



Wessex
Learning Trust
We Learn Together!

Scheme of Governance 2023-24

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Review Date: January 2024

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Wessex Learning Trust

Scheme of Governance

The Scheme of Governance will be reviewed by the Trust Board every year.

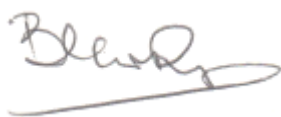
A handwritten signature in black ink that reads "Gavin Ball". The signature is written in a cursive style, with the first name "Gavin" and the last name "Ball" clearly legible.

Signature:

Name: Mr Gavin Ball

Position: Chief Executive

Date: May 2023

A handwritten signature in black ink that reads "Brian Kirkup". The signature is written in a cursive style, with the first name "Brian" and the last name "Kirkup" clearly legible.

Signature:

Name: Mr Brian Kirkup

Position: Chair of the Board

Date: May 2023

Contents

PART 1 – GOVERNANCE STRUCTURE

1. Introduction
2. Members
3. Trustees (Trust Board)
4. Governors (Local Governing Bodies)
5. Chief Executive/Executive Leadership Team
6. Executive Headteachers, Headteachers and Heads of School
7. Delegation Matrix

PART 2 – DELEGATION MATRIX

1. Governance
2. Strategy and Leadership
3. Provision
4. Pupils
5. Human Resource Management
6. Finance
7. Other

PART 3 – SUPPORTING DOCUMENTS

- Appendix 1. Code of Conduct – Governors Trustees and Members.
- Appendix 2. Policy for Intervention in Schools Causing Concern.
- Appendix 3. Policy for Engaging with the Trust School Improvement Team
- Appendix 4. Policy for Self-Evaluation and School Improvement (Education)
- Appendix 5. Terms of Reference
- Appendix 6. Summary of Abbreviations used in the document



PART 1

Governance Structure

1. Introduction

1.1 The Scheme

This Scheme of Governance (**Scheme**) has been drawn up by the Trustees of Wessex Learning Trust (**the Trust**) to set out an overarching framework under which the Trust is governed and managed, and in particular:

- How individuals involved in the governance of the Trust work effectively together
- How Members, Trustees, Governors (Local Governing Bodies - **LGBs**), Chief Executive/Executive Leadership Team (**ELT**) and Executive Headteachers/Headteachers/Heads of School relate to each other in the structure
- How the Trustees, in particular, maintain Trust-wide responsibility and ensure compliance with the numerous requirements placed on them.

This Scheme is reviewed and approved annually and in doing so, the Trustees have regard to any new legislation or change in policy affecting the provision of these documents.

This Scheme may be altered, added to or repealed by a majority resolution of the Trustees or by the Members of the Trust at a general meeting.

A copy of this Scheme shall be given to the Members of the Trust, every Trustee, each Local Governor, the Executive Leadership Team, the Executive Heads/Headteachers/Heads of School, and the Clerks as soon after the Trust Board's review and approval as possible.

1.2 Wessex Learning Trust – a Multi-Academy Trust (a 'Schools Trust')

The Trust is a charitable company limited by guarantee with exempt charitable status.

Its constitution is its Articles of Association (**the Articles**).

It is not a loose federation of schools but a dynamic, collaborative and outward-looking organisation aiming to do its best for children/young people, staff and local communities.

The "Objects" of Wessex Learning Trust (the purposes it exists to further) are, according to its Articles:

(a) "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 shall include:

- *Academies other than those designated Church of England...*
- *Church of England academies designated as such...*

(b) to provide facilities for recreation or other leisure time occupation for the public at large in the interests of social welfare..."

The Trust current composition of schools can be found on the Wessex Learning Trust web site.

Kings Fitness and Leisure is a wholly owned subsidiary business of the Trust. It has a Management Committee which is accountable to the Trust Board's *Finance and Business Services* Committee (FBS). An annual meeting is to take place whereby Kings Fitness and Leisure centre's strategic plan is presented to the FBS. Whilst the delegation structure and day-to-day management of the business sits outside this document the financial limits of the Trust are applicable to Kings Fitness and Leisure.

The Trust expects further schools to join it in the future.

The Trust has entered into a master funding agreement and separate supplemental funding agreements for each school with the Secretary of State for Education (**Funding Agreement**).

The Funding Agreement places a number of requirements on the Trust including the need to comply with the Department for Education's (DfE) Academies Handbook (**the Handbook**).

There are a number of people involved in the running of any multi-academy trust:

- Members & Trustees
- Chief Executive/Executive Leadership Team
- Governors (LGBs)
- Executive Heads/Headteachers/Heads of School

1.3 Religious Character Designation: Christian Distinctiveness

Where a school is designated with a Church of England or/and Methodist character, it is conducted in accordance with the principles, practices and tenets of the Church of England or/and Methodist Church, both generally and in relation particularly to making arrangements for religious education and daily acts of worship.

The Trust Board's Christian Ethos Committee oversees the Wessex strategy and quality assurance for its Christian Distinctiveness, values and practices. Where schools are not of a particular religious character, the Trust Board does not apply such strategy. The Committee does support Christian work across all schools, where it is requested and agreed.

However it is strongly noted that Wessex supports all faiths, religions, cultures and beliefs, promoting awareness, understanding, tolerance and celebration.

1.4 Vision

The vision of the Trust is driven by its ambition to provide high quality education and personal development for all children/young people (0-19) regardless of background or ability. It believes in giving opportunity to staff and developing a growth mind-set around distributive leadership. Hope, belief and aspiration are woven into what the Trust sets out to do – a vision that aims to inspire and unite all schools in the Trust.

This means:

- Holistic and imaginative approaches to developing the whole child/young person
- Outstanding academic and personal development outcomes for all children/young people
- Exceptional business and community support providing fresh insight and guidance
- Commitment to shared values and helping schools thrive at the heart of their communities

This implies:

- Staff, learners and schools have teaching, learning, effective curriculum design and assessment as their top strategic priorities
- Care systems, in partnership with parents and external agencies, are geared to influencing resilient and respectful behaviour
- Central services are designed to reduce costs and maximise benefits for staff, learners and schools
- The Trust is committed to 2-19 collaboration between staff and key stages irrespective of phases and tiers

1.5 Values: 'The A to E of the Trust'

The Trust is guided by its values that provide an overarching framework in which the culture of individual schools can also be expressed. These core values are derived from Christian teachings and are representative of all faiths and applicable to all including those with no faith. They are intended to be as relevant for adults as they are for children/young people in the Trust and may be simply expressed as 'The A to E of the Trust':

Aspiration – trying to be the best we can be

Belief – seeing our lives as a spiritual journey

Community – helping each other and working together

Diversity – building bridges without prejudice and caring for our environment

Excellence – enjoying our learning and achieving success

1.6 Growth Strategy

The Regional Office have officially invited the Trust to grow. The rationale for further growth is seen as follows:

- Increase opportunities for local collaboration and accountability that will identify best practice, raise standards and improve efficiency within the Trust
- Establish one or more additional hubs of schools beyond the Cheddar Valley that will bring diversity and fresh approaches to the Trust
- Develop links with local and out-of-area school trusts to facilitate benchmarking, conduct reviews and ensure further progress throughout the Wessex Learning Trust

The Trust intends to establish area-based clusters / hubs; Trust schools in defined geographical proximity areas (e.g. around current community learning partnerships) which will be led, managed and governed both "jointly and severally" by the Trust Board in due course.

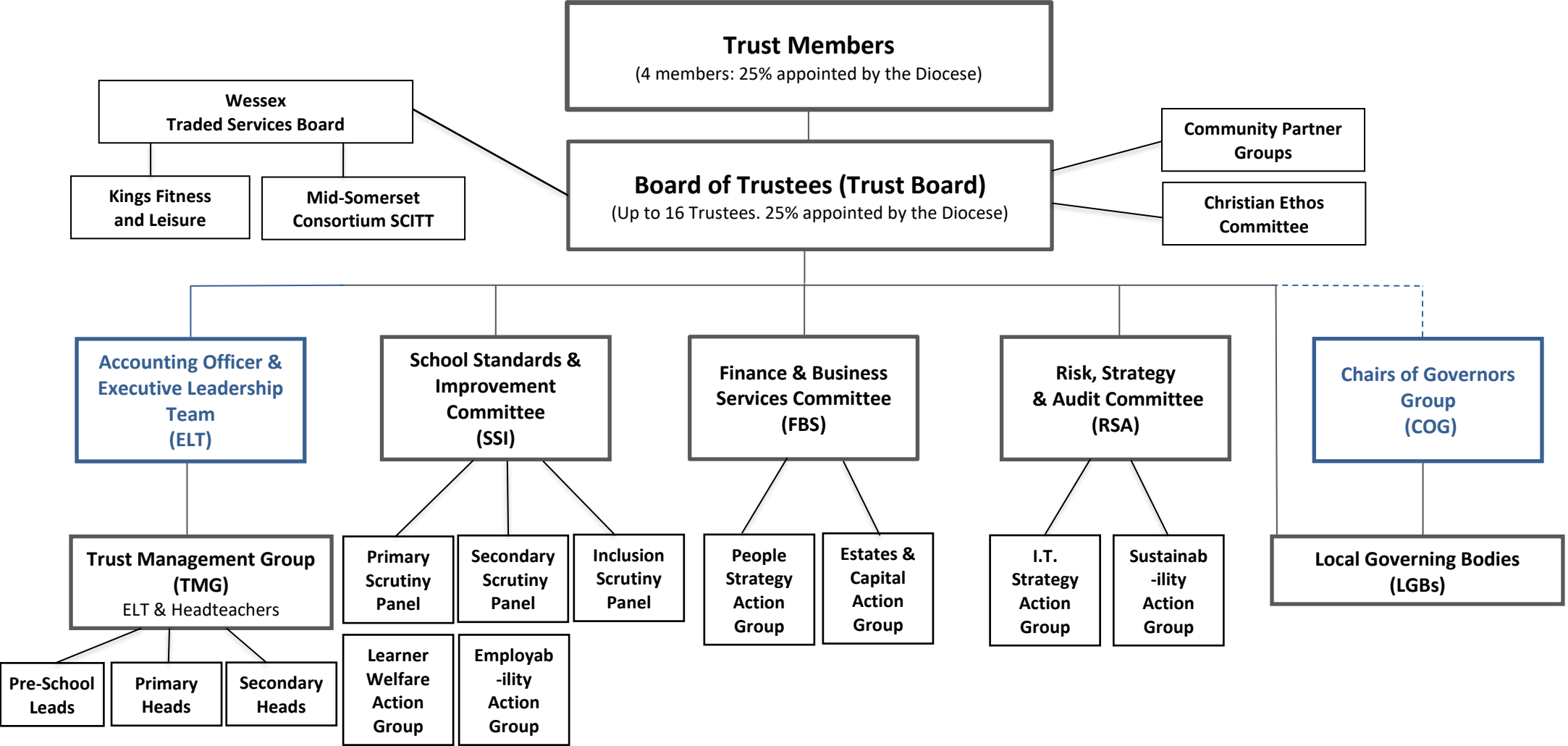
1.7 Trust Governance

The Scheme of Governance relates to the 'six key features of effective governance' identified and explained in the DfE Governance handbook (October 2020) and is applicable to Members, Trustees and Governors:

- **Strategic Leadership** that sets and champions vision, ethos and strategy
- **Accountability** that drives up education standards and financial performance
- **People** with the right skills, experience, qualities and capacity
- **Structures** that reinforce clearly defined roles and responsibilities
- **Compliance** with statutory and contractual requirements
- **Evaluation** to monitor and improve the quality and impact of governance

1.7 Structure Diagram

Wessex Learning Trust Governance Structure



2. Members

2.1 Role of Members

In simple terms, Members “own” the Wessex Learning Trust. They have a number of statutory rights, including:

Members are entitled to be kept informed of Trust developments by the Trust Board so they can be assured that the Board is exercising effective governance and leadership of their Trust. They must also ensure there are mechanisms available to Trustees and others involved in governance of the Trust (ie Governors) about how they can escalate concerns to Members, when issues are not being satisfactorily resolved by the Board themselves. Such mechanisms are also addressed in the Complaints and Whistleblowing policies of the Trust.

The Members are required to provide a guarantee that if the Trust was to be wound up and the assets did not meet all of its liabilities, they would contribute £10 each.

Members’ meetings (for Members only) are referred in the Articles to being ‘general meetings’. There is a minimum of 3 meetings of Members per year on the understanding that additional meetings can be arranged.

2.2 Appointment of Members

Members are appointed in accordance with the Articles and therefore include someone nominated by the Bath & Wells Diocese (25% of the Members). There are four Members at any one time, including the Chair of Trustees. The other 3 members are neither Trustees nor Governors on LGBs unless exceptional circumstances prevail.

On appointment, all Members are required to complete a consent form, a DBS form and a business interest’s form. The Clerk updates the register of Members as appropriate and makes arrangements for the annual signing of the Wessex Learning Trust Code of Conduct (Governors, Trustees and Members). Due attention has to be paid to avoid any potential conflict of interests as outlined in the Articles and elsewhere in the Scheme.

The Handbook requires notice of the appointment of any new Member to be sent to ESFA via the ‘Information Exchange’ within 14 days of the offer of appointment to enable an assessment of his/her suitability.

2.3 Responsibilities of Members

The DfE Governance Handbook (March 2019) states the following responsibilities for Members:

- To be signatories of the Articles of Association (if founding Members)
- To amend the Articles if needed
- To appoint and if required, to remove Trustees
- To pass a resolution to direct the Trustees to take a specific action
- To appoint the auditors

3. Trustees

3.1 Role of Trustees

Each Trustee is legally known as a *director of a company limited by guarantee* as well as a *charity trustee*. Trustees meet together as the Trust Board to carry out their duties and functions.

Trustees may be neither Members (except the Chair) nor Governors on LGBs. Due attention has to be paid to avoid any potential conflict of interests as outlined in the Articles.

All Trustees are required to:

- Comply with the Articles and this Scheme of Governance including the Wessex Learning Trust's Code of Conduct (Governors, Trustees and Members)
- Ensure they understand their duties, rights and responsibilities
- Refrain from misusing information gained in the course of their Trusteeship for personal gain, nor seek to use the opportunity of service to promote their private interests or those of connected persons, firms, businesses or other organisations
- Participate actively in the induction process and any relevant training

3.2 Functions of Trustees

The role of the Trustees, acting collectively as a Trust Board, is threefold:

- To ensure clarity of the Trust's vision, values and strategy
- To hold the Chief Executive and ELT to account for the running of the Trust's schools, the performance its staff and the progress/wellbeing of learners on roll
- To monitor the financial performance of the Trust and to be assured over its sustainable value for money

3.3 Duties of Trustees

The prime duty of Trustees is the governance of the Trust including its committees, LGBs and Executive Leadership Team. There is a fundamental need for clarity between broadly strategic and strictly operational issues and between the executive and non-executive function. There are particular areas of engagement expected of Trustees:

- Identifying, reviewing and asserting the vision, values and strategy of the Trust
- Working in accordance with the Objects of the Trust (as set out in the Articles) and safeguarding its assets
- Overseeing governance and leadership structures and processes deployed within the Trust
- Delegating the day-to-day operation of the Trust and its schools to the Chief Executive, ELT, Executive Heads/Headteachers/Heads of School and LGBs (as set out in Delegation Matrix)
- Maintaining connections with a specific LGB by operating as a 'Link Trustee' and occasionally attending their meetings and /or by operating as a Link Trustee to a theme or action area (e.g. HR, Pre-School, Estates, IT, Scrutiny Panel, Inclusion)
- Ensuring professional communication and relationships are deployed with staff, other trustees and LGB governors

- Applying financial controls and protocols in accordance with governance guidelines in the Academies Handbook
- Monitoring Trust action, development and strategic plans to enable progress towards targets
- Holding a risk register, in the light of discussions with the ELT, to minimise detrimental impact on the standards, people, estate and reputation of the Trust
- Insisting the Trust is conducted in compliance with the general law

3.4 Accountabilities of Trustees

The Trustees are accountable to a number of stakeholders:

- The beneficiaries of the Trust (learners, parents and the local communities) for the quality of education and pastoral care in their schools including matters of health, safety and safeguarding
- The Diocese of Bath and Wells, DfE, ESFA and specifically the Secretary of State re the Funding Agreements and compliance with charities legislation
- The employees of the Trust for their working environment and compliance with employment law, including health and safety and compliance with the Wessex People Strategy
- Regulatory authorities such as the Regional Office, Local Authorities, HSE, PHE, OfSTED, external auditors and other bodies to which the Trust is subject

3.5 Expectations of Trustees

The principal responsibility of the Trustees is to hold the Chief Executive and other members of the ELT to account. Trustees are expected to offer strategic support, constructive advice, an external opinion and impartial assistance as needed. Trustees are also expected to challenge proposals by asking non-executive questions, seeking further information and influencing outcomes in the best interests of the Trust.

The Trustees are expected to adhere to the following guidelines:

- Sign annually the Wessex Code of Conduct (Governors, Trustees & Members)
- Act together and in person and not to delegate the responsibility of the Trust to others
- Act strictly in accordance with the Articles
- Act in the interests of the Trust and without regard to their own private interests
- Manage the affairs of the Trust prudently
- Take no personal benefit from the Trust unless expressly authorised by the Articles or the Charities Commission
- Seek proper professional advice on Trust matters where they are not suitably competent

3.6 Appointment of Trustees

The Articles allow for 12 to 16 Trustees, including the Chair and the Chief Executive, to be appointed. The right is reserved to serve with less than the maximum so long as there is an appropriate mix of skills and attention paid to succession planning.

The Diocese of Bath & Wells currently nominates 25% of the Trust Board. A Trustee or Member may not be a Governor of a Wessex school. Only the Chair of the Trust Board may also be a Member.

On acceptance of a provisional offer of appointment, all Trustees are required to:

- Undergo an enhanced Disclosure and Barring Service (DBS) check
- Complete a Trustee declaration on appointment
- Complete an APO1 form for submission by the Clerk to Companies House
- Complete a declaration of business interests form

The Clerk updates the register of Trustees and informs ESFA within 14 days of the offer of appointment to enable an assessment of his/her suitability.

3.7 Recruitment of Trustees

The Trust Board aims to have an appropriate mix of knowledge and expertise, based on an annual audit of skills. New Trustees are recruited to meet the needs of the Trust and to plan for succession. Members appoint new Trustees in consultation with the Trust Board.

The Trust Board is responsible for ensuring that:

- The skills of new Trustees fit with DfE's 'Competency Framework' and the short, medium and long-term requirements of the Trust Board
- All relevant checks, including an enhanced DBS check, are completed before the Trustee takes up position
- The new Trustee understands the legal responsibility of becoming a Trustee and consents to taking up the new position

New Trustees are entitled to receive, as a minimum, copies of the following documents: Wessex Learning Trust Articles, this Scheme of Governance (Parts 1, 2 & 3), Academies Handbook, the previous Wessex Learning Trust Annual Report.

3.8 Chair of Trustees

The Trust Board annually elects a Chair and Vice Chair from among their number, provided they are not employees of the Trust. The terms and conditions of the Chair and Vice Chair are set out in the Articles.

The main role of the Chair is to provide leadership to the Trustees and to act as the key point of contact between The Trust Board and the Chief Executive. Apart from responsibility for chairing meetings of the Trust Board, the Chair may have special powers as outlined in the Articles (e.g. to have a second or casting vote in any case of a tie in a Trust Board vote). The Chair has no rights over any other Trustee unless there has been explicit delegation from the Trust Board (e.g. overspend in budget) as outlined in the Articles.

3.9 Meetings of Trustees

There are at least 3 meetings of the Trust Board per academic year. All meetings are conducted according to the Articles and may cover the following:

- A general report on the progress of learners in schools, educational trends, initiatives and action points of schools in the Trust
- A business update including, finance, HR, estates and capital updates
- A report on any significant incidents, issues and contracts being considered by the ELT
- A discussion on strategic developments under consideration including the Wessex growth strategy

The Trust Board also meets in smaller numbers in committee for the purpose of holding more detailed discussion with members of the Executive Leadership Team. The committees are as follows, have their own terms of reference and are subject to annual review:

- Standards & School Improvement (SSI)
- Finance and Business Services (FBS)
- Risk, Strategy and Audit (RSA)

3.10 Standards and School Improvement Committee (SSI)

SSI has delegated powers according to its terms of reference that are annually reviewed by the Trust Board. Data on attainment, progress, attendance, welfare, behaviour and other performance indicators is collected to secure a Trust-wide basis for consideration by this committee.

The case for school improvement is on-going and is in sharp focus when/if there are 'Schools at Risk' or subjects/ themes / areas at risk of under-performance within the Trust. There is a minimum of three SSI meetings a year.

The SSI committee run a number of sub-groups to allow deeper-dives into key areas:

- Primary Scrutiny panel
- Secondary Scrutiny panel
- Inclusion Panel (Including SEND and Pupil Premium KPIs)
- Learner Welfare and Participation Action Group
- Employability Action Group

3.11 Finance and Business Services (FBS)

FBS has delegated powers according to its terms of reference that are annually reviewed by the Trust Board. With over 80% of the Trust revenue budget being spent on Trust employees, the Wessex People Strategy is a key part of the work of this committee. Central planning around recruitment, retention and succession is critical.

FBS will also examine possibilities of further centralisation and specialisation of business services to support schools and achieve best value.

