Scheme of Delegation

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Trust Board
Policy Ratified:	July 2026
Review Date:	May 2027 (to take effect 1st September 2026)

Additional School Procedure – N/A	
Committee:	
Procedure Adopted:	
Review Date:	

Contents

1. Introduction

1.1 Coastal Learning Partnership is the Multi-Academy Trust ("the Partnership") that is the statutory body for all the schools within the Partnership as determined by the Secretary of State for Education. The Trust Board has overall legal responsibility for the standards and operation of all schools in the Partnership. The Partnership must comply with the provisions and responsibilities set out in a number of separate documents including:

- its Articles of Association
- the Memorandum of Understanding between the Dioceses of Salisbury and Winchester
- various Funding and Land Agreements with the Department for Education and the Dioceses
- the Academy Trust Handbook as periodically updated and reissued by the Department for Education
- the Academy Trust Governance Guide

1.2 This document describes how the Partnership is structured to fulfil these responsibilities and sets out how it delegates aspects of these responsibilities to its committees and executives. The Trust Board will review this Scheme of Delegation at least annually. The Partnership and its schools seek to continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear and simple but effective accountability and governance.

1.3 Coastal Learning Partnership recognises, respects and values diversity and is committed to the spirit and requirements of the Public Sector Equality Duty. As such, every endeavour will be taken to maximise diversity across all aspects of governance.

2. Overview

2.1 In summary, the Partnership's governance consists of three levels:

Local Governors → *Responsible to* → **Trustees** → *Responsible to* → **Members**

2.2 **Members:** The Members are similar to the shareholders in a commercial company. They appoint, and may remove, the Trustees who operate the Partnership, hold the Trust Board to account, and are the only people able to amend the Articles of Association of the Partnership. There are a minimum of three and up to five members which must include one appointed by each of the Dioceses of Salisbury and Winchester and one jointly appointed by these Dioceses. The Trust Board Chair and CEO are attendees at Members' meetings as required by Members. Members collectively have a range of skills such as education, financial, legal, corporate business and cultural. Members are expected to meet typically twice per year.

2.3 **Trustees**: The Trust Board consists of trustees who are appointed to be responsible for the strategic direction of the Partnership. Whilst the day-to-day leadership and management of the Partnership is delegated by the Trust Board to the Chief Executive Officer (CEO) and other members of the central senior leadership team, the responsibilities of the Trust Board (as set out in statute) are:

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

2.4 **Local Governors:** Each school has a Local Governing Body (LGB). Each LGB is a committee appointed by the Trust Board with delegated responsibilities, as set out with this scheme of delegation. The LGBs' core purpose is to support and challenge the quality of education provided by the school. Each LGB must respond to the context, status, needs and resources of its school community and its connections to the wider world.

2.5 Every individual within any governance role in CLP must meet the eligibility criteria as set out on the application form. Individuals are required to then confirm their eligibility on an annual basis thereafter.

3. Trustees

3.1 There are 12 trustees (including 6 with foundation status) forming the Trust Board which is the statutory Governing Board of each school within the Partnership. Trustees are appointed on the basis of the skills balance required for the Partnership including finance, legal, HR, project/business management, education and estates. The Trust Board will seek to establish some parental representation on the Board where possible although the primary aim is to establish the required breadth of skills. The Chief Executive Officer (CEO) is the only remunerated Trustee. The Trust Board is expected to meet typically six times per year. The Trust Board has created several standing Partnership Committees (in addition to each LGB) whose responsibilities are set out in detail below with terms of reference at Appendix B of this document:

3.1.1 **The Achievement Committee** whose core purpose is to ensure that our pupils achieve as well as they possibly can. The Committee consists of at least five trustees, including the CEO. The Head of Learning and Achievement routinely reports to this committee. The Committee is expected to meet at least four times per year.

3.1.2 **The Resources Committee** whose core purpose is to ensure that resources, such as staff, assets, premises and finance, are used in best support of our educational aims. The Committee consists of at least five trustees including the CEO. The Chief Finance Officer reports routinely to this committee, along with the Heads of HR and Operations. The Committee is expected to meet at least four times per year.

3.1.3 **The Pay and Performance Committee** whose core purpose is to ensure that pay and rewards across the Partnership are appropriate, equitable and compliant. The Committee consists of three trustees. The Head of HR routinely reports to this committee, along with the CEO. The Committee is expected to meet twice per year and as required.

