

The Agape Multi-Academy Trust

Scheme of Delegation

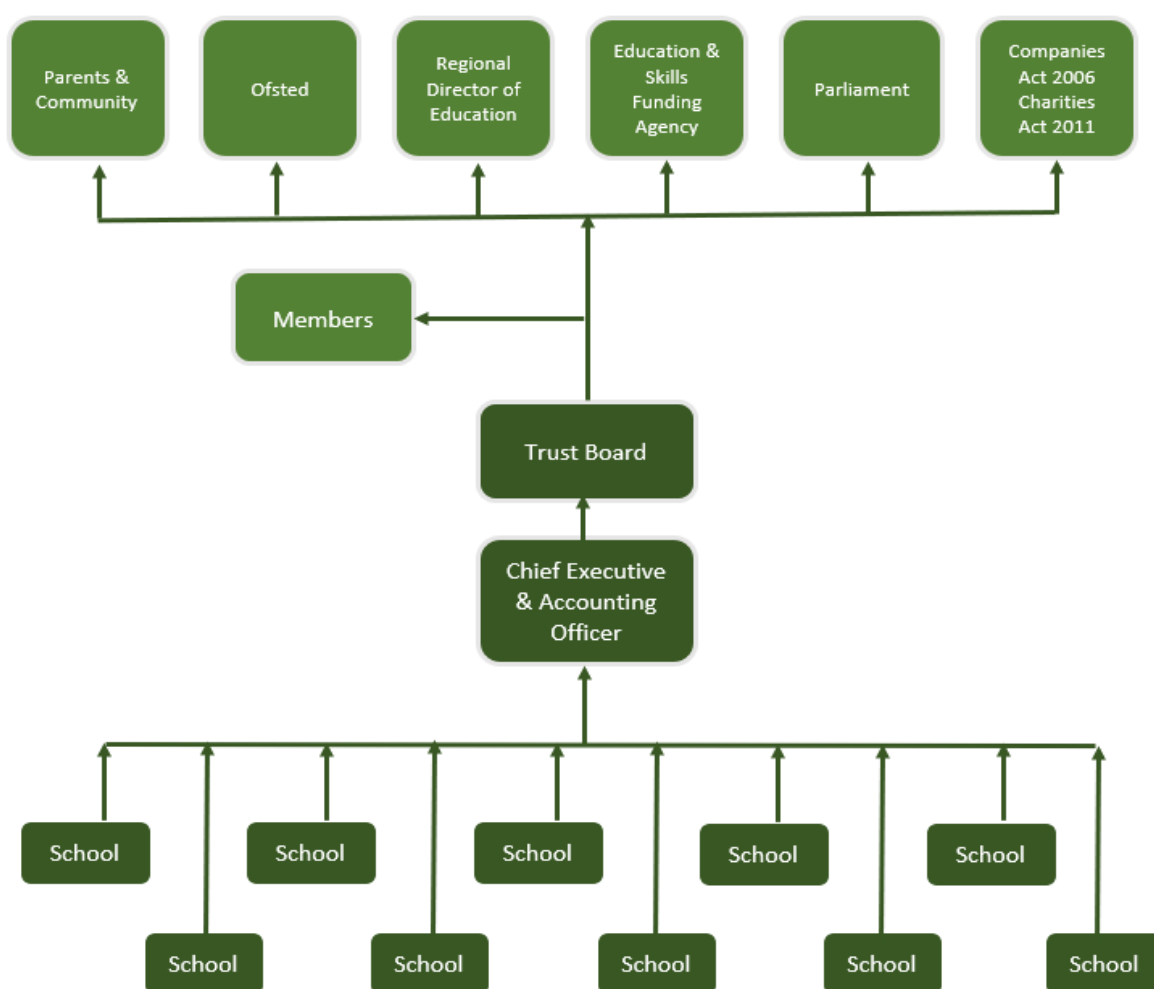
March 2024

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Document Control		Policy Level: Trust/Statutory	
<i>Approved by</i>	Trust Board on 5 th March 2024	<i>Review period</i>	Annually
<i>Published location</i>	Website		
Version Control			
<i>Version Number</i>	<i>Date Issued</i>	<i>Author</i>	<i>Update Information</i>
V1.0	March 2024	CEO	First published: March 2024

Introduction

1. The Agape MAT (the Trust) is a charitable trust which is responsible and accountable to the Department for Education for all its academies. It is also accountable to the communities it serves and the parents of all pupils who attend its academies. The Agape Trust will be governed by the requirements of the various funding agreements between itself and the Education and Skills Funding Agency (ESFA), and also by the Charities Act, the Companies Act and the provisions of its own Memorandum and Articles of Association.
2. The Trust is responsible for the strategic direction of the Trust and all its academies, for setting standards and expectations and for overarching policies. It has, however, determined that operations and responsibility for the delivery of the Trust's standards, and some policies will be delegated by the Trust to the Chief Executive Officer and Executive Team, to Local Governing Committees established for each school in the Trust and to headteachers.
3. Schematic view of lines of accountability



4. There will be two schools in the Agape MAT at inception. The schools are in close proximity. The schools are:

1. The Piggott School (including Charvil Primary)

2. Altwood School

We envisage other schools joining the Trust shortly thereafter.

5. The Agape Trust board delegates much of its responsibility for the operational oversight to the Local Governing Committee and headteacher for each school, including the monitoring of its own educational performance. The trust board also delegates some of its authority directly to the Chief Executive Officer and the Accounting Officer, who may in turn, delegate authority to other senior leaders in the Trust, whilst always remaining personally accountable to the trust board.
6. Underpinning the scheme of delegation is Agape's vision:

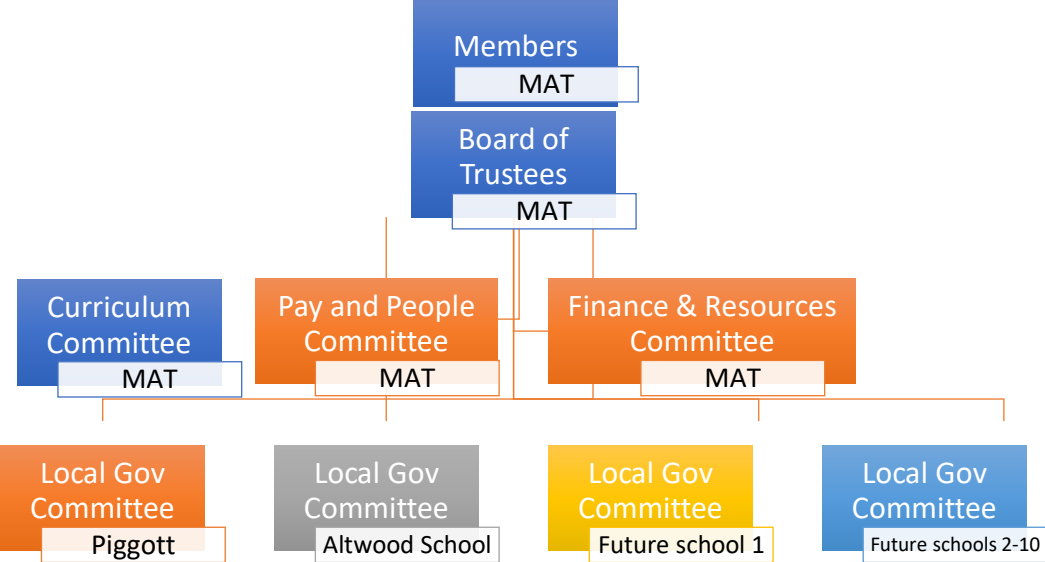
[Our Vision – What we believe in and how we will be have:](#)

A collaboration of schools which enhances the educational experiences and outcomes for children, maximising the benefits of working together, whilst maintaining the individual culture and ethos of each individual school.