The Committee will evaluate variation in budget and help set the overall Trust budget, driving budget assumptions for schools and setting the Central budget contribution for schools. All other school expenditure remains the responsibility of LGBs and Heads. There is a minimum of three FBS meetings a year.

The FBS committee run a number of sub-groups to drive action and impact in key areas:

- Estates and Capital Action Group
- Wessex People Strategy

3.12 Risk Strategy and Audit Committee (RSA)

RSA has delegated powers according to its terms of reference that are annually reviewed by the Trust Board. During any period of uncertainty or extensive risk (such as pandemic) the RSA will meet significantly more often to review the risk, impact and mitigation, with the aim of schools continuing to deliver high quality learning in an assured, safe environment for learners and staff.

Audit of past actions and budgets, in all matters, is used as evidence to help inform future planning and changes in any strategy being considered by the Trust Board. There is a minimum of three calendared RSA meetings a year.

RSA will evaluate overall risk to the Trustees and the Trust (in all categories).

The RSA committee run a number of sub-groups to drive action and impact in key areas:

- I.T. Strategy Action Group (including Cyber Security)
- Sustainability Action Group

4. Governors and Local Governing Bodies (LGBs)

4.1 Scope of LGBs

The Trust Board establishes an LGB and appoints a Chair in respect of each school within the Trust unless it is agreed with the relevant schools that there is to be a combination of two or more under the leadership of an Executive Head and therefore a combined LGB. LGBs are Trust Board Committees with delegated powers according to the Delegation Matrix and their terms of reference are annually reviewed.

The Delegation Matrix is a key document that outlines the tasks and relationships expected in governance within the Trust. The role of the LGB of a school deemed to be 'good or better' in summary, is as follows:

- To uphold and demonstrate the vision and values of the Trust, focusing on the agreed priorities of the school(s), and then leaving operational matters to the Executive Head/Headteacher in partnership with the Chief Executive and Wessex Executive Leadership Team
- To focus the school's leadership on developing learners and achieving great outcomes for young people
- To quality assure all aspects of the school's performance and key performance indicators, providing challenge and support alongside the Chief Executive and ELT / Central Team, assisting with holding the Executive Head / Headteacher to account
- To assist in pro-actively ensuring that the school will be good or better in inspection (Ofsted and SIAMS / church inspection if applicable)
- To assist in pro-actively ensuring that the school meets the Gatsby benchmarks (career / employability)
- To assist in pro-actively ensuring that the school is adequate with its safeguarding procedures
- To be the checks and balances that the school retains its uniqueness and community interaction
- To welcome Trustees, the Chief Executive and members of ELT to LGB meetings as appropriate
- To upload minutes of LGB meetings, in a standardised format, to the Chair of Trust Board, Link Trustee and Chief Executive, within 2 weeks of the meeting
- To engage with implementation and application of Trust-wide policies, including curriculum, assessment, welfare, inclusion, relationships, complaints, finance
- To be a part of the wider Wessex family and to be proud of 'being Wessex'

LGBs of 'schools that are causing concern' may have amendments to their LGB membership and terms of reference according to their circumstances and requirements.

Where the performance of the school or certain aspects of the school is causing concern, the Chief Executive or members of the ELT will contact governors and explain why there is a concern and what action has been

triggered (the ELT and Central Team leaders review *Heat Maps* that rate aspects of a schools performance). Governors may be asked to intervene or monitor more closely / effectively.

If the LGB is deemed to be causing concern, the Trust Board may intervene through a range of responses including the taking control of an LGB. The LGB is therefore expected to understand that intervention by the Board may be necessary in line with the Trust's policy for intervention in schools causing concern as set out in Part 3 Section 2.

4.2 Chairs of Governors Group (CoGG)

Chairs of LGBs are invited to be members of this working group where there is an expectation of at least 3 meetings per year. The Chair of the Trust Board chairs CoG Group but it is not a Trust Board committee. Its purpose is to enable good communication between LGB Chairs, the Trust Board Chair and the Chief Executive/ELT. The main activities of CoG Group are to receive updates on Trust-wide developments from the Chief Executive, share examples of best practice, represent individual-LGB concerns and comment on future options.

The case for informal, as well as formal, communication between Trustees and Governors is also encouraged outside the schedule of CoGG and its meetings.

4.3 Appointment of Governors

Governors play a very important part in the governance of schools at a more finite, interactive and local level.

They are appointed by the LGB, on the basis of a skills audit and ratified by the Wessex Trust Board. The Trust Board reserves the right to remove a governor if it feels that the governor does either not adhere to the values and ethos of the Trust or is part of the diagnosed problem relating to school improvement.

Governors need to remain strategic, quality assurance and leave operational matters to the Executive Head/Headteacher/Head of School and the Wessex Central Team. Annually the skills audit of a LGB will be shared with the Trust Board.

Governors may not also serve as either Trustees or Members within the Trust and must annually sign the Wessex Code of Conduct (Governors, Trustees and Members). As outlined in section 4.1 above and following a similar pattern for Trustees in section 3, there is a parallel set of expectations, duties, functions and accountabilities but scaled back to the individual school(s). LGB terms of reference are also made available to those considering appointment as Governors.

5. Chief Executive, Executive Leadership Team (ELT) and Wessex Central Team

5.1 Role of Chief Executive (CE)

The Chief Executive is appointed by the Trust Board and provides professional leadership, strategic management and overall capacity for the Trust and its schools. He/she will tend not to be also an Executive Head/Headteacher unless exceptional circumstances apply.

He/she is a Trustee and must annually sign the Wessex Code of Conduct (Governors, Trustees and Members). The Chief Executive reports to the Trust Board and is expected to comply with any reasonable request or directive from the Trustees when acting on behalf of the Trust.

Whilst it is the Trustees who make a strategic contribution and have an accountability function, it is the Chief Executive who must be left to get on with the operational concerns of implementation and change.

He/she is responsible for:

- Organisation, management and improvement of progress and outcomes across the Trust schools
- Influencing and implementing the Trust vision, values and strategic framework
- Application of Trust policies and the balancing of risk and compliance with regulatory bodies
- Financial management, through the role of Accounting Officer, as detailed in the Handbook.

The Delegation Matrix is a key document outlining demarcation of responsibility between Trustees, Governors, Chief Executive, Executive Headteachers and Headteachers but the Trust Board may also delegate specific powers to enable the Chief Executive to carry out certain responsibilities.

5.2 Executive Leadership Team (ELT)

The Chief Executive is supported by a variety of post-holders according to need and budget considerations. The Executive Leadership Team is the senior body of the Central staff that act on behalf of the Chief Executive. A member of the ELT has the authority to act on behalf of the Chief Executive. With the size of the Trust, it is important to have the capacity and agility to move quickly. The Director of Operations and the Director of Learning and the two most senior posts aside the Chief Executive on ELT.

The *Director of Operations (DOO)* reports directly to the Chief Executive and maintains an overview of Trust's Business Support Services e.g. capital and revenue finance, premises, ICT, HR and others as agreed.

The *Director of Learning (DOL)* reports directly to the Chief Executive and maintains an overview of the Trust's educational outcomes and performance.

Key functions are represented on ELT, including; Human Resources Manager, Estates Manager, Finance Manager and Learner Welfare Manager. Other senior posts will be added with Trust growth.

Members of ELT, especially the Director of Operations, Director of Learning and the Executive Assistant are expected to attend certain Trust committee and LGB meetings according to relevance and suitability.

5.3 Wessex Central Team (WCT)

The Wessex Central Team is a body of staff that performs two functions: support and challenge. The benefits of a *schools trust* is that of *economies of scale*; financial and specialists. The Central Team performs and facilitates those economies of scale, which include:

- Professional Learning (Communities) and training for all schools, for all staff
- Subject specialists
- SEND specialists
- Welfare specialists
- Leadership training, coaching, supervision and quality assurance
- Curriculum development
- Assessment development
- Overall school improvement
- Sharing best practice facilitation
- Governance training
- Moderation
- Quality Assurance
- Succession planning
- Human Resource (HR) advice, guidance and intervention
- Policy development
- Finance support
- Joint procurement
- Legal support
- Timetable support

- Estate and compliance support
- Admissions
- Administrative support

There are currently Wessex Central Team Leaders and Central staff in a number of areas, including I.T., SEND, Inclusion, training and professional learning, Timetabling, Data and Curriculum, Pre-School, Teacher-Coaching, Early Careers Teacher co-ordination, finance, HR, welfare as well as the ELT Managers listed above.

Wessex has a number of *Wessex Lead Practitioners* in a number of educational areas that have particular expertise and skill to share practice across the Trust.

As a Trust, the Central Team buys in *bespoke expertise* to help in specific areas of need, such as Modern Foreign Languages; Speech, Language and Communication; Leadership coaching; external School Improvement Advisors and so forth.

There is an emphasis on learning from best practice and ensuring improvement through a Trust-wide approach. Such post-holders would also be expected to attend certain Trust Board committee meetings as appropriate.

6. Executive Headteachers, Headteachers and Heads of Schools

6.1 Executive Headteachers

Executive Headteachers have responsibility for more than one school and commit to working in different locations throughout the week. As with all appointments, they are appointed by the Trust and not the schools involved, after a selection process involving the Trustees, the Chief Executive, the LGB, school staff and members of ELT as appropriate. They report to the Chief Executive and are also accountable to their LGB. They are entitled to be members of the Trust Management Group (TMG chaired by the Chief Executive) – not a Trust Board Committee but a vital link in the two-way communication chain between senior leaders in the Trust. A minimum of 6 meetings per year is to be expected.

They have a bespoke job description related to the DfE document ‘national standards of excellence for headteachers’ which sets out 4 domains:

- Qualities and Knowledge;
- Pupils and Staff;
- Systems and Processes;
- Self-Improving School System.

They are therefore accountable for the following:

- Strategic Leadership within the vision and values framework of the Trust
- Educational Excellence within the curriculum and assessment policies of the Trust
- Operational Management within the financial and administrative procedures of the Trust
- Development of external relationships within the inclusive and strategic context of the Trust

6.2 Headteachers

Headteachers have responsibility for one school. As with all appointments, they are appointed by the Trust and not the individual school after a selection process involving the Trustees, the Chief Executive, the LGB, school staff and members of ELT as appropriate. They report to the Chief Executive and are accountable to their LGB. They are invited to be members of TMG as a means of ensuring essential two-way communication between senior leaders in the Trust. They have their own bespoke job description within the frameworks outlined above.

6.3 Heads of School

Heads of School share responsibility for one school and report to the Executive Headteacher. As with all appointments, they are appointed by the Trust after a selection process involving the Trustees, the Chief Executive, the Executive Headteacher, the LGB, school staff and members of ELT as appropriate. They have a bespoke job description based on negotiations with the Executive Head and LGB. They are not members of TMG since the Executive Headteacher and Chair of LGB would already be attending their respective working groups (TMG and CoG).

6.4 Senior Leadership Teams (SLT)

Each school / group of schools has a Senior Leadership Team (SLT). Senior staff are appointed by the Chief Executive (or ELT in jurisdiction). Wessex has a framework for effective SLT operation, meeting and line management.

7. Delegation Matrix

7.1 Matrix Purpose

The purpose of the Delegation Matrix in Part 2 is to provide an easily accessible guide to 'who does what' in the Trust – to show where accountability lies, who has responsibility for conducting routines and taking initiatives and where information and/or consultation can be expected.

The Delegation Matrix does not contain details of every aspect of Trust or school governance and leadership. Its content needs to be read in conjunction with the preceding Sections 1 to 7 of Part 1 (as above) and the Trust's strategic plans, policies and procedures. In the event of uncertainties over whose responsibility it is to carry out a particular function, guidance should be sought from the Chair of the Trust Board.

7.2 Priority Considerations

In determining the Delegation Matrix, Trustees have been mindful of the following:

- The Trust Board is ultimately accountable for the development of its children/young people and therefore the way its schools are run. Appropriate reports on the matters delegated therefore need to be written to enable Trustees and ELT to have appropriate oversight
- The Trust is providing an increasing number of central services. These services will be designed to improve the quality of education offered and to achieve economies of scale and specialisation, in the areas of 'back-office' administration and in school improvement and curriculum leadership
- The Trust Board, in making decisions, is reliant on information and advice from its committees, LGBs, Chief Executive and the ELT. The COG and TMG also provide a vital link in the chain to ensure good communication and connection between the Trust Board and its schools
- The level of delegation reflects the particular circumstances of each individual school. Where there is strong leadership and governance, relative autonomy will have been earned and so levels of delegation are along the lines as outlined in Part 2. Where schools are causing concern (eg leadership, governance, curriculum, standards, safeguarding, finance etc), certain responsibilities are taken back by the Trust Board as outlined in the Intervention Policy in Part 3.

7.3 Termination and Amendments

The Delegation Matrix is subject to annual review by the Trust Board / review committee but the Trust Board reserves the right to make appropriate amendments 'in year' when deemed necessary. Changes, at any time, are made in the light of lessons learned from best operational practice, unforeseen difficulties and new statutory requirements. In extreme cases, the Trust Board may terminate the Delegation Matrix for a school and withdraw the LGB's delegated powers as outlined in the Intervention Policy in Part 3.



PART 2 – Delegation Matrix

The Delegation Matrix is structured in accordance with the Terms of Reference of the Trust Board's Sub Committees. Functions are categorised as follows:

Section	Area Covered	Page Number	Section	Area Covered	Page Number
1.	Governance		6.	Learner Welfare & Safeguarding	
1.1	Members	21	6.1	Safeguarding	44
1.2	Trust Board	21	6.2	Relationships, Behaviour & Inclusion	46
1.3	LGBs	24	6.3	Admissions	50
2.	Values and Ethos		6.4	Attendance & Punctuality	50
2.1	Values and Ethos for all	26	7.	Business Services: Finance	
2.2	Christian Ethos	27	7.1	Finance Management	51
3.	Leadership		7.2	Allocation of Funds	52
3.1	Strategy	27	8.	Business Services: Estates	
3.2	Policy and Operating Procedures	28	8.1	Asset Management	54
3.3	Leadership & Expectations	28	8.2	School Meals	55
3.4	Compliance	31	9.	Business Services: HR Management	
4.	Quality of Education		9.1	Structures & Recruitment	56
4.1	'Academic' Curriculum Provision	32	9.2	HR Policies and SOPs	57
4.2	'Pastoral & Welfare' Curriculum	36	9.3	Central Trust Level Appointments	58
4.3	Employability	37	9.4	School Level Appointments	59
4.4	Wrap Around & Holiday Provision	38	10.	Business Services: IT	
4.5	Quality & Standards	38	10.1	Information Management	60
5.	School Effectiveness & Improvement		10.2	IT Support	61
5.1	Planning & Evaluation	41	10.3	Complaints	61
5.2	Intervention	42	10.4	Web Reporting	62

Key to Delegation Matrix

R	Responsible; those responsible for the task who ensure that it is done
A	Accountable; those ultimately answerable for the correct and thorough completion of the task and the one who delegates work to those responsible
A/R	Both Responsible and Accountable
C	Consult; those whose opinions are sought and with whom there is two way communication
I	Informed; those who are kept up to date with progress and are informed of outcomes

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
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1. Governance

1.1 Members

1.1.1 Amend Articles of Association	A/R	C	I	C			I		Reviewed biannually unless otherwise directed by the DfE or RSC
1.1.2 Call Members' meetings	A/R	I	I	I		I EA			At least one meeting per year (AGM). However, additional meetings may be called by the Chair in exceptional circumstances
1.1.3 Appoint and remove Members	A/R	C	C	I		I EA	I		Members are appointed in line with the Articles of Association (on a fixed term basis)
1.1.4 Appoint and remove Foundation Members	A/R	C	A/R	I		I EA	I		Diocese appoints and removes Foundation Member
1.1.5 Complete Member register of interests and review regularly	A/R	I	I	I			I		Updated as required - reviewed annually

1.2 Trust Board

1.2.1 Appoint and remove Trustees	A/R	C	I	I			I		
1.2.2 Appoint/remove Foundation Trustees	C	C	A/R	I			I		Board to make representations to Diocese if concerns over Foundation appointments (25% of Trust Board)
1.2.3 Annually complete Trust Board skills audit and training plan	A	R	I	C		C EA	I		Members will challenge information received via the Trust Virtual Area regarding training and updated skills audit and use information to ensure a balance of skills across the board
1.2.4 Appoint/remove Chair of Trust Board	A	R	I	C			I		Annual election of Chair will be in line with the requirements of the Terms of Reference.

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
									However, members can challenge the Chair where there is perceived malpractice (Articles of Association)
1.2.5 Appoint/remove Vice Chair of Trust Board	A	R	I	C			I		As Number A2.3 but for Vice Chair
1.2.6 Determine and allocate specific roles on the Board eg Safeguarding etc	I	A/R	I	C		C EA	I		Chair of the Trust responsible for informing Trustees of specific responsibilities which will be reviewed annually. Trustees with specific Trust wide responsibilities will report annually to the Board regarding effectiveness/standards etc
1.2.7 Agree and annually review terms of reference for the Trustees	A	R	I	C		C EA	I		At the first meeting of the academic year organised by the CE
1.2.8 Appoint/remove Clerk to the Board	I	A/R		C		C EA			The Clerk to the Board is accountable to the Chair, who is responsible for the annual appraisal process in line with job description
1.2.9 Annually agree the Scheme of Governance (Parts 1, 2, and 3)	C	A/R	I	C	C RSA	C EA	C		Delegation Matrix determined by the Board after consultation with LGBs and members
1.2.10 Complete Trust Board Schedule of Business	I	A/R	I	C		C EA	I		The Clerk to the Board will, together with the Chair, and the Chairs of the Sub Committees, produce an annual schedule of business at the beginning of each academic year
1.2.11 Complete Trust Board register of interests and keep under review	I	A/R	I	I		C EA			The Clerk to the Board will ensure that this is kept up to date
1.2.12 Determine policy review rota		A/R		C		C EA	I		This will be completed on an annual basis by the EA. Policies relating to all Human Resource

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
									Management and Financial matters will be determined at Trust Board level as are all statutory policies. Teaching & Learning policies associated with assessment recording and reporting lies with the Trust. Operational policies are the responsibility of the LGBs but will be required to be ratified by the Board
1.2.13 Conduct annual review of Governance effectiveness	I	A/R	I	C	C	C EA	C		An evaluation of the work of LGBs and Trust Board will take place annually at the end of the academic year – see C Hudson comments
1.2.14 Present annual report and financial statements	A	R		C		C EA	I		An audit will be conducted by an external financial agency reporting to members
1.2.15 Present Chief Executive report to Trustees		A		R					This is a standing item on the Board's agenda covering strategic issues across the MAT
1.2.16 Present Trust Board Report to Members	A	R	I	C			I		Chair of the Trust Board to produce an annual report, which will be an item on the AGM
1.2.17 Set up any subsidiary company or charity		A/R		C	C RSA	R DOO	I		Director of Operations to lead
1.2.18 Determine Trust committee structure	I	A/R		C			I		
1.2.19 Determine Governance policy and procedures for Trustees and LGBs	A	R	I	C		C EA	I		The Trust Board will determine all policies for the Board and will be responsible for ratifying all policies associated with operational matters determined at LGB level
1.2.20 Update Governance Section on website		A				R EA			The Clerk to the Board is responsible to the CE for ensuring the website is kept up to date

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
1.2.21 Obtain insurance for Trustees and Governors		A				R DOO			DOO responsible
1.3 LGBs									
1.3.1 Determine LGB composition		A/R		C		C EA	C		LGBs are responsible for ensuring that their composition is in line with WLT Articles and, where applicable, Foundation representation.
1.3.2 Make appointments to LGB		A		C		C EA	R		See Part 3. In particular circumstances LGBs ability to appoint Governors may be withdrawn
1.3.3 Appoint Foundation Governors		I	A/R	I			C		Diocese appoints/removes Foundation Representatives on VC LGBs
1.3.4 Agree and annually review (annually) LGB terms of reference	I	A/R	I	C		C EA	C	C	Governors consulted via the Chairs of the Governors Group
1.3.5 Appoint/remove members of LGB including Chair	I	A/R	I	C			C		LGB nominate Chairs at the first meeting of the year. This is confirmed by the Chair of the Trust Board and ratified at the next Trust Board meeting. Also see Part 3 for when this power may be restricted
1.3.6 Appoint Vice Chair of LGB		A/R		C			C		See above
1.3.7 Allocate specific LGB roles		A/R					A/R	C	Specific roles for members of LGBs determined by the Trust Board
1.3.8 Complete LGB register of interests and keep under review						C EA	A/R	C	Overseen by the Clerk to the LGB
1.3.9 Determine LGB annual schedule of business		R		C		C EA	C		Overseen by link Trustee who reports to the Board. LGB timetable driven by Board

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
									reporting requirements
1.3.10 Ensure schools report to Trustees				I		C EA	A/R	R	In line with the Trust schedule of business, LGBs will provide the relevant Trustee sub committee with data/information relating to: <ul style="list-style-type: none"> • Standards • Progress • Attendance • Safeguarding • Budget setting • Monitoring and outcomes This is not a definitive list but an example
1.3.11 Review LGB effectiveness		A/R		C		C EA	C	C	Each Trustee is linked to one school for the purpose of monitoring governors' effectiveness and they are required to spend a minimum of two days in the school and produce a report for the Board. Through this process, if issues become evident, the school, will be challenged through the use of Part 3 criteria
1.3.12 Complete LGB skills audit		A		I		R EA	R		Executive Assistant to ensure audit completed and produce a directory of governor expertise across the Trust. Report to CE & Board
1.3.13 Appoint/removal of the Clerk to LGB						C EA	A/R		
1.3.14 Determine LGB procedures				C		C EA	A/R		

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
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2. Values and Ethos

2.1 Values and Ethos for all

2.1.1 Set the values and ethos of the Trust	A/R	R	C	I			C		Trust Board to ensure
2.1.2 Review & challenge the progress of the Trust and its schools against its core values and ethos	A	R	I	R	I RSA		R		The Board will challenge each school against
2.1.3 Review & challenge the progress of the school to deliver its own USP and keep / grow its own uniqueness (within the Trust's values and KPIs)	A	A	I	I	I RSA		A/R	R	
2.1.4 Review & challenge the progress of the Trust and its schools of its pro-active community involvement and civic duty	A	R	I	R	I RSA		A/R	R	
2.1.5 Ensure that all Trustees, Governors, learners and all staff have an understanding and appreciation of diversity, celebrating what we have in common and promoting respect for the different protected characteristics as defined in law	A	A/R	I	A/R	I RSA		A/R	R	
2.1.6 Ensure that learners are prepared for life in modern Britain								R	

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values	A	A	I	A/R	I RSA		A/R		
2.2 Christian Ethos (where applicable)									
2.2.1 Maintain and develop the distinctive Christian ethos and vision at Church schools, promoting hope, aspiration and Courageous Advocacy	A	A	I	A	C CEC		A/R	R	Church academies are responsible for Christian vision and SIAMS preparation. Support & QA is available from Foundation Trustees
2.2.2 Report to the Wessex Christian Ethos Committee the effectiveness of the school's distinctive Christian vision, which is established and promoted by leadership at all levels, in enabling learners and adults to flourish	A	A	I	A	C CE		R	R	
2.2.3 Evaluate the impact of Collective Worship	A	A	I	A	C CE		A/R	R	
2.2.4 Perform robust and continuous self evaluation to ensure effectiveness as a Church schools	A	A	I	A	C CEC		R	R	Church academies maintain SIAMS SEFs and continuously review progress on SIAMS action points.

