SGBs must ensure they maintain a balanced budget, aiming for a small surplus budget position and remaining in line with CFLP benchmarks.

The SGB should be the custodians of the culture of the school and be responsible for:

Safeguarding:

- Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
- Monitor the implementation of safeguarding policies and the effectiveness of safeguarding arrangements.
- Foster a culture that prioritises the safety and wellbeing of all learners and colleagues in the school.
- Work with the Designated Safeguarding Lead (DSL) to ensure that safeguarding procedures are effective.
- Monitor the school's estate, including H&S, site maintenance and ensuring that appropriate policies are adopted and followed in order to keep learners and colleagues safe.

SEND

- Ensure that the Trust policy for learners with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.
- Seek assurance that staff are well trained to implement learner strategies and support plans.
- Ensure learners with SEND have the resources they need to succeed.
- Work in partnership with the Special Educational Needs Coordinator (SENDCo) as well as other stakeholders and the wider Trust community to ensure that learners with SEND are well-supported and included in all aspects of school life.
- Monitor the overall effectiveness of the school's SEND provision, referring to learner's outcomes and other relevant data.
- Ensure the school's SEND Information Report is accurate, up to date and published in line with statutory requirements.

Standards

- Ensure that the Trust's vision, ethos and strategy is adopted and applied consistently by school leaders.
- Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the Trust's strategic objectives.
- Monitor school performance and improvement through regular reviews of performance data, including exam results, attendance rates, learner progress and behaviour data, to ensure that the school is meeting its targets, in particular those learners who are disadvantaged/PP and/or SEND.
- Ensure that the Trust's curriculum is being provided to learners in an appropriate manner for the school's context.
- Ensure that the required policies and procedures are in place and that the school is operating effectively in line with these policies.
- Establish a strong relationship with the Trust Headteachers in order to provide effective support and challenge, including providing feedback to the Trust Headteacher's performance development process.

Stakeholder engagement

- Use the feedback from key stakeholders such as parents/carers, staff and learners to inform school level decision-making.
- Help stakeholders to understand the Trust's and school's values and vision for the future.
- Provide the Trust Board with insight into the challenges and opportunities faced by the school's local community.

Panels and committees

When required, Governors may be expected to serve on panels in order to:

- assist with the recruitment of staff (where possible, with safer recruitment training)
- hear staff grievances and disciplinary matters
- review decisions to exclude learners
- deal with formal complaints in line with the Trust's complaints procedure
- support any other panel as deemed appropriate by the Trust in line with relevant skill set and experience

12.2 Composition of the School Governing Boards

The membership of the SGBs shall be determined by the Board and in accordance with the following provisions:

- The total membership shall not be more than 11.

- The membership shall comprise:
 - a) the Trust Headteacher (in attendance);
 - b) up to 2 staff members (elected);
 - c) up to 3 parent/carers (elected);
 - d) up to 6 co-opted governors appointed by the Board;

Observers may also attend with the agreement of the Trust Headteacher and SGB Chair. The SGB may continue to act notwithstanding a temporary vacancy in its composition. The CEO, or nominated member of the Trust Central Team may attend upon invitation.

Elections for the post of SGB staff members shall be held when required by consultation with members of staff of the school (either teaching or associate staff) on the date of the election.

Any candidate must be a member of staff of the school at the date of the election and, if elected, throughout their term of office. In the event that there is one or no candidates for the role, the Board will decide how best to fill the vacancies. The Board may make such rules concerning the administration of an election held as it shall see fit from time to time. The decision of the Board in relation to any disputed matter concerning such an election shall be final.

12.3 Composition of a Sub Committee of the SGB

The membership of the sub committees shall be determined by the SGB and must have due regard to appropriate skill set, experience and knowledge. In order for a sub committee to operate effectively it must have a minimum of three Governors, in order to ensure it is quorate.

12.4 Resignation and Removal

A Governor may, at any time, resign their office by giving notice in writing to the Governance Professional and Chair.

A Trust Headteacher or Staff Governor shall cease to be in attendance in a meeting or hold office if, and as soon as they cease to be a member of staff at the school, whether or not their term of office has expired.

The Board may terminate the appointment of any Governor whose presence or conduct is deemed by the Board not to be in the best interests of the Trust or the school.

12.5 Term of Office

The term of office for any Governor role will be 4 years.

