Changing Lives Learning Trust

RESPECT · RESILIENCE · ACHIEVEMENT · OPPORTUNITY

SCHEME OF DELEGATION

Scheme of Delegation

Effective from	April 2025
Responsible sub-committee:	Risk and Governance
Linked Policies/Documents	Terms of Reference Board Sub Committees Local Governing Boards and Advisory Council Board and LGB calendar Board and LGB standard agenda items Governor visits policy
Legal requirements:	Academy Trust Handbook Funding Agreements Articles of Association
Review Date:	September 2025
Target Audience:	All stakeholders in CLLT
Dissemination Via:	SharePoint, Trust Website

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1. INTRODUCTION

CLLT is a Multi-Academy Trust (MAT), a charitable company limited by guarantee and an exempt charity.

The main governing document is the articles of association, which sets out the charitable purpose and legal framework (both company and charity law).

The articles do not set out specific detail of the governance structure or how governance functions are delegated. Therefore, we agree a scheme of delegation that explicitly establishes who carries out which governance function and can therefore make the decisions associated with that function.

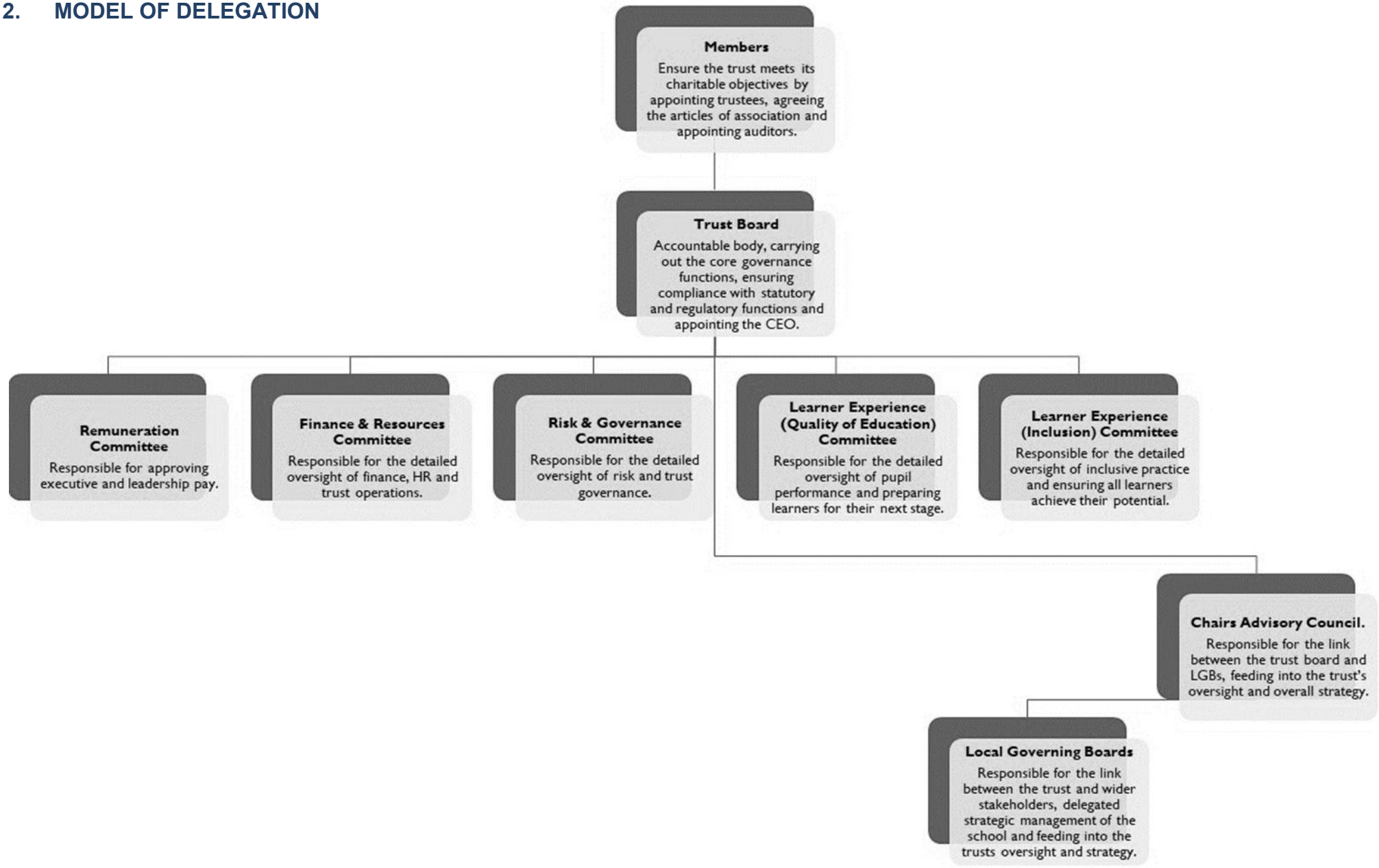
The Trustees are accountable and responsible in law for all major decisions about all the schools within the Trust. However, this does not mean that the Trust Board is required to carry out all the Trust's governance functions, and many are delegated elsewhere, including to the Boards Committees, the Executive Team, Headteachers, certain individuals and to Local Governing Boards (LGBs).

The scheme of delegation clearly sets out the autonomy, powers and functions that are delegated. Without such delegation the individual or committee has no power to act. It should be noted that the schemes provide an indicative, and not exhaustive, list of the areas of responsibility and accountability. Any additional items that arise should be escalated to the CEO.

This scheme of delegation is designed to be a simple and systematic way to ensure that Members, Trustees, Local Governors and executive leaders are clear about their roles and responsibilities within the governance structure.

To help ensure the delegation is effective the functions are also included in the Governance calendars/standard agenda schedule, and are referred to in the terms of reference for Board Committees and LGBs.

2. MODEL OF DELEGATION



3. DELEGATED AREAS AND DECISION MAKING

Key
□-□governance function and decision making at this level
C – to be consulted / obtain input from prior to decision being made as are important stakeholders and/or have relevant knowledge

Note: Columns to the left have oversight of the other areas

Governance function		Members	Trustees	Executive Team	Local Governing Boards	Head	Useful Links / Documents
Governance	**Approve** the Articles of association and Trust name	□	C	C			Articles of Association
	Approve the wind up of the Trust	□	C	C			
	Approve the Scheme of Delegation		□	C	C		
	Approve the governance structure		□	C			Trust Governance – Trust website
	Approve annually the committee/LGB terms of reference		□	C			See Appendices
	Comply with the terms of reference		□		□		
	Agree the governance agenda schedule linked to the scheme of delegation		□	C			Board Calendars and Agenda Schedules
	Maintain the risk register termly			□			CLLT Risk Register
	Monitor and scrutinise the risk register		□	C	C	C	
	Comply with actions in the risk register		□	□	□	□	
	Comply with all statutory regulations		□	□	□	□	Academy Trust Handbook Ofsted Framework Funding Agreements
	Submit DfE required returns			□			Trust Calendar

Governance function		Members	Trustees	Executive Team	Local Governing Boards	Head	Useful Links / Documents
	Approve due diligence for schools joining		□	C			Due Diligence Framework
	Appoint external auditor	□					
	Appoint internal auditors and **set** the internal scrutiny plan		□				Internal Scrutiny Report
	Receive and scrutinise the auditors' reports		□				
	Approve the annual report and accounts		□	C		C	Annual Report
	Disclose any pecuniary and business interests	□	□	□	□	□	Register Of Business Interests
	Publish Register of interests on website			□			
	Update annually staff register of interests					□	
	Ensure publication on Trust website of all statutory information		□	C			Compliance List
	Ensure Publication on School websites of all statutory information.				□	C	
Stakeholder Engagement	**Approve** and **monitor** the Trust communication plan to **ensure** it is inclusive		□	C			
	Approve and **monitor** the school's communication plan to **ensure** it is inclusive to all the school community				□	C	
	Deliver the Communication / engagement plan at Trust / school level			□		□	
Strategy	**Determine** the mission, vision, values and strategy, and impact reporting		□	C	C	C	CLLT Strategy

Governance function		Members	Trustees	Executive Team	Local Governing Boards	Head	Useful Links / Documents
	Deliver the mission, vision and strategy			□			
	Deliver the strategic plan at school level.					□	
	Monitor strategic impact.		□	□	C		
People	**Appoint / Remove** Members	□					Governor Handbook and Competency Framework CLLT Code of Conduct
	Appoint / Remove Trustees	□	□				
	Appoint / Remove Chair of Board, Committees and Trustee roles		□				
	Appoint/remove local governors		□	C	C	C	
	Appoint / Remove local governor from specific roles (Chair/Champion Roles)			C	□	C	
	Appoint / Remove Clerk to Board			□			Clerking Competency Framework
	Appoint / Remove Clerk to LGB			□	C		
	Appoint / Remove Core Executive		□	C			CLLT Recruitment Policy
	Appoint / Remove Headteachers		□	□	□		
Policies	**Approve** Trust policies and **monitor** their implementation		□	C			Policy List
	Approve school policies in line with Trust guidelines and **monitor** implementation				□	C	
	Implement policies and procedures appropriately			□		□	
Data Protection	**Act** as data controller for the Trust and **ensure** appropriate policies are in place		□				CLLT Data Protection Policy
	Appoint a Data Protection Officer		□				
	Monitor compliance with data policies		□	C			
	Escalate data protection issues.				□	C	

