



## Governance Handbook

2019-20  
(4<sup>th</sup> Edition)

## **Bedfordshire Schools Trust (BEST) – Governance Philosophy**

Governance leadership is Strategic leadership. It:

- Sets vision, ethos and strategic direction
- Delivers accountability
- Ensures that every decision made and every pound spent puts children first.

The Garden Analogy:

- Consider a fence separating your garden from your neighbour's. Your neighbour plants some bulbs
- You can lean over the fence and ask why those particular bulbs, in that particular place, at that particular time of year, the effect those bulbs will have on the rest of the plants in the garden, how much they cost and were they value for money
- You cannot jump over the fence, dig up the bulbs, plant different ones, rearrange them, dump other seeds on top of them, or pile a bunch of horse manure on top in order to 'helpfully' make them grow better
- The fence is the dividing line between strategic and operational.

# Governance Handbook

## 2019-20

### Bedfordshire Schools Trust (BEST)

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## From the CEO...

### Welcome

You are most welcome to Bedfordshire Schools Trust (BEST). BEST comprises of nine flourishing academies on nine different sites, delivering first choice education to almost 5 000 pupils, from Early Years to Advanced Level Study. This provision is augmented by two BEST Nurseries (with another due to open in October 2019) and enriched by the BEST Teaching School and BEST Primary and Secondary SCTT (School-Centred Initial Teacher Training) provision.

Governance is through the Board of Trustees (the 'Board') and Local Governing Bodies (LGBs). The Board is responsible for the effective operation of BEST and each academy therein. LGBs are committees of the Board. Each LGB operates to both support and hold the Principal to account for the performance of pupils and staff and to engage meaningfully with all parents/carers, enabling them to put forward their views at key points in their child's education.

### Thank you

Thank you for volunteering to be a Governor. It is a terrifically rewarding and highly demanding role. Only the best educational standards are acceptable. As a Governor, you will gain skills appropriate to the scale and nature of the task; set the highest expectations and tackle any signs of underperformance; and help to ensure that all pupils strive to be the best they can be and are well prepared for life.

The purpose of this handbook is twofold. Firstly, it outlines the core role and functions of the Board and the LGBs. Secondly, it provides a point of reference on all the legal duties of Governors, signposting to more detailed information, guidance and resources.<sup>1</sup> The handbook is rooted in the belief that good governance is essential to the success of any organisation and that the aim of governance within BEST is to ensure our mission is achieved by:

- Ensuring clarity of vision, ethos and strategic direction
- Holding executive leaders to account for the educational performance of the organisation and its pupils
- Overseeing the financial performance of the organisation and making sure its money is well spent

The handbook, now in its fourth edition, will be kept under review and updated to reflect feedback from the BEST community, the law affecting Governance and changes to education policy. This is an ongoing process.

I wish you every success and much enjoyment in your service to our pupils, staff and academies.



Dr Alan Lee  
Chief Executive Officer &  
National Leader of Education

<b>Date Adopted:</b>	<b>September 2019</b>	<b>Review Date:</b>	<b>Summer 2020</b>
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<sup>1</sup> This handbook should read in conjunction with: the 'Memorandum and Articles of Association', accessed at [www.bestacademies.org.uk/legal](http://www.bestacademies.org.uk/legal); 'Governance Handbook', accessed at [www.gov.uk/government/publications/governance-handbook](http://www.gov.uk/government/publications/governance-handbook); 'School Inspection Handbook' accessed at [www.gov.uk/government/publications/school-inspection-handbook](http://www.gov.uk/government/publications/school-inspection-handbook); and 'Academies Financial Handbook' accessed at [www.gov.uk/government/publications/academies-finance-handbook](http://www.gov.uk/government/publications/academies-finance-handbook). A copy of each is provided in Governor Hub.

Within BEST there is also a subsidiary organisation, the Bedfordshire East Schools Trust (often referred to as 'BEST Subsidiary'). Documents relating to BEST Subsidiary and its governance arrangements should be read in conjunction with this handbook and can be access here: <https://www.bestacademies.org.uk/legal/>

# BEST: Vision, Values and Operating Principles

## BEST

BEST is the legal entity responsible for the governance of all academies within the Trust. BEST shall have regard to (but for the avoidance of doubt shall not be bound by) any guidance as to the governance of academies that the Secretary of State may publish to the extent permitted by the governing documents.

The object of BEST is to advance education for the public benefit in the United Kingdom. This is achieved by establishing, maintaining, managing and developing academies. The academies will offer high quality education and collaborate and compete with each other to continually raise standards and best serve the wider community.

We believe in lean, focused and impactful governance. Leaders are empowered through a high autonomy and high accountability culture that **always puts children first**.

## BEST Vision Statement

**- to grow the BEST in everyone -**

We believe in the importance of high expectations, hard work and the development of a community of academies where each of us strive to **'be the best that we can be'**.

## BEST Values

We will:

### **Always put Children first**

Our reference point question is 'how will this improve outcomes for children and enable them to go on and succeed in life?'

### **Collaborate to support and compete to challenge**

Our academies work together to add value and compete to improve continually

### **Provide community based provision**

Our academies form a coherent learning community at the heart of the Bedfordshire community

## Core operating principles

We will:

### **Deliver BEST outcomes**

Outcomes will be in the top 20% nationally

### **Provide BEST opportunities**

An extensive range of opportunities beyond the classroom will be provided to develop the whole person

### **Nurture talent**

Our responsibility is to invest in our people and bring out the BEST in everyone

### **Operate a high autonomy, high accountability culture**

Professionals will lead our system and take responsibility to continually raise standards

### **Lead through service**

Leaders and followers will work together with mutual respect and shared responsibility

## Members

Members have ultimate responsibility for BEST achieving its charitable objectives. They oversee and hold the Trustees to account for the governance arrangements of the Trust. The Members agree the Articles of Association and have the power to appoint and remove Trustees. They comprise of:

- one person appointed by BEST
- the Chairperson of the Trustees
- the Chairperson of the Bedfordshire East Schools Trust and
- any person appointed under Article 15A.

Members receive copies of the Governance, Scheme of Delegation and Operational Structure Handbook for comment. Through Governor Hub, they have access to agenda items and minutes for all meetings of the Trustees and Local Governing Bodies (LGBs). Members meet twice a year. Firstly, to receive and approve BEST's Strategic Plan. Secondly, to receive and approve BEST's Financial Statements.

Members are bound by the undertakings contained in Article 8<sup>1</sup>.

## Reserved Matters

- To change the name of the Academy Trust
- To change the Objects of the Academy Trust
- To change the structure of the BEST Board
- To amend the Articles of Association
- To pass a resolution to wind up the Academy Trust
- To appoint the auditors.

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<sup>1</sup> DfE 2014, page 16

## Board of Trustees

The Board of Trustees is responsible for the effective operation of BEST and each academy therein. It provides ongoing challenge and support to the executive team and to Local Governing Bodies (LGBs). The Board of Trustees meets six times per year plus any extraordinary meetings. Each Trustee receives a single vote.

**The Board fulfils the following core functions through delegation of its powers to the CEO:**

- Ensuring clarity of vision, ethos and strategic direction;
- Holding executive leaders to account for the educational performance of BEST and its pupils; and
- Overseeing the financial performance of the BEST and making sure its money is well spent.

The Board of Trustees currently comprises of seven members, including the CEO. Future trustees may be appointed or elected under BEST's Articles. These later set out the operation of the Board.

## Key Responsibilities

### Vision, strategy and strategic objectives

- Set BEST's vision, strategy and strategic objectives
- Support and challenge to the executive
- Regular engagement with all key stakeholders.

### Governance (Members/Trustees) – Executive Lead – Alan Lee

- Review and amend as necessary: the Articles of Association and BEST Governance Handbook
- Monitor the members of the Board (Inc: recruitment, review, recruitment and succession planning)
- Determine BEST-wide and academy-specific policies in line with BEST's aligned autonomy model
- Overall accountability for compliance and the management of risk in accordance with BEST's Articles of Association, Funding Agreement, Academies Financial Handbook and all statutory regulations
- Appointment/removal of the CEO and LGB Chairs.<sup>1</sup>

<sup>1</sup> In extreme circumstances, the Board of Trustees reserves the right to remove a local governing body where there are concerns over its effectiveness and replace with an Interim Executive Board.

### Quality of Education (including outcomes) – Executive Lead – Alison Wilshaw

- Accountability for the performance and standards of all BEST academies, including: pupil outcomes; standard of educational provision; pupil wellbeing; and, the quality of teaching
- To appoint, receive reports from and monitor the Performance Committee, ensuring challenge and support to the executive – Director of Education – over progress against BEST's Key Performance Indicators (KPIs)
- Ensure the continuing growth and success of both the BEST TS and BEST SCITT, providing a full suite of CPD/leadership opportunities for all staff, as well as ensuring a healthy supply of NQTs to BEST
- To determine the BEST-wide curriculum policy to ensure provision of a broad and balance education for all pupils.

## Finance – Executive Lead – Nafia Baust

- To establish and review BEST’s Financial Scheme of Delegation
- Appointment of internal auditors and make recommendation to Members on external auditors
- Approval and submission of BEST’s annual report and accounts, signed statement on regularity, probity and compliance, incorporating governance statement demonstrating value for money
- Ensuring financial controls so there is regularity, probity and value for money in relation to the management of public funds
- To establish financial policies, including charging and remissions, staff expenses, procurement, etc., and review periodically
- Approval of BEST’s funding model (including the top slice) and financial strategy
- To appoint, receive reports from and monitor the performance of the Finance and Audit Committee
- To appoint an Accounting Officer
- To maintain a register of relevant personal and business interests.

## Staff and HR – Executive Lead – Craig Smith

- To undertake the performance management of the CEO and support that of all Principals<sup>1</sup>
- Approval of BEST’s Governance and Operations structures
- To review and agree BEST-wide HR policies, including staff appraisal and pay progression.

<sup>1</sup> In the extreme circumstance of a Principal not achieving their performance management targets, responsibility for performance management of all staff at the academy concerned will be assumed by the Director of Education until the matter is resolved.