We believe in creating ongoing opportunities for our parents/carers and staff members while keeping our governance fresh and inclusive. To therefore maintain a dynamic and forward-thinking governing board, Parent and Staff Governors will serve one four-year term, ensuring new voices and perspectives regularly have the chance to contribute to the school's future.

Co-opted Governors shall be eligible for re-appointment (at the end of their term of office) at the discretion of the SGB.

12.6 Chair and Vice Chair

The Chair and Vice Chair of the SGB will be appointed by the Governors of the LGB every year for a 1 year term.

If both the Chair and the Vice Chair are absent from any meeting of the SGB, those SGB Governors present shall appoint one of their number to Chair the meeting. The Trust Headteacher should not Chair the meeting or take the minutes.

12.7 Meetings of the SGB and Sub Committees

The SGB shall meet at least four times in every academic year and shall hold such other meetings as may be necessary.

All meetings shall be convened by the Governance Professional, who shall send to the SGB, written notice of the meeting and a copy of the agenda (and any relevant papers) at least one week in advance of the meeting. A meeting of the SGB shall be called by the Governance Professional whenever requested by the Chair or at the request in writing of any three Governors. Where there are matters demanding urgent consideration, the Chair or, in their absence, the Vice Chair may waive the need for a weeks' notice of the meeting and substitute such notice as they think fit.

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

Any Trustee may attend any meeting of the SGB and may, with the approval of the Chair of the meeting, speak and vote on any issue raised in the agenda or papers of the meeting or any issue raised at the meeting.

12.8 Quorum

Meetings of the SGB shall be quorate if three or, where greater, any one third (rounded up to a whole number) of the total number of Governors of the SGB at the date of the meeting of its members are present.

Quorum for Sub Committees

Meetings of the Sub Committees will operate in accordance with the quorum requirements set out in the Articles of Association. However, for any sub committee consisting of only three Governors, a quorum of two Governors will be accepted.

If the number of Governors assembled for a meeting of the SGB, or committee does not constitute a quorum the meeting shall not be held or will continue as a discussion forum with no decision making authority.

If for lack of a quorum a meeting cannot be held or, as the case may be, cannot continue, the Chair shall, if they think fit, determine the time and date at which a further meeting shall be held and shall direct the Governance Professional to convene the meeting accordingly.

12.9 Proceedings of Meetings and Sub Committee Meetings

Every question to be decided at a meeting of the SGB shall be determined by a majority of the votes of the SGB members present and voting on the question. Every SGB member shall have one vote. Where there is an equal division of votes the Chair of the meeting shall have a second or casting vote. A Governor may not vote by proxy.

No resolution of the SGB may be rescinded or varied at a subsequent meeting unless consideration of the rescission or variation is a specific item of business on the agenda for that meeting.

Any Governor who is also an employee of the Trust or a Staff Governor shall withdraw from that part of any meeting of the SGB at which any recommendation to the Board as to their remuneration, conditions of service, promotion, conduct, suspension, dismissal or retirement are to be considered.

Any Governor shall be able to participate in meetings of the SGB by telephone or video conference provided that they have given reasonable notice to the Governance Professional and that the Committee has access to the appropriate equipment. The Governor must also ensure they are in suitable surroundings for the meeting where discussion cannot be overheard, and no other individuals are present and just off screen, or similar.

12.10 Minutes and Publication

Minutes will be taken at every SGB meeting.

At every meeting of the SGB the minutes of the last meeting shall be taken as the first agenda item after any apologies, except in cases where the SGB Governors present decide otherwise, and, if agreed to be accurate, shall be signed as a true record.

The Governance Professional shall ensure that a copy of the agenda for every meeting of the SGB, the draft minutes of every such meeting (if they have been approved by the Chair of that meeting), the signed minutes of every such meeting and any report, document or other paper considered at any such meeting are, as soon as is reasonably practicable, made available to the Board.

The SGB may invite attendance by persons who are not Governors where such attendance is considered by the members of the SGB to benefit its deliberations.

12.11 SGB Decisions by Email/post

On rare occasions a decision or approval is needed at short notice. Approval can be provided by a majority of the SGB confirming approval of the resolution by email/post.

12.12 Amendment to these Terms of Reference

Terms of Reference for SGBs will be subject to review in each academic year and may be subject to amendment by the Board.

12.13 Code of Conduct

This code of conduct sets out the expectations and commitment Batley Multi Academy Trust ('the Trust') expects of its Members, Trustees and Governors in order to effectively carry out their work across the Trust, its family of schools and the local community.

