



## **Governance, Scheme of Delegation and Operational Structure**

2018-19  
(3<sup>rd</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, Scheme of Delegation and Operational Structure

## Bedfordshire Schools Trust (BEST)

2018-19

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## From the CEO...

### Welcome

You are most welcome to Bedfordshire Schools Trust (BEST). BEST comprises of eight flourishing academies on eight different sites, delivering first choice education to over 4 500 pupils, from Early Years to Advanced Level Study. This provision is augmented by two BEST Nurseries 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 students 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 students 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 third edition, will be kept under review and updated to reflect feedback from the BEST community and 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 students, staff and schools.



Dr Alan Lee  
Chief Executive Officer &  
National Leader of Education

<b>Date Adopted:</b>	<b>September 2018</b>	<b>Review Date:</b>	<b>Summer 2019</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/>

# Scheme of Delegation | BEST

## Summary

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 schools 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 schools work together to add value and compete to continually improve

### **Provide community based provision**

Our schools 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; and,
- any person appointed under Article 15A.

Members receive draft 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 the Trust's Strategic Plan. Secondly, to receive and approve the Trust's Financial Statements.

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

## 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.

**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:

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

As defined by the Governance Handbook (DfE, 2017: 10), the first two areas of responsibility are the **core pillars** of the Board's role and purpose. The second two are about the way in which governance is organised and the last two are about ensuring and improving the quality of governance.

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

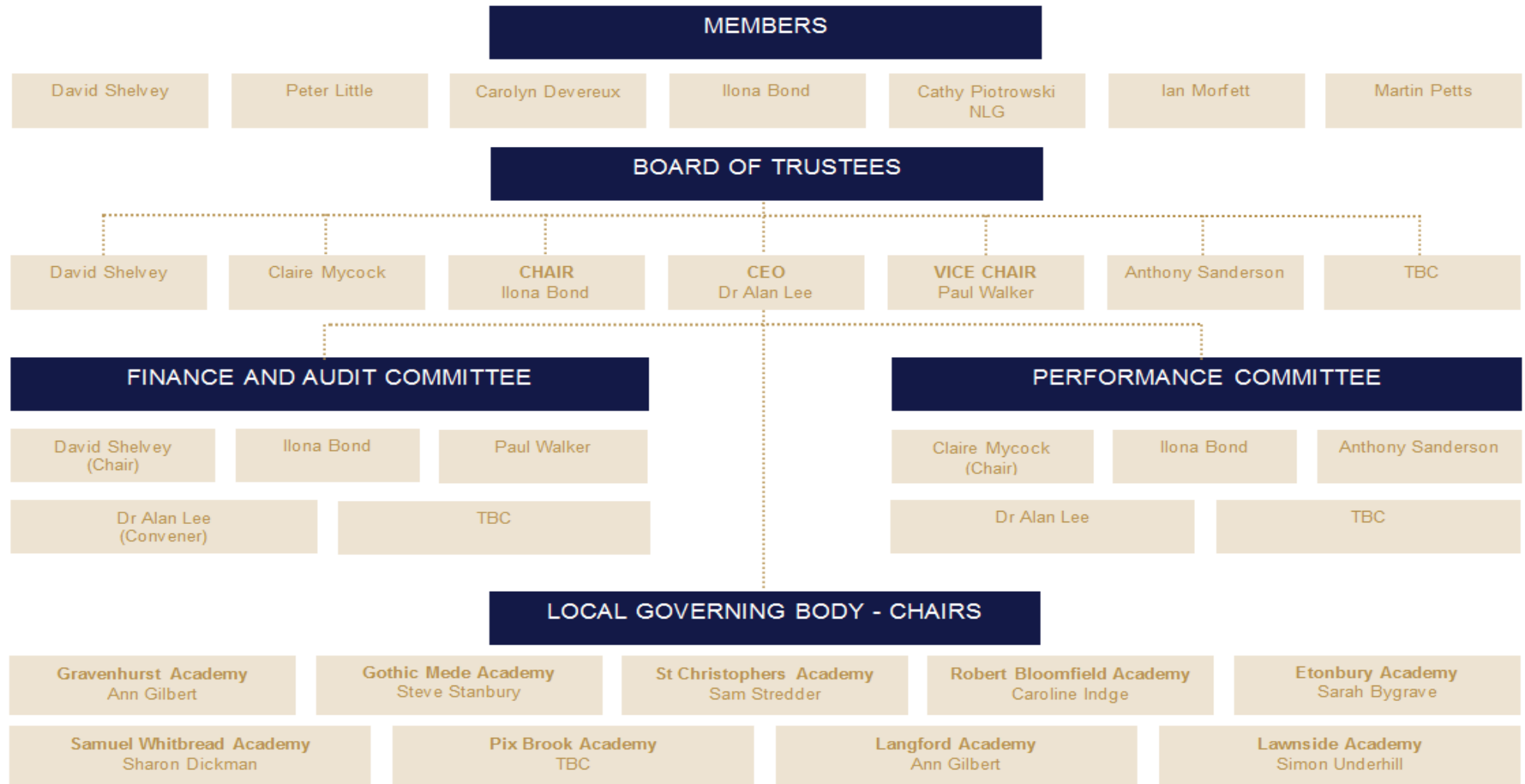
**Aspects of these responsibilities may be delegated to the CEO or individual LGBs, with the day-to-day running of each academy delegated to the respective Academy Principal. For example, the Board will:**

- Be informed by the CEO on the appointment of Principals to individual academies, which are subject to Trustees' approval
- Ensure clarity of roles for LGBs and (via the CEO and Chairs of LGBs) that there is effective governance at individual academy level
- Ensure the CEO has provided training for LGBs and their Chairs to fulfil their delegated duties as set out in this document
- Via the Chair of the Board, to undertake performance management of the CEO
- Ensure clarity of roles and accountability between the Board, the CEO, COO, CFO, Principals and Chairs of LGBs
- Approve the Trust Pay and Performance policy and devolve operational aspects to the CEO
- Ensure all finances are effectively managed by the CEO and CFO through the Finance and Audit Committee
- Ensure pay awards for Principals, COO and CEO are effectively managed through the Performance Committee.

