



engage enrich excel academies

Governance Handbook 2026-2028 V2

Date of Approval

May 2026

Trust Board

Date of Review

May 2028

Trust Board

Related Documents

- Scheme of Delegation

Engage Enrich Excel Academies

Registered Office: 181 Frimley Road South Camberley Primary & Nursery School Junior Site, Camberley, Surrey. GU15 2QB
Company Registration Number 9279884 (England and Wales)

Contents	Page
<p data-bbox="252 255 855 286"><u>About Engage Enrich Excel Academies (EEEE)</u></p> <ul style="list-style-type: none"> <li data-bbox="300 300 507 331">▪ EEEE Vision <li data-bbox="300 331 616 362">▪ Organisational Details <li data-bbox="300 362 512 394">▪ EEEE Family <li data-bbox="300 394 501 425">▪ EEEA Motto <li data-bbox="300 425 501 456">▪ EEEA Ethos <li data-bbox="300 456 660 488">▪ EEEE Pledge to Families. 	<u>4</u>
<p data-bbox="252 508 491 539"><u>EEEE Governance</u></p> <ul style="list-style-type: none"> <li data-bbox="300 553 536 584">▪ Board Trustees <li data-bbox="300 584 612 616">▪ Organisational Charts <li data-bbox="300 616 679 647">▪ Local Advisory Committees <li data-bbox="300 647 501 678">▪ Composition <li data-bbox="300 678 608 710">▪ Delegation Principles <li data-bbox="300 710 536 741">▪ Legal Liabilities <li data-bbox="300 741 464 772">▪ Members <li data-bbox="300 772 1134 826">▪ Division of Responsibilities: Board of Trustees and Local Advisory Committees. 	<u>10</u>
<p data-bbox="252 844 890 875"><u>The Role of the Local Advisory Committees (LAC)</u></p> <ul style="list-style-type: none"> <li data-bbox="300 889 464 920">▪ Overview <li data-bbox="300 920 635 952">▪ Central Monitoring Role <li data-bbox="300 952 517 983">▪ Critical Friend <li data-bbox="300 983 719 1014">▪ Consulting Parents and Carers <li data-bbox="300 1014 560 1046">▪ Consulting Pupils <li data-bbox="300 1046 676 1077">▪ Getting to know the School <li data-bbox="300 1077 903 1108">▪ Local Advisory Committee (LAC) Organisation <li data-bbox="300 1108 432 1140">▪ Panels <li data-bbox="300 1140 908 1171">▪ Local Advisory Committee Terms of Reference <li data-bbox="300 1171 1043 1202">▪ Code of Conduct for Local Advisory Committee Governors <li data-bbox="300 1202 523 1234">▪ Confidentiality <li data-bbox="300 1234 780 1265">▪ Local Advisory Committee Meetings <li data-bbox="300 1265 783 1296">▪ Role of the Chair and the Vice Chair <li data-bbox="300 1296 448 1328">▪ Quorum <li data-bbox="300 1328 427 1359">▪ Voting <li data-bbox="300 1359 687 1391">▪ Restrictions on Participation <li data-bbox="300 1391 560 1422">▪ “Part 2” Sessions <li data-bbox="300 1422 676 1453">▪ The Record of the Meeting. 	<u>12</u>
<p data-bbox="252 1460 624 1491"><u>Working with the Academies</u></p> <ul style="list-style-type: none"> <li data-bbox="300 1505 676 1536">▪ School Development Plans <li data-bbox="300 1536 528 1568">▪ Annual targets <li data-bbox="300 1568 639 1599">▪ Annual Results Analysis <li data-bbox="300 1599 887 1630">▪ Annual Budget and Monthly Finance Reports <li data-bbox="300 1630 608 1662">▪ Headteachers Report <li data-bbox="300 1662 751 1693">▪ Progress and Attainment Reports <li data-bbox="300 1693 603 1724">▪ Self-Evaluation Form <li data-bbox="300 1724 911 1756">▪ Regular Reports from the Trustee of Standards <li data-bbox="300 1756 533 1787">▪ Ofsted Reports <li data-bbox="300 1787 671 1818">▪ Performance Management <li data-bbox="300 1818 443 1850">▪ Policies 	<u>16</u>
<p data-bbox="252 1863 703 1895"><u>The Central Trust: Shared Services</u></p> <ul style="list-style-type: none"> <li data-bbox="300 1908 900 1939">▪ Shared Services provided to Trust Academies <li data-bbox="300 1939 762 1971">▪ Central Trust Organisational Chart 	<u>19</u>

Appendices	<u>21</u>
• Appendix One: Board of Trustees Biographies	
▪ Appendix Two: Terms of reference for Trust committees	<u>26</u>
▪ Appendix Three: Division of responsibilities between the Board of Trustees and the Local Advisory Committees	<u>31</u>
▪ Appendix Four: Local Advisory Committee Terms of Reference	<u>33</u>
▪ Appendix Five: Local Advisory Committee Governors' Code of Conduct	<u>34</u>
▪ Appendix Six: Members and Trustees Code of Conduct	<u>37</u>
▪ Appendix Seven: Jargon Buster (Glossary of Educational Terms and Acronyms)	<u>39</u>
▪ Appendix Eight: Governance Structure Diagram	<u>41</u>
▪ Appendix Nine: Finance Scheme of Delegation	<u>42</u>

About Engage Enrich Excel Academies (EEEE)

Engage Enrich Excel Academies (EEEE) was established on 1st December 2014 when Ravenscote Junior School converted with articles of a Multi-School Trust (MAT). The trust was named Engage Enrich Excel Academies.

Currently EEEA consists of:

- **Byfleet Primary School** joined on 1st May 2020
- **The Cambridge Primary School** – CPS opened in September 2018
- **Maybury Primary School** joined on 1st June 2019
- **Ravenscote Junior School** was the founding school in December 2014
- **South Camberley Primary and Nursery School** joined the trust on December 1st 2017.
- **Westfield Primary School** to joined on 1st July 2018
- **Stanhope Primary School** – joined and opened 1st September 2025
- **Hounsome Fields Primary School** – joined and opened 1st September 2025

Vision:

Inspire **belonging** through **respectful** collaboration, **empowering** all to achieve excellence.

Mission:

Nurturing possibilities, growing stronger together

Values:

Belong, respect, empower: unlocking futures

Values

Each value is expanded below:

Belong:

- The value of belonging fosters a positive climate, that enhances emotional well-being and promotes academic success.
- If children and staff feel like they belong they will engage effectively and develop a strong sense of happiness and fulfilment.
- If staff feel a sense of belonging they know they can rely upon everyone in the Trust to support, care and respect them. This leads to them being the best version of themselves.
- Our schools are inclusive environments where all pupils feel like they belong regardless of their ability, background or interests.

Respect:

- The value of respect is about treating each other with kindness, empathy and fairness. Respect in our schools is crucial to enable all staff and children to feel connected and it links intrinsically to the value of belonging.
- We teach our pupils to respect each other and we model this as professionals in our day to day life.
- Respect is at the core of our positive and supportive learning community.

Empower:

- The value of empower enables us to equip our pupils and staff with the knowledge, skills and confidence to take control of their learning and make positive choices in their lives.
- We empower our staff in three key ways; enrich them with opportunities for professional growth, fostering a supportive working environment and recognising and valuing their contributions.
- As a Trust we recognise the importance of open communication and know that this enables our staff and communities to excel.

Definition of excellence:

Excellence is not just a destination but a continuous journey fuelled by a clear sense of **belonging**, a commitment to improvement, and a focus on **empowering** confident, resilient, and curious young individuals.

It hinges on understanding our fundamental role in teaching and learning, directing our efforts towards every child, staff member, and family, with **respect** and equity as its guiding principle, recognising the inherent worth of every child as we strive for ongoing excellence.

EEEA Pledge to our families:

We are dedicated to:

- safeguarding, nurturing, and cherishing your children, fostering **belonging**;
- delivering outstanding teaching across all subjects while relentlessly pursuing excellence;
- prioritising high standards in English and Mathematics within a diverse and engaging curriculum;
- valuing and **respecting** your children's creativity, individuality, and voices, supporting their self-belief and confidence as they grow;
- and **empowering** them to confidently embrace their next educational and life endeavours as they transition from primary education

Organisational Details:

Company Number:	9279884
Registered Office:	181 Frimley Road South Camberley Primary & Nursery School Junior Site, Camberley, Surrey, GU15 2QB
Telephone Number:	01276 423040
Website Address:	www.eeea.co.uk
Chair of the Board of Trustees:	Stephen Norton
Chief Executive Officer (CEO):	David Harris.

EEEE Family

Byfleet Primary School

Kings Head Lane
West Byfleet
Surrey
KT14 7AT
Telephone Number: 01932 403116
Headteacher: Richard Bowman
Primary: 4 to 11 years old
Local Authority: Surrey
Joined the Trust 1st May 2020

The Cambridge Primary School

Queen's Avenue
Wellesley
Aldershot
Hampshire
GU11 4AA
Telephone Number: 01252 314884
Headteacher: Sarah Kennedy
Primary: 4 to 11 years old, includes reception
Local Authority: Hampshire
Joined the Trust 1st September 2018

Maybury Primary School

Walton Road
Woking
Surrey
GU21 5DW
Telephone Number: 01483 763272
Headteacher: Amanda Merritt
Primary: 3 to 11 years old, includes nursery provision
Local Authority: Surrey
Joined the Trust 1st June 2019

Ravenscote Junior School

Old Bisley Road
Frimley
Surrey
GU16 9RE
Telephone Number: 01276 709007
Headteacher: Amy Wells
Primary: Five form of entry school aged 7 to 11 years old.
Local Authority: Surrey
Founding member of the Trust on 1st December 2014.