3.1.4 **The CEO Appraisal Committee** whose core purpose is to oversee the professional development and performance of the CEO, drawing on external advice as required. The responsibilities include establishing and reviewing performance objectives and making pay recommendations, as required by the relevant staff policies.

3.1.5 **Appraisal Committees for Headteachers whose** core purpose is to oversee the professional development and performance of those senior leaders. The committee will be chaired by the Head of Learning & Achievement and will typically include two Local Governors appointed by the relevant LGB.

3.2 The Trust Board has not established a separate Audit Committee (which would be an obligation if the Partnership's income exceeded £50m). Audit oversight is included within the role of the Resources Committee.

Four panels are established for the consideration of personnel and governance matters in line with the relevant policies as below. In each case, consideration will be given to appropriate membership to achieve impartiality as required and, wherever possible, the panels will consist of three voting members.

3.2.1 **Personnel Panel:** to consider and make decisions about matters that require a panel to be established as defined in the Partnership's policies and may include matters such as staff capability, discipline and dismissal. This panel will be established as required and will typically consist of local governors and senior school leaders advised by the central team and/or external professionals as required.

3.2.2 **Personnel Appeals Panel:** to hear any appeal in respect of a staff decision taken by the Personnel Panel or by the Pay Committee. This panel will be established as required and will typically consist of Trustees advised by the central team and/or external professionals as required.

3.2.3 **Governor & Complaints Panel:** to consider and make decisions about matters that relate to the capability, discipline, suspension and dismissal of governors, and external complaints. This panel will be established as required and will typically consist of two trustees and, where required, Diocesan representation advised by the central team and/or external professionals as required. When operating as a complaints panel, one member will be independent and probably provided for as a Local Governor from a school not involved in the complaint.

3.2.3 **Governor Appeals Panel:** to hear any appeal in respect of a governor decision taken by the Governor Panel. This panel will be established as required and will typically consist of Two Trustees not involved in the original Panel advised by the central team and/or external professionals as required.

3.2.4 Additionally, the authority to establish a **Pupil Suspensions & Exclusions Appeals Committee** is delegated to the Chairs of the LGBs. Such a committee should be established to hear any appeal from pupils and their parents/carers regarding permanent and temporary exclusions or to consider a concern about the number of temporary exclusions a pupil has received, or if an excluded pupil is likely to miss public examinations. This same committee shall also undertake the other admissions-related tasks as delegated to the LGB as shown in section 5.3

3.3 This Scheme of Delegation defines where responsibilities are delegated. It does not describe how the responsibilities are fulfilled. This information is either determined through the executive structure (section 4 below) or is agreed by the Board and its committees as set out in relevant policies (see Appendix A).

4. Local Governors

4.1 Each LGB is expected to meet no more than three times per year, once per term. There is a separate LGB framework which sets out in some detail the particular areas of focus at each of these meetings. The information in that framework is not exhaustive. Whilst Local Governors may well be discussing other matters at those times, the framework sets out the critical points directly relevant to the LGB within the scope of this scheme of delegation.

4.2 The LGBs' responsibilities are set out in detail at section 5 below and their terms of reference are defined in Appendix B.

4.3 LGBs are empowered to decide how they wish to organise and must publish their local roles and responsibilities on Governor Hub. If any responsibilities are to be delegated (i.e. if an LGB wishes to operate local sub-committees), this must be approved by the Trust Board (in the case of an LGB of a former VA or VC school, consent must also be obtained from the relevant Diocesan Board of Education). Such approval is <u>not</u> required to create those sub committees as required by section 2 of this scheme of delegation (Headteacher Appraisal Committee and Pupil Suspensions & Exclusions Appeals Committee). The Trust Board reserves the right to impose an operating model on an LGB if there are concerns that the LGB may not be delivering its core purpose effectively.

4.4 In deciding their organisational arrangements, LGBs must take account of the following requirements:

4.4.1 **The LGB can have any number of seats, up to a <u>maximum</u> of 12**.

4.4.2 The Headteacher must be appointed to one of these seats, providing he/she is willing to act as a Local Governor. In the event that the Headteacher is not willing to act as a Local Governor, another member of the school's SLT can be appointed to that seat; if the seat cannot be filled, it remains vacant (note: a Headteacher choosing to not act as a Local Governor is still required by their role to attend governors' meetings for the purpose of reporting, challenge and discussion).

4.4.3 **Foundation Local Governors: former VA or VC** status of church schools must be reflected as follows:

- Of those Local Governors appointed to former VA schools, the majority must be Foundation Governors (e.g. in a LGB with 9 seats, 5 must be Foundation);
- Of those Local Governors appointed to former VC schools, 25% must be Foundation Governors, or as close to 25% as can be achieved without exceeding 25% (e.g. in a LGB with 9 seats, 2 must be Foundation, that representing 22%).