All layers of governance (Members, Trustees and Governors) are committed to providing the very best education, care and guidance to our learners. Trustees and Governors work closely with the Trust Central Team, Trust Headteacher/Head of School, staff teams and the Board of Trustees to serve our local community - acting as a critical friend, championing our vision and values and abiding by the [Seven Principles of Public Life \(Nolan Principles\)](#). In Batley, we have also developed the Batley Ethical Leadership Charter, the Batley Workload Charter and The Batley Way that should be followed.

Our Members are custodians of the Trust. They have a hands-off role in terms of managing the Trust and act as a 'check and balance' on the performance of the Multi Academy Trust.



Our Board of Trustees have collective accountability and responsibility for the Trust, assuring themselves that there is compliance with regulatory, contractual and statutory requirements.

The Board of Trustees provide:

- Strategic leadership of the Trust
- Accountability and assurance
- Engagement

Our Governors play a key role in alignment with our Board of Trustees and act as the "custodians of culture" and the "caretakers of promoting and celebrating their school's uniqueness" - something we pride ourselves on.

The Trust expects all holders of Public Office to work to the highest personal and professional standards and at all times abide by The Seven Principles of Public Life. Our Batley Charters are based on these key principles, and were written by our staff, for our staff.

The Seven Principles of Public Life - originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations.

We will:

1. act within our powers
2. promote the success of our school as well as the family of schools in our Trust
3. exercise independent judgement
4. exercise reasonable care, skill and diligence
5. avoid conflicts of interest
6. not accept benefits from third parties
7. declare interest in proposed transactions or arrangements

Good and effective governance is key to the success of our Trust. Members, Trustees and Governors should adhere to the [Academy Trust Handbook](#) , [Academy Trust Governance Guide](#) and relevant role descriptors provided by the Trust to support this.

Roles and Responsibilities

- **Members:** we accept that our role is “eyes on, hands off” and will act as a ‘check and balance’ on the performance of the Multi Academy Trust.
- **Trustees:** we accept that our role is strategic and we will focus on our core functions rather than involvement in day-to-day management.
- **Governors:** we will act as local ambassadors for our schools and the Trust ensuring we are “custodians of culture” and the “caretakers of promoting and celebrating our school’s uniqueness”.
- We will fulfil our roles and responsibilities as set out in the Scheme of Delegation.
- We will promote and live the ethos and values across our family of schools and the Trust.
- We will work collectively for the benefit of our family of schools in the Trust.
- We will be candid but constructive and respectful when holding Senior Leaders to account.
- We will help to ensure that the Trust Headteacher adheres to the Trust Contract.
- We will consider carefully how our decisions may affect the community, Trust and other schools.
- We will stand by the decisions that we make as a collective.
- Where decisions and actions conflict with the Seven Principles of Public Life, Batley Ethical Leadership Charter, Batley Workload Charter, The Batley Way, or may place young people at risk, we will speak up and bring this to the attention of the relevant authorities.
- We will have regard to our responsibilities under the Equality Act 2010 and will work to advance equality of opportunity for all.
- I understand the roles and purpose of the Board of Members, Board of Trustees, School Governing Boards and the role of Senior Leaders across the Trust and family of schools.
- I accept that I have no legal authority to act individually.
- I will encourage open governance and follow good governance protocols.
- I agree to adhere to the organisation’s rules, policies and procedures.
- In making or responding to criticism or complaints, I will follow the procedure as per policy.
- When formally speaking or writing, I will ensure comments reflect current Trust and/or school policy (even if they might be different to personal views).

- When communicating in a private capacity (including social media), I will be mindful of, and strive to uphold the reputation of the Trust.
- I will avoid, as far as possible, becoming involved in any communication which may lead to a conflict of interest with any respective board(s) within the Trust.