South Camberley Primary and Nursery School

James Road Infant	France Hill Drive Infant	Junior Campus
James Road	France Hill Drive	Frimley Road
Camberley	Camberley	Camberley
Surrey	Surrey	Surrey
GU15 2RG	GU15 3QA	GU15 2QB

Telephone Number: 01276 63870
Executive Headteacher: Nicky Wright
Primary: 3 to 11 years old, includes nursery provision
Local Authority: Surrey

Joined the Trust 1st December 2017

Westfield Primary School

Bonsey Lane
Woking
Surrey
GU22 9PR
Telephone Number: 01483 764187
Headteacher: Karyn Hing
Primary: 4 to 11 years old, includes nursery provision
Local Authority: Surrey
Joined the Trust 1st July 2018

Stanhope Primary School

Masters Road
Wellesley
Aldershot
Hampshire
GU11 4GJ
Telephone Number: 012716 423040
Executive Headteacher: Sarah Kennedy
Primary: 4 to 11 years old, a resource provision for SEMH for 8 pupils
Local Authority: Hampshire
Opened under the Trust 1st September 2025

Hounsome Fields Primary School

Treetop Avenue
Basingstoke
Hampshire
RG23 7GL
Telephone Number: 012716 423040
Headteacher: Bradley Carter
Primary: 4 to 11 years old, a resource provision for SEMH for 8 pupils
Local Authority: Hampshire
Opened under the Trust 1st September 2025

Our academies are comprehensive, inclusive and dedicated to serving their communities. EEEA is a not-for-profit organization providing education in the state sector. No EEEA academies have religious affiliations.

EEEA Governance

The full legal title of the organisation is Engage Enrich Excel Academies. However, it is normally referred to in the shortened form, EEEA. The term governance describes how EEEA organises the oversight of its operations, including each of its academies. These arrangements are intended to ensure high quality, transparent and efficient governance which meets statutory and contractual expectations too.

Engage Enrich Excel Academies is a company limited by guarantee which:

- Holds the master funding agreement with the DfE;
- Takes a long lease on each school;
- Operates each school under the terms of the school's supplemental funding agreement;
- Has Board Trustees who are the legal Governors of all EEEA academies.

Board Trustees

The current Board Trustees are:

- Stephen Norton (Chair of the Board)
- Elliot Dell
- Colin Cavan
- John Lovell
- Jenny Wood
- Gavin Spiller
- Graham Wolfe
- Karen Brown
- David Harris

See Appendix one – Board Bio’s page

EEEE Board Committees

The following committees enable us to operate our governance functions:

- Audit and Risk
- Education & Well Being
- HR

The EEEA Strategic Team will consist of all the headteachers of the Trust and will be the driving force to ensure the Trustees aims and objectives are achieved. All headteachers have a place on the Leadership Board.

Please Appendix two for the terms of reference for each of the committees (page)

Organisational Charts

- The Trust Member Group, Board of Trustees and Local Advisory Committees;
- The Board and its Committees and Advisory Groups.

Please see appendix one (page 19).

Local Advisory Committee

Although the EEEA Board is the legal Governing Body, it delegates many of its functions to a Local Advisory Committee for each school. Members of each Local Advisory Committee are referred to as Governors.

Composition

A Local Advisory Committee normally consists of between 7 and 12 Governors, as follows:

- No more than 2 elected Parent Governors;
- Three appointed Trust Governors;
- Up to three Staff Governors: to include the headteacher and elected staff

The Governors of that Local Advisory Committee elect the Chair and the Vice Chair on an annual basis. Staff Governors may not act as Chair or Vice Chair of a Local Advisory Committee. All Governors are appointed or elected for a period of four years, apart from the Headteacher who has the position until he or she leaves.

Delegation Principles

EEEE operates under the following principles:

- Delegation to academies wherever practicable;
- The annual budget devolved to the Local Advisory Committee includes all the funding that the school has been given by the DfE via the Education Funding Agency and the Local Authority, apart from the contribution to EEEA for the provision of shared services (more details on page 19);
- EEEA support should be available in areas where a lay Local Advisory Committee cannot reasonably manage the burden of prescriptive legislation and detailed compliance, or where expert skills are needed.

Each Local Advisory Committee technically operates as a committee of the EEEA Board with delegated powers. The actual level of delegation can vary according to the circumstances of individual academies.

Each Local Advisory Committee will have a committee structure to ensure it complies with the EEEA requirements. The structure of the committees will be decided with each individual LAC. The key areas for consideration are finance, resources and teaching and learning.

Legal Liability

In legal terms the Local Advisory Committee is an advisory body to the EEEA Board (the legal Governing Body for all EEEA academies). Whilst many of the scrutiny functions are delegated from the EEEA Board to the Local Advisory Committee, legal responsibility cannot be delegated. Local Advisory Committee members are therefore free from any threat of personal litigation or responsibility, although the expectation of professional and ethical standards remains at all times.

Members

There are currently five Trust Members. One member, the chair of the board, is involved with the day-to-day governance, leadership and management of the academies. The other four members are not as involved as the chair, their role is to ensure that the fundamental vision and values of the trust are respected, valued and safeguarded. They also have key duties under the terms of the trust's Memorandum and Articles of Association, including deciding on the membership of the Board each year.

The current Trust Members are:

- Steve Barker
- Joanna Brill
- Stephen Norton

Division of Responsibilities: Board and Local Advisory Committee Bodies page

Code of Conduct Members and Trustees (Please see appendix four).

The role of the Local Advisory Committee

Overview

The Local Advisory Committee is:

- To be accountable to parents/carers and the school's local community;
- To actively listen to the views and opinions of the children, their parents and staff colleagues so that it can shape the school's services to the needs of the families;
- To fully implement the trust's vision, strategy and policies while remaining sensitive to the circumstances and needs of its particular school;
- To account for the performance of the individual school, including its academic and financial performance;
- To be the voice of the individual school in the trust as a whole.

A successful Local Advisory Committee will:

- Contribute to and monitor the implementation of the School Development Plan (SDP) and school finances effectively;
- Act as a critical friend, developing a strong, open and supportive relationship with the headteacher and his or her senior team;
- Be knowledgeable about the individual school.

Central Monitoring Function

A core function of the Local Advisory Committee is monitoring the implementation of its SDP. It is, moreover, responsible for monitoring the financial plans of the school as expressed through its budget and finance reports. It works with the Headteacher and senior team to monitor and evaluate progress. Its focus should be on the achievement of accelerated educational progress, high educational standards, effective teaching and learning, excellent behaviour, and first-rate safeguarding and care.

Critical Friend

Whilst the Local Advisory Committee will support the headteacher and staff and exists to promote the interests of the individual school and its pupils, it can only be effective if it asks challenging questions and seeks sufficient information to make sound decisions.

The relationship between the headteacher and the Local Advisory Committee is critical to the success of the school. The headteacher is required to report to the Local Advisory Committee regularly.

The Chair of the Local Advisory Committee reviews, with the Chief Executive Officer and the Board - the headteachers performance.

Although Governors are not involved in the day-to-day management of the school, the headteacher should discuss the main aspects of school life with the Local Advisory Committee and provide it with sufficient information to make decisions and fulfil its responsibilities to parents and carers, and to the trust as a whole.

Consulting Parents and Carers

Each Local Advisory Committee includes up to 2 elected Parent Governors. EEEA recognises that it can be hard to recruit parent governors and so having parent governors on the LAC is not essential. The board has 2 parent Trustees which help fulfil the role of parents within the governance structure.

Ofsted inspection arrangements require schools to assess how effectively they listen to and act on parents and carers' views. Governors are required by law to consult parents and carers on certain significant changes to the school such as changes to the admission arrangements, expanding the school or changing the school day. Parents and carers are also a school's main link into the local community, so very good communications with them will also help with building community relationships.

Consulting Pupils

It is important to listen to the views of pupils and to ensure that pupils know that they are listened to. It is for each individual school to make arrangements to achieve this goal.

Getting to know the School

Governors' time is limited but effective Governors will know their school well. A programme of visits to the school will be provided across the school year and Governors with specific responsibilities such as Special Educational Needs and Disability (SEND), and Safeguarding are encouraged to arrange meetings with relevant staff through the headteacher.

Local Advisory Committee Organisation

Local Advisory Committees are encouraged by EEEA to structure themselves in the best way to enable them to work as a community. EEEA recommends that all LAC meetings take place during the working day, where possible. If a LAC wishes to change their organisation they can do this at the start of an academic year and need to notify the executive team. The Local Advisory Committee Chair does not need to chair every committee, and the membership of each should reflect the interests and skills of individual Governors of the Local Advisory Committee.

Non-Governors can be invited to attend committees as advisers, but do not have voting rights.

Committee structures and membership should be reviewed regularly to make sure that they are effective and helping the Local Advisory Committee manage the overall business of the school.

Panels

Governor panels – for pupil exclusions, staff disciplinary matters and general complaints – are convened as needed and do not have permanent membership.

Local Advisory Committee Terms of Reference

Please see appendix four

Code of Conduct for Local Advisory Committee Governors

Please see appendix five

Confidentiality

Governors receive a great deal of confidential information, including information about individual children, staff members and local families. It is essential that confidentiality is respected and that confidential information is not shared outside the Local Advisory Committee, orally or in writing.

All Governors should feel able to express honest opinions on matters being discussed, if the Local Advisory Committee is to have real value. Even if an issue is not confidential, it may still need to be handled carefully and sensitively.

Local Advisory Committee Meetings

Governors should come prepared to meetings. Papers are sent out in advance so that everyone can read them before meetings, and if anything is unclear it is best to ask for an explanation before the meeting. A headteacher report should be produced for every full local advisory committee meeting.