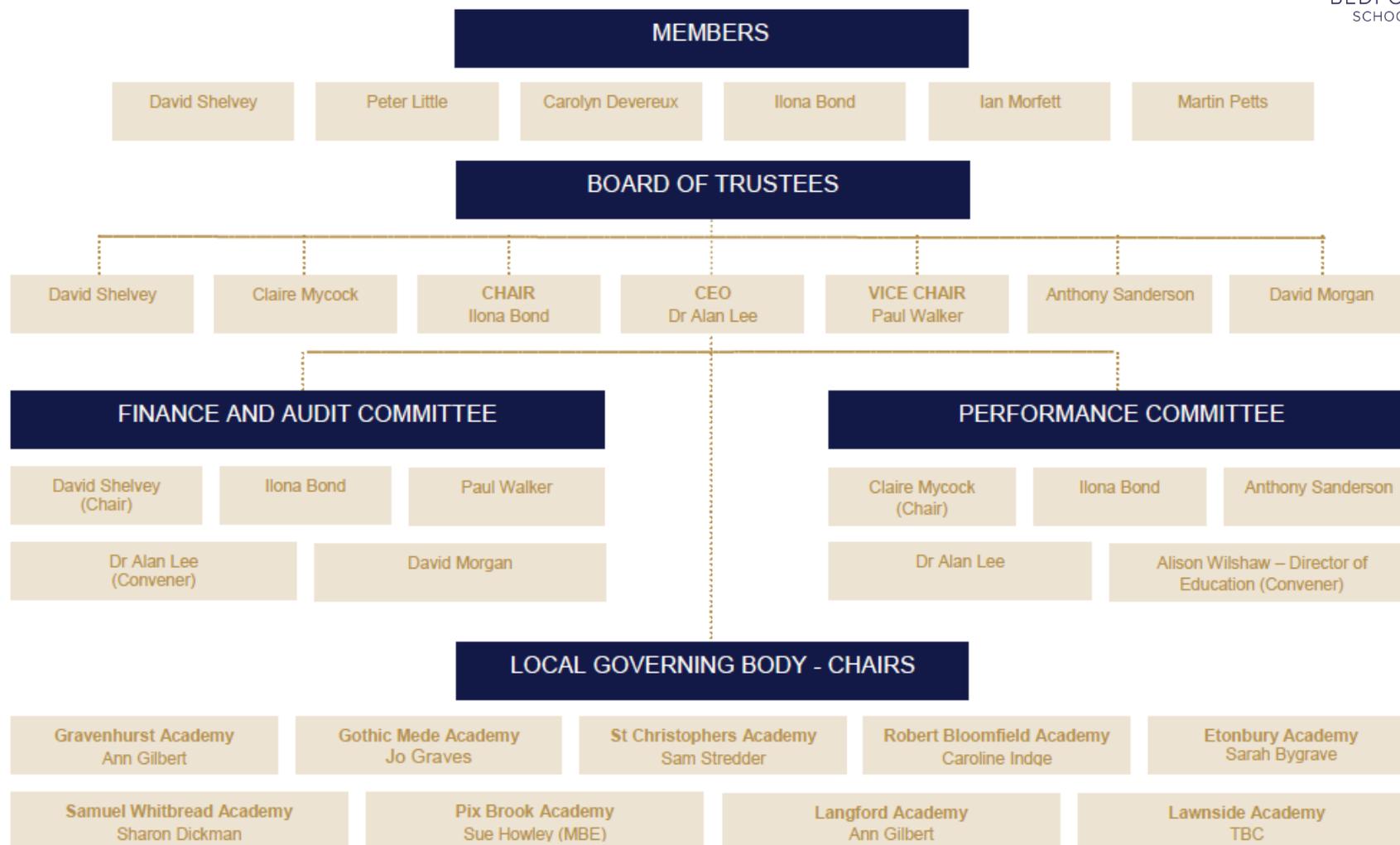
## Estates/other – Executive Lead – Craig Smith

- Maintain a central property asset register, including asset evaluation
- Maintain a central property conditions database, delivering capital improvement projects
- Ensure compliance with all appropriate statutory functions e.g. Health and Safety, fire and asbestos risk assessments
- Ensure best value through effective procurement processes and contract assessment (Inc: educational, commercial and contractual legal advice).

## Reserved Matters

- Change the names of the Academies
- Determine the educational character, mission of ethos of the Academies
- Agree a BEST-wide Admissions Policy
- Adopt or alter the constitution and terms of reference of any committee of the BEST Board
- Establish a trading company
- Sell, purchase, mortgage or charge any land in which BEST has an interest.

# BEST Governance Structure



# Standing Committees of the Board

## Performance Committee – Key Responsibilities

- Exercise the powers of the Board of Trustees in respect of holding the BEST senior executives to account (i.e. Director of Education and CEO) for all aspects of academy performance and standards
- Scrutinise the rationale for identifying strategic priorities, the accuracy of academy level and BEST-level data analysis, the clarity of purpose and speed of impact in addressing area of underperformance or risk
- Identify strong practice or innovation and its wider dissemination.

## Finance and Audit Committee – Key Responsibilities

Ensure that the Board is fully aware of BEST's financial position and how this may change in the foreseeable future

Provide assurances that key enabling resources are optimised and aligned with BEST's strategic aims and objectives

Gain assurance on the effectiveness of:

- Financial planning, budget-setting, performance analysis and financial reporting
- Estates investments and management planning
- Procurement processes and outcomes

Ensure that processes are in place to identify all significant risks which might impact on BEST and to provide oversight that these are being actively managed.

## Local Governing Bodies – Key Responsibilities

- the vision and values of the academy and BEST are faithfully upheld, clearly communicated and revisited, delivering an ethos and culture of ambition that enables pupils and staff to excel
- Holding the Principal to account and ensuring that the BEST approach to delivering progress and attainment, in which a **minimum expectation for all pupils of being in the top 50% nationally, with an aspiration to be in the top 20%** is strictly followed
- Monitoring the use of resources to ensure best value.

## Chief Executive Officer

The CEO is appointed by the Board of Trustees to fulfil the following delegated objectives.

### Objectives:

- Ensuring that the guiding values of BEST are faithfully upheld, revisited and reinforced
- Providing executive leadership
- Standards in every BEST academy
- Act as the Accounting Officer for BEST
- Ensuring the Board of Trustees is appropriately informed through agreed mechanisms.

### Key responsibilities:

The CEO will be accountable to the Board for:

#### Vision, values and operating principles (VVO)

- Ensuring that BEST's vision, values and operating principles (VVO) are clearly communicated and adhered to
- Liaising with the Department for Education (DfE), Education and Skills Funding Agency (ESFA) and Charities Commission (CC) to ensure that BEST's governance is clear, compliant and effective

#### Executive leadership

- Maintaining and performance managing the executive leadership team that includes the Chief Operations Officer (COO), Chief Finance Officer (CFO), Director of Education (DoE) and Principals
- Developing an operating model and staffing structure that delivers all the necessary functions of BEST effectively, efficiently and affordably

#### Standards

- Standards in every BEST academy, ensuring that outcomes in all BEST academies achieve the minimum expectation of the 50<sup>th</sup> percentile and that all academies achieve at least an Ofsted 'Good' category
- Ensuring robust quality assurance processes are in place at each academy and that LGBs carry out their duties effectively
- Provide the Board with Safeguarding audits/reports to ensure that appropriate checks and balances are in place at all levels within BEST
- Provide oversight of the implementation of the BEST-wide curriculum policy

#### Accounting Officer

- Personally responsible to Parliament and to the ESFA's accounting officer, for the financial resources under BEST's control
- Ensuring high standards of probity in the management of public funds, particularly with regard to value for money, regularity and propriety

#### Board of Trustees

- Determining the governance structures for BEST and governance scheme of delegation
- Ensuring that the Board and their sub-committees have access to all necessary data and information; complete skills audits and receive appropriate training; and, are fully supported in carrying out their work.

## Chief Operations Officer

The COO is appointed by the CEO in consultation with the Board of Trustees to fulfil the following delegated objectives.

### Objectives:

- To develop and implement a BEST Growth Strategy and approach
- To improve Governance across the Trust
- To ensure Central Services are providing high quality and value for money support to academies
- To ensure the Trust has highly effective systems for operational effectiveness and compliance
- To deputise for the CEO.

### Key responsibilities:

The COO will be accountable to the CEO and the Board for:

#### Growing and Developing BEST

- working with internal stakeholders and external partners to support the development of the Trust in line with wider national and local priorities
- the integration of new academies into the Trust
- leading relationships with funders, decision makers and influencers over local and national plans for educational structure and estates developments

#### Improving Governance

- developing effective governance across the Trust, particularly at LGB level
- developing appropriate training and support for governance
- leading on accreditation and national benchmarks such as NLGs, Governor Mark

#### Effective management of central services

- ensuring core functions such as HR, IT support, marketing and communications, estates and capital developments are highly effective and work to support academies
- providing excellent value for money from new and existing service provision including market testing
- constantly evolving to reflect and support academy needs

#### Operational Effectiveness

- ensuring compliance with all appropriate statutory functions e.g. Health and Safety, GDPR/Data Protection, HR
- monitoring operational efficiency across all areas of operational control and seeking service improvements
- seeking sources of external support and funding to improve effectiveness and capacity

#### Deputising for CEO

- to take on extra responsibilities as appropriate and delegated by the CEO
- to represent the Trust externally
- to attend activities as the CEO and/or Trusts representative and uphold the highest standards for the Trust.

## Chief Finance Officer

The CFO is appointed by CEO in consultation with the Board of Trustees to fulfil the following delegated objectives.

### Objectives:

- To ensure the highest standards of financial management
- To ensure public funds are used as intended by Parliament
- To ensure rigorous procedures for preparing and monitoring financial plans
- To ensure appropriate financial arrangements operate day to day
- To ensure effective internal controls.
- To ensure the Accounting Officers and Board of Trustees are appropriately informed through agreed mechanisms.

### Key responsibilities:

The CFO will be accountable to the CEO/Accounting Officer for:

#### Effective deployment of financial resources

- Ensure financial plans support raising educational outcomes
- Ensure financial planning establishes sustainability of the Trust through accurate budgeting, forward planning and regular monitoring
- To liaise with the Trust's appointed auditors and ensure the preparation of statutory accounts
- Ensure the Trust is able to meet short term financial obligations
- Ensure financial systems in place provide efficient integrated processes
- Providing professional advice and support to staff/LGBs/Trustees

#### Compliance and reporting

- Ensure compliance with external statutory regulations – Companies Act, Charities Act, HMRC, DfE, ESFA
- External audit – maintain accurate accounting records and prepare an annual report and financial statements
- Internal audit – delivering assurance that the Trust's financial systems, controls, transactions and risks are sound and implemented
- Monthly management reporting to the Principals, Accounting Officer, Chair of Finance and Audit Committee and the Chair of Trustees
- Attend and report to the Finance and Audit Committee on matters of probity and potential risk
- Financial management reports for Trustees board meetings

#### Managing central and local finance staff

- Providing leadership and technical expertise
- Line managing central finance team
- Directing and providing support and training for local finance staff.

## Director of Education

The DofE is appointed by CEO in consultation with the Board of Trustees to fulfil the following delegated objectives.