[We will achieve this vision through:](#)

1. Upholding the highest standards for academic and personal development for all children.
2. Ensuring a rich, broad, brave and balanced curriculum in our schools; a curriculum which is agile and can be adapted to meet the needs of all children.
3. High quality teaching and learning, with a relentless focus on school improvement through professional development for all staff.
4. Creating Pupil Premium and SEND policies and strategies which ensure that all children who are disadvantaged or have additional needs are prioritised.
5. Working with initial teacher training providers and educational research to attract and train high quality teachers into the profession.
6. Values based ethos in all schools that nurtures in all children a sense and understanding of social justice and respect for equality.
7. Careful and prudent financial and resource management to ensure we maximise spending on resources that have a positive impact on improving learning experiences and outcomes for pupils.
8. Being outward facing and working together through collaboration with local and national partners in the pursuit of continuous improvement.
9. Understanding the strengths and needs of our communities and preserving the unique identity of each school within its own community.
10. Investing in leadership at all levels and providing all staff with career development opportunities.

Strategic Chart



Members

The members of the Trust have responsibility for ensuring that the objects of the Trust, as determined by the Articles of Association, are met. The Objects of The Agape Trust are to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing Academies which shall offer a broad and balanced curriculum and which:

- (i) shall include Church of England Academies ("Church Academies" and each a "Church Academy") designated as such which shall be conducted in accordance with the principles, practices and tenets of the Church of England both generally and in particular in relation to arranging for religious education and daily acts of worship, and
- (ii) may include other Academies whether with or without a designated religious character; but in relation to each of the Academies to recognise and support their individual ethos, whether or not designated Church of England.

The members are responsible for approving and making any changes to the Articles of Association. Furthermore, the members are responsible for appointing and removing trustees and the Trust's auditors.

The Trust Board

The Trust board, led by a Chair, is the decision-making body of the academy trust and is accountable and responsible for all the academies in the Trust.

The trustees have three core functions as set out in the Academy Trust Handbook 2022:

- 1) ensuring clarity of vision, ethos and strategic direction
- 2) Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
- 3) overseeing and ensuring effective financial performance

The trustees have overall responsibility and ultimate decision-making authority for the work of the Trust. This is exercised through strategic planning and setting of policy.

The trustees have a duty to deliver the Trust's charitable objects, and must have regard to the interests of all academies equally and fairly. They must ensure regularity and propriety in the use of Trust funds.

The Chair of the trust board is responsible for ensuring the effective functioning of the board and setting professional standards of governance. The trustees of the Agape Trust will delegate some duties to its Local Governing Committees.

Trust Board Committees

The trust board has established three committees whose members are drawn from the trust board and will include suitably skilled and knowledgeable trustees.

The three committees are:

- 1) Finance and Resources (including the audit and risk responsibilities)
- 2) People and Pay
- 3) Curriculum

The terms of reference for each of these committees can be found at the back of this document. The Board of Trustees sets and approves the terms of reference for each of its constituted sub-committees and for any short-term working groups. All terms of reference are reviewed annually by the Board of Trustees.

Local Governing Committees

Local Governing Committees (LGC) operate as committees of the trust board. They operate under the delegations set out in this document and the LGC Terms of Reference which have been approved by the board.

Stakeholder Forum

The stakeholder forum has no delegated decision-making authority. However, it is a vital communications forum which enables the trust board to independently assess and evaluate the impact of its strategies and policies on the lived experiences of all stakeholders – pupils, staff and parents.

The Chief Executive Officer

The CEO has delegated responsibility and is accountable to the trust board for the delivery of the Trust's strategy, the implementation of Trust policies, the performance of its academies, and the management of staff. As the Accounting Officer of the Trust, the CEO has overall responsibility for the Trust's financial responsibilities and must ensure the organisation is run with financial effectiveness.

The CEO will be supported by an executive team. At full implementation this will include:

1. A Primary Director who will have delegated responsibility for leading school improvement across all Trust academies.
2. Director of operations, finance and human resources who will have delegated responsibility for the effective and efficient delivery of all shared services.

Headteachers

The headteacher of each school is responsible for the day to day running of the school, its internal organisation, management and control, teaching and the curriculum, and the implementation of Trust policies in the school.

Framework & Format

In the matrix below, activities and tasks have been structured as follows:

- | | |
|-----------------------------|--------------------|
| 1. Vision, Ethos & Strategy | 6. Education |
| 1. School Organisation | 7. Stakeholders |
| 2. Finance | 8 Trust Services |
| 3. Pupils | 9. Risk Management |
| 4. People | |

Review

The scheme of delegation will be kept under constant review and will be presented to the trust board annually for approval.

Glossary to Table of Responsibilities

Members:

Under normal circumstances, members do not get involved with the day to day operations of the trust board or the leadership activities of the CEO and executive team. Members keep a watching brief through their meetings with the trust board chair and CEO. Members hold the trust board to account for the effective governance of the trust, but they have minimal impact on the running of the trust. Members appoint and remove trustees and they appoint independent auditors to audit the trusts accounts. Members are essential to the integrity of the trust structure. They are the last line of defence as the guardians of governance and in ensuring the trust upholds its charitable objectives.

Task	Definition
Perform	The individual/group will follow agreed policies and procedures or carry out specified duties. They are accountable for executing or implementing decisions or policies. They may be required to report on the delivery of duties/actions. In the case of: <ul style="list-style-type: none"> (i) the CEO, reports will be to the Board and/or LGC (as appropriate), (ii) the LGC, they will be making reports in relation to their school to the Trust Board and/or CEO (as appropriate) and (iii) the Headteacher, they will be making reports in relation to their school to the CEO and/or LGC (as appropriate).
Approve	Approves the decision or activity. Accountable for making sure the activity is satisfactory and meets performance standards. May delegate work. There is usually one Approve body.
Consulted	The individual/group that should be consulted as part of the process of completing a particular task. This role describes those whose knowledge and expertise is important in making the decision but does not imply that their input will be followed in all circumstances. This role is a supporting role
Informed	The individual/group must be informed of the decision, policy or strategy.
Monitor	The individual/group which observes, checks and ensures the delivery of a particular task. They may be required to report to other groups.