Some issues raised may lead to differences of opinion, and Governors may have different views about the right course of action. At meetings Governors always need to be prepared to listen as well as to talk. To enable governor meetings to operate effectively all agenda items and papers will be sent out no later than 5 working days before a meeting. Minutes from the meetings will be produced within 2 weeks of the meeting date.

Governors are not expected to be education experts and should not be afraid to ask questions if they do not understand something, or if the terms used are unfamiliar

(Please see the glossary in appendix seven)

All new Governors experience a steep learning curve in their first few months. EEEA aims to provide effective Governor Training to help Governors acquire the knowledge and understanding they need.

Role of the Chair and Vice-Chair

The Local Advisory Committee Chair has to ensure that the agenda is properly covered in the time available. He or she also has to give Governors enough time to express opinions, ensure that nobody dominates the discussion and that time is not wasted by repetition.

The Vice-Chair supports the Chair and chairs meetings when the Chair is absent and to support the Chair in his or her role.

Quorum

A Local Advisory Committee and its committees can only make decisions if sufficient Governors are present. This number is known as the quorum. The Local Advisory Committee quorum for meetings is half the full Local Advisory Committee, excluding vacancies (rounded up to a whole number). For example, if the full membership is nine and there is one vacancy, the quorum for a Local Advisory Committee meeting will be four Governors (one half of eight).

The quorum for committees is three, unless otherwise stipulated. Where Governors excuse themselves from a particular vote due to a conflict of interest then the quorum will be reduced by the numbers excused.

Voting

Nearly all decisions will be arrived at by consensus. In the rare event that it is necessary to hold a vote, the Chair should be clear about the subject matter, and how it will be recorded in the minutes. A vote may be conducted by show of hands or secret ballot, and a motion will be carried by a simple majority of those Governors present and voting. If any governors have a conflict of interest in a vote they are not permitted to vote.

Governors are collectively responsible for Local Advisory Committee decisions, even if their own vote was cast against a decision. Governor voting on contentious issues should not be discussed outside the Local Advisory Committee.

Restrictions on Participation

Occasionally a Governor should not take part in or vote at a meeting. This is the case if:

- There is a conflict between the interests of the Governor and the interests of EEEA (including the school);
- The Governor has a financial interest in the matter under discussion;
- There is reasonable doubt as to a person's ability to act impartially;
- Staff Governors may be required to withdraw from the meeting if sensitive staff issues are being discussed.

If there is any dispute as to whether or not a Governor should withdraw from a meeting, the other Governors present at the meeting must decide.

A Local Advisory Committee or committee may still allow a Governor to give relevant evidence to a meeting in which they otherwise do not participate.

‘Part 2’ Sessions

Occasionally it may be appropriate for the Local Advisory Committee to discuss potentially sensitive matters without staff members present. Where this is the case these ‘part 2’ sessions will occur at the end of the normal Local Advisory Committee meeting. Usually these sessions will deal with sensitive staffing or performance issues. The Local Advisory Committee will inform the CEO of the Trust about any part 2 items 2 days prior to the meeting taking place.

Local Advisory Committee meetings are closed meetings, however if a parent did want to attend this would need to be agreed by the headteacher 5 working days before a meeting.

The Record of the Meeting

The minutes taken by the clerk represent the formal record of the outcome of meetings. They represent a draft record until approved by Governors and signed by the Chair at the next meeting. They are distributed as soon as possible after the original meeting, which means that there may still be one or two small points that need to be corrected. Once signed, they become the formal record. ‘Part 2’ sessions are recorded as occurring, but not the detail of the discussion or any action points.

Working with the Schools

EEEA has an integrated system of targets, planning and reporting, designed to minimise the number of reports and plans expected of academies.

These documents will assist the Local Advisory Committee and individual Governors in gaining a full knowledge of the school and the major issues being addressed. These will be discussed at Local Advisory Committee meetings. They provide valuable monitoring and evaluation tools for Governors.

The main documents are:

- School Development Plan (annual);
- Budget (annual);
- Regular Finance Reports;
- Headteachers Report (termly);
- EEEA Termly KPI (termly);
- Self-Evaluation Form (twice yearly: mid-autumn and late spring);
- Reports on Termly School Learning Walks (three times a year);
- Analytical report of the Inspection Data Summary Report (IDSR) from the Standards Trustee/ CEO: Standards (annual);
- Ofsted Reports (in line with the inspection cycle);

School Development Plans

All schools are expected to produce a School Development Plan (SDP), which is approved by the Board in the autumn term. The SDP is primarily written by the headteacher and the senior team. That said, the headteacher will invite Governors to contribute to the SDP during the drafting stages of the process. The Local Advisory Committee is responsible for reviewing this plan and overseeing its implementation. It is also the responsibility of the Local Advisory Committee Chair and the Headteacher to keep the Board updated about in-year progress against the SDP’s targets.

The SDP:

- Incorporates the agreed attainment and progress targets. These are agreed with the Board following the advice given by the CEO.
- Sets out clearly and concisely in four sections the aims and intended actions in relation to:
 - The subject(s) area focus for the year – this will be based on the previous year's outcomes for attainment and progress
 - A trust wide target – focusing on the new assessment system
 - The progress and attainment of disadvantaged pupils in the school
 - Personal development behaviour and welfare – to reflect the unique challenges of each school.

It prioritises actions clearly according to their urgency and significance, so that staff colleagues and Governors can understand how the plans should be put into practice. SDPs will be submitted to the CEO for approval no later than 30th September.

The SDP:

- Incorporates as far as possible all plans required by law;
- Avoids repetition: the same actions should not be shown under multiple headings;
- Is fully costed and linked to the budget-setting process.

Leadership Board

The Leadership Board serves as the apex collaborative forum within our Trust, comprising all headteachers and the executive team. This group convenes regularly to evaluate the overarching vision and strategic direction of our academies, ensuring alignment with our core values and aspirations. Through candid and constructive dialogue, members provide collaborative challenge, drawing upon their diverse perspectives and expertise to promote innovation, excellence, and continuous improvement across all facets of our educational provision. At the heart of their deliberations lies a shared commitment to the holistic well-being and achievement of children, staff, and communities, recognising that fostering a positive and inclusive culture is fundamental to realising our collective ambitions.

Within the Leadership Board, collaboration transcends organisational boundaries as leaders actively support and empower each other in their respective roles. Beyond strategic planning and decision-making, this forum serves as a vital platform for mutual encouragement, professional development, and the exchange of best practices.

By nurturing a culture of trust, respect, and shared accountability, members of the Leadership Board exemplify our ethos of collective leadership, ensuring that every voice is heard and valued in service of our overarching mission to empower learners, inspire excellence, and positively impact the communities we serve.

Annual Budget and Monthly Finance Reports

Each school receives a specific amount of funding from the Education and Skills Funding Agency (ESFA). The ESFA is a section within the Department for Education.

Each Academic year all schools will contribute 5% of its GAG funding (excluding Pupil Premium funding, SEND funding for specific children, and the Sports Grant) to the EEEA to cover the costs of shared services provided by the Central Trust (see page 22). The remaining 95% of the budget received by the individual school from ESFA is retained by the school.

If a school is in special measures it will contribute 7.5%. This enables the Trust to fund measures to accelerate the school's progress back to being a great school.

Below is a step-by-step description of the budget-setting and approval process at EEEA for each of its academies:

Steps	
1	Headteacher with support from his or her finance team draws up the first draft of the budget.
2	The draft budget is distributed to all Governors on the relevant Local Advisory Committee and comments are sought from them.
3	CFOO reviews the draft budget.
4	In light of Governor comments, the draft budget is presented to the EEEA Board's Audit and Risk.
5	The Audit and Risk Committee recommend the school budget to the full Board for approval.
6	Full Board approval is given. Each Local Advisory Committee receives from the Board confirmation of the school's budget for the following academic year.
7	The approved budgets for all EEEA academies and for the Central Trust (shared services) are submitted to the ESFA and as a consequence the DfE. All school budgets must be sent to the Trust by mid-June. Board approved budgets must be submitted to the ESFA by 31 st July.

Each Local Advisory Committee has authority to spend the approved budget in a manner which it believes will most benefit the children's' education, care and safeguarding, and is in line with the SDP.

The ESFA requires financial returns at set times in the year:

- Indicative and final budgets;
- Mid-year financial projections for academies that join mid-year;
- End-of-year income and expenditure reports.

The Central Trust in liaison with the finance teams at each school ensures that these returns are made. Moreover, EEEA employs external and independent auditors, James Cowper Kreston, to audit the Trust's accounts. On an annual basis Trust accounts are submitted to the ESFA and are submitted separately to Companies House. The annual audited accounts can be found on the Trust's website too.

Headteachers Report

The headteacher provides a written report to the Local Advisory Committee at least once a term. The Leadership Board have developed a focused report that enables governors to challenge and support the school.

The CEO will provide a termly update for each Local Advisory Committee which will be distributed termly to each school.

Self-Evaluation Form (SEF)

Twice yearly (autumn and spring) the headteacher will provide the Local Advisory Committee with a comprehensive self-evaluation form (SEF) of strengths and areas for development in key areas. Furthermore, this document will be exceptionally useful when Ofsted inspect the school.

Ofsted reports

All Ofsted reports are shared with the Local Advisory Committee.

Performance Management

Each School Headteacher will establish a team of senior and middle leaders to conduct performance management in his or her school. They will become performance appraisers. It is crucial that they carry out their duties fairly and consistently. To this end, the School Headteacher will ensure that they are trained to carry out these key duties. There will be standardised paperwork for all central performance management processes. All appraisal meetings will be completed by the October half-term holiday.

During November moderation processes will be led by the CEO to ensure that performance management and performance-related pay decisions are carried out consistently, fairly and equitably across all Trust academies, and that the processes are in line with the Trust's published policies relevant to performance and pay.