3. Leadership

3.1 Strategy

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
3.1.1 Set strategic objectives for the Trust (to be reflected in the objectives of each school, within the Improvement Plan)	I	A		R		C DOL DOO	I		Trust Board to ensure that each schools' Improvement Plan reflects the school improvement objectives of the Trust
3.1.2 Review & challenge progress of the Trust against its strategic objectives and KPIs	I	A		R		C DOL DOO ELT	I		The Board will challenge each school against strategic objectives and KPIs. Data and other information will be reported, communicated and analysed through the Heads Group, Chair of Governors Group and Trust sub committees before being presented to the Board. Any failings or lack of progress will trigger actions as detailed in Part 3
3.1.3 Consider expansion requests from other schools to join the Trust		A	C	R	C RSA	C DOO			Criteria and operating procedures for schools seeking to join Wessex as set out in Part 3
3.1.4 Publish Trust Development Plan		A		R	R	ELT			Evaluation of previous year and presentation of current year Development Plan to be presented to the Board by CE at the first meeting of each academic year
3.1.5 Maintain and develop the distinctive Christian ethos and vision at Church schools			C	A	C CEC		A/R	R	Church academies are responsible for Christian vision and SIAMS preparation. Support & QA is available from Foundation Trustees
3.1.6 Perform robust and continuous self evaluation to ensure effectiveness as a Church schools			C	A	C CEC		A/R	R	Church academies maintain SIAMS SEFs and continuously review progress on SIAMS action points.
3.2 Policy and Operating Procedures									
3.2.1 Determine overall Policy scope,	A	R	I	R	R	C			

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
documentation and direction, linking to Trust values & ethos					All Commt				
3.2.2 Determine Standard Operating Procedures to deliver Trust policy, to bring consistency across Wessex		A		R		R ELT		C	
3.2.3 Determine local policy where needed or supplements to Trust policy, where needed		A		C		C ELT	R	C	
3.3 Leadership Expectations									
3.3.1 Wessex Exec/Heads and SLT lead colleagues with high expectations with a supportive & collegiate culture but with high levels of challenge and accountability (Radical Candor)		A		A		A ELT	A	R	ELT Heat Maps evaluate and trigger intervention if expectations are falling short. Heads are responsible for the culture and effectiveness of leadership in their schools. Wessex Central will support with Leadership coaching.
3.3.2 Wessex Exec/Heads and SLT lead with a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values & practice		A		A		A ELT	A	R	ELT Heat Maps evaluate and trigger intervention if expectations are falling short. Heads are responsible for the culture and effectiveness of leadership in their schools.
3.3.3 Wessex Exec/Heads and SLT lead the focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use		A		A		A ELT	A	R	ELT Heat Maps evaluate and trigger intervention if expectations are falling short. Heads are responsible for the culture and effectiveness of leadership in their schools. Wessex Central supports Professional Learning

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
of assessment. The practice and subject knowledge of staff are built up and improve over time									
3.3.4 Wessex Exec/Heads and SLT engage effectively with learners and others in their community, including – where relevant; parents, carers, employers and local services		A		A		A ELT	A	R	ELT Heat Maps evaluate and trigger intervention if expectations are falling short. Heads are responsible for the culture and effectiveness of leadership in their schools. Wessex Central will seek learner and stakeholder views
3.3.5 Wessex Exec/Heads and SLT engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload		A		A		A ELT	A	R	ELT Heat Maps evaluate and trigger intervention if expectations are falling short. Heads are responsible for the culture and effectiveness of leadership in their schools. Staff surveys are issued by Wessex Central
3.3.6 Wessex Exec/Heads and SLT leaders protect their staff from bullying and harassment		A		A		A ELT	A	R	ELT Heat Maps evaluate and trigger intervention if there are concerns. Heads are responsible for the culture and effectiveness of leadership in their schools.
3.3.7 Governors understand their role and carry this out effectively. They ensure that their school(s) has / have a clear vision and strategy and that resources are managed well. They hold SLT to account for the quality of education and training		A			RSA		R		ELT Heat Maps and <i>School Effectiveness Ratings</i> will inform Trustees of the overall effectiveness of the LGB

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
3.3.8 Wessex Exec/Heads and SLT ensure that the school fulfils its statutory duties		A		A		A ELT	A	R	For example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners
3.3.9 The school has a culture of safeguarding that supports effective arrangements to: identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adult		A		A		A ELT	A	R	
3.4 Compliance									
3.4.1 Comply with all statutory obligations including those in the Academies Handbook		A		R		R DOO			CE to regularly report to Trust sub committee against compliance criteria. Sub Committee minutes discussed at Board level
3.4.2 Follow regulations affecting the Trust (including all charity law, company law, employment law and health and safety)		A		R		R DOO			DOO regularly reports to Chair of Trust
3.4.3 Ensure that there are appropriate financial controls so		A		R		R DOO			As above

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
that there is regularity, probity and value for money in relation to the management of public funds									
3.4.4 Complete the register of business interests and put in place a procedure to deal with any conflicts of interest and connected party transactions		A				R DOO			DOO to monitor

4. Quality of Education

4.1 'Academic' Curriculum Provision

4.1.1 Set and review the Wessex curriculum policy, provision and standard operating procedures				A	A SSI	R DOL		C	<ul style="list-style-type: none"> Curriculum Policy will establish a broad and balanced curriculum which comply with the terms of any curriculum requirements determined by the Board (Executive) Headteachers to implement in line with policy overseen by CE <p>There is an overall curriculum framework (2-19) to which all schools are asked to adhere. This is to minimise disruption on transfer and to facilitate progression, therefore maximising progress and achievement. Heads are to agree actions with CE, however, they are responsible for implementation</p>
4.1.2 Set and agree the convergence of the Pre-school and EYFS curriculum, quality assuring the sequencing and intent				A	A SSI	R DOL PSL CDM		C	The curriculum meets the needs of the Early Years Inspection Framework. Curriculum intent and implementation are embedded securely and consistently across the setting. Heads have

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
									<p>a firm and common understanding of the curriculum intent and what it means for their Pre-school Across all parts of the provision, practitioners' interactions with children are of a high quality and contribute well to delivering the curriculum intent.</p> <p>Children's experiences over time are consistently and coherently arranged to build cumulatively sufficient knowledge and skills for their future learning.</p>
<p>4.1.3 The delivery of the Pre-School curriculum and it's quality assurance.</p> <p>The Head of the First/Primary School is responsible for the quality and outcomes of their Pre-School(s):</p>				A	A SSI	A PSL	A	R	<p>The impact of the curriculum on what children know, can remember and do is highly effective. Children demonstrate this through being deeply engaged in their work and play and sustaining high levels of concentration. Children with SEND achieve the best possible outcomes.</p> <p>Children consistently use new vocabulary that enables them to communicate effectively. They speak with increasing confidence and fluency, which means that they secure strong foundations for future learning, especially in preparation for them to become fluent readers. Governors are accountable.</p>
<p>4.1.4 Set and agree the convergence of the curriculum in KS1 and KS2, quality assuring the sequencing and intent</p>				A	A SSI	R DOL CDM		C	<p>The Wessex curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life</p>

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
4.1.5 Set and agree the convergence of the curriculum in KS3 and KS4, quality assuring the sequencing, intent and options on offer				A	A SSI	R DOL CDM		C	<p>The Wessex curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</p> <p>Wessex has the same academic, technical or vocational ambitions for almost all learners. For some learners with high levels of SEND the curriculum is designed to be ambitious and to meet their needs</p>
4.1.6 Set and agree the Sixth Form curriculums, quality assuring the sequencing, intent and options on offer				A	A SSI	R DOL CDM		C	<p>Consistently demanding curriculum goals are embedded, matching the aims of the curriculum, in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations.</p> <p>The impact of the taught curriculum is strong. Students acquire and develop high-quality skills and produce work of a consistently high standard.</p> <p>The sixth form consistently and extensively promotes learners' personal development. The sixth form goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach learners why it is important to contribute actively to society. This is achieved through activities that strengthen considerably the sixth form's offer.</p>
4.1.7 Review the Wessex Quality of Education policy and the Wessex Principles				A	A SSI	R DOL		C	

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
4.1.8 Set & review the Wessex common learning language incorporating learning powers and a taxonomy of learning to learn				A	A SSI	R DOL		C	
4.1.9 Set and review the Wessex Reading Strategy		A		A	A SSI	R DOL DOEn		C	Wessex schools must have a rigorous approach to the teaching of reading which develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.
4.1.10 Deliver the Wessex Reading Strategy		A		A	A SSI	A	A	R	Heads are responsible for implementation of the strategy and impact / outcomes in their schools
4.1.11 Set and review the Wessex Disadvantaged Learners Strategy		A		A	A SSI	R DOL		C	The Trust strategy is set by the Director of Learning, which will involve reviewing staffing & skill sets across Trust schools
4.1.12 Deliver the Disadvantaged Learner Strategy		A		A	A SSI	A DOL	A	R	Heads are responsible for implementation of the strategy and impact / outcomes in their schools
4.1.13 Set and review the Wessex SEND strategy		A		A	A SSI	R DOS		C	The Trust strategy is set by the Director of SEND, which will involve reviewing staffing & skill sets across Trust schools
4.1.14 Deliver the SEND strategy and deliver positive outcomes for young people		A		A	A SSI	A	A	R	Heads are responsible for implementation of the strategy and impact / outcomes in their schools
4.1.15 Set and review the Wessex									Wessex Subject Directors to set the

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
Subject Strategies through the Wessex Subject Directors		A		A	A SSI	R DOL		C	verticality and consistency of subject sequencing and assessment
4.1.16 Set the Religious Education policy so as to develop and enhance the christian distinctiveness of Church schools	I	I	C	A	A SSI	R DOL	A	R	Headteachers must ensure that each school is meeting the relevant statutory requirements and satisfying the requirements of the Church of England Board of Education Statement of Entitlement and the Memorandum of Understanding. Key involvement for Foundation representatives
4.1.17 Effectively prepare for pre-public examinations, external examinations and statutory assessments				A	A SSI	R DOL	C	R	CE/DOL to work with (Executive) Headteachers to determine exam policy and ensure all learners are following appropriate examination and statutory assessment preparation courses
4.2 'Pastoral / Welfare' Curriculum									
4.2.1 Set and review the Wessex pastoral and welfare curriculum policy, provision and standard operating procedures so that they are agile, up to date and meets learners current needs				A	A SSI	R WSM	A	R	
4.2.2 <i>Character Education</i> is a key Wessex USP, 'directed' Centrally within a Wessex values framework but further designed implemented locally, with QA by Central				A	A SSI	R WSM	A	R	Each school's curriculum and wider work supports learners to develop their character, including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
4.2.3 <i>Learner Participation</i> is a key Wessex USP, 'directed' Centrally within a Wessex values framework but further designed implemented locally, with QA by Central				A	A SSI	R WSM	A	R	The engagement of learners in activities that include them, make them feel of value and unlock motivation & talent is a strong aspect of the Wessex value set. Each school will design their own 'House' & engagement system
4.2.4 Ensure the pastoral / tutor curriculum facilitates anti-radicalisation and promotes equality, diversity and tolerance	I	A	I	A	A SSI	A WSM	R	R	
4.2.5 Determine Spiritual Moral Social and Cultural policy and provision			I	A	A SSI	R DOL WSM	C	C	
4.2.6 Deliver the Spiritual Moral Social and Cultural policy and evaluate its effectiveness			I	A	A SSI	A DOL WSM	A	R	Heads to implement, monitor and evaluate
4.2.7 Determine Relationship and Sex Education provision (SRE)			I	A	A SSI	R DOL WSM	C	C	
4.2.8 Deliver the Spiritual Moral Social and Cultural policy and evaluate its effectiveness			I	A	A SSI	A DOL WSM	A	R	Heads to implement, monitor and evaluate
4.3 Employability									
4.3.1 Determine policy and provision of work enterprise and employability education		A		R	A SSI	R DOL	C	C	<ul style="list-style-type: none"> 'Gatsby' benchmark complied with The Trust strategy (8-19) for careers education and employability should be implemented in all appropriate schools to take advantage of the support of the

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
									employability coordinator
4.3.2 Determine policy provision of off-site visits				A/R	A SSI	R DOO DOL	C	C	<ul style="list-style-type: none"> (Executive)Headteachers to implement agreed policy overseen by CE Should comply fully with Somerset Outdoor Education guidelines and MAT Health & Safety Policies Annual checks required to ensure schools are following statutory procedures (Executive) Headteachers report all proposed residential visits to CE before seeking the approval of LGBs
4.4 Wrap Around & Holiday Provision									
4.4.1 Determine Wessex provision strategy for wrap-around care and holiday provision (financials)		A/R		A/R	R FBS	R DOL PSL	C	C	The business model and social responsibility of wrap around care is determined by the Trust Board and Central Team
4.4.2 Determine Wessex policy for wrap-around care and holiday provision		A		A/R	R SSI	R PSL	C	C	
4.4.3 Deliver high quality Wrap Around Care and holiday provision				A	A SSI	A PSL	A	R	Delivery and QA of Wrap Around Care is the responsibility of the Head
4.4.4 Determine pay rates and contractual details for wrap-around care and holiday provision				A	A FBS	A DOO	C	C	The ELT / Trust Board will drive consistency and practice across its schools
4.5 Quality & Standards									
4.5.1 Ensure that standards of Teaching and Learning are Good or	I	A	I	R	A SSI	R DOL	A	R	<ul style="list-style-type: none"> Advice and support from SIPs, external consultants as required and leaders of

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
<p>Outstanding</p> <p>Includes all sectors (ie Pre-Schools, Sixth Forms and Alternative Provision)</p> <p>Teaching to meet National Standards framework</p>									<p>learning for schools and LGB</p> <ul style="list-style-type: none"> Analysis of standards information provided by (Executive) Headteachers to LGBs to enable appropriate scrutiny (Executive) Headteachers responsible for observing and evaluating quality of teaching and responsible for securing improvements under the oversight of the CE Key role for Trust SSI Committee and Scrutiny Panel Trustees and Members to receive agreed level of reporting The SSI and Scrutiny Panel will challenge the LGBs and where necessary trigger criteria in Part 3 and will delegate to the CE / DOL the ability to intervene to address issues in order to raise standards
4.5.2 Teaching Assistants to meet National Standards framework		A		R	A SSI	R DOL DOS	A	R	<ul style="list-style-type: none">
4.5.3 Pastoral & Welfare staff to meet National Standards	I	A		R	A SSI	R WSM	A	R	<ul style="list-style-type: none">
4.5.4 Set challenging learner progress targets	I	A		R	A SSI	R DOL	A	R	<ul style="list-style-type: none"> Learner progress targets set by the CE and DOL and agreed by SSI / Trust Board Heads are responsible for implementation LGBs are accountable for progress outcomes
4.5.5 Devise and amend Trust assessment, recording and reporting	I	A		R	A SSI	R DOL	A	R	<ul style="list-style-type: none"> ARR systems are consistent across the Trust, set by the CE and DOL and agreed by SSI /

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
systems to be effective in delivering high progress outcomes (ARR)									Trust Board. They allow for clear communication for learner progress to be made <ul style="list-style-type: none"> School leaders are responsible for closing the improvement loop LGBs are accountable for progress outcomes Common data collection windows are set by the DOL and evaluations reported back to the CE and SSI
4.5.6 Devise a consistent and synonymous learner testing strategy for each stage/phase, that will interact with same stage schools and talk to different stage schools		I		R	A SSI	R DOL	A	R	<ul style="list-style-type: none"> The CE and DOL to devise and review a common testing regime that is effective in delivering high progress outcomes across the Trust Schools are responsible for administering the testing regime, analysing test outcomes and closing the improvement loop
4.5.7 Learner progress and subject progress meetings are held regularly to review progress				I	I	A DOL	A	R	<ul style="list-style-type: none"> Learner Progress and subject progress meetings are scheduled regularly and acted upon effectively by school leaders School progress evaluation articulates sub-group analysis (HAPs/MAPs/LAPs; gender, PP, CLA, SEND, summer-born etc and risk assesses double/triple/quadruple 'dippers'
4.5.8 Learner progress and attainment meet Trust targets	I	A		R	A SSI	R DOL	A	R	<ul style="list-style-type: none"> Advice and support from leaders of learning and SIPs (Executive) Headteachers responsible for embedding Trust-set learner progress targets into school monitoring systems Trustees to receive agreed level of reporting

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
									through the Trust Board's SSI and Scrutiny Panel <ul style="list-style-type: none"> Analysis of progress and attainment to be provided by (Executive) Headteachers to LGBs, CE and TMG for the purposes of scrutiny at local level where progress is insufficient or not meeting targets. Part 3 invoked prior to taking to LGB

5. School Effectiveness & Improvement

5.1. Planning & Evaluation

5.1.1 Implement the <u>Trust</u> Self Evaluation Form (SEF)	I	A		R	A SSI	R ELT	C	C	<ul style="list-style-type: none"> Trust SEF informs School Improvement Team of action needed and informs the Trust AIP
5.1.2 Implement the annual <u>Trust</u> Improvement Plan (AIP) which takes account of the Trust Board's priorities	I	A		R	A SSI	R ELT	C	C	<ul style="list-style-type: none"> CE and DOL draw up Trust-wide AIP Trust meeting at start of academic year to make sure schools have information to integrate into schools plans
5.1.3 Implement the <i>school</i> Self Evaluation Form (SEF)				I	I	I DOL	R	R	<ul style="list-style-type: none"> Headteacher/SLT evaluate school's progress School SEF informs the school's SLT and LGB of action needed and informs school's AIP
5.1.4 Implement the <i>school</i> Annual Improvement Plan (AIP), that takes account of the Trust's priorities and that school's improvement needs	I	I		A	A SSI	A DOL	R	R	<ul style="list-style-type: none"> Annual improvement plan drawn up by SLTs at each school for approval of the CE/DOL Annual improvement plan should include an evaluation of progress against targets in the previous year's plan LGB Improvement Plan to go to Trust Board

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
5.1.5 Implement performance Heat Maps for each ELT & Central Team Functional area		A		R	A RSA	R ELT	C	C	•
5.1.6 Evaluate schools through a regular School's Rating process, using the Heat Maps as an evidence source		A		R	A RSA	R ELT	C	C	•
5.1.7 Instigate Trust Peer-to-Peer Reviews		I		R	I	C	C	C	•
5.2 Intervention									
5.2.1 Implement the system for monitoring and evaluation of school improvement plans		A		R	A SSI	R DOL	C	I	<ul style="list-style-type: none"> Using the LGBs, the Trust subject groups, lead teachers and the Trust SSI, put in place a streamline system for monitoring and evaluating the impact of actions in the schools' improvement plans
5.2.2 Action quality assurance calendar and programme		A		R	A SSI	R DOL	R	R	<ul style="list-style-type: none"> QA programmes are the responsibility of each level of leadership Each school to have a QA programme LGBs to have their own QA programme
5.2.3 Implement common Wessex improvement strategies and 'tool boxes' for each stage/phase, that interact with same stage schools and talk to different stage schools		I		R	A SSI	R DOL		C	<ul style="list-style-type: none"> Trust wide standard improvement strategies set by the CE and DOL and agreed by SSI / Trust Board Heads are responsible for implementation and fine tuning with staff and learners
5.2.4 Direct and co-ordinate external partner involvement to the school improvement needs of the Trust	I	I		A	A SSI	R DOL	A	C	<ul style="list-style-type: none"> DOL to facilitate external challenge partner involvement in schools (eg SIPs) to support school improvement. Link to risk register

