

# GREENHEART

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**Governance Framework**

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**2025/2026**

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**Version Number: V3.0**

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# **GREENHEART**

## LEARNING PARTNERSHIP

### **Governance Framework and Scheme of Delegation**

**Signed off by Partnership Board: December 2025**

**Effective from: January 2026**

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## 1. Introduction

This Scheme of Delegation (SoD) details the arrangements for delegated authority within Greenheart Learning Partnership (GLP/the Partnership). It should be read in conjunction with GLP policies.

As a Multi Academy Trust (MAT), the Board is accountable, in law, for all major decisions concerning the academies. The Board is not required to carry out all the Trust's governance functions, and many can, and should, be delegated to the CEO & Executive Team, the Board's Committees, and, when required, the local Interim Advisory Bords. The decision to delegate a function is made by the Trust Board. Without such delegation, the individual or Committee has no power to act. The Scheme of Delegation (SoD) is the key document that defines lines of responsibility and accountability in a MAT to ensure that the Members, Trustees, Board Committees, Executive Leadership and Academy Headteachers understand their role and responsibilities which are set out in in this Scheme of Delegation.

## 2. Greenheart Learning Partnership

### Our schools

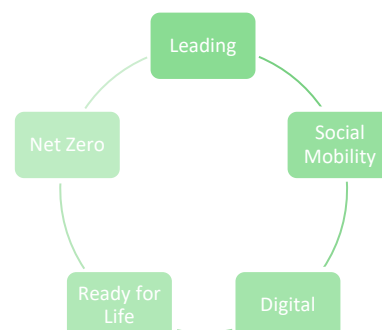
- Albert Bradbeer Primary Academy (joined 01.09.2014)
- Edgar Stammers Primary Academy (joined 01.07.2013)
- Fairway Primary Academy (joined 01.04.2014)
- Heathlands Primary Academy (joined 01.06.2014)
- Orchards Primary Academy (joined 01.07.2013)
- Tame Valley Primary Academy (joined 01.12.2012)
- Pye Green Primary Academy (joined 01.10.2014)
- Featherstone Primary Academy (joined 01.09.2014)
- Reaside Academy (joined 01.12.2012)
- Woodhouse Primary Academy (joined 01.09.2013)

### Vision Statement

At Greenheart we create opportunities, build, innovate, and cultivate a better future for the next generation.

Success for all begins with a refusal to shy away from the biggest challenges of our time.

Our 5 key visions enable Greenheart to focus our efforts on the big things that matter to all of us.





## Values

Our philosophy is simple. Our Values at Greenheart Learning Partnership are that everyone has a sense of Being, Becoming and Belonging.

### 3. Governance Structure and Accountability

At Greenheart we call our Trust a Partnership. We shall refer to the Board as the Partnership Board and refer to activities operating at “Partnership’ level.

A partnerships board’s purpose is:

- Strategic leadership
- Accountability and assurance
- Strategic Engagement

The DfE’s Academy trust governance guide states the Partnership Board “has a focus on ensuring the trust delivers an excellent education to pupils while maintaining effective financial management and must ensure compliance with:

- the trust’s charitable objects
- regulatory, contractual and statutory requirements
- their funding agreement

The board also has:

- strategic and statutory responsibility for safeguarding arrangements within (and cross) the academy trust ensuring the promotion of pupil welfare and for keeping their states safe and well maintained
- a role in making sure it delivers is commitment to other schools and academies, however it is done

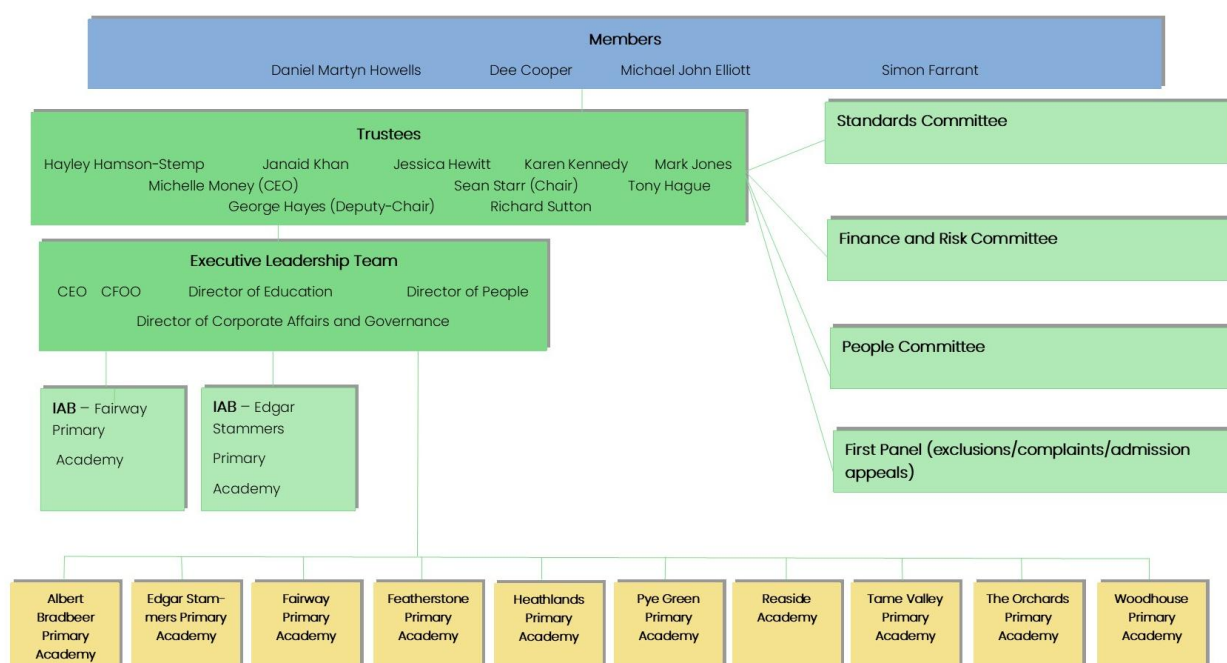
The Partnership Board appoints the Chief Executive (CEO), to whom it delegates responsibility for delivery of the vision and strategy of the Partnership. The CEO is held to account for the conduct and performance of the Partnership, including the performance of the academies, and for financial management. The CEO manages the Partnership Executive Leadership Team carrying out their performance management and setting their targets.

The Partnership Board has established Board Committees with delegated powers for Finance & Risk, Standards (Educational Outcomes) and People an Engagement (including remuneration). At least three Trustees sit on each Board Committee. Committees have clear terms of reference.

Academy Headteachers are managed by the Director (Education) reporting to the CEO.

The 'Members' of the Partnership are the guardians of the governance of the Partnership and as such have a different status to Trustees. Their primary role is to hold the Partnership Board to account.

## 4. Organisational Structure



## 5. Roles and Responsibilities

### Members

The Members Board appoints Trustees to ensure that the Partnership's charitable object is carried out. They can remove Trustees if they fail to fulfil this responsibility. Members are responsible for approving any amendments made to the Partnership's Articles of Association. There must be at least three Members, although the DfE prefers at least five. There must be separation of powers between the Members and the Partnership Board. Members are not permitted to be employees of the Multi Academy Trust. The DfE 'Academy Trust Governance Guide' states that each MAT determines how best to keep Members informed so they can be assured that the Board is exercising effective governance and leadership of their academies. This is done through the annual strategic day between members and Trustees.

Whilst it is the Board of Trustees who are responsible for the core governance functions and conducting the business of the Partnership, members have certain key powers afforded to them:

- Ensuring the Partnership's charitable objectives are being met

- Approving and signing the memorandum and articles of association
- Determining the name of the Partnership
- Appointing and removing Members and Trustees
- Appointing and removing the external auditors
- Dissolving the Partnership

The Members have the power to appoint up to eight Trustees and have the power to remove any or all Trustees.

Members will hold an Annual General Meeting every financial year.

A Member counts towards the quorum by being present in person, by video or conference call or by proxy. Two people entitled to vote upon the business to be transacted, each being a Member or a proxy of a Member, shall constitute a quorum. Members are required to maintain an updated record of pecuniary/business interests.

### Trustees

A Multi-Academy Trust (MAT) is a (exempt) charity, and so Trustees are both charity Trustees (within the terms of section 177(1) of the Charities Act 2011) and Company Directors. Trustees are bound by both charity and company law. The terms 'Trustees' and 'Director' are often used interchangeably. Greenheart uses the term 'Trustees' as it avoids the possible confusion caused when Executive Leaders are Directors.

Trustees must ensure the partnership remains compliant with the requirements of the Academy Trust Handbook

([Academy trust handbook 2025: effective from 1 September 2025 - GOV.UK](#)) and the Academy Trust Governance Guide (<https://www.gov.uk/guidance/-governance-in-academy-trusts>) and Financial support and oversight for academy trusts guidance ([Financial support and oversight for academy trusts - GOV.UK](#))

The Trustees are responsible for the general control and management of the administration of the Partnership and, in accordance with the provisions set out in the Memorandum and Articles of Association, its Funding Agreement and the Academy Trust Handbook, they are legally responsible and accountable for all statutory functions, for the performance of all schools within the Partnership, and for the approval of a written Scheme of Delegation of financial powers that maintains robust internal control arrangements. The Partnership Board is legally responsible and accountable to the Department for Education. The Board of Trustees has the right to review and adapt its governance structure at any time which includes removing delegation.

There are key matters that are reserved for the Trust Board:

- Responsibility for organisational strategy, objectives and values
- Approval of new schools joining the Partnership
- Approval of Partnership plans, targets, budgets and capital expenditure
- Oversight of long-term financial planning, maintenance, risk mitigation, internal controls and compliance with regulations
- Approval of material acquisitions or disposal of land or buildings

- Approval of significant changes in accounting policies or practices
- Approval of annual accounts
- Approval of the Scheme of Delegation and Financial Scheme of Delegation
- Approval of changes to the Partnership Board and committee structure and composition, including the appointment of the Chair of Trustees, Partnership Board committee Chairs and IAB Chairs
- Appointment of CEO and Headteachers of the Academies
- Appointment of the Governance Professional
- Ensuring effective safeguarding policies and procedures are in place

The Board seeks to appoint Trustees with a range of skills and experience. The quorum for meetings of the Board of Trustees will be three for voting in person, by video or tele-conference. The term of office for all Trustees will be four years, normally for a maximum of two terms. The Board can authorise additional terms of office provided the trustees' skills and experience complement the Board's requirements. Other senior staff may be invited to meetings as and when required.

Where an issue is being discussed that directly affects a Trustee, an interest (whether financial or non) must be declared and the individual must withdraw from the meeting. Any Trustee may attend any of the Partnership Board Committee meetings.