### Objectives:

- Provide strategic leadership, clear direction and effective management for educational performance, standards and effectiveness across all BEST academies
- Develop BEST-wide strategies and procedures for improving outcomes for all pupils in BEST academies
- Lead, develop and grow the BEST Teaching School and School Improvement team

### Key responsibilities:

The DofE will be accountable to the CEO and the Board for:

#### **Providing strategic leadership for educational performance, standards and effectiveness across all BEST academies**

- To support and promote BEST's vision, values and operating principles, supporting the development of a BEST Strategic Plan
- To create an environment where staff are supported and challenged so that high performance is the norm
- To continue to improve and develop the BEST performance culture, analysing trends and developing interventions to raise standards and pursue excellence in all areas of academy performance
- To monitor and evaluate teaching and learning across BEST and liaise with appropriate Senior Leaders to ensure development areas are addressed appropriately and expediently

#### **Developing BEST-wide strategies and procedures for improving outcomes for all pupils in BEST academies**

- To develop a range of effective quality assurance mechanisms and compliance systems which lead to continued improvement across BEST
- To ensure a consistent and continuous focus on student achievement, using data to track and monitor the progress in every pupil's learning, and across BEST, analysing academy data and alerting the Principal and CEO to any underperformance
- To develop a BEST approach to academy review including the organisation of whole academy, subject and aspect reviews in conjunction with Principals

#### **Leading, developing and growing the BEST Teaching School and School Improvement team**

- To lead and manage the BEST Teaching School and School Improvement Team Academy, ensuring strategic focus and high outcomes
- To keep up to date with major developments and changes in education and develop specific expertise within the Trust as required, weaving this into succession planning in each academy and across the Trust
- To produce a Growth Plan for BEST Teaching School and SI Team, annually.

## Local Governing Bodies

The Local Governing Bodies (LGBs) are committees of the Board. It is the role of the LGBs to support and strengthen their Principal's leadership through robust challenge.

The core functions of the LGB are:

- the vision and values of the academy and BEST are faithfully upheld, clearly communicated and revisited, delivering an ethos and culture of ambition that enables pupils and staff to excel
- Holding the Principal to account and ensuring that the BEST approach to delivering progress and attainment, in which a **minimum expectation for all pupils of being in the top 50% nationally, with an aspiration to be in the top 20%** is strictly followed
- Monitoring the use of resources to ensure best value.

## Key Responsibilities

### Vision, strategy and strategic objectives – Executive Lead - Alan Lee

- In consultation with the Principal, setting and agreeing the academy's vision, ethos and strategic direction
- Champion BEST's vision and values throughout the academy and wider community
- In accordance with BEST's overall priorities, setting the individual academy targets and challenging the Principal against these targets
- Regular engagement with all key stakeholders and to establish and maintain a relationship with members of the local community.

### Governance (LGBs) – Executive Lead - Craig Smith

- Responsible for the appointment/removal of governors<sup>1</sup> and nomination of a Chair of Governors for Board consideration
- Appoint from its number a vice-Chair and local governors with specific link responsibilities (e.g. safeguarding, pupil premium etc.)
- Conduct annual self-effectiveness/skills audit reviews to identify training requirements and ensure robust governance at academy-level.

<sup>1</sup> Each LGB must include a minimum of two elected parent representatives and may include a Principal from another BEST academy, subject to agreement

### Quality of Education – Executive Lead - Alison Wilshaw

- Involvement in the construction/approval of both the Academy Improvement Plan and Self-Evaluation documents
- Monitor performance of the academy with particular respect to the progress and attainment of individuals and groups (Inc: SEND), pupil well-being and staff appraisal.

## Finance – Executive Lead - Nafia Baust

- Monitor the use of resources to ensure best value
- Ensuring appropriate use and probity of targeted funding, such as pupil premium and sports premium funding
- Maintain a register of business and personal interests.

## Staff and HR – Executive Lead - Craig Smith

- Support with the appointment/appraisal of the academy Principal
- Ensuring an appropriate staffing structure is in place and that high quality CPD is made available to staff
- Ensuring compliance with BEST HR policies
- Holding senior leaders to account against academy targets.

# BEST Operational Structure



## Appendix 1: Scheme of Delegation

### Introduction

The Scheme of Delegation (known as ‘Scheme’ hereafter) sets out the delegated powers between the different bodies involved in the governance and operation of the Bedfordshire Schools of Trust (BEST). The different bodies include:

- a. Members
- b. Board of Trustees
- c. Board Sub-Committees
- d. Chief Executive Officer (CEO) and Accounting Officer
- e. Chief Operations Officer (COO)
- f. Local Governing Bodies (LGBs)
- g. Principals (Ps).

The delegated powers are broken down into different levels in line with BEST’s principles of governance, leadership and operations. The delegated autonomy for individual schools is aligned with the need for BEST to fulfil its charitable and corporate responsibilities to the Department for Education (DfE), Education Skills Funding Agency (EFSA), Charities Commission, HMRC and Companies House.

The different levels of delegated power are listed as:

- a. R = Responsible
- b. A = Accountable
- c. C = Consulted
- d. S = Support
- e. I = Informed<sup>2</sup>.

The Scheme should be read in conjunction with:

- a. the Terms of Reference for the relevant body
- b. the Job Roles for the positions referenced
- c. Financial Scheme of Delegation
- d. BEST Policy Cycle
- e. BEST Quality Assurance Calendar.

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<sup>2</sup> In cases where delegated powers sit with more than one body, reading below left to right, the first mentioned body has seniority.

Whilst the Scheme is designed to be comprehensive, it is not exhaustive. Any queries, please contact CEO Alan Lee.

Area	Decision	Delegation						
		Members	Board	Standing Committees	CEO	COO	LGBs	School Principal
Vision, strategy and strategic objectives	Setting BEST's vision, strategy and strategic objectives (BEST Improvement Plan, in the agreed format)		A	C	R	S	S	S
	Regular engagement with key (internal) stakeholders	A	I	I	S	R	S	S
	Setting school vision, strategy and strategic objectives (School Improvement Plan, in the agreed format)		A	I	S	S	A	R
	Regular engagement with the school <sup>3</sup> community	A	I	I	S	S	A	R
	Lead on BEST's Communications (inc: Public Relations) Strategy		A	C	C	R	S	S
	Lead on the school's Communications (inc: Public Relations) Strategy, aligned to BEST's vision and values		A	I	S	A	A	R
	Determine the scope of shared services to be delivered by BEST		A	C	R	C	I	C
	Consider requests from schools to join BEST, leading on due diligence processes as required		A	C	R	C	I	I
	Promote equality, diversity and tolerance amongst staff and students		A	S	R	S	A	R
	Set and approve amendments to the BEST's admissions policy		A/R	I	S	S	S	S

<sup>3</sup> In all cases, the term 'school' also includes 'nursery'.

<b>Governance</b>	Board member monitoring (including provision of training and support, recruitment and succession planning)		A	I	R	S	S	S
	LGB member monitoring (including provision of training and support, recruitment and succession planning)		A	I	S	R	A	S
	Annual 360 review of Chair of Trustees		A	I	R	S	S	S
	Annual 360 review of Chair of LGBs		A	I	S	R	A	S
	Members: appoint/remove	A	I	I	I	I	I	I
	Trustees: appoint/remove	A	R	C	C	I	I	I
	LGB Chair: appoint/remove		C	I	R	S	S	S
	LGB Members: appoint/remove		I	I	I	C	R	C
	Clerk to Trustees: appoint/remove		C	C	R	C	I	I
	Clerk to LGBs: appoint/remove		I	I	C	C	C	R
	Articles of Association: review/agree	A	R	C	C	C	I	I
	Governance Handbook (inc: Scheme of Delegation): review/agree		A	C	R	C	C	C
	Governance structure for BEST: establish and review		A	C	R	S	S	S
	Determine BEST-wide and school-specific policies, in line with BEST's aligned autonomy model		A	S	R	C	S	C

	Monitor compliance with statutory regulations and BEST's policies <sup>4</sup>		A	S	R	R	S	S
	Auditing and reporting against matters of compliance		A	C	R	R	I	I
<b>Quality of Education (inc: outcomes)</b>	Evaluate and report on progress against BEST's strategic priorities		A	A	R	S	I	I
	Present an up to date school self-evaluation document (SEF), in the agreed format		A	A	S	S	A	R
	Agree, monitor and report on progress against BEST-wide key outcomes targets for all students <sup>5</sup>		A	A	R	S	S	S
	Report on progress against targets set in the school SEF		A	A	S	S	A	R
	Agree, monitor and report on progress against school outcomes targets for all students		A	A	S	S	A	R
	Discharge duties in respect of students with SEND		A	A	I	S	A	R
	Provision of student well-being programmes throughout the academic year		A	A	S	S	A	R
	Ensure a BEST-wide Safeguarding structure is in place, with designated Safeguarding Trustee, policy framework and annual external audits for all schools		A	A	R	C	I	I
	Provide a full-suite of CPD and leadership opportunities through the BEST Teaching School (BTS)		A	A	R	C	S	S
	Ensure the continuing growth and success of the BEST TS (BTS)		A	A	R	C	S	C
Provide Primary and Secondary Initial Teacher Training opportunities through the BEST SCITT		A	A	R	C	S	C	

<sup>4</sup> Education Policies rest with the CEO and non-education the COO.

<sup>5</sup> All students include the most disadvantaged, the most able and SEND.

	Determine that a school should be a BEST Cause for Concern		A	A	R	C	I	I
<b>Finance</b>								
	Establish and review financial scheme of delegation		A	A	R	I	I	I
	External auditors: appoint/remove	R	A	A	S	I	I	I
	Agree BEST funding model and financial strategy to support delivery of key priorities		A	A	R	I	I	I
	Agree budget plan to support delivery of school key priorities		A	A	R	S	I	C
	Review and approve BEST-wide procurement strategies		A	A	R	S	I	I
	Receive and respond to external auditors' report		A	A	R	S	I	I
	Submit annual report and accounts, including accounting policies, signed statement on regularity, propriety and compliance incorporating governance statement demonstrating value for money		A	A	R	I	I	I
	Approval of strategies for ensuring financial control, regularity and probity in spend of public funds		A	A	R	S	I	I
	Plan, manage and monitor monthly expenditure and financial reports, and identify actual or potential items of budget overspend/underspend		A	A	C	I	A	R
<b>Staff and HR</b>								
	CEO: appoint/remove		A	A	I	I	I	I
	CEO: appraisal/pay		A	A	I	I	I	I
	COO: appoint/remove		A	A	R	I	I	I
	COO: appraisal/pay		A	A	R	I	I	I