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
									<ul style="list-style-type: none"> School leaders to also ensure external challenge is directed to the learning progress needs of the school
5.2.5 Evaluate overall impact of Raising Achievement Plans (RAPs) for subjects, themes and take action to ensure effectiveness	I	I		A	A SSI	R DOL	A	R	<ul style="list-style-type: none"> DOL to have oversight of Trust RAPs, evaluate progress and take action if progress too slow School leaders to be responsible for RAPs on the ground in their schools
5.2.6 Evaluate overall impact of teacher support plans and take action to ensure effectiveness	I	I		A	C SSI	R DOL	A	R	<ul style="list-style-type: none"> DOL to support and evaluate any teacher support plans and take action to improve if necessary so that they are effective Teacher support plans are the responsibility of the Head to action LGBs remain accountable for ensuring teachers meet National Standards
5.2.7 Direct & co-ordinate Wessex Subject Groups, Lead Practitioners and Associates to the school improvement needs of the Trust		I		A	C SSI	R DOL		C	<ul style="list-style-type: none"> DOL to co-ordinate whole Trust school improvement activity Each school to contribute to the wider school improvement team and to embed practice in their own schools
5.2.8 Co-ordinate and drive (senior) school improvement / teaching & learning lead staff across the Trust from each school		I		A	C SSI	R DOL		C	<ul style="list-style-type: none"> DOL to provide leadership of (senior) school improvement / teaching & learning leads School improvement / teaching & learning leads still accountable for learner progress to School Leaders / Heads
5.2.9 Link school improvement needs and appraisal development needs to Trust-wide continuous professional learning opportunities		I		A	C SSI	R DOL		C	<ul style="list-style-type: none"> DOL to co-ordinate whole Trust CPL provision where there are common development aspects School leaders are still responsible for

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
									deficit gap CPL provision <ul style="list-style-type: none"> School leaders are responsible for effective appraisal in their schools
5.2.10 Act on key issues raised as a result of an Ofsted, HMI or SIAMS inspection and to ensure a post inspection action plan is in place	I	A	I	R	A SSI	R DOL	A	R	<ul style="list-style-type: none"> Post Ofsted action plan to be drawn up by CE if as a result of Ofsted school is in category 3 or 4 Trustees responsible for monitoring actions in the plan and consideration of withdrawing delegation of responsibilities for all or part of the academies work (see Part 3)
5.2.11 Apply Pupil Premium funding through the Trust Vulnerable Learner strategy and monitor its impact	I	A		R	A SSI	R DOL	A	C	<ul style="list-style-type: none"> DOL to drive Vulnerable Learner strategy Heads are responsible for actioning in their school and achieving outcomes LGBs are accountable for outcomes Heads must publish how money is spent on their school's website
5.2.12 Decide on the SEND strategy to maximising learner progress	I	A		R	A SSI	R DOL DOS	A	R	<ul style="list-style-type: none"> DOL to drive Trust Special Educational Needs & disabilities strategy Heads are responsible for actioning in their school and achieving outcomes LGBs are accountable for outcomes
5.2.13 Instigate local governing body review	A	R			R RSA		C		Trigger mechanism is in place if the Trust Board is concerned about a school's performance, or aspects of a schools performance

6. Learner Welfare and Safeguarding

6.1 Safeguarding

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
6.1.1 Refresh and update the Trust Safeguarding and Protect policies and SOPs in light of annual changes	I	A		R	I SSI	R WSM	C	R	<ul style="list-style-type: none"> Link Trustee to complete safeguarding audit – report to the Trust
6.1.2 Ensure that the school has a culture of safeguarding that supports effective arrangements to: identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help	I	A		A	A SSI	I WSM	R	R	<ul style="list-style-type: none"> Each school is responsible for being compliant to safeguarding regulations
6.1.3 Setting Wessex Early Help protocols and graduated response systems				A		R WSM		C	Support and guidance to ensure learners needs are met achieving consistency and best practice across Wessex
6.1.4 Prohibit radicalisation and promote equality, diversity and tolerance	I	A		R	A SSI	WSM	A	R	<ul style="list-style-type: none"> Trust policies and procedures to be reviewed by WSM annually Trust policy to be implemented by (Executive) Headteachers and monitored by LGBs.
6.1.5 Manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults		A		A	A FBS	I HRM	R	R	<ul style="list-style-type: none">
6.1.6 Maintain, effective and secure learner records	I	A		A		I WSM	A	R	<ul style="list-style-type: none"> Common IT used (Safeguard My School) throughout the Trust – accurate data –

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
									central services staff to maintain for GDPR compliancy
6.1.7 Comply with all data protection legislation including GDPR and good practice and comply legal regulation such as the Equality Act 2010 and Human Rights Act 1998	I	A		A	I RSA	I HRM	R	R	
6.1.8 Chair the Wessex DSL Network, a compulsory but supportive group				A		R WSM		C	Collegiate group, sharing best practice and consistency, updating on information and giving direction. Compulsory group for schools/ cluster to attend
6.1.9 Chair the Wessex Team Around the School (TAS) multi-agency group				A		R WSM		C	Collegiate group, sharing best practice and consistency, updating on information and giving direction. Compulsory group for schools/ cluster to attend
6.1.10 Chair the Wessex Pastoral Leads Group				A		R WSM		C	Collegiate group, sharing best practice and consistency, updating on information and giving direction. Compulsory group for schools/ cluster to attend
6.1.11 Update the Wessex intranet Hub and update the Wessex web site providing family support				A		R WSM		C	Support and guidance to ensure learners needs are met achieving consistency and best practice across Wessex for families
6.2 Relationships, Behaviour & Inclusion									
6.2.1 Determine the Trust's Relationships, Behaviour &				R	A SSI	R WSM	C	C	<ul style="list-style-type: none"> Behaviour policy and common Trust (behaviour stages) response set out by CE

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
Discipline policy, so that they mirror the Trust's values and ethos									and WSM with consultation <ul style="list-style-type: none"> Behaviour is seen as a function of curriculum and implementation of teaching & learning (as well as social factors) (Executive)Headteachers to implement WSM to report to Trustees on any material concerns about the operation of the policies
6.2.2 Determine the Trust's Rewards policy, so that it mirrors the Trust's values and ethos				R	A SSI	R WSM	C	C	<ul style="list-style-type: none"> Rewards policy and common Trust response set out by CE and WSM with consultation. Localised structures will be in place
6.2.3 Determine graduated response systems for inclusion so that they mirror the Trust's values and ethos				A	A SSI	R WSM	C	C	<ul style="list-style-type: none"> Graduated response inclusion systems are set by the CE & WSM, are consistent across the Trust and allow for clear communication for learner inclusion to be made School Leaders to administer the systems Trust software (Provision Map) to be used to record actions taken LGBs are accountable for inclusion
6.2.4 The Head / SLT maintains high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly.				A	I SSI	A WSM	A	R	<ul style="list-style-type: none"> This is reflected in learners' behaviour and conduct
6.2.5 The Head / SLT ensures learners' attitudes to their education are positive.				A	I SSI	A WSM DOL	A	R	Learners are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements <ul style="list-style-type: none">

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
6.2.6 The Head / SLT ensures relationships among learners and staff reflect a positive and respectful culture				A	I SSI	A WSM DOL	A	R	•
6.2.7 The Head / SLT create an environment where bullying, child-on-child abuse or discrimination are not tolerated					I SSI	A WSM	A	R	If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread •
6.2.8 Provision Review Meetings are undertaken in each school				A	I SSI	A WSM	A	R	• PRMs are undertaken by school leaders in the case of a disaffected learner • Provision Map used to record actions
6.2.9 Determine the exclusion and re-admittance process, including the Standard Operating Procedures				A	I SSI	R WSM	I	C	• Exclusion process and re-admittance process set by the CE and WSM • Trust software (Provision Map) to be used to record actions taken
6.2.10 Notify others of exclusions				I	I SSI	I WSM	A	R	• Headteacher to notify WSM and LGB, in line with policy
6.2.11 Make the decision to suspend a learner for a day or half a day (non-SEND or vulnerable)				A	I SSI	I WSM	A	R	• (Executive) Headteacher responsible for coordinating and managing the process
6.2.12 Make the decision to suspend a learner for more than a day or for a learner who has accumulated more than 5 suspensions in the last 6 weeks		A		A	I SSI	R WSM	A	R	• Wessex Welfare & Safeguarding Manager needs eyes on the process if more than 1 day or 5 separate suspensions in the last 6 weeks
6.2.13 Make the decision to suspend a learner who is deemed vulnerable		A		A	I SSI	R DOS	A	R	• Wessex does not advocate suspending a learner who is vulnerable or has an SEND (or

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
or who has an SEND						WSM			both). WSM / DOS must approve / seek alternative action
6.2.14 Establish a Review Panel, if required, following a suspension						R WSM	A	R	<ul style="list-style-type: none"> The WSM will convene a Review Panel in conjunction with the Head, if necessary, with Wessex Protocol
6.2.15 Make the decision to ' <u>permanently</u> exclude' a learner	I	A	I	R	A SSI	R WSM	A	R	<ul style="list-style-type: none"> If the Exec/ Headteacher makes the decision to PEx the process must be QA'd by the WSM if it is to move forward to the LGB. The LGB must agree the decision. The CE must then agree / quality assure that decision after assessing the provision put in place for the learner and severity of the issue
6.2.16 To review overall pattern and use of exclusions across the Trust		A		C	A SSI	R WSM	C	R	<ul style="list-style-type: none"> School Leaders to be responsible for levels of exclusions in their school WSM to intervene if levels are 'high' Trustees to receive level of reporting
6.2.17 Review and arrange alternative provision where possible		A		A	A SSI	C WSM	A	R	<ul style="list-style-type: none"> WSM to promote Trust Alternative Provision functionality to meet the needs of otherwise learners that will be PEx'd WSM to drive the re-engagement strategy WSM may action a 'managed move' of a learner between Trust schools, either permanently or for 'rest-bite' Leaders to 'buy-in' to inclusive Trust practice To review exclusion decisions and consider reinstatement in applicable places
6.2.18 Establish an Independent Review Panel, if required, following				C	I SSI	C WSM	R	R	<ul style="list-style-type: none"> Independent Review Panel to be organised by the school, in conjunction with the WSM.

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
a permanent exclusion									If the decision is over-turned, the school pays any fine
6.3 Admissions									
6.3.1 Determine and publish admissions criteria		A		R		DOO	C	I	Trust strategy for growth should be implemented by the CE in consultation with (Executive) Head and LGB
6.3.2 Set Pupil Admission Number (PAN) and working PAN (where applicable)		A		R	I RSA	DOO	C	I	Decisions on PAN are responsibility of the Trust in its capacity as Admission Authority. Any changes in PAN must be agreed by the Trust to ensure they meet the Trust growth strategy
6.3.3 Hold Admission Panel meeting and make school application decisions		A		A/R		A/R DOO		R	Must be in accordance with published admissions arrangements determined by the Board criteria which supports the necessary growth. In-year admissions may be delegated to the individual school and the Head to process (this may be withdrawn by the CE)
6.3.4 Make arrangements for independent appeals panels		A		R		R DOO		I	(Executive) Headteacher must consult CE before going to appeal to ensure strategic growth objectives are considered and pupil vacancies are utilised
6.4 Attendance & Punctuality									
6.4.1 SLT ensure that learners have high attendance and are punctual							A	R	WSM QAs school performance
6.4.2 The Wessex Attendance Policy, SOP and standard letters				A	I	R WSM		C	Set centrally by WSM & reviewed annually

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
6.4.3 The Wessex attendance strategy and ethos		I		C	I SSI	R WSM DOO	A	R	Set centrally by WSM
6.4.4 Monitor, promote and take action around learner attendance, including 'Attendance PPMs' and Persistent Absence PPMs and sub groups with attendance issues						A	A	R	Heads are responsible for the outcomes Trustees/Governors to receive agreed level of reporting
6.4.5 Hold parental surgeries to support learner attendance in school					I SSI	A	A	R	Process set and standardised by WSM

7. Business Services: Finance

7.1 Financial Management									
7.1.1 Set Wessex finance policies including those relating to Gifts and Charging and Remissions		A	I	A	I FBS	R DOO			Reviewed annually and amended according to Academies Financial Handbook and MAT growth requirement
7.1.2 Appoint accountants	A	R							
7.1.3 Approve annual accounts	A	R					I		AGM to be held to approve the account before the end of the Autumn term Accounts to be published at Companies House and displayed on the WLT website and academies websites
7.1.4 Maintain an effective internal audit		A		A	I FBS	R FM			Annual internal audit to be undertaken together with audits of specific areas such as the annual Teachers' Pension audit.

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
7.1.5 Appoint Accounting Officer		A		R					In line with the Articles of Association and Academies Financial Handbook
7.1.6 Ensure financial policies and procedures are in line with academies financial handbook		A		A	A FBS	R DOO			Polices to be reviewed annual or as prescribed by legislation/good practice. All policies to be published on the WLT website and academies websites
7.2 Allocation of Funds									
7.2.1 Decide on the Trust Central Charge to schools, including charging for school improvement and business services over and above the baseline charge so that schools remain robust and Wessex achieves economies of scale		A		R	A FBS	R DOO FM			
7.2.2 Make charges to schools that fall below Wessex floor standards / poor School Ratings		A		R	A SSI	R DOL DOO	C	C	Additional charges made to bring standards up, with additional funding used to provide additional resource. Trigger mechanisms on school improvement will inform this process.
7.2.3 Agree the allocations of funds for the provision of central services		A		R		C	C	C	Three year budget plan for central services should be aligned with review of support staff and future growth of the MAT
7.2.4 Allocate funding to individual schools		A		C		R DOO FM	I		Three year budget plan for individual academies is drawn up in consultation with CE and endorsed by LGBs before being recommended to the Trust Board for approval.
7.2.5 Set and approve school budgets		A		C		R DOO	C		Three year budget plan for individual academies are drawn up in consultation with

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
						FM			CE and endorsed by LGBs before being recommended to the Trust Board for approval.
7.2.6 Monitor and mange central service finances in line with approved budget		A		A		R FM			
7.2.7 Monitor and evaluate the effectiveness of school finances in line with approved budget		A		A	I FBS	R FM	C		Individual schools will manage budget in line with policy and procedures detailed by the Trust Board FM to monitor spending of each school against budget and report regularly (6 times a year) to the FBS Committee, reviewing variance, best value and non-duplication with Central Services
7.2.8 Manage budgets on the ground in schools		A		A	A FBS	A FM	I	R	The Head is responsible for managing their delegated budget, achieving best value and non-duplication with Central Services
7.2.9 Overtime payments					A FBS	I FM	I	R	Overtime is unusual in school settings and should be used sparingly. The payment of overtime must be agreed in advance, for a specific function and period of time, for a specific person. The Head is held responsible for adherence to this process.
7.2.10 Monitor performance of central function		A		A	I FBS	R DOO			DOO reports to CE and Trust Board
7.2.11 Approve expenditure between £1 and £10,000				A				R	Authorisation limits set in Finance Policy and managed via finance software
7.2.12 Approve expenditure between £10,000 and £30,000		A		A		R DOO			Authorisation limits set in Finance Policy and managed via finance software. Schools can

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
									authorise up to £30,000, DOO authorise over £30,000 (CE notified) and over £60,000 authorisation must come from the Trust Board
7.2.13 Approve expenditure over £30,000		A		R					

8. Business Services: Estates									
8.1 Asset Management									
8.1.1 Set Trust Asset Management Policy and plan		A		C	I FBS	R EM			
8.1.2 Set school asset Management Policy and plan				C	I FBS	R EM		R	The Estates Manager will act on behalf of the Trustees and provide direction to the Headteacher. The Head will be responsible for actioning this on the ground.
8.1.3 Acquire a freehold/ leasehold on land or buildings		A	C	C	I FBS	R EM			The acquisition or disposal of freehold land or buildings is to have the approval of the ESFA Where applicable the Diocese's approval is to be sought Where applicable SCC's approval is to be sought
8.1.4 Dispose of a freehold on land or buildings		A	C	C	I FBS	R EM			The acquisition or disposal of freehold land or buildings is to have the approval of the ESFA Where applicable the Diocese's approval is to be sought Where applicable SCC's approval is to be

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
									sought
8.1.5 Enter/ grant any leasehold or tenancy agreements		A	C	C	I FBS	R EM			The ESFA must give approval for any leasehold or tenancy agreement on land or buildings Where applicable the Diocese's approval is to be sought
8.1.6 Organise Building maintenance programme				C		R EM		C	Annual completion of the Land and Buildings Collection to be undertaken by the EM in consultation with schools.
8.1.7 Allocate capital funding from the School Condition Allowance				A	R FBS	C EM		C	Capital projects above £30,000 are to have prior approval of the Board
8.1.8 Review and where beneficial, consolidate the provision of all support services		A		C	C FBS	R DOO	I	C	<ul style="list-style-type: none"> Define areas where central provision will match the needs of the Trust, improve quality of the services, whilst delivering value Once defined, enact on recommendations, resetting budgets and staffing levels accordingly Centralised Contract to be established, quality monitored by individual schools
8.2 School Meals									
8.2.1 Ensure school meals comply with School Food Standards							A/R	R	Monitor provision of school meals and ensure they comply with DfE publication "School Food in England"
8.2.2 Provide free school meals to those who meet the criteria							A/R	R	Monitor free school meals
8.2.3 Create a Wessex catering		A/R		C	C	C	C	C	If desirable the Trust Board will consult with all

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
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Service if desirable					RSA				stakeholders
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9. Business Services: Human Resource Management

9.1 Structures & Recruitment

9.1.1 Review, audit and implement change to roles and responsibilities (all staff) to meet the changing needs of the expanding Trust		A		A/R	I FBS	R HRM	C		<ul style="list-style-type: none"> New and redeployed appointments need to be agreed with the CE in line with the Trusts growth and SSI improvement plans Revised staffing structures need to be agreed between CE and Heads
9.1.2 Review of major changes to staffing structures (eg Faculty, House, SENCO, Senior roles, other Middle Leadership roles etc)		A		A	I FBS	R DOO HRM	C	C	<ul style="list-style-type: none"> In order to achieve some consistency and cluster school effectiveness the Central Team request that major changes to structures are discussed with ELT
9.1.3 Agree staff recruitment and redeployment selection criteria (process or mechanism) to ensure that all appointments deliver value against pupil improvement		A		A/R	I FBS	R HRM	C		<ul style="list-style-type: none"> All staffing changes should be made without the written authorisation of the CE Agreed measurement to be defined linking staff changes to pupil improvement criteria
9.1.4 Implement and monitor staff succession plan to ensure that talent is retained and gaps identified for targeted recruitment that benefits the Trust as a whole		A			C	I FBS	R HRM	C	<ul style="list-style-type: none"> Appointments need to be agreed with the CE in line with the shadow staffing structure before posts are advertised CE and central HR services to be involved in the appointment process in consultation with school Heads and LGBs and have an input into the job description Note – This may mean recruiting an ‘over skilled’ person into a role (dual hatting),

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
									part funded from centre
9.1.5 Job descriptions and person specifications						R HRM			<ul style="list-style-type: none"> Draw up centrally to achieve consistency
9.1.6 Recruitment and advertising procedures									<ul style="list-style-type: none"> Set centrally to achieve consistency
9.1.7 Selection procedures									<ul style="list-style-type: none"> Set centrally to achieve consistency. Schools will carry out the process within the Wessex protocol, unless it is a Senior position or a Centrally recruited post
9.1.8 Appointment, contract and induction processes									<ul style="list-style-type: none"> Set centrally to achieve consistency. Schools will carry out the process within the Wessex protocol, unless it is a Senior position or a Centrally recruited post
9.2 HR Policies and SOPs									
9.2.1 Determine HR related policies: Appraisal and Capability Policy Code of Conduct, Dealing with Allegations of Abuse against Staff, Disciplinary Policy, Flexible Working Policy, Grievance Policy, Harassment and Bullying, Leave of Absence Policy, Maternity, Paternity, Adoption & Shared Paternal Leave Policy, Newly Qualified Teacher Policy, Pay Policy, Pension Discretions and Early retirement Policy, Probation Policy, Redundancy Policy, Safer Recruitment Policy,		A		C	I FBS	R HRM	C		<ul style="list-style-type: none"> All HR policies are published on the Wessex website and academies websites' All policies will be updated by central HR services and DOO Trust Board to review policies annually in consultation with LGBs (Executive) Headteachers should consult with the CE before any actions are taken regarding HR policies Headteachers to inform HR central services and actively seek advice with regard to implementation of HR policies Trust Board to be informed through its sub