The Governance Professional will undertake the clerking of the meetings of Members, Trustees and their committees and ensure that the minutes are included as an agenda item for consideration and approval at the next appropriate meeting. All decisions made by committees with delegated powers must be reported to the next full meeting of the Partnership Board.

The annual agenda for the Partnership Board revolves around vision and strategy, educational performance, financial performance, governance matters, compliance, safeguarding and risk management.

The Chair and Deputy Chair of the Board of Trustees will be elected at the first meeting of the academic year. Chairs of each sub-committee will be elected at the first meeting of the academic year.

Trustees are required to undertake relevant Disclosure and Barring Service checks and maintain an updated record of pecuniary/business interests.

## **6. Partnership Board Committees**

The Trustees establish Committees to carry out some of their governance functions which may include making decisions, although any decisions made will be deemed decisions of the Partnership Board. The membership (there must be at least three Trustees) and responsibilities of Board Committees are set out in each Committee's Terms of Reference. It is usual for the Partnership Board to appoint Board Committee Chairs and Committee members according to their skills. The Partnership Board Committees are:

### **Finance & Risk Committee**

This Committee is responsible for financial oversight and scrutiny, ensuring that the Partnership complies with its policies and procedures with a focus on financial planning, risks, reporting, and monitoring. The committee meets termly.

### **People Committee**

This Committee has a responsibility to make a pay determination for all staff annually. This committee ensures that all pay determinations act in accordance with the Partnership's Pay policy and procedures, including adherence to timings. The committee meets termly.

### **Standards Committee**

This Committee has a responsibility to ensure the highest educational outcomes for pupils and to ensure that the curriculum remains fit for purpose. The committee meets termly.

### **First Panel**

This Committee has a responsibility to ensure panels are formed to support governance processes, such as exclusions, admission appeals and stage 3 complaints. The committee meets when required.

### **Interim Advisory Board (IAB)**

The Trustees can establish an IAB where there is insufficient local capacity to enact the Scheme of Delegation.

## **7. The Role of the Chair of the Board of Trustees**

- To lead the board in ensuring the strategic direction of the Partnership whilst offering effective support and challenge at all levels of the organisation.
- To ensure the business of the Board is conducted properly, in accordance with legal requirements.
- To ensure any decisions taken are done so in accordance with the scheme of delegation.
- To ensure meetings are run effectively, focusing on priorities and making the best use of time available.
- To ensure that all attendees have an equal opportunity to participate in discussion and decision making.
- To establish and foster effective relationships with the Chief Executive Officer, Central Executive Team, Chairs of Interim Advisory Bodies and Headteachers within the Partnership based on trust and mutual respect for each other's roles.
- To exercise emergency powers as and when required. In the event of a need to make a genuinely urgent decision, the Chair of the Board of Trustees, where appropriate in consultation with the CEO, will take appropriate action on behalf of the Trust Board. The decisions taken and the reasons for urgency will be explained fully and minuted at the next meeting of the Trust Board.
- To have a casting vote in the event of a tie.

## 8. Named Trustees

To ensure the Partnership meets the requirements of good governance, Trustees are appointed to the link roles of Safeguarding Trustee, Health and Safety Trustee, SEND Trustee, Wellbeing Trustee and Sustainability Trustee.

### Safeguarding Trustee

The lead trustee for safeguarding usually takes on three main sets of duties related to safeguarding in addition to their wider responsibilities as a trustee.

- Ensure the organisations strategic plans reflect safeguarding legislation, regulations specific to your activities, statutory guidance, and the safeguarding expectations of the Charities Commission.
- Ensure that there is an annual review of safeguarding policies and procedures and that this is reported to trustees.
- Creating the right culture by championing safeguarding throughout the organisation.

### SEND Trustee

The lead trustee for SEND usually takes on three main sets of duties related to safeguarding in addition to their wider responsibilities as a trustee.

- Ensure the organisations strategic plans reflect SEND legislation, regulations specific to your activities and statutory guidance
- Ensure that there is an annual review of SEND policies and procedures and that this is reported to trustees.
- Creating the right culture by championing Inclusion throughout the organisation.

### Health and Safety Trustee

The lead trustee for health and safety usually takes on three main sets of duties related to H&S in addition to their wider responsibilities as a trustee:

- Ensure the organisation's strategic plans reflect health and safety legislation, statutory guidance, and regulatory expectations relevant to education and estates management.
- Ensure there is an annual review of health and safety policies, procedures, and risk assessments, and that this review is reported to the board of trustees with clear actions and outcomes.
- Create the right culture by championing health and safety across the trust, promoting safe working environments, wellbeing, and a proactive approach to risk management.

### Wellbeing Trustee

The lead trustee for wellbeing supports the Partnerships strategic approach to mental health, emotional resilience, and staff and pupil wellbeing. Their responsibilities include:

- Ensure the trust's strategic plans and policies reflect best practices in promoting mental health and wellbeing for pupils and staff, aligned with statutory guidance and sector expectations.
- Ensure there is an annual review of wellbeing initiatives, staff and pupil surveys, and mental health support structures, with outcomes and actions reported to the board.

- Champion a culture of care and inclusion across the Partnership, promoting positive wellbeing, reducing stigma around mental health, and encouraging open dialogue and support systems.

### Sustainability Trustee

The sustainability trustee leads on environmental responsibility and climate-conscious governance across the Partnership. Their key responsibilities include:

- Ensure the Partnership's strategic plans incorporate sustainability goals, including energy efficiency, carbon reduction, and environmental education, in line with national and local policies.
- Oversee the development and annual review of sustainability policies and initiatives, ensuring measurable progress is reported to the board.
- Promote a culture of environmental stewardship across the Partnership, encouraging sustainable practices, pupil engagement in climate action, and long-term planning for environmental impact.

## 9. Councils and Forums

To ensure all stakeholder voice is heard in the Partnership, Trustees have provisioned the following councils and forums across the academies:

**Parent & Community Forum** – Every school will have Parent and Community Advisory Forum which meets up to three times a year, to ensure that the voice of both parents and communities are represented and heard and that trustees are connected to and understand the unique context of every school. All parents of children attending a Partnership school will automatically be a member of the Forum and will be invited to every meeting. The Forum is advisory and does not hold any statutory responsibilities.

**Wellbeing Forum** – Each school has a wellbeing staff member who will attend a Wellbeing Forum to share their views about things that matter to them with Partnership leaders. The Forum is advisory and does not hold any statutory responsibilities.

**Greenheart School Council** – Every school will have a School Council. Pupils representing the school will be invited to a Greenheart school council forum once per year to share their views about things that matter to them with Partnership leaders.

**Greenheart Green Council** – Every school will have an Eco council. Pupils representing the school will be invited to a Greenheart green council forum once per year to share their views about things that matter to them with Partnership leaders.

**Greenheart Global Food Citizens Council** – Every school will have a Food citizens council. Pupils representing the school will be invited to a Greenheart Global Food Citizens forum once per year to share their views about things that matter to them with Partnership leaders.

Deleted business forum?

These forums and councils are supported by the Executive Team and Headteachers at each academy. They will be reviewed through internal and external surveys and data collections to ensure they are purposeful and will drive information to the Board of Trustees to support our decision making.

Trustees will be invited to engage with the various forums and pupil council events.

## 10. The Chief Executive Officer (CEO) & Directors

Whilst the Partnership Board is ultimately accountable for the outcome of all decisions, management and implementation of decisions is largely an executive function. In accordance with the DfE Academy Trust Governance Guide, the expectation is that executive leaders are responsible for the internal organisation, management and control of the academies. Since, however, the Partnership Board is responsible in law for all the academies in the Partnership, it may intervene in operational matters if a circumstance arises, whereby, because of the actions or inactions of executive leaders, an academy or the Partnership may be in breach of a duty.

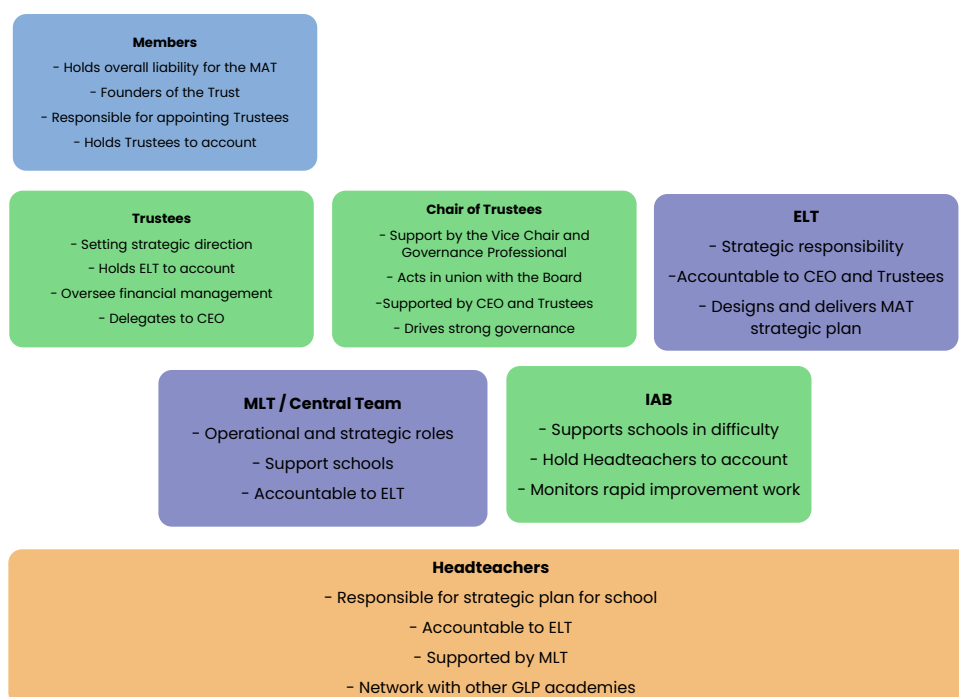
To allow sufficient bandwidth for trustees to perform their strategic leadership role in the Partnership, decision making functions are delegated to the CEO. It is for the CEO to determine how functions are delegated to the Executive Leadership Team (ELT) or academy Senior Leadership Teams (SLT). The CEO has delegated responsibility for the operation of the Partnership including the performance of the Partnership's academies. The CEO leads the Partnership's Executive team and is accountable for its performance. The CEO is the Accounting Officer with overall responsibility for the operation of the Partnership's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability. The CEO acts for and on behalf of the Partnership Board, at all times, and their delegation within this schedule should be seen as such.

All ELT members report to the CEO. ELT is comprised of the expertise deemed necessary for the Partnership to operate effectively. The current composition includes a Director (Education), Director (People), Director (Corporate Affairs & Governance) and Chief Finance and Operations Officer. They must remain compliant with:

- Academy Trust Handbook [Academy trust handbook - GOV.UK](#)
- the Academy Trust Governance Guide <https://www.gov.uk/guidance/-governance-in-academy-trusts>
- conform to all policies and procedures of the Partnership
- relevant national professional standards.