Governance function		Members	Trustees	Executive Team	Local Governing Boards	Head	Useful Links / Documents
Safeguarding and Child Protection	**Monitor** implementation of the safeguarding policy and **escalate** issues				□	C	Safeguarding Policies (see school websites) Keeping Children Safe in Education
	Undertake the annual safeguarding audit				□	C	
	Complete required training	□	□	□	□	□	
Special Educational Needs and Disabilities	**Monitor** compliance with SEND policy and **escalate** issues				□	C	SEND Policies (see school websites)
	Review the effectiveness of provision				□	C	
Health & Safety / First Aid	**Monitor** compliance with policy		□	C			Health & Safety Policies (see school websites) Risk Assessment Templates
	Escalate any H&S risks		□	C	□	C	
	Ensure school H&S meetings take place at least termly (with unions invited)			□		□	
	Complete H&S training		□	□		□	
	Ensure trips and visits risk assessments and mitigations are in place			□		C	
Behaviour & Attendance	**Hear** any exclusion / suspension representations and **determine** the outcome		□		□		Behaviour Policies (see school websites) Attendance Policies (see school websites)
	Monitor the implementation of the behaviour policy and improving behaviour				□	C	
Admissions	**Approve** PAN and permanent changes **LGB consult on PAN changes** with the Local Authority		□	C	C	C	Admission Policies (see school websites)

Governance function		Members	Trustees	Executive Team	Local Governing Boards	Head	Useful Links / Documents
Finance & Resources – Finance and Operations	**Approve** the finance policies and **ensure** compliance		□	C		C	Funding Agreements Academy Trust Handbook
	Plan the budget to support strategic aims			□		C	Budget Timetable / Planning Documents
	Ensure value for money		□	C		C	CLLT Financial Regulations Manual
	Approve and **monitor** the budget and management accounts		□	C		C	Budget Management Accounts
	Ensure restricted funds are used for the purpose intended and **monitor** impact – i.e., Pupil Premium, Recovery, Sports, SEND		□	C	□	C	
	Approve capital spend in line with strategy			□	C	C	Timetable / Process
	Ensure that operations meet the needs of our schools		□	C		C	
Finance & Resources – Finance - HR	**Approve** the executive team structure		□	C			
	Undertake performance management of the core executive team		□				PPDC Policy
	Approve the pay ranges for the core executive and headteachers		□	C			See Appendices
	Agree progression for the core executive		□	C			
	Agree the schools' staffing structure			□		C	
	Ensure the staff appraisal procedure is followed				□	C	PPDC Policy
	Undertake performance management of Headteachers			□			CLLT Appraisal Policy

Governance function		Members	Trustees	Executive Team	Local Governing Boards	Head	Useful Links / Documents
	Agree the Headteachers' pay progression award						CLLT Pay Policy REM Committee TORs
Curriculum and Learner Experience	**Ensure** that the curriculum is high quality and meets the needs of all learners (including extra-curricular)			C	C	C	
	Consult on Relationship & Sex Education and Religious Education curriculum					C	
	Deliver educational performance and learner experience						
Governance Effectiveness	**Hold the** Trust Board to account for effective governance and strategic delivery						
	Complete a self-review of board & committee effectiveness annually and submit to members						Governance Handbook & Competency Framework Governance Performance Process
	Complete an annual self-review of LGBs						
	Undertake annual Chair's performance review						
	Undertake annual performance review of trustee / LGB member						

4. DETAILED ROLES AND RESPONSIBILITIES

4.1 Members

The Members have an essential role in holding the Trust Board to account for effective governance and strategic delivery. They have a limited role in the actual running of the Trust.

Whilst responsibility to conduct the Trust's strategic business sits with the Trustees, if the governance of the Trust by the Board of Trustees becomes dysfunctional, the Members will have a strong interest in ensuring the Board has plans to address the issues, or otherwise to remove the Board or individual Trustees and re-appoint Trustees with the skills necessary for effective governance.

It is important, therefore, for Members to be kept informed by Trustees about Trust business so they can be assured that the board is exercising effective governance.

Members should assure themselves that:
- The governance of the trust is effective,
- Trustees are acting in accordance with the Trust's charitable objectives,
- The Members use their powers to step in if governance is failing.

In order to ensure the above Members;
- Appoint an external auditor for the Trust.
- Scrutinise the Trustees annual report and accounts to ensure solvency of the Trust.
- Appoint and remove Trustees from the Trust Board.
- Approve any amendments made to the Articles of Association.
- Change the Trust name.
- Wind up the Trust.

4.2 Trust Board

Trustees are also the directors of the charitable company for the purpose of company law. They are responsible for the strategic direction, governance, financial and educational performance of the Trust, and directing how it is managed and run.

Trustees are responsible for the control and management of the Trust, and in accordance with memorandum & articles of association and funding agreements, are legally accountable for all statutory functions and for the performance of all the schools in the Trust. They do this by carrying out the core governance functions:

- Ensure clarity of vision, mission and strategic direction.
- Hold the Executive Team and Headteachers to account for Trust performance.
- Oversee the financial performance and make sure its money is well spent.

Appendix 1 Details the Trustees Terms of Reference

4.3 Trust Board Committees

Trustees delegate some governance functions to board committees which provide scrutiny and oversight of:

- The adequacy of governance, controls and risks.
- Financial, resource and staff management.
- School performance and Learner Experience

- Remuneration.

The Trust Board manages its work through 5 committees:

- Remuneration Committee – scrutinises and approves the pay policy and executive pay.
- Finance & Resources – responsible for the efficient use of financial, physical and human resources, the solvency of the Trust and the safeguarding of its assets.
- Risk & Governance – maintains an oversight of the governance, risk management and internal control.
- Learner Experience (Quality of Education) – maintains excellent standards in each of the schools, including any due diligence of new schools wishing to join the Trust.
- Learner Experience (Inclusion) – focuses on inclusion, disadvantaged, safeguarding and SEND.

The detailed responsibilities for each committee are itemised in the Terms of Reference:

Remuneration Committee
Finance & Resources
Risk & Governance
Learner Experience Quality of Education
Learner Experience Inclusion

Any decisions made by the committees are deemed decisions of the Trust Board.

4.4 Advisory Council

The Advisory Council consists of Chairs of the LGBs. It provides feedback from LGBs directly to the Trust Board, advising on key issues and strategic priorities arising in schools. This ensures that schools and LGBs play a key role in the Trust strategy and that governance at individual school level is aligned effectively with the overall governance of the Trust.

The Advisory Council is not a subcommittee of the Trust Board and acts in an advisory capacity only. The detailed description is available in the Terms of Reference.

4.5 Local Governing Boards

The Trust Board has established Local Governing Boards (LGBs) to provide appropriate support and challenge to senior leaders at each school in the delivery of the Trust strategy. LGBs also have an important responsibility to provide the Trust Board with local context and community feedback to ensure that the voice of all stakeholders is heard and considered.

In addition to the schools, One Cumbria Teaching School Hub (TSH) and One Cumbria SCITT each have their own Local Governing Board. These LGBs operate in alignment with the Trust's governance framework, ensuring that the strategic aims of professional development and teacher training are effectively supported and that stakeholder voices from across the region are represented in decision-making.

LGBs are responsible to the Trust Board for the delivery of their delegated responsibilities. The detailed responsibilities are itemised in the Terms of Reference.

4.6 Executive Team

Trustees delegate the day-today management of the Trust to the Core Executive Team, managing them in line with the Trust's appraisal and performance management policies.

The Core Executive Team comprises of:

- CEO
- CFO (Chief Financial Officer)
- COO (Chief Operating Officer)
- Strategic Lead for Primaries – including Quality of Education

The CEO is also the Accounting Officer and so is not only responsible for the performance of the Trust as a whole but has a personal responsibility to parliament for the regulatory, propriety and value for money, and for assuring the Board about compliance with the funding agreement and Academy Trust Handbook.

The CEO is responsible for the leadership and management of the Core Executive Team. The CEO delegates executive management functions to the Core Executive Team and will report to the Trust Board and its committees.

Headteachers will report directly to the core executive team with regard to the direction and operation of their school.

4.7 Headteachers

The Core Executive Team delegates the day-to-day management of the Trusts schools to Headteachers, line managing them in accordance with the Trusts appraisal and performance management policies.

Headteachers share information about how the Trust is managing the school with the LGB so that the governors can build an understanding about how the school operates and are enabled to monitor and scrutinise how key policies and improvement plans are working in practice.