Commitment

- I acknowledge that accepting office involves the commitment of a significant amount of time and energy.
- I will actively support the work of the Trust and its family of schools, and accept the fair share of responsibilities, including serving on committees or working groups, where required.
- I will make every effort to attend **all** board meetings (whether in person or using dial in or virtual facilities), achieving a minimum of 80% attendance.
- Where I cannot attend, I will send my apologies to the Chair and Governance Professional of the Board with as much notice as possible.
- I understand that apologies must be accepted, with consent.
- I understand that if I do not achieve 80% attendance (having not followed the above protocol) this may put my governance position on the board under review and may result in my position ceasing.
- I will arrive at meetings (whether in person or virtually) prepared, having read all papers in advance, prepare questions in advance and be ready to make a positive contribution and observe protocol.
- I will ensure for virtual meetings that I join on time, using my webcam where possible and the mute button when not speaking to minimise background noise. I will follow normal rules, procedures and code of conduct to maintain confidentiality and consider Trust policies relating to data protection and the use of ICT.
- Where appropriate and necessary, I will visit our schools and/or the Trust depending on my role (*Trustee or Governor*) with all visits arranged in advance and undertaken within the framework established by the governance structure and agreed with the CEO and Trust Headteacher/Head of School.
- I will ensure any compulsory training is completed within the first term of joining the Board and undergo any continuous professional development throughout my term of office, including commitment to safeguarding, cyber security, diversity, equity, inclusion and belonging (DEIB) and online safety.

Relationships

- We will champion the voices of our school community and stakeholders.
- I understand we will work as a team in which constructive working relationships are actively promoted.

- I will express views openly, courteously and respectfully in all communications.
- I will support the Chair (where appropriate) in their role of ensuring appropriate conduct at all times.
- I will seek to develop effective working relationships across all layers of governance, the CEO and Trust Central Team, Trust Headteacher(s)/Head of School, School Leaders, staff, parents/carers, the local authority, the local community and other relevant agencies.
- I will confront malpractice by speaking up against and bringing to the attention of the relevant authorities' any decisions and actions that conflict with the Seven Principles of Public Life, Batley Ethical Leadership Charter, Batley Workload Charter or The Batley Way or which may place stakeholders at risk.
- We will work to create an inclusive environment where everyone's contributions are valued equally.

Confidentiality

- I will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or learners, both inside and outside of the Trust.
- I will communicate electronically via my school/Trust email address and will not send or receive any email communication via a personal email address.
- I will exercise the highest level of confidentiality when discussions regarding the school or Trust's business arise outside of a Board meeting.
- I will not reveal details of any vote.
- If hard copy documents are provided as part of the meeting, I will ensure these are held or disposed of securely and appropriately.
- If meetings are held virtually (or I join a meeting virtually) I will ensure that I am in suitable surroundings for the meeting where discussion cannot be overheard, and no other individuals are present and just off screen, or similar.
- I understand that the requirements relating to confidentiality will continue to apply after my position on the Board ceases.

Conflicts of Interest

- I will act in accordance with the Conflicts of Interest and Register of Business Interests Policy and if any such conflicted matter arises in a meeting I understand that I may be asked to leave the meeting for the appropriate length of time.
- I will ensure I declare any conflict at the beginning of every meeting (where appropriate).
- I will ensure I complete any relevant paperwork when necessary, in a timely manner.
- I will act as a Board member; not as a representative of any group.

- I accept that in the interests of open governance, my full name, date of appointment, term of office, role on the board, attendance record, relevant business and pecuniary interest(s), category of representation and the body responsible for appointing me will be published on the relevant school/Trust website.
- In the interests of transparency, I accept that information relating to my position be collected and logged on the DfE's national database: Get Information About Schools.

Disqualification

- I understand the terms as outlined within Articles 68 to 80 of the Articles of Association.
- I understand that any disqualifications under Charity Law also apply.
- I understand the terms outlined in the Scheme of Delegation.

Breach of this Code of Conduct

- If I believe this code has been breached, I will raise this with the relevant individual.
- The Board of Trustees will only use removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the Chair that we believe has breached this code, I will seek the relevant support of the Board of Trustees or a fellow Trustee or Member to investigate.

13. Scheme of Delegation Tabular Format

The Scheme of Delegation is presented here in a tabular format and outlines the functions delegated by the Board. It is subject to the Articles of Association which takes precedence in the case of conflict.

Please note that in the event of there being an even number of Trustees or Governors at any Board/SGB meeting should there be a split vote, the Chair will have the deciding/casting vote.

R	Responsible	The responsible group/individual has the responsibility for undertaking or completing the task delegated to them and reporting on its delivery at suitable intervals. In the case of the CEO, this reporting will be at Board level. In the case of the Trust Headteacher, this will be at school level.
A	Accountable	This group/individual has the ultimate or final responsibility for ensuring completion of the task. This will include determining how the Trust and/or Schools (as appropriate) should undertake the task including determining appropriate milestones and targets to be reported against.
S	Supports	This group/individual should provide support during the implementation of the task.
C	Consults	This group/individual should be consulted on as part of the process of completing the task because they can provide valuable advice and/or input.
I	Informed	This group/individual should be kept up-to-date about the progress of the task and/or the decisions in the task.