In the middle of November, the CEO will recommend to the Board's Executive Pay and Remuneration Committee (EPRC) the performance-related pay decisions and performance reviews of senior teachers in the trust. The anonymity of teachers will be respected by Trustees during this process. The EPRC has delegated authority from the Board to approve these recommendations.

The EPRC will ask the CEO to report the relevant outcomes of its mid-November meeting to the Headteacher and Local Advisory Committee Chair at each school. It will be the responsibility of each Headteacher to then formally write to each teacher to inform him or her of the pay decision of the trust. Any pay increases will be backdated to 1st September of the relevant year.

The EPRC will report its decisions to the Board at the next full Board meeting which will normally be in December.

Policies

Statutory policies are the responsibility of the Board of Trustees. Approval for these policies can be held by the full Board or can be formally devolved by the Board to its committees or to the CEO.

Non-statutory policies are the responsibility of individual Local Advisory Committees in light of advice and guidance provided by the Central Trust. Approval for these policies can be held by the full Local Advisory Committee or can be formally devolved to its committees (if it has decided to establish any such groups) or to the Headteacher.

Shared Services for Trust Academies

The Central Trust provides a comprehensive range of shared services for its academies. These are primarily funded through the annual contribution made each year by the individual academies to EEEA and its Central Trust. Below are the key shared services provided directly or indirectly by the Central Trust to EEEA academies:

1. School Improvement:

- Educational Leadership
- Educational Leadership Training and Development
- Curriculum Development
- Teaching and Learning Development
- Monitoring of Academic Standards (attainment and progress)
- Monitoring of Teaching Quality
- Performance Management
- Safeguarding
- Continuing Professional Development (CPD) including:
 - The Next Steps Leadership Programme
 - ECT Development Programme
 - Middle Leadership Development Programme
 - Senior Leadership Development Programme
 - Class-based Support Staff Development Programme
 - Governor Development Programme.

2. Ofsted Preparedness

3. Financial Management led by the trust's Chief Finance and Operations Officer:

- Advice and Guidance
- Policy Development and Implementation
- Training
- Financial Aspects of Major Projects (e.g. competitive quotations, value for money analysis, approvals from the Local Advisory Committees and the EEEA Board etc.)
- Budget Setting
- Internal Audit
- Pension Audit
- Support with submissions to the DfE
- Provision of full annual external audit via the Trust's auditors, James Cowper Kreston.

4. Human Resources support.

5. Premises Management.

6. Health and Safety Support.

- Monitoring and Evaluation
- Advice of Fire Safety
- Advice on Risk Assessments
- Premises Training (provided in-house and via external providers).

7. Legal services via EEEA's legal representatives, Browne Jacobson.

8. Insurance via the DfE's Risk Protection Assurance

9. School Conversions.

10. Establishing New Academies.

11. Information and Data Support Service (e.g. Academic Data Dashboard, Organisational Data Dashboard).

12. General Operations Support.

Appendix One – Board Bio's

Stephen Norton – Chair of Trustees - (Members appointment)

Stephen's career has been built on creating and maintaining strong relationships in investment banking, corporate trust and corporate services. He has been a successful client relationship director and board member within a professional services firm, leading growth through robust relationships with, and professional service delivery, to clients across multiple jurisdictions, and has been a director of over 50 client companies.

His early career was spent in banking with a specific focus on property and asset management, and he has an in depth knowledge of debt capital markets having acted as trustee and director in multiple successful debt restructurings, within the UK, and in the USA and South East Asia. Throughout his career he has mentored junior colleagues and team members, supporting them in their career choices and learning development.

He has built his career expertise through a practical application of relationship building, knowledge gathering and leadership. He is a former President of the Association of Corporate Trustees, and has a longstanding interest in promoting and developing best possible corporate governance which he is now applying to the education sector as a trustee and non-executive director for charities including Villiers Park Educational Trust (which focusses on the importance of social mobility, a longstanding passion) and Goldsmiths Students' Union. He is a Consultant for Independent Directors and Trustees Ltd, which offers expert directorship services to the corporate sector.

A keen if untalented cricketer, he has latterly turned his attention to cricket spectating (for which he has more of a talent), and to the more leisurely (if nonetheless challenging) sport of bowls, and to running a dining club.

As a parent and a grandparent he is keen to apply the enthusiasm and commitment which feature prominently in his personal and business life to optimally contribute to the work of EEEA, and to support all of these connected to it.

Appointed June 2020

Graham Wolfe (Members appointment)

Graham is currently Head of HR for a Multi-Academy Trust in South London, leading their HR strategy linked to their development and growth. Graham has over 30 years' experience of HR within the education sector and previously was Co-Head of an HR service providing guidance and advice to a range of school clients nationally. This has included working with EEEA as a client and so has a sound understanding of the development journey that the Trust has been on. He has also worked for four different local authorities. Graham has worked in HR for over 35 years and is a Chartered Member of the Chartered Institute of Personnel and Development.

He has extensive experience in working alongside senior leaders on a wide range of people management issues, including complex and sensitive ones, coaching and mentoring them, providing insight and offering flexible solutions, whilst ensuring appropriate legal compliance. He also has a strong understanding of the strategic HR challenges that schools and MATs face and is eager to bring his experience and knowledge to support EEEA with these challenges.

Graham has previously been Vice Chair of Governors at an infant school and is currently a Non-Executive Director of a social enterprise organisation supporting other organisations in respect of the age discrimination agenda.

John Lovell (Members appointment)

John is Trustee, Governance Services at Independent Trustee Services Limited which provide professional trustee and governance services to UK pension schemes. Prior to this John has held senior pensions management roles including with National Grid and

Sainsbury's Supermarkets. He holds a degree in law, is a Fellow of the Pensions Management Institute and an Associate of the Chartered Insurance Institute.

Through the management of multi-billion-pound pension arrangements John brings a wealth of financial, operational and risk management skills and knowledge of working with Trustee boards.

John has lived in Camberley for forty years and both he and his two daughters attended the local schools, including Ravenscote Junior School, and so he is excited to be able to contribute to the work of EEEA for the benefit of the children.

Appointed: March 2019

Elliot Dell (Trustees Appointment and Parent Trustee)

Elliot is CEO of Salt Recruitment Group, a global recruitment business specialising in digital with 14 offices across the world. Having joined the business as a start-up, Elliot has created and optimised the Group Operating Model from the ground up, encompassing core values and a system of working that drives performance excellence.

Elliot has become an expert on globalisation having opened his first international office in Sydney in 2014, followed by further organic builds in New York and Dubai a year later. In 2016 Elliot entered the world of M&A, part-acquiring a business in Auckland (New Zealand), along with their sister company in Asia, adding on offices in Hong Kong, Singapore, and Malaysia. Further acquisitions in 2019 and 2020 brought more locations into the Group (Melbourne & Cape Town), followed by more organic builds in Austin (Texas), Johannesburg, Amsterdam, and Brussels.

Elliot's development in the world of recruitment and business encompasses expertise in sales, marketing, HR (including learning & development) and of course hiring great talent. He has nurtured multiple leaders across the globe from junior and mid-level positions to those commanding countries and entire regions. Elliot's leadership style is influenced by a sporting background having been a semi-professional footballer and captain of Surrey FC, further evolving through Life Coaching and Mindfulness trainings.

Influenced by his yoga teacher wife, Elliot has brought mindfulness, wellbeing, and mental health awareness into the businesses he runs, becoming a speaker on mindful living and self-care which he encourages openly on social media.

Elliot is passionately driven by "creating futures" (Salt's mission statement), thus his appointment onto the EEEA is a natural step having recently become a coach to Camberley Town Under 7s, and his daughter attending one of the Academy schools. Supporting the futures, both educational and wellbeing, of young children is extremely close to Elliot's heart and he is delighted to be part of the next stage of the EEEA growth and development.

Appointed March 2021

Jennifer Wood (Trustees Appointment)

Jenny Wood's experience has been rooted in marketing and branding over the last 16 years, encouraging, and connecting people to make a positive impact on teams globally. With a strong belief in digital communities and the power of the collective to make a difference, she has led marketing and communications to deliver for a multitude of markets and audiences. Jenny is the Global Head of Marketing at Salt, supporting the vision to create futures and drive messaging around careers, mental health, work/life balance, and diversity in the workplace. Working with leadership teams in global settings to build internal and external branding. Her passion for storytelling from fiction to business builds a foundation for bringing values to life authentically.

After graduating with a degree in drama and theatre studies from Roehampton, a career in marketing was formed in recruitment advertising, witnessing the shift from print to digital job boards. Becoming a digital champion and establishing a role for social media within an

education job board, her career took a step into technology and global communications for over 9 years. Jenny became the global marketing lead for technology in the public sector, building education white papers and engaging with the tech community across UK and Europe. Specialising in technology for education and lifelong learning, social marketing, women in business, sustainability, and content excellence.

Born in Farnham and living in Aldershot, Jenny is passionate about the importance of community. Over the years she has danced and supported local dance school Fusion Dance Academies, witnessing the difference that positivity in many forms can help shape wellbeing. Her passion extends to creative writing, and a love of film and nature. Her biggest personal project recently is taking on an allotment while studying horticulture in her spare time

Appointed June 2022

Gavin Spiller (Trustees Appointment and Parent Trustee)

Gavin joins the Board of Trustees as a parent trustee with a daughter in one of our EEEA schools and another joining in September 2024.

Gavin's employment background is in statutory education services for children with special educational needs in a 20 year career, working across three Local Authority areas. Initially working in Dorset, Gavin and his wife relocated to Surrey in 2012 so he could take a leadership opportunity within the Local Authority. Gavin has led SEN Services in different parts of Surrey since that time and more recently has moved into a role within the NHS in South West London, leading the commissioning of community health services that support young people with additional needs.