The Headteacher is responsible to the executive team for the following matters:

1. Delivery of the curriculum policy/model at school level, and delivering RE and RSE in line with policy.
2. Implementing effective measures to secure the highest possible standards of teaching and learning.
3. Responsible for individual learners' education; setting targets, monitoring and developing each learner's achievement to secure the highest possible standards of progress.
4. Implementing improvement plans as set out in any Ofsted report and recommendations.
5. Implementing provision for flexibility including activities outside of the school day.

Appendix 1 – Trust Board Terms of reference

1. Strategic Functions

The Trust board has the following strategic functions:

Establishing the strategic direction, by:
- Setting and ensuring clarity of vision, values, and objectives for the trust
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties.

Ensuring accountability, by:
- Ensuring compliance with the trust's charitable objects, regulatory, contractual, and statutory requirements, their funding agreement, their articles.
- Having at least 5 members before entering into a funding agreement
- Appointing the headteacher
- Monitoring the educational performance of the school/s and progress towards agreed targets
- Performance managing the executive/headteacher (where delegated to appropriate body)
- Engaging with stakeholders
- Contributing to school self-evaluation.

Overseeing financial performance, by:
- Setting the budget
- Monitoring spending against the budget
- Ensuring money is well spent and value for money is obtained –
- Ensuring risks to the organisation are managed.

The Trustees agree to the seven principles of public life

Selflessness - Holders of public office should act solely in terms of the public interest.

Integrity - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty – Holders of public office should be truthful.

Leadership – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

2. CLLT Code of Conduct

2.1 Role & Responsibilities

Trustees must:

- apply the highest standards of governance, taking full ownership of their duties
- ensure compliance with the trust's charitable objects, company and charity law, and with their funding agreement
- provide members with sufficient information to enable them to assure themselves that the board is exercising effective governance

Trustees must comply with the following duties under charity law:

- ensure the charity is carrying out its purposes for the public benefit
- comply with the charity's governing document and the law
- act in the charity's best interests
- manage the charity's resources
- act with reasonable care and skill
- ensure the charity is accountable

They must also comply with their statutory duties in Chapter 2 of the Companies Act 2006, to:

- act within their powers
- promote the success of the company
- exercise independent judgment
- exercise reasonable care, skill and diligence
- avoid conflicts of interest
- not to accept benefits from third parties and
- declare any interest in proposed transactions or arrangements

The board must have strategic oversight of operations and performance of the trust including:

- holding the CEO to account for improving performance
- having a regular meetings and processes to support business and financial planning
- managing the trust within the available resources, ensuring regularity, and value for money

The board must oversee financial performance, ensure public money is well spent, sign off the annual accounts:

- Trusts must comply with the Academy Trust Handbook as a condition of their funding agreement, including the requirements on related party transactions and executive salaries.
- Trustees must take ownership of financial sustainability and going concern.
- Boards have a strategic leadership responsibility for their school's safeguarding arrangements. They must comply with their duties under legislation, have regard to KCSIE, ensure that policies are effective and comply with the law at all times
- In setting a positive culture, the board must act in the best interests of the trust, be open and ensure transparency about their decisions and actions, be prepared to explain their decisions and actions

- The trust's culture must actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
- We understand the purpose of the Trust board and the role of the executive leaders.
- We understand the purpose of the Local Governing Body and the role of headteachers.
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
- We have a duty to act fairly and without prejudice or favour, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open governance and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools. Under the Public sector equality duty (s.149 Equality Act 2010) - boards must have regard to:
  - eliminating discrimination, harassment and victimisation and conduct prohibited by the Act
  - advancing equality of opportunity between people who share a protected characteristic and those who do not
  - fostering good relations between people who share a protected characteristic and those who do not
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school/group of schools. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints we will follow the procedures established by the governing board.
- We will actively support and challenge the executive leaders.
- We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation.
- We will respect the role of the executive leaders and their responsibility for the day-to-day management of the organisation and avoid any actions that might undermine such arrangements.
- We agree to adhere to the school's rules and polices and the procedures of the governing board as set out by the relevant governing documents and law.
- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views.
- When communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation.

2.2 Commitment

- We acknowledge that accepting office as a governor/trustee/academy committee member involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.

- We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
- We will visit the school/s, with all visits arranged in advance with the senior executive leader/headteacher and undertaken within the framework established by the governing board.
- When visiting the school in a personal capacity (i.e., as a parent or carer), we will maintain our underlying responsibility as a governor/trustee/academy committee member.
- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
- In the interests of transparency, we accept that information relating to governors/trustees/academy committee members will be collected and logged on the DfE's national database of governors (Edubase).

2.3 Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors/trustees/academy committee members, the clerk to the governing board and school staff both in and outside of meetings.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other board members in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the executive leaders, staff and parents, the trust, the local authority and other relevant agencies and the community.

2.4 Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- We will exercise the greatest prudence at all times when discussions regarding school/trust business arise outside a governing board meeting.
- We will not reveal the details of any governing board vote.
- We will ensure all confidential papers are held and disposed of appropriately.

2.5 Conflicts of interest

- We will act in the best interests of the school as a whole and not as a representative of any individuals or groups, even if elected to the governing board.
- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting, we will offer to leave the meeting for the appropriate length of time.
- We accept that the Register of Business Interests will be published on the school/trust's website.

- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.

2.6 Data Protection

- We will follow the Trusts Data Protection Policy and Acceptable Use Policy to ensure the proper use of computers and management of data.
- We will only use Trust property (i.e., iPad, Email) for Trust business.

2.7 Ceasing to be a Trustee/governor

- We understand that the requirements relating to confidentiality will continue to apply after a governor/trustee/academy committee member leaves office.

3. Breach of this Code of Conduct Breach of this Code of Conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governing board member, such as the vice chair will investigate.

Appendix 2 – Terms of Reference Remuneration Committee

1 Authority

The Remuneration committee is a committee of the CLLT Board and is authorised to consider, advise on, or determine the strategies and policies for Pay

2 Role

Trustees are responsible for the performance development of the Core Executive Team and the review of the salary. The Remuneration Committee will set the pay ranges of Core Executive (in line with the Pay Policy) and consider the pay / progression recommendations from the Trustees carrying out the performance development reviews, which are carried out in accordance with the Performance development policy.

3 Duties

Area	Responsibilities	Useful Links
Pay Policy (All Staff)	The objective is to attract, retain and motivate staff of the quality required to run the Trust successfully, ensuring value for money, having regard to views of Members and other stakeholders. The committee should carry out the delegated duties detailed below for the Pay Policy. This policy relates to all staff including executive staff.	
	8.1 Reviewing the Pay Policy and making recommendations for approval to the Trust Board. This review will include how the policy supports strategy and complies with regulations.	CLLT Pay Policy
	8.2 Ensuring compliance with DfE guidance, Academy Trust Handbook School Teachers Pay and Conditions and National Joint Council for Local Government Services National Agreement on Pay (Support staff).	DfE Guidance Academy Trust Handbook School Teachers Pay & Conditions National Agreement on Pay (Support Staff)
	8.3 Work and liaise as necessary with other board committees, ensuring the interaction between committees and with the Trust Board.	
Setting Trust Executive Pay	The committee should ensure its approach to pay & benefits is transparent, proportionate and justifiable, including: • The procedure for determining executive pay is agreed by the Trust Board in advance and documented. • Decisions about pay reflect scrutiny and avoid conflicts of interest.	

	• Factors in determining pay are clear, including performance considerations, and the degree of challenge in the role has been taken into account. • Documented rationale behind the decision-making process. • The level of pay reflects value for money. The DFE guidance sets out areas Boards may wish to consider: • Academic performance and level of progress. • Any expertise needed in roles to deal with challenges particular to the Trust. • The level of complexity and challenge in the Trust. • Is the Trust financially stable, are financial forecasts delivered, any audit issues. • Factors such as challenge, complexity or additional responsibilities. • Experience or qualifications in improving educational and financial outcomes. • Characteristics of the Trust – number of schools, pupils, locations. The committee shall have delegated authority (within the Board approved budget) to:	
	8.4 Set the pay ranges for each Core Executive Team member and review the total level of executive Pay.	Government Guidance on Executive Salaries NGA Guidance on Executive Pay
	8.5 Approve any annual progression pay rise for the Core Executive Team. This will consider the recommendations of the Chair of Trustees and / or CEO's recommendation for pay progression for the Core Executive Team and be in accordance with the terms of the Pay and Performance Development Policies. The proposal for pay progression will take into consideration the performance review outcomes for executive objectives which are, where possible, aligned to the Trust vision and values, and the successful delivery of the Trusts long-term strategy.	CLLT Pay Policy CLLT Appraisal Policy
	8.6 Set the pay ranges for Headteachers on recommendation from the CEO. The remuneration committee will receive the decisions of the Local Governing Board Pay Matters Committees for Headteacher pay.	
	8.7 Review appropriate benchmarking of Core Executive team Pay	

4 Administration

4.1 The committee shall comprise at least 3 Trustees including the Chair of the Board and at least one member of Risk and Governance and one member of Finance & Resources.
4.2 The Chair of the Board shall not be chair of the Remuneration Committee.
4.3 Appointments to the committee are made by the Board on the recommendation of the Chair of the Remuneration Committee.
4.4 The committee will be quorate if three members are present
4.5 Only members of the committee have the right to attend meetings. However, other individuals such as members of the Executive Team and external advisers may be invited when appropriate but they will have no voting rights.
4.6 The Trust Board shall appoint the committee Chair who shall be a Trustee who should have served on a Remuneration Committee for at least 12 months. In the absence of the committee Chair the remaining members present shall elect one of themselves to chair the meeting, who would qualify under these terms of reference to be appointed to that position by the Board.
4.7 Administrative support will be provided by the Clerk to the Trust Board
4.8 The committee shall meet at least twice a year,
4.9 Agendas will be agreed in advance by the Chair (based on, but not limited to, a pre-agreed annual schedule of activity) and papers will be circulated to members and attendees at least 5 working days in advance of the meeting.