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
Sickness Absence Policy, Whistle Blowing Policy									committee structure regarding the effectiveness of these processes and review policies as required
9.2.2 Set Criteria for Annual Pay Award (all staff)		A		R	C FBS	R DOO	C		<ul style="list-style-type: none"> Pay awards and any changes to staff terms and conditions is the responsibility of the Trust Board based on recommendations of the CE LGBs should recommend changes to the CE who should then seek the agreement of the Trust Board
9.2.3 Make changes to Terms and Conditions collective agreement		A		R	C FBS	R HRM DOO	C		As above
9.3 Central Trust Level Appointments									
9.3.1 Appoint CE	C	A/R	C				I		<ul style="list-style-type: none"> Appointment process will be the responsibility of the Trust Board All associated administration to be conducted by HR central services Annual pay Review of CE
9.3.2 Undertake disciplinary & capability procedures involving the CE	A	R							External advice and support will be sought in these circumstances
9.3.3 Appoint the DOO, DOL and ELT		A		R					External support will be available during the appointment process (financial expertise)
9.3.4 Undertake disciplinary and capability procedures involving the DOO, DOL and ELT		A		R					All actions associated with this process is the responsibility of the CE who will be supported by external HR

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
9.3.5 Appoint all other central services personnel		I		A/R					<ul style="list-style-type: none"> Central services personnel appointments will be overseen and conducted by the CE and Trustees Create strategic plan that match central services to 'trigger points' providing scope for growth
9.3.6 Undertake disciplinary and capability procedures for other central services staff		I		A/R		R HRM			All HR actions associated with the central services team are the responsibility of the CE in line with MAT policies and procedures determined by the Trust Board
9.4 School Level Appointments									
9.4.1 Appoint Executive Headteacher/Headteacher		A		R		C HRM	C		<ul style="list-style-type: none"> Before a post is advertised the CE, on behalf of the Trust Board should be consulted by the LGB on all matters regarding the appointment The Trust as the employer should be kept informed and the CE and a Trustee should be included in any appointment panel for Head's of schools and SLT Salary range and JD should be agreed by the Trust Board, CE and LGB before any action is taken
9.4.2 Conduct of disciplinary and capability procedures against Executive Headteacher/Headteacher		A		A/R	I RSA	R HRM	C		<ul style="list-style-type: none"> LGB should seek the agreement of the CE and Trust Board before any actions are taken LGB should seek advice from central HR services
9.4.3 Appoint Head of school/SLT		I		R		C	C		All HR matters associated with the

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
						HRM			appointment of SLT should be agreed by the CE, (Executive) Head and LGB
9.4.4 Conduct disciplinary and capability procedures against Head of School/SLT		I		A/R	I RSA	R HRM	C		The Executive Head/Headteacher should consult the CE and LGB before any action is taken
9.4.5 Other staff appointments				A/R		C	C		All appointments should be agreed between the CE (HRM), Head/Headteacher and LGB in line with shadow staffing structure, succession plan and requirements of the Trust
9.4.6 Conduct disciplinary and capability procedures against other staff				A		C	I	R	The Executive Head/Headteacher should consult the CE and LGB before any action is taken

10. Business Services: IT

10.1 Information Management

10.1.1 Set Privacy Notices for staff and pupils		A		A		R DOO			Schools must display WLT privacy notices on school websites
10.1.2 Register Wessex and academies with Information Commissioners' Office				A		R DOO			
10.1.3 Handle Freedom of Information requests in line with WLT Policy.				A				R	Annual returns sent to the DOO for monitoring
10.1.4 Set and monitor E-safety				A		R		R	

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
Policies including Social Media, Mobile Devices and IT acceptable Use Policies.						DOO			
10.2 IT Support									
10.2.1 Wessex Central holds the right to hold the IT service contract for all Wessex schools				A		R DOO		C	
10.2.2 IT procurement to be authorised by the IT Manager, following strategic direction by the Risk, Strategy & Audit committee		A		A	R RSA	R DOO	I	C	To achieve standardisation, financial economies and a
10.2.3 Cyber Security		A		A	R RSA	R DOO	I	C	
10.3 Complaints									
10.3.1 Set Complaints Policy for Trust		A		A		R DOO			
10.3.2 Provide support and guidance on the management of complaints						I DOO		A/R	DOO to be informed of all Formal Complaints (Level 2) or higher
10.3.3 Hear Stage 3 Complaint in accordance with WLT Policy							A/R		
10.3.4 Hear Stage 4 Complaint in accordance with WLT Policy		A/R							

	Members	Trust Board	Diocese	Chief Executive	Board Committee	ELT	LGB	Head-teacher	Comments and Trigger Points
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10.4 Web Reporting									
10.4.1 Ensure that all policies, procedures, terms of reference and structures are published on Wessex website and keep under review		A			I RSA	R DOO			WLT website kept up to date by the DOO
10.4.2 Ensure that Wessex website complies with statutory requirements		A			I RSA	R DOO			WLT website kept up to date by the DOO
10.4.3 Ensure that school websites comply with Wessex and statutory requirements					I RSA	R DOO	A		Schools maintain their own websites but LGBs must ensure that they comply with WLT and statutory requirements



PART 3

Supporting Documents



Code of Conduct – Governors, Trustees and Members

1. Purpose

1.1 This code of conduct is a framework for clarifying the behaviour expected of all who exercise governance responsibilities in the Wessex Learning Trust (WLT). Whilst recognising that Local Governing Bodies (LGBs) may have developed their own practice over the years, there is an overarching framework within the WLT Scheme of Governance that sets out standards of behaviour that are expected as a result of being part of WLT. It has its foundations in the Nolan Principles and good practice in the best of MATs.

2. Nolan Principles

2.1 There are seven principles of public life set out by the Committee on Public Standards in Public Life (1995), under the chairmanship of Lord Nolan, known as the ‘Nolan Principles’. They serve as a useful framework of the high expectations there are of volunteers and employees who choose to serve as Members, Trustees or Governors in WLT.

Selflessness

“Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.”

Integrity

“Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.”

Objectivity

“Holders of public office should make choices on merit including the making of appointments, the awarding of contracts or the recommending of individuals for rewards and benefits.”

Accountability

“Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.”

Openness

“Holders of public office should be as open as possible about all the decisions and actions they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.”

Honesty

“Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.”

Leadership

“Holders of public office should promote and support these principles by leadership and example.”

2.2 This code of conduct outlines the way that Governors, Trustees and Members are expected to behave when operating in their role at meetings, on committees and in any other official capacity - both individually and collectively.

2.3 Governors, Trustees and Members are expected to explicitly accept the following guidelines and standards of behaviour before assuming their role and responsibility.

3. Roles and Responsibilities

- 3.1 We concern ourselves with the strategic leadership and wellbeing of WLT, its member schools and the entire Trust community.
- 3.2 We focus on improving educational provision and raising standards of performance.
- 3.3 We recognise that the CE/Executive Headteacher/Headteacher/Head of School is responsible for the implementation of policy and management of day-to-day operations.
- 3.4 We understand we are responsible for determining, monitoring and reviewing the policies and plans within which the Trust operates and evaluating the processes and outcomes of WLT.
- 3.5 We appreciate there needs to be an element of instinctive support as well as a degree of constructive challenge in decision making.
- 3.6 We believe that all office-holders are equal members of the governance body on which they sit.
- 3.7 We realise we have no authority to act individually unless the relevant governance body has delegated such authority and only so long as it is legal and specific.
- 3.8 We share collective responsibility for all decisions made by the relevant governance body.
- 3.9 We have a public duty to act reasonably and without prejudice, including our responsibilities as a good employer.
- 3.10 We give careful consideration to the likely impact of decisions on people and organisations associated with the Trust.
- 3.11 We encourage open governance and aim to put into practice.
- 3.12 We support a sense of diversity and equal opportunity across the Trust and its community.

4. Commitment

- 4.1 We acknowledge that significant time and energy need to be committed if the role is to be effective.
- 4.2 We involve ourselves in the work of the Trust by attending meetings and accepting responsibilities including membership of committees and working groups.
- 4.3 We aim to attend all meetings and give reasons for absence in advance.
- 4.4 We try to get know the Trust well and respond positively to opportunities for further involvement whenever possible.
- 4.5 We undertake training and development opportunities to serve the best interests of the Trust and facilitate effectiveness in the role.
- 4.6 We are aware that our names have to be published on the Trust and School websites along with terms of office and duties.
- 4.7 We ensure that all relevant paperwork is returned and digital records deleted when we leave office.

5. Relationships

- 5.1 We work as a team in which professional relationships are actively promoted.
- 5.2 We seek to build effective relationships with the CE/Executive Headteacher/Headteacher/Head of School and all staff, stakeholders, schools within the Trust community.
- 5.3 We are grateful for the time, effort and skills of others that are invested for the benefit of the Trust.

6. Confidentiality

- 6.1 We observe complete confidentiality when appropriate or explicitly requested and especially when it concerns pupils, parents or staff within the Trust.
- 6.2 We exercise high levels of tact and prudence when in discussion of Trust matters outside official meetings.
- 6.3 We do not reveal details of any official resolution or official vote.
- 6.4 We comply with the requirements of General Data Protection Regulations (GDPR).

7. Conduct

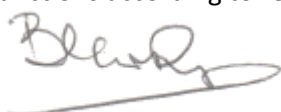
- 7.1 We engage in open expression of views at meetings but accept collective responsibility for decisions taken by the governance body.
- 7.2 We do not speak out against decisions, in public or private and including the inappropriate use of social media, outside the body of governance.
- 7.3 We do not speak or act on behalf of the governance body unless authorised to do so.
- 7.4 We follow established procedures when facing criticisms or complaints affecting the Trust.
- 7.5 We make individual visits to schools according to protocols agreed within the Trust.
- 7.6 We are mindful of our responsibility to maintain if not develop the best interests of WLT at all times.
- 7.7 We declare any personal interest or potential gain from service as an office holder.

8. Conflicts of Interest

- 8.1 We record any pecuniary or other business interest that we have in connection with the Trust's business, in the published Register of Business Interests, and withdraw from any further discussion on the matter.

9. Suspension and Removal

- 9.1 We recognise that suspension and even removal from office are last resorts and will only impose the sanctions according to regulations published in the DfE Statutory Guidance.



Brian Kirkup
Chair of the Trust Board

Name	
Member/Trustee/LGB	(if LGB, insert school)
Date	



Policy for Intervention in Schools Causing Concern

To be read in conjunction with:

- Policy for Engaging with the School Improvement Team
- Policy for Self-Evaluation and School Improvement

The Trust will follow this policy with a graduated response which will be linked to Ofsted gradings, internal Trust reports and external reports. The Trust may remove Delegation to reflect the risks that are in this zone

Intervention Criteria

Intervention Actions required by School Leaders

- Staff *Requiring Additional Support* processes are followed by all Trust schools (pre-competency)
- Schools follow the *Teacher Experiencing Difficulties* (TED) process, which will be checked by the Director of Learning leading to a *Performance Improvement Plan*
- Competency procedures follow agreed Trust and national processes
- Subject / theme / pastoral *Raising Achievement Plans* are in place for underperforming areas
- *School Improvement Action* plans are produced by Heads / Heads of School following Trust external School Improvement Partners which are evaluated by the DOL and CE
- Schools action a *Systems Effectiveness Review* if there is an ineffective process
- All Trust schools adhere to following the national standards for the appropriate job role, be it either a teacher, teaching assistant, or business manager.
- School leaders hold staff to account against those national standards and follow national / Wessex performance procedures if there is a performance issue with a member of staff. Staff have the opportunity to close any identified deficit gap with an opportunity to talk this through with their line manager and receive training and guidance. Failure to support a member of staff's professional 'need' by not acting in timely due course will imply a need to ask appropriate questions of the line manager themselves
- The policy for 'Intervention in Schools Causing Concern' is linked to the Scheme of Delegation and delegated powers to LGBs
- Clear, effective Wessex Standard Operating Procedures are in place regarding trigger points and action and flow chart procedures across all Trust schools
- Standard School Improvement Wessex templates are used by all Trust schools
- Standard Wessex minute templates are used by Trust schools and minutes form part of the closing the loop for action activity at the start of every meeting

Intervention Actions by the Trust

The **trigger points** & action for Trust intervention will be based upon the Risk Register and RAG-rating of the KPIs in that risk register by Trust Central staff.

The 'Trust' will intervene formally:

- ✓ on a less than Good Ofsted grade
- ✓ if Ofsted judges the school to be providing a lower standard of education than at its previous inspection
- ✓ if learners progress in one or more subjects declines significantly from one year to the next
- ✓ if learners progress in one or more subjects declines gradually over more than one year
- ✓ if learner outcomes or progress in one or more subjects are not on a clear & sustainable upward trajectory
- ✓ if outcomes are consistently below progress targets set by the Trust
- ✓ if the school is not adhering to its budget
- ✓ if the school is not spending its budget effectively (financial ratios)
- ✓ if the school is not compliant with national legislation

- ✓ if the local governing board does not appear to be providing the level of effective scrutiny or challenge required
- ✓ if the school is not adhering to the policies of the Trust, its values or its leadership standards

If the Trust Board deem that local governance is not effective, then an *Interim Executive Board* (IEB) appointed by the Trust Board will replace the LGB for a set period of time.

KPI categories are listed in **Annex A**

The trigger points will relate to the specific Trust KPIs and the category the KPI is in, according to the Central Team's RAG-rating. RAG-rating is on a four-point scale, **4: Red, 3: Amber, 2: Yellow, 1: Green**. A rating of **4 / Red** depicts high concern whilst a rating of **1 / Green** depicts the lowest level of concern. The RAG-rating will be assigned according to the distance away from the target or competency that is expected in that KPI category (or sub category). The further away, the higher the number of risk-rating.

Failure to make progress with the actions below by a school may result in a more severe RAG-rating, which in turn will result in a higher stage of action.

If the RAG-rating of risk-assessment comes in as an immediate high-level concern and imminent risk, which could cause considerable reputational risk, then the Chief Executive may decide to accelerate through the Stages of Action to a higher level.

Stages of Action

If Central staff / CE / Trust SSI or FBS / Trust Board have concerns regarding the risk in multiple categories, the Trust will support the school in prioritising areas for improvement in accordance with the risk. The following action will be taken upon the flagging of a risk:

Stage 1: The Director of Learning and/or the Director of Operations will **verbally state** to their school counterpart concerns that they may have regarding aspects of the school's performance. This will likely refer to the RAG-Rating and risk register of that school and the categories that specifically refer to them. It may also include aspects of leadership, culture and procedural issues.

The DOL / DOO will state what the deficit gap is and what needs to be done, by whom in what time frame and set a review date. Clear success criteria will be set by the DOO / DOL.

This will be **recorded in an email**.

A successful outcome will be deemed when the RAG Rating for a specific category / categories is rated **1 / Green**.

Should the outcome evidence little / no improvement, Stage 2 will be implemented

Stage 2: If the issues persists and / or part of the Risk Register of KPIs is flagging a Yellow 2, the Director of Learning and/or the Director of Operations will meet with their respective staff (which may include the Headteacher/Head of School) and devise an **Improvement Plan** together. This will be similar to the Raising Achievement Plan if an educational issue, but this time school senior leadership will be included in that plan.

This will be **recorded in a letter by the DOO or DOL**.

The DOL / DOO will re-iterate what the deficit gap is and what needs to be done, by whom in what time frame and set a review date. Clear success criteria will be set by the DOO / DOL.

A successful outcome will be deemed when the RAG Rating for a specific category / category is rated **1 / Green**.

Should the outcome evidence little / no improvement, Stage 3 will be implemented.

Stage 3: If little or inadequate improvement progress is made and / or part of the Risk Register of KPIs is flagging an Amber 3, an official **Improvement Notice** will be issued by the Director of Learning to the Head of Teaching & Learning / Head of School to improve that area of educational weakness **OR** an official notice is issued by the Director of Operations to the Business Manager/Finance Manager or Head/Head of School to improve an area of business weakness. The Head/Executive Head should be made aware as should the LGB SSI committee.

This will be recorded in an **Improvement Notice letter** to the Headteacher / Executive Head.

The DOO or DOL will intervene directly to support improvement.

The DOL / DOO will state again what the deficit gap is at this point and what needs to be done, by whom in what time frame and set a review date. Clear success criteria will be set by the DOO / DOL.

The DOO / DOL *may* recommend to the Head / Executive Head that disciplinary or competency measures be taken involving staff involved in the under-achievement. If the Head or Executive Head is considered to be part of the issue the matter should be referred to the Chief Executive. The issue will be reported to the Trust SSI / FBS.

The DOO or DOL should take the issue to a Trust FBS or SSI scrutiny panel.

A successful outcome will be deemed when the RAG Rating for a specific category / categories is rated **1/ Green**. If the outcome of the implementation of Stage 3 intervention is that a specific category / categories moves from a **3 / Amber** to a **2/ Yellow**, continued monitoring of this area will occur as set out in Intervention Stages 1 and 2, until a successful outcome of a **1/Green** RAG rating is achieved.

Should the outcome evidence little / no improvement, Stage 4 will be implemented

Stage 4: If the issue persists or a risk is judged to be substantial, or part of the Risk Register of KPIs is flagging a Red 4, an official notice will be issued by the Chief Executive to the Head Teacher / Executive Headteacher to improve the area of identified weakness.

The CE will issue a **Warning Notice** to the Head / Executive Head and copy that to the LGB Chair of Governors. The CE will report the issue to the Trust Board.

The CE will liaise with the DOO or DOL and decide on the form of direct involvement to take. This will directly affect aspects of the Delegation Matrix which are relevant to the issue and as such delegation for that area of responsibility *may* temporary be suspended.

If the issue relates to business/finance the DOO in consultation with the Chief Executive may consider transferring the management of the school's budget to the Executive Team.

The CE/DOO/DOL will inform SSI/FBS who will discuss the issue and discuss temporary suspension of part of the Delegation Matrix. SSI/FBS may also decide to issue its own Warning Letter.

The Trust RSA committee will be made aware immediately of the issue.

The CE with the DOO/DOL will draw up a **Stage 4 Plan of Action** for improvement, which will involve the Head/Executive Head and relevant LGB governors (as well as Central Staff).

The Trust Board / Committee may decide that a *Centre Action Plan* is needed if the trigger points warrant which will be monitored by the CE, DOO/DOL and Trust Board / Committee.

A *Core Group* of school improvement personnel will convene if the Trust feel that the school is at significant risk of not achieving a Good grade in their next Ofsted inspection. The core group will consist of external school improvement partners, the CE, DOL, DOO, a Trustee & the school Head / Executive Head.

A successful outcome will be deemed when the RAG Rating for a specific category / categories is rated **1/ Green**. If the outcome of the implementation of Stage 4 intervention is that a specific category / categories moves from a **4 / Red** to a **3/ Amber**, continued monitoring of this area will occur as set out in Intervention Stages 1,2 and 3, until a successful outcome of a **1/Green** RAG rating is achieved.

Should the outcome evidence little / no improvement, Stage 5 will be implemented

Stage 5:

The Trust Board will take direct action.

If the Board considers that there is systemic failure they will consider:

1. Directing the Chief Executive to take over the running of a school
2. Disbanding the Local Governing Body and replacing with an Interim Executive Board.

If there is an immediate high-level risk that has presented itself the Chief Executive should call a rapid response meeting of the Risk Strategy & Audit Committee.

The Trust Board may also intervene by:

- ✓ Commissioning National Leaders of Governance to support an LGB
- ✓ Withdrawing delegated powers from an LGB
- ✓ Removing or appointing new members to a LGB
- ✓ Disbanding a LGB and reverting its roles & duties to the Trust Board
- ✓ Closer scrutiny of the school's performance by the Board at each meeting
- ✓ Requiring the CE to demonstrate that the Head / Executive Head of the school is being effectively held to account
- ✓ Requiring the Head / Executive Head of the school to demonstrate that its staff are being properly held to account



Annex A to Appendix 2 (SoG – Part 3)

Wessex Learning Trust Key Performance Indicator Categories

KPIs link to Wessex Learning Trust Values and Principles

Risk Register and RAG Rating System	
Quality of Education	<ol style="list-style-type: none"> 1. Overall school performance progress measures / data capture progress v FFT 20 targets 2. SEND progress against targets 3. Pupil Premium progress against targets 4. Key sub group progress against targets, especially if identified in SEF & AIP 5. Attendance % (against targets) 6. Inclusion / Exclusion % (against targets) / behaviour indicators (house points etc), sub group analysis 7. Subjects/themes on Raising Achievement Plans (RAP) and progress being made 8. School Improvement Partner Reports and School Improvement Team Visits, quality of teaching & any moderation reports 9. Participation in enrichment and extended school activities 10. Effectiveness in promoting diversity, delivering SRE and SMSC
Finance Ratios	<ol style="list-style-type: none"> 1. Staffing. Teaching staff: total income, educational support: total income, premises: total income, administration: total income, , agency/supply: total income, other: total income 2. Other Expenditure. Maintenance of premises: total income, other occupational costs: total income, educational supplies and services: total income, ICT Costs: total income, staff development: total income, Indirect Employees Expenses: total income
Leadership	<ol style="list-style-type: none"> 1. Exec/Head/Head of School, Senior leadership and Middle leadership behaviours & performance, leadership of identified sub-units of the school such as Pre-School and Sixth Form and overall effectiveness in following Wessex policies standard operating procedures 2. Effective self –evaluation (SEF) and making agreed progress with the Annual Improvement Plan (AIP) for school improvement and agility in structural reform 3. Effective local governance, in line with Wessex policy and procedures 4. Contribution to the Wessex family and partnership working
Human Resources	<ol style="list-style-type: none"> 1. Staff turnover %, staff attendance % 2. Staff on capability and support plans 3. Induction, probation, appraisal and continued professional learning effectiveness 4. Effectiveness of recruitment and selection, including diversity
Ofsted & SIAMS	<ol style="list-style-type: none"> 1. Ofsted and SIAMS ratings 2. Effectiveness of delivering the Christian Dimension & Collective Worship (where appropriate) 3. HMI Reports
Health & Safety	<ol style="list-style-type: none"> 1. Adherence to Health and Safety regulations (including Covid regulations), accident reports, fire, water, buildings, electrical and site issues and developments 2. Effectiveness of Safeguarding practices (including Protect) 3. Effectiveness of GDPR practices (data breaches, FOI, Subject Access Requests) 4. Effectiveness of Cyber security (prevention against Malware, phishing, spamming, spoofing, spyware, trojans and viruses; stolen hardware, such as laptops or mobile devices; denial-of-service and distributed denial-of-service attacks; breaches of access, password sniffing, system infiltration; website defacement; web browser exploits, intellectual property (IP) theft 5. Racism, bullying, general complaints



Policy for Engaging with the Trust School Improvement Team

To be read in conjunction with:

- Policy for Intervention in Schools Causing Concern
- Policy for Self-Evaluation and School Improvement

It is expected that schools within the Trust engage fully with the Trust's 'School Improvement Team' (SIT) and help contribute to its activities. Schools sign-up to the modus operandi as detailed below when they join the Trust.