ELT is responsible for delivering the Board's vision for the Partnership through the day-to-day leadership of all the Partnership's business, financial and administrative functions. This includes the establishment, maintenance and development of key non-educational policies, processes and procedures. ELT is supported by the Central Team.

## 11. Roles and Responsibilities



## 12. Academy Headteacher

The Headteacher is responsible for the day-to-day management of their Academy reporting to the Director (Education) and other members of the Executive team as required. They must remain compliant with:

- the National Headteacher standards <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>
- Academy Trust Handbook [Academy trust handbook - GOV.UK](#)
- the Academy Trust Governance Guide <https://www.gov.uk/guidance/-governance-in-academy-trusts> and
- Conform to all policies and procedures of the Partnership.

They report to the subcommittees of the Board, as applicable, on matters that have been delegated by the Partnership Board.

## 13. Delegation

The Partnership is a Charitable Company Limited by Guarantee. The Trustees are the charity trustees (within the terms of section 177(1) of the Charities Act 2011) and carry the legal responsibility as Governors of the Academy. As a result, they are responsible for the general control and management of the administration of the Partnership in accordance with the provisions set out in the Memorandum and Articles. The Partnership does not operate a local governance level but ensures all Trustee Committees have oversight of the academies, through Headteacher and Executive team reports.

Trustees should adhere to the code of conduct as outlined in the role descriptions and legal requirements.

The level of authority delegated to each academy's will be reviewed in line with one of the following four categories:

- Sustain
- Improve
- Repair
- Stabilise

Generally, the Scheme of Delegation is based on the governance of the academy having been judged Sustain or Improve. The level of intervention and support for other academies to get to a rating of Improve or better may require some adjustment to the scheme. This will include calculation of central MAT funding contributions. The judgements of how these changes may be applied will be established via a review of the academy's Governance/leadership, finances and school performance data. This will include site visits by members of the Executive Team.

The Board, with direction from the CEO, will arrange for an external review of governance to be undertaken in a timely manner as required. Academies with a judgement of Repair will have an Action Plan and timeline agreed with the CEO. It will be the responsibility of the academy to manage, update and drive the actions within the criteria of the Action Plan and timeline. Academies with a judgement of Stabilise will have an Action Plan and timeline agreed with the CEO.

It will be the responsibility of the academy with support from the Partnership, elected advisors and CEO, to manage, update and drive the actions within the criteria of the Action Plan and timeline.

## 14. Financial Scheme of Delegation

### Delegation Statement

As at 1st April 2019 Greenheart Learning Partnership (GLP) formally appointed the Chief Executive Officer, Professor Michelle Money, as Accounting Officer.

The Board of Trustees formally delegated the day-to-day financial management of the budget and the responsibilities of the Accounting Officer to the Chief Executive Officer of GLP. The appointment of a CEO/Accounting Officer does not remove the responsibility of Trustees, both individually and as a Board, for the proper conduct and financial operation of the Partnership.

In accordance with the Academies Financial Handbook, the responsibilities of the CEO/Accounting Officer are listed below:

### Roles and Responsibilities

#### Chief Executive Officer / Accounting Officer

The role of Accounting Officer includes specific responsibilities for financial matters. It includes a personal responsibility to Parliament, and to Department for Education's (DfE) Accounting Officer, for the financial resources under the Partnership's control. The CEO as Accounting Officer must be able to assure Parliament, and the public, of

high standards of probity in the management of public funds, particularly:

- regularity – dealing with all items of income and expenditure in accordance with legislation, the terms of the Partnership’s funding agreement and the Academy Trust Handbook, and compliance with the Partnership’s internal procedures. This includes spending public money for the purposes intended by Parliament;
- propriety – the requirement that expenditure and receipts should be dealt with in accordance with Parliament’s intentions and the principles of parliamentary control. This covers standards of conduct, behaviour and corporate governance; and
- value for money – this is about achieving the best possible educational and wider societal outcomes, within the Partnership’s objects, through the economic, efficient and effective use of resources, the avoidance of waste and extravagance, and prudent and economical administration. A key objective is to achieve value for money not only for the Partnership but for taxpayers generally.

The CEO / Accounting Officer must complete and sign a statement each year demonstrating how the Partnership has secured value for money, using the published template. MAT’s must send the statement to DfE by 31 December and publish it on the Partnership’s website by the end of January following the financial year to which the statement relates. The DfE will also publish these statements.

The CEO / Accounting Officer must also complete and sign a statement on regularity, propriety and compliance each year and submit this to the DfE with the audited accounts.

Whilst the CEO / Accounting Officer is accountable for the Partnership’s financial affairs, for keeping proper financial records and for the management of opportunities and risks, the delivery of the Partnership’s detailed accounting processes will be delegated to a Chief Finance and Operations Officer, who will perform the role of Finance Director, Business Director or equivalent.

The CEO / Accounting Officer must take personal responsibility (which must not be delegated) for assuring the Board that there is compliance with the Academy Trust Handbook and the funding agreement. The CEO / Accounting Officer must advise the Board in writing if, at any time, in their opinion, any action or policy under consideration by them is incompatible with the terms of the articles, funding agreement or the Academy Trust Handbook. Similarly, the Accounting Officer must advise the Board in writing if the Board appears to be failing to act where required to do so by the terms and conditions of the Academy Trust Handbook or funding agreement. Where the Board of Trustees is minded to proceed, despite the advice of the CEO / Accounting Officer, the CEO / Accounting Officer must consider the reasons the Board gives for its decision. If, after considering those reasons the CEO / Accounting Officer still considers that the action proposed by the Board is in breach of the articles, the funding agreement or the Academy Trust Handbook, the CEO / Accounting Officer must notify DfE’s Accounting Officer immediately and in writing.

More detailed guidance on the role of an Accounting Officer is set out in Chapter 3 of HM Treasury’s Managing Public Money. HM Treasury’s handbook, Regularity, Propriety and Value for Money describes what these concepts mean in a financial context. It also describes the ‘seven principles of public life’ to which the CEO /

Accounting Officer should adhere.

Under the guidance of the Board, the CEO / Accounting Officer and must have appropriate oversight of financial transactions, by:

- ensuring that all GLP's property is under the control of the trustees, and measures are in place to prevent losses or misuse, including maintenance of fixed asset registers;
- ensuring that bank accounts, financial systems and financial records are operated by more than one person;
- keeping full and accurate accounting records; and
- preparing accruals accounts, giving a true and fair view of the Partnership's use of resources, in accordance with existing accounting standards.

### Accounting Officer's Statement

An Accounting Officer's statement on regularity, propriety and compliance must be included in the Partnership's annual report. This is a formal declaration by the Partnership's Accounting Officer that they have met their personal responsibilities to Parliament for the resources under their control during the year. It includes a responsibility to ensure that:

- public money is spent for the purposes intended by Parliament (regularity);
- appropriate standards of conduct, behaviour and corporate governance are maintained when applying the funds under their control (propriety); and
- there is efficient and effective use of resources in their charge (value for money).

The format of the statement is included within DfE's accounts direction. The Accounting Officer also has a responsibility to advise the Board of Trustees and DfE of any instances of irregularity or impropriety, or non-compliance with the terms of the Partnership's funding agreement and/or the Academy Trust Handbook.

### Chief Finance and Operations Officer

The Partnership must have a Chief Finance and Operations Officer (CFOO), appointed by the Partnership's Board, who is the Trust's Finance Director, Business Director or equivalent, to lead on financial matters. The CFOO should play both a technical and leadership role, including ensuring sound and appropriate financial governance and risk management arrangements are in place, preparing and monitoring of budgets, and ensuring the delivery of annual accounts.

### Financial planning, monitoring and budgeting

The CEO and CFOO will prepare and submit an annual balanced budget plan on behalf of each academy during the summer term to the Board for approval. Any significant changes to those budgets, for the financial year to 31st August, will be brought to the attention of the Board through the provision of monthly management accounts.

Budgets may be planned drawing on unspent funds brought forward from previous years with the consent of the Board. The Board must minute their approval(s) of annual budgets.

The Accounting Officer of the DfE is required to provide assurance that the bodies they fund on behalf of the Secretary of State are in sound financial health. For this

reason, the CFOO on behalf of the Partnership, must submit a copy of the budget forecast in a form specified by the DfE by a date to be notified.

The Board must:

- ensure good financial management and effective internal controls.
- comply with their funding agreement and the Academy Trust Handbook.
- receive and consider information on financial performance at least three times a year, monthly in the case of the Board, and take appropriate action to ensure ongoing viability.

The Board must notify the DfE within 14 days if it is formally proposing to set a deficit revenue budget for the current financial year, which it is unable to address after funds from previous years are taken into account.

The CFOO will be responsible for managing the Partnership’s cash position, ensure it avoids going overdrawn and that the bank and control accounts are reconciled regularly.

The CEO and CFOO will ensure that the Partnership prepares an annual report and accounts, incorporating accounting policies approved by the Board of Trustees, and have them audited by a statutory auditor.

The CEO and CFOO will prepare an annual three Year Strategic Financial Plan in line with the GLP Strategic Development Plan and reflecting the financial and resource consequences for each year including options, where appropriate, for consideration by the Board.

## Virements

Virements between nominals contained within a Budget Grouping are at the discretion of the CFOO up to £15,000 and CEO above £15,000.

The CEO may undertake virements and budget revisions between budget Groupings up to a value of £30,000 which should be retrospectively reported to the Board. Should there be emergency requests relating to staff costs the CEO may obtain the approval of the Chair of the Board until a Board meeting can be arranged.

The CFOO may undertake virements and budget revisions between budget Groupings up to a value of £15,000 which should be retrospectively reported to the Board

Virements and budget revisions by staff, outside of budget groupings:

<u>Category</u>	<u>Virement Threshold (per Virement/transaction)</u>	<u>Authority To Approve</u>
<u>Academies</u>	<u>Up to £5,000</u>	<u>Headteachers &amp; Regional Business Leaders</u>
	<u>Up to £15,000</u>	<u>Chief Finance and Operations Officer</u>
	<u>Up to £30,000</u>	<u>CEO</u>

	<u>Over £30,000</u>	<u>Finance and Risk Committee</u>
<b><u>Partnership</u></b>	<u>Up to £5,000</u>	<u>Head of Finance and Corporate Reporting</u>
	<u>Up to £15,000</u>	<u>Chief Finance and Operations Officer</u>
	<u>Up to £30,000</u>	<u>CEO</u>
	<u>Over £30,000</u>	<u>Finance and Risk Committee</u>

All virements between budget headings must be retrospectively reported to the Board.