**Evidence of the effectiveness of the Board will be provided by:**

- Achievement – progress and attainment - at each academy
- High standards of behaviour, good attendance and a safe environment in each academy
- A strong BEST-wide culture of spiritual, moral, social and cultural development
- Positive parent/carers feedback
- Universally high expectations of staff as well as students
- Evidence of decisive action taken to address challenges at individual academy level
- Governors acting as a driving force for improvement regularly checking their own effectiveness
- External/Internal reports and awards. Ofsted/BEST School Improvement Advisor reports, Challenge Partners and National Governance Mark.

# BEST Governance Structure





# Standing Committees of the Board

## Finance and Audit Committee – Terms of Reference

### Overall Purpose and Responsibility:

The Finance & Audit Committee coordinates the Board's financial responsibilities by recommending policy to the Board, interpreting it for staff, and monitoring its implementation. The committee also provides Board overview of BEST financial audit and ensures the proper checks and balances are in place. The role of the Finance & Audit Committee is to help the Board carry out its fiduciary duties.

### Composition

- The Finance & Audit Committee will consist of a minimum of three Members, including at least two Trustees of the Board, with appropriate skills and experience
- The members of the Finance & Audit Committee shall be appointed by the Board of Trustees
- Members of the Finance & Audit Committee may serve for a term of not more than four years, renewable only by the Board at their discretion, with a recommended maximum of two terms
- The Chief Financial Officer (CFO) of the Trust shall be present at all Finance & Audit Committee meetings but will not be Members of it and therefore have no voting rights

### Proceedings

- The Finance & Audit Committee shall meet at least three times a year
- Unless otherwise determined by the Board of Trustees, a quorum shall consist of three Members of the Committee
- Any Board Member may attend a meeting of the Finance & Audit Committee including those who are not members of the Committee
- Meetings of the committee shall be called by the Clerk of the committee at the request of the Chair of the Committee and/or the Chair of the Board or at the request of the external auditors or the CFO if they consider it necessary
- Unless otherwise agreed by the Chair of the Committee, annual meeting cycle dates will be published at the start of each academic year, with confirmation of the date/time and the venue for the next meeting in the cycle confirmed at the end of the previous meeting. An agenda of items to be discussed and supporting papers shall be forwarded to each member of the Committee and any other person required to attend, no later than ten working days before the meeting
- The clerk shall minute 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
- All documents will be placed on GovHub

### Reporting

- The Finance & Audit Committee will report back to the Board of Trustees at least three times a year at the formal Board of Trustees meetings
- The Finance & Audit Committee will provide minutes of all its meetings for review at meetings of the Board of Trustees

## Main Duties

### Development of a Financial Strategy

*To be responsible for the development of the financial strategy of BEST including overseeing the production of the budgets and cash flow forecasts, the definition and implementation of an appropriate finance control framework, and in particular:*

- Monitor financial aspects of BEST and oversees its financial planning
- Monitor that adequate funds are available for the plan
- Monitors the implementation of financial policy
- Monitor the Trust's financial records
- Review, oversee, and ensure the creation of accurate, timely, and meaningful financial statements to be presented to the Board
- Consider the financial implications of the business plan of BEST and make recommendations to the Board as appropriate
- Monitor the financial implications of the enabling strategies and investments (e.g. People, IT, estates and procurement) to facilitate strategy delivery

### Monitoring performance against budget

*To be responsible for ensuring that financial performance is monitored against budget, and in particular:*

- Assure the Board that the financial statements accurately reflect BEST's financial condition
- Review the annual budget and recommend it to the Board for approval
- Ensure the budget plan is clearly linked to the strategic plan
- Monitor budget implementation and financial procedures
- Safeguard BEST's assets
- Monitor compliance with financial reporting requirements
- Help the Board and the CEO understand the Trust's finances and the general financial situation of BEST
- Monitor the Trust's financial condition, anticipate financial problems and ensure that corrective action is taken where necessary
- Maintain and regularly review the Trust's risk register, investigating on behalf of the Board of Trustees financial or administrative matter which may put the Trust at risk
- Examine reports on special investigations and advise the Board of Trustees accordingly
- Ensure guidance and assistance is available to the Board of Trustees and the Chief Executive Officer to ensure BEST is complying with all aspects of the law, relevant regulations and good practice
- Verify that the culture exists within BEST whereby each individual feels that he or she has a part to play in guarding the probity of the Trust and is able to take any concerns or worries to an appropriate member of the Trust management team or in exceptional circumstances, directly to the Chair of the Finance & Audit Committee

### Internal and external audit function

*To be responsible for overseeing the internal and external audit function, and in particular:*

- Recommend to the Board of Trustees a framework of effective audit coverage, having reviewed the internal and external audit processes
- Advise the Board of Trustees on the minimum and the optimum level of internal and external audit arrangements
- Ensure that regular compliance audits are carried out in the following areas: accounting system, wages and salaries, expenses/accounts payable and income/accounts receivable

- Ensure that appropriate internal controls are in place and robustly executed
- Monitor internal and external audit reviews and advise the Board of Trustees accordingly. This may be by means of summary reports from Chief Executive or CFO ensuring that the full reports are available to any member of the Finance & Audit Committee or the Board of Trustees should they be required to see them
- Consider the appropriateness of executive action following internal audit reviews and advise the Chief Executive on any additional or alternative steps to be taken; and
- Ensure there is coordination and good working relationships between internal audit, external audit and any other review bodies.