Minutes of meetings will be taken and once approved in draft by the Chair, be submitted to the next scheduled meeting, and also shared with Trust Board.

The committee chair shall report to the Trust Board and Members on key items and recommendations from the meeting.

The committee chair should attend the Annual General Meeting (AGM) to answer any Member questions.

The Committee will review these terms of reference and self- assess its performance against these terms of reference on an annual basis.

5 Remuneration Appeals Committee

Membership

An Appeals Committee shall consist of at least 3 Trustees none of whom shall be employees or members of the Remuneration Pay Committee.

The CEO/CFO/COO/Chair of Trustees may attend all proceedings of the Pay Appeals Committee for the purpose of providing information and advice (except where the appeal is in respect of their own salary, where they will attend for the purposes of making their case).

Quorum

Three Trustees.

Duties

To determine formal appeals against pay determinations in accordance with the Appeals Procedure set out in the Pay Policy.

Appendix 3 – Terms of Reference Finance & Resources Committee

1. Authority

The Finance and Resources committee is a committee of the CLLT Board and is authorised to consider, advise on, or determine the strategies and policies for the effective and efficient use of CLLT financial, physical and human resources and be responsible to the Trust Board for ensuring the solvency of the Trust and the safeguarding of its assets.

The Chair of the committee will be appointed by the Chair of the Trust.

2. Role

The role of the Finance and Resources committee is to maintain an oversight of CLLT's finance and resources frameworks, including the timely review of the Trust budgets, management accounts and statutory financial reporting. This includes One Cumbria Teaching School Hub and One Cumbria SCITT, whose financial operations and strategic resource planning are reviewed as part of the Committee's remit. The Committee supports governance across resource, IT, HR and Estates. It will report its findings termly to the Trust Board and the Accounting Officer as a critical element of the CLLT annual reporting/compliance requirements.

The Finance and Resources Committee has no executive powers or operational responsibilities/duties.

3. Duties

The duties of the Finance and Resources Committee are:

Area	Responsibilities	Links / Documents
Finance	**3.1 Ensure** financial probity of the Trust including reserves, procurement and investment policies.	CLLT Finance Policies
	3.2 Ensure that financial controls are in place and operate effectively.	
	3.3 Review Trust budgets for DfE submission and recommend approval by Trust Board, including scrutiny of curriculum financial planning and benchmarking to ensure that financial controls are in place.	Budget
	3.4 Consider/approve and make recommendations to the Trust Board on Trust finance policy.	CLLT Financial Regulations Manual
	3.5 Monitor the management accounts against the budget and report on the impact of business cases.	Management Accounts
	3.6 Review the annual report and accounts and recommend for approval to Trust Board. Ensure the financial statements comply with legislation and standards.	CLLT Annual Report
	3.7 Advise the Trust Board on an appropriate level of reserves and to set out CLLT's policy on reserves and investment for submission to the Trust Board.	CLLT Reserves Policy

		CLLT Investment Policy
	3.8 Approve the appointment of bankers, opening of bank accounts and external investment and cash fund managers, ensuring adequate controls are in place over cash and bank.	
	3.9 Approve/advise the Trust Board on any request to purchase/sell any matters relating to estates.	
	3.10 Ensure processes are in place to deliver value for money.	
	3.11 Approve the writing off of irrecoverable debts, as set out in the financial policy and the disposal of damage and surplus equipment.	
	3.12 Approve business cases and contracts in line with the levels of authority set out in the Standing Financial Instructions.	CLLT Financial Regulations Manual
HR	**3.13** Provide **oversight** of staff employment in accordance with the Trust's Recruitment Policy, ensuring compliance with current legislation, DfE rules and Academy Trust Handbook.	CLLT Recruitment and Appointment Policy Academy Trust Handbook
	3.14 Review HR data reporting – recruitment, retention, illness, staff surveys.	Trust Strategic Reporting
	3.15 Advise the Trust Board on the adequacy of HR systems and frameworks.	
	3.16 Monitor progress against the HR strategy.	
IT	**3.17 Review** IT data reporting - information security, capital plans and data protection.	
	3.18 Advise the board on the adequacy of the IT systems and frameworks.	
	3.19 Monitor progress against the IT strategy.	
Facilities	**3.20 Review** facilities data reporting –buildings, capital plans.	
	3.21 Advise the board on the adequacy of the facilities and catering systems and frameworks.	
Health & Safety	**3.22 Monitor** compliance with H&S policies and regulations.	
	3.23 Approve H&S policies.	
	3.24 Ensure that the Trust has appropriately trained staff (NeBOSH) and that Trust Board and Executive team have completed H&S training. Ensure Trust Executive team monitor H&S with reporting to Trust executive team meetings. Trust Executive team members will monitor actions and risks from school H&S meetings. Ensure Trust meet with Joint Consultation Committee of the Unions to discuss H&S.	

	3.25 Ensure the Trust Board has a Health & Safety Champion Trustee.	
	3.26 Ensure the Trust Executive Team monitor Health & Safety with reporting to Trust Executive Team meetings. Trust Executive Team members will monitor actions and risks from school Health & Safety meetings.	
	3.27 Review Health & safety data reporting.	
	3.28 Advise the board on the adequacy of the health and safety systems and frameworks, including ensuring risks are reported and mitigated.	
	3.29 Monitor progress against the H&S strategy.	Trust Strategy
Other	**3.30 Advise** the committee TOR and annual plan of work.	Board Calendar
	3.31 Review policies related to Finance & Resources.	Policy List

4. Administration

4.1 The Finance and Resources committee will meet at least once per term.

4.2 The Finance and Resources Committee will consist of three members of the CLLT Board. The Chair of the CLLT Board cannot be the Chair of the committee. A member of this committee cannot be a member of the RAG Committee.

4.3 The Finance and Resources Committee will be quorate if two Board members are present.

4.4 The Accounting Officer, CFO and other members of the CLLT staff maybe invited to attend, but will have no voting rights.

4.5 Administrative support will be provided by the Clerk to the Trust Board.

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

4.7 Minutes of meetings will be taken and once approved in draft by the Chair of the Finance and Resources Committee, be submitted to the next scheduled meeting, and also shared with Trust Board.

4.8 The Finance and Resources Committee will review these terms of reference and self-assess its performance against these terms of reference on an annual basis.

Appendix 4 – Terms of Reference Risk and Governance (RAG) Committee

1. Authority

The RAG committee is a committee of the Trust Board and is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Trust Board. It is authorised to request any information it requires from any employee, external audit, internal audit or other assurance provider.

The RAG committee is authorised to obtain any outside legal or independent professional advice it considers necessary, normally in consultation with the Accounting Officer and/or Chair of Trustees.

The Chair will be appointed by the Chair of the Trust.

2. Role

The role of the RAG committee is to maintain an oversight of the Trust's governance, risk management, internal control and strategic reporting frameworks.

It will report its findings termly to the Trust Board and the Accounting Officer as a critical element of the CLLT annual reporting requirements.

The RAG committee has no executive powers or operational responsibilities/duties.