As a consequence Gavin has significant knowledge and experience of all aspects of the SEND system, as well as education more generally, and will bring this with him as a trustee. In particular his understanding of the range of partnerships required to deliver high quality SEND provision as well as arrangements for admissions, exclusions, appeals, schools funding and experience of the SEND Inspection Framework are an asset.

A keen if not talented sportsman Gavin spends a lot of his free time participating in or watching sport and supporting his children to do the same.

Appointed March 2024

Karen Brown (Trustees Appointment)

After 43 years Karen has recently retired from the NHS. Her clinical training as a nurse has led to a varied and highly successful career working across Surrey and Hampshire mainly within the field of Intensive and Coronary Care Medicine.

A conscious decision to move away from clinical roles into management positions led to further diverse roles including working at the Department of Health where she supported several challenged NHS Trusts in developing services and in the strategic development of national policy. Further roles at Board level followed, most notable of these being leading a Trust during the Covid pandemic. A most scary but privileged role. Having worked in a number of NHS Trusts she is passionate about nurturing future leaders and the values of partnership working.

Most recently and before retirement Karen returned to her local NHS in Frimley to work firstly in the acute hospital and then in the Integrated Care Board implementing solutions and systems to support productivity. Karen holds a BSc in Health Studies from the University of Surrey. She is currently working for the Health Care Professions Council.

Born in Norwich she moved to Surrey to start her nurse training and has remained in the area. Karen has lived in Farnham for the past 40 years. She has a son and daughter both of whom attended Potters gate School and from where lifelong "playground girlfriends" friendships for her and her husband were made

Her whole family have a passion for all genres of music, she has joined numerous NHS choirs and has herself participated as an adult in a school choir. Her other interests include baking, especially bread and being outside in her garden nurturing her veg beds. And when not doing this, she has a Peleton bicycle.

Having recently become a grandparent, supporting the educational and wellbeing of our young children is something which Karen is very passionate about. She is thrilled to be joining EEEA at this stage of their journey and is excited for the benefits the Academy can bring for our young people and their families.

Appointed October 2024

Colin Cavan (Trustees Appointment)

Colin's career was over 35 years at BP plc where he managed sales, marketing and commercial teams to deliver profitable growth over time with his final role in BP plc being a Commercial Director for European Acetyls business managing all commercial aspects of the business. This involved working with some of the largest chemical and energy companies globally including BASF, Dow, Shell, Ineos and Exxon to develop and agree long term contractual partnerships.

Earlier in his career Colin also had a role in the Human Resource function managing the Early Development BP Graduate scheme and the development opportunities and framework provided for these individuals. Colin has always had a passion for mentoring his team members and colleagues to support them in their career development aspirations.

Following the divestment of his business by BP plc in 2021 Colin worked in a Global Sales & Marketing role for a speciality chemicals company before running his own consultancy company for the last 2 years where his largest client was a commodity trading company.

Colin has lived in Camberley since 1999 with both his sons attending local schools including Ravenscote Junior School and he served as a school governor at Tomlinscote for over 5 years until his youngest son left for Farnborough 6th Form College. Colin is a passionate believer that a good education is the greatest gift we can provide to all children and hopes to support the Chief Executive, his team and the Board Trustees in the future development and growth of the trust for the benefit of all pupils and their families.

Outside of work and education Colin has a great love of sport which included being a coach for Camberley Football Club over 4 years as well as recently watching all of my youngest sons rugby matches for Academy team at Camberley Rugby Club.

Appointed: May 2025

Bob Rehill (Members Appointment)

The Founder and CEO of Cintriq, Bob Rehill is recognised as an industry speaker and leader in facilitating successful HR, Payroll, and Finance transformation projects on a global scale for multi-national organisations. Cintriq stands as a trusted partner, guiding clients through the diverse landscape of software providers to find optimal solutions for their specific needs, whilst at the same time ensuring operating models and business processes are optimised for the best outcome.

Bob moved to Frimley in 2008 with his wife and two boys (who both went through Ravenscote), and has been a local supporter for many years, getting involved with local charities like The Hope Hub as well as supporting the recent opening of the Guru Nanak Gurdwara. Bob also supports other local initiatives, like Frimley Cricket Club and some local Golf Societies, through sponsorship.

In 2009, Bob became a Governor at Ravenscote Junior School, before moving becoming Chair of Governors in 2010. It was then that Bob supported David and the rest of the Governors as they moved towards becoming an Academy Trust in 2014. Bob continued for a couple of years as Chair of the Trust before stepping away for business reasons.

More recently, Bob has taken on a number of Non-Exec & Advisory roles in various sectors and is also pleased to be able to come back and support the EEEA Academies Trust as we continue on our journey.

Appointed: June 2026

David Harris – Chief Executive Officer/ Accounting Officer

David is a well-established and respected educational leader with over 30 years of experience and a firm belief in human-centred leadership. As a former National Leader of Education (NLE) and a high-expectations system leader, David and his team have supported over 100 schools nationally, building leadership capacity and improving outcomes. He holds both the NPQH and the Professional Qualification for School Inspectors, specializing in the inspection of Leadership and Management.

David is the founding CEO of EEEA, a trust that emerged following his success as a headteacher, where his final school achieved an 'Outstanding' rating and his leadership was described as "inspirational." His career includes successfully leading a school from 'Special Measures' to 'Good' and collaborating with the Board to champion corporate responsibility across the trust.

For the past five years, he has also served as Chair of the Schools Alliance for Excellence (SAfE), regularly advising CEOs, governors, and headteachers to drive regional improvement. Outside of his professional life, David is a committed runner, having completed the London and Bournemouth marathons, and enjoys coaching rugby. He remains dedicated to the belief that authentic, people-focused collaboration builds stronger, more aspirational communities.

Appointed: December 2014

Appendix Two – Terms of reference for the Trust committees

Audit and Risk Committee

Terms of Reference

EEEEA will have an Audit and Risk Committee comprising no fewer than three members, with at least two being non-executive members.

- Members are appointed by the Trust Board at the start of each academic year.
- Quorum: two non-executive members.
- Committee is chaired by a non-executive member.
- Meets at least four times each year.
- The A&R chair reports to the Board of Trustees.

Committee responsibilities include:

- Providing scrutiny, oversight, and assurance of risk management, internal control, and governance procedures to the CEO (as Accounting Officer) and the Board.
- Health and Safety Oversight: Monitoring health and safety performance and compliance across the Trust; all health and safety responsibilities and incident reports are reviewed here and fed to the Main Board, which retains overall health and safety responsibility.
- Reviewing and recommending EEEA's annual report and financial statements for Board approval.
- Overseeing financial and accounting policies, processes, and practices, including IT.
- Assessing internal control systems, including anti-fraud policies and arrangements for internal audit.
- Appointing internal auditors, approving their work plan, reviewing reports, and management responses.
- Implementing recommendations from internal and external audit reports.
- Controlling and reporting EEEA expenditure.
- Assessing and managing risk, including compliance with laws and regulations, and reporting risk management to the Board.
- Considering annual audit results and management letters from external auditors, and management responses.
- Overseeing corporate governance arrangements and annually reporting on governance and committee effectiveness.
- Procurement arrangements
- Digital Strategy -assesses the financial sustainability of the digital strategy and monitors reports from the executive team.
- Reviewing and recommending changes to financial policies at least once per year.
- Approving significant changes to insurance cover that increase risk to EEEA.
- Approving changes to internal audit arrangements.

- Presents meeting minutes to the Board as soon as possible.
- Recommend the Central and School budgets for Board Approval.
- Assesses the catering contract across the schools and reports back to the board.
- Makes recommendations to the Board as appropriate.

Education and Well Being Committee

Terms of Reference

EEEA will have an Education and Well Being Committee with at least three members, two of whom are non-executive members.

- Members are appointed by the Trust Board at the start of each academic year.
- Quorum: two non-executive members.
- Meets at least three times each year.
- Committee is chaired by a non-executive member.
- The Education and Well Being chair reports to the Board of Trustees.

Committee responsibilities include:

- Receiving reports from the CEO and executive management on curriculum development and planning.
- Acting as a consultative body to head teachers on curriculum development.
- Ensuring the curriculum meets statutory national requirements and legislation.
- Ensuring the curriculum meets all children's needs and that appropriate resources are available.
- Receiving summary reports from the CEO (by Key Stage) on teaching quality and consulting with the CEO on necessary actions for improvement.
- Monitoring pupil progress overall, focusing on groups/cohorts in core areas.
- Monitors the effectiveness of safeguarding across the schools and decides on the external safeguarding consultant.
- Monitors the well being and staff voice across the Trust, focusing on the annual staff survey.
- Monitors the impact of the catering contract and the healthy food choices for pupils, this includes breakfast clubs.
- Comparing school progress/attainment with national data for similar children (e.g., via IDSRs).
- Digital Strategy – monitors the effectiveness of the strategy on teaching and learning and the impact on attendance, exclusions and outcomes.
- Presents meeting minutes to the Board as soon as possible.
- Makes recommendations to the Board as appropriate.

The Human Resources Committee

Terms of Reference

The Trust HR Committee scrutinises policies, reviews performance, and makes recommendations to the Board per agreed Terms of Reference.

- Members are appointed by the Trust Board at the start of each academic year.
- Quorum: two non-executive members.
- Meets at least three times each year.
- Committee is chaired by a non-executive member.
- The HR Trustee chair reports to the Board of Trustees.