Who is responsible for?	DFE	Trust Board	Chair of Trust Board	CEO/ Accounting Officer	CFOO	Headteacher	RBLs (Academy)	Head of Finance and Corporate Reporting (Partnership & Academy)
Regularity and propriety of all expenditure of funds and ensuring value for money	✓	✓	✓	✓	✓	✓	✓	✓
Produce and publish annual audited accounts		✓						
Complete, sign and publish annually a Value for Money Statement				✓				
Complete and sign an annual statement of regularity, propriety and compliance				✓				
Assuring the Trust Board of compliance with the handbook and funding agreement				✓	✓			
Approval of the written financial scheme of delegation		✓						

Who is responsible for?	DFE	Trust Board	Chair of Trust Board	CEO/ Accounting Officer	CFOO	Headteacher	RBLs (Academy)	Head of Finance and Corporate Reporting (Partnership & Academy)
Financial scrutiny & oversight, appropriate segregation of duties, timely management accounts, cash flow forecast		✓		✓	✓		✓	✓
Ensuring maintenance of fixed asset registers				✓	✓		✓	✓
Ensuring all bank accounts, financial systems and financial records are operated by more than one person				✓	✓			
Keeping full and accurate accounting records				✓	✓		✓	✓
Approving the individual Academies / MAT balanced budgets		✓		Recommend to Board				
Providing regular financial monitoring reports to the Trust Board (at least three times per year)				✓	✓			
Notification to Dfe within 14 days if proposing to set deficit budget (after reserves are taken into account)		✓						
Manage the Trust cash position, avoid going overdrawn, reconcile the bank monthly and control accounts regularly					✓		✓	✓

Who is responsible for?	DFE	Trust Board	Chair of Trust Board	CEO/ Accounting Officer	CFOO	Headteacher	RBLs (Academy)	Head of Finance and Corporate Reporting (Partnership & Academy)
Approving financial policies such as Debt Recovery, Governors Allowance, Charges & Remissions, Pay, Fraud, LGPS Discretionary, Treasury management, Procurement & Tendering, Reserves, Credit / Charge Card, E-safety, Whistleblowing, Gifts		✓		Recommend to Board	Recommend to Board			
Prior approval of investment transactions which are novel and / or contentious	✓							
Maintenance of a risk register		✓		✓		✓		
Ensuring contingency and business continuity plans are in place		✓		✓	✓	✓		
Ensure adequate insurance cover in compliance with legal obligations		✓			✓	✓		
Notifying the Trust Board of any new insurance risks or any loss or any event likely to lead to a claim					✓	✓		
Ensure completion of the register of interests		✓		✓	✓	✓		

Who is responsible for?	DFE	Trust Board	Chair of Trust Board	CEO/ Accounting Officer	CFOO	Headteacher	RBLs (Academy)	Head of Finance and Corporate Reporting (Partnership & Academy)
Requirements for managing connected party transactions are applied across the Trust & sufficient records are maintained		✓		✓	✓		✓	✓
Senior employees' payroll arrangements meet tax obligations and comply with HM Treasury's guidance					✓			✓
Prior approval for borrowing (including finance leases and overdraft facilities)	✓	✓						
Approving the writing off of any debt that has proved to be irrecoverable (see limits in Financial Handbook)	✓	✓		Recommend to Board	Recommend to Board			
Approval in advance for all ex-gratia transactions / special / severance payments	✓	✓		Recommend to Board				
Acquisition and disposal of fixed assets (see Financial Handbook)	✓	✓		Recommend to Board	Recommend to Board			
Authorising a virement (adjustment of budget outside of budget headings) subject to stated limits		✓		< £30,000	< £15,000	< £5,000	< £5,000	< £5,000

Who is responsible for?	DFE	Trust Board	Chair of Trust Board	CEO/ Accounting Officer	CFOO	Headteacher	RBLs (Academy)	Head of Finance and Corporate Reporting (Partnership & Academy)
Setting up and maintaining effective systems of internal control and reporting all instances of irregularity					✓	✓	✓	
Responding to recommendations in audit report		✓		✓	✓	✓	✓	✓
Authorising an order, non-order invoice or other liability to expenditure subject to stated limits		✓	£101,000 +	< £100,000 -	< £25,000	< £10,000 in Budget < £2,000 out of budget per Virements		< £10,000 in Budget < £2,000 out of budget per Virements
Using the procurement cards subject to stated limits				✓ (2,000)	✓(2,000)	✓(2,000)		
Setting the salary scales of the Headteacher's and other members of the Executive Team's		✓		Recommend to Board				
Appointing or varying contracts of the Headteacher's or the Executive Team's		✓		Recommend to Board				
Authorising travel & subsistence claims			✓	✓	✓	✓		✓
Raising invoices within 30 days of the goods being supplied or the service carried out					✓	✓	✓	✓
Authorising the issue of a credit memo		✓		✓	✓			
Checking the Fixed Asset inventory on an annual basis					✓		✓	✓

Who is responsible for?	DFE	Trust Board	Chair of Trust Board	CEO/ Accounting Officer	CFOO	Headteacher	RBLs (Academy)	Head of Finance and Corporate Reporting (Partnership & Academy)
Writing off non material items from the inventory following a written report of the CEO or CFOO				✓	✓			
Notification to Dfe of losses through fraud or theft in excess of £5,000, individually or cumulatively, in any year		✓						
Holding keys to safes, cash boxes, etc					✓	✓	✓	
Deciding how to deal with the sale of any spare equipment the school holds		✓		✓				
Operating any voluntary or trust funds held by GLP (eg: school fund)		✓		✓	✓	✓	✓	✓
Setting up a trading company		✓		Recommend to Board	Recommend to Board			
Approving the indicative spend of SCA funds in line with planned estate strategy		✓			Recommend to Board			
To approve spend of SCA funds from costed projects and report to the board				✓				
To enter into contracts which exceed the agreed annual budget allocation within limits specified in the Financial Regulations Manual		✓ (<100,000)		✓ (>£99,999)				

## 15. Scheme of Delegation

This decision planner shows delegation of responsibilities within the Partnership. The actual level of delegation can be amended by the Board of Trustees on a school-by-school basis.

The Partnership Board has the right to alter a school's level of delegated responsibilities if the leadership is a cause for concern, as defined by the Partnership.

The Headteacher has responsibility for monitoring the school budget. However, GLP has responsibility to ensure that this monitoring is taking place and must also monitor the overall budgets of each school. The detailed monitoring is conducted at each school with support from the Finance Department.

Key:

Responsible: Those people responsible for carrying out the task, who ensure that it is done, and are held to account for doing it.

Accountable: Those answerable for the correct and thorough completion of deliverables or tasks, and who delegates the work to those responsible.

Support: Those who will be asked to play an active part in ensuring that the activity is completed.

Function	Activity	Members	Trustees	CEO	CFOO	Headteacher
Structures	1 To determine the scope of central services for the Trust		A	R	S	
	2 To identify additional services to be procured on behalf of the Trust		A	R	S	
	3 To ensure centrally produced services provide value for money		A	R	S	
	4 To set the times of school sessions and the dates of school terms and holidays		A	A		R
	5 To ensure that the school is open for (380) sessions in a school year		A	S		R
	6 To consider requests from other schools to join the company		A	R	S	
	7 To decide upon the admission of other schools to the Trust	A	R	S	S	

Function	Activity	Members	Trustees	CEO	CFOO	Headteacher	
Ways of working	1	To propose targets for pupil achievement for reporting		A	A		R
	2	To agree targets for pupil achievement for reporting		A	S		R
	3	To decide on the initial exclusion of pupils in consultation with the CEO		A	S		R
	4	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions		A	R		S
	5	To direct reinstatement of excluded pupils, where appropriate		A/R	S		
	6	To convene an exclusions independent review panel, where appropriate		A	R		S
	7	To notify the LA of the removal of an excluded pupil from the school register		A			R
	8	Production of the School Improvement Plan and additional statutory plans (e.g. Pupil Premium)		A	S		R
	9	Agree the School Improvement Plan		A	R		S
	10	Production of Trust Strategic Plan		A	R	S	S
	11	Approval of Trust Strategic Plan		A/R	S		
	12	Monitoring of Trust Strategic Plan		A/R	R	S	S
	13	To draw up governing documents and any amendments thereafter		A/R	R	S	

Function	Activity	Members	Trustees	CEO	CFOO	Headteacher
	1 4 To appoint (and remove) the chair of Trustees		A/R			
	1 5 To appoint (and remove) the chair of an IAB		A/R			
	1 6 To hold a full Trust Board meeting at least four times in an academic year		A	R	S	S
	1 7 To appoint, remove and actively seek members of the board, in line with AoA provisions		A/R	S		
	1 8 To appoint, remove and actively seek members of the IAB		A/R	S		
	1 9 To set up a register of Trustees', Members' and central team's personal/business interests		A/R	S		
	2 0 To set up a register of IABs members' personal/business interests		A	S		
	2 1 To set up a register of school staff personal/business interests		A			R
	2 2 To approve and set up a Governors' Expenses Scheme		A	R		
	2 3 To consider whether or not to exercise the delegation of functions to individuals/committee		A	R		
	2 4 To determine the development needs of trustees/governors and put in place an appropriate programme		A	R		S

Function	Activity	Members	Trustees	CEO	CFOO	Headteacher
	2 5 To provide to the Partnership, on an annual basis, copies of all current policies and procedures and a schedule for their review.		A	R		
	2 6 To review and update Partnership-wide policies		A/R	R	S	
	2 7 To review and update policies allocated to each School		A	S		R
	2 8 To decide to offer extended services and to decide what format these should take		A	R	S	S
	2 9 To put into place any extended services to be provided by the central team		A	R	S	
	3 0 To put into place any extended services to be provided by the school		A		S	R
	3 1 To ensure delivery of central services offered		A	R	S	S
	3 2 To ensure delivery of school services offered		A	S	S	R
	3 3 To implement the Partnership's safeguarding policy		A	R	S	S
	3 4 To implement the Partnership's safeguarding policy in the academy		A	S	S	R
	3 5 Maintain accurate and effective and secure pupil records		A	S	S	R
	3 6 Set the cycle for monitoring and evaluation of teaching and learning		A	S		R

Function	Activity	Members	Trustees	CEO	CFOO	Headteacher	
	3 7	Comply with all Data Protection legislation and good practice		A/R	R	R	R
	3 8	Assemble data for pupil assessment and other returns		A	S		R
	3 9	Consideration of data relating to pupil performance in an individual School		A	S		R
	4 0	Consideration of data relating to pupil performance across the Trust		A	R		
	4 1	Minutes of Local Governing Committees (IAB) submitted to the Trustees		A	S		R
Education	1	To implement a balanced and broadly based curriculum policy across the Trust		A	R		S
	2	To implement a balanced and broadly based curriculum policy in an individual School		A	S		R
	3	To prohibit radicalisation, and promote equality and diversity, and tolerance and ensuring the balanced treatment of political issues within the Partnership		A	R	S	S
	4	To prohibit radicalisation, and promote equality and diversity, and tolerance and ensuring the balanced treatment of political issues within the academy		A	S	S	R