3. Duties

The duties of the RAG committee are to:

Area	Responsibilities	Useful Links
Audit	**3.1 Advise** the Board and Accounting Officer on the adequacy and effectiveness of the Governance, Risk management and Controls. Review the Annual Report and Internal Scrutiny report.	CLLT Annual Report Internal Scrutiny Report
	3.2 Advise the Trust Board on the appointment, re-appointment, dismissal and remuneration of the external auditor.	
	3.3 Advise the Trust Board on the internal audit and internal scrutiny plan based on a consideration of the risks identified in the Risk register.	Risk Register
	3.4 Review and approve the external auditor's plan.	Annual Planning Schedule
	3.5 Receive audit findings reports and consider any issues raised, the associated management response and action plans.	
	3.6 Monitor audit recommendations to ensure actions are taken where required.	Audit Findings Report
	3.7 Review the Trust's Finance Policies and ensure that any allegations of fraud or irregularity are managed and investigated appropriately.	Policy List

	3.8 Consider any additional services delivered by the external auditor or other provider and ensure appropriate independence is maintained.	
	3.9 Ensure appropriate cooperation and coordination of the work of the external auditor.	
	3.10 Meet with the external auditor annually without management present.	
	3.11 Review the annual report, financial statements and going concern.	CLLT Annual Report
Risk Management	**3.12 Review** changes to legislation as it impacts the Trust and increases risk and ensure statutory responsibilities are complied with.	Legal Updates
	3.13 Review the Risk Register and Risk Appetite Statement and provide assurance that risk mitigation and internal controls are in place.	CLLT Risk Register CLLT Risk Appetite Statement
	3.14 Advise on reputational risks, including communications strategies.	
	3.15 Ensure the adequacy and effectiveness of the management structure.	CLLT Staffing Structure
	3.16 Review the level of insurance in place.	Insurance Policies
	3.17 Ensure that a disaster recovery plan is in place and tested on a regular basis at both school and Trust level.	Business Continuity Plans
Data Protection	**3.18 Monitor** compliance with Data Protection policies and regulations. Approve Data Protection Policies. Ensure procedures are in place so any breaches are notified through the DPO and where relevant the ICO.	CLLT Data Protection Policy National Cyber Security Centre
	3.19 Approve data protection policies.	Policies List
	3.20 Ensure procedures are in place to report any breaches	
Governance	**3.21 Advise** on skills and effectiveness of Trust governance.	
	3.22 Ensure that LGBs and Trust committees are representative of the community and have a balance of skills.	
	3.23 Power and responsibility to **remove** LGB and appoint an Interim Executive Board (IEB) in its place.	
	3.24 Ensure that each school has a link trustee.	Link Trustee
	3.25 Make **recommendations** to the Trust Board on the scheme of delegation.	
	3.26 Scrutinise the related party transactions.	Related Party List
Other	**3.27 Advise** on the committee TOR and annual plan of work.	
	3.28 Review policies related to Risk and Governance	Policies List

4. Administration

4.1 The RAG committee will meet at least once per term.

4.2 The RAG Committee will consist of three members of the CLLT Board. The Chair of the CLLT Board cannot be Chair of the RAG Committee, nor can any member of this committee be a member of the Finance and Resources Committee.
4.3 The RAG committee will be quorate if two Board members are present.
4.4 Core Executive team or and other staff maybe invited to attend, but will have no voting rights.
4.5 Administrative support will be provided by the Clerk to the Trust Board.
4.6 Agendas will be agreed in advance by the Chair of the RAG committee (based on, but not limited to, a pre-agreed annual schedule of activity) and papers will be circulated at least 5 working days in advance.
4.7 Minutes of meetings will be taken and once approved in draft by the Chair of the RAG committee, be submitted to the next scheduled meeting of the committee and shared with Trust Board.
4.8 The RAG committee will review these terms of reference and self-assess its performance against these terms of reference on an annual basis.

Appendix 5 – Terms of Reference – Learner Experience Quality of Education Committee

1. Authority

The Learner Experience Quality of Education committee is a committee of the Trust Board and is authorised to consider, advise on or determine strategies and policies to deliver the outstanding learner experience that should be in each of the schools.

The Chair will be appointed by the Chair of the Trust.

2. Role

The role of the Learner Experience Quality of Education Committee is, on behalf of the Trust Board, to maintain excellent standards across the Trust schools in line with CLLT vision, values aims and strategic objectives, taking account of the relevant national guidance, legislation and the Ofsted inspection framework. This includes One Cumbria Teaching School Hub and One Cumbria SCITT, whose Quality of Education are reviewed as part of the Committee's remit.

It will report its findings termly to the Trust Board and the Accounting Officer as a critical element of the CLLT annual reporting requirements.

The Learner Experience Quality of Education committee has no executive powers or operational responsibilities/duties.

3. Duties

The duties of the Learner Experience Quality of Education Committee are set out in the table below:

Area	Responsibilities	Useful Links
	3.1 Secure and **maintain** the highest quality learning experience for *all* learners in each of the schools in the Trust.	
	3.2 Scrutinise quality assurance documents, data/results reports and school reviews both internal and external and monitor results against the strategy.	Data Dashboard
	3.3 Offer appropriate challenge to the Executive Team and other school leaders with cross-Trust responsibilities in order to ensure the highest quality is achieved for all learners.	
	3.4 Consider appropriate local, national and historical bench marking data in order to evaluate performance and consider projected outcomes.	
	3.5 Ensure that the curriculum delivered across the Trust is of the highest quality and appropriately meets the needs of all learners including vulnerable groups including those with Special Educational Needs and Disabilities (SEND).	SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
	3.6 Consider any resourcing implications for curriculum delivery.	
	3.7 Ensure effective communication with Local Governing Boards and ensure that they are fulfilling their delegated responsibilities effectively by ensuring each LGB Chair has a link Trustee from the committee.	Link Trustee
	3.8 Evaluate the position of each school against the current Ofsted framework and the current focus for improvement.	Ofsted Framework

		School Evaluation Ofsted Framework
	3.9 Ensure a member of the committee can meet with Ofsted in an inspection to represent the Trust Board and provide a member of the committee at every Ofsted feedback meeting.	
	3.10 Approve the School Improvement Strategy to be used across the Trust and consider any resourcing implications.	School Improvement Strategy
	3.11 Consider issues emerging from local communities and school stakeholders, especially parents.	
	3.12 Review educational due diligence of new schools wishing to join the Trust.	Due diligence framework
	3.13 Review policies related to Learner Experience Advise on the committee TOR and annual plan of work.	Policies List
	3.14 Advise on the committee TOR and annual plan of work	Board Calendar
	3.15 Review the development and delivery of sex and relationships education across the Trust to ensure it is line with and legal guidance.	Relationships and sex education (RSE) and health education
	3.16 Review the development and delivery of religious education across the Trust to ensure it is line with legal guidance	RE and collective worship in academies and free schools - GOV.UK (www.gov.uk)
	3.17 Review the wider curriculum and consider any resourcing implications.	The national curriculum: Overview - GOV.UK (www.gov.uk)
	3.18 Ensure the impact of any specific funding (i.e., pupil premium, recovery, sports premium) is planned and reviewed.	Pupil premium: overview - GOV.UK (www.gov.uk)

4. Administration

4.1 The Learner Experience Quality of Education Committee will meet at least once per term.

4.2 The Learner Experience Quality of Education Committee will consist of three members of the Board.

4.3 The Learner Experience Quality of Education Committee will be quorate if two Board members are present.

4.4 Other members of the CLLT staff maybe invited to attend, but will have no voting rights.

4.5 Administrative support will be provided by the Clerk to the CLLT Board.

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

4.7 Minutes of meetings will be taken and once approved in draft by the Chair of the Learner Experience Committees, be submitted to the next scheduled meeting of the CLLT Board together with a summary one-page report.

4.8 The Learner Experience Quality of Education Committee will review these terms of reference and self-assess its performance against these terms of reference on an annual basis.

Appendix 6 – Terms of Reference – Learner Experience Inclusion Committee

1. Authority

The Learner Experience Inclusion committee is a committee of the Trust Board and is authorised to consider, advise on or determine strategies and policies to deliver the outstanding learner experience that should be in each of the schools.

The Chair will be appointed by the Chair of the Trust.

2. Role

The role of the Learner Experience Inclusion committee is, on behalf of the Trust Board, to maintain excellent standards across the Trust schools in line with CLLT vision, values aims and strategic objectives, taking account of the relevant national guidance, legislation and the Ofsted inspection framework.

It will report its findings termly to the Trust Board and the Accounting Officer as a critical element of the CLLT annual reporting requirements.

The Learner Experience Inclusion committee has no executive powers or operational responsibilities/duties.