Committee responsibilities include:

- Approving school staffing structures within budget, including any restructuring.
- Determines the procedures for appointing senior leaders, based on reports from the CEO.
- Determines the process for appointing executive headteachers and headteachers.
- Determining the Trust's Pay Policy.
- Ratifying salary ranges and starting salaries for lead practitioners and leadership group members.
- Determining application of national inflationary pay increases as required.
- Overseeing Staff Disciplinary/Dismissal and Staff Appeals Committees (including pay appeals).
- Monitoring and reviewing Headteacher performance and pay across the Trust.
- Overseeing recruitment, induction, training, CPD, wellbeing, and other HR processes at a strategic level.
- Digital Strategy – monitors the impact on training and staff workload and wellbeing.
- Ratifying all HR policies for the Trust.
- Approving pay increases or awards for Headteachers.

Executive Performance and remuneration committee

Terms of Reference

1 Constitution

- 1.1 The board of directors (the Trustees) of the Trust (the Trust Board) hereby resolves to establish a committee of the Trust Board to be known as the Executive Performance review and remuneration Committee (the Committee).

2 Membership

- 2.1 The Committee shall have three members. The Committee members must be Trustees of the Trust Board and no member shall be an employee of the Trust.
- 2.2 The Committee's current members are:
- 2.2.1 Stephen Norton;
 - 2.2.2 John Lovell;

2.2.3 Graham Wolfe

- 2.3 The Committee shall at the first meeting of each academic year elect a member to act as chair of the Committee (the Chair). The Committee will elect a temporary replacement from among the members present at the meeting in the absence of the Chair.
- 2.4 The Chief Executive shall ensure that a clerk is provided to take minutes at meetings of the Committee.
- 2.5 The Committee may invite attendance at meetings from persons who are not Trustees or Committee members to assist or advise on a particular matter or range of issues. Such persons may speak with the permission of the Chair but shall not be entitled to vote.

3 Remit and responsibilities of the Committee

- 3.1 The Committee shall be responsible for setting targets, reviewing them and recommending pay awards to the Trust Board. The committee will do this recommendation at the autumn board meeting and not later than the 31st December.

4 Proceedings of Committee meetings

- 4.1 The Committee will meet as often as is necessary to fulfil its responsibilities but shall meet at least once per year.
- 4.2 Any two Committee members can request that the Chair convene a meeting by giving no less than 14 days prior notice.
- 4.3 The quorum for the transaction of the business of the Committee shall be a majority of the Committee members and no vote on any matter shall be taken at a meeting of the Committee unless the majority of members of the Committee present are Trustees of the Trust.
- 4.4 Every matter to be decided at a meeting of the Committee must be determined by a majority of the votes of the members present and voting on the matter.
- 4.5 Each member present in person shall be entitled to one vote.
- 4.6 Where there is an equal division of votes the Chair shall have a casting vote.
- 4.7 A register of attendance shall be kept for each Committee meeting and published annually.

5 Authority

- 5.1 The Committee is authorised by the Trust Board to:
 - 5.1.1 carry out any activity authorised by these terms of reference; and
 - 5.1.2 seek any appropriate information that it requires from any employee/officer of the Trust to carry out the work delegated to it by the Trust Board and all officers/employees shall be directed to co-operate with any request made. The committee has the authority to spend up to £2,000 to obtain this information.

6 Reporting Procedures

- 6.1 Within 14 days of each meeting the Committee will:
 - 6.1.1 produce and agree minutes of its meetings;
 - 6.1.2 provide a summary document identifying (i) decisions made, (ii) recommendations to the Trust Board, (iii) any items for the information of the Trust Board and (iv) items for further discussion by the Trust Board.

The Committee Reports

- 6.2 The Committee Reports can be agreed by Committee members by email.
- 6.3 Subject to paragraph 6.4, the Committee Reports will be sent to the Trust Board members within 21 days following each Committee meeting.
- 6.4 There may be excluded from the Committee Reports circulated to the full Trust Board any confidential information relating to the Chief Executive/Chief Operating Officer (whether it relates to their pay, performance or otherwise). Where items are excluded on the basis of confidentiality under this paragraph then confidential Committee

Reports shall be sent to non-employee members of the Trust Board within 21 days of the relevant Committee meeting.

- 6.5 The Committee shall arrange for the production and delivery of such other reports or updates as requested by the Trust Board from time to time.
- 6.6 The Committee shall conduct an annual review of its work and these terms of reference and shall report the outcome and make recommendations to the Trust Board.

Leadership Board Terms of Reference:

The Leadership Board will be convened by the Chief Executive Officer and will comprise the Headteachers of each school within the Trust. The CEO will chair the meetings. The EEEA Strategic Team will consist of all the Headteachers of the Trust and will be the driving force to ensure the Trustees aims and objectives are achieved.

- The board's quorum will not be less than three Headteachers and the CEO.
- The board will meet at least once a term and the meetings will take place in the schools within the trust. The meetings will take place on a rota of the schools as decided by the Headteachers.
- The 'host school' will provide refreshments for the meeting.
- Meetings will take place from 8.30am to 3.00pm
- The CEO will send out an agenda beforehand and Headteachers can contribute to this.

The board will be responsible and held to account for the following aspects of the Trust's operation:

- Safeguarding;
- Pupils outcomes;
- Behaviour and Safety;
- Continued Professional Development;
- Quality assurance across the trust and between schools;
- SEND provision;
- Curriculum support and development;
- Talent management;
- Headteacher well-being;

This team is not part of the governance structure; it is a key element of the operational structure. The CEO and Headteachers have the operation authority delegated to them through their employment contracts and job descriptions. This leadership team will inform and make recommendations to the Trust about policy and strategy.

Appendix Three – Division of Responsibilities

Engage Enrich Excel Academies

Division of responsibilities between the Board of Trustees and the Local Advisory Committees

Local Advisory Committee	Board of Trustees
<p>Strategic Planning: Joint approval with the Board for the School Development Plan</p> <p>Monitoring: Full implementation of the trust vision, values, strategy and statutory policies personalised to the specific needs of each school</p> <p>Educational offering (in line with the trust educational model)</p> <p>Monitoring and reviewing the implementation of the School Development Plan</p> <p>Attainment and progress reports</p> <p>Budget management, including monitoring and evaluation</p> <p>Inclusion provision</p> <p>Statutory compliance and risk management with the support of the Board through the trust’s Chief Operating Officer</p> <p>Pupil admissions and marketing</p> <p>Pupil discipline and exclusions</p> <p>Oversee Staff Matters and Performance Management: Review staffing structure for efficiency and affordability</p> <p>Appointments with the Chief Executive Officer of Deputy Headteachers</p> <p>Contribute to and evaluate performance management systems so that they bring about improved education, safeguarding and care for the pupils</p> <p>Other staff matters (with support from Human Resources (HR) and Chief Operating Officer on staff disciplinary or grievance issues/dismissals where necessary)</p> <p>Help with Relationships and Marketing: Parent, carer and community relations</p> <p>Pupil recruitment</p> <p>Other locally co-ordinated activities, if applicable: admissions forums, governor forums, other groups</p>	<p>Governance: Development of core trust vision, values and statutory policies</p> <p>Development of core trust strategy</p> <p>Determining level of delegation to each Local Advisory Committee</p> <p>Strategic Management: Recruitment of the Chief Executive Officer</p> <p>Recruitment of the Headteachers with the active involvement of Local Advisory Committees</p> <p>Recruitment of the Chief Operating Officer</p> <p>Direct performance management of the Chief Executive Officer and oversight of the performance management of Headteachers, Deputy Headteachers and the Chief Operating Officer</p> <p>Approval of key performance targets for each school</p> <p>Joint approval with the Local Advisory Committee for the School Development Plan and key performance targets</p> <p>Approval of school budgets</p> <p>Approval of Central Trust Development Plan and key performance targets</p> <p>Development and evaluation of future development opportunities, including new academies and services to other organizations</p> <p>Network Management: Monitoring and reviewing the implementation of all statutory policies</p> <p>Planning, budgeting and reporting procedures</p>

Local Advisory Committee	Board of Trustees
<p>School marketing and public relations (jointly with the Chief Executive Officer and the Chief Operating Officer where required)</p> <p>Establish and Review Policies:</p> <p>Responsibility for non-statutory policies in light of advice and guidance from the Central Trust</p> <p>Review the implementation of non-statutory policies</p> <p>Review the implementation of trust statutory policies</p> <p>Provide feedback to the Board on the effectiveness of trust statutory policies</p> <p>Possible Standing Committees to deal with:</p> <p>Finance, Personnel and Premises</p> <p>Teaching, Learning and Pupil Welfare</p> <p>Major construction projects</p> <p>School expansion</p> <p>Occasional Committees to deal with:</p> <p>Statutory matters: discipline/exclusions/appeals (ad hoc).</p>	<p>Governance advice, guidance and training</p> <p>Statutory compliance and risk management</p> <p>ICT network strategy</p> <p>Major procurement policies</p> <p>Education:</p> <p>Development of the overall trust educational model, including the broad approach to teaching and learning, and the curriculum</p> <p>Support for school improvement and the implementation of School Development Plans</p> <p>Monitoring and reviewing of the performance of the academies</p> <p>Other Services to be offered:</p> <p>The Central Trust: Key shared services for trust academies</p> <p>Educational and leadership programmes</p> <p>Consultancy support to schools, academies and organizations outside of the trust.</p>

Appendix Four – LAC Terms of Reference

Local Advisory Committee - Terms of Reference

Each Local Advisory Committee has four key responsibilities:

- To implement the policies of the Trust;
- To account for the performance of the School;
- To actively listen to the views and opinions of the children, their parents and staff colleagues to shape the school's services to the needs of the families;
- To be the voice of the School within the Trust as a whole.