Table of Responsibilities

Vision Ethos & Strategy

Section	Duty	Trust	CEO	LGC	Head Teacher
Vision Ethos Strategy	STRATEGY				
	Monitor and report on Trust ethos, vision and values	C/A	P	C/I	C/I
	Determine and Deliver Trust's strategic objectives, vision and strategy	C/A	P	I	I
	Determine and Deliver each school's strategic objectives, vision and strategy	C/A	C	C	P
	Publish annual Trust Improvement Plan (TIP)	C/A	P	C	C
	Define Key performance indicators for Trust	C/A	P	C	I
	Define Key performance indicators for each school	A	P	C	P
	Annually approve the Trust Core Offer	A	P	C	P
	TRUST GROWTH				
	Approve new academies to join the Trust	A	P	C	C
	Approve re-brokerage of academies to a new Trust	A	P	C	C
	Approve formal Trust Partnerships	A	P	C	C

School Organisation

Section	Duty	Trust	CEO	LGC	Head Teacher
School Organisation	TRUST PROCEDURES				
	Review/amend articles of association annually	A	P		
	Review/amend Scheme of Delegation annually	A	P		
	Approve annual report to members on Trust performance	A	P		
	Hold trustee board meetings at least 3 times a year	P	P		
	Elect a chair and vice-chair of trustees	A	C		
	Appoint a clerk to trustees	C/A	P		
	Determine the constitution, membership and terms of reference of any trustee committee that are established and LGCs	C/A	P		
	Recommend appointment of future trustees to the members	P	P		
	Appoint director appointed trustees to the LGCs	P/A	C	C	C
	Appoint chair of each Trust committee	P/A	C		
	Check that all statutory policies and documents are in place	A	P		
	Approval of all trust wide policies and any adapt and adopt policies	A	C	P	P
	Ensure published governance details are correct (GIAS)	I	P		
	Register of business and pecuniary interests published	P	A		
	Annual self-review – of governance structures	P/A	P		
	Recruitment and skills audits of Trustees	P	A		
	Management of conflicts of interest,	P	A		
	Appointment and removal of link Trustees (including for Safeguarding, SEND, pupil premium and data protection) and determining their role description	C	A		
	Annual calendar of Trust Board and Committee meetings	C	A		
	Local Governing Committee				
	Structure of LGC	A	C	P	C
	Election of parent governors	I		P/A	I
Election of staff governors	I		P/A	C	

Elect a Chair and vice chair of the LGC	I	A	P	C
Appointment of Clerk to the LGC	I	I	P/A	C
Removal of governors	C/A	A	P	C
Annual calendar of LGC and Committee meetings	C	C	P	P
Establish a register of interests for LGC	I	I	P	A
Receive/review termly Headteachers' reports	I	C	A	P
Funded CPD for LGC Governors	I	C	P	A
Recruitment and skills audits of LGC governors	I	C	P	C
Setting school term dates, holidays and times of school sessions	I	I	A	P
Closure of school due to extreme circumstances	I	C	A	P
ADMISSIONS				
Manage the Admissions Process	I	I	A	P
Determine Trusts admissions arrangements, including the published admission number (PAN) and the oversubscription criteria	P	A	C	C
Make sure the school's admissions arrangements comply with the School Admissions Code and are fair, clear and objective	I	P	I	C
Establish an independent appeals panel when there are admissions appeals	I	I	A	P
Challenge direction to admit pupils	I	I	A	P
Change of Academy PAN	A	P	C	C
Allocation of places against Admissions Policies	I	C	A	C
APPEALS				
Complaints Appeals	A	A	P	P
Admissions Appeals	I	I	A	P
Exclusion Appeals	I	A	A	P

Finance

Section	Duty	Trust	CEO	LGC	Head Teacher
Finance	FINANCE				
	Approval of Annual Report and Accounts	A	P		
	Determine academy top slice/charging policy	A	P	C	C
	Setting school budgets	A	C	A	P
	Approve Financial Delegation and Authorisation Limits	A	P	I	C
	Recommend appointment and Removal of External Auditor (members appoint the auditors)	A	C	C	I
	Appointment and Removal of Internal Auditor	A	P	C	I
	Signatory Authority levels	A	P	C	C
	Trust bankers	A	P		
	Bank Mandates	I	A		
	Agree local financial delegation for each academy	A	P		C
	Leases for Academy Land & Buildings	A	P	C	C
	Ensuring compliance with ESFA	A	P		
	Prepare annual financial statements in line with the ESFA's academies accounts direction	A	P		
	Refer potentially novel and contentious transactions to Education and Skills Funding Agency (ESFA) for explicit prior authorisation	A	P		
	Make sure that the trust has adequate insurance cover or has opted into the academies risk protection arrangement	A	P	I	I
	Agree trust wide expenses policy	A	P	C/I	C/I
	Develop trust wide procurement strategies/procedures to ensure value for money and efficiency savings	A	P	C	C
	Agree charging and remissions policy	A	P	C	C
	Trust and school capital programmes and reserves	A	P	C	C
	Use of reserves to cover in-year deficit budget	A	C	P	P
	MONITORING				
Monitor impact of pupil premium funding	I	C	M	P/A	
Monitor impact of PE and sport premium funding	I	C	M	P/A	

Monitor impact of SEND funding	I	C	M	P/A
Monitor use of financial procedures	A	C	M	P/A
Evaluate trust value for money	A	P	M	P
Ensure academy contractual arrangements comply with regulations and trust strategy / procedures	A	P	C	I
Monthly Budget Monitoring	A	C	M	P
Monthly Financial Report to Trustees	A	P	I	I
Revenue Budget	A	P	I	I
Capital Budget	A	P	I	I
Staff Contractual Commitments (Non-TLR Allowances)	A	C	A	P
Severance Payments (up to ESFA prescribed limits as per ATH)	A	P	C	C
Severance Payments (with pre-approval from ESFA as per ATH)	A	P	C	C
All Operating Leases	A	P	C	C
Disposal of Assets and Bad Debt Write-Off	A	P	C	C

Pupils

	Section	Trust	CEO	LGC	Head Teacher
Pupils	SAFEGUARDING				
	Check that the school complies with statutory guidance on safeguarding including oversight of the SCR	M	P	M	P
	Agree Trust Safeguarding & Child Protection procedures	A	C	M	P
	Liaise with the LA designated officer & partner agencies if allegations are made against CEO or Headteacher	P	P		
	Implement safeguarding policies in school	I	I	A	P
	Appoint a member of staff to be the designated safeguarding lead	I	I	I	P
	Ensure the Trust promotes pupil well-being	M	P	M	P
	Make sure the provision of free school meals to those pupils meeting the criteria		M	P	P
	Deliver support to LAC in school		M	I	P
	Make arrangements for supporting pupils with medical conditions			I	P
	SEND				
	Designate a member of the LGC to have oversight of the school's arrangements for SEND			P	C
	Ensure special education provision is provided for any pupil who has SEN, and monitor its effectiveness			M	P
	Produce the schools' Local Offers (LO) in line with LA guidelines			M	P
	Make sure the school follows the SEND Code of Practice	M	P	M	P
	Appoint a SENDCo			I	P
	BEHAVIOUR & EXCLUSIONS				
	Approval of Fixed-term Exclusion	M	M	M	P
	Approval of Permanent Exclusion	I	M	A	P
	Approval of alternatives to exclusion (eg: Managed Moves and FTT, MTT)		C	M	P
	Appeals against permanent exclusions	I	I	P	C
	Arrange and approve off site direction			M	P
	Arrange suitable full-time education for any pupil who has a fixed-term exclusion of more than 5 school days			M	P