4.4.4 **Parent Governors:** each LGB must have two governors who are elected by the parent body and who are, at the time of their appointment, the parent, or an individual exercising parental responsibility, of a registered pupil at the school (if the number of parents standing does not exceed the number of vacancies, they should be appointed without an election). In the event that no parents choose to stand for parent governor vacancies, a person can be appointed who is the parent of a child within the age range of the school.

4.4.5 **Staff Governor: Each LGB must provide for one governor who is elected by the staff body** (or appointed if the number standing does not exceed the number of vacancies - this is additional to the Headteacher role). In the event that no staff members choose to stand, the vacancy can be filled with another Local Governor but the LGB will endeavour, with each subsequent relevant vacancy, to appoint from the staff.

4.5 Once an LGB has attended to the required seats (Headteacher, parent x2, staff x1, foundation as reflecting former status), all other seats are appointed as 'Trust-Appointed Governors' and should be filled according to the skills required within the LGB.

4.6 Staff members can be appointed as 'Trust-Appointed Governors' provided that:

- Employees do not make up more than one third of the LGB
- Employees are from different staff groups (for example, it would not be appropriate for a member of the SLT to be appointed as a local governor in addition to the HT).

4.7 There may be occasions when it is appropriate for Local Governors appointed under one category to be moved into a different category if it assists the LGB with filling all seats, provided that the Local Governor is willing. For example, a Local Governor initially elected by the parents can subsequently be appointed as a foundation governor (subject to consent from the relevant DBE). One exception to this is that staff members cannot be appointed as foundation governors.

4.8 Each LGB must designate the following focus governors from within its number:

- Safeguarding
- Health and Safety
- SEND

4.9 In addition, LGBs are free to appoint to other focus roles if it assists with their overall function. These might vary year on year according to the school's particular areas of focus and improvement. For example, a school seeking to improve attendance levels might choose to have a governor appointed with this focus to stay close to the issue and report to the LGB. Other examples might include: particular priorities from the school improvement plan; English; Maths; Wider curriculum; Disadvantaged; Sustainability.

5.0 Where two schools share a Headteacher, a single LGB will be established to serve across both schools. In such circumstances, the structure of the single LGB will reflect all aspects of this Scheme of Delegation, additionally noting:

- If one of the schools is a former VA church school, then the majority of governors must be Foundation Governors regardless of the status of the other school;
- An additional governance role will be introduced: 'Community Champion'. Two governors will fulfil this role, one representing each of the separate schools. The purpose of this role is to champion the particular needs and character of each individual community.

6.0 **Associate Governors**

6.1 People who aren't governors or trustees can be appointed to sit on committees and attend meetings. The purpose of Associate Governors is to:

- Provide the committee with access to valuable expertise / experience in an area not currently offered by the existing governors;
- Provide for succession-planning where the intent is for an Associate Governor to become a 'full' governor once there is an appropriate vacancy;
- Provide an opportunity for potential governors to consider whether or not the role suits them.

6.2 Trustees or Local Governors considering the use of Associate Governors should adhere to the following:

- Associate Governors can only be appointed following the same recruitment and checking processes as for 'full' governors;
- Associate Governors can sit on committees, but they cannot sit on the Full Board. Within CLP, this means that Associate Governors can join a full LGB (the LGB itself being a committee of the Trust Board) but they cannot participate in Full Trust Board meetings;

- Associate Governors can be given access to sufficient information pertaining to a meeting to be able to participate meaningfully; they should not routinely be provided with everything and it is for the committee Chair to determine what level of information can be shared;
- Associate Governors should not be given access to CLP or school-based IT systems and infrastructure (for example, website secure areas, Governor Hub, email and so on);
- Associate Governors are appointed in an advisory capacity and are not decision-makers; therefore, they do not have voting rights;
- Appointment of Associate Governors is time-limited and Associate Governors should not come to be seen as permanent members of the committee. Typically, an Associate Governor would serve for no more than one year and can only be extended further with the consent of the CLP Trust Board (in the case of an LGB) or of the CLP Members (in the case of the Trustees). It is hoped that, during their time-limited period, Associate Governors will have provided the particular expertise / advice required by the committee or been appointed as a 'full' governor.
- Associate Governors should not be appointed as an alternative to seeking to fill actual vacancies within the committee's constitution.