	Central Team: appoint/remove		A	A	R	C	I	I
	Central Team: appraisal/pay		A	A	R	C	I	I
	Principal: appoint/remove		A	A	R	C	S	I
	Principal: appraisal/pay		A	A	R	I	S	I
	School staff: appoint/remove		A	I	I	I	C	R
	School staff: appraisal/pay		A	I	I	I	C	R
	Agree terms and conditions of employment		A	A	R	C	I	C
	Agree BEST staffing structure		A	A	R	C	I	C
	Agree school staffing structure		A	I	C	S	A	R
	Review and agree BEST-wide HR policies, including staff appraisal and pay progression		A	A	R	C	C	C
	Lead negotiations with Trade Unions on the development of consistent HR policies and procedural changes		A	A	C	R	S	S
<b>Estates</b>	Maintain a central property asset register, including asset evaluation		A	A	S	R	S	S
	Maintain a central property conditions database, delivering capital improvement projects, in line with agreed methodology utilising the Conditions Improvement Fund (CIF)		A	A	S	R	S	S
	Maintain school premises for routine condition, repair and decoration utilising the		A	A	S	S	S	R

	school budget and Devolved Formula Capital (DFC)							
	Ensure compliance with all appropriate statutory functions eg Health and Safety, fire and asbestos risk assessments etc		A	A	S	R	S	R
	Ensure best value through effective procurement processes and contract assessment (inc: educational, commercial and contractual legal advice)		A	A	C	R	I	C
<b>Other</b>	Responsible for handling and monitoring of complaints		A	I	A	R	R	S
	To review all permanent exclusions, considering whether to uphold the Principal's decision or to direct reinstatement of excluded student		A	I	I	I	A	S
	Responsible for monitoring and developing the school's links with the community, parents, carers and guardians		A	I	I	A	A	R

### Standing Committees/Abbreviations

Performance Committee (as required forms a sub-committee to deal with related HR matters)

Finance and Audit Committee

CEO – Chief Executive Officer (and Accounting Officer). Executive delegation to:

- a. Chief Financial Officer – finance<sup>6</sup>
- b. Director of Education – education
- c. Clerk to the Board – governance

COO – Chief Operating Officer. Executive delegation to:

- a. Quality Assurance Officer - compliance
- b. Operations Support Officer - operations

LGB – Local Governing Body

<sup>6</sup> See job roles for positions referred to here.

### 1: Scheme of Financial Delegation

#### 1. Power and Duties Reserved for the Board of Trustees

##### General

- 1.1** Approval of a written scheme of delegation of its financial powers and duties to its Finance Committee, the Chief Executive Officer, the Trust Chief Finance officer and other staff. The scheme must satisfy the Board of Trustees ultimate responsibility for ensuring that there are adequate operational controls in place for all the financial processes within the Trust. The Scheme of Delegation should be operated in conjunction with the Financial procedures and regulations of the Trust.

##### Budgets/Budgetary Control

- 1.2** Ensure the trust's assets and funds are used only in accordance with legislation, their articles of association, their funding agreement and the Academies Financial Handbook
- 1.3** Formally approving the annual Trust budget
- 1.4** Considering budgetary control reports from the Finance and Audit Committee at every meeting, with relevant explanations and documentation where required
- 1.5** Authorisation of all virements in excess £250 000 between budget headings. Details of all virements approved and authorised by the Finance and Audit Committee are to be formally notified to the Board of Trustees

##### Purchasing

- 1.6** Maintenance of a Register of Pecuniary and Business Interests for all Members, Trustees, Governors and Trust staff with financial responsibilities
- 1.7** Authorisation of the award of tenders above £250 000

##### Income

- 1.8** Authorisation of the write off of debts not collectable (the Secretary of State's prior approval is also required if debts to be written off are above the value set out in the Academies Financial Handbook)

##### Security of Assets

- 1.9** Authorisation of the disposal of individual items of equipment and materials that have become surplus to requirements, unusable or obsolete with an original purchase value in excess of £20 000

##### Accounts and Audit

- 1.10** Approval of the audited financial statements

Informing the EFA if it suspects any irregularity affecting resources.

## 2: Scheme of Financial Delegation

### 2. Powers and Duties Reserved for the Finance and Audit Committee

#### General

- 2.1 Exercising the powers and duties of the Board of Trustees in respect of the financial administration of the Trust, except for those items specifically reserved for the Board of Trustees and those delegated to the Chief Executive Officer, and other staff
- 2.2 Reporting on decisions taken under delegated powers to the next meeting of the Board of Trustees

#### Budgets/Budgetary Control

- 2.3 Reviewing the annual Trust budget and recommending its acceptance, or otherwise to the Board of Trustees
- 2.4 Considering budgetary control reports on the Trusts financial position at every meeting, taking appropriate action to contain expenditure within the budget and report to the Board of Trustees
- 2.5 Reviewing the virement of sums between budget heads over £75 000 and up to £250 000 as approved and authorised by the Chief Executive Officer and Chief Finance Officer, which are to be formally notified to the Finance and Audit Committee who shall minute the notification
- 2.6 Approving virements between budget headings of up to £250 000
- 2.7 Reporting to the Board of Trustees all significant financial matters and any actual or potential overspending

#### Purchasing

- 2.8 Authorising the award of orders and contracts over £75 000 and up to £250 000

#### Income

- 2.9 Authorisation to write off debts not collectable between £10 000 and up to £45 000 (the secretary of state's prior approval is also required if debts to be written off are above the value set out in the Academies Financial Handbook.)

#### Security of Assets

- 2.10 Authorising the disposal of individual items of equipment and materials that have become surplus to requirements, unusable or obsolete with a residual value above £20 000 and reporting such authorisations to the Board of Trustees

#### Accounts and Audit

- 2.11 Reviewing the draft financial statements and external audit reports and highlighting any significant issues to the Board of Trustees
- 2.12 Receiving the reports of the auditor on the use of resources, systems of internal financial control, and discharge of financial responsibilities and highlighting any significant issues to the Board of Trustees
- 2.13 Receiving annual reports from independent auditors on our internal controls
- 2.14 Monitoring outcomes of the internal peer reviews that are undertaken annually.

## 3: Scheme of Financial Delegation

### 3. Powers and Duties Reserved for the Chief Executive Officer

The Chief Executive Officer has delegated powers and functions in respect of internal organisation, management and control of the Trust, the implementation of all policies approved by the Board of Trustees and for the direction of teaching and the curriculum

The Chief Executive Officer shall be responsible for:

#### **Budgets/Budgetary Control**

- 3.1** Reviewing income and expenditure reports and highlighting actual or potential overspending to the Finance and Audit Committee
- 3.2** Approving virements between budget headings of up to £75 000 and reporting such approval to the Finance and Audit Committee

#### **Financial Management**

- 3.3** Ensuring the arrangements for collection of income, ordering of goods and services, payments and security of assets are in accordance with the Financial Regulations

#### **Purchasing**

- 3.4** Authorising all orders and contracts up to £75 000
- 3.5** Ensuring that all contracts and agreements conform to the Financial Regulations

#### **Payroll and Personnel**

- 3.6** Approval/veto of proposals and authorisation of changes to the Trust's establishment
- 3.7** Ensuring there is an equitable remuneration policy that recognises responsibility, skills, experience and diversity and delivers value for money to the Trust
- 3.8** Ensuring payroll processes are delivering timely and accurate payments to staff

#### **Income**

- 3.9** Authorisation to write off debts not collectable between £10 000 and up to £45 000 (the secretary of state's prior approval is also required if debts to be written off are above the value set out in the Academies Financial Handbook.)

#### **Security of Assets**

- 3.10** Ensuring that there are annual independent checks of assets and the asset register
- 3.11** Ensuring that proper security is maintained at all times for all buildings, furniture, equipment, vehicles, stocks, stores, cash, information and records etc. under his/her control

#### **Accounts and Audit**

- 3.12** The operation of financial processes within the Academy, ensuring that adequate operational controls are in place and that the principles of internal control are maintained
- 3.13** Ensuring ongoing in-year QA processes are in place via independent scrutiny and internal checks.

## 4: Scheme of Financial Delegation

### 4. Powers and Duties Reserved for the Chief Finance Officer

The CFO shall be responsible for the strategic financial planning in conjunction with the CEO and Executive Principals relating to:

#### **Budgets/Budgetary Control**

- 4.1** Supporting Principals with the budgeting process and presenting the annual draft budget plan for consideration by the Finance and Audit Committee and Board of Trustees
- 4.2** Monthly monitoring of expenditure and income against the approved budget and submitting reports on the Trusts financial position to every meeting of the Finance and Audit Committee and at least 6 times a year to the Board of Trustees. Any actual or potential overspending representing a financial risk to the Trust shall be reported to the Finance and Audit Committee
- 4.3** Approving virements between budget headings up to a value of £75 000 and reporting such approval to the Finance and Audit Committee

#### **Purchasing**

- 4.4** Ensuring that the individual academies are maintaining a register of formal contracts entered into, amounts paid and certificates of completion and are retaining the quotes obtained for goods, works and services. Whilst overall responsibility for this sits with the CFO, maintenance of such records can be delegated to the COO and Local Finance Assistants
- 4.5** Ensuring that all correct invoices are duly certified by authorised staff before payments
- 4.6** Ensuring the appropriate division of duties between staff responsible for processing orders, receiving deliveries and processing payments

#### **Payroll and Personnel**

- 4.7** Authorising the monthly payroll for the central staff and for an academy in the absence of the Principal
- 4.8** With the CEO, jointly authorising any changes to the staff structures in the individual academies
- 4.9** With the CEO, jointly authorising any posts advertised in any academy
- 4.10** Authorising any changes in salary to existing staff after consultation with the CEO

#### **Banking Arrangements**

- 4.11** Maintaining proper records of accounts and reviewing monthly bank reconciliations

#### **Accounts and Audit**

- 4.12** The operation of financial processes within the Trust, ensuring that adequate operational controls are in place and that the principles of internal control are maintained
- 4.13** Ensuring that full, accurate and up to date records are maintained in order to provide financial and statistical information
- 4.14** Ensuring that all records and documents are available for audit by the appointed external auditors

#### **Insurances**

- 4.15** Ensuring that arrangements for insurance cover are in place and adequate
- 4.16** Notifying the Finance and Audit Committee on any eventuality that could affect the Trust's insurance

## 5: Scheme of Financial Delegation

### 5. Powers and Duties Reserved for all other staff

Members of staff with delegated responsibilities should be aware that these must be exercised in accordance with Financial Regulations.

#### Academy Principals:

- 5.1. Setting their Academy's annual budget
- 5.2. Authorising monthly payroll, CFO can authorise in the Principals' absence
- 5.3. Checking and certifying monthly statements of expenditure against their delegated budgets
- 5.4. Reporting any errors or irregularities to the Trust CEO and CFO. Any actual or potential overspend shall also be reported to the CEO and CFO

#### Delegated Budget Holders:

- 5.5. Authorising order requisitions provided they are within the scope and remaining balance of their delegated budget

#### Finance Co-ordinator

- 5.6. Provides support to the CFO and Finance Assistants in carrying out their responsibilities to ensure a consistent approach across the trust
- 5.7. Responsible for day to day transactions and reporting for the executive account

#### Finance Assistants:

- 5.8. Ensuring that all income is accurately accounted for and is promptly collected and banked intact
- 5.9. Ensuring that all expenditure is accurately accounted for and invoices are correctly authorised for payment
- 5.10. Placing orders
- 5.11. Keeping all relevant audit paperwork associated with income, expenditure, petty cash, purchase orders, contracts
- 5.12. Produce at least termly statements of income and expenditure to budget holders
- 5.13. Produce monthly management accounts
- 5.14. Checking monthly payroll payments and reporting any errors to the payroll provider. Checking data held by payroll provider matches the academies local accounting system on an annual basis
- 5.15. Assisting the Principals in setting the annual budget.