Function	Activity	Members	Trustees	CEO	CFOO	Headteacher	
	5	Ensuring provision of RE in line with the school's basic curriculum		A	A		R
	6	To discharge duties in respect of pupils with special educational needs, disabilities and vulnerable groups		A	A		R
	7	Ensure that the Quality of teaching is at least good		A	A		R
	8	Ensure the good Quality of each individual child's education		A	A		R
	9	Ensure pupils' outcomes are at or above national standards across the Partnership		A	R		S
	10	Ensure pupils' outcomes are at or above national standards in the academy		A	S		R
Board Improvement and Inspection	1	Consideration of the Partnerships' readiness for statutory inspections		A	R		S
	2	Consideration of the schools' readiness for statutory inspections		A	S		R
	3	Creating a Post-Inspection action plan for Ofsted		A	S		R
	4	Monitoring a Post-Inspection action plan for Ofsted		A/R	R		S
Pupil Wellbeing	1	To ensure that all academies have provisions to take part in a daily act of collective worship		A	R		S
	1	To ensure that all pupils take part in a daily act of collective worship		A	S		R

Function	Activity	Members	Trustees	CEO	CFOO	Headteacher	
	2	To ensure provision of free school meals to those pupils meeting the criteria		A		S	R
	3	To ensure pupil attendance and absences across the Partnership are monitored in line with legislation and regulatory guidance		A	R		S
	4	To ensure pupil attendance and absences within the academy are monitored in line with legislation and regulatory guidance		A	S		R
	5	To develop, implement and monitor academy behaviour policies		A	S		R
	1	Maintain accurate and effective and secure employee records for the Partnership		A	R	S	S
Staffing	2	Maintain accurate and effective and secure employee records for the Partnership		A	S	S	R
	3	To secure statutory appraisal of all school staff		A	R		S
	4	To appoint CEO / Accounting Officer including pre-recruitment checks		A/R			
	5	To appoint academy Headteachers including pre-recruitment checks		A/R	S	S	
	6	To appoint central team including pre-recruitment checks		A	R	S	

Function	Activity	Members	Trustees	CEO	CFOO	Headteacher
	7 To appoint a Deputy Headteacher including pre-recruitment checks		A	R	S	S
	8 To appoint teachers other than Headteachers and SLT within the agreed budget plan for the school and including pre-recruitment checks		A	S	S	R
	9 To appoint other school staff within the agreed budget plan for the school and including pre-recruitment checks		A	S	S	R
	10 To exercise pay awards for CEO		A/R			
	11 To exercise pay awards Executive and Headteachers		A	R		
	12 To exercise pay award for all other teachers		A	S	S	R
	13 The Establishment of disciplinary/capability procedures		A/R	S		
	14 Dismissal of a Headteacher		A/R	S		
	15 Suspension of a Headteacher		A	R		
	16 Ending of suspension of Headteacher		A	R		
	17 The Formulation of Employment Policies		A	R		
	18 The Formulation of Staff Code of Conduct		A	R	S	S
	19 The Dismissal of school staff other than Headteacher		A	R		S
	20 The Suspension of school staff other than Headteacher		A	S		R

Function	Activity	Members	Trustees	CEO	CFOO	Headteacher
	2 1 Ending of suspension of school staff other than Headteacher		A	S		R
	2 2 Suspension process for CEO		A/R			
	2 3 Suspension process for central team other than CEO		A	R		
	2 4 Dismissal of CEO		A/R			
	2 5 Dismissal of central team members other than CEO		A	R		
	2 6 Determining dismissal payment/early retirement of a Headteacher		A	R	S	
	2 7 Determining dismissal payment/early retirement of staff other than a Headteacher		A	S	S	R
	2 8 Conduct CEO appraisal		A/R			
	2 9 Conduct appraisal of Headteacher		A	R		
	3 0 Conduct central team appraisals		A	R	R	
	3 1 Conduct school staff appraisals		A	A	S	R
	3 2 Monitoring of staff wellbeing and workload across the Partnership		A	R	S	S
	3 3 Monitoring of staff wellbeing and workload within the academy		A	S	S	R
Admissions	1 Drawing up and determining admission arrangements		A	R		S
	2 Admissions: application decisions		A	S		R
	3 If appropriate to appeal against LA directions to admit pupil(s)		A	S		R

Function	Activity	Members	Trustees	CEO	CFOO	Headteacher	
	4	Ensure an independent admission appeals panel is available for hearing appeals		A	R		S
Control and community use of school premises	1	To implement a health and safety policy and ensure that relevant regulations are followed across the Partnership		A	A	R	S
	2	To implement a health and safety policy and ensure that relevant regulations are followed within the academy		A	A	S	R
	3	To ensure appropriate Building insurance and public liability		A	R	S	R
	4	Developing School buildings and facilities estate long term strategy or master plan		A	R	S	R
	5	Producing and maintaining building, including developing properly funded maintenance plans		A	R	S	R
	6	To manage Premises security		A	R	S	R
	7	To ensure good Premises management		A	R	S	R
Finance	1	To develop and propose the individual School budget		A	S	S	R
	2	To approve the first formal budget plan each financial year		A	R	S	S
	3	To plan, manage and monitor monthly expenditure and financial reports, and identify actual potential items of budget overspend/underspend		A	R	S	R

Function	Activity	Members	Trustees	CEO	CFOO	Headteacher
	4 To approve amounts to be transferred between budget heading and/or likely budget overspends in line with the Financial Scheme of Delegation		A (>£30,001)	R (<£30,000)	S (<£15,000)	
	5 To establish financial decision levels and limits		A	R	S	
	6 To recommend planned use of academy reserves outside of in year budgetary challenges		A	R	S	
	7 To approve use of academy reserves outside of in year budgetary challenges		A/R	S	S	
	8 To enter into contracts which exceed the agreed annual budget allocation within limits specified in the Financial Regulations Manual		A (<£100,000 )	R (>£99,999)	S	
	9 To authorise the acquisition of assets within limits specified in the Financial Regulations Manual		A	R	S	
	10 To authorise disposal of assets with a residual net book value on the balance sheet		A/R	S	S	
	11 To authorise disposal of any other assets with no material value		A	R	S	
	12 To appoint external auditors for the Trust	A/R	R	S	S	
	13 To appoint internal auditors for the Trust		A	R	S	
	14 To make payments within agreed financial limits		A	R	S	R

Function	Activity	Members	Trustees	CEO	CFOO	Headteacher	
	1 5	To collect income due to the Trust		A	R	R	R
	1 6	To maintain proper financial records for the Trust		A	R	R	
	1 7	To monitor compliance with approved financial Procedures		A	R	R	R
	1 8	To develop risk management strategies		A	R	R	R
	1 9	To approve spend of SCA funds from costed projects		A	R	S	S
Information Sharing	1	To ensure The Partnership website is fully compliant		A	R	S	
	2	To ensure school website is fully compliant		A	S		R
	3	To produce an Annual report and accounts on the performance of the Partnership		A	R	R	
	4	To approve the Annual report and accounts on the performance of the Partnership		A/R	S	S	
	5	To receive the Annual report and accounts on the performance of the Partnership	A/R	R			
	6	To ensure regular communication pathways between the Trustees, staff, and academy communities		A	R	R	R
Governance	1	The appointment and removal of Members	A/R				
	2	The appointment and removal of Trustees	A/R	R/S			
	3	The development of Role descriptions for trustees, chair, specific		A/R	S		

Function	Activity	Members	Trustees	CEO	CFOO	Headteacher
	roles and committee members					
	4 Agree the Articles of Association	A/R				
	5 The development of Committee structures for the Trust		A/R	S		
	6 The development of Terms of reference for the Trust		A/R	S		
	7 The development of Terms of reference for the IAB		A/R	S		
	8 Complete skills audit and recruit to fill gaps for IABs, Trustees and Members	A/R	A/R	S		
	9 Monitor trustee, committee member and IAB attendance		A/R	S		
	10 The appointment and removal of a clerk to the Trust Board and IABs		A/R	S		
	11 Approve Scheme of Delegation		A/R	S		
Safeguarding	1 Ensure the Partnership Single Central Record is compliant		A	R		
	2 Ensure the Academy Single Central Record is compliant		A	S		R
	3 Undertake Annual Review of Safeguarding		A	R		S
	4 Ensure Safeguarding requirements including reading KCSiE, training, and declarations are conducted on an annual basis		A	R		R

## Appendix 1 - Standards Committee Terms of Reference

### **Greenheart Learning Partnership Standards Committee Terms of Reference**

Unless otherwise stated, words and expressions used in these terms of reference shall have the meaning given to them in the Articles of Association of the Partnership.

#### **1 PURPOSE**

1.1 To advise on matters relating to the standards achieved by academies within the Partnership individually and collectively.

1.2 The Committee will focus on the main contributory factors to academic standards, which are the quality of provision, and leadership and management within individual academies within the Partnership.

#### **2. MEMBERSHIP**

2.1 There must be a minimum of three Committee members which may include persons who are not Trustees, provided that a majority of members of the Committee are Trustees.

2.2 Membership of the Committee will be subject to the approval and annual review of the Partnership Board.

2.3 In appointing the members of the Committee the Trustees will ensure that the Committee has the appropriate balance of skills, knowledge and experience overall to fulfil its remit and will continually evaluate its structure and composition.

2.4 The chair of the Committee will be a Trustee and will be appointed as Chair of the Committee by the Committee membership at the first Committee meeting of the Academic year; taking into account the required skills and experiences required for the position and the balance of chair and other board responsibilities they may hold. The Chair of the Committee must not be the Chair of the Partnership Board.

2.5 The Committee will be supported by the Director (Education) and other senior staff may also be requested to support the Committee.

2.6 The Committee shall be provided with appropriate and timely training, both in the form of an induction programme for new members and on an ongoing basis for all members.

#### **3. RESPONSIBILITIES**

3.1 The Committee:

3.1.1 makes recommendations and provides updates to the Partnership Board;

3.1.2 holds Headteachers and governors within the Partnership to account for factors which are contributing towards standards within their academies and the progress of pupils;

3.1.3 holds professional staff of the Partnership (e.g. advisers and other officers) to account for the standard and quality of provision of academies within their care;

3.1.4 commissions detailed reviews and reports on any academy within the Partnership that it wishes to scrutinise; scrutinises data and undertakes a comprehensive analysis of the performance of all academies within the Partnership on an annual basis and produces a report for the Partnership Board. Such data will include information about examination and SAT results, attendance, exclusion, the performance of particular pupil groups, and performance relative to expenditure;

3.1.6 considers all Ofsted inspection reports on academies within the Partnership;

3.1.7 is responsible for reviewing outcomes of performance management processes before making recommendations to the Partnership Board for their consideration and approval; and

3.1.8 has the responsibility to approve changes to Partnership policies in the light of its consideration of academy standards.