## External audits

*To be responsible for overseeing and monitoring the effectiveness of the external audit function, and in particular:*

- Ensure the trust produces externally audited financial statements annually to recommend to the Board of Trustees
- Determine the frequency of tendering for external auditing services
- Consider tenders for the external auditing services and recommends to the Board of Trustees which firm should carry out the annual external audit of BEST accounts
- Following Board approval, instruct an independent external auditor to conduct an annual examination of BEST financial statements
- Scrutinise and advise the Board of Trustees on the contents of the draft audit report and or any management letter that the auditors may wish to present to the board, and formulate for the Board use any written representations that may be needed by the auditors in connection with BEST statutory accounts or any other financial statements
- Discuss with the external auditors any problems or reservations arising from the draft external audit report and draft management letter, reporting relevant issues to the Board of Trustees and advising the Board accordingly
- Review the performance of the external auditors and advise the Board of Trustees on any changes that ought to be made to their terms of engagement; and
- Obtain any necessary external professional advice to enable the Finance & Audit Committee to carry out its responsibilities more effectively

## Authorisation

*The Finance & Audit Committee is authorised to:*

- Consider and make recommendations on matters of financial policy to the Board
- Review the implications of changes in regulation on accounting practices and policies and advise the Board as appropriate
- Consider and approve changes to financial standing orders, notify changes to the Board of Trustees as appropriate
- Consider the financial implications of new initiatives and changes in current procedures on both the short and long-term finances of BEST, assessing and authorising expenditure within the Committee's limits as specified within the Trust's Scheme of Delegation and recommend expenditure for Board of Trustees approval that are above the Committees limits
- Obtain appropriate external legal and other professional advice in order to fulfil its responsibility to the Board of Trustees

# Standing Committees of the Board

## Performance Committee – Terms of Reference

### Overall Purpose and Responsibility:

- To ensure targets are output-driven, all possessing the minimum expectation of the 50<sup>th</sup> percentile
- To monitor the academic performance of individual academies and BEST as a whole, delivering sustained and substantial improvement
- To provide informed, objective and consistent challenge to the leadership of the Principals and school leadership teams
- To positively intervene when a BEST academy is identified as a 'Cause for Concern'

### Composition

- Three members of the Board, including the CEO
- The BEST Director of Education shall convene the meeting
- External advisory positions by invitation: HMI or equivalent with primary expertise; HMI or equivalent with secondary expertise

### Proceedings

- The Performance Committee will meet three times a year. An agenda will be published at least two weeks in advance of the meeting
- Any other BEST personnel invited to attend by the Chair will be informed at least two weeks in advance
- All documents will be placed on GovHub

### Reporting

- The Clerk to the Committee will distribute minutes – in the form of agreed actions – of the Performance Committee to its members
- Key documents, such as action plans generated by the group will be kept updated on GovHub. At relevant times of the year, the Chair of the Committee and CEO will report these to the Board

### Main duties

- To review performance information – including Appraisal and school SEF documentation – pertaining to each academy and BEST as a whole and to consider the appropriateness of BEST strategic priorities and deployment of resources in the light of this
- To analyse predicted performance over a three year timeframe – flight path – for each academy
- To interrogate in detail issues pertinent to the quality of teaching, learning and assessment, leadership at all levels and behavior and personal development
- To receive reports on and recommendations for CPD across all BEST schools
- To review all external QA reports and responses to their recommendations made by BEST, Principals, individual school SLTs and LGBs
- To approve and monitor BEST's Teaching School action plan
- To review the impact of the BEST Teaching School in driving up standards and assisting recruitment across BEST
- To invite attendance at its meetings of relevant colleagues e.g. Principals, Chairs, SLT as necessary
- To commission reports into various aspects of BEST's practice
- As required form a sub-committee to hear appeals against any termination of employment or grievance outcome initially heard by a Principal or the CEO.

## 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 (EFSA) 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 (DofE) 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 schools achieve the minimum expectation of the 50<sup>th</sup> percentile and that all schools 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

#### Accounting Officer

- Personally responsible to Parliament, and to the EFSA'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 and 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 schools
- 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:

#### Grow and Develop 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 schools into the Trust
- leading relationships with funders, decision makers and influencers over local and national plans for educational structure and estates developments

#### Improve 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 schools
- providing excellent value for money from new and existing service provision including market testing
- constantly evolving to reflect and support school 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

#### Deputise 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

## 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 and to work via the Chair to hold the Principal accountable for the performance of students and staff. Local Governing Bodies meet at least three times per year.

The objectives of LGBs are to be accountable to the CEO and Board for ensuring:

- i. the vision and values of the school and BEST are faithfully upheld, clearly communicated and revisited, delivering an ethos and culture of ambition that enables pupils and staff to excel
- ii. the school is fully compliant and that all processes and policies (inc: Safeguarding) are in place and effective
- iii. 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%** are strictly followed
- iv. reports are regularly received from both the LGB Performance and LGB Finance and Audit Committees
- v. the Board is fully informed through agreed mechanisms.