People

Section	Duty	Trust	CEO	LGC	Head Teacher
People	STAFFING				
	Set Terms and Conditions of Employment and Staff Handbook	P	A	I	I
	Performance management of the CEO	P/A	P		
	Performance management of Academy Headteachers	A	P	A	P
	Staff Performance management		A	M	P
	Annual review of Trustee contribution / succession planning	P	A		
	Approve Trust level staffing structure changes	C	A		C
	Determination of pay/grading structures across the Trust	P	A	I	C
	Job Evaluation and role grading	I	A	I	C
	Approve academy staffing structure	P	A	A	C
	Agree approach to staffing policies	P	A	C	C
	Staff Contracts	C	A	I	I
	Make sure employment law is followed	I	I	I	P
	Make sure that effective support is provided for any employee facing an allegation	P	A	M	P
	Make sure safer recruitment procedures are applied (for example, disclosure and barring checks)	P	I	M	P
	Initial appointment pay decisions and other terms of service		I	M	P
	Staff development	I	P	I	P
	Staff restructuring, redundancy and reduction	C	A	C	P
	Agree recommendations on teachers' performance related pay	A	A	I	P
	Facilitate discussions with unions	I	P	I	P
	Decisions around recognition and facilities time for Trade Unions and professional associations	I	A	I	P
	Consultations and negotiations with staff and recognised Unions relating to HR policies	I	A	I	P
	Production and maintenance of single central record of recruitment and vetting checks	M	M	M	P/A
	Consider requests for Early retirement, sabbatical or Flexible working	I	A	I	P
Hear Grievance, Disciplinary, Redundancy, Capability cases	I	C	P	P	
Approval and monitoring of targets for staff wellbeing	I	A	C	C	

CPD Programme: Implement and impact	I	C	I	P
Funded CPD for Trustees	P	A		
Maintain accurate and effective and secure employee files.	I	M	I	P
Undertake pre-appointment checks for staff & governance stakeholders including DBS.	C	M	I	P
Appointment of Trust Improvement Partner	C	P	I	I
Appointment of Strategic Improvement Partners	C	P	I	I
APPOINTMENTS				
Appoint / Remove Members	Members			
Appoint / Remove Trustees	Members			
Appoint / Remove Co-opted Trustees as per the Articles of association	A	C		
Appoint/ Remove/Performance of Chief Executive Officer	P	I	I	I
Appoint the chief financial officer	C/A	P	I	I
Appoint/Remove/Performance of Senior Trust Officers	C/A	P		
Appoint/Remove/Performance of Education Partners	C	P/A		
Appoint/Remove/Performance of Headteacher / Head of School	C/A	P	C	
Appoint/Remove/Performance of Central Services staff	C	P/A		
Appoint/Remove/Performance of Teaching Staff	I	M	A	P
Appoint/Remove/Performance of Support Staff	I	M	A	P
Approve Staff Restructure programme	I	A	C	P
Approve Staff Redundancy (within ESFA prescribed limits)	M	A		C
Appoint Governance professional	A	P		

Education

Section	Duty	Trust	CEO	LGC	Head Teacher
Education	CURRICULUM				
	Make sure the school teaches a broad and balanced curriculum	I	M	M	P
	Collective worship arrangements		M	M	P
	Provision of SRE in line with statutory guidance		M	C	P
	Delivery of RE		M	M	P
	Subject options to be taught (secondary)	I	C	M	P
	Delivering careers' guidance with regard to statutory requirements		I	M	P
	Promote awareness of national changes in education policy	I	P	I	P
	Approval of Pupil Premium and Sports Grant Plans and Impact Evaluations	I	P	M	P
	Deliver early years curriculum in line with EYFS	I	M	M	P
	Maintain accurate and effective and secure pupil records.			M	P
	Maintain an accurate and effective and secure Single Central Record (SCR)	I	M	M	P
	SCHOOL IMPROVEMENT				
	Agree trust approach to intervention for academies causing concern	C	P/A	C	C
	Completion of Self-evaluation form (SEF)	I	M	M	P
	Responsibility for cultivating trust focus on improving teaching and learning	I	P		C
	Publish and review a Trust development and improvement plan	A	P	C/M	P
	Approve and monitor School Development plan	A	M	M	P
	Promote awareness of national changes in education policy	I	P	I	P
	Schools setting own contextual targets		C	I	P
	Action intervention plans where required	M	C	I	P
	Ensuring Trust and each school's readiness for Ofsted	I	C	M	P
	Set and monitoring targets for pupil attendance	M	M	M	P
Set and monitoring targets for pupil behaviour	M	M	M	P	
Set and monitoring targets for pupil bullying & harassment.	M	M	M	P	

Stakeholders

Section	Duty	Trust	CEO	LGC	Head Teacher
Stakeholders	PARENTS				
	Family engagement				P
	Decide on how to report academy progress to parents	C	C	I	P
	Agree strategy to promote parental, pupil and local stakeholder voice		I	M	P
	Decide on enrichment/extended services offer			M	P
	Links with parents, carers and local community			M	P
	School Web site	M	M	I	P
	Trust Web site	M	P	C	C
	WIDER COMMUNITY				
	Agree strategy for wider stakeholder engagement	C	P	I	I
	Links with local community			P	P
	Trust branding	C	P	C	C
	School prospectus and marketing		M	I	P
	Relations with local authority and local government		P		
	Relations with central government (including Regional Director)		P		
	Trust Public statements		P		

Trust Services

Section	Duty	Trust	CEO	LGC	Head Teacher
Trust Services	SHARED SERVICES				
	Monitor effectiveness and scope of central services provided to the academies by the Trust	M	P	C	C
	Premises management	M	P	C	P
	ICT strategies	M	A	I	P
	Monitor trust compliance with H&S legislation	M	P	A	P
	Monitor the implementation of the health and safety policy	M	P	M	P
	Trust property policies and strategy, estate improvement plans, priorities for premises maintenance	A	P	P/C	C
	Make sure there is an appointed person in charge of first aid	I	I	M	P
Promoting sharing best practice and improve trust strategies	M	P	C	C	