3. Duties

The duties of the Learner Experience Inclusion Committee are set out in the table below:

Area	Responsibilities	Useful Links
	3.1 Secure and **maintain** the highest quality learning experience for *all* learners in each of the schools in the Trust.	
	3.2 Scrutinise quality assurance documents, data/results reports and school reviews both internal and external and monitor results against the strategy.	Data Dashboard
	3.3 Offer appropriate challenge to the Executive Team and other school leaders with cross-Trust responsibilities in order to ensure the highest quality is achieved for all learners.	
	3.4 Consider appropriate local, national and historical bench marking data in order to evaluate performance and consider projected outcomes.	
	3.5 Ensure that the curriculum delivered across the Trust is of the highest quality and appropriately meets the needs of all learners including vulnerable groups including those with Special Educational Needs and Disabilities (SEND).	SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
	3.6 Consider any resourcing implications for curriculum delivery.	
	3.7 Ensure effective communication with Local Governing Boards and ensure that they are fulfilling their delegated responsibilities effectively by ensuring each LGB Chair has a link Trustee from the committee.	Link Trustee
	3.8 Evaluate the position of each school against the current Ofsted framework and the current focus for improvement.	Ofsted Framework

		School Evaluation Ofsted Framework
	3.9 Ensure a member of the committee can meet with Ofsted in an inspection to represent the Trust Board and provide a member of the committee at every Ofsted feedback meeting.	
	3.10 Approve the School Improvement Strategy to be used across the Trust and consider any resourcing implications.	School Improvement Strategy
	3.11 Consider issues emerging from local communities and school stakeholders, especially parents.	
	3.12 Review educational due diligence of new schools wishing to join the Trust.	Due diligence framework
	3.13 Review policies related to Learner Experience Advise on the committee TOR and annual plan of work.	Policies List
	3.14 Advise on the committee TOR and annual plan of work	CLLT Board Calendar
	3.15 Consider the effectiveness of all types of provision for learners with SEND.	SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
	3.16 Monitor the behaviour and attendance policies and consider attendance, behaviour and exclusions data and the strategies in place across the Trust to address any issues arising.	School policies (see school websites) Data Dashboard
	3.17 Maintain an overview of safeguarding practice across the Trust ensuring that policy is implemented.	Keeping children safe in education - GOV.UK (www.gov.uk) School Policies (see school websites)
	3.18 Ensure statutory responsibilities for SEND and Looked After Children are complied with through links with LGBs.	SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
	3.19 Ensure the Trust Board has a Safeguarding and SEND Trustee on the Learner Experience Committee.	Link Trustee

4. Administration

4.1 The Learner Experience Inclusion Committee will meet at least once per term.

4.2 The Learner Experience Inclusion Committee will consist of three members of the CLLT Board.
4.3 The Learner Experience Inclusion Committee will be quorate if two Board members are present.
4.4 Other members of the CLLT staff maybe invited to attend, but will have no voting rights.
4.5 Administrative support will be provided by the Clerk to the CLLT Board.
4.6 Agendas will be agreed in advance by the Chair of the Learner Experience Committees (based on, but not limited to, a pre-agreed annual schedule of activity), and papers will be circulated to members and attendees at least 5 working days in advance of the meeting.
4.7 Minutes of meetings will be taken and once approved in draft by the Chair of the Learner Experience Committees, be submitted to the next scheduled meeting of the CLLT Board together with a summary one-page report.
4.8 The Learner Experience Inclusion Committee will review these terms of reference and self-assess its performance against these terms of reference on an annual basis.

Appendix 7 – Terms of Reference CLLT Advisory Council

1 Authority

The Advisory Council advises the Trust Board on key issues and strategic priorities relating to CLLT and its schools. This ensures our schools and Chairs of the Local Governing Boards (LGBs) play a key role in the strategy of CLLT and that governance at individual school level is aligned effectively with the overall governance of CLLT.

2 Role

The role of the Council is to provide advice on areas including:

- Development, implementation and impact of CLLT strategy, plans and policy.
- The views of each local community, especially parents.
- The learner experience, development and student voice in each school.
- Local governance issues including membership of LGBs.

The role of the Council is also to:

- Share best practice in local governance and develop collective approaches to areas of common concern or interest.
- Share specific school developments.
- Celebrate school achievements and successes.

The Advisory Council is not a subcommittee of the Trust Board and acts in an advisory capacity only. The Council has no legal powers or operational responsibilities/duties.

3 Duties

The duties of the Advisory Council are to advise the Trust Board CLLT Executive Team. This will include a report to the Trust Board on issues, and providing an update on local delivery of the CLLT strategy.

4 Administration

4.1 The Advisory Council will meet at least once per term.
4.2 The Advisory Council will consist of the Chairs of each Trust Local Governing Board.
4.3 The Chair of the Advisory Council will be appointed by the Trust Board, this may be a member of the Advisory Council or a Trustee.
4.4 Other Trustees, governors or employees relevant to the agenda may be invited to attend for specific items.
4.5 Administrative support will be provided by the Clerk to the Trust Board.
4.6 Agendas will be agreed in advance by the Chair of the Advisory Council, informed by the work of the Trust Board and standard agenda schedule. Items on the agenda may also be raised by the Executive Team or by any LGB Chair.
4.7 Papers will be circulated to members and attendees (if relevant) at least 5 working days in advance of the meeting.
4.8 Minutes of meetings will be taken and once approved in draft by the Chair, be submitted to the next scheduled meeting of the CLLT Board together with a summary one-page report.
4.9 The Council will review these terms of reference and self- assess its performance against these terms of reference on an annual basis. This self-assessment will be reviewed by Trust Board.
4.10 The Trust Board will review and approve these terms of reference annually.

Appendix 8 – Terms of Reference Local Governing Boards

1 Authority and Responsibility

Local Governing Boards
The Board of CLLT has established Local Governing Boards (LGBs) to monitor, support and challenge school senior leadership teams in the delivery of the CLLT strategy and on the overall quality and effectiveness of learner experience in each local school.

LGBs have a delegated responsibility to ensure each school engages effectively with its local community and that the voice of local stakeholders, particularly parents and pupils, is heard and taken into account. (The details of these delegated responsibilities are outlined below and in the Trust Scheme of Delegation).

Local Governing Boards are accountable to the Trust Board for the delivery of their responsibilities.
This is predominantly secured through CEO oversight and the Risk & Governance committee of the Trust Board in the following ways:

- All LGB minutes are shared with Trustees.
- LGB agendas will use the proforma Trust agenda items plus any school specific items, it is the responsibility of LGB Chairs to determine how these are covered.
- The Chair and LGB members are responsible for ensuring all mandatory training is completed and governors are encouraged to attend other training sessions as required.
- The Chair of each LGB has a link Trustee– they meet a minimum of twice per year. The purpose of these meetings is to:
  - Increase Trustees' understanding of individual schools.
  - Ensure LGBs are fulfilling their role effectively.
  - Facilitate an improved common understanding for those responsible for governance.

Reports are made to the Trust Board. Meetings between the Chair and Link Trustee are likely to be more frequent and cover more issues where a school faces specific difficulties.
1.2 Chairs Advisory Council

The Chair of each LGB is a member of the Advisory Council which advises the Board of CLLT on key issues and strategic priorities.

There are separate terms of reference for the Advisory Council.

Headteachers

The **Headteacher** of each school has delegated powers from Trust Board to manage the school within the approved curriculum, budget and overall policies of CLLT.

2 Role of the Local Governing Board

The role of the LGB is to offer appropriate support and challenge to senior leaders at each school whilst reviewing and monitoring the areas of delegated responsibility.

The LGB also provides the Trust with local context and community feedback in order to shape the Trust strategy. It will report its findings termly to the Board and Accounting

Officer as a critical element of the CLLT annual reporting/compliance requirements. Any areas of concern should be reported immediately to the CLLT Core Executive Team.

3 Duties

The Trust Board are the body with responsibility for all the schools in the Trust and the role and responsibilities of the LGB are determined by the CLLT Board.

The duties delegated to the LGB are:

Area	Responsibilities	Useful Links
Stakeholder Engagement	**3.1 Ensure** that effective stakeholder mapping within the local school community takes place in order to ensure that the voice of all local stakeholders is heard and considered in the CLLT strategy and school offer.	CLLT Stakeholder Mapping NGA Questions to ask – engaging parents The Key Guidance – Boosting Engagement
Strategy	**3.2 Uphold** and **champion** CLLT vision and values, ensuring each school is aligned to the Trust's strategic objectives.	
	3.3 Review the impact of the strategy at school level and advise the CLLT Board and Executive Team via the Chairs Advisory Council.	CLLT Strategy Document School Evaluation
	3.4 Advise the Board of any new or changes in risk.	CLLT Risk Register
Data Protection	**3.5 Advise** the Trust Board of any data breach risks, particularly around governance.	
	3.6 Ensure that the school has a strategic lead (SLT member) for Data Protection to determine *'What is the culture of Data Protection in the school'* and report back to the Trust Executive Team. The strategic lead role should include: - Meeting with the DPO - Spot checks /audits in school (working with the DPO / internal audit).	
Safeguarding	**3.7 Monitor** implementation of the safeguarding policy to ensure that the school has a strong culture of safeguarding at all levels.	School Safeguarding Policies available on school websites
	3.8 Complete required training.	Keeping Children Safe in Education Additional training as mandated by