### Security of Assets

The Academy Finance Team are responsible for:

- 5.16 Maintaining a permanent and continuous register of all items of furniture, equipment, vehicles and plant. Items over £2 000 are capitalized and added to the fixed Asset register

### Information and Communication Systems

The COO is responsible for:

- 5.17 Maintaining the standards of control for such systems in operation within the Trust to include the use of properly licensed software, and for the security and privacy of data in accordance with the Data Protection Act.

Delegated Duty	Value	Delegated Authority	Method
Ordering Goods and Services	Up to £5 000	Budget Holder, Principal &/or Trust CFO	Selection from preferred supplier list unless agreed otherwise with CFO
	£5 001 to £25 000	Principal & Trust CFO	Minimum of 3 quotes
	£25 001 to £75 000	Chief Executive Officer & Trust CFO	Minimum of 3 quotes
	£75 001 to £250 000	Finance & Audit Committee	Formal Tendering Process, OJEU where appropriate
	Over £250 000	Board of Trustees	As above
	Authority to accept other than lowest quotation or tender	Chief Executive Officer	
Signatories for cheques, BACS payment authorisations and other bank transfers	Any	Two signatories from: - Trust CEO - Trust CFO - Trust COO - Principals	
Signatories for EFA grant claims and EFA returns	Any	Two signatories from: - Trust CFO - Chief Executive Officer	
Virement of budget provision between budget heads	Up to £25 000	Principals	
	£25 001 to £75 000	Trust CFO & Chief Executive Officer reporting to the Finance and Audit committee	
	£75 001 to £250 000	Finance and Audit committee	
	Over £250 000	Board of Trustees	
Disposal of Assets	Up to £20 000	Chief Financial Officer	
	Over £20 000	Chief Executive Officer and Board of Trustees	
Write-off of bad debts	Up to £10 000	Chief Executive Officer	
	Over £10 000	Board of Trustees & EFA approval	
Purchase of an asset through a finance lease		EFA approval	
Purchase or sale of any freehold property		EFA approval	
Granting or take up of any leasehold or tenancy agreement exceeding 3 years		EFA approval	

## Appendix 3: Schedule of Meetings 2019-20

Meeting Date	Time	Meeting	Location
<b>5th October 2019</b>	<b>9:30am</b>	<b>BEST Annual Governance Conference</b>	<b>BEST House</b>
12th September 2019	8:00am	BEST Executive Team Meeting	SWA - Room 914
17th October 2019	8:00am	BEST Executive Team Meeting	SWA - Room 914
21st November 2019	8:00am	BEST Executive Team Meeting	SWA - Room 914
9th January 2020	8:00am	BEST Executive Team Meeting	SWA - Room 914
13th February 2020	8:00am	BEST Executive Team Meeting	SWA - Room 914
19th March 2020	8:00am	BEST Executive Team Meeting	SWA - Room 914
14th May 2020	8:00am	BEST Executive Team Meeting	SWA - Room 914
18th June 2020	8:00am	BEST Executive Team Meeting	SWA - Room 914
1st October 2019	13:00pm	BEST SEND Meeting	BEST House meeting room
13th November 2019	13:00pm	BEST SEND Meeting	BEST House meeting room
23rd January 2020	13:00pm	BEST SEND Meeting	BEST House meeting room
10th March 2020	13:00pm	BEST SEND Meeting	BEST House meeting room
7th May 2020	13:00pm	BEST SEND Meeting	BEST House meeting room
25th June 2020	13:00pm	BEST SEND Meeting	BEST House meeting room
30th September 2019	10:30am	BEST Members' Meeting	SWA - Room 914
18th September 2019	15:00pm	BEST Trustees' Meeting	SWA - Room 914
<b>4th December 2019</b>	<b>10:00am</b>	<b>AGM - Members &amp; Trustees</b>	<b>SWA - Room 914</b>
22nd January 2020	15:00pm	BEST Trustees' Meeting	SWA - Room 914
18th March 2020	15:00pm	BEST Trustees' Meeting	SWA - Room 914
13th May 2020	15:00pm	BEST Trustees' Meeting	SWA - Room 914
24th June 2020	15:00pm	BEST Trustees' Meeting	SWA - Room 914
6th November 2019	10:00am	BEST Performance Committee Meeting	SWA - Room 914
26th February 2020	15:00pm	BEST Performance Committee Meeting	SWA - Room 914
10th June 2020	15:00pm	BEST Performance Committee Meeting	SWA - Room 914
13th November 2019	12:30pm	BEST Finance Committee Meeting (Audit)	SWA - Room 914
26th February 2020	12:30pm	BEST Finance Committee Meeting	SWA - Room 914
10th June 2020	12:30pm	BEST Finance Committee Meeting (Budget)	SWA - Room 914
5th November 2019	10:30am	Beds East Schools Trust Trustee Meeting	SWA - Room 914
4th February 2020	10:30am	Beds East Schools Trust Trustee Meeting	SWA - Room 914
28th April 2020	10:30am	Beds East Schools Trust Trustee Meeting	SWA - Room 914

BEST POLICIES <sup>7</sup>			
POLICY TITLE	OWNER	CATEGORY	COMMENT
ABSENCE (LEAVE)	HR		Called 'Leave of Absence'
ABSENCE (SICKNESS)	HR		Called 'Sickness Absence'
ADMISSIONS ARRANGEMENTS	CEO/COO	MANDATORY	Annual review
ANTI-BRIBERY	FINANCE		
APPRAISAL PROCEDURE FOR SUPPORT STAFF	HR	MANDATORY	
APPRAISAL PROCEDURE FOR TEACHING STAFF	HR	MANDATORY	
CAPABILITY PROCEDURE FOR TEACHERS AND SCHOOL SUPPORT STAFF	HR	MANDATORY	
CHARGING AND REMISSION	FINANCE	MANDATORY	
DISCIPLINARY	HR	MANDATORY	
FAMILY RELATED LEAVE	HR		
FINANCIAL PROCEDURES	FINANCE	MANDATORY	
FLEXIBLE WORKING	HR		
FREEDOM OF INFORMATION & PUBLICATION SCHEME	COO	MANDATORY	
GDPR & PRIVACY NOTICES	COO	MANDATORY	
GRIEVANCE POLICY	HR	MANDATORY	Includes Harassment & Bullying
HEALTH & SAFETY	COO	MANDATORY	
PAY POLICY	HR	MANDATORY	
RECRUITMENT & SELECTION	HR	MANDATORY	
REDUNDANCY POLICY	HR	MANDATORY	
RESERVES	FINANCE		
STAFF CODE OF CONDUCT	CEO/COO		
STAFF FACING ALLEGATIONS OF ABUSE	HR	MANDATORY	
TRAVEL & SUBSISTENCE	COO		
WHISTLEBLOWING	HR		
WORKING WITH TRADE UNIONS	HR		

<sup>7</sup> The full policy schedule including review dates can be found in the BEST policies shared google drive folder, which all academies have access to.

## ACADEMY POLICIES<sup>8</sup>

POLICY TITLE	OWNER	CATEGORY
BEHAVIOUR POLICY & BEHAVIOUR PRINCIPLES WRITTEN STATEMENT	ACADEMY	MANDATORY
CHILD PROTECTION (SAFEGUARDING)	ACADEMY	MANDATORY
COMPLAINTS PROCEDURE	ACADEMY	MANDATORY
EARLY YEARS FOUNDATION STAGE (EYFS) POLICIES	ACADEMY	MANDATORY
EQUALITY	ACADEMY	MANDATORY
SEX EDUCATION	ACADEMY	MANDATORY
SPECIAL EDUCATIONAL NEEDS	ACADEMY	MANDATORY
SUPPORTING PUPILS/STUDENTS WITH MEDICAL CONDITIONS	ACADEMY	MANDATORY

## STATUTORY DOCUMENTS

POLICY TITLE	OWNER	CATEGORY	DATE
ACCESSIBILITY PLAN	ACADEMY	MANDATORY	
CENTRAL RECORD OF RECRUITMENT AND VETTING CHECKS	ACADEMY	MANDATORY	Ongoing (live document)
HOME-SCHOOL AGREEMENT DOCUMENT	ACADEMY	MANDATORY	
KEEPING CHILDREN SAFE IN EDUCATION	ACADEMY	STATUTORY GUIDANCE DOCUMENT (new guidance issued for September 2018)	
MINUTES OF, AND PAPERS CONSIDERED AT, MEETINGS OF GOVERNING BODY AND ITS COMMITTEES	ACADEMY	MANDATORY	
PREMISES MANAGEMENT DOCUMENTS	ACADEMY	MANDATORY	
REGISTER OF PUPILS' ADMISSION TO SCHOOL	ACADEMY	MANDATORY	
REGISTER OF PUPILS' ATTENDANCE	ACADEMY	MANDATORY	
WORKING TOGETHER TO SAFEGUARD CHILDREN	ACADEMY	STATUTORY GUIDANCE DOCUMENT (new guidance issued for July 2018)	

<sup>8</sup> The Policies listed as 'academy' are the responsibility of each academy/LGB to review, implement and monitor

## Appendix 5: BEST Quality Assurance Calendar

BEST Support			Timeline 2019/20												
Function	Lead	Detail	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	
Strategy	AL	Strategic Objectives and Plans	Implementation						Review			Trustees approve		Issue	
		Scheme of Delegation	Implementation						Review			Trustees approve		Issue	
Governance	CS	Governance Audit (TBC)													
		Governance Training	Training					Review					Audit		
Leadership Succession Planning	AL	Principal appointment, support, appraisal & CPD	Interviews CPD - Annual offer					Mid-year reviews							
	CS	LGB Chair Support, review and CPD		Governor Conference											
	AW	Leadership Qualifications: NPGML/ NPGSL/ NPGH/ NPGEL2	Annual Offer												
Compliance	LL	Admissions	Trustees approve draft policy (Sept '21)		Policy Consultation		Trustees approve final policy	Submit policy to LA					Review Sept'22 policy		
		BEST Wide Operational Policies	Anti-bribery policy review		Reserves policy review				H&S Policy/ Safeguarding Statement review						
		BEST Wide Educational Policies - (AW)													
		GDPR	DPL audit/ COO Interim report to Trustees	Principal Check	Link gov visit		Trust Audits			COO report to Trustees					
		Trust Website Audits													
		Important Policy Sheet													
		Disclosure of Pecuniary Interests													
Safeguarding	LL	Staff Training													
		<b>SCR Checks:</b>													
		By Principal													
		By Link Gov.		+ Link Gov visit							+ Link Gov visit				
School audits and action plans								Report to Trustees							
Health & Safety	CS	DSE assessments - annual work station assessments													
		Audits (Principals)	LGB after completion				LGB after completion								
		Training (as required)	Principals training					Review of Training needs & Plan	Delivery of Plan commences			Review of training 2019/20			
		PPM Compliance - <b>needs reviewing</b>	Work with Cousins Safety				Review				Review				
		Trust audit	Report to Trustees in Sept		Principals Discussion		Report to Trust Board		Principals Discussion			Report to Trustees in Sept			