#### **4 FREQUENCY OF MEETINGS**

4.1 The Committee shall meet at least two times in each school year, scheduled to enable recommendations to be referred to the Partnership Board without delay.

4.2 The Chair of the Committee may convene additional ad hoc meetings as they deem necessary.

#### **5 QUORUM**

The quorum shall be three members and no vote on any matter shall be taken at a meeting of a committee of the Partnership Board unless the majority of members of the Committee present are Trustees.

#### **PROCEDURES AT MEETINGS**

6.1 The Committee will work in consultation with Members, Trustees and Headteachers on all matters related to academic standards.

6.2 For each meeting the Committee will be provided with an agenda and supporting papers seven clear days before the date of the meeting.

6.3 At the first meeting of the Committee in each school year, the Committee should:

6.3.1 consider and confirm its terms of reference;

6.3.2 consider the membership of the committee and the process for electing the Chair;

6.3.3 agree a programme of meetings for the year.

6.4 The Committee may ask any or all of those who normally attend but who are not members to withdraw to facilitate open and frank discussion of particular matters.

6.5 The Partnership Board of the Trust or the CEO may ask the Committee to convene further meetings.

6.6 Minutes of each meeting shall be available in draft form as soon as possible after the meetings with no longer than fifteen school days elapsing from the date of the meeting.

## **7 CONFLICTS OF INTEREST**

All interests shall be declared.

## **8. AUTHORITY**

8.1 Where necessary the Committee is empowered to both:

8.1.1 co-opt members for a period of time (not exceeding a year, and with the approval of the Partnership Board) to provide specialist skills, knowledge and experience which the Committee needs at a particular time; and

8.1.2 procure specialist advice at the expense of the Partnership on an ad-hoc basis to support them in relation to particular pieces of Partnership business.

## **9 COMMUNICATIONS BETWEEN THE COMMITTEE AND THE PARTNERSHIP BOARD**

The work of the Committee must be effectively communicated. Each Committee meeting will be supported by the Partnership Central Team who will submit minutes of each meeting at the subsequent Partnership Board meeting to be adopted and any decisions or recommendations ratified.

## Appendix 2 - People Committee Terms of Reference

### **Greenheart Learning Partnership People Committee Terms of Reference**

Unless otherwise stated, words and expressions used in these terms of reference shall have the meaning given to them in the Articles of Association of the Partnership.

#### **1 PURPOSE**

1.1 To consider issues relating to the contracts of employment for people employed by the Partnership including the review of salary and benefits.

1.2 To consider strategic issues relating to staff salary and benefit packages.

1.3 To oversee the process of appraisal within the Partnership.

1.4 To oversee equality, diversity and inclusion across the partnership, including gender pay gap reporting.

1.5 To oversee safeguarding across the Partnership and analyse data for trends or other emerging issues.

#### **2. MEMBERSHIP**

2.1 There must be a minimum of three Committee members which may include persons who are not Trustees, provided that a majority of members of the Committee are Trustees.

2.2 Membership of the Committee will be subject to the approval and annual review of the Partnership Board.

2.3 In appointing the members of the Committee the Trustees will ensure that the Committee has the appropriate balance of skills, knowledge and experience overall to fulfil its remit and will continually evaluate its structure and composition.

2.4 The Chair of the Committee will be a Trustee and will be appointed as Chair of the Committee by the Committee membership at the first Committee meeting of the Academic year; taking into account the required skills and experiences required for the position and the balance of chair and other board responsibilities they may hold. The Chair of the Committee must not be the chair of the Partnership Board.

2.5 The Committee will be supported by the Director (People) and other senior staff may also be requested to support the Committee.

2.6 The Committee shall be provided with appropriate and timely training, both in the form of an induction programme for new members and on an ongoing basis for all members.

### **3. RESPONSIBILITIES**

#### **3.1 The Committee:**

3.1 makes recommendations and provides updates to the Partnership Board.

3.2 Reviews and recommends the salary reviews of the CEO, CFOO, Directors and Headteachers of the Partnership, and any others employed by the Partnership to the Partnership Board having taken into consideration comparative information relating to market salaries and benefits and having regard to contractual terms.

3.3 Reviews and recommends to the Partnership Board the form and content of contracts CEO, CFOO, Directors and Headteachers of the Partnership, and any others employed by the Partnership.

3.4 Reviews and recommends to the Partnership Board any proposed severance payments to the CEO, CFOO, Directors and Headteachers of the Partnership, and any others employed by the Trust

3.5 Developing and recommending remuneration strategy and policy to the Partnership Board within the context of national and local agreements, contractual arrangements and TUPE; recognising the need to recruit and retain high calibre teaching and support staff to deliver the Partnership's mission and meet the strategic plan objectives.

3.6 Considering and recommending to the Partnership Board the proposed annual pay review for staff; taking into account agreed strategy and policy, local and national circumstances, and taking professional advice as required.

3.7 Keeping pension arrangements under review.

3.8 Fulfilling the complaints process for staffing related matters

3.9 commissions detailed reviews and reports on any 'people' related issues within the Partnership that it wishes to scrutinise;

3.10 Considers all Ofsted inspection reports on academies within the Partnership in relation to staff wellbeing.

3.11 Reviewing the expenses policy for Trustees.

3.12 Ensuring statutory compliance with Keeping Children Safe in Education (2023) providing reports to the Partnership Board

3.13 To receive information on the use of the Apprenticeship Levy and to ensure statutory reporting.

3.14 To receive information on the use of the Apprenticeship Levy and to ensure statutory reporting.

- 3.15 To receive information on Union Facility Time and Union engagement and to ensure statutory reporting
- 3.16 Ensuring that there is a robust performance management and appraisal structure in place across the Partnership and reporting the outcome of appraisal to the Partnership Board
- 3.17 Ensuring that there is a robust training & development plan in place across the Partnership for all staff and reporting on staff engagement with training & development to the Partnership Board
- 3.18 Has the responsibility to approve changes to Partnership policies in the light of its consideration of People related data.

#### **4 FREQUENCY OF MEETINGS**

- 4.1 The Committee shall meet at least two times in each school year, scheduled to enable recommendations to be referred to the Partnership Board without delay.
- 4.2 The Chair of the Committee may convene additional ad hoc meetings as they deems necessary.

#### **5 QUORUM**

The quorum shall be three members and no vote on any matter shall be taken at a meeting of a committee of the Partnership Board unless the majority of members of the Committee present are Trustees.

#### **PROCEDURES AT MEETINGS**

- 6.1 The Committee will work in consultation with Members, Trustees and Headteachers on all matters related to People.
- 6.2 For each meeting the Committee will be provided with an agenda and supporting papers seven clear days before the date of the meeting.
- 6.3 At the first meeting of the Committee in each school year, the Committee should:
  - 6.3.1 consider and confirm its terms of reference.
  - 6.3.2 consider the membership of the committee and the process for electing the Chair.
  - 6.3.3 agree a programme of meetings for the year.
- 6.4 The Committee may ask any or all of those who normally attend but who are not members to withdraw to facilitate open and frank discussion of particular matters.
- 6.5 The Partnership Board of the Trust or the CEO may ask the Committee to

convene further meetings.

6.6 Minutes of each meeting shall be available in draft form as soon as possible after the meetings with no longer than fifteen school days elapsing from the date of the meeting.

## **7 CONFLICTS OF INTEREST**

All interests shall be declared.

## **8. AUTHORITY**

Where necessary the Committee is empowered to both:

8.1 co-opt members for a period of time (not exceeding a year, and with the approval of the Partnership Board) to provide specialist skills, knowledge and experience which the Committee needs at a particular time; and

8.2 procure specialist advice at the expense of the Partnership on an ad-hoc basis to support them in relation to pieces of Partnership business.

## **9 COMMUNICATIONS BETWEEN THE COMMITTEE AND THE PARTNERSHIP BOARD**

The work of the Committee must be effectively communicated. Each Committee meeting will be supported by the Trust Central Team who will submit minutes of each meeting at the subsequent Partnership Board meeting to be adopted and any decisions or recommendations ratified.

## Appendix 3 - Standards Committee Terms of Reference

### **Greenheart Learning Partnership Finance & Risk Committee Terms of Reference**

Unless otherwise stated, words and expressions used in these terms of reference shall have the meaning given to them in the Articles of Association of the Partnership.

#### **1 PURPOSE**

1.1 To monitor and review that the use of public money within academies within the Partnership is compliant with all relevant regulations, guidance and Partnership policies and procedures.

1.2 To support the Partnership Board in ensuring that a framework is established and maintained for optimising the employment of all the resources available to the Partnership to enable it to meet its business and financial objectives.

1.3 To ensure that the Partnership's framework of financial planning, treasury management, systems and controls is enabling the proper management of the financial resources.

1.4 To develop strategies for the employment of staff, communications, procurement, value for money, and facilities management.

1.5 To support the Partnership Board in providing an added level of scrutiny in the monitoring of financial performance across the Partnership and the performance of other central and support services.

1.6 to ensure the Partnership remains compliant with the Academy Trust Handbook.

#### **2. MEMBERSHIP**

2.1 There must be a minimum of three Committee members which may include persons who are not Trustees, provided that a majority of members of the Committee are Trustees.

2.2 Membership of the Committee will be subject to the approval and annual review of the Partnership Board.

2.3 In appointing the members of the Committee the Trustees will ensure that the Committee has the appropriate balance of skills, knowledge and experience overall to fulfil its remit and will continually evaluate its structure and composition.

2.4 The chair of the Committee will be a Trustee and will be appointed as Chair of the Committee by the Committee membership at the first Committee meeting of the Academic year; taking into account the required skills and experiences required for the position and the balance of Chair and other board responsibilities they may hold.

The Chair of the Committee must not be the chair of the Partnership Board.

2.5 The Committee will be supported by the CFOO and other senior staff may also be requested to support the Committee.

2.6 The Committee shall be provided with appropriate and timely training, both in the form of an induction programme for new members and on an ongoing basis for all members.

### **3. RESPONSIBILITIES**

#### **3.1 The Committee:**

3.1.1 makes recommendations and provides updates to the Partnership Board;

#### **3.2 Financial Oversight**

3.2.1 Monitoring and reviewing the Partnership's compliance with all relevant regulatory, financial and other reporting requirements and making recommendations to the Partnership Board.