To achieve the above, it must:

Monitor:

- The EEEA vision/ethos/aspirations
- Curriculum
- Quality of Teaching
- Attainment and Progress
- Preparedness for External Inspection
- School Development Plan (SDP)
- Budget Management
- Use of Pupil Premium
- Special Educational Needs and Disabilities provision
- Statutory Compliance and Risk Management (e.g. health and safety)
- Pupil Admissions and Marketing
- Pupil Discipline and Exclusions.

Oversee Staff Matters and Performance Management:

- Review staffing structure for efficiency and affordability
- Monitor the implementation of Trust's performance management and performance-related pay systems
- Other staff matters (with the Trust on staff disciplinary or grievance issues/dismissals where necessary).

Help with Relationships and Marketing:

- Parent relations (including liaison with any parent council)
- Pupil recruitment
- Community activities and relationships
- School Marketing and Public Relations (jointly with the Trust where required).

Contribute to Trust Policies (e.g. performance management) and Establish School Policies (e.g. calculation policy in Maths) in line with Trust's approach:

- Establish and review school policies and procedures, reflecting Trust key criteria
- Provide feedback to the Trust on the effectiveness of Trust policies.

Be able to establish committees to deal with:

- Major construction projects
- Expansion of school
- Statutory matters: discipline/exclusions/appeals
- Significant matters that happen on an ad hoc basis.

Appendix Five – LAC Code of Conduct

Code of Conduct – Local Advisory Committee

Local Advisory Committee Governors

Code of Conduct for Local Advisory Committees of Engage Enrich Excel Academies

Purpose

The purpose of this code is to provide guidance to Members, Trustees and Local Governors on the principles and commitments associated with the Trust's governance arrangements.

Over-riding principles: The Nolan Standards of Public Life

Local Governors will at all times conduct their activities in accordance with the Seven Principles of Public Life defined by the Nolan Committee:

- **Selflessness** - Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.
- **Integrity** - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.
- **Objectivity** - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.
- **Accountability** - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.
- **Openness** - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.
- **Honesty** - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
- **Leadership** - Holders of public office should promote and support these principles by leadership and example.

Commitments:

Local Advisory Committees have the following core functions:

- Ensuring clarity of vision, ethos and alignment with the strategic direction of the aims of the Trust;
- Holding leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff;
- Overseeing the financial performance of the organisation and making sure its money is well spent;
- Ensuring that the school complies with the functions of governance agreed by the Trust board.

As individual governors, we agree to fulfil these core functions through the following principles and commitments:

Role & Responsibilities

- We understand the role and responsibilities of the local advisory committee and the Headteacher/executive leaders.
- We will actively support and challenge the Headteacher.
- We accept that we have no legal authority to act individually, except when the whole local advisory committee has given us delegated authority to do so, and therefore we will only speak on behalf of the local advisory committee when we have been specifically authorised to do so.

Commitment

- We acknowledge that being a governor involves the commitment of time and involvement in school life and to our own individual professional development.
- We will actively involve ourselves in the work of the local advisory committee, including serving on committees/working groups and making regular visits to the school.
- We will make every effort to attend all meetings and where we cannot, we will submit our apologies and explain, at least 24 hours in advance, why we are unable to attend, to the clerk to the local advisory committee.
- We will get to know the school well and respond to opportunities to visit and get involved in school activities.
- We will regularly reflect on our individual skills and experiences, relevant to governance and how these impact on individual and collective training and development needs of the local advisory committee, accessing appropriate training and development activities that will contribute to effective governance at the school.

Collective Responsibility

- We accept collective responsibility for all decisions made by the local advisory committee. This means that we will not speak against decisions outside local advisory committee meetings and always present a united front.
- 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.
- We will support the Chair in their role of ensuring appropriate conduct both during meetings and at all times.

Confidentiality

- We will observe total confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school. This will include not discussing the content of minutes/meetings until such time as the local advisory committee approves minutes at its next meeting.
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a local advisory committee meeting.
- We will not reveal the details of any local advisory committee vote, including our own voting intentions or history.

Conflicts of interest

- 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 local advisory committee business, in the Register of Interests.
- We will declare any potential conflict at the start of any meeting.

- We will act in the best interests of the school as a whole and not as a representative of any group, regardless if elected or appointed to the local advisory committee.

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the Chair, who will investigate this alongside the CEO: The Trust will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes.
- Should it be the Chair that we believe has breached this code, another governor, such as the vice chair will report this to the CEO and the Trust will investigate.
- The local advisory committee when considering breaches of this code should recognise the EEEA board’s powers to suspend and or remove governors and ensure that appropriate and statutory processes and procedures are always adhered to.
- Automatic Disqualification: If a governor is absent for six months without consent, they are automatically disqualified upon expiry of that period.

Removal from Office

- The Trust in determining whether to remove, rather than suspend a governor will make reference to the *School Governance (Constitution and Federations) (England) (Amendment) Regulations 2017* and statutory guidance issued in August 2017 in considering whether:
 - There have been repeated grounds for suspension
 - Serious misconduct has occurred which either threatens to bring the school, local advisory committee or Governance into disrepute.
 - There has been serious or repeated failure to contribute meaningfully to the effectiveness of governance at the school, such as non- attendance at meetings, not engaging in training or not participating in meetings.
 - They have engaged in conduct aimed at undermining British values.
 - The actions of the governor are sufficiently detrimental and compromise the operational efficiency of the school.

Name:

Signature:

Date:

School staff, in their dealings with Trustees and Local Governors, commit to:

- Respect the responsibilities that Trustees and Local Governors hold and facilitate the exercise of those responsibilities;
- Be open and honest in their dealings with Trustees and Local Governors;
- Accept questioning, advice and guidance from Trustees and Local Governors;
- Ensure written reports and papers are available in advance of meetings in accordance with agreed timetables so that Trustees and Local Governors can prepare for meetings and take informed decisions.

Appendix Six – Members & Trustees Code of Conduct

Code of Conduct – Members and Trustees

Code of Conduct for Members and Trustees of Engage Enrich Excel Academies

Purpose

The purpose of this code is to provide guidance to Members, Trustees and Local Governors on the principles and commitments associated with the Trust's governance arrangements.

Over-riding principles: The Nolan Standards of Public Life

Members, Trustees and Local Governors will at all times conduct their activities in accordance with the Seven Principles of Public Life defined by the Nolan Committee:

- **Selflessness** - Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.
- **Integrity** - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.
- **Objectivity** - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.
- **Accountability** - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.
- **Openness** - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.
- **Honesty** - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
- **Leadership** - Holders of public office should promote and support these principles by leadership and example.

Commitments:

All Members, Trustees and Local Governors commit to:

- Consider their training needs in relation to their governance role, and any particular responsibilities they assume, and make themselves available for suitable training;
- Participate in a range of committees, panels and other activities, maintaining a good attendance rate;
- Prepare thoroughly for meetings, including reading all papers carefully in advance;
- Raise issues at meetings and in other visits with a view to discharging their key responsibilities;
- Consider whether they may have a personal interest in any items of discussion and ensure any interests are declared so that their role in relation to the item may be considered;
- Respect the confidentiality of all information obtained in the course of carrying out their role, including that relating to staff and students/pupils;
- Conduct themselves at all times in a way that brings credit to each school and avoid actions which may reflect poorly on the Trust;

- Give prior notice to the headteacher of any visit to a school and clear all requests for meetings with staff with the headteacher in advance;
- Be honest and forthright in meetings, recognising that disagreements may well arise from time to time;
- Accept collective responsibility for decisions taken by the Board and/or Local Advisory Committee and respect the confidentiality of meetings;
- Uphold the reputation and good name of the Trust and each school at all times and exercise care and discretion when speaking about them publicly.
- Abide by Trust policies on the use of IT and social media. Chairs of Committees, Panels and Local Advisory Committee commit to:
 - Liaise with the clerk in good time in advance of each meeting to plan the agenda;
 - Ensure that papers to be considered are circulated to all members one week in advance of the meeting;
 - Ensure all members have opportunities to participate fully at meetings.
- Make arrangements for minute taking at each meeting;
- Ensure that the minutes are approved and sent to the clerk at least 10 working days before each meeting;
- Report on the work of the committee or panel of the Local Advisory Committee to the Board.

School staff, in their dealings with Trustees and Local Governors, commit to:

- Respect the responsibilities that Trustees and Local Governors hold and facilitate the exercise of those responsibilities;
- Be open and honest in their dealings with Trustees and Local Governors;
- Accept questioning, advice and guidance from Trustees and Local Governors;
- Ensure written reports and papers are available in advance of meetings in accordance with agreed timetables so that Trustees and Local Governors can prepare for meetings and take informed decisions.

Appendix Seven – Jargon Buster

Jargon Buster

Glossary of Educational Terms and Acronyms

AR – Audit & Risk Committee

Academies – Independent state schools

ARE – Age-Related Expectation

ASD – Autistic Spectrum Disorder

AWPU - Age-Weighted Pupil Unit. The sum of money allocated to the school for each pupil according to age. This is the basic unit of funding for the school from the DfE

Baseline assessment - assessment of children's knowledge and skills at school entry

Benchmarking - comparing school data (e.g. academic, financial etc.) with broadly similar schools or with all schools nationally

Carry-forward - money left unspent at the end of the financial year that is added to the school's budget for the following year

CEO – Chief Executive Officer

CFOO – Chief Finance & Operations Officer

CPD - Continuing Professional Development - any activity that furthers staff colleagues' knowledge or understanding and their effectiveness in schools (see also INSET).

DDA - Disability Discrimination Act 1995

DfE – Department for Education

Differentiation - the organisation of teaching to suit the age, ability and aptitudes of individual children

EAL – English as an Additional Language

Early Years Foundation Stage (EYFS) - the curriculum followed by children below statutory school age, in schools (Nursery and Reception) and pre-school provision.