Function	Lead	Detail	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	
Finance	NGB	BEST annual accounts	Year end procedures/preparation of final accounts				Final accounts approved by Trustees		Budget building process				Draft budgets finalised and consolidated	Consolidated budget to Trustees for approval	
		External audits	End of year audit - auditors based at BH for 4 weeks							Compliance Audit		Teachers' Pension Audit		End of year Audit begins - auditors at BH for 1 week	
		Consistent financial reporting (CFRs)	Report to Trustees	Report to Trustees	Report to Trustees	Report to Trustees	Report to Trustees	Report to Trustees	Report to Trustees	Report to Trustees	Report to Trustees	Report to Trustees	Report to Trustees	Report to Trustees	Report to Trustees
		Statutory returns - ESFA, HMRC, TP, Companies House	VAT return Q4 and payment Practices Report				Financial Statements to ESFA and VAT return Q1	Annual Accounts return too ESFA. Financial Statements to Companies House	Payment Practices Report	VAT Return Q2		Budget Forecast Return: Outturn to ESFA and End of Year Certificate to TP	VAT Return Q3	Budget Forecast Return to ESFA	Corporation Tax Return
School Standard	AW	BEST target setting and monitoring	Post LGB and Appraisal												
		External reports		D Bray pre-Performance Committee				D Bray pre-Performance Committee				D Bray pre-Performance Committee			
		School SEF	Completed by October Half-term					Updated by February Half-term					Review by End of June		
		School SIP	Completed by October Half-term					Updated by February Half-term					Review by End of June		
School Improvement	AW	School Support Plans	1st of 3 termly				2nd of 3 termly			3rd of 3 termly					
		BEST Teaching School CPD Offer	Annual Offer												
School Estates	CS		Review of Summer 18 works				Distribution of SCA underspend	Prepare SCA Conditions Survey plans		Govt funding confirmed		Report to Trustees	Summer Capital works		
Human Resource	CS	BEST HR Policies	Agree annual review process / Approve Pay Policy 19				Trust Board review Redundancy Policy								
		Advice	Annual Offer												
		Case Study Work	Annual Offer												
Information Technology	CS					PQQ Process		ITT Process	Selection of Provider	Contract Signed			Prep for new contract		
Comms	CS	Website development and maintenance					2nd tranche of new sites launched	Training on website usage							
		Signage						Scope signage work	Market testing	New signage installation to start					
		Newsletters				Publish 2 x Newsletter			Publish 2 x Newsletter			Publish 2 x Newsletter			

Appendix 6:

# BEST SCHOOL IMPROVEMENT TEAM 2019 - 2020



**ALAN LEE**  
CEO  
National Leader of Education



**ALISON WILSHAW**  
DIRECTOR OF EDUCATION  
National Leader of Education  
Sub Regional Lead of  
Teaching Schools



**CRAIG SMITH**  
COO  
National Leader of Governance



**HELEN JAMEISON**  
DIRECTOR OF MATHS



**SUSANNE COMBE**  
DIRECTOR OF TEACHING SCHOOL



**AMY MORRIS**  
DIRECTOR OF ENGLISH



**IAN EVASON**  
LLE



**LISA LENK**  
EYFS SLE



**JUSTIN TOZHER**  
KS3/4/5 Maths  
SLE



**VICKY LAKE**  
Humanities  
SLE



**CHRISTIAN LANGLEY**  
KS2/3/4/5  
Science SLE



**ALAN STUPPLE**  
KS3/4/5 Maths  
SLE



**NATASHA COOPER**  
KS2/3/4 PE  
SLE



**EMILY WRIGGLESWORTH**  
English SLE



**SARAH HORNE**  
EYFS SLE



**AARON BECKETT**  
KS3/4/5 Maths  
SLE



**KATE MACKENZIE**  
Phonics/ KS1  
English SLE



**SARAH ROBSON**  
KS2/3 PE  
SLE



**JULIET PARKER**  
KS1/2/3 Maths  
SLE



**ALEX MASON**  
KS3/4/5  
English SLE



**EMILY HARDY**  
NQT Music  
SLE



**RICHARD SCOOT**  
Behaviour  
& attendance  
SLE



**SARAH HUGHES**  
KS1/2/3 Maths  
SLE



**WENDY KING**  
KS2/3 Maths  
SLE



**JOYA BRACHMACHARI-JIMB**  
Perf Arts T&L  
SLE



**SIAN WATERHOUSE**  
KS3/4/5  
English SLE



**MIKE WARD**  
T&L RE SLE



**TOM ROWELL**  
SEND  
SLE



**KATHERINE BROWN**  
MFL SLE



**LYNN MINSHALL**  
KS1/2/3 Maths  
SLE



**FLORA BURT**  
T&L  
Humanities  
SLE



**NATALIE CLARKE**  
EYFS SLE



**BECKY BYRNE**  
Behaviour.SEN  
SLE



**VISH YADAV**  
Pastoral,  
English, Media  
SLE



**JAMES BROWN**  
KS3/4/5  
Physics SLE

## Appendix 7: Cause for Concern

A BEST Cause for Concern notice may be issued by the CEO in any of the five circumstances below:

In which an academy:

- possesses an Ofsted requires improvement grade or an EFSA financial requires improvement notice
- the BEST SIA or CFO identifies the academy as a high-risk academy
- pupil outcomes fall significantly below expectation, as determined by the BEST CEO
- fails to provide monitoring reports and/or fails to stay within agreed expenditure limits
- is not compliant with regard to its statutory obligations

In such a circumstance, delegated authority may be removed from either/both the Principal/LGB and corrective action will be taken, based on the identified concerns. This action may include consideration by the Board of either/both the Principal/LGB tenure.

## Appendix 8: Website Compliance List

Document / information for publication	Which website	Comment
Annual reports and accounts: <ul style="list-style-type: none"> <li>• Annual report</li> <li>• Annual audited accounts for last 2 years (publish by 31<sup>st</sup> Jan)</li> <li>• Memorandum of association</li> <li>• Articles of association</li> <li>• Names of charity trustees and members</li> <li>• Funding agreement</li> </ul>	Trust & Academy	All academies must have a clear link to the BEST website where all this information can be found.
The academies' name, address and telephone number	Academy	All academies must include the name of who deals with queries from parents and other members of the public.
The name of the Principal	Academy	
The address and telephone number of the Multi-Academy Trust's registered office <i>Including trading disclosure: the registered name of the Academy Trusts; the part of the UK where it is registered (e.g. "England and Wales"); the registered address of the Academy Trust; the fact that it is a charitable limited company; and the registered company number.</i>	Trust & Academy	All academies must include a clear link to the BEST website.
A statement of the academies' values, ethos (including any religious ethos) and aims	Academy	
The name and address for correspondence for the Chair of Governors	Academy	
Relevant business and pecuniary interests of trustees, local governors and members	Trust & Academy	
Publish up to date details of governance arrangements in a readily accessible format (see full list of requirements in Academies Financial Handbook)	Trust & Academy	All academies must include a clear link to the Governance Handbook/Scheme of Delegation on the BEST website.
The names of the members of the Multi-Academy Trust	Trust & Academy	All academies must have a clear link to the BEST website.
The names of the governors on the local governing body and their remit/committees ( <i>can be published in a Governance Handbook – a clear link to document and what information can be found must be provided</i> )	Academy	
The structure and remit of: <ul style="list-style-type: none"> <li>• The members</li> <li>• The board of trustees</li> <li>• Committees</li> <li>• LGBs</li> </ul>	Trust	All academies must provide a link to this information, which can be found on the BEST website.
Including full names of the chair of each Members of the Trust – for each member who has served at any point over the past 12 months:	Trust	All academies to provide a clear link to this information, which

<ul style="list-style-type: none"> <li>• Full name</li> <li>• Date of appointment</li> <li>• Who appointed them</li> <li>• Date he/she stepped down (where applicable)</li> </ul>		can be found on the BEST website.
<p>Trustees and LGBs – for each trustee and local governor who has served at any point over the past 12 months:</p> <ul style="list-style-type: none"> <li>• Full name</li> <li>• Date of appointment</li> <li>• Who appointed them</li> <li>• Term of office</li> <li>• Date he/she stepped down (where applicable)</li> </ul>	Trust & Academy	All academies to provide a clear link to this information, which can be found on the BEST website.
<p><u>Attendance records (trustees and LGBs)</u></p> <p>For trustees – attendance records at board and committee meetings over the last academic year.</p> <p>For local governors – attendance records at local governing body meetings over the last academic year.</p>	Trust & Academy	
<p>Admissions (including 16-19 study) – publish open days, process for applying for a place at the academy and whether the academy gives priority to applications from pupils enrolled at particular schools.</p> <p>The policy for the current year plus the school year in which offer places are made (next year) should be published.</p>	Academy	Policy on BEST website – link to be provided by all academies.
<p>Admissions consultations – during any consultation on changes to proposed admission arrangements, the following must be published:</p> <ul style="list-style-type: none"> <li>• A copy of the full proposed admission arrangements including the proposed published admission number (PAN)</li> <li>• Details of the person to whom comments may be sent</li> <li>• The areas on which comments are not sought</li> <li>• Reference to the PAN being higher than in previous years (where applicable)</li> </ul>	Trust & Academy	
<p>Equality objectives:</p> <ul style="list-style-type: none"> <li>• Publish details of how your academy complies with the public sector equality duty</li> <li>• Publish your academies’ equality objectives – you should update this at least once every 4 years</li> </ul> <p>Academies needs to include details of:</p> <ul style="list-style-type: none"> <li>• Eliminating discrimination</li> <li>• Improving equality of opportunity for people with protected characteristics</li> <li>• Consulting and involving those affected by inequality in the decisions your academies or college takes to promote equality and eliminate discrimination (affected people could include parents, pupils, staff and members of the local community)</li> </ul>	Trust & Academy	<p>Trust will produce a diversity and gender pay gap report, and publish this on the BEST website – all academies to provide a link to this on their website.</p> <p>All academies must have an equality policy, include equality objectives in their school development plan and publish the objectives on their website.</p>