School Improvement Team Infrastructure

- The *School Improvement Team* can be classified as follows:
 - ✓ Growing People – Growing Capacity – Talent Management
 - ✓ Wessex Associates, Lead Practitioners, School Leaders of Education, Directors of Subjects/ Phases (these people make up what is called *Wessex Partnership Working*)
 - ✓ Wessex Teaching & Learning core personnel and external advisors
 - ✓ Continuous Professional Learning (CPL)
 - ✓ Wessex Subject Strategy Groups (SSG)
 - ✓ Development of System Leaders
- The Trust SEND Lead and Inclusion Lead support the Trust's SIT & Wessex Partnership Working
- Teaching and learning support between schools is based on evidence-informed theory of action and evidence of impact (*Wessex Partnership Working*)
- The Trust's *Director of Learning (DOL)* line manages schools' teaching & learning system leads in a matrix format with that school's Head
- The DOL line manages the *Trust Data function*, to close the loop on school improvement
- All schools contribute to the School Improvement Team (SIT) and *Wessex Partnership Working*. The Team co-ordinates skills and talents from across the schools, sustaining high performance, reacting quickly to make rapid improvements. The Trust Management Team must have a strong understanding of where specific expertise exists & how it can be used to support schools, and develop system leaders
- The SIT creates the '*Wessex Offer*' based on the skill sets of staff across the Trust (see below)
- Schools need to support the Subject Strategy Groups (SSGs)
- The Trust Board SSI '*Teaching & Learning*' sub group helps drive school improvement
- The Trust adopts considered approaches to using system leaders and lead practitioners promoting knowledge transfer through coaching, modelling and enquiry led learning
- The Trust wants school leaders to have a clear understanding of their weaknesses and a plan for addressing them; that they are open to learning from and with others through *Wessex Partnership Working*
- Wessex uses recognised hubs of expertise (eg Teaching Schools, NLEs etc)

Teaching, Learning & Assessment Activities

Schools *participate* in *Wessex Partnership Working* to support shared professional learning and development *through the following*:

- ✓ Shared INSET days / sessions
- ✓ Subject Strategy Groups
- ✓ Peer-to-Peer Coaching & reflections on classroom practice linked to the Trust's priorities
- ✓ Models of observation, development of practice and exposure to outstanding practice
- ✓ Augmentation of literacy & numeracy pathways 2-19, transition, assessment and tracking
- ✓ Augmentation of monitoring, data and research to inform teacher planning & differentiation

- ✓ Teacher-mentor programmes to promote sharing of expertise and ideas
- ✓ Learners engagement in lesson feedback and/or co-construction of the learning
- ✓ *Expert Working Groups* on effective transition (subject area/curriculum)
- ✓ *Skills to Learn* matrix using Griffiths, Burns, John Hattie and Dweck
- ✓ *Learner Ambassador Programmes*, (learning 'spies', literacy ambassadors etc)
- ✓ *Staff Voluntary Observation Schemes*, including cross-phase observations
- ✓ Schools follow the Trust's articulated approach to best practice. There are clear processes for realising the benefits of successful innovation in each school
- ✓ Schools agree that the priority is Quality First Teaching provision for all, consistency across schools, with clear expectations, pedagogy and assessment, closing the progress gaps for sub groups including most able, PP, G&T, CLA and boys
- ✓ Schools sign up for national & local updates via the DOL
- ✓ Schools use the Trust's expert coaching team to enhance leadership
- ✓ Wessex Leaders of Education (WLEs) will be developed in each school
- ✓ Action Research projects will be created predicated all staff training
- ✓ Behaviour Management, de-escalation and relationship building training will take place for staff
- ✓ SEND training will be in place for staff

Centre of Excellence & Training Hub

The Trust has its own Teacher Training hub with the accreditation to deliver ITT, RQT and staff accredited training. Schools are asked to support this

- The training hub for the Trust facilitates PGCE students and is a Schools Direct hub,
- The training hub also supports NQTs across the Trust, provides school to school Support (eg STEM KS3-5, revised curriculum, NQT conference days, NQT mentor programme and training), Women in Senior Leadership, Headteacher support and continuous professional learning

Wessex Leadership School

All Trust schools are asked to support and contribute to the Trust's Leadership School. The work here follows the *Wessex Leadership Qualities* Framework that is in place for Trust Staff. Activities include:

- Wessex Expert Senior Leadership training and coaching
- Wessex Expert SENCO leadership training and coaching
- Wessex Expert Curriculum leadership and coaching
- Wessex Expert Welfare leadership training and coaching
- Wessex Expert Middle Leadership leading to effective progress of learners
- Wessex Aspiring Senior leadership and Middle leadership training
- Trust Expert monitoring and self-evaluation which informs QFT, governance, SEF and being Ofsted-ready
- Trust Expert Team for Teaching & Learning Leaders (coach/mentor)
- Future Leaders coaching

Wessex Subject Strategy Groups (SSGs)

All Trust schools are asked to support and contribute to the SSGs

- Schools support the *Wessex Subject Strategy Groups* (SSGs) in each of the core subjects of Maths, English and Science and those in the Foundation subjects
- The Modern Foreign Languages Strategy Group will be overseen directly by the Director of Learning
- The groups will focus on a taxonomy of curriculum and skills that provides challenge, differentiation and enjoyment
- The groups will focus on sharing pedagogic practice, sharing what works for different sub groups of learners, sharing a common language of learning

- The groups will focus on sharing assessment practices, including assessment for learning and summative practices, ensuring that assessment is moderated, helpful and has a consistency across the Trust and is compatible with high-performing schools in other parts of the country
- Strategy groups will evaluate progress of learners in ability groupings
- Schools are asked to support the Trust Primary Strategy and the Trust Secondary Strategy. School-based research will take place to harvest current positions and seek ways forward

Wessex Hubs

Schools are asked to support and contribute to the Trust Hubs, which are centres of excellence created in a number of key strategic areas, such as Modern Foreign Languages and Computing. Hubs will have a more linear form of line management / matrix leadership structures and will have additional support from the Trust

The Trust's School Improvement Offer

The School Improvement Offer is comprised of core support from the Trust and its *School Improvement Team (SIT)* as detailed above, external support from our quality partners, professional guidance from 'Central' staff, peer to peer support from our Wessex Lead Practitioners and Wessex Associates. In addition to the above:

- Each First and Primary school will receive at least 3 full days / 6 half days of support from the Director of Learning plus additional visits from the Chief Executive
- Each school will receive a termly visit from the Trust's external School Improvement Partner who will provide a note of visit
- Each Secondary / Upper school will receive at least 6 half days of support from the Chief Executive
- Each school will receive a visit from the Chief Executive and School Improvement Partner above these visits to conduct the Heads' appraisal
- Each School/ Chair of LGB will receive a visit from the *Link Trustee* and/or CE to provide guidance
- All Trust schools will contribute to the *Wessex Partnership Working* and give 3 days of Lead Practitioner time and negotiate Wessex Associate's time
- All schools to benefit from the Subject Strategy Groups (SSGs)
- All schools to benefit from access to the Leadership School
- All schools to benefit from Wessex Leaders Networks (eg Senior Leaders, Heads)
- All schools to benefit from the SEND group and Wessex SEND Leader
- All schools to benefit from the Inclusion Group Wessex Inclusion Leader

All schools to benefit from the Wessex Designated Safeguarding Lead Group (DSL Group)

Growing Capacity

The Trust believes in sharing and distributing some of the Trust roles / Trust projects across schools and developing staff. Schools are asked to support and contribute to the Growing capacity strategy. Some of the groups that help create school improvement and leadership include:

- Trust Management Group (TMG) consisting of Heads and Trust executive staff
- Heads of Schools Group
- **Wessex Associates:** Staff who have small amounts of time to develop projects. No salary enhancements. Seed capital funding is available
- **Lead Practitioners,** lead people in specialist areas with some time release across the year. Lead Practitioners can be: Academic, Personal Potential / Character / Participation / Employability
- **Directors (of Subjects).** These will be major posts, shaping curriculum, pedagogy and assessment across schools, across phases
- **School Leaders of Education (SLEs)** The Trust will combine SLE work with the above school improvement structures
- **Incubator Schools** for certain projects. The Trust wants to grow specific Incubator Schools to develop innovative practice in designated theme or subject areas



Policy for Engaging with the Trust School Improvement Team

Policy for Self Evaluation and School Improvement (Education)

To be read in conjunction with:

- Policy for Intervention in Schools Causing Concern
- Policy for Engaging with the Trust School Improvement Team

Trust Self -Evaluation and School Improvement Expectations (Pre-intervention)

- The expectation is that Quality Assurance is effective in closing the improvement loop, not just as an activity for the sake of an activity, but improves learner progress and closes the gaps upwards on deficit areas needing improvement
- The Trust mantra of 'show me' is in place, rather than just 'tell me'
- When setting learner targets, progress levels are set in the top 20% nationally by the Trust
- The Trust Quality of Education Policy is the benchmark to evaluate against
- The Trust model of evaluation, which samples & surveys learners, staff & parents on the impact of delivery must be embedded in all schools in a systematic fashion & acted upon
- The Trust Evaluation of Continuous Professional Learning on learner outcomes must be actioned regularly
- The rich picture of subject level, sub group level and learner level data is fed into the self-evaluation programme by each school
- Performance conversations with staff focus on improvement and development and are informed by evidence in each school
- The Trust Management Group meet regularly with agenda items in-step with the rhythm of the school year. Agenda items systematically cover the different aspects of school performance & improvement
- Trust leaders visit schools and classrooms together so that they develop a shared picture of their schools and provide critical friend feedback
- Local Governing Boards and Trustees have a means of engagement in the peer review and joint learning process
- Schools accept other Trust staff and middle leaders to help solve problems using their expertise
- System leaders employ a range of techniques to gather parent and learner feedback and feed this back into the improvement loop and Team SEF
- All schools to be open to working regionally and nationally with a range of high performing schools. Schools to be open for Trust system leaders to visit schools (e.g. for joint learning walks, lesson observations) & develop a shared picture of their schools.
- All schools to contribute staff expertise to the wider Trust family to support school improvement
- At all levels, classroom, subject, theme, phase, and school, there is an effective use of the full range of data to identify issues regarding progress and to target interventions effectively
- A clear ethos of high expectations and school improvement permeates through all school, and Trust leaders
- Leaders in schools meet regularly and use a 'gardeners calendar' of natural occurring events/data capture to set agendas for meetings in advance
- Blink self-evaluation visits are in place for themes/subjects and are calendared in advance and include classroom staff and leaders as well as Headteachers. 360 degree evaluation takes place
- School / subject / theme review processes are constructed in each school and agreed with the DOL/DOO/CE. This may include external specialists and Trust School Improvement staff.
- The school and Team SEFs are place and are tools that are being used to raise progress and outcomes in a systematic way. SEFs feed into Annual Improvement Plans (AIP) which are a live document for school improvement
- Schools are expected to use Stakeholder feedback to improve learning

- The Local Governors' role is to be the critical friend in challenging the Executive/Head's monitoring and quality assurance of the AIP. The Executive / Head is expected to have the QA monitoring model which the LGB monitors and challenges
- Local Governance committees / functions (SSI and FBS) are expected to scrutinise data and challenge quality assurance. If a deeper dive is needed either committee may arrange a Scrutiny Panel consisting of a couple of local governors and the Head/Senior staff. This would normally take place during working hours.
- Job descriptions are standardised by the Trust and include clear accountability mechanisms
- National standards are evaluated against, including in the appraisal process (Teacher standards, Leadership standards, professional support staff standards etc)
- The DOL and CE will carry out *desk top data* evaluations after each data trawl
- The DOL and CE will carry out *desk top SEF and AIP action* evaluations termly
- A formal quality assurance or peer review model is in place in each school enabling school leaders to identify development needs through structured conversations with peers.
- The Trust will run its own Quality Assurance processes and calendar led by the DOL
- The Director of Learning will lead the direction of the *Wessex School Improvement Advisors* and other external advisors and follow up with action
- A *risk register of schools*, themes & subjects is held by the Chief Executive
- Trust behaviour & inclusion QA work is supported by the Wessex Inclusion Lead using national standards and Wessex policies
- Trust SEND QA work is supported by the Wessex SEND lead and will use the national framework and Wessex policies
- The Trust deploys a well thought out Data Strategy that gives the Trust and school leaders and staff access to data when they need it. Schools are expected to contribute to this. The Data Team creates an insights strategy that supports the curriculum & assessment function, supports the Trust SSI committee and allows leaders to routinely review performance against KPIs
- Data cycles are structured to inform timely conversations about the quality & improvement to lead to impact (data is shared widely across the Trust informing regular, honest conversations). Schools are expected to synchronise their data cycles to meet this need
- Schools are expected at all levels (school, classroom, subject, teacher, question) that there is effective use of the full range of data to identify issues regarding progress, including sub group analysis and that effective intervention is targeted and impacts
- The Trust expects that Local Governing Boards receive from their Heads / Executive Heads clear, focused overviews of performance data which they then use to explore and frame probing questions
- Performance & progress for each school will also be benchmarked against schools and MATs with similar characteristics
- School leaders are expected to evaluate *robustness* of data collected including creating Prediction Residuals over time



Terms of Reference

1. Risk Strategy and Audit (RSA) Committee
2. School Standards and Improvement (SSI) Committee
3. Finance and Human Resources (FBS) Committee
4. Local Governing Body (LGB)



Terms of Reference Risk, Strategy and Audit (RSA) Committee

1. Principal Function

1.1 The Wessex Learning Trust Board of Trustees has resolved to establish a Risk Strategy and Audit Committee (RSA) to advise the Board on matters relating to the Trust's overall strategy, governance, risk management and internal/external control systems.

1.2 Be responsible for advising the Board on risk management issues, recommend the framework of risk limits and risk appetite to the Board and oversee the risk management arrangements of the Trust. This will involve advising the Board on all areas of governance and guide policy development in relation to the Trust's strategic aims, direction, growth as well as risk control ensuring the Trust meets its objectives and any standards set.

1.3 To ensure that policy and procedure is compliant with the Academies Handbook, ESFA guidelines and the funding agreement:

- a. To identify, mitigate and manage risks of the Trust.
- b. To initiate and consider detailed planning associated with major strategic issues.
- c. To perform the function of the Trust's Audit Committee.
- d. The Committee is responsible to the Trust Board.
- e. The Committee's Terms of Reference are adopted by the Board and may only be amended with the approval of the Board.

1.4 To report its findings termly and annually to the Trust Board and the Accounting Officer as a critical element of the Trust's annual reporting requirements.

1.5 The RSA Committee has no executive powers or operational responsibilities/duties.

1.6 The RSA Committee is *not* responsible for monthly audit checks, quality assurance checks on core business service provision, formative checks on educational performance data or welfare provision. The RSA Committee *is* responsible for risk assessing the strategic big picture overview on behalf of the Board.

2. Authority

2.1 The RSA Committee is a Committee of the Trust Board and is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Board. It is authorised to request any information it requires from any employee, external audit, internal audit or other assurance provider. All employees are directed to co-operate with any request made by the Committee.

2.2 The Committee is authorised to obtain any outside legal or independent professional advice it considers necessary normally in consultation with the Chief Executive and/or the Trust Board.

3. Membership

3.1 Standing members of the committee are:

- Chair of the Trust Board
- Vice Chair of the Trust Board, the
- Chair of School Standards and Improvement (SSI) Committee
- Chair of Finance and Human Resources (FBS) Committee

Also, to be agreed by Trustees:

- An external person (non-Trustee) with no links to the schools, to be appointed annually, to provide objective scrutiny and advice (non-voting)
- Two other Trustees may be appointed annually
- Two Co-opted members may be appointed for short term requirements (see 3.6) (non-voting)

In attendance:

- Trust Chief Executive
- Trust Director of Operations

3.2 The Chair of the FBS committee nor the Chair of the SSI Committee shall serve as chair of the RSA committee to ensure strategic objectivity.

3.3 The Chief Executive will be an ex officio member of the RSA Committee as will the Director of Operations.

3.4 The Chair of the RSA Committee will be the Chair of the Trust Board or in their absence, the Vice Chair of the Trust Board. The Chief Executive or Head Teacher of an Academy may not act as Chair of the Committee. Any other employee of the Trust may also not act as Chair, other than in exceptional circumstances agreed by the Board. If the Chair and Vice Chair are absent from a meeting the Board shall choose another Board member to act as Chair for that meeting.

3.5 Until otherwise determined by the Board of trustees, a quorum shall consist when three or more members of the committee are present.

3.6 Up to two external co-opted members with particular expertise may be appointed to the Committee by the Board of Directors. The Board may not co-opt an employee of the Trust if the result would be that the number of Committee members who are employees of the Trust (including the Chief Executive) would exceed one third of the Committee. Co-opted members of the Committee will have full participation rights but not voting rights. Only Trustees have voting rights.

3.7 Staff employed by the Trust may be invited to attend the committee to provide information and participate in discussions but should not be members of the committee.

3.8 Any Trustee may attend a meeting of the RSA committee, including those who are not members of the RSA committee.

4. Main Duties

Risk assessment, audit and mitigation of:

- Educational Outcomes
- General welfare: staff and students
- Safeguarding & child protection
- Christian Dimension (SIAMS)
- Ofsted gradings, HMI reports, DfE & RSC notifications
- Financial, ESFA
- Staffing, succession planning, employment disputes / HR issues
- Fraud & mismanagement of funds
- Premises, health & safety, compliance, insurance coverage, cybersecurity, DPR/Data
- Reputational
- Failures in governance including LGBs & management

Strategy and risk assessment for:

- Trust expansion or risk of not expanding including Hub structures
- Trust entrepreneurship and opportunity cost of non-entrepreneurial activity
- Trust vision

5. Detailed Responsibilities

The RSA Committee will:

- 5.1 Establish a robust Risk Management policy & system including any liability cover.
- 5.2 Oversee the Trust's risk register and conduct regular reviews of that register. This will involve regularly reviewing stress and scenario testing and reviewing key messages coming from SSI and FBS committees.
- 5.3 Consider the output from deep dive reviews performed for key risks including an assessment of the appropriateness of mitigating actions to maintain risks within appetite
- 5.4 Provide assurance to the Trust Board that risks are being adequately identified and managed.
- 5.5 Take delegated responsibility on behalf of the Board for examining and reviewing all systems and methods of control, both educational and financial, including risk analysis and risk management and for ensuring the Trust is complying with the overall requirements for internal scrutiny, as specified in the Ofsted Inspection Framework, Church Of England Inspection Framework and Academies Financial Handbook.
- 5.6 Review reports on any material breaches of risk limits and note where these breaches are linked to policy gaps or lack of effective standard operating procedures. Assess the actual potential impact to learners or staff, assessing adequacy and timing of proposed actions. This may refer to staffing, compliance, safeguarding, finance etc.
- 5.7 Review cybersecurity processes, data protection, GDPR compliance and disaster recovery.
- 5.8 Review the Trust's Critical Incident Planning.