The composition of LGBs is determined by the Board of Trustees, subject to the Articles of Association. Trustees may attend any LGB meeting. The Principal of the Academy is automatically a governor.

The Chair of the LGB will be approved by a resolution Board of Trustees who will take into account any representations made by the LGB prior to appointment. Each LGB will include a minimum of **two elected parent representatives**, a Principal from another BEST academy, community representatives and any other co-opted governors, such as staff representatives, as deemed appropriate by the CEO in consultation with the LGB Chair. Composition must be based on completion of the BEST Governance skills audit.

Members of any LGB may be invited to attend meetings or sit on an exclusion panel in another BEST academy where their particular skills/experience may be of use; similarly they may be invited to join review/appeals panels relating to personnel and disciplinary matters including the conduct of staff in any BEST academy.

### Key responsibilities:

- Ensuring there is local adaptation/adoption of central policies and functions as directed by the CEO on behalf of the Board of Trustees
- Hold the Principal to account for educational performance, staff appraisal and student progress
- To be accountable for ensuring compliance
- To be aware of academy performance and challenges through regular visits and good management reporting
- Understand the academy's strengths and development needs and to agree strategic planning priorities with the Principal subject to approval by the CEO
- Listening to and ensuring effective relationships with students, parents and local schools
- Monitoring income and expenditure to ensure the academy is operating within the annual budget
- Responsible for supporting the Principal to set/uphold high standards of discipline and conduct for students and staff alike
- Reflecting and responding to the needs and opportunities within the community

**LGBs will work with their Principal and the CEO to ensure:**

- Staffing capacity and professional development is appropriate
- Quality assurance is effective and appropriate targets are in place
- Student progress meets BEST expectations, for different groups and in general
- Pupil premium expenditure has an effective impact on reducing gaps between groups and the average
- Student applications, admissions, attendance and exclusions information is regularly reviewed
- Every school is 'adding value' to each student they educate, following the 'no-one left behind' mantra
- Staff absence, recruitment, retention is regularly reviewed
- The annual budget is not overspent

**The effectiveness of the work of LGBs will be evidenced by:**

- Challenging debate at meetings on performance and improvement (i.e. in minutes of meetings, stored on GovHub)
- Good parental feedback (through questionnaires and records of other consultation events)
- Good feedback on the impact of the academy in the community (range of evidence sources)
- Participation in the BEST CPD for Governance Programme
- Reports from the BEST School Improvement advisor



# Local Governing Bodies – Code of Conduct

**Role description: to contribute to the work of the governing body in ensuring high standards of achievement for all children and young people in the school.**

This code sets out the expectations on and commitment required from governors in order for the governing board to properly carry out its work within BEST and the community.

**The governing body has the following core strategic functions:**

Establishing the strategic direction, by:

- Setting the vision, values, and objectives for the school in line with those of BEST and in agreement with the CEO
- Agreeing the school improvement strategy with priorities and targets. This will be based on an accurate and comprehensive self-review<sup>2</sup>
- Meeting statutory duties

Ensuring accountability, by:

- Challenging the Principal
- Monitoring progress towards targets, employing a range of internal and external data dashboards
- Engaging with stakeholders

As individuals on the Governing Body for each school we agree to the following:

## Role & Responsibilities

- We understand the purpose of the Board and the role of the CEO
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the BEST Board when we have been specifically authorised to do so
- We accept collective responsibility for all our decisions
- We 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
- We will encourage open governance and will act appropriately
- We will consider carefully how our decisions may affect the community and other schools
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of BEST. Our actions within BEST and the local community will reflect this
- In making or responding to criticism or complaints affecting BEST we will follow the procedures established by the BEST board
- We will actively support and challenge the Principals

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<sup>2</sup> All BEST schools will upload their SEF documents onto GovHub at the beginning of each term. These must be approved by their LGB.

## Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy
- We will each involve ourselves actively in the work of the governing body, and accept our fair share of responsibilities, including service on committees or working groups
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to<sup>3</sup>
- We will complete the BEST Governance training programme
- We will get to know the school well and respond to opportunities to involve ourselves in school activities
- We will visit the school, with all visits to school arranged in advance with the staff and undertaken within the framework established by the governing body and agreed with the Principal
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training

## Relationships

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

## Confidentiality

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

## Conflicts of Interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the 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
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing body

## Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing 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.

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<sup>3</sup> Attendance figures must be reported at the end of each academic year to the CEO's PA

## Charter for Members of Local Governing Bodies

- As soon as possible after appointment, complete a Governor Self Audit form.

Complete:

Attendance at the BEST Governance Annual Conference –

1. this will cover the three core pillars of effective governance: strategic leadership, accountability and finance
  2. A minimum of one specific training course in line with the BEST Governance Skills audit
- **Champion the common purpose of the BEST and goals of the Local Governing Body outside of meetings and within the community.**
  - Attending 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
  - Make at least 2 visits to the school during teaching time each year to meet students and staff and gain direct experience of specific aspects of the academy agreed with the Local Governing Body Chair and Principal. Talk with parents during the visit wherever possible
  - Make an active contribution to Local Governing Body meetings
  - Aim to remain current with the national agenda on education, including reading relevant update literature issued by BEST and/or DFE
  - Read and remain aware of the requirements and obligations under academy policies, comply with relevant obligations and ensure regular review to ensure practice reflects policy
  - Take a proactive role in at least annual review of Local Governing Body effectiveness as required by the Board of Trustees
  - 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