Risk Management

Section	Duty	Trust	CEO	LGC	Head Teacher
Risk Management	RISK				
	Ensure Trust risk management policies are in place and adhered to.	A	P	I	I
	Setting the Trust's risk appetite	A	P	I	I
	Implementation and maintenance of trust risk register	A	P	C	C
	Implementation and maintenance of school risk register	I	I	A	P
	Establish a financial contingency plan to ensure continued operation in event of substantial financial loss	A	P	I	I
	Compliance with charity law, company law, employment law.	A	P	I	I
	Comply with all obligations of Schools Financial Handbook	A	P	I	I
	Ensuring there are appropriate financial controls for the management of public funds	A	P	I	I
	Agree trust wide strategy for insurance arrangements	A	P	C	C
	LEGISLATION				
	Make sure the Trust complies with the Freedom of Information Act 2000	M	P		P
	Make sure the Trust complies with Equality Act 2010 and publishes Equality Objectives	M	P		P
	Comply with all Data Protection legislation	M	P		P
	Compliance with statutory requirements, such as H&S, Fire Management	A	P	A	P

Finance and Resources Committee

Terms of Reference

1. Purpose

- 1.1 The Finance and Resources Committee will assess the success of the Trust in managing its financial, estates, digital and other resources (not including human resources) to achieve maximum effectiveness and best value, so that schools can maximise expenditure on resources that impact on improving learning experiences and outcomes for pupils.
- 1.2 They will review the annual budgets; the 3-year forecasts; and the monthly management accounts and make recommendations to the Board of Trustees on budget proposals.
- 1.3 They will review the Trust's estates plan to ensure adequacy of provision.
- 1.4 They will review the Trust's digital plan to ensure best value, security and resilience.
- 1.5 The Committee will also be responsible for ensuring the Trust is financially secure, has a sustainable reserves policy and complies with statutory financial reporting and the Academy Trust Handbook.
- 1.6 They will identify, measure, manage, monitor and report to the Trust Board on any and all risks or threats to the Trust's business objectives, as set out in the Articles of Association.
- 1.7 Oversee and approve the trust's programme of internal scrutiny
- 1.8 Ensure that risks are being addressed appropriately through internal scrutiny
- 1.9 Report to the board on the adequacy of the trust's internal control framework, including financial and non-financial controls and management of risk.

2. Membership

- 2.1 The CEO, Chief Financial Officer and other relevant senior staff will routinely attend the committee by invitation of the Committee Chair to provide information and participate in discussions.
- 2.2 Employees of the Trust will not be members of the Committee.
- 2.3 Any Trustee, in addition to or as a stand-in for the committee members, may attend committee meetings.

3. Quorum

- 3.1 A minimum of 3 Board of Trustees members are to attend.

4. Meetings

- 4.1 The Finance Committee will meet at a minimum of 3 times per year and as often business requires.
- 4.2 Any three Trustees can request that the Committee Chair convene a meeting by giving no less than 14 days' prior notice.

- 4.3 Every matter to be decided at a meeting of the Committee must be determined by a majority of the votes of the Committee members present and voting on the matter.
- 4.4 Each Trustee present in person (or online) shall be entitled to one vote.
- 4.5 Where there is an equal division of votes the Committee Chair shall have a casting vote.
- 4.6 A register of attendance shall be kept for each Committee meeting and published annually.
- 4.7 The Committee Chair will receive the management accounts monthly and engage with the Committee in a review
- 4.8 The Committee Chair will meet with the Chief Financial Officer where necessary ahead of each committee meeting to discuss items on the agenda, and any additional items that should be brought to the attention of the committee.

5. Reporting

- 5.1 The Governance Professional will prepare concise minutes of each committee meeting. Minutes will be uploaded to the governance platform once they have been approved by the Committee Chair as "Draft Minutes".
- 5.2 The Governance Professional will summarise the actions/ decisions taken and take any actions required by the Board to the next Board meeting.
- 5.3 The Committee shall arrange for the production and delivery of such other reports or updates as requested by the Trust Board from time to time.
- 5.4 The Committee shall conduct an annual review of its work and these terms of reference and shall report the outcome and make recommendations to the Trust Board.

6. Responsibilities

The Committee will exercise responsibility for and oversight of:

6.1 The overall Finances of the Trust

- a) Reserves Policy and 3-year forecast to ensure adequacy of resources to deliver the Trusts Strategic plans
- b) The annual budget (for recommendation to the Full Trust Board)
- c) Maintain oversight of school budgets which are managed by the respective LGC's.
- d) Monitoring of monthly performance against budget
- e) Recording and adequacy of financial procedures (including compliance with the DfE and ESFA Guidance); delegation of spending authority and virement policies
- f) Insurance arrangements
- g) Presentation and disclosure in the annual report and accounts
- h) Adequacy of procedures in respect of internal financial controls and adoption of additional controls as and when recommended by internal and external audit functions
- i) Compliance with statutory and other required procedures

6.2 The Premises of the Trust

- a) Review the Trusts 10-year estates plan to ensure sufficient and suitable accommodation to deliver the Trusts strategic plan
- b) Advise Trustees on the priorities for the maintenance of the existing Academy buildings.
- c) Advise Trustees on the requirements for additional new premises and engage with and monitor the procurement and build program
- d) Overall responsibility for Health & Safety within the Multi Academy Trust.
- e) Monitor the estates annual repairs and maintenance plans.
- f) Make recommendations on premises-related expenditure (including review of ITT documentation prior to issue to determine approval delegation)
- g) In consultation with the CEO and the Chief Financial Officer, oversee premises-related funding bids.
- h) Oversight of the arrangements, including health and safety, for the use of the premises by outside users.

6.3 Internal Audit

- a) oversee and approve the Trust's programme of internal scrutiny.
- b) assess whether procedures are designed effectively and efficiently, and check whether agreed procedures have been followed
- c) agree a programme of work annually to deliver internal scrutiny that provides coverage across the year
- d) consider reports at each meeting from those carrying out the programme of internal scrutiny
- e) consider progress in addressing recommendations
- f) assess the effectiveness and resources of the Internal Auditor
- g) to advise the Trust Board on the appointment, re-appointment, dismissal and remuneration of the Internal Audit service, and establish that all such assurance providers adhere to the relevant professional standards

6.4 External Audit

- a) review the External Auditor's plan each year
- b) review the draft annual report and accounts
- c) receive the External Auditors' annual report, and accounts and recommend appropriate actions to the Trust Board in response to the findings
- d) review the External Auditors findings and actions taken by the Trust's managers in response to those findings
- e) consider progress in addressing recommendations
- f) assess the effectiveness and resources of the External Auditor – refer to section 4.17 in the Academy Trust Handbook.
- g) to advise the Trust Board and Members on the appointment, re-appointment, dismissal and remuneration of the External Audit service, and establish that all such assurance providers adhere to the relevant professional standards

6.5 Risk Management

- a) support development and review of the Trust's Risk Management Policy, setting out the framework the Trust has adopted for risk management.
- b) ensure that risks are being addressed appropriately through internal scrutiny
- c) to seek assurance that the risks identified are those which may occur, for example, operational risk, financial risk, compliance risk, regulatory and legal risk, major incident
- d) review the ratings and responses on the Risk Register to inform contingency and business continuity planning and the programme of work, ensuring risks and control measures are adequately identified and modified as appropriate

6.6 Other Activities

- a) review findings from other assurance activities by third parties including ESFA financial management and governance reviews, funding audits and investigations
- b) evaluate the adequacy of the Trust's internal control framework, including financial and non-financial controls and management of risks and report this to the Trust Board
- c) provide reports for each full Trust Board meeting, highlighting emerging risks or significant anomalies at the earliest opportunity
- d) produce an annual report of the Committee's conclusions on the above assessment to advise both the Trust Board and Members including recommendations on the reappointment or dismissal or retendering of the External Auditor, and their remuneration
- e) recommend to Members the appointment of an external auditor (in accordance with the Trust's articles of association)
- f) to review the Trust's insurance cover in compliance with its legal obligations
- g) to undertake any other activity which supports the Committee with its overall assurance role on behalf of the Trust board
- h) To see established and keep under review the accessibility plan and travel plan.