ESFA – Education Skills Funding Agency

Exclusion - the temporary or permanent banning of a pupil from school

Extended Schools - schools are expected to provide a range of extended services and facilities for the benefit of pupils, parents, families and the wider community

Form of entry - the number of nominal classes of 30 pupils each that a school admits each year

GAG - General Annual Grant – the main source of funding provided by the DfE

HMI - Her Majesty's Inspector, the highest class of school inspector employed by Ofsted

Home-school agreement - a written agreement between school, parents and the pupil. It sets out expectations for all parties of attendance, behaviour, standards of education and homework.

IDSR – Inspection Data Summary Report

INSET - In-Service Education and Training - professional development for teaching and support staff.

Inclusion - used to denote that pupils with special and other needs are included in a mainstream school.

ICT - Information and Communication Technology

Key Stages (KS) - the four stages of the National Curriculum for pupils aged 5-16:

KS1 - aged 5-7 (Years 1 and 2)

KS2 - aged 7-11 (Years 3 to 6)

LA - Local Authority

LSA - Learning Support Assistant

LAC – Local Advisory Committee

NAGM - National Association of Governors and Managers

NAHT - National Association of Headteachers.

NASUWT - National Association of Schoolmasters and Union of Women Teachers.

NPQH – National Professional Qualification for Headship

NQT - Newly Qualified Teacher

NUT - National Union of Teachers

Ofsted - Office for Standards in Education

Peripatetic teacher - normally a teacher who provides specialist instruction e.g. music at a number of schools

PGCE - Post-Graduate Certificate of Education for newly qualified teachers (NQT).

PP – Pupil Premium

PPA – Planning, Preparation and Assessment time

PPC – Performance and Pay Committee

PPG – Pupil Premium Grant

PTA - Parent Teacher Association

PTR - Pupil/Teacher Ratio, calculated by dividing the number of pupils in a school by the number of full-time equivalent teachers.

SACRE - Standing Advisory Council on Religious Education. A local statutory body which advises on religious education and collective worship.

SATs - Standard Assessment Tasks used for National Curriculum assessments – properly called National Curriculum tests

SEF – Self Evaluation Form

SEND - Special Educational Needs/Disability

SENCO - SEN Co-ordinator - the teacher responsible for co-ordinating SEND provision in the school.

SDP – School Development Plan

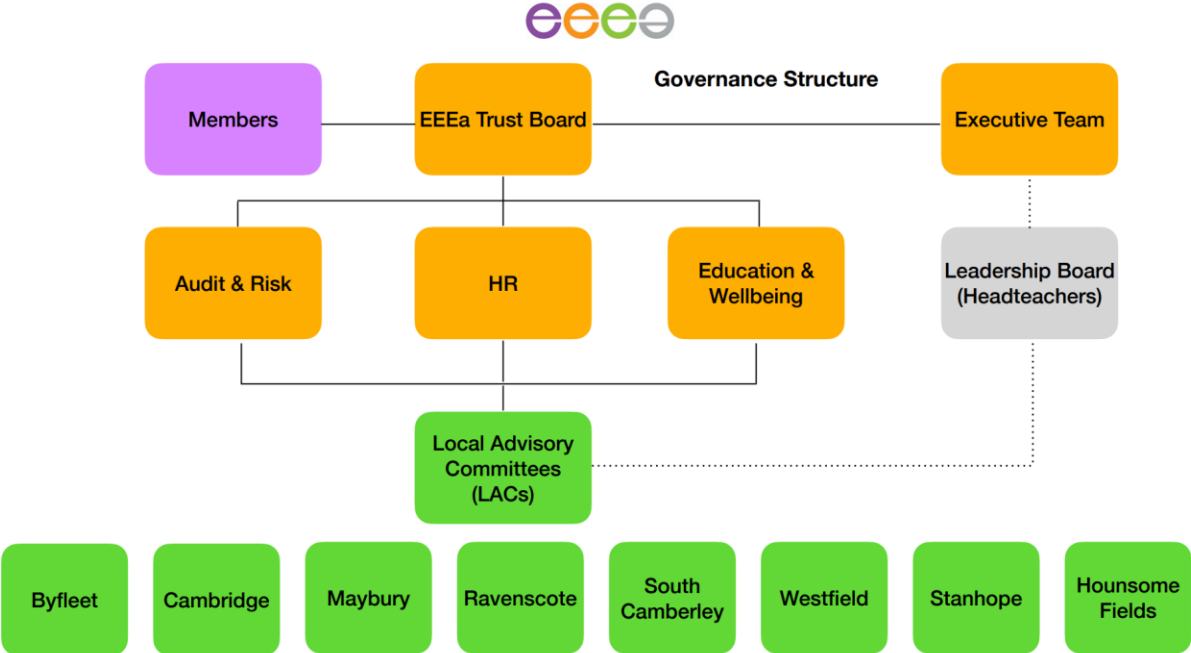
SRP - Special Resource Provision within a school for children with particular needs (e.g. children with Autism Spectrum Disorder)

EEEA – Engage Enrich Excel Academies

Value Added -shows the progress made by an individual pupil or groups of pupils compared with the average progress made by similar pupils nationally between the Key Stages

Virement - a local authority term for the transfer of money from one budget heading to another

Appendix 8 – EEEA Governance Structure



Appendix 9 - Financial Scheme of Delegation

As set out in the Scheme of Delegation & referenced in the Finance Policy.

N.B. In the absence of the Headteacher, his/her nominated deputy; SBM refers to a Business Manager or their cover.

Delegated Duty	Value	Delegated Authority	Method
Schools			
Ordering Goods and Services (raising requisitions)	Up to £,3000	Budget Holder	Selection from preferred supplier list unless agreed otherwise with SBM
	£3001 to £5000	As above plus Headteacher	Minimum of two quotes
	£5001 to £50,000	With agreement from the LAC	Minimum of three quotes
	Over £50,000	A&R Committee	Tender process
	Over £173,000	A&R Committee	Formal tendering process, e-tendering portal, called Find a Tender Service (FTS)
	Authority to accept other than lowest quotation or tender	Trustees	
Signatories for cheques, BACS payment authorisations and other bank transfers	Up to £10,000, any two signatory different to person authorising the order	Any two signatory <ul style="list-style-type: none"> • Headteacher • Member of SLT • Trust central team e.g. in cover situation 	
	Over £10,000 two signatories plus approval at LAC	Any two signatory <ul style="list-style-type: none"> • Headteacher • Member of SLT • Trust central team e.g. in cover situation 	Cheque payment taken to finance committee, payment can be agreed in principle before the actual bill has been received (depending on the timing of the meeting and the payment)
Signatories for DfE grant claims and DfE returns	Any	HT/ Trust central team (or as required by DfE)	All returns must go to the LAC for information/approval
Transfer of budget provision between budget heads	Up to £5000	Headteacher	
	Over £5000	LAC	
Disposal of fixed assets (other than freehold on land or building and heritage assets which must have SoS approval)	Up to £1000	Headteacher plus SBM	
	£1001 to £5000	Finance Committee	
	£5001 and above	As above, plus LAC	

Delegated Duty	Value	Delegated Authority	Method
Write-off of bad debts (annual income is defined as grant income as disclosed in the trust's last set of audited accounts, or to be disclosed)	1% of total annual income or £45,000 (whichever is smaller) per single transaction.	LAC, if within criteria otherwise SoS	The CFOO must be informed immediately thereafter and reported to the next A&R Committee.
	Cumulatively, 2.5% of total annual income in any one financial year per category of transaction (subject to a maximum of £250,000).	Trustees, if within criteria otherwise SoS	If timely, unqualified financial returns for the last two financial years, have not been submitted
	Cumulatively, 5% of total annual income in any one financial year per category of transaction (subject to a maximum of £250,000).	Trustees, if within criteria otherwise SoS	If timely, unqualified financial returns for the previous two financial years have been submitted.
Purchase or sale of any freehold property	Any	SoS approval required	
Taking up a leasehold interest or tenancy agreement on land or buildings from another party	For a term of 5-6 years	Trustees approval required	
	For a term of 7 years or more	SoS approval required	
Granting a leasehold or tenancy agreement	Any term	SoS approval required	
Raising invoices to collect income	Any	SBM	
Charges for lettings	Any	LAC to approve	
Lettings Policy		SBM to recommend to LAC	Within prescribed time limits
Finance Policy		CFOO/AO to recommend to A&R	Within prescribed time limits
Remissions & Charging Policy		SBM to recommend to LAC	Within prescribed time limits
Annual Accounts		CFOO/AO to recommend to trustees to report to Members	Nominated Trustees to support the writing of the reports within the Annual Accounts

Delegated Duty	Value	Delegated Authority	Method
Central Trust Team			
Ordering Goods and Services (raising requisitions)	Up to £3000	CFOO	Selection from preferred supplier list unless agreed otherwise with CEO
	£3001 to £5000	CFOO/CEO	Minimum of two quotes
	£5001 to £10,000	CEO	Minimum of three quotes Any expenditure previously discussed and approved by Trustees for Integration plans and projects and included in the trust budget
	£10,001 to £50,000	As above with agreement from the A&R Committee	Minimum of three quotes
	Over £50,000	A&R Committee	Tender process
	Over £173,000	A&R Committee	Formal tendering process, e-tendering portal, called Find a Tender Service (FTS)

Version Control

Date	Version	Approved by	Amendment Summary
22/05/26	2026-2028 v2 (Version 7)	Board	<ul style="list-style-type: none"> • New schools – opened Sep 2025 • Change of name for Leadership Board • Anonymity of teachers in performance reporting • New trustee • Bio updates • Terms of Reference - H&S • Governor disqualification based on absence • Terminology changed re CFOO • Financial Scheme of Delegation updates to align with SoD & Finance Policy • Version control added