## Board of Trustees and Local Governing Bodies Roles and Powers

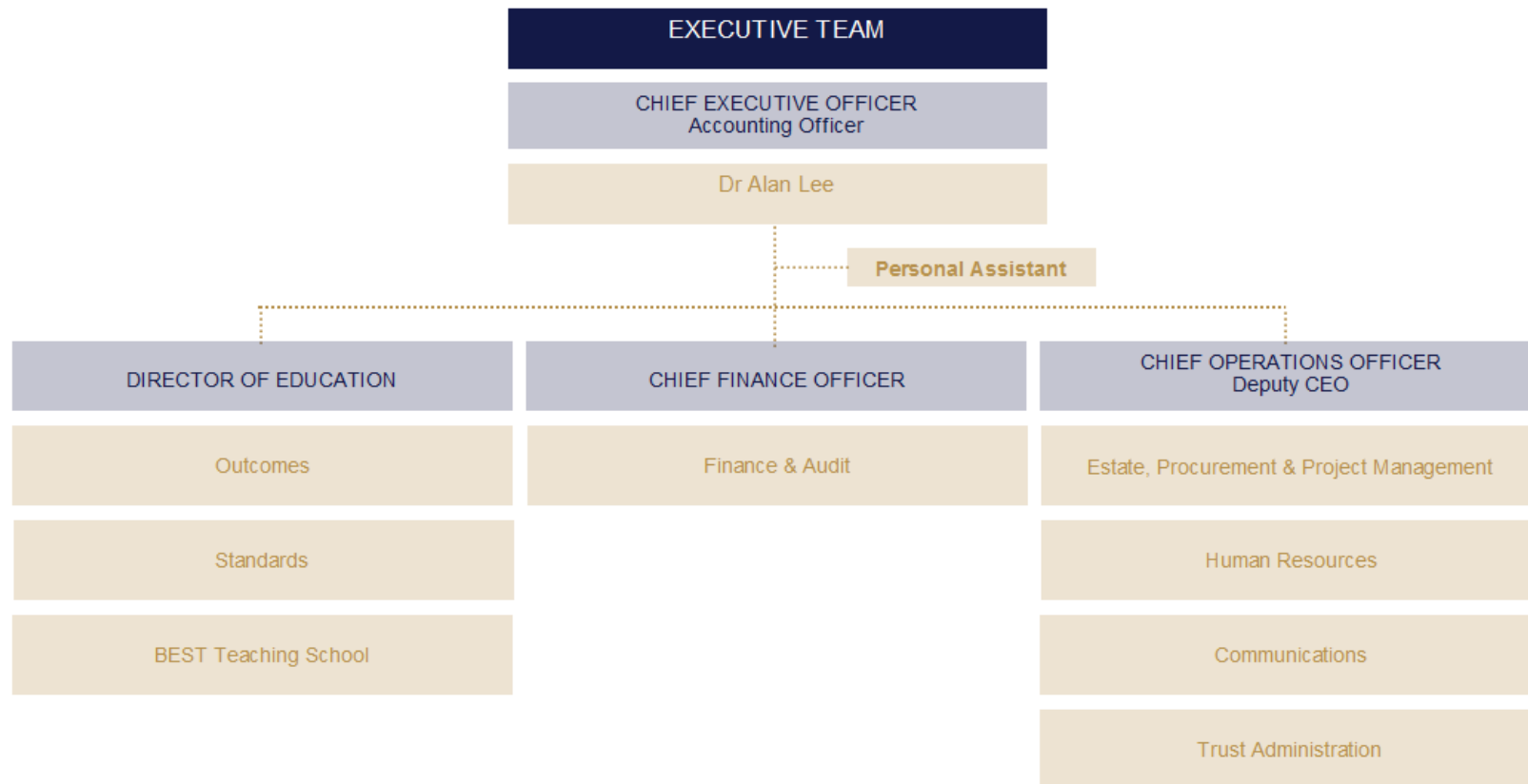
<b>Board of Trustees</b>	<b>Local Governing Body<sup>456</sup></b>
<p>Overall governance; challenge and support the CEO and executive team; strategy; quality assurance.</p>	<p>Local governance; challenge and support of Principal and senior leaders; academy strategy and quality assurance in delegated areas of responsibility.</p>
<p><b>Remit as per scheme of delegation:</b></p>	<p><b>Remit as per scheme of delegation:</b></p>
<ul style="list-style-type: none"> <li>• Vision, values and operating principles</li> <li>• Strategy and growth plans</li> <li>• Appointment and performance management of CEO</li> <li>• BEST financial performance and results</li> <li>• Education performance of BEST academies against targets</li> <li>• Hiring of Principals and executive team (consulted)</li> <li>• Compliance issues</li> <li>• Terms and conditions of employment within BEST</li> <li>• Escalated risks and issues from CEO and LGBs.</li> </ul>	<ul style="list-style-type: none"> <li>• Vision, values and operating principles for individual academy, within BEST guidelines</li> <li>• Critical friend to Principal. Consulted over appointment of Principal; no veto. Support with inspections</li> <li>• Monitoring performance of the academy, with particular respect to the progress and performance of individuals and groups, and staff appraisal throughout the academy</li> <li>• Involvement in the construction/approval of both the School Improvement Plan and Self-Evaluation documents</li> <li>• Local relations: Academy at the heart of the community</li> <li>• Monitoring progress of academy financial performance against annual budgets</li> <li>• Supporting/holding to account the Principal in the day-to-day operations of the academy and with exclusion, safeguarding, capability, disciplinary, whistleblowing &amp; grievance procedures.</li> </ul>

<sup>4</sup> During the first half-term of each academic year, the BEST school improvement advisor will review the SEF, the SDP and initial data inputs. Following this each school will receive a report to guide LGB foci and structure and challenge. In rare instances, a BEST Cause for Concern (CFC) may be issued by the CEO (Please see appendix 3)

<sup>5</sup> To be read in conjunction with the LGB objectives and responsibilities on page 15 and 16

<sup>6</sup> Copies of all minutes of LGB meetings, the SEF and SIP and external quality assurance (including inspection) reports must be kept on Governor Hub.