7. Policy Approval

7.1 Financial

- Agape Acceptance of Gifts & Hospitality Policy
- Agape Charging and Remissions Policy
- Agape Complaints Policy
- Agape Data Protection Policy
- Agape Employer discretions Policy (LGPS)
- Agape Finance Policy (including accounting, competitive tendering, investment and reserves)
- Agape Freedom of Information Policy
- Agape Gender Pay Gap Annual Report
- Agape Governor and Trustee expenses Policy
- Agape Risk Policy

7.2 Estates

- Agape Business Continuity & Critical Incident Plan
- Agape Health and Safety Policy

The Board of Trustees sets and approves the terms of reference for each of its constituted sub-committees and for any short-term working groups. All terms of reference are reviewed annually by the Board of Trustees.

People & Pay Committee

Terms of Reference

1. Purpose

- 1.1 People & Pay Committee will assess the performance of the Trust in managing, supporting and developing its staff in terms of performance management and pay, employee relations and wellbeing, equality and diversity, changes to terms/conditions and joint union relationships.
- 1.2 The committee will approve, monitor, review, evaluate, and update the Trust's People Strategy, to ensure it is effective in making the Agape Trust a great place to work.

2. Membership

- 2.1 The People & Pay Committee should include:
 - a. A minimum of four Board of Trustees members.
 - b. The CEO, Chief Financial Officer and other relevant senior staff will routinely attend the committee to provide information and participate in discussions.
 - c. Employees of the Trust will not be members of the Committee.
- 2.2 Any Trustee, in addition to or as a stand-in for the committee members, may attend committee meetings.
- 2.3 Whistleblowing - Academy trusts should appoint at least one academy trustee and one member of staff, who other staff can contact to report concerns. (This is in addition to the Headteacher of each school and the Chair of each LGC).

3. Quorum

- 3.1 A minimum of 4 Board of Trustees members are to attend.
- 3.2 The Chair has a casting vote.

4. Meetings

- 4.1 The People & Pay Committee will meet at least termly (three times a year).

5. Reporting

- 5.1 The Governance Professional will prepare concise minutes of each People & Pay meeting. Minutes will be uploaded to the governance platform once they have been approved by the Committee Chair as "Draft Minutes".
- 5.2 The Governance Professional will summarise the actions/decisions taken and any take actions required by the Board of Trustees to the next Board of Trustees meeting.

6. Responsibilities

- 6.1 Review the effectiveness and appropriateness of Trust wide HR policies and strategies, including:
 - a. Staff recruitment and appointment procedures (including Safer Recruiting Procedures)
 - b. Retention strategies
 - c. Exit interview report
 - d. Disciplinary and grievance
 - e. Equality, diversity and inclusion
 - f. Staff well being
 - g. CPD
- 6.2 Review succession plans for senior staff
- 6.3 Performance Management
 - a. Annually review and approve the Trust's Pay and Appraisal policies
 - b. Monitor the Trust's performance management process for effectiveness and consistency.
 - c. Consider any recommendations from the Executive for pay awards for senior staff including Principals
 - d. Consider any recommendations from the CEO Review Panel for pay awards
- 6.4 Agree KPIs with the Director of HR and receive updates. KPIs will include:
 - a. Staff turnover
 - b. Staff satisfaction
 - c. Ethnic and socio-economic mix of staff
 - d. Staff attendance and sickness.
- 6.5 Regularly Review with Director of HR
 - a. Accuracy and security of employee files including GDPR requirements
 - b. Public sector equality requirements
 - c. Scope and effectiveness of HR services provided by the Trust
- 6.6 Business Critical Risks
 - a. Review Key Risks allocated by Audit in the Risk Register and update status
 - b. Add/remove risks relating to HR matters to the Risk Register

7. Policy Approval

- 7.1 The following policies are delegated by the Board of Trustees to be approved by the Committee:
 - Agape Admissions Policy
 - Agape Allegations of abuse Policy
 - Agape Appraisal policy
 - Agape Capability Policy
 - Agape Dignity at work Policy
 - Agape Disciplinary Policy

- Agape Grievance Policy
- Modern slavery statement
- Agape Pay Policy
- Agape Privacy notices
- Agape Redundancy Policy
- Remote Decision Policy
- Agape Staff Absence/Sickness Policy
- Agape Support staff probation Policy
- Agape Whistleblowing Policy

The Board of Trustees sets and approves the terms of reference for each of its constituted sub-committees and for any short-term working groups. All terms of reference are reviewed annually by the Board of Trustees.

Curriculum Committee

Terms of Reference

1. Purpose

- 1.1 The Curriculum Committee's main purpose is to ensure that the overall curriculum provision for cohorts, groups and phases of children meets the standards and expectations of the Trust and the entitlement for each community.
- 1.2 The Committee will work in partnership with CEO and Headteachers whose leadership and operational responsibilities relate to the specific schools under their direction.
- 1.3 The Committee will monitor and assess the progress of Trust schools in achieving its mission of promoting excellence for all and its aim to provide the highest possible quality of education for all our children, to ensure that pupils from all backgrounds thrive.
- 1.4 Approve and monitor the impact of policies and strategies with regards to:
 - Safeguarding children and adults in all schools
 - Supporting children with Special Educational Needs and Disabilities
 - Supporting pupils who are disadvantaged in any way.
- 1.5 Accurately review the schools' current position against our mission to nurture in all children a sense and understanding of social justice and respect for equality.
- 1.6 Use data analysis, panel meetings and commissioned reports to inform future strategy and effective deployment of resources.
- 1.7 The Committee will liaise with and consult with other committees and Local Committees, where appropriate, referring to the Scheme of Delegation.

2. Membership

- 2.1 The Committee should include the following members:
 - a) Three Trustees
 - b) Local Governing Committee (LGC) Chairs or LGC Representatives
- 2.2 Any Trustee, in addition to or as a stand-in for the committee members, may attend committee meetings.
- 2.3 The CEO and other relevant senior staff will routinely attend the committee to provide information and participate in discussions as relevant to the agenda and at the direction of the Chair

3. Quorum

- 3.1 A minimum of 3 Board of Trustees members are to attend.
- 3.2 The Chair has a casting vote.