5. Delegation

5.1 The following tables set out where responsibilities are delegated to committees. Delegation to a school LGB may be withdrawn or modified by the Trust Board if required such as in response to a risk assessment or unfavourable evaluation/inspection evidence.

The table uses the following notation:

- **R - Responsible:** Those responsible for taking the decision or agreeing the policy
- **LR – LGB Recommendation:** Where LGBs are responsible for making local recommendations for approval by another body
- **C - Consulted:** Those who will be consulted prior to decisions or policies being agreed
- **I - Informed:** Those who are informed once the decision is made or the policy has been agreed.
- **PPC – Pay and Performance Committee:** The responsible group delegates the task to the pay committee.
- **CSLT – Central senior leadership team**: The responsible group delegates the task to the CSLT.

5.2 **Strategy and Risk**

Responsibilities	**Members**	**Trust Board**	**Achievement**	**Resources**	**LGB**
Strategy and Risk					
Receive annual report on performance of the Partnership against its charitable objects	**R**				
Set and uphold the mission, values and vision for the Partnership	**I**	**R**			**C**
Set and uphold the mission, values and vision for the school, ensuring that it is consistent with the Partnership's overarching approach.		**C**			**R**
Determine the growth and development priorities for the Partnership	**I**	**R**			**C**
Approve and monitor the effectiveness of the Partnership strategic plan.	**I**	**R**	**C**	**C**	**I**
Determine whether the Partnership should enter into Funding Agreements in respect of new schools seeking to join the Partnership, considering relevant due diligence information	**C**	**R**			
Review the risks the Partnership faces, establish /maintain risk register and progress appropriate assessment and risk management strategies		**C**		**R**	**I**
Seek assurance that the Partnership has required and appropriate insurance arrangements in place.		**I**		**R**	**I**
Ensure overall Partnership business continuity plan and procedures are in place across all schools				**R**	**LR**

5.3 **Policies and Admissions**

Responsibilities	**Members**	**Trust Board**	**Achievement**	**Resources**	**LGB**
Establish and publish *partnership-wide* equalities objectives for the Trust, under the requirements of the Public Sector Equality Duty.		**R**			**C**
Establish and publish *local* equality objectives, taking account of those which exist across the Partnership.					**R**
Identify where Partnership wide policies will exist and which policies schools must adopt or may adapt or develop locally, including any delegated authority for approval		**R**			**I**
Approve relevant Partnership wide policies ensuring that appropriate regard is given to requirements under equalities legislation (Appendix A)		**R**	**R**	**R**	
Approve school-specific additions to Partnership wide policies and local school policies, ensuring that appropriate regard is given to requirements under equalities legislation.		**I**			**R**
To ensure schools and the Partnership are operating in line with policies		**R**	**R**	**R**	**R**
Determine the admissions arrangements for each school, undertaking consultation accordingly; ensure that appropriate expertise exists for the implementation of determined arrangements.		**R**			**C**
Approve the final ranking of pupil places for main round applications, ensuring correct application of the oversubscription criteria.					**R**
Consider any applications for admissions outside of chronological age group, based on agreed partnership-wide principles.					**R**
Consider any applications for admission on significant medical/psychological grounds, ensuring that policy requirements are met.					**R**
Determine the Partnership exclusions policy.		**R**			
Establish a Pupil Suspensions & Exclusions Appeals Committee to hear any appeals related to exclusions.					**R**

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5.3 **Quality of Education**

Responsibilities	**Members**	**Trust Board**	**Achievement**	**Resources**	**LGB**
Approve, and receive reports of progress against, the school performance targets.		**I**	**R**		**LR**
Monitor impact of the school's use of the Pupil Premium grant			**I**		**R**
Recommend processes and partners such that the Partnership can be assured, through external challenge, of the veracity of its internal assessment, development plans and improvement effectiveness		**I**	**R**		**I**
Approve the school's self-evaluation, including consideration of external reports and assessments		**I**	**R**		**LR**
Approve the school's improvement plan and monitor progress against milestones and outcomes		**I**	**R**		**LR**
Monitor and respond to levels of poor attendance, disruptive behaviour, bullying and discrimination			**I**		**R**
Ensure compliance with statutory SEND guidance			**R**		**LR**
Liaise with Ofsted and other inspectorate bodies as required, representing the statutory governing board of the schools within the Partnership.		**R**			**R**
Ensure that all staff and volunteers are aware of the imperative to keep all children safe, and trained to properly identify and respond to concerns		**R**	**I**		**C**