# BEST Operational Structure



BEST House, Shefford Road, Clifton, Shefford, Bedfordshire SG17 5QS

W: [bestacademies.org.uk](http://bestacademies.org.uk) T: 01462 811519



# 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 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 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 annual funding letter)

### 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

#### Security of Assets

- 2.9 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

- 2.10 Appointment of external auditors
- 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

#### **Security of Assets**

- 3.7** Ensuring that there are annual independent checks of assets and the asset register
- 3.8** 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**

- 3.9** 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
- 3.10** 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. Any actual or potential overspending 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 arrangements.

## 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: <ul style="list-style-type: none"> <li>- Trust CEO</li> <li>- Trust CFO</li> <li>- Trust COO</li> <li>- Principals</li> </ul>	
Signatories for EFA grant claims and EFA returns	Any	Two signatories from: <ul style="list-style-type: none"> <li>- Trust CFO</li> <li>- Chief Executive Officer</li> </ul>	
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 1: Schedule of Meetings 2018-19

Meeting Date	Time	Meeting	Location
<b>6<sup>th</sup> October 2018</b>	<b>9:30am</b>	<b>BEST Annual Governance Conference</b>	<b>BEST House Conference Room</b>
13 <sup>th</sup> September 2018	8:00am	BEST Executive Team Meeting	SWA - Room 914
11 <sup>th</sup> October 2018	8:00am	BEST Executive Team Meeting	SWA - Room 914
15 <sup>th</sup> November 2018	8:00am	BEST Executive Team Meeting	SWA - Room 914
10 <sup>th</sup> January 2019	8:00am	BEST Executive Team Meeting	SWA - Room 914
21 <sup>st</sup> February 2019	8:00am	BEST Executive Team Meeting	SWA - Room 914
21 <sup>st</sup> March 2019	8:00am	BEST Executive Team Meeting	SWA - Room 914
16 <sup>th</sup> May 2019	8:00am	BEST Executive Team Meeting	SWA - Room 914
13 <sup>th</sup> June 2019	8:00am	BEST Executive Team Meeting	SWA - Room 914
2 <sup>nd</sup> October 2018	8:00am	BEST PASTORAL/SEND Meeting	BEST House meeting room
14 <sup>th</sup> November 2018	8:00am	BEST PASTORAL/SEND Meeting	BEST House meeting room
24 <sup>th</sup> January 2019	8:00am	BEST PASTORAL/SEND Meeting	BEST House meeting room
12 <sup>th</sup> March 2019	8:00am	BEST PASTORAL/SEND Meeting	BEST House meeting room
8 <sup>th</sup> May 2019	8:00am	BEST PASTORAL/SEND Meeting	BEST House meeting room
27 <sup>th</sup> June 2019	8:00am	BEST PASTORAL/SEND Meeting	BEST House meeting room
19 <sup>th</sup> September 2018	13:00pm	BEST Members' Meeting	SWA – Room 914
19 <sup>th</sup> September 2018	15:00pm	BEST Trustees' Meeting	SWA - Room 914
<b>5<sup>th</sup> December 2018</b>	<b>14:00pm</b>	<b>AGM – Members &amp; Trustees</b>	<b>SWA - Room 914</b>
23 <sup>rd</sup> January 2019	15:00pm	BEST Trustees' Meeting	SWA – Room 914
13 <sup>th</sup> March 2019	15:00pm	BEST Trustees' Meeting	SWA – Room 914
15 <sup>th</sup> May 2019	15:00pm	BEST Trustees' Meeting	SWA – Room 914
26 <sup>th</sup> June 2019	15:00pm	BEST Trustees' Meeting	SWA - Room 914
21 <sup>st</sup> November 2018	10:30am	BEST Finance Committee Meeting (Audit)	SWA - Room 914
27 <sup>th</sup> February 2019	10:30am	BEST Finance Committee Meeting	SWA - Room 914
12 <sup>th</sup> June 2019	10:30am	BEST Finance Committee Meeting	SWA - Room 914
21 <sup>st</sup> November 2018	13:00pm	BEST Performance Committee Meeting	SWA - Room 914
27 <sup>th</sup> February 2019	13:00pm	BEST Performance Committee Meeting	SWA - Room 914
12 <sup>th</sup> June 2019	13:00pm	BEST Performance Committee Meeting	SWA - Room 914
5 <sup>th</sup> November 2018	10:30am	Beds East Schools Trust Trustee meeting	BEST House meeting room
4 <sup>th</sup> February 2019	10:30am	Beds East Schools Trust Trustee meeting	BEST House meeting room
29 <sup>th</sup> April 2019	10:30am	Beds East Schools Trust Trustee meeting	BEST House meeting room