4. Meetings

- 4.1 The Committee will meet at minimum of 3 times a year, or more as requirements

dictate.

- 4.2 Agendas will be agreed with the Chair of the committee and distributed with associated papers by the Governance Professional one week in advance of the meeting.

5. Reporting

- 5.1 The Governance Professional will prepare concise minutes of each meeting and once agreed by the Chair, the minutes will be uploaded to the governance platform once they have been approved by the Committee Chair as "Draft Minutes".
- 5.2 The Governance Professional will summarise the actions/decisions taken and take any actions required by the Committee to the next Full Board meeting.

6. Responsibilities

- 6.1 The Committees will be responsible for reviewing and monitoring:
- a) Curriculum (see also Personal development)
 - Delivering a broad and balanced, well-rounded curriculum offer at all stages.
 - Curriculum impact, including achievement for vulnerable groups e.g. SEND, Pupil Premium and Looked after children (LAC).
 - Wider curriculum issues such as spiritual, moral, social and cultural learning.
 - b) Pupil achievement and standards
 - Agreed educational KPIs.
 - Student cohort performance and school variation analysis.
 - Specific data analysis using IDSR (School inspection data summary report) for all phases.
 - School improvement reports, action plans from peer reviews and other school improvement work through external agencies.
 - c) Personal development
 - The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover interests and talents.
 - The curriculum and Trust schools, wider work supports learners
 - To develop their character, including their resilience, confidence and independence
 - To know how to keep physically and mentally healthy at each stage of education
 - To prepare for future success in their next steps
- 6.2 Co-constructed Key Performance Indicators across a wide range of educational standards will be agreed, monitored and reported in a timely fashion where variations will be supported and challenged to help refine the overall School Improvement offer of the Trust.
- 6.3 Specific focus will be given at this committee to cohorts that are vulnerable to underachievement such as Pupil Premium children, those identified with SEND, those for

whom English is an additional language (EAL) and other groups specifically identified through Trust self- evaluation.

- 6.4 Commission reports on groups identified as requiring further investigation, in order that actions can be taken at individual school and/or Trust wide level
- 6.5 Highlight to the Trustees current or emerging barriers for our students, to ensure the Trust is able to fulfil its wider community responsibility/ civic leadership role

7. Personal development

- a) The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- b) The curriculum and Trust schools' wider work supports learners:
 - to develop their character, including their resilience, confidence and independence
 - to know how to keep physically and mentally healthy at each stage of education
 - to prepare for future success in their next steps
- c) The Trust's schools prepare learners for life in modern Britain by:
 - equipping them to be responsible, respectful, active citizens who contribute positively to society - developing their understanding of fundamental British values
 - developing their understanding and appreciation of diversity
 - celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

8. Policy Approval

Policies:

- Prevent
- Exclusion Policy
- Safeguarding/child protection

The Board of Trustees sets and approves the terms of reference for each of its constituted sub-committees and for any short-term working groups. All terms of reference are reviewed annually by the Board of Trustees.

Local Governing Board – Altwood Church of England School

Terms of Reference

Each school in the Agape Trust will have its own Local Governing Committee (LGC) which will be a committee of the Trust Board.

The Trust has delegated certain powers to the LGC (see responsibilities below) through its Scheme of Delegation. However, the Trust Board remains responsible and accountable for decisions made.

1. Purpose

- 1.1 provide support and challenge to the Headteacher in pursuit of the school's vision and values
- 1.2 hold the Headteachers to account for the educational performance of the school and its pupils, and the performance management of staff
- 1.3 set an annual budget for the school
- 1.4 support the effective operation of the trust and its policies
- 1.5 provide a vehicle for trust board engagement with the school, its parents and local community, to help ensure that the Trustees stay connected.
- 1.6 bring issues and risks to the attention of the trust board.
- 1.7 provide constructive feedback to the board where a policy may not be effective in the local context, and suggest alternative approaches
- 1.8 help ensure the trust works as one entity, in the interests of all its schools equally

2. Membership

- 2.1 All LGC members are formally appointed by the Trust, including in circumstances where they are elected by a stakeholder body.
- 2.2 Any Trustee may attend committee meetings.
- 2.3 The Trust may appoint such independent persons as it deems fit to be members of the LGC– including the Chair
- 2.4 There will be a minimum of 7 and a maximum of 13 members of the LGC, made up as follows:
 - a) At least two, but up to 3, elected parent governors
 - b) One staff governor
 - c) The Headteacher of the School
 - d) Up to 4 persons appointed by the Trust Board with the consent of the Diocesan Board of Education
 - e) Up to four persons co-opted by the LGC

The number of governors appointed by the Trust with the consent of the Diocesan Board of Education must comprise at least 25% of the total number of governors on the Local Governing Committee.

The LGC may appoint one person to act as an adviser to LGB sub-committees with voting rights so long as their vote is not a deciding one.

3. Quorum

- 3.1 A minimum of half of the Governing Board is needed to make any meeting quorate (rounded up to a whole number).

4. Meetings

- 4.1 The Local Governing Board will meet six times a year.

5. Reporting

- 5.1 The Clerk to the LGC will prepare concise minutes of each committee meeting. Once the minutes (including any Part II minutes) are agreed by the LGC, they, together with any documents referenced in the meeting, will be sent to the Trust Governance Professional for uploading to the governance platform where they will be accessible for all Trustees.

6. Responsibilities

- 6.1 Determine and deliver each school's strategic objectives, vision and strategy.
- 6.2 Receive/review a minimum of 3 Headteacher reports per academic year.
- 6.3 Manage the school's admissions process
- 6.4 Monitor and respond to admission, exclusion and complaint appeals.
- 6.5 Approve the school budget and monitor the accounts, ensuring value for money.
- 6.6 Approve academy staffing structure and performance related pay uplifts, including the headteachers'.
- 6.7 Hear Grievance, bullying/harassment, Disciplinary, Redundancy, Capability cases.
- 6.8 Approve the Pupil Premium Strategy and Impact Evaluations.
- 6.9 Monitor the school's curriculum to ensure it is broad and balanced and accessible to all.
- 6.10 Oversee the provision of SEND and the school's local offer
- 6.11 Monitor an accurate, effective and secure Single Central Record (SCR) and ensure compliance with safeguarding requirements.
- 6.12 Approve and monitor the school's self-evaluation and school development planning strategies.
- 6.13 Ensuring readiness for external inspection.
- 6.14 Set and monitor targets and strategies with regard to attendance, behaviour & bullying.
- 6.15 Actively seek out and engage with stakeholder voices – parents, pupils and staff.
- 6.16 Promote and monitor staff and pupil wellbeing
- 6.17 Monitor effectiveness and scope of central services provided to the academies by the Trust.
- 6.18 Monitor the implementation of the health and safety policy, including first aid.
- 6.19 Other responsibilities as set out in the scheme of delegation.