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5.4 **Staff and Volunteers**

Responsibilities	**Members**	**Trust Board**	**Achievement**	**Resources**	**LGB**
Determine Headteacher arrangements at each school and appoint/dismiss Headteachers accordingly.		**R**			**C**
Determine HT ISR salary ranges and consider any recommendations for additional temporary payments to Headteachers.		**PPC**			
Appoint/dismiss staff within the central team.		**R**			
Approve the school's Senior Leadership Team (SLT) structure and salary ranges.		**CSLT**		**R**	**C**
Ensure suitable staff are appointed to vacancies in the school's SLT (below HT), in consultation with the central team.		**CSLT**			**C**
Approve the school's overall staffing structure (below SLT) in consultation with the central team; ensure suitable staff are recruited to vacancies.				**R**	**C**
Approve the staffing structure for the central team and ensure that appropriate staff are appointed to central vacancies.		**R**			
Ensure that appropriate appraisal arrangements are established for all CLP staff		**PPC**			**C**
Approve overall recruitment, retention, succession and development plan based on overall staff structure and needs of the Partnership		**C**	**C**	**R**	**C**
Review effectiveness of appraisal systems		**PPC**			**C**

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5.5 **Finance**

Responsibilities	**Members**	**Trust Board**	**Achievement**	**Resources**	**LGB**
Determine the three-year financial plan and annual budget for the Partnership and for each school.		**R**		**C**	**I**
Monitor the agreed budget throughout the year and advise the Board on any substantive deviation from the budget or forecast		**C**		**R**	
Put in place appropriate and effective internal audit processes		**C**		**R**	
Recommend appointment of external Auditor and respond to audit reports		**R**		**C**	
Appoint external Auditor	**R**	**C**			
Ensure appropriate use of benchmarking and other tools to achieve best value		**I**		**R**	**I**
Ensure that the Partnership has effective processes for planning and overseeing all contracts		**I**		**R**	**I**
Put in place effective management of the Partnership's financial reserves		**R**		**C**	**I**

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5.6 **Buildings and Infrastructure**

Responsibilities	**Members**	**Trust Board**	**Achievement**	**Resources**	**LGB**
Approve capital improvement works (using either Trust reserves or School Conditions Allocation) ensuring spending is driven by priorities in the Asset Management Plan.		**I**		**R**	**I**
Approve capital improvement works using Devolved Capital Formula.		**CSLT**		**I**	**I**
Review compliance with Health and Safety requirements				**CSLT**	**LR**
Develop and operate an effective estates strategy.		**I**		**R**	**I**

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5.7 **Stakeholder Engagement including parents**

Responsibilities	**Members**	**Trust Board**	**Achievement**	**Resources**	**LGB**
Establish the minimum content required on the CLP and separate school websites and ensure ongoing compliance.		**CSLT**			**I**
Ensure that the school website reflects the character of the school and acts as a useful and up-to-date tool for users.					**R**
Review and approve other school promotional material, such as a school brochure.					**R**
Ensure that core mechanisms exist to gather and analyse stakeholder views at the Partnership and local level; systematically gather such views trust-wide.		**R**			**I**
Arrange additional mechanisms as required to systematically gather and analyse stakeholder views locally.		**I**			**LR**
Publish statutory reports, documents and information regarding the Partnership		**R**			
Publish statutory reports, documents and information regarding the school					**R**
Act as a conduit for concerns, recommendations and sharing success between the local community and the Partnership		**I**			**R**

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5.8 **Governance**

Responsibilities	**Members**	**Trust Board**	**Achievement**	**Resources**	**LGB**
Appointment of foundation and non-foundation trustees	**R**	**C**			
Appoint designated trustees for oversight of: Health & Safety; Risk Register; Safeguarding; SEND; IT and Cyber Security.		**R**			**I**
Appoint designated local governors for local oversight of: Health & Safety; Safeguarding; SEND		**I**			**R**
Provide guidance to support those designated trustees and local governors in their roles.		**R**			
Establish a 'Link Trustee' for each school (to operate according to the separate CLP guidance)		**R**			**I**
Appoint Chair and Vice Chair of Trust Board and Committees		**R**			
Appoint LGB Chair for each school (noting that a staff member cannot be a Chair save in exceptional circumstances and as a strictly time-limited expedient)		**R**			**LR**
Appoint non-foundation and foundation governors to Local Governing Bodies[1]		**I**			**R**
Discipline, suspend or remove non foundation and foundation trustees	**R**				
Discipline, suspend or remove non foundation and foundation governors to local governing bodies		**R**			**C**
Appoint or remove the Senior Governance Professional		**R**			
Ensure that LGBs have access to professional guidance and support and appropriate technologies to support minute-taking.		**R**			
Ensure that trustees and local governors have access to Governorhub and Governor Knowledge		**R**			**I**
Determine school's Designated Safeguarding Lead (DSL) and other safeguarding roles as required by the Safeguarding and Child Protection Policy and Procedures.			**I**		**R**
Maintain a Register of Business and Pecuniary Interests for all Members, Trustees and executive Partnership staff.		**R**			
Maintain a Register of Business and Pecuniary Interests for all local governors and senior school staff with financial responsibilities.					**R**
Review the Partnership's governance skills and		**R**			**LR**