- 5.9 Review the Trust's vision, ethos, Christian ethos (where applicable) and core statements to ensure the Trust remains aligned to the underpinning values and objectives that it was created to achieve.
- 5.10 Set strategic objectives for the Trust which are to be reflected in the objectives of each school via their Academy Improvement Plan. Communicate the strategic objectives via the Trust Development Plan.
- 5.11 Review and challenge the progress of the Trust against its strategic objectives and KPIs.
- 5.12 Provide summary assessment on Trust or schools' self-evaluation responses if there is consistent failure to meet KPIs or if there is consistent non-compliance to Trust policies, standard operating procedures, legal obligations and such like. This will also include checking the risk-assessment of academic formative assessment against appropriate progress data sets and predicted grades.
- 5.13 Prepare and maintain the Trust's growth plan considering short, medium and long-term objectives which are costed.
- 5.14 Ensure that adequate due diligence and assessment has been performed in the consideration of new schools joining the Trust.
- 5.15 Ensure that new schools joining the Trust have an adequate induction programme and that there is a risk management of new governance, finance, operating systems and educational progress monitoring.
- 5.16 To have a high level strategic oversight of physical resource planning and facilities management.
- 5.17 Advise the Trust Members on the appointment, reappointment, dismissal and remuneration of auditors (both external auditors and internal audit).
- 5.18 Agree an annual programme of scrutiny with the Trust's auditors for checking financial systems, controls, transactions and risks. Monitor the effectiveness of these auditors and review the findings and agree any action plan arising from it.
- 5.19 Advise the Trustees on the adequacy and effectiveness of the Academy Trust's systems of internal control and governance processes, including local governance procedures & impact.
- 5.20 Consider the appropriateness of executive action following external scrutiny reviews of the Trust and to advise senior leadership on any additional or alternative steps to be taken.
- 5.21 Promote **fraud prevention** ensuring that there are opportunities throughout the Trust for employees to act as 'whistleblowers' and report improprieties and abuses.
- 5.22 Evaluate the Trust's brand reputational value (expectations, perceptions, community & business relationships, outcomes for learners) and propose possible PR and marketing strategies for further improvement and improved value proposition.

5.23 Encapsulating the above responsibilities, review the overall Business Continuity Plan (BCP). Ensure that there is a framework and holistic management process for building resilience and capability for an effective response that safeguards the interests of the Trust's key stakeholders, its reputation and its brand value as a high quality educational trust. Ensure that the BCP scopes out possible disaster scenarios (such as terror attack, fire, flood, natural disasters, disease & mass illness, utility supply interruption and other possible major interruptions) and contains a business impact analysis for such events (on site or on trips and visits), strategy selection options, disaster recovery solutions and the 'plan, test and maintenance' schedule of this BCP.

5.24 Provide minutes of all Audit Committee meetings for review at board meetings.

6. Administration

6.1 The RSA Committee will meet once per (old style) term (i.e. three times per year). The Committee's Chair may call additional meetings within reason if there is a specific need.

6.2 Decisions to be made at meetings of the Committee shall be determined by a majority of the votes of members present and voting. Where there is an equal division of votes, the Chair shall have a second or casting vote. Only Trustees have voting rights on the Committee.

6.3 Administrative support will be provided by the Clerk to the Board.

6.4 Agendas will be agreed in advance by the Chair of the RSA Committee (based on, but not limited to, a pre-agreed annual schedule of activity) and papers will be circulated to members and attendees at least 5 working days in advance of the meeting.

6.5 Minutes of meetings will be taken and submitted to the next scheduled meeting of the Board once approved in draft by the Chair of the Committee.

6.6 The RSA Committee will self-assess its performance against these Terms of Reference on an annual basis and will also review the Terms of Reference, submitting any proposed changes to the Board for approval.

6.7 The members of the Committee shall hold office from the date of their appointment until their resignation or to the end of the academic year (whichever shall happen first).



Terms of Reference

Standards and School Improvement (SSI) Committee

1. Constitution

1.1 The Wessex Learning Trust Board of Directors has resolved to establish a Standards & School Improvement (SSI) Committee to advise the Board on matters relating to the Trust's curriculum, quality and standards.

1.2 The Committee is responsible to the Trust Board.

1.3 The Committee's Terms of Reference are adopted by the Board and may only be amended with the approval of the Board.

2. Authority

2.1 The Committee is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Board. It is authorised to request any information it requires from any employee of the Trust and all employees are directed to co-operate with any request made by the Committee.

2.2 The Committee is authorised to obtain any outside legal or independent professional advice it considers necessary.

3. Main Duties

3.1 To monitor and advise the Trust Board by written report each term on the following:

- 3.1.1. Data on attainment and achievement for all of the Trust's academies
- 3.1.2. School improvement work and leadership
- 3.1.3. Overall performance of each of the academies
- 3.1.4. Leadership standards
- 3.1.5. Governance effectiveness

3.2 To monitor and advise the Board on:

- 3.2.1. The Trust quality improvement and intervention strategies and plans
- 3.2.2. Special Educational Needs (SEN) and inclusion
- 3.2.3. Partnership working
- 3.2.4. Admissions
- 3.2.5. Safeguarding arrangements
- 3.2.6. Community engagement

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

4. Detailed Responsibilities

4.1 Curriculum and Quality.

4.1.1 Oversee the Academies' statutory requirements in relation to their curriculum and other curriculum issues such as spiritual, moral, social and cultural learning.

4.1.2 Support our Christian values and ethos (where it applies) ensuring schools are both effective and distinctive. To focus on school improvement as well as ethos, spirituality and collective worship to see how these elements are interdependent in terms of providing an outstanding and holistic experience for all our children (plus SIAMS preparation).

4.1.3 Encourage extra-curricular activities.

4.1.4 Champion the educational needs of the pupils attending the Trust's Academies.

4.1.5 Oversee the Trust's policies in relation to its Curriculum Statement.

4.1.6 To determine and update relevant strategies relating to the above.

4.2 Performance and Standards.

4.2.1 To monitor and review the achievement of strategic objectives, in particular the overview of performance against quantitative and qualitative benchmarks for key indicators/outcomes and the Ofsted framework, providing challenge and recommending remedial actions where required in line with School Improvement Plans

4.3 Self-Assessment and Review.

4.3.1 To receive information on curriculum and quality issues for all the Trust's Academies.

4.3.2 To receive progress reports on the implementation of post-Ofsted action plans and any other formal evaluation reports related to the quality and achievement of learning across the Trust, to further inform and develop the Trust's Quality Improvement Plans and strategies.

4.3.3 To review outcomes, identifying significant changes in performance, emerging trends and risks in relation to the future performance of each Academy.

5. Administration

5.1 The Standards Committee will meet at least once per (old style) term. The Committee's Chair may call additional meetings.

5.2 The Standards Committee will consist of a minimum of three members of the Board. Members of the Committee are appointed annually. The Chair of the Board may be an ex officio member of the Committee.

5.3 Additionally, up to two external co-opted members with particular expertise may be appointed to the Committee by the Board of Directors. The Board may not co-opt an employee of the Academy Trust if the result would be that the number of Committee members who are employees of the Trust (including the CEO) would exceed one third of the Committee. Co-opted members of the Committee will have full participation rights.

5.4 Other Board members shall also have right of attendance and may fully participate in meetings.

5.5 The Executive Head/CEO will be an ex officio member of the Standards & School Improvement Committee as will the Head of School (Trust) Improvement.

5.6 Employees of the Trust may be invited to attend meetings but will have no voting rights.

5.7 The Chair of the Standards Committee will be appointed by and from the Board annually. The CEO or Head Teacher of an Academy may not act as Chair of the Committee. Any other employee of the Trust may also not act as Chair, other than in exceptional circumstances agreed by the Board. If the Chair is absent from a meeting the Board shall choose another Board member to act as Chair for that meeting.

5.8 The Standards Committee will be quorate if at least three members (or at least one third if greater) of those members eligible to vote are present. In addition, at least 50% of those members present are required to be Board members (in the event of there being co-optees on the Committee) and no more than 50% may be employees of the Trust.

5.9 Decisions to be made at meetings of the Committee shall be determined by a majority of the votes of members present and voting.

5.10 Where there is an equal division of votes, the Chair shall have a second or casting vote.

5.11 Administrative support will be provided by the Clerk to the Board.

5.12 Agendas will be agreed in advance by the Chair of the Standards & School Improvement Committee (based on, but not limited to, a pre-agreed annual schedule of activity) and papers will be circulated to members and attendees at least 5 working days in advance of the meeting.

5.13 Minutes of meetings will be taken and submitted to the next scheduled meeting of the Board once approved in draft by the Chair of the Committee.

5.14 The Standards & School Improvement Committee will self-assess its performance against these Terms of Reference on an annual basis and will also review the Terms of Reference, submitting any proposed changes to the Board for approval.

5.15 The members of the Committee shall hold office from the date of their appointment until their resignation or their omission from membership of the Committee on subsequent consideration by the Board (whichever shall happen first).



Terms of Reference Finance and HR (FBS) Committee

1. Constitution and Responsibilities

1.1 The Wessex Learning Trust Board of Directors has resolved to establish a Finance & Human Resources Committee (FBS) to advise the Board on matters relating to the Trust's Finance, Human Resources, Premises, Building Projects, Central Services, and Business Enterprises, H&S and GDPR.

1.2 To advise the Trust Board on all areas of governance and guide policy development in relation to: HR, Premises & Utilities, Accounting, Quality Marks, Charities Act & Companies Act, Policies & Procedures, Business Aims, Insurance Cover, ensuring that the Trust meets its objectives and any standards set.

1.3 To ensure that policy and procedure is compliant with the Academies Handbook, ESFA guidelines and the funding agreement:

- a. To monitor a three-year Business (Finance) Plan for the Trust.
- b. Consider and review detailed planning associated with major strategic issues.
- c. The Committee is responsible to the Trust Board.
- d. The Committee's Terms of Reference are adopted by the Board and may only be amended with the approval of the Board

2. Authority

2.1 The Committee is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Board. It is authorised to request any information it requires from any employee of the Trust and all employees are directed to co-operate with any request made by the Committee

2.2 The Committee is authorised to obtain any outside legal or independent professional advice it considers necessary

3. Main Duties

3.1 To monitor and advise the Trust Board by written report each term on the following:

- a. Finance (but not audit)
- b. Human Resources
- c. Premises / Site Maintenance / Health & Safety & Safeguarding
- d. Capital Projects
- e. Central Services
- f. Trust Business Enterprises
- g. GDPR

3.2 To monitor and advise the Board on:

- a. Cash flow
- b. Changes in employment law & procedures
- c. Risk assessment of sites and compliance to various standards & laws.
- d. Opportunities for new build and substantial redevelopment.
- e. Effectiveness of central services and business systems.
- f. Opportunities for further revenue generation.

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

3.4 Be aware of issues arising from other relevant committees and Local Governing Bodies including their minutes.

4. Detailed Responsibilities

4.1 Finance.

- a. To have oversight of the financial planning and value for money arrangements;
- b. To recommend adoption of the Annual Income, Expenditure and Capital Budget and medium term financial forecast to the Trust.
- c. To request and receive reports on income and expenditure including major variations against approved budgets.
- d. To request and receive reports from other committees on any matter having a financial implication.
- e. To evaluate the Trust's procurement strategy and advise it on policy.
- f. To ensure all voluntary funds are properly administered and audited annually under the requirements of the Finance Handbook. Voluntary funds must be accounted for completely separately from any Trust funds and reported annually.
- g. Review benchmarking analysis on income & expenditure (against other Trusts & schools).
- h. To oversee the Trust's reserves including those of the schools and Kings Fitness and Leisure.

4.2 Human Resources.

- a. To oversee the Trust's Human Resources strategy and practice including the monitoring of employment trends, including staff turnover, headcount, diversity, gender awareness, disciplinary cases, recruitment and retention issues and any Employment Tribunals.

- b. To receive information reports on organisational changes and to advise the Trust as appropriate of significant changes to management & leadership structures.
- c. To monitor staff pay settlements and receive confirmation from the senior leadership teams that pay agreements fall within the Trust's annual budget as recommended for approval by the Trust.
- d. To oversee employment policy including the consideration of changes to Trust employment policy, where new or substantial change is involved and to recommend for approval by the Trust.
- e. To review and set targets to link into annual budgets and KPIs, eg Complaints, staff retention, quality marks.
- f. Evaluate staff training & professional development provision.

4.3 Premises / Site Maintenance / Health & Safety & Safeguarding.

- a. To consider strategic planning associated with major changes or development of Trust premises.
- b. To initiate and receive reports on the state of repair of the premises and planned maintenance within the allocated budget.
- c. Advise, make reports and recommendations to the Trust concerning any matters related to repair, maintenance and facilities management of Trust premises and to report to the Trust when funds are insufficient to maintain the Trust premises in a fit state of repair.
- d. To have oversight of the arrangements for safeguarding of Trust assets and to advise or make recommendations as appropriate.

4.4 Capital Projects

- a. To review the building projects and bids of the Trust and ensure these are monitored in a timely fashion, with any issues of concerns brought to the attention of the Chief Executive the Director of Operations and, if relevant, the ESFA and its contractors.
- b. To review the Trust Premises Plan in light of possible new bids, identifying possible revenue sources and any needed matched funding.

4.5 Central Services

- a. To have a strategic overview of all support systems for the Trust.
- b. Evaluating the strategic ICT function and other technology in support of the Trust's business and educational commitments, including refresh plans for IT infrastructure.
- c. Evaluating the Marketing & PR strategy of the Trust and subsidiary businesses making recommendations.

- d. Evaluating the data function across the Trust.
- e. Evaluating other central services or possible central services such as Health & Safety, Site Maintenance, Governor Services, Catering.

4.6 Business Enterprises.

- a. Review the performance and development of any Trust enterprise (such as Kings Fitness and Leisure, Pre-schools, catering etc).
- b. Ensure that there is a separation of risk from the core business of the Trust.
- c. Minimise the tax liability of Trust enterprises.

5. Administration

5.1 The Finance & HR Committee will meet at least once per (old style) term. The Committee's Chair may call additional meetings.

5.2 The Finance & HR Committee will consist of a minimum of three members of the Board. Members of the Committee are appointed annually. The Chair of the Board may be an ex officio member of the Committee.

5.3 Additionally, up to two external co-opted members with particular expertise may be appointed to the Committee by the Board of Directors. The Board may not co-opt an employee of the Academy Trust if the result would be that the number of Committee members who are employees of the Trust (including the CEO) would exceed one third of the Committee. Co-opted members of the Committee will have full participation rights.

5.4 Other Board members shall also have right of attendance and may fully participate in meetings.

5.5 The Executive Head/CEO will be an ex officio member of the Finance & HR Committee as will the Director of Operations.

5.6 Other employees of the Trust's may be invited to attend meetings but will have no voting rights.

5.7 The Chair of the Finance & HR Committee will be appointed by and from the Board annually. The CEO or Head Teacher of an Academy may not act as Chair of the Committee. Any other employee of the Trust may also not act as Chair, other than in exceptional circumstances agreed by the Board. If the Chair is absent from a meeting the Board shall choose another Board member to act as Chair for that meeting

5.8 The Finance & HR Committee will be quorate if at least three members (or at least one third if greater) of those members eligible to vote are present. In addition, at least 50% of those members present are required to be Board members [in the event of there being co-optees on the Committee] and no more than 50% may be employees of the Trust.

- 5.9 Decisions to be made at meetings of the Committee shall be determined by a majority of the votes of members present and voting. Where there is an equal division of votes, the Chair shall have a second or casting vote.
- 5.10 Administrative support will be provided by the Clerk to the Board.
- 5.11 Agendas will be agreed in advance by the Chair of the FBS Committee (based on, but not limited to, a pre-agreed annual schedule of activity) and papers will be circulated to members and attendees at least 5 working days in advance of the meeting.
- 5.12 Minutes of meetings will be taken and submitted to the next scheduled meeting of the Board once approved in draft by the Chair of the Committee.
- 5.13 The Finance & HR Committee will self-assess its performance against these Terms of Reference on an annual basis and will also review the Terms of Reference, submitting any proposed changes to the Board for approval.
- 5.14 The members of the Committee shall hold office from the date of their appointment until their resignation or their omission from membership of the Committee on subsequent consideration by the Board (whichever shall happen first).



Terms of Reference Local Governing Bodies (LGB)

1. Terms of Reference

- 1.1 These terms of reference are drafted and maintained by the Wessex Learning Trust (known as 'the Trust'). The Trustees may make amendments to these terms of reference from time to time.
- 1.2 In the event that amendments are made, the Trust shall notify the Chair of each Local Governing Body (LGB), who shall be expected to make other Governors aware of such changes.
- 1.3 The language used is specific: The term 'Trust' is to be used rather than 'Multi-Academy Trust (MAT)'. The term 'Trustee' is to be used rather than 'Director'. The term 'Local Governing Body' is to be used rather than 'Governing Body'.
- 1.4 These terms of reference are derived from the Trust's Scheme of Governance and in particular Part 2, Delegation Matrix. The Scheme of Governance should be referred to and remains the primary document.

2. The Trust and Local Governing Body (LGB)

- 2.1 The Trust is a charitable company limited by guarantee. It has entered into a Master Funding Agreement with the Department for Education and a Supplemental Funding Agreement in respect of each academy (together the "Funding Agreements") and so it is the Trust that is ultimately responsible to the Department for Education pursuant to the Funding Agreements.
- 2.2 The primary focus of the LGB is to ensure high quality education and learner development for all pupils at the school. This must remain at the forefront of everything that the LGB undertakes.
- 2.3 The Trustees are the charity trustees (within the terms of section 97(1) of the Charities Act 1993) and responsible for the strategic direction, general control and management of the administration of the Trust in accordance with the provisions set out in the Articles of Association of the Trust.
- 2.4 The Trustees have agreed a Scheme of Governance (SoG) that defines the responsibilities of the Trust Board and those that have been delegated by the Trustees to local governing bodies. This scheme is reviewed annually.
- 2.5 The Trustees hold the right to amend the SoG and/or withdraw delegated responsibilities if a local governing body is seen to under-perform for its learners, has Safeguarding issues beyond those that are reasonably expected, has major human resource issues, becomes non-compliant with Trust policies or legal frameworks, becomes financially unstable or goes against Trust values and ethos. The Trust Board may also decide to review LGB leadership and remove / appoint local governors directly to improve local governance in such situations.

- 2.6 The Local Governing Body shall be a committee *of the* Trustees.
- 2.7 The Trustees believe that each school must be rooted in its own community and that LGBs are an important factor in ensuring that there is a strong connection with that community. The Trustees also expect that LGBs develop and maintain their specific ethos of their school, within the overall parameters of the Trust.
- 2.8 The Trust shall appoint the Chair of the LGB from among the Local Governing Body, as described in paragraph 8.1 below.
- 2.9 The Chair of each LGB is invited to sit on the Trust's Chairs of Governors Group (COGG), which meets three times a year. This is a consultative body and provides representation for LGBs / schools.
- 2.10 All local governors are invited to the Annual General Meeting (AGM) of the Trust.
- 2.11 LGBs are reminded that the appointment of the Headteacher/Executive Headteacher is the responsibility of the Chief Executive and the Trust Board.
- 2.12 The Trust reserves the right to re-organise the structure of local governance across the Trust, especially in light of leadership re-structuring such as executive headships across multiple schools or in light of national or regional directives that demands a different local structure. The evolution of the Trust along with national changes in policy demands flexibility of structure to meet the needs of the organisation as a whole.
- 2.13 The Trust reserves the right of attendance of any Trustee at any local governing board meeting. The visiting Trustee(s) will make every attempt to notify the Chair or Clark in advance.
- 2.14 A Trustee has the right to speak at a local governing board meeting, either to feedback from the Trust Board, to clarify and answer questions from the local governing body or to make a challenge to the LGB.
- 2.15 The Trust will nominate a link Trustee to each local governing body and school. The Trustee will provide a link to the Trust Board and act as a 'relationship contact'.
- 2.16 The Trust will provide some training opportunities for LGBs and a reasonable level of attendance is appreciated
- 2.17 New Chairs of LGBs will be supported by a mentor from the Trust (eg an experienced Chair of an LGB)
- 2.18 A governor may not also be a Member of the Trust Board or a Trustee of the Wessex Learning Trust.

3. Local Governing Body – Governors

- 3.1 The total membership shall be not less than 6 and not more than 16 (unless the LGB represents a number of schools, in which case Trust Board permission is needed). The membership shall reflect the Christian ethos of the school, where appropriate, in its constituency.

3.2 In a VC Church of England school/governing body the following LGB make up should be followed (maximum numbers):

- 4 Foundation (Church) governors
- 4 Parent governors
- 6 Community governors
- 1 staff governor
- 1 Headteacher

3.3 In a non-Church of England school/governing body the following LGB composition should be followed (maximum numbers):

- 4 Parent governors
- 6 Community governors
- 4 Trustee appointed/approved governors
- 1 staff governor
- 1 Headteacher

3.4 Parent Governors shall be elected. A parent Governor must be a parent of a registered learner or at the school at the time when s/he is elected. Any election of the parent Governor which is contested shall be held by secret ballot.

3.5 Where the number of parents standing for the election for a Parent Governor vacancy is less than the number of vacancies, the number of parent Governors required could be made up by parent Governors appointed by the Trustees.

3.6 The staff governor shall be elected by those staff on the payroll of that school(s) with the same process as a parent governor would be elected.

3.7 Foundation governors must be agreed by the Diocese.

3.8 Community governors must be chosen according to the skill set needed by the school(s). It is expected that each governing body has completed a skills audit provided by the Trust.

3.9 Trustee appointed governors / those approved by the Trust Board are intended to ensure that a balance of skills is prevalent in each governing body. This is carried out in collaboration with the Trust Board and LGB.

3.10 A Headteacher may decline to be a governor. This position may not be re-allocated to another person.

3.11 In the case of an Executive Headship across more than one governing body, the Trust *may* approve the Executive Head to be a governor and the Head of School also to be a governor (one person taking the Headteacher governor role and the other either being 'Trustee appointed' or 'Community'). If this is not approved the Trust Board will make a decision on who takes the governor role.