		Trust Executive Team
	3.9 Appoint a Safeguarding Champion Governor to ensure compliance and culture. To include: - Completion of the annual safeguarding audit (Chair of LGB must sign off) - Regular meetings with the Designated Safeguarding Lead (DSL). - Twice yearly meetings with the Trust Executive DSL. - Testing of the school safeguarding training.	NGA Guidance – Safeguarding link Governor/Trustee Named Governor Roles and Responsibilities
Special Educational Needs and Disabilities	**3.10 Monitor** the application of the SEND policy and review the effectiveness of all types of provision for learners with SEND.	School SEND Policy available on school website. NGA Guidance – SEND and the Governing Board
	3.11 Ensure statutory responsibilities for SEND and Looked After Children are complied with.	SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
	3.12 Appoint a SEND Champion Governor to ensure compliance with legislation. To include: - Meeting with the SENDCO (Special Educational Needs and Disabilities Coordinator). - Reviewing implementation of the policy. - Reviewing referrals. - Gauging the capacity of the school to meet the needs of pupils (SEND and LAC (Looked After Children)).	NGA Guidance – SEND link Governor/ Trustee Named Governor Roles and Responsibilities
Health & Safety	**3.13 Ensure** H&S incidents are dealt with and escalated in line with the policy.	Health and safety policy
	3.14 Ensure the school has a competent (IOSH qualification or higher) H&S lead (normally office manager).	
	3.15 Ensure the school has a strategic lead for H&S (Headteacher) to determine 'what is the culture of Health & Safety in school?'. The strategic lead role should include regular H&S meetings. The actions log from the H&S meetings to be reviewed by Trust Executive to ensure risks are actioned or escalated.	
Curriculum and Learner Experience	**3.16 Ensure** that all pupils in the school receive a high-quality experience and that the needs of all learners are met. This can include: - Focus on cohorts - Outcomes	NGA Guidance and Questions to ask - curriculum NGA Guidance and Questions to

	- Focus on a curriculum area - Teaching & Learning.	ask – raising standards
	3.17 Lead the required consultations, in partnership with the Headteacher, on: - RE Policy and Curriculum, and monitor the delivery - RSE Policy and Curriculum, and monitor the delivery	RE and RSE Policies available on school websites DfE Guidance – Relationships and Sex Education (RSE) and Health Education RE and collective worship in academies and free schools - GOV.UK (www.gov.uk)
	3.18 Ensure that any school trips or extra-curricular activities add high value to the learner experience.	NGA Guidance and Questions to ask – extra-curricular provision
Finance & Resources	**3.19 Scrutinise** in detail the use and impact of restricted funds for pupil premium, SEND, sports grant and other restricted government grants, and **approve** the school spending statements and strategies on an annual basis.	Pupil premium: overview - GOV.UK (www.gov.uk) NGA Guidance and questions to ask – pupil premium
	3.20 Review the deployment of financial and human resource at the school to ensure that it meets the needs of the whole school, taking into account the framework of CLLT financial controls.	CLLT Financial Regulations Manual
Policies	**3.24 Ensure** that school policies are in place (where there is no overall trust policy) and that they are aligned with Trust frameworks.	Policies List
	3.25 Scrutinise and approve policies in line with the review periods set out, with particular focus on the areas highlighted in the schemes of delegation and where LGB input is required (see list below).	
	3.26 Monitor the implementation of all policies at school level.	

	Admissions **3.27** Participate in any consultation required in PAN.	Admissions Policies (see school websites)
	Behaviour and Anti Bullying **3.28 Monitor** the implementation of the behaviour policy and strategies for reducing exclusions and suspensions	Behaviour Policies (see school websites) Guidance for LGBs on their role in creating their school's behaviour policy NGA Questions to ask - behaviour
	Exclusions and Suspensions **3.29** In line with legislation and policy **hear** any exclusions representations and determine the outcome. **3.30 Ensure** that a sufficient number of governors are trained to be able to constitute a panel. **3.31 Ensure** necessary plans are in place to reduce all forms of exclusion and maximise attendance, and monitor impact.	NGA Guidance – procedural guide for boards and governance professionals Training Log
	Complaints **3.32 Ensure** complaints are dealt with and escalated in line with the policy.	CLLT Complaints Policy
Other	**3.33 Ensure** all LGB members comply with the Code of Conduct (which includes the Seven Nolan Principles of Public Life).	CLLT Model Code of Conduct
	3.34 Ensure all LGB members complete an annual declaration (using the Trust proforma) for the register of interests form and update the trust of any changes in (personal, business or financial) interests in the year.	
	3.35 Maintain confidentiality of matters discussed at meetings unless it has been agreed that the matters are for communication.	
	3.36 Complete the annual LGB effectiveness survey and skills audit.	

4 Administration

4.1 The LGB or appropriate committee will meet at least twice per term.
4.2 The LGB will consist of at least two parents, one staff, one community (i.e., has local knowledge and connections) and one co-opted member (normally for specific skills and experience). The Headteacher is an ex-officio member of each committee. Local Governing Board members are proposed by the LGB and ratified by the Trust Board prior to them becoming members of the LGB.

4.3 The LGB for One Cumbria Teaching School Hub and One Cumbria SCITT will consist of representatives from delivery partners, trainees, co-opted members (normally for specific skills and experience) and the community. Local Governing Board members are proposed by the LGB and ratified by the Trust Board prior to them becoming members of the LGB.

4.4 The LGB will be quorate if at least three or (if this would be higher) one third of members are present.

4.5 The Chair will be appointed for a one-year term commencing each September. The Chair will be proposed by the members of the LGB and approved by the Trust Board. The Chair may be reappointed for further years (by proposal from the LGB and approval by the Trust Board). The maximum term as a Chair is the same as the term of office as set out in 4.5 below. No LGB member employed at the school will act as Chair to the LGB or a committee. In the absence of the Chair the committee will elect a temporary replacement from among the members present at the meeting.

4.6 The term of office in one school's LGB will be a maximum of 2 terms of 4 years each (i.e., 8 years). After 4 years members may be reappointed for a second 4-year term. Reappointment will be proposed by members of the LGB and approved by Trust Board. After 8 years if the member wishes to remain in a role in a Trust they may look to be appointed at another LGB within the Trust or the Trust Board.

4.7 Headteachers will take on responsibility (supported by the Director of Phase) for governor recruitment. The Trust will support by providing a recruitment pack and advertising vacancies on:

- Trust website
- Social Media

Where necessary election will take place for staff and parent vacancies (where there are more expressions of interest than vacancies). As for all Local Governing Board members parent and staff members are proposed by the LGB and ratified by the Trust Board prior to them becoming members of the LGB.

4.8 LGB members may resign as members by giving the Chair of the LGB notice. We would request, wherever possible, a terms notice is given to enable new members to be appointed.

4.9 LGB members may be removed from office for persistent non-attendance or significant breaches of the code of conduct or terms of reference. Where there are concerns about a governor the first stage would be to aim to resolve these informally by the Chair of LGB with actions such as additional training and guidance. Where the matter escalates to consideration of removal the Chair of Governors should consult with the CEO to agree the action to be taken. The Local Governing Board can then propose to remove a member and this should be ratified by the Trust Board.

4.10 Administrative support will be provided by the Clerk to the committee.

4.11 Agendas will be agreed in advance by the Chair (with support from the Clerk and Headteacher and based on, but not limited to, the pre-agreed annual schedule of activity) and papers will be circulated least 5 working days in advance of the meeting.

4.12 Minutes of meetings will be taken and once approved in draft by the Chair (or Chair of subcommittee), be submitted to the next scheduled meeting of the LGB. They will be shared with the Trust Board.

4.13 Each LGB is authorised to invite attendees to its meetings from persons to assist or advise on a particular matter or range of issues, including parents and school staff who are not governors. Confidentiality and conflict of interest statements must be signed for such attendees.

4.14 Declarations of interest must be made on an annual basis (on the Trust proforma), where changes arise and at each meeting (where there are interests in specific agenda items). Generally, governors and Trustees must not be involved in

discussions or vote on matters to which their conflict relates. Guidance will be given on when withdrawal from the meeting or non-participation in discussions will be required.

- Conflict of interests may arise when the interests of a governor in a matter may affect, or be seen to affect, the ability to take decisions that are impartial and in the best interests of the school. Conflicts of interest are not restricted to those declared on the register of interests. Governors and Trustees are also obliged to declare any potential conflicts of interest during meetings.
- Determining that a governor has a conflict of interest in a matter should come down to an assessment of how likely the governor is to exert (or be perceived to exert) undue influence or allow their personal circumstances to cloud their judgement.
- Of course, if there is any doubt then the Chair should acknowledge the interest, declare it and ask for the individual to withdraw from the meeting for the relevant item of business.

4.15 The LGB will review these terms of reference via the Advisory Council and self-assess its performance against these terms of reference on an annual basis.

4.16 The Chair will meet with each LGB member annually to discuss performance, training needs and whether the member wishes to change role within the LGB or Trust – i.e., a wish to become a chair of a subcommittee/LGB or if near their end of term whether they wish to remain on the LGB or move to another school in the Trust.

4.17 The Trust will keep a training log for LGB members.

4.18 The CLLT Board will review and approve these terms of reference annually.

5 Sub Committees

5.1 The LGB may establish sub committees and working groups to keep under review key aspects of the school's performance. Each subcommittee must have a minimum of three governors and the terms of reference be approved by the Trust Board annually – see Appendix 3 for the subcommittee terms of reference

5.2 The membership of any subcommittee will be agreed on an annual basis at the first meeting of the whole governing body in the autumn term.