## Appendix 2: Executive Overview: Service activities and leads, central function and academy roles<sup>7</sup>

Service Activity	Central Function	Academy Roles
Governance Chief Executive Officer	<p>Liaise with the Education Funding Agency (EFA) and Charities Commission to ensure that BEST's governance structure is clear, compliant and effective.</p> <p>Trustees set values, strategic direction and policy framework for BEST.</p> <p>Trustees determine the governance structures for BEST and the governance scheme of delegation.</p> <p>Support Trustees in the recruitment and appointment of new Trustees, maintain a skills audit and self-evaluation of Trustees' expertise. Ensure an appropriate balance of relevant expertise at Board level.</p> <p>Provide/organise training for Trustees.</p> <p>Ensure that meetings of the BEST Board and their sub-committees are fully supported and appropriately clerked and organised.</p> <p>Proactively ensure that the BEST Board and their sub-committees have access to all necessary data and information, as and when they require it, in order to discharge their duties as Trustees and in providing overview and scrutiny of BEST's activities and in holding the CEO/Executive Team to account.</p>	<p>Ensure compliance with BEST's Governance Handbook.</p> <p>The LGB sets values, strategic direction and policies for the academy within the limits established within the scheme of delegation.</p> <p>Support governors in the recruitment of new LGB members. Support the induction of LGB governors.</p> <p>Provide/organise training LGB members.</p> <p>Ensure that meetings of the LGB and their sub-committees are fully supported and appropriately clerked and organised.</p> <p>Proactively ensure that the LGB and their sub-committees have access to all necessary data and information, as and when they require it, in order to discharge their duties as Governors in providing overview and scrutiny of the academy's activities and in holding the academy leadership team to account.</p>

<sup>7</sup> Table represents an overview. Further detail may be found earlier in this Handbook.

<p>Executive Leadership Chief Executive Officer</p>	<p>Maintain and performance manage an executive leadership team that is suitably experienced and qualified. Trustees appoint the Chief Executive Officer (CEO). The CEO is the Accounting Officer for BEST and personally accountable to Parliament for the performance of BEST. The CEO is the Executive Officer on the Board of Trustees. The CEO and Trustees appoint the Executive Directors. The Executive Directors make up the executive team and include the CEO, COO and Directors of School Improvement, Finance, HR and Communications.</p> <p>The Executive Team are responsible for establishing and maintaining an operating model and staffing structure that delivers all of the necessary functions of BEST effectively, efficiently and affordably. The Executive are responsible for establishing and reviewing the scheme of delegation.</p> <p>Provide a national voice for BEST managing reputation and liaising with national and regional partners including Ministers, DfE, EFA, RSC offices and NSC, Charities Commission, Ofsted, HMRC, Local Authorities, Higher Education providers and other MATs.</p>	<p>Principals are appointed and performance managed by BEST's CEO and Trustees. The LGB participate in both processes.</p> <p>The Principals are line managed by the CEO. The Principal is the executive officer on the LGB. The Principal, in consultation with the LGB, appoints the senior leadership team of the academy.</p> <p>The academy senior leadership are responsible for establishing and maintaining an operating model and staffing structure that delivers all of the functions delegated to the academy effectively, efficiently and affordably.</p> <p>Provide a local voice for BEST and the academy managing reputation and identity with local and regional partners including the Local Authority, Child Protection Agencies, RSC offices, other academies and community-based groups.</p>
<p>Policy Formation Chief Executive Officer</p>	<p>The Trustees will determine key statutory policies including:</p> <ul style="list-style-type: none"> <li>• HR Policies <ul style="list-style-type: none"> <li>○ Adoption Leave</li> <li>○ Appraisal</li> <li>○ Capability</li> <li>○ Disciplinary</li> <li>○ Flexible Working</li> <li>○ Grievance</li> <li>○ Harassment &amp; Bullying</li> <li>○ Leave of Absence</li> <li>○ Maternity</li> <li>○ Parental Leave</li> <li>○ Paternity Leave</li> <li>○ Pay Policy</li> <li>○ Recruitment &amp; Selection</li> <li>○ Redundancy Procedure</li> <li>○ Shared Parental Leave</li> </ul> </li> </ul>	<p>The LGB will determine local policies not set by Trustees including:</p> <ul style="list-style-type: none"> <li>• Accessibility Plan</li> <li>• Child Protection/ Safeguarding</li> <li>• Complaints Procedure</li> <li>• EYFS policies</li> <li>• Freedom of Information</li> <li>• Supporting Pupils/Students with Medical Conditions</li> <li>• Sex and Relationships Education</li> <li>• Special Educational Needs (SEN)</li> <li>• Behaviour Management</li> <li>• Pupil Premium</li> <li>• Home School Agreements or equivalent</li> <li>• Equality Policy</li> <li>• Site specific health and safety procedure</li> <li>• Premises Management</li> </ul>

	<ul style="list-style-type: none"> <li>○ Sickness Absence</li> <li>○ Staff Facing Allegations of Abuse</li> <li>○ Social Media</li> <li>○ Travel and Subsistence</li> <li>○ Whistle Blowing</li> <li>○ Working with Trade Unions</li> <li>● Admissions</li> <li>● Anti-Bribery</li> <li>● Health and Safety Policies</li> <li>● Financial Scheme of Delegation/Procedures</li> <li>● Reserves and Balances Policy</li> <li>● Safeguarding (Statement)</li> <li>● Governance Scheme of Delegation</li> <li>● Insurance</li> <li>● Charging &amp; Remission</li> <li>● GDPR and Privacy Notices</li> </ul>	<ul style="list-style-type: none"> <li>● The school will operate within the policies and procedures set out by the Trustees.</li> </ul>
Estates Chief Operations Officer	<p>Maintain a central property asset register, including asset valuation.</p> <p>Maintain a central property condition database and prioritise on a transparent and agreed methodology for capital improvement projects through the EFA delegated schools condition allocation grant.</p> <p>Identify and carry out due diligence on energy efficiency and carbon reduction schemes, grants and commercial providers on behalf of the BEST.</p> <p>Provide the lead design, project management and legal support for academy capital projects. This may be provided through in-house or out-sourced professional services.</p> <p>Ensure that commercial interests, insurances, warranties, risk assessments, design and build are executed to secure the best interests of BEST and its educational vision.</p> <p>Coordinate bids for capital funding to extend or improve the capacity and condition of BEST's academies.</p>	<p>Provide BEST with all property data and access to premises on request.</p> <p>Academy will take all opportunities, within a planned budget, to utilise and manage energy efficiency to optimise the running costs and carbon footprint.</p> <p>Work with architects and project managers assigned by BEST to support capital bids for EFA funding.</p> <p>Maintain the academy premises for routine condition, repair and decoration within the allocated resources of the academy including <i>devolved formula capital</i>.</p> <p>Utilise Devolved Formula Capital in line with agreed Scheme of Capital Delegation 2017-2020.</p>