3.2.2 Monitoring key financial and business support services performance indicators across the Partnership.

3.2.3 Reviewing and recommending to the Partnership Board for their approval, the Partnership and academies draft annual budget.

3.2.4 Monitoring the Partnership's performance against budget and alerting the Partnership Board to any significant variances.

3.2.5 Reviewing the proposed annual budget produced by each academy continuing to monitor performance against budget, making recommendations to the Partnership Board.

3.2.6 Receiving an up to date 3-year financial plan for each academy within the Partnership.

3.2.7 To advise on the appointment of the external auditor.

3.2.8 To review external audit reports and annual audit letters, together with the management response and make recommendations to the Partnership Board.

3.2.9 Receive recommendations from internal audit control reports and ensure action plans are monitored and achieve compliance.

3.2.10 Ensuring that the Partnership's assets are protected by the maintenance of adequate insurance cover.

3.2.11 Keeping the bank mandate and banking provision under review.

3.2.12 Reviewing and recommending for approval by Partnership Board the treasury management policy.

3.2.13 Maintaining the stability of the Partnership's financial position by monitoring the cash flow and ensuring the effectiveness of financial controls

3.2.14 Approving expenditure of sums as determined by the Scheme of Delegation.

3.2.15 Working with the People Committee reviewing likely financial implications of changes to pay and conditions of service to budgets, including where necessary, determining whether sufficient funds are available for pay increments.

3.2.16 Receiving and recommending the Partnership's strategies for procurement and value for money.

3.2.17 Monitoring compliance in relation to procurement and measure the effectiveness of procurement processes and other efficiency measures in delivering value for money.

### 3.3 Infrastructure

3.3.1 Ensuring that the Partnership is accommodated, equipped and administered to provide efficient, effective and economic services.

3.3.2 Monitoring charges, remissions and expenses policies.

3.3.3 Monitoring decisions made in respect of service level agreements.

3.3.4 Reviewing all capital planning for academies within the Partnership.

3.3.5 Ensuring legal compliance with Health & Safety at Work Act (1974); COSHH regulations; and any other statute, regulation, or directive.

3.3.6 Reviewing any capital investments in IT ensuring that there is a robust business case which demonstrates value for money and a clear project management structure and making recommendations to the Partnership Board.

3.3.7 Reviewing the Partnership's business continuity plan, risk management and disaster recovery arrangements

3.3.8 Ensuring compliance in line with best practice and relevant legislation in relation to Data and IT usage.

### 3.4 Risk Management

3.4.1 Require a risk management strategy to be developed and adopted by the Partnership.

3.4.2 Agree a framework for the production of the Partnership's risk maps

and policies and procedures. Ensure that key risks are identified and monitored, that appropriate controls are in place and action is taken to offset or manage them.

3.4.3 Conduct twice yearly reviews of all strategic and high operational level risks. to the Partnership.

3.4.4 Ensure risk awareness is included in the annual governance development programme and that the session is open to all Trustees, Governors, Committees and senior staff across the Partnership.

3.4.5 Has the responsibility to approve changes to Partnership policies in the light of its consideration of People related data.

## **4 FREQUENCY OF MEETINGS**

4.1 The Committee shall meet at least two times in each school year, scheduled to enable recommendations to be referred to the Partnership Board without delay.

4.2 The chair of the Committee may convene additional ad hoc meetings as s/he deems necessary.

## **5 QUORUM**

The quorum shall be three members and no vote on any matter shall be taken at a meeting of a committee of the Partnership Board unless the majority of members of the Committee present are Trustees.

## **PROCEDURES AT MEETINGS**

6.1 The Committee will work in consultation with Members, Trustees and Headteachers on all matters related to Finance and Risk.

6.2 For each meeting the Committee will be provided with an agenda and supporting papers seven clear days before the date of the meeting.

6.3 At the first meeting of the Committee in each school year, the Committee should:

6.3.1 consider and confirm its terms of reference.

6.3.2 consider the membership of the committee and the process for electing the Chair.

6.3.3 agree a programme of meetings for the year.

6.4 The Committee may ask any or all of those who normally attend but who are not members to withdraw to facilitate open and frank discussion of particular matters.

6.5 The Partnership Board or the CEO may ask the Committee to convene further meetings.

6.6 Minutes of each meeting shall be available in draft form as soon as possible after the meetings with no longer than fifteen school days elapsing from the date of the meeting.

## **7 CONFLICTS OF INTEREST**

All interests shall be declared.

## **8. AUTHORITY**

8.1 Where necessary the Committee is empowered to both:

8.1.1 co-opt members for a period of time (not exceeding a year, and with the approval of the Partnership Board) to provide specialist skills, knowledge and experience which the Committee needs at a particular time; and

8.1.2 procure specialist advice at the expense of the Partnership on an ad-hoc basis to support them in relation to particular pieces of Partnership business.

## **9 COMMUNICATION BETWEEN THE COMMITTEE AND THE PARTNERSHIP BOARD**

The work of the Committee must be effectively communicated. Each Committee meeting will be supported by the Partnership Central Team who will submit minutes of each meeting at the subsequent Partnership Board meeting to be adopted and any decisions or recommendations ratified.

## Appendix 4 – Parent and Community Forum Terms of Reference

### Greenheart Learning Partnership Parent and Community Forum Terms of Reference

#### Introduction

At Greenheart Learning Partnership, we are proud of the diverse and unique characteristics of our academies, which are spread across the West Midlands. Each academy within our partnership brings its own distinct identity and community spirit, contributing to the rich tapestry of our educational environment. Recognising the importance of this diversity, we believe that parents play an invaluable role in the success of our schools. The Parent and Community Forum provides a platform for parents to share their views, contribute to decision-making processes, and help shape the future of our school community. This forum ensures that the voice of every parent is heard, enabling us to create a supportive and inclusive environment for all children.

#### Purpose of the Parent and Community Forum

The Parent and Community Forum serves as a vital link between parents, the School Leadership, the Executive Leadership Team, and the Trust Board. It offers a structured yet informal setting where parents can discuss and provide feedback on a wide range of issues that affect the daily life of the school. This collaborative approach helps to ensure that our schools remain responsive to the needs and concerns of our families.

#### Membership

**Who Can Join:** Every parent or carer with a child enrolled at Greenheart Academy is welcome to join the Parent and Community Forum.

**Key Stage Representation:** To ensure balanced representation, at least two parents from each Key Stage should be present at meetings.

**Staff Involvement:** Meetings must include at least two members of staff and a member of the Executive Team to ensure direct communication and effective follow-up.

**Community Involvement:** At the discretion of the Headteacher and Executive Team member, other community members who may add value to the discussions can be invited to attend specific meetings. This ensures that relevant expertise and perspectives are considered when addressing particular issues.

#### What Happens at Meetings?

**Frequency:** Meetings will be held once per term, ensuring regular and consistent communication between parents, the school and the Trust Board.

**Chairing:** The Headteacher will chair the meetings.

**Timing:** Meetings will take place during the school day to accommodate parents who may have childcare responsibilities after school.

**Agenda and Structure:** The Trust will have oversight of the agendas and items to be discussed, while the Headteacher is responsible for chairing the meetings. The Headteacher will ensure the agenda is adhered to, provide opportunities for all participants to contribute, manage time effectively, and agree on action points by the end of the meeting. Additionally, the discussions and outcomes of these meetings will

feed into the agenda for relevant subcommittees established by the Trust Board. As this is an informal group, roles such as vice-chair and secretary will not be appointed.

**Quorum:** For a meeting to be quorate, at least two parents from each key stage and two members of staff must be present.

### **Discussion Topics**

The Parent Forum will discuss a wide range of issues, including but not limited to:

**School Operations:** Parking, term dates, school uniform.

**Pupil Experience:** Curriculum, homework, after-school activities, break times, breakfast and after-school clubs, and school trips (including residential).

**Parent Engagement:** Parent evenings, curriculum events/workshops, surveys, and Parent View.

**School Documents:** Behaviour, end-of-year reports, Sex and Relationships Education, and Healthy Schools.

**Special Events:** Non-uniform days, charity events, and other special activities.

**Communication:** Enhancing how the school communicates with parents, including through surveys and feedback mechanisms.

### **How We Use Your Feedback**

The views and feedback from the Parent and Community Forum are crucial for the ongoing development and improvement of our school and Greenheart. Here's how your input is used:

**Governance:** Feedback from the Parent Forum is shared with the Executive Team of the Partnership and the Board of Trustees to inform decision-making at all levels.

**Minutes and Follow-Up:** All meetings are minuted, and these minutes are shared with the entire parent body, staff, and the Board of Trustees. The Headteacher is responsible for ensuring that issues raised are discussed with the Senior Leadership Team (SLT) and at staff meetings, as necessary. The Trustees through the Executive Team will also follow up on agreed actions and report back to the Forum through the Head Teacher on progress and outcomes. Furthermore, relevant points discussed in the Parent Forum will contribute to setting the agenda for Trust Board subcommittees.

### **Importance of Parent Voice**

Greenheart Learning Partnership values the input of parents as it helps to create a more inclusive, responsive, and supportive environment for our children. By actively participating in the Parent and Community Forum, you contribute to making our schools better for everyone. Your opinions, concerns, and ideas are integral to the continuous improvement of our school community, ensuring that we meet the needs of all students and their families.

### **Summary**

The Greenheart Parent and Community Forum is an essential part of our school community, fostering collaboration between parents, staff, and the Trust Board. By working together, we can ensure that every Greenheart Academy remains a place where every child can thrive and where parents feel valued and heard.

### **Contact Information**

For any questions or more information, please contact your local Headteacher through the school Enquiry Email at [email address] or by phone at [phone number].

**Meeting Dates and Attendance**

Meeting dates will be published at the beginning of the academic year to allow parents to plan if they wish to attend. Parents must notify the main school office at least a week in advance if they are attending. This ensures that if the number of attendees is high, appropriate planning and accommodations can be made.

## Appendix 5 – Pupil Forum Terms of Reference

### Greenheart Learning Partnership Pupil Partnership Forum Terms of Reference

#### Introduction

At Greenheart Learning Partnership (GLP), we believe that every pupil's voice is important. Our Partnership motto is *Being, Becoming, and Belonging*, and we want every pupil to feel like they are a valued part of our Partnership. Our Partnership Council is a group where children can share their ideas and help make our Partnership a better place. This guide explains how the Partnership Council works, how you can be involved, and how your ideas can help shape our Partnership.

#### Purpose

The Partnership Council gives pupils like you a chance to have your say and help make decisions about things that matter at Partnership. We want to -

- Make sure all pupils feel they *belong* in our Partnership.
- Listen to your ideas so we can include them in the Partnership's plans.
- Help every pupil become *Confident, Creative, Active, Successful, and Informed*.
- Plan fun activities and events to make our Partnership an even better place to learn and play.