Name and details of SEN Co-ordinator (SENCO)	Academy	
Particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language	Academy	
<p><u>A SEN information report</u></p> <p>All academies must publish a report on their policy for pupils or students with SEN and how they put the policy into effect. This information should be updated annually or as necessary during the year.</p> <p>The report must comply with:</p> <ul style="list-style-type: none"> <li>• Section 69 of the Children and Families Act 2014: <ul style="list-style-type: none"> <li>○ The arrangements for the admission of disabled pupils</li> <li>○ The steps taken to prevent disabled pupils from being treated less favourably than other pupils</li> <li>○ The facilities provided to help disabled pupils to access the academy</li> <li>○ <b>Information as to the plan prepared by the governing body or proprietor</b> under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for: <ul style="list-style-type: none"> <li>▪ Increasing the extent to which disabled pupils can participate in the academies' curriculum</li> <li>▪ Improving the physical environment of the academy for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the academy</li> <li>▪ Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.</li> </ul> </li> </ul> </li> <li>• Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014.</li> <li>• Section 6 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years.</li> </ul>	Academy	
<p><u>Pupil premium strategy</u></p> <p>For the current academic year:</p> <ul style="list-style-type: none"> <li>• How much pupil premium funding you received for this academic year</li> <li>• Details of the main barriers to educational achievement that the disadvantaged children in your academy face</li> <li>• How you will spend your pupil premium funding to overcome these barriers and the reasons for the approach you've chosen</li> <li>• How you will measure the effect of the pupil premium</li> <li>• The date of the next pupil premium strategy review</li> </ul> <p>For the previous academic year:</p> <ul style="list-style-type: none"> <li>• How you spent your pupil premium funding</li> <li>• The effect that the pupil premium had on pupils</li> </ul> <p><b>Please note that DfE guidance states that information should</b></p>	Academy	

<b><i>be published for academic year not financial.</i></b>		
<p><u>Year 7 literacy and numeracy catch up premium</u></p> <p>Any academy that receives this funding must publish:</p> <ul style="list-style-type: none"> <li>• How much year 7 catch up premium you received for this financial year</li> <li>• Details of how you intend to spend the funding</li> <li>• Details of how you spent your year 7 catch up premium last financial year</li> <li>• How it made a difference to the attainment of the pupils who attract the funding and how you assessed the effect it had</li> </ul>	Academy	
<p><u>PE and sport premium for primary schools</u></p> <p>All Academies who receive this funding must publish:</p> <ul style="list-style-type: none"> <li>• How much PE and sport premium funding you received for this academic year</li> <li>• A full breakdown of how you've spent or will spend the funding this year</li> <li>• The effect of the premium on pupils' PE and sport participation and attainment</li> <li>• How you will make sure these improvements are sustainable</li> <li>• How many pupils within their year 6 cohort can do each of the following: <ul style="list-style-type: none"> <li>○ Swim competently (over at least 25 metres)</li> <li>○ Use a range of strokes effectively</li> <li>○ Perform safe self-rescue in different water-based situation</li> </ul> </li> </ul>	Academy	
<p>Curriculum (content, approach, KS1 Schemes including name of phonics or reading schemes, list of courses available at KS4 including GCSE and how parents can obtain more information about curriculum options). <i>Plus how to meet the 16 to 19 study programme requirements, and the options available.</i></p>	Academy	
<p>Information about where and how parents can obtain the most recent Ofsted report about the Academy / copy on website.</p>	Academy	Including a link to the Ofsted website.
<p>Information about where and how parents (including parents of prospective pupils) can access the Academy Performance Tables published by the Secretary of State.</p>	Academy	
<p>Key Stage 2:</p> <ul style="list-style-type: none"> <li>• Percentage of pupils who've achieved the expected standard or above in reading, writing and maths</li> <li>• Average progress that pupils have made in reading between KS1 and KS2</li> <li>• Average progress that pupils have made in writing between KS1 and KS2</li> <li>• Average progress that pupils have made in maths between KS1 and KS2</li> </ul>	Academy	

<ul style="list-style-type: none"> <li>Percentage of pupils who've achieved a higher level of attainment in reading, writing and maths</li> <li>Your pupils' average scaled score in the reading test</li> <li>Your pupils' average scaled score in the maths test</li> </ul>		
<p>Key Stage 4:</p> <ul style="list-style-type: none"> <li>Academies' progress 8 score</li> <li>Academies' attainment 8 score</li> <li>Percentage of pupils who've achieved a strong pass (grade 5 or above) in English and maths at the end of KS4</li> <li>Percentage of pupils who've entered and achieved the English Baccalaureate</li> <li>Percentage of pupils staying in education or employment after KS4 (destinations)</li> </ul>	Academy	
<p>Key Stage 5:</p> <ul style="list-style-type: none"> <li>The progress pupils in the academy have made compared with pupils across the country</li> <li>The average grade that pupils in the academy get at KS5</li> <li>The progress pupils in the academy have made in English and maths</li> <li>Retention (this is the proportion of pupils who get to the end of the main programme of study that they enrolled on at the academy)</li> <li>Destinations (this is the percentage of pupils who continue in education or training, or move on to employment at the end of 16 to 19 study)</li> <li>Link to 16-18 performance table page (<a href="http://www.gov.uk/school-performance-tables">www.gov.uk/school-performance-tables</a>)</li> </ul>	Academy	
<p><u>Careers programme information</u></p> <p>From Sept 2018, academies must publish information about the academies' careers programme. This information should relate to the delivery of careers guidance to year 8 to 13 pupils. For current academic year:</p> <ul style="list-style-type: none"> <li>The name, email address and telephone number of the Academy Career Leader</li> <li>A summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme</li> <li>How the academy measures and assesses the impact of the careers programme on pupils</li> <li>The date of the academies' next review of the information published</li> </ul>	Academy	
<p>Statutory policies – must be published on website:</p> <ol style="list-style-type: none"> <li>Accessibility plan</li> <li>Admissions policy including appeals timetable (BEST)</li> </ol>	Trust & Academy (where	Trust to publish BEST policies. Academies to publish school

3. Behaviour and exclusion policy including anti-bullying <i>(good practice)</i> 4. Charging & remission policy (BEST) 5. Child protection/safeguarding 6. Complaints procedure 7. Early years foundation stage policies 8. Equality policy 9. Freedom of information policy 10. GDPR & privacy notices policy (BEST) 11. Health & safety policy (BEST) 12. Home-school agreement or equivalent 13. Sex education policy 14. Special education needs policy 15. Supporting pupils/students with medical needs 16. Whistleblowing (BEST)	applicable)	policies with a clear link to BEST website policy page listing what policies can be found on that page.
Publication scheme (a requirement of the Freedom of Information Act 2000)	Trust & Academy	
Terms and conditions of use for website	Trust & Academy	
Cookie policy to provide internet users with clear and comprehensive information about the purposes for which the cookie is stored and accessed.	Trust & Academy	
Request for copies – state that paper copies of any information on the website can be provided if necessary.	Trust & Academy	
Parent View link	Academy	

**NB.** Websites must comply with data protection law if using photographs of individuals or data taken from members of the public. Websites must also observe intellectual property rights if publishing content produced by third parties.

## Appendix 9: BEST Governors' Code of Conduct

As individuals on the Governing Body for each academy we agree to the following and we/will:

- champion the vision, values and ethos of BEST
- adhere to the Seven Principles of Public, established by the Nolan Committee (see appendix 8)
- actively support and challenge the Principals<sup>9</sup>
- accept collective responsibility for all our decisions; observing complete confidentiality as appropriate
- have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer
- consider carefully how our decisions may affect the community and other academies, declaring any conflict of loyalty at the start of any meeting should the situation arise
- complete a Governor Self Audit form, attend the BEST Governance Annual Conference and complete a minimum of one specific training course in line with the BEST Governance Skills audit
- attend at least (2/3) of meetings per year, or in the case of LGBs that meet more than 3 times, achieve at least 75% attendance. In the event an individual governor's attendance falls below this, their ability to effectively discharge their duties as a governor will be reviewed with them by the Chair of the Local Governing Body
- aim to remain current with the national agenda on education, including reading relevant update literature issued by BEST and/or DFE
- record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing body's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time
- act in the best interests of the academy as a whole and not as a representative of any group, even if elected to the governing body
- if we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing body will only use suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways. Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate
- seek further support where necessary from the BEST's Governor Advice line accessed via the CEO, Dr. Alan Lee, [alee@bestacademies.or.uk](mailto:alee@bestacademies.or.uk) or 07984 404578 (for Members and Trustees) or Craig Smith, [csmith@bestacademies.or.uk](mailto:csmith@bestacademies.or.uk) or 07429 206091 (for LGB members).

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<sup>9</sup> Should the CEO decide that a cause for concern category is to be given to a particular academy, the LGB will work openly and positively with the school improvement/finance to secure rapid correction.

## Appendix 10: BEST LGB Model Documents<sup>10</sup>

### STRATEGY COMMITTEE – TERMS OF REFERENCE

#### Core purpose:

To ensure that the vision and values of the academy and BEST are faithfully upheld, clearly communicated and revisited, delivering an ethos and culture of ambition that enables pupils and staff to excel

**Ofsted watch:** ‘Inspectors will seek evidence of the impact of those responsible for governance.’ (Ofsted 2019, p 66, para 232). ‘Important factors will include:

- a. leaders’ high expectations of all pupils in the academy, and the extent to which these are embodied in leaders’ and staff’ day-to-day interactions with pupils
- b. whether leaders seek to engage parents in their community thoughtfully and positively in a way that supports pupils’ education. Also, whether leaders are thoughtful in drawing boundaries and resisting inappropriate attempts to influence what is taught and the day-to-day life of the academy
- c. the extent to which leaders’ and managers’ high ambitions are for all pupils, including those who are harder to reach. This includes ensuring that practices such as ‘off-rolling’ do not take place and that the way the academy uses the pupil premium is founded on good evidence
- d. whether the leaders and those responsible for governance all understand their respective roles and perform these in a way that enhance the effectiveness of the schools.

(Ofsted 2019, p 64 -65)

#### Composition

- the Strategy Committee is the main LGB committee, as such, it shall consist of members of the LGB
- members of the Strategy Committee may serve for a term of not more than four years, renewable only by the LGB at their discretion, with a recommended maximum of two terms.

#### Proceedings

- the Strategy Committee shall meet at least six times a year. Dates – including times and venues - for meetings will be published at the start of each year
- Agendas will be published at least a week in advance of each meeting
- minutes will be taken to record the proceedings and decisions of all meetings of the Committee, including recording names of those present and in attendance and apologies and explanation for those not able to attend. Minutes will be stored on GovHub and be monitored by the COO/CEO.