[1] Best practice would be to not routinely appoint a governor for a third term and to do so only if they are of the view that their LGB would be lessened in some way without making that appointment.
Whilst LGBs are responsible for appointing Local Governors below the Chair, the Trust Board reserves the right to overturn an individual appointment should it be considered necessary

Responsibilities	Members	Trust Board	Achievement	Resources	LGB
effectiveness, and identify required recruitment, training and development.					

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6. Executive Structure

6.1 The Partnership employs senior leaders who are jointly responsible to the Board for developing and taking forward the vision, strategic direction and continual development of the Partnership. They are held accountable to the Trust Board through the internal management structure via the CEO and also, in the case of Headteachers, they report to their own Local Governing Body. Key roles, and their core responsibilities, are set out below.

Role	Responsibilities
Chief Executive Officer	• Develop and articulate the vision, values and ethos for the Partnership and establish the highest expectations of all who learn and teach within it. • Be accountable and take responsibility for the performance of all schools within the Partnership • Ensure the growth, sustainability and long-term reputation of the Partnership • Ensure that the Partnership fulfils all its legal and statutory duties. • Along with the other members of the Executive Team, ensure that the Partnership remains ‘outward facing’, forming strong relationships and networks with other trusts and organisations.
Head of Learning & Achievement	• Develop, continually improve and oversee the implementation of the Partnership’s school improvement strategy. • Enable Headteachers to bring about the continual improvement of their schools, especially but not exclusively those where there are performance concerns and/or challenges. • Support schools in the ongoing development of their wider ethos and culture, including Christian Distinctiveness where appropriate.
Chief Finance Officer	• Strategic leadership and direction of finance so that the Partnership is increasingly viable and self-improving. • Ensure that all aspects of financial management are efficient and effective throughout the Partnership. • Enhance the Partnership’s effectiveness by delivering sustainable cost reduction and income enhancement and overseeing procurement. • Undertake the role Company Secretary.
Head of Operations	• Ensure that the Partnership’s operations are efficient, effective and continually improving through strategic leadership and operational management of the Partnership’s estates and facilities, H&S, ICT and risk.
Head of Human Resources	• Be the strategic lead and externally facing representative of Human Resources for the Partnership, establishing it as an ‘employer of choice’ • Promote decisions and approaches that ensure the Partnership is a diverse and inclusive environment which adopts a proactive approach to employee well-being • Direct the development and delivery of a responsive, effective, professional and compliant HR service which is fully embedded across the Partnership.
Headteachers	• Evaluate school performance, identify and deliver continued improvements • Ensure that teaching and learning in all classrooms is always effective • Ensure school adheres to all Partnership policies including, but not limited to, safeguarding, health and safety, finance, and staff management • Recruit, manage and ensure the continued development of all school staff • Ensure school operates within the budget agreed by the Board and that the LGB is informed of budgetary constraints • Manage the school’s facilities to ensure they are well suited to the education needs of pupils and meet all relevant statutory and legal standards.

Appendix A - Policy Framework

The Partnership will operate a consistent framework for all policies as outlined in the Policy Inventory which categorises policies as follows:

- **Mandatory**: Some policies will be mandated and must not be amended by schools. These will be approved by the Board or one of the Partnership -wide committees.

- **Directed**: Some policies will be directed but may require local additions either in the policy or reference information. These will require LGB approval after amendment.

- **Framework**: Some policies may be developed locally but must adopt a common framework or direction set by the Partnership. These will require LGB approval after development.

- **Local**: Some policies may be developed locally. These will require LGB approval after development.