#### Who Can Be on the Partnership Council?

The Partnership Council is made up of pupils from each year group. Here's how it works -

- Representatives - Each year group picks one or two children to be on the council. These children are elected by their classmates through a vote.
- Term - You will be on the council for one Partnership year. Every year, we will hold new elections to choose council members.
- Teacher Helper - A teacher or Partnership leader will attend meetings to support and help guide the council.

#### What Do We Talk About?

We will have meetings to talk about different things that matter to you and your friends, like -

- Partnership rules, like behaviour, uniform, or playground rules.
- Ideas for Partnership events, fun days, or fundraisers.
- How we can make the Partnership environment more eco-friendly and safe.
- How we can improve learning and activities in Partnership.
- How you can help create the *Partnership Curriculum Promise* to make sure Partnership subjects are exciting and interesting for everyone.
- 

#### How We Use Your Ideas

Your ideas are important! Here's how we use them -

- Collect - We talk about your ideas and suggestions during our meetings.
- Review - The teachers and Partnership leaders look at the ideas to see how we can make them work.

- Act - If possible, we use your ideas to help make changes at Partnership.
- Share - We let you know what decisions have been made and how your ideas helped. Some of your ideas will also be shared with the GLP Trust Board (the group that helps run our Partnerships) so they know what's important to pupils.
- Parent Forum - Some of your ideas will be shared with parents too, so they know what you are thinking and what is happening in Partnership.

### How We Help Shape What We Learn

The Partnership Council will also help make sure what we learn in Partnership (the curriculum) is fun and interesting for everyone. Here's what you'll do -

- Share what topics and activities you and your classmates find exciting.
- Talk about how our Partnership lessons can be made even better.
- Work with teachers to make sure our learning matches our Partnership values of *Being, Becoming, and Belonging*.

### Working with the Parent Forum

The Parent Forum is a group where parents talk about how the Partnership is doing. The Partnership Council will -

- Share what you are working on with the Parent Forum so parents know what matters to you.
- Discuss things parents share with us during council meetings, so we can work together to make Partnership better for everyone.

### Why is Your Voice Important?

We believe that every pupil's voice matters! When you share your thoughts, you help make our Partnership a place where everyone feels like they belong. By being on the Partnership Council, you will:

- Become *Confident* in sharing your ideas.
- Be *Creative* in finding ways to make our Partnership better.
- Stay *Active* in making changes and helping others.
- Learn what it means to be *Successful* by working together.
- Be *Informed* about what's happening at Partnership and help spread the word.

### Summary

The Partnership Council at Greenheart Learning Partnership is here to make sure everyone feels they *belong* and has a chance to shape our Partnership. By sharing your ideas, we can help make our Partnership a place where everyone is *Confident, Creative, Active, Successful, and Informed*.

### Contact Information

If you have questions or ideas for the Partnership Council, you can talk to your class representative or the Director of Education who helps us. Here's how you can get in touch –

Speak to your Head Teacher who will pass on any ideas or come and talk to me when I visit your school.

### When We Meet

The Partnership Council will meet regularly, at least once every half term. We will share the meeting dates at the beginning of the term. It's important for council

members to come to the meetings so everyone's ideas can be heard. If a member can't come to a meeting, they should let the teacher know and try to find someone to go in their place. Once a year we will meet with the other Partnership School Councils to share our ideas.

## Appendix 6 – Interim Advisory Board Terms of Reference

### **Greenheart Learning Partnership Pupil Partnership Forum Terms of Reference**

#### **Supporting Leadership and Management for Rapid School Improvement Terms of Reference (IAB)**

##### **Purpose**

The Interim Advisory Board (IAB) acts as a temporary governing body for a GLP Academy, providing focused leadership and accountability. Its primary purpose is to support school leadership and management, oversee the development of school estates through the effective allocation of budgets, and drive rapid improvement in the quality of education.

The IAB works closely with Greenheart Learning Partnership and the school's leadership team to ensure swift, sustainable improvements in all areas, particularly leadership and management, estate development, and the quality of education.

##### **Objectives**

The IAB will focus on the following key areas to ensure the school moves towards sustained improvement -

Support Leadership and Management - Offer strategic guidance to the headteacher and leadership team, ensuring that the school is effectively managed and that leadership development is prioritised to build capacity.

Develop School Estates - Oversee the planning and allocation of budgets for the improvement of the school's physical environment, ensuring resources are used effectively to create a conducive learning space and meet the needs of the school community.

Improve the Quality of Education - Monitor the quality of teaching and learning, pupil outcomes, and curriculum delivery, ensuring that rapid improvements are made in line with educational standards and pupil expectations.

Financial Oversight - Provide robust oversight of the school's finances, ensuring that the budget is managed effectively to support both educational priorities and estate development.

Enhance Governance - Ensure strategic decisions align with the improvement plan and legal frameworks, while holding school leaders accountable for progress and performance.

Ensure Safeguarding and Well-being - Make certain that all safeguarding protocols are adhered to and that pupil safety, well-being, and attendance are at the forefront of school priorities.

## **Membership**

In addition to the Head Teacher, the IAB will consist of the following members, appointed by Greenheart Learning Partnership –

**Chairperson** - An experienced educational leader, external to the school, responsible for leading the IAB and holding leadership accountable. This person will also have responsibility for safeguarding and pupil well-being oversight.

**Leadership and Management Representative** - A member with proven track record in school leadership and management, particularly in primary education settings.

**Finance/Resources and Estates Representative** - A member with knowledge of school finance and resources, who will focus on ensuring effective financial planning, budgeting, resource allocation and overseeing the strategic development of the school's physical environment.

**Quality of Education Representative** - A member with deep understanding of teaching, curriculum, and school improvement, who will focus on driving academic outcomes.

**Quorum** - The IAB will be considered quorate if at least three members, including the Chairperson, are present.

## **Duration of the IAB**

An IAB is established on an interim basis and will remain in place until the school demonstrates sustained improvement and the school can revert back to a Parent and Local Community Forum. The IAB's progress will be reviewed at the end of each term, in consultation with Greenheart Learning Partnership to assess its effectiveness and determine the need for continuation.

For academies in a position to require an IAB, the Parent and Community Forum do not have appropriate oversight. The Parent and Community Forum (PCF) is designed to engage parents, carers, and the wider school community in discussions about the school's development, with a focus on collaborative improvement. Once the Interim Advisory Board (IAB) ceases, the PCF will operate as an advisory and consultative body, complementing the formal governance structure.

Unlike the IAB, the PCF does not have statutory governance duties but serves to –

- Provide a platform for parent and community voices to be heard.
- Build strong relationships between the school, parents, and the local community.
- Act as a sounding board for school leadership, offering insights and feedback on school life.
- Foster a collaborative environment that supports long-term improvement, helping the school move beyond rapid intervention to sustained success.

## **Meetings and Frequency**

The IAB will meet regularly to assess the school's progress against its rapid improvement plan, focusing on leadership and management, estate development, and educational outcomes.

Ad-hoc meetings may be called by the Chairperson to address urgent issues or

unexpected challenges. Meeting agendas will be set in advance, led by the Chairperson in collaboration with the school leadership team, with a clear focus on the key areas of improvement.

Here are the key responsibilities for each role within the Independent Advisory Board (IAB) –

### **Chairperson**

- Leadership and Accountability - Lead the IAB, ensuring all members are aligned with the school's vision and goals. Hold the school leadership accountable for delivering on their strategic and operational responsibilities.
- Safeguarding and Well-being Oversight - Ensure policies and practices are in place to safeguard pupils and monitor the overall well-being and mental health of pupils and staff.
- Strategic Guidance - Provide strategic direction, ensuring that all decisions and discussions are centred on improving outcomes for pupils.
- Meeting Facilitation - Chair IAB meetings, fostering an environment where members can contribute effectively and work collaboratively towards school improvement.

### **Leadership and Management Representative**

- School Leadership Support - Provide insights and support to the school's leadership team on day-to-day management and long-term planning, particularly focusing on improving leadership structures and school governance.
- School Development - Evaluate the effectiveness of leadership and management within the school, ensuring that systems, processes, and leadership roles are aligned with the school's improvement plan.
- Professional Development - Support the implementation of professional development programs for staff, aimed at strengthening leadership capacity and operational effectiveness.
- Primary Education Expertise - Leverage expertise in primary education settings to advise on leadership challenges specific to the school's context, fostering an environment that promotes best practices in teaching and learning.

### **Finance/Resources and Estates Representative**

- Financial Oversight - Ensure that the school has effective financial management processes in place, including budget planning, monitoring, and forecasting, to ensure sustainable resource allocation.
- Resource Allocation - Provide strategic advice on the allocation of resources, ensuring they are aligned with school priorities and improvement plans, maximising value for money.
- Budgeting and Compliance - Ensure that all financial procedures comply with relevant regulations and reporting requirements, and that spending aligns with school improvement objectives.
- Estates Development - Oversee the strategic development and maintenance of the school's physical environment, ensuring it is conducive to learning and complies with health and safety regulations.

- Risk Management - Monitor financial risks and provide mitigation strategies, ensuring long-term financial health of the school.

### **Quality of Education Representative**

- Academic Standards and Improvement - Ensure the school maintains high academic standards by regularly reviewing the quality of teaching and learning, curriculum design, and pupil achievement.
- Curriculum Oversight - Advise on curriculum development, ensuring that it meets national standards and is relevant to the needs of the pupils.
- Performance Data Analysis - Review academic performance data, identifying trends and areas for improvement, and ensure appropriate interventions are put in place to address any underperformance.
- School Improvement Strategies - Support the leadership team in implementing school improvement plans that focus on raising academic outcomes, and regularly monitor the impact of those strategies.
- Professional Learning - Provide advice on teacher professional development programs aimed at enhancing instructional quality and raising educational standards.

### **Reporting**

The IAB will provide regular reports to Greenheart Learning Partnership and relevant stakeholders, outlining progress in leadership, management, estate development, and quality of education.

The Chairperson will deliver updates at the end of each term, summarising progress toward the improvement targets.

Formal reports will be submitted at key intervals, including detailed assessments of financial health, estate development, and leadership effectiveness.

### **Accountability and Evaluation**

The IAB will be held accountable by Greenheart Learning Partnership for ensuring that rapid and sustained improvements are achieved.

Regular progress reviews will be conducted to evaluate the school's performance in leadership and management, estate development, and educational outcomes.

The IAB will dissolve once clear evidence demonstrates that the school has met its targets and can revert to traditional governance.

### **Confidentiality**

All members of the IAB are required to maintain confidentiality regarding all sensitive matters discussed during meetings, particularly around leadership performance, financial management, and any decisions made by the IAB.