Decision-Makers/Role	Detail	M	T	CEO	SGB	THT
Strategy and Leadership						
Strategy	Set strategic objectives of the Trust	I	A	R	I	I
	Set strategic objectives of the School	I	A	S	R	R
	Develop the character, mission, culture, values & ethos of the Trust	I	A	R	I	I
	Develop the character, mission, culture, values & ethos of the School	I	A	S	R	R
Scrutiny	Scrutiny: Performance - review & challenge progress of the Trust against its strategic objectives and KPIs.	I	A	R	I	S
	Scrutiny: Ethos - operation of the Trust & the School against the agreed character, mission & ethos.	I	A	R	I	S

Decision-Makers/Role	Detail	M	T	CEO	SGB	THT
Compliance	Setting Trust wide procurement policies (for suppliers including auditors, HR and payroll providers and solicitors) in accordance with the funding agreement, Academy Trust Handbook and the Trust's procurement policy.		A	R	S	S
	Compliance: Regulatory - with all regulations affecting the Trust (including all charity law, company law, data protection, employment law and health & safety)		A	R	R	R
	Compliance: Financial Oversight - ensure that there are appropriate financial controls so that there is regularity, probity and value for money in relation to the management of public funds.		A	R	R	R
	Compliance - completing the register of pecuniary business interests and put in place a procedure to deal with any conflicts of interest and connected/related party transactions		A	R	R	S
Registers	Register of Interests		A	R	R	S
	Trust Risk Register		A	R	S	S
	Appointment and removal of Members	A/R	S	I	I	I
Appointments	Appointment and removal of Trustees - ensuring processes are in place for appt and removal of Trustees (including ensuring that the Trustees have the skills to strategically lead the Trust).	A	R	I	I	I
	Appointment and removal of Governors-ensuring processes in place for appointment of Governors (including ensuring that the Governors have the skills to strategically lead the school).		A	C	A/R	S
Appointments	Appointment of Governance Professional-Board of Trustees		A/R	C	I	I
	Appointment of Governance professional-School Governing Board		I	A/R	I	I

Decision-Makers/Role	Detail	M	T	CEO	SGB	THT
Policies	Review and approval of Trust Wide Policies		A	R	I	I
Committee Delegations	Prepare terms of reference for SGBs and Sub Committees		A	R	I	I
Training	Training programme for Trustees	I	A	R		
	Training programme for Governors		A	R	S	I
Education and Leadership						
School Performance	School Improvement plan for each School in line with strategic aims of the Trust		A	S	I	R
	Key Performance Indicators - setting and reviewing performance of the Trust		A	R	I	I
	Key Performance Indicators - setting and reviewing performance of the Schools		A	C	A	R
	Quality of Teaching - ensuring appropriate levels of support, challenge and intervention to support delivery of educational outcomes in each School		A	R	A	A/R
	Curriculum - setting the curriculum for the Schools and reviewing its effectiveness, including the EYFS where relevant in line with statutory requirements.		A	R	A	R
Learner Issues	Learner issues (including attendance, suspensions, exclusions and punctuality for each school)		I	I	A	R
	Ensure school lunch provided to appropriate nutritional standards and legislation		A	S	A	R
	Ensure careers education is well delivered and in line with statutory guidance and governance links are in place.		A	R	A	R
Safeguarding	Ensuring each School has appointed a Designated Safeguarding Lead, ensuring compliance with statutory guidance and maintenance of single central record		A	R	A	R