5.3 LGB Subcommittee will use the proforma Trust agenda items plus any school specific items agreed in advance by the Chair of LGB (a pre-agreed annual schedule of activity) and papers will be circulated to members at least 5 working days in advance of the meeting.

5.4 Minutes of LGB sub committee meetings will be taken and once approved in draft by the Chair, be submitted to the next scheduled meeting of the committee and full LGB.

5.5 Minutes of the LGB subcommittees will be made available to CLLT Trustees.

Appendix 9 – Proforma Local Governing Boards Inclusion Committee Terms of Reference (if LGB choses a subcommittee structure)

1 Authority and Role

The Inclusion Committee is a committee of the Local Governing Board (LGB) and is authorised to maintain oversight and advise the LGB on the delegated areas of responsibility regarding learner experience inclusion.

The Chair of the committee will be appointed by the LGB.

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

2 Duties

The duties of the Inclusion Committee are:

Area	Responsibilities	Useful Links
Safeguarding	**2.1 Review** the school safeguarding policy and recommend to the LGB for approval.	Available on school website
	2.2 Monitor implementation of the safeguarding policy to ensure that the school has a strong culture of safeguarding at all levels.	
SEND	**2.3 Review** the school SEND policy and recommend to the LGB for approval	Available on school website
	2.4 Monitor the application of the SEND policy and review the effectiveness of all types of provision for learners with SEND.	
	2.5 Ensure statutory responsibilities for SEND and Looked After Children are complied with.	SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
Exclusions & Suspensions	**2.6 Monitor** the behaviour and attendance policy and consider attendance, behaviour and exclusions data and the strategies in place across the school to address any issues arising.	Available on school website Behaviour and discipline in schools: guide for governing bodies - GOV.UK (www.gov.uk) Questions to ask about behaviour | National Governance

		Association (nga.org.uk)
Stakeholder Engagement	**2.7 Consider** parental and student engagement plans in line with the school's stakeholder engagement plan.	CLLT Stakeholder Mapping Engaging with parents and carers | National Governance Association
	2.8 Consider issues emerging from local communities, especially parents.	

3 Administration

3.1 The Inclusion Committee will meet at least once per term.
3.2 The committee will have a minimum of three governors and the terms of reference be approved by the Local Governing Body annually.
3.3 The membership of the subcommittee will be agreed on an annual basis at the first meeting of the whole governing body in the autumn term.
3.4 The committee will be quorate if two governors are present.
3.5 Other members of school/CLLT staff maybe invited to attend for specific agenda items but will have no voting rights.
3.6 The Chair of the committee will be appointed by the LGB and ratified by the Trust Board.
3.7 Administrative support will be provided by the Clerk to the Local Governing Board.
3.8 LGB Subcommittee will use the proforma Trust agenda items plus any school specific items agreed in advance by the Chair of LGB, a pre-agreed annual schedule of activity)
3.9 Papers will be circulated to members and attendees (if relevant) at least 5 working days in advance of the meeting.
3.10 Minutes of meetings will be taken and once approved in draft by the Chair, be submitted to the next scheduled meeting of the committee and full LGB.
3.11 Minutes will be made available to CLLT Trustees.
3.12 The LGB will review these terms of reference and self- assess its performance against these terms of reference on an annual basis. This self-assessment will be reviewed by Trust Board.
3.13 The Trust Board will review and approve these terms of reference.

Appendix 10 – Proforma Local Governing Boards Quality of Education Terms of Reference (if LGB choses a subcommittee structure)

1 Authority and Role

The Quality of Education Committee is a committee of the Local Governing Board (LGB) and is authorised to maintain oversight and advise the LGB on the delegated areas of responsibility regarding the quality of education in school.

The Chair of the committee will be appointed by the LGB.

The Quality of Education Committee has no executive powers or operational responsibilities/duties.

2 Duties

The duties of the Quality of Education are:

Area	Responsibilities	Useful Links
Curriculum	**2.1 Offer** appropriate challenge to the Senior Leadership Team in order to ensure that all pupils in the school receive a high-quality experience and that the needs of all learners are met. This can include: - Focus on cohorts - Outcomes - Focus on a curriculum area - Teaching & Learning.	Questions to ask about the curriculum | National Governance Association (nga.org.uk) Questions to ask about educational performance | National Governance Association (nga.org.uk)
	2.2 Lead the consultation, in partnership with the Headteacher, on: - RE Policy and Curriculum, and monitor the delivery - RSE Policy and Curriculum, and monitor the delivery.	Policies available on school websites Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk) RE and collective worship in

		academies and free schools - GOV.UK (www.gov.uk)
	2.3 Ensure that any school trips or extra-curricular activities add high value to the learner experience.	
Outcomes	**2.4 Consider** appropriate local, national and historical bench marking data in order to evaluate performance and consider projected outcomes.	

3. Administration

3.1 The Quality of Education will meet at least once per term.
3.2 The committee will have a minimum of three governors and the terms of reference be approved by the LGB annually.
3.3 The membership of the subcommittee will be agreed on an annual basis at the first meeting of the whole governing body in the autumn term.
3.4 The committee will be quorate if two governors are present.
3.5 Other members of school/CLLT staff maybe invited to attend for specific agenda items but will have no voting rights.
3.6 The Chair of the committee will be appointed by the LGB and ratified by the Trust Board.
3.7 Administrative support will be provided by the Clerk to the Local Governing Board.
3.8 LGB Subcommittee will use the proforma Trust agenda items plus any school specific items agreed in advance by the Chair of LGB pre-agreed annual schedule of activity)
3.9 Papers will be circulated to members and attendees (if relevant) at least 5 working days in advance of the meeting.
3.10 Minutes of meetings will be taken and once approved in draft by the Chair, be submitted to the next scheduled meeting of the committee and full LGB.
3.11 Minutes will be made available to CLLT Trustees.
3.12 The LGB will review these terms of reference and self- assess its performance against these terms of reference on an annual basis. This self-assessment will be reviewed by Trust Board.
3.13 The Trust Board will review and approve these terms of reference.

Appendix 11 – Proforma Local Governing Boards Operations & HR Committee Terms of Reference (if LGB choses a subcommittee structure)

1 Authority and Role

The Operations & HR Committee is a committee of the Local Governing Board (LGB) and is authorised to maintain oversight and advise the LGB on the delegated areas of responsibility regarding the quality of education in school.

The Chair of the committee will be appointed by the Chair of the LGB.

The Operations &HR Committee has no executive powers or operational responsibilities/duties.

2 Duties

The duties of the Operations & HR Committee are:

Area	Responsibilities	Useful Links
Curriculum	**2.1 Offer** appropriate challenge to the Senior Leadership Team in order to ensure that all pupils in the school receive a high-quality experience and that the needs of all learners are met. This can include: - Focus on cohorts - Outcomes - Focus on a curriculum area - Teaching & Learning.	Questions to ask about the curriculum | National Governance Association (nga.org.uk) Questions to ask about educational performance | National Governance Association (nga.org.uk)
	2.2 Lead the consultation, in partnership with the Headteacher, on: - RE Policy and Curriculum, and monitor the delivery - RSE Policy and Curriculum, and monitor the delivery.	Policies available on school websites Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk) RE and collective worship in

		academies and free schools - GOV.UK (www.gov.uk)
	2.3 Ensure that any school trips or extra-curricular activities add high value to the learner experience.	
Outcomes	**2.4 Consider** appropriate local, national and historical bench marking data in order to evaluate performance and consider projected outcomes.	

3 Administration

3.1 The Operations & HR Committee will meet at least once per term.
3.2 The committee will have a minimum of three governors and the terms of reference be approved by the LGB annually.
3.3 The membership of the subcommittee will be agreed on an annual basis at the first meeting of the whole governing body in the autumn term.
3.4 The committee will be quorate if two governors are present.
3.5 Other members of school/CLLT staff maybe invited to attend for specific agenda items but will have no voting rights.
3.6 The Chair of the committee will be appointed by the LGB and ratified by the Trust Board.
3.7 Administrative support will be provided by the Clerk to the Local Governing Board.
3.8 LGB Subcommittee will use the proforma Trust agenda items plus any school specific items agreed in advance by the Chair of LGB pre-agreed annual schedule of activity)
3.9 Papers will be circulated to members and attendees (if relevant) at least 5 working days in advance of the meeting.
3.10 Minutes of meetings will be taken and once approved in draft by the Chair, be submitted to the next scheduled meeting of the committee and full LGB.
3.11 Minutes will be made available to CLLT Trustees.
3.12 The LGB will review these terms of reference and self- assess its performance against these terms of reference on an annual basis. This self-assessment will be reviewed by Trust Board.
3.13 The Trust Board will review and approve these terms of reference.