The full policy development schedule is available in Governor Hub

Appendix B: Terms of Reference for each Committee

Terms of Reference: Members	
Key Purpose	To ensure the Partnership fulfils its objects as set out in the Partnership's Articles of Association
Membership	There are a minimum of 3 and up to 5 five members which must include one appointed by each of the Dioceses of Salisbury and Winchester and one jointly appointed by these Dioceses. The Trust Board Chair and CEO are attendees at Members' meetings as required by Members. Members collectively have a range of skills such as education, financial, legal, corporate business and cultural. Members are expected to meet typically three times per year.
Role	1) Receive and comment on the Annual Report (which will be presented by the Chair of Trustees and sets out how the Partnership has performed during the previous year) 2) Appoint/remove Members and Trustees (subject to provisions in the Articles of Association) 3) Consider any proposed amendments to the Articles of Association 4) Conduct any other business as requested either by the Chair of Trustees or by one or more of the Members, having given at least 14 days' notice. 5) Appoint auditors
Procedures	• Meet at least once per year at an Annual General Meeting, chaired by the Chair of the Trustees • Members will elect a Chair annually. • The members may hold additional meetings or make written resolutions between the Annual General Meetings as required. • The quorum for a Members meeting shall be 50% of Members (whether present in person, by proxy, or by electronic communication). • Fuller details setting out the rules of Member's activity, and how Members are appointed, are in Articles 12-44 of the Partnership's Articles of Association.

Terms of Reference: **Trust Board**	
Key Purpose	To ensure clarity of vision, ethos and strategic direction; To hold executive leaders to account for the overall performance of the Trust; and To oversee the financial performance of the organisation and making sure its money is well spent.
Membership	There are 12 trustees including six with foundation status. The Trustees are appointed on the basis of the skills balance required for the Partnership including finance, legal, HR, project/business management, education and estates. The Chief Executive Officer (CEO) is a Trustee.
Role	To undertake the responsibilities as set out in the Scheme of Delegation framework, having specific regard to ensuring that all delegated responsibilities are being fulfilled by the relevant sub-committees. Specific responsibilities include: 1) Set and uphold the mission, values and vision for the Partnership 2) Determine the growth and development strategies for the Partnership 3) Determine whether the Partnership should enter into Funding Agreements in respect of new schools making an application to join the Partnership 4) To identify where Partnership wide policies will exist and which policies schools must adopt or may adapt or develop locally, including any delegated authority for approval 5) To approve relevant Partnership wide policies as defined in the Partnership's policies framework and ensure schools and the Partnership are operating in accordance with these policies 6) Approve and monitor the success of the Partnership's Strategic Plan 7) Liaise with Ofsted and other bodies as the statutory governing board of the schools within the Partnership 8) Determine Headteacher arrangements for each school 9) Appoint/dismiss CEO, Executive Management or Headteachers 10) Ensure that appropriate appraisal arrangements are established for Headteachers 11) Set the financial plan and agree the annual budget plan for the Partnership and each school 12) Recommend appointment of external Auditor to Members and respond to audit reports 13) Put in place effective management of the Partnership's financial reserves 14) Publish statutory reports, documents and information regarding the Partnership 15) Appoint Chair and Vice Chair of Trust Board and Committees 16) Appoint LGB Chair for each School 17) Appoint or remove the Senior Governance Professional 18) Maintain a Register of Business and Pecuniary Interests for all Members, Trustees and executive Partnership staff. 19) Review the Partnership's governance skills and effectiveness, and identify required recruitment, training and development.
Procedures	• Will nominate a Chair and Vice Chair annually • Meetings will occur a minimum of six times a year • Quorum is one half of the current members or three, whichever is the greater • Seven calendar days' notice of any business to be conducted at a meeting • The schedule of meetings will be arranged to align with the overarching CLP Calendar of meetings to facilitate communication and reporting. • Shall evaluate their performance and overall governance performance annually.

Terms of Reference: Achievement Committee	
Key Purpose	To ensure that our pupils achieve as well as they possibly can
Membership	Made up from at least five trustees on the Board including the CEO
Role	To undertake the responsibilities as set out in the Scheme of Delegation framework, having specific regard to ensuring that the Partnership's governance and oversight of pupil achievement (academic, personal and emotional) is effective. Specific responsibilities include: 1) To approve relevant Partnership wide policies as defined in the Partnership's policies framework and ensure schools and the Partnership are operating in accordance with these policies 2) Approve, and receive reports of progress against, the school performance targets, including monitoring of specific cohorts such as pupils in receipt of pupil premium and those with special needs or disabilities 3) Recommend processes and partners such that the Partnership can be assured, through external challenge, of the veracity of its internal assessment, development plans and improvement effectiveness 4) Approve each school's self-evaluation, including consideration of external reports and assessments 5) Approve each school's improvement plan and monitor progress against milestones and outcomes 6) Ensure compliance with statutory SEND guidance 7) Arrange mechanisms to assess parent satisfaction and consider outcomes
Procedures	• Will nominate a Chair annually to be approved by the Trust Board. • Meetings will occur a minimum of five times a year. • Quorum is one half of the current members or three, whichever is the greater. • Seven calendar days' notice of any business to be conducted at a meeting. • The schedule of meetings will be arranged to align with the overarching CLP calendar of meetings to facilitate communication and reporting. • Shall evaluate their performance annually.