7. Policy Approval

7.1 Policies delegated to the LGC are set out in Appendix 1.

8. Delegation

The LGC may delegate to any Governor, sub-committee, the Headteacher(s) or any other holder of an executive office, such of their powers or functions as they consider desirable to be exercised by them. Any such delegation may be made subject to any conditions the Local Governing Committee may impose and may be revoked or altered. Any such delegation to be recorded in the LGC's minutes.

The Board of Trustees sets and approves the terms of reference for each of its constituted sub-committees and for any short-term working groups taking into account feedback from the LGC. All terms of reference are reviewed annually by the Board of Trustees.

APPENDIX 1: Policies delegated to the LGC

1. Acceptable use/internet access
 2. Accessibility plans *
 3. Anti-bullying
 4. Assessment
 5. Attendance
 6. Behaviour *
 7. Bring your own device
 8. CCTV
 9. Children with health needs who cannot attend school *
 10. Collective worship
 11. Curriculum
 12. Designated teacher for looked after children
 13. ECT *
 14. Educational visits
 15. Equality objectives and procedures *
 16. Exam contingency plan *
 17. First Aid *
 18. Moving and handling
 19. Non-exam assessment *
 20. Online safety *
 21. Premises management documents *
 22. Protection of biometric information *
 23. Provider access *
 24. Racist incidents
 25. RE *
 26. RSE *
 27. School uniform
 28. SEND *
 29. SMSC
 30. Spiritual development
 31. Staff code of conduct *
 32. Supporting pupils with medical conditions *
 33. 16-19 bursary *
- Required policies - *

Local Governing Board – The Piggott School

Terms of Reference

Each school in the Agape Trust will have its own Local Governing Committee (LGC) which will be a committee of the Trust Board.

The Trust has delegated certain powers to the LGC (see responsibilities below) through its Scheme of Delegation. However, the Trust Board remains responsible and accountable for decisions made.

9. Purpose

- 9.1 provide support and challenge to the Headteacher in pursuit of the school's vision and values
- 9.2 hold the Headteachers to account for the educational performance of the school and its pupils, and the performance management of staff
- 9.3 set an annual budget for the school
- 9.4 support the effective operation of the trust and its policies
- 9.5 provide a vehicle for trust board engagement with the school, its parents and local community, to help ensure that the Trustees stay connected.
- 9.6 bring issues and risks to the attention of the trust board.
- 9.7 provide constructive feedback to the board where a policy may not be effective in the local context, and suggest alternative approaches
- 9.8 help ensure the trust works as one entity, in the interests of all its schools equally

10. Membership

- 10.1 All LGC members are formally appointed by the Trust, including in circumstances where they are elected by a stakeholder body.
- 10.2 Any Trustee may attend committee meetings.
- 10.3 The Trust may appoint such independent persons as it deems fit to be members of the LGC– including the Chair.
- 10.4 There will be a minimum of 7 and a maximum of 15 members of the LGC, made up as follows:
 - f) At least two but up to 4 elected parent governors
 - g) At least one, but no more than two staff governors
 - h) The Headteacher of the School
 - i) Up to 8 persons appointed by the Trust Board with the consent of the Diocesan Board of Education

The LGC may appoint one person to act as an adviser to LGB sub-committees with voting rights so long as their vote is not a deciding one.

11. Quorum

- 11.1 A minimum of half of the Governing Board is needed to make any meeting quorate (rounded up to a whole number).

12. Meetings

- 12.1 The Local Governing Board will meet six times a year.

13. Reporting

- 13.1 The Clerk to the LGC will prepare concise minutes of each committee meeting. Once the minutes (including Part II minutes) are agreed by the LGC, they, together with any documents referenced in the meeting, will be sent to the Trust Governance Professional for uploading to the governance platform where they will be accessible for all Trustees.

14. Responsibilities

- 14.1 Determine and deliver each school's strategic objectives, vision and strategy.
- 14.2 Receive/review termly Headteachers' reports.
- 14.3 Manage the school's admissions process
- 14.4 Monitor and respond to admission, exclusion and complaint appeals.
- 14.5 Approve the school budget and monitor the accounts, ensuring value for money.
- 14.6 Approve academy staffing structure and performance related pay uplifts, including the headteachers.
- 14.7 Hear Grievance, bullying/harassment, Disciplinary, Redundancy, Capability cases.
- 14.8 Approve the Pupil Premium and Sports Grant Plans and Impact Evaluations.
- 14.9 Monitor the school's curriculum to ensure it is broad and balanced and accessible to all.
- 14.10 Oversee the provision of SEND and the school's local offer
- 14.11 Monitor an accurate, effective and secure Single Central Record (SCR) and ensure compliance with safeguarding requirements.
- 14.12 Approve and monitor the school's self-evaluation and school development planning strategies.
- 14.13 Ensuring readiness for external inspection.
- 14.14 Set and monitor targets and strategies with regard to attendance, behaviour & bullying.
- 14.15 Actively seek out and engage with stakeholder voices – parents, pupils and staff.
- 14.16 Promote and monitor staff and pupil wellbeing
- 14.17 Monitor effectiveness and scope of central services provided to the academies by the Trust.
- 14.18 Monitor the implementation of the health and safety policy, including first aid.
- 14.19 Other responsibilities as set out in the scheme of delegation.

15. Policy Approval

15.1 Policies delegated to the LGC are set out in Appendix 1.

16. Delegation

The LGC may delegate to any Governor, sub-committee, the Headteacher(s) or any other holder of an executive office, such of their powers or functions as they consider desirable to be exercised by them. Any such delegation may be made subject to any conditions the Local Governing Committee may impose and may be revoked or altered. Any such delegation to be recorded in the LGC's minutes.

The Board of Trustees sets and approves the terms of reference for each of its constituted sub-committees and for any short-term working groups taking into consideration feedback from the LGC. All terms of reference are reviewed at least annually by the Board of Trustees.

Trustees can be members of committees and/or chairs of committees formed to consider disciplinary, exclusions or complaints.

APPENDIX 1: Policies delegated to the LGC

1. Acceptable use/internet access
2. Accessibility plans *
3. Anti-bullying
4. Assessment
5. Attendance
6. Behaviour *
7. Bring your own device
8. CCTV
9. Children with health needs who cannot attend school *
10. Collective worship
11. Curriculum
12. Designated teacher for looked after children
13. ECT *
14. Educational visits
15. Equality objectives and procedures *
16. Exam contingency plan *
17. EYFS *
18. First Aid *
19. Moving and handling
20. Non-exam assessment *
21. Online safety *
22. Premises management documents *
23. Protection of biometric information *
24. Provider access *
25. Racist incidents
26. RE *
27. RSE *
28. School uniform
29. SEND *
30. SMSC
31. Spiritual development
32. Staff code of conduct *
33. Supporting pupils with medical conditions *
34. 16-19 bursary *

Required policies - *