Decision-Makers/Role	Detail	M	T	CEO	SGB	THT
Stakeholder Engagement	Promoting partnership work between parents/carers and the School (including undertaking consultation with learners, parents/carers and other stakeholders and ensuring that such feedback is used to support the development of best practice and to promote the quality of the overall learner's experience)		I	S	A	R
School Calendar and Opening Hours	Setting term dates		A	R	C	C
	Setting the opening and closing hours		A	R	C	C
Admissions	Set admissions policy		A	R	I	C
	Admissions Decisions		A	I	A	R
Ofsted	Ofsted Inspections Trust Support: (1) Trustees will liaise with Ofsted where the Trust is inspected and will assist with Inspection (2) The CEO will ensure the Trust is prepared for inspection and manage the process from a Trust perspective where the impact of the Trust is under review (3) The CEO will support SGBs and Trust Headteachers for individual School Inspections		A	R	I	I
	Ofsted Inspections School Level		S	S	A	A/R
Financial						
Appointments	Appointment of Audit and Risk Sub Committee		A	S	I	I
	Appointment of Accounting Officer		A/R		I	I
	Appointment of Chief Financial Officer		A	S	I	I
	Recommend appointment of External Auditors to Members	A	R	S		
	Appointment of Internal Auditors	A	R	S		

Decision-Makers/Role	Detail	M	T	CEO	SGB	THT
Funding Model and Budget	Agree a funding model across the Trust & develop an individual funding model for each School so as to secure the Trust's financial health in the short & long term		A	R	I	I
	Formulating and setting the Trust wide budget		A	R		
	Formulating and determining the proportion of the overall budget to be delegated to each School (including uses of contingency funds/balances)		A	R	I	I
	Expenditure and ensuring delivery of annual budgets		A	R	A	R
Financial Delegation	Establishing policies and procedures to ensure compliance with the Trust's financial and reporting requirements		A	R	R	S
Investments	Agreeing the investment policy in line with the Academy Trust Handbook and the Scheme of Financial Delegation		A	R	I	I
Pupil Premium	Reviewing and challenging the value for money/ROI of the pupil premium in terms of educational outcomes and narrowing the achievement gap		A	R	A	R
Appoint-ments	Appointment of CEO	I	A/R		I	I
	Appointment of Trust Headteacher at each School		A	R	R	
	Appointment of cross-Trust staff (in line with recruitment policy)		A	R	I	I
	Appointment of School SLT (excluding Trust Headteacher)		I	C	A	R
	Appointment of Data Protection Officer		A	R	I	I
Dismissals	Dismissing CEO (in accordance with the Trust disciplinary and capability policies)	I	A/R		I	I
	Dismissing Trust staff (in accordance with the Trust disciplinary and capability policies)		A	R	I	I

Decision-Makers/Role	Detail	M	T	CEO	SGB	THT
Dismissals	Dismissing Trust Headteachers (in accordance with the Trust disciplinary and capability policies)		A	R	R	I
	Dismissing School Staff (in accordance with the Trust disciplinary and capability policies)		I	S	A	R
Policies and terms & Conditions	Establishing Trust wide HR policies (including recruitment, discipline, capability, grievance and absence policies) in accordance with all appropriate regulations		A	R	I	I
	Setting Terms and Conditions of Employment		A	R	I	I
	Setting the staff handbook		A	R	A	R
	Setting Performance Development Policy together with pay reviews (in line with the Trust's pay policy and all statutory regulations)		A	R	I	I
	Reviewing discipline and grievance policy		A	R	I	C
Procurement	Setting Trust wide procurement policies (for suppliers including auditors, HR and payroll providers and solicitors) in accordance with the Funding Agreement, Academy Trust Handbook and the Trust's procurement policy		A	R	I	I
	Enter into contracts-up to limit of delegation set out in Scheme of Financial Delegation			I	A	R
Central Services	Determining and allocating central service provided centrally by the Trust		A	R	I	I
	Overseeing the effectiveness of services provided centrally by the Trust		A	R	I	C
	Arranging insurance for the Trust		A	R	I	I
Premises and Assets	Acquiring and disposing of Trust land		A	R	C	I

Decision-Makers/Role	Detail	M	T	CEO	SGB	THT
Premises and Assets	Changing use of Assets		A	R	C	I
	Asset and Premises Maintenance Strategy-determining use of school premises and ensuring premises are adequately maintained		A	R	A	R
Media & PR	Media & PR-overseeing public relations activities to project the activities of the Trust to the wider community		A	R	I	I
	Media & PR-overseeing public relations activities of the Schools to the wider community		I	C	R	A
	Information management-including adopting and following policies for information security and compliance with FOI and DP legislation and maintaining accurate records (colleagues, learners etc).		A	R	S	R

R	Responsible	The responsible group/individual has the responsibility for undertaking or completing the task delegated to them and reporting on its delivery at suitable intervals. In the case of the CEO, this reporting will be at Board level. In the case of the Trust Headteacher, this will be at a School level.
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