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<sup>10</sup> Local Governing Bodies will self-determine how they organise themselves to best fulfil their delegate responsibilities. Below is a suggested structure, based on the three core documents mentioned in the introduction and advice in available from Craig Smith (COO).

## Main Duties

To ensure that:

- i. an effective and fully-costed School Improvement Plan (SIP) and accurate Self-Evaluation document (SEF) are kept up-to-date and stored on GovHub at all times
- ii. high expectations for the conduct of all pupils<sup>11</sup> and staff are maintained, through an embedded culture of ambition
- iii. focus is kept on consistently improving outcomes for all pupils, especially the disadvantaged (reports to be received from the Performance Committee)
- iv. senior leaders are systematically challenged so that the effective deployments of staff and resources, secures excellent outcomes for pupils (reports to be received from the Finance and Audit Committee)
- v. all governors have a deep and accurate understanding of the academies' effectiveness, informed by the views of pupils, parents and staff (reports to be received from the Performance Committee)
- vi. high quality CPD is in place and that this supports highly effective teaching across the academy (reports to be received from the Performance Committee)
- vii. a broad and balanced curriculum that both inspires pupils to learn and is cost-effective is in place
- viii. pupil's spiritual, moral, social and cultural development are at the heart of the academies' work
- ix. the academy is fully compliant and that all processes and policies (Inc: Safeguarding) are in place and effective. A culture of Safeguarding should be in place<sup>12</sup>
- x. there is regular and effective engagement with the academy community, with an annual report being supplied to the Board
- xi. there is a compelling Communications Strategy in place, aligned to BEST's vision and values
- xii. effectively promote well-being, equality, diversity and tolerance amongst staff and pupils.

## Evidence sources

BEST Governance Handbook  
Performance Committee Reports  
SIP and SEF documents  
Finance and Audit Reports  
Principal Reports  
Academy policies<sup>13</sup>

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<sup>11</sup> BEST academies are inclusive academies. The practice of 'gaming' and 'off-rolling' (see Ofsted p 69 para 251 and 254) are not acceptable.

<sup>12</sup> See Ofsted 2019, p 70-71, paras 259 and 262.

<sup>13</sup> See 'Quality Assurance Calendar'. BEST (2019-20).

## PERFORMANCE COMMITTEE – TERMS OF REFERENCE

### Core purpose:

To ensure that the Principal is held to account and that the BEST approach to delivering progress and attainment, in which a **minimum expectation for all pupils of being in the top 50% nationally, with an aspiration to be in the top 20%** is strictly followed

**Ofsted watch:** Inspectors will consider whether governors:

- a. the extent to which leaders focus their attention on the education provided by the school. There are many demands on leaders, but a greater focus on this area is associated with better outcomes for pupils
- b. whether continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils
- c. the extent to which leaders create coherence and consistency across the school so that pupil benefit from effective teaching and consistent expectations, wherever they are in school
- d. the extent to which leaders take into account the workload and well-being of their staff, while also developing and strengthening the quality of the workforce
- e. work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition
- f. whether the leaders and those responsible for governance all understand their respective roles and perform these in a way that enhance the effectiveness of the schools.

(Ofsted 2019, p 64 -65)

### Composition

- the Performance Committee is a sub-committee of the LGB Strategy Committee, it should include a member with an educational background, a parent of a pupil at the academy and the Principal
- members of the Performance Committee may serve for a term of not more than four years, renewable only by the LGB at their discretion, with a recommended maximum of two terms.

### Proceedings

- the Performance Committee shall meet at least three times a year. Dates – including times and venues - for meetings will be published at the start of each year
- Agendas will be published at least a week in advance of each meeting
- minutes will be taken to record the proceedings and decisions of all meetings of the Committee, including recording names of those present and in attendance and apologies and explanation for those not able to attend. Minutes will be stored on GovHub and be monitored by the COO/CEO.

## Main Duties

To monitor that:

- i. the Principal<sup>14</sup>/senior leaders are held to account for the effective appraisal of all staff
- ii. the academies' curriculum intent and implementation are embedded securely and consistently across the academy
- iii. throughout each year group and across the curriculum, including in English and mathematics, all pupils make substantial and sustained progress, considering their starting points
- iv. the attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly
- v. pupils behave with consistently high levels of respect for other pupils and they have highly positive attitudes, with a commitment to their education. Difference is valued and nurtured and bullying, harassment and violence are never tolerated
- vi. the academy provides an extensive range of opportunities to develop their talents and interests. The most disadvantaged pupils consistently benefit. Opportunities, take-up rates and their impact are clearly monitored and acted upon
- vii. Pupils are exceptionally well-prepared for the next stage of their education, training or employment and have attained relevant qualifications.

## Evidence sources

BEST Governance Handbook

BEST SIA Reports

Analyse School Performance (ASP)

Assessment and Tracking Policy (data)

DfE Performance Reports

Pupil, parent and staff surveys

External – Inc: Ofsted – reports

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<sup>14</sup> The Appraisal of all Principals is conducted by the CEO, supported by the LGB and Board Chairs respectively.

## FINANCE AND AUDIT COMMITTEE – TERMS OF REFERENCE

### Core purpose:

To oversee the 'financial performance of the academy and making sure that its money is well spent, including pupil premium'. (Ofsted 2019, p 66, para 237)

**Ofsted watch:** 'Inspectors will seek evidence of the impact of those responsible for governance.' (Ofsted 2019, p 66, para 232). 'Important factors will include:

- a. Whether schools' collections of attainment or progress data are proportionate, represent an efficient use of school resources, and are sustainable for staff (Ofsted 2019, p 45 para 185)
- b. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education (Ofsted 2019, Good criteria, p 75)
- c. Evidence on pupil premium, particularly:
  - The level of pupil premium funding received by the school in the current academic year and level of funding received in previous academic years
  - How leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact
  - The learning and progress of disadvantaged pupils, as shown by published outcomes data (Ofsted 2019, p 67 para 241)
- d. Staff create an environment that supports the interest of ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning (Ofsted 2019, p 81)
- e. whether the leaders and those responsible for governance all understand their respective roles and perform these in a way that enhance the effectiveness of the schools'. (Ofsted 2019, p 64 -65)

### Composition

- the Finance and Audit Committee is a sub-committee of the LGB Strategy Committee, it should include a member with specialist Finance expertise and the Principal
- members of the Finance and Audit Committee may serve for a term of not more than four years, renewable only by the LGB at their discretion, with a recommended maximum of two terms.

### Proceedings

- the Finance and Audit Committee shall meet at least three times a year. Dates – including times and venues - for meetings will be published at the start of each year. Meetings should be scheduled before the Trust Finance Committee meetings are held to allow for referral of issues to Trust level if required
- Agendas will be published at least a week in advance of each meeting
- the academies Finance Assistant/Business Manager may be asked to attend meetings to provide the detail behind the CFR. Alternatively, she/he may be asked to prepare a report following a meeting, in response to queries raised. This should be circulated with the minutes
- minutes will be taken to record the proceedings and decisions of all meetings of the Committee, including recording names of those in attendance. Apologies (with reasons) should be provided for those unable to attend
- Minutes will be stored on GovHub and be monitored by the CFO.

## Main Duties

To ensure that:

- i. the School Improvement Plan (SIP) is fully costed
- ii. a broad and balanced curriculum that both inspires pupils to learn and is cost-effective is in place
- iii. a fully costed staffing structure is in place and sustainable going forward
- iv. monitor ongoing income and expenditure through the consistent financial report (CFR)
- v. senior leaders are systematically challenged so that the effective deployments of staff and resources, secures excellent outcomes for pupils<sup>15</sup>
- vi. the academy provides monitoring reports requested by the Trust CFO throughout the year
- vii. the academy responds promptly to requests for information during statutory audits and any resulting recommendations are implemented
- viii. major concerns and any indication that the academy may incur a deficit is reported immediately to the CEO/CFO.

## Evidence sources

BEST Governance Handbook

BEST Financial Procedures

BEST Consistent Financial Reports

ESFA Academies Financial Handbook

BEST Annual Audited Accounts

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<sup>15</sup> Adapted from 'Grade descriptors for the effectiveness of leadership and management'. Ofsted (2018: 160, 46-47).

## Appendix 11: Governance and Ofsted

- Inspectors will seek evidence of the impact of those responsible for governance. In a maintained school, those responsible for governance are the school governors. In a stand-alone academy, it is the trustees
- In a MAT, the trustees are responsible for governance. Inspectors will ask to speak to one or more of the trustees. It may be that, on occasion, the trustees have chosen to delegate some of their powers to members of the ‘academy committee’ or ‘local governing body’ at school level. If inspectors are informed that a local governing body has delegated responsibilities, they should establish clearly which powers are with the trustees, which are with the leaders of the MAT and which are with the local governing board. They should then ensure that both their inspection activities and inspection report reflect this
- Inspectors will need to bear in mind, when inspecting academies that are part of a MAT, that governance functions can be quite different from those in a maintained school.<sup>16</sup> Some functions that a governing body in a maintained school would carry out may be done by management or executive staff in a trust. If this is the case, it will still be important for inspectors to ascertain the trust board’s role in that process and how it ensures that these functions are carried out properly
- The governance handbook sets out the purpose of governance, which is to provide confident, strategic leadership, and to create robust accountability, oversight and assurance for educational and financial performance
- The governance handbook also sets out the statutory function of all boards, no matter what type of school or how many schools they govern. There are three core functions:
  - Ensuring clarity of vision, ethos and strategic direction
  - Holding executive leaders to account for the educational performance of the school and its pupils, and the performance management of staff
  - Overseeing the financial performance of the school and making sure that its money well spent, including the pupil premium
- Inspectors will explore how governors carry out each of these functions. For example, the clarity of the school’s vision, ethos and strategic direction will have a significant impact on the decisions that leaders make about the curriculum. Inspectors will consider whether the work of governors in this respect is supporting the school to provide a high-quality education for its pupils
- In addition, those with governance/oversight are responsible for ensuring that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the ‘Prevent’ duty and safeguarding. Please note that, when inspectors consider whether governors are fulfilling this responsibility, they are not expected to construct or review a list of duties
- Inspectors will report clearly on governance in the inspection report.

(Ofsted 2019, p 66-67, paras 232-240)

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<sup>16</sup> Please see Appendix 1, Scheme of Delegation to see everything that has been delegated by the Board to the LGB/executive officer.

## Appendix 12: The Seven principals of Public Life

### The Seven Principles of Public Life

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of the Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

All members of the LGB should sign the 'Seven Principles of Public Life' declaration. A copy of this should be stored on GovHub.

- **Selflessness** - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other 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 seek to 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.

I have received a copy of BEST's Governance, Scheme of Delegation and Operational Structure'. I accept the conditions of being a Governor therein described and will do my very best to promote BEST and its academies at all times.

**Name:** .....

**Signature:** .....

**Date:** .....