3.12 The Local Governing Body may continue to act notwithstanding a temporary vacancy in its composition.

3.13 LGBs are to allocate specific roles to Governors to ensure focus is maintained in key areas. Ideally a Governor with experience for the area should be used. More than one role can be assigned to a Governor. Roles are to include:

- Safeguarding
- Pupil Premium
- Special Educational Needs
- Children Looked After
- Reading and Phonics (Primary and First schools only)
- Christian Ethos (Church Schools Only)
- Additional roles can be allocated, such as Faculty/Subject leads or Health & Safety

4. Governors' Term of Office

4.1 Any Governor shall hold and vacate office in accordance with the terms of her/his appointment but (except in the case of the Headteacher) the length of her/his term of office shall not exceed four years. Subject to remaining eligible to be a Governor. Any Governor may be re-appointed for consecutive periods.

5. Resignation & Removal of Governors

5.1 A Governor may at any time resign her/his office by giving notice of one month in writing to the Clerk to the LGB.

5.2 The Trustees may terminate the appointment of any Governor whose presence or conduct is deemed by the Trustees not to be in the best interests of the Trust or the academy. See Code of Conduct for Local Governors and Trustees.

6. Persons ineligible to be Governors

6.1 No person shall be qualified to be a Governor unless s/he is aged 18 or over at the date of her/his election or appointment. No current pupil of the academy shall be a Governor.

6.2 A Governor shall cease to hold office if s/he becomes incapable by reason of mental disorder, illness or injury of managing or administering her/his own affairs.

6.3 A Governor shall cease to hold office if s/he is absent without the permission of the Governors from all their meetings held within a period of twelve months and the Governors resolve that this office be vacated.

6.4 A Governor shall cease to hold office if s/he would be disqualified from acting as a charity trustee by virtue of section 72 of the Charities Act 1993 (or any statutory re-enactment or modification of that provision).

6.5 A person shall be disqualified from holding or continuing to hold office as a Governor:

6.5.1 If her/his estate has been sequestrated and the sequestration has not been discharged, annulled or reduced.

6.5.2 If s/he is the subject of a bankruptcy restrictions order or an interim order.

6.5.3 If at any time when s/he is included in the list of teachers and workers with children or young persons whose employment is prohibited or restricted under section 1 of the Protection of Children Act 1999, OR if there are legitimate concerns that have arisen under the Safer Recruitment Process that has been followed as part of the Governor recruitment or election process.

6.5.4 If at any time s/he is disqualified from working with children under section 28, 29, 29A and 29B of the Criminal Justice and Court Services Act 2000.

6.5.5 If s/he is a person in respect of whom a direction has been made under section 142 of the Education Act 2002.

6.5.6 Where s/he has, at any time, been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section 72 of the Charities Act 1993.

6.5.7 If s/he has not complied with the Trust's DBS policies. Governors are required to be familiar with the DBS policies and must act in compliance with them.

6.6 Where a person becomes disqualified from holding or continuing to hold office as a Governor and s/he is, or is proposed, to become such a Governor, s/he shall upon becoming so disqualified give written notice of that fact to the Clerk to the Local Governing Body.

7. Appointment of the Clerk to Governors

7.1 The Clerk to Governors shall be appointed by the Local Governing Body for such term, at such remuneration and upon such conditions as they may think fit; and any Clerk so appointed may be removed by them. The Clerk shall not be a Governor. Notwithstanding this paragraph, Governors may, where the Clerk fails to attend a meeting of theirs, appoint any one of their number or any other person to act as Clerk for the purposes of that meeting.

8. Appointment of Chair and Vice Chair of LGB

8.1 LGB's nominate their Chairs and Vice-Chairs in the summer term for the following academic year. The nomination of the Chair of the LGB will then need to go for approval to the Chair of the Trust Board and ratified at the earliest Trust Board Meeting. The Trust will issue the deadline each year.

8.2 Where the Trust consider that there is not a suitable Chair or Vice-Chair from among the local Governors, a Trustee shall fulfil the role until such time as a suitable Governor can be found.

8.3 If both the Chair and the Vice-Chair are absent from any meeting of the Local Governing Body a Trust Board member shall Chair the meeting.

9. Responsibilities of Trustees

9.1 The role of the Trustees mainly involves strategic oversight across the Trust, governance, contractual relationships with third parties and setting the Trust's vision and policies.

9.2 The Trustees are responsible for:

9.2.1 Compliance with all statutory regulations and Acts of Parliament governing the operation of the academy, including health and safety.

9.2.2 Compliance with the provisions of the Funding Agreements.

9.2.3 Compliance with the Academies Financial Handbook.

9.2.4 Setting the risk management strategy, reviewing the strategic risk profile, considering strategic risks in the context of future Trust planning and decision making and reviewing the effectiveness of the risk management arrangements.

9.3 The Trustees delegate responsibility to the Chief Executive for:

9.3.1 The determination, after consultation with the Local Governing Body, of the extent of the services provided to the academy by the Trust and how the costs should be allocated.

9.3.2 Determination of the educational targets of the academy in consultation with the Local Governing Body.

9.3.3 Determining any additional financial and reporting targets for the academy.

9.3.4 Determination of any statutory policies and procedures for the academy and other policies and procedures as the Trustees deem necessary to fulfil their responsibilities.

9.3.5 Identifying resources to effectively and efficiently implement the risk management strategy.

9.3.6 Reporting regularly to the Trust Board on the performance of its academies and conduct the appraisals of the Heads in conjunction with representatives of the relevant Local Governing Body.

10. Responsibilities of Local Governors

10.1 The role of Governors is to carry the Trust vision, policies and priorities, based on the specific qualities and community characteristics of each academy and be the guardian of the Safeguarding of children in the school. The Governors are expected to question and challenge academy leadership and to hold them to account on all aspects.

10.2 Governors are reminded that the primary focus of the LGB is to ensure high quality education and learner development for all pupils at the school. This must remain at the forefront of everything that the LGB undertakes.

10.3 Subject to the limitations set out above, the Trustees delegate the running of the academy

to the Local Governing Body and specifically the following duties:

10.4 Vision and Accountability

10.4.1 To carry forward the Trust's vision, in a way appropriate to the specific qualities and community characteristics of each academy.

10.4.2 Implementation of actions required to comply with statutory regulations and the Funding Agreements.

10.4.3 Implementation of Trust policies and Trust Standard Operating Procedures (SOPs). Trust policies and SOPs always take precedence over local school policies.

10.4.4 Holding academy leadership to account for academic performance, personal development (of learners and staff) quality of care, quality of provision and safeguarding provision.

10.4.5 To be Ofsted (and SIAMS if applicable) ready.

10.4.6 To give effective and timely response to external challenge for example, from Trust Quality Assurance, Ofsted, school improvement visits etc.

10.5 School Improvement

10.5.1 To be responsible for the quality of teaching and to hold the Headteacher to account.

10.5.2 To be responsible for pupil progress and to hold the Headteacher to account.

10.5.3 Draw up and implement an annual school Improvement Plan which takes account of the Trust Board's priorities and the Trust's Improvement Plan. The School Improvement Plan must include effective self-evaluation and improvement strategies.

10.5.4 Devise the curriculum policy & provision which will establish a broad and balanced curriculum which complies with the terms of any curriculum requirements determined by the Board.

10.5.5 To ensure radicalisation within the school is prohibited and equality, diversity and tolerance are promoted.

10.5.6 Set the Religious Education policy so as to develop and enhance the Christian distinctiveness of Church schools.

10.5.7 To prepare students well for examinations and statutory assessments.

10.6 Finances and Assets

10.6.1 Ensuring academy-level resource is applied appropriately.

10.6.2 Consideration of the academy's required funding and support to the Trustees in

relation to the annual budgetary process.

10.6.3 Seeking value for money and being able to demonstrate that value for money has been achieved.

10.6.4 Monitoring and reviewing expenditure on a regular basis and ensuring compliance with the overall financial plan for the academy.

10.6.5 Maintenance of proper accounting records and the preparation of income and expenditure and balance sheets as required by the Director of Operations.

10.6.6 Assist the Trustees in complying with the provisions of the Funding Agreements where requested from time to time and in particular, Section 2 (Running of the Academies), Section 3 (Grant Funding) Section 4 (Financial and Accounting Requirements) of the Master Funding Agreement.

10.6.7 Maintenance of or putting in place appropriate arrangements for the maintenance of the academy estate in accordance with the guidelines established by the Trust.

10.6.8 Implementation of Trust's procurement policies insofar as they impact on the academy.

10.6.9 Notify and ask for approval of the Trust of any proposed changes to fixed assets used by the academy.

10.6.10 Observing proper levels of delegation and protocols.

10.6.11 Ensuring that Safeguarding and Health & Safety legislation and best practice is actioned fully and reviewed regularly.

10.7 Academy Budget/Accounts

10.7.1 Following Local Governing Body approval, the budget, including a 3-year budget, is to be submitted to the Trustees for approval and, for the avoidance of doubt, the academy budget shall not be effective until such times it has been approved by the Trustees.

10.7.2 The Local Governing Body is required to work to cash limits as may be determined by the Trust and based on the approved budget. Under no circumstances has the Local Governing Body the authority to borrow money.

10.7.3 The most up to date Delegation Matrix (Part 2 of the Scheme of Governance) and the Trust's Finance Policy shall show the contracts that an academy may enter into, including staffing and procurement.

10.7.4 Except where prior permission has been obtained from the Trustees, the academy budget is to be prepared to show break even or better.

10.7.5 The Local Governing Body shall keep proper financial records using the Trust's financial/accounting software. Monthly income and expenditure reports are to be prepared comparing actual expenditure against the agreed budget. Variances over 5% are to be

explained and clarified. The latest report is to be reviewed at the next LGB meeting.

10.8 Risk Management

10.8.1 The Local Governing Body shall keep under review the academy risk register and seek assurance that risk management is effective.

10.9 Appointments

10.9.1 The Local Governing Body will monitor local HR activity and policy, including the process for local performance reviews for members of staff and in ensuring that it is within the parameters established by the Trust.

10.9.2 All staff appointments are to be confirmed with the Trust's HR Manager/DOO before recruitment is undertaken.

10.10 Local Governors are not, and nothing within this document is intended to make them charity trustees, within the terms of section 97(1) of the Charities Act 1993.

10.11 Each Governor shall act in the best interests of the Trust and academy at all times.

10.12 The Governors must keep confidential all information of a confidential nature obtained by them relating to the academy and the Trust.

10.13 The Trustees reserve the right to withdraw delegated powers from the Local Governing Body and disband it at any time.

10.14 On his or her appointment, each Governor shall be required to signify that s/he is familiar and agrees to comply with:

- the Articles of Association;
- the Funding Agreements;
- these Terms of Reference;
- Safeguarding
- the Governors, Trustees and Members Code of Conduct (SoG Part 3, Appendix 1) and
- any terms of reference of sub-committees which may apply to that Governor.

10.15 Each Governor shall also be required to carry out training to ensure their skills and knowledge are up to date at least once per year, including Safeguarding and understanding 'Keeping Children Safe in Education'.

10.16 Each Governor shall also be required to take part in regular self-review and is accountable for meeting his or her own training and development needs. It is a Governors responsibility to consider if, and raise any concerns where, he or she feels that appropriate training and development is not being provided.

11. Meetings of the Local Governing Body

11.1 It is recommended that Local Governing Bodies meet four times a year for 'Full Governing

Body (FGB) meetings. The pattern that is recommended is two meetings in the autumn, one in the spring and one in the summer. If more FGB meetings are required permission should be sought from the Trust Board. LGBs are reminded that the workload of Headteachers is heavy and that much of the workload that was once placed on LGBs has passed to the Trust Board and Executive Leaders. It is the intention of the Trust that the LGBs are mindful of this.

11.2 Each LGB must perform the functions of 'School Standards & Improvement' (SSI) and 'Finance & Human Resources'. These are laid out in the terms of reference for these two committees for LGBs. These functions can either be delegated to separate committees of the LGB or incorporated into the Full Governing Board meeting. In larger schools, the committee structure is recommended and between three to four meetings of these committees per year is also recommended. In this case the Trust recommends different governors chair each committee and different senior staff facilitate and attend. In the case of smaller schools, it is recommended that these functions be incorporated into the main FGB meeting and/or a smaller number of committee meetings take place. LGBs are again made aware of the workload on Headteachers.

11.3 Meetings should start *no later* than 6pm and finish within two hours. Headteacher welfare is a major concern and the Trust has a duty of care to look after its school leaders. Governors are kindly reminded of this and of the fact that employers are often flexible in letting their employees attend civic duties such as school governance.

11.4 The Trust will issue its meeting schedule for the following year at the end of the academic year. LGBs should note the dates and plan to hold their meetings to synchronize with the Trust where possible. In the case of budget setting it is important that LGBs approve their budget before the budget meeting of the Trust Board is held. At the start of the academic year the Trust will issue the Annual Schedule of Business for the Trust and LGBs. This will aid LGBs in planning the content of the LGB meetings.

11.5 LGBs may delegate a governor to agree a (local) school policy with the Headteacher outside of a formal governor meeting, as long as that policy is made available to all relevant governors in advance for feedback to the delegated governor. Similarly, governors may be delegated to meet with senior staff in school hours to carry out quality assurance visits and so forth, all of which removes the pressure on evening meetings for senior staff and Headteachers.

11.6 The Trust will monitor Headteacher and senior staff workload and welfare. It will intervene if it feels that the number and length and lateness of meetings is not in tune with the ethos of these terms of reference and this section.

11.7 All meetings shall be convened by the Clerk to the Local Governing Body, who shall send to the Governors written notice of the meeting and a copy of the agenda at least seven days in advance of the meeting. The clerk will minute all official meetings and make those minutes available to the Trust. The minutes of the meeting shall follow the Trust template. The action points of the minutes will be followed up in the next meeting by the Chair.

11.8 A special meeting of the Local Governing Body shall be called by the Clerk whenever requested by the Chair or at the request in writing by any three Governors. Where there are matters demanding urgent consideration, the Chair or, in her/his absence, the Vice-Chair may waive the need for seven working days' notice of the meeting and substitute such notice as s/he thinks fit.

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

12. Quorum for Governors' Meetings

12.1 Meetings of the Local Governing Body shall be quorate if one-third of members are present.

12.2 If the number of Governors assembled for a meeting of the Local Governing Body does not constitute a quorum, the meeting shall not be held. If in the course of a meeting of the Local Governing Body the number of Governors present ceases to constitute a quorum, the meeting shall be terminated forthwith.

12.3 If for lack of a quorum a meeting cannot be held or, as the case may be, cannot continue, the Chair shall, if s/he thinks fit, determine the time and date at which a further meeting shall be held and shall direct the Clerk to convene the meeting accordingly.

13. Proceedings of Governors' Meetings

13.1 Every question to be decided at a meeting of the Local Governing Body shall be determined by a majority of the votes of the Governors present and voting on the question. Every Governor shall have one vote. Where there is an equal division of votes the Chair of the meeting shall have a second or casting vote.

13.2 A Governor may vote by proxy.

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

13.4 Any Governor who is also an employee of the Trust shall withdraw from that part of any meeting of the Local Governing Body at which his/her remuneration, conditions of service, promotion, conduct, suspension, dismissal or retirement are to be considered.

13.5 A resolution in writing, signed by all the Governors (or all of the members of a committee of the Governors), shall be valid and effective as if it had been passed at a meeting of the Governors or (as the case may be) a committee of Governors duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more of the Governors (or the members of a committee, as the case may be).

13.6 Any Governor shall be able to participate in meetings of the Governors by telephone or video conference, provided that he has given reasonable notice to the Clerk and that the Governors have access to the appropriate equipment.

14. Minutes and Publication

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

14.2 At schools which are Church of England, a prayer should normally be made at the beginning

of the meeting by a Foundation Governor.

14.3 The Clerk to the LGB shall ensure that a copy of the agenda for every meeting of the Governors, the draft minutes of every such meeting (if they have been approved by the Chair of that meeting), the signed minutes of every such meeting and any report, document or other paper considered at any such meeting are, as soon as is reasonably practicable, made available to the Director of Operations who will upload onto the Trustee's virtual area.

15. Delegation of Functions and Committees

15.1 Subject to these terms of reference the Local Governing Body will operate the sub committees (or functions) of School Standards & Improvement (**SSI**) and Finance & Human Resources (**FBS**) under the Terms of Reference agreed by the Trust Board.

15.2 Except where it is otherwise constrained within its terms of reference, a Committee may invite attendance by persons who are neither Governors nor committee members where such attendance is considered by the members of the Committee to benefit its deliberations.

15.3 Copies of the minutes of Committee meetings are to be circulated to all Governors and those who are entitled to attend Local Governing Body meetings.

15.4 Subject to these terms of reference the Chair of the Local Governing Body shall have delegated powers to act on behalf of the Local Governing Body in between meetings where urgent action is needed and there is no time to call a meeting ("Urgent" is defined in the relevant legislation as delay being seriously detrimental to the interests of the academy or an individual connected with the academy).

16. Conflicts of Interest

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

16.2 The procedure detailed at article 6 (6.1 to 6.9) of the Articles shall apply to the Local Governing Body always provided that, in the case of a Personal Financial Interest for a Governor who is not also a Trustee, the Local Governing Body may meet to authorise the benefit.

16.3 All Governors shall complete a declaration of interests form on joining the Local Governing Body and at the start of each academic year. Governors must also sign, annually, the Governors Trustees and Members Code of Conduct (SoG Part 3, Appendix 1).

16.4 Any Governor who has any duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with his duties as a Governor shall disclose that fact to the Governors as soon as he becomes aware of it and notify the Chair at the start of any meeting where that conflict relates to an agenda item. A Governor must absent them self from any discussions of the Governors in which it is possible that a conflict will arise between his/her duty to act solely in the interests of the academy and any duty or personal interest (including but not limited to any Personal Financial Interest).

17. Rules and Byelaws

17.1 The LGB shall have power to make rules and bye-laws in respect of the government and conduct of the academy as it shall think fit. Such rules and bye-laws shall be subject to the provisions of this document and to approval by the Trustees.

18. Amendment of Terms of Reference

18.1 This document shall be subject to review at least once every twelve months.

18.2 Notwithstanding paragraph 18.1, as described in paragraph 2, this document may be modified or replaced by the Trustees.

19. Copies of Terms of Reference

19.1 A copy of this document, and of any rules and bye-laws, shall be given to every Local Governor and shall be available for inspection upon request by members of staff during normal office hours at the offices of the academy and the Trust.

20. Effective Date

20.1 These Terms of Reference shall come into effect, in relation to a Local Governing Body, on the establishment of the Local Governing Body or where revised in accordance with paragraph 2, on a date specified by the Trustees.



Summary of Abbreviations used in this Document

AGM	Annual General Meeting
CE	Chief Executive
CEC	Christian Ethos Committee (of the Trust Board)
CofE	Church of England
CoG	Chairs of Governors Group
DOEn	Director of English
DOL	Director of Learning
DOO	Director of Operations
DOS	Director of SEND
DBS	Disclosure and barring Service
DfE	Department for Education
DSL	Designated Safeguarding Leads
EM	Employability Co-ordinator
EA	Executive Assistant and Governance Professional
ELT	Executive Leadership Team
EM	Estates Manager
ESFA	Education Skills Funding Agency
FBS	Finance and Business Services
ft	Full time
GDPR	General Data Protection Regulations
ICT	Information & Communication Technology
IT	Information Technology
ITM	Information Technology Manager
HR	Human Resources
HRM	Human Resources Manager
JD	Job Description
KPI	Key Performance Indicator
LGB	Local Governing Body (Bodies)
MAT	Multi Academy Trust
NSC	North Somerset Council
OfSTED	Office for Standards in Education
pt	Part time
QA	Quality Assurance
RSA	Risk, Strategy and Audit
RD	Regional Director
SACRE	Standing Advisory Council on Religious Education
SCC	Somerset County Council
SIAMS	Statutory Inspection of Anglican and Methodist Schools
SIP	School Improvement Partner
SOD	Scheme of Delegation
SOP	Standard Operating Procedure
SLT	Senior Leadership Team
SMSC	Spiritual moral, social and cultural development
SSI	Standards & School Improvement
TAS	Team Around the School
TMG	Trust Management Group
USP	Unique Selling Proposition
VA or VC	Voluntary Aided / Voluntary Controlled

WCT	Wessex Central Team
WLT	Wessex Learning Trust
WSM	Welfare and Safeguarding Manager

School Abbreviations

AXB	Axbridge CofE First School Academy
BKP	Brent Knoll CofE Primary School
CFS	Cheddar First School
CRS	Crispin Academy
DRS	Draycott and Rodney Stoke CofE First School
EBF	East Brent CofE Academy
FMS	Fairlands Middle School
HSM	Hugh Sexey CofE Middle School
KOW	Kings Academy
LYM	Lympsham CofE Academy
MAR	Mark First and Pre-School CofE Academy
NAI	Nailsea Secondary School
SAN	Sandford Primary School
SFS	Shipham CofE First School
WEA	Weare Academy CofE First School
WFS	Wedmore First School Academy
WIN	Winscombe Primary School

List of ELT / Central Team Leaders

CE	Chief Executive
DOL	Director of Learning
DOO	Director of Operations
DOS	Director of SEND
EA	Executive Assistant and Governance Professional
EM	Estates Manager
FM	Finance Manager
HRM	Human Resources Manager
WSM	Welfare and Safeguarding Manager