Terms of Reference: Resources Committee	
Key Purpose	To ensure that resources, such as staff, assets, premises and finance, are used in best support of our educational aims
Membership	Made up from at least five trustees including the CEO as agreed annually by the Board
Role	To undertake the responsibilities as set out in the Scheme of Delegation framework, having specific regard to ensuring that the governance and management of Partnership and Schools' resources is effective. Specific responsibilities include: 1) To approve relevant Partnership wide policies as defined in the Partnership's policies framework and ensure schools and the Partnership are operating in accordance with these policies 2) Review the risks that the Partnership faces, establish/maintain risk register and progress appropriate assessment and risk management strategies 3) Ensure that Partnership is insured against appropriate risks 4) Ensure overall Partnership business continuity plan and procedures are in place across all schools 5) Approve overall recruitment, retention, succession and development plan based on overall staff structure and needs of the Partnership 6) Ensure suitable business support staff are recruited to fulfil agreed vacancies in the approved staffing structure 7) Monitor the agreed budget throughout the year and advise the Board on any substantive deviation from the budget or budget forecast 8) Put in place appropriate and effective internal audit processes 9) Ensure appropriate benchmarking and best value assessments as Partnership and school levels 10) Ensure that the Partnership has effective processes for planning and overseeing all contracts 11) Review compliance with Health and Safety requirements 12) Monitor capital investment, premises condition and maintenance effectiveness.
Procedures	• Will nominate a Chair annually to be approved by the Trust Board. • Meetings will occur a minimum of four times a year. • Quorum is one half of the current members or three, whichever is the greater. • Seven calendar days' notice of any business to be conducted at a meeting. • The schedule of meetings will be arranged to align with the overarching CLP calendar of meetings to facilitate communication and reporting. • Shall evaluate their performance annually.

Terms of Reference: **Local Governing Body**	
Key Purpose	To support and challenge the quality of education in the school
Membership	Up to 12 governors, established to reflect its prior VC, VA or community status
Role	To undertake the responsibilities as set out in the Scheme of Delegation framework, having specific regard to ensuring that all children within the school are receiving a high-quality educational experience. Specific responsibilities are captured in the preceding delegation tables.
Procedures	• Will nominate a Chair annually to be approved by the Trust Board. • Full LGB meetings will occur a maximum of three times a year. • Quorum is one half of the current members or three, whichever is the greater. • Seven calendar days' notice of any business to be conducted at a meeting. • The schedule of meetings will be arranged to align with the overarching CLP calendar of meetings to facilitate communication and reporting. • Shall evaluate their performance annually.

Terms of Reference: Pay and Performance Committee	
Key Purpose	Ensure that pay and rewards across the Partnership are appropriate, equitable and compliant.
Membership	Three Trustees appointed by the Trust Board. The CEO cannot be a member of the Pay and Performance Committee. The CEO and Head of HR may be invited to attend in an advisory capacity It is recommended that, if possible, no-one on the CEO's appraisal committee is also on the Pay and Performance Committee. At least one of the three committee members must have undertaken relevant training in the last three years. Other advisory, non-voting, members may be appointed from time to time, depending on the specialist need as decided by the Committee Chair.
Role	To undertake the responsibilities as set out in the Scheme of Delegation framework, having specific regard to ensuring that all children within the school are receiving a good education • To approve relevant Partnership wide policies (see Appendix A) • Review effectiveness of appraisal systems • Determine ISR salary ranges for HT posts on behalf of the Board • Consider any recommendations for additional temporary payments to Headteachers. • Make recommendations to the Trust Board regarding the ongoing development of these policies: Pay, Appraisal, Capability.
Procedures	• Will nominate a Chair annually • Meetings will occur twice a year as a minimum and as required • Quorum is two trustees • All meetings will be minuted • The Chair of Trustees will communicate decisions on the pay of the CEO in writing