Procurement Chief Operations Officer	<p>Maintain a contracts database for BEST. Prioritise contracts, in terms of impact on academies, for group wide procurement and management.</p> <p>Assess whether each contract secures best value if negotiated at the local level or as part of a group approach.</p> <p>Support academies through competitive processes for locally negotiated contracts.</p> <p>Negotiate directly with suppliers, on behalf academies, for high value contracts.</p> <p>Engage legal team 'school support service' for commercial legal advice, if required.</p> <p>Negotiate directly with contractors where the academy or RBM/SBM considers there to be a risk to the academy.</p> <p>Secure higher level of legal support for contract disputes likely to lead to a contract terminator penalty.</p>	<p>Provide relevant contract and service level agreement (SLA) data to BEST as requested.</p> <p>Keep the BEST Procurement office informed of all new contract purchases and seek advice prior to contract agreements.</p> <p>Follow advice given by BEST.</p> <p>Inform the BEST Procurement Office about any commercial contractual agreements that are under consideration.</p> <p>Contract disputes referred to Procurement Office and the school support legal help line.</p>
Project Management Chief Operations Officer	<p>BEST maintain an in- house project management team to manage all aspects of academies joining BEST including:</p> <ul style="list-style-type: none"> <li>• Conversions;</li> <li>• Sponsorships;</li> <li>• Trust-to-trust re-brokerages;</li> <li>• Trust-to-trust transfers;</li> <li>• New school provisions including free schools.</li> </ul> <p>The project management team coordinate the due diligence assessment for potential new academies joining BEST.</p>	<p>New schools seeking to join BEST will need to cooperate with BEST's internal project management team, making all necessary information available, so that the transition into BEST has minimal impact on the day-to- day capacity of the school.</p>
Human Resources and Payroll Chief Operations Officer	<p>Negotiate with national Trade Unions on the development of consistent HR policies and procedure changes. Manage and liaise with Trade Unions where there is a risk of industrial</p>	<p>Implementation of BEST HR policies and liaise with local relevant Trade Unions under guidance from central HR team.</p> <p>Ensure local compliance with BEST's</p>



	<p>dispute.</p> <p>Provide HR advice, support for academies on demand. Provide HR Advisor support on site, where necessary, for formal procedures including capability, grievance and disciplinary through in-house or out-sourced capacity.</p> <p>BEST will directly manage HR procedures that may lead to employment termination for Principals, Directors, COO, CEO and centrally employed staff.</p> <p>Provide a centrally managed payroll service for BEST including all academies.</p>	<p>Trade Union recognition agreement.</p> <p>Ensure staff are familiar with, and comply with, all HR policies through appropriate training and development. Seek HR advice at earliest opportunity before initiating formal HR procedure or policy.</p> <p>Principals and LGB manage procedures leading to employment terminations of staff below the level of Principal under advice from the central HR and Employment Legal advisors.</p> <p>Ensure that accuracy of monthly payroll data for academy staff in line with the financial procedures.</p> <p>Ensure compliance with all statutory requirements and data collection requests e.g. recruitment</p>
Legal Services Chief Operations Officer	<p>Negotiate and procure the legal service contract for BEST to ensure best practice:</p> <ul style="list-style-type: none"> <li>• Corporate and charity governance compliance legal advice</li> <li>• Employment legal advice</li> <li>• Commercial and contractual legal advice</li> <li>• Education legal advice.</li> </ul>	<p>Work within the BEST agreed legal services arrangements.</p>
Educational Performance Director of School Improvement	<p>Trustees receive key stage targets, approved by the CEO, in line with the minimum expectation (50<sup>th</sup> percentile), aspirational (20th percentile) BEST philosophy.</p> <p>Trustees receive external QA reports, including from: RSC, Ofsted and Challenge Partners.</p> <p>Trustees complete the performance management of the CEO. The CEO completes the performance management of the COO individual academy and Principals.</p>	<p>Principals and LGBs set individual academy targets, subject to approval by the CEO.</p> <p>LGBs receive monitoring reports from Principals, reviewing performance in line with:</p> <ol style="list-style-type: none"> <li>1. Target achievement</li> <li>2. Ofsted criteria.</li> </ol> <p>Principals complete the performance management of their staff.</p>
BEST Director of Education of School Improvement	<p>Performance Cte receive target completion reports from the BEST Director of Education.</p> <p>The BEST Director of Education analyses performance, triangulating a range of</p>	<p>Principals report progress on key stage completion to the BEST Director of Education.</p> <p>Principals' supply agreed performance monitoring reports to the BEST Director</p>

	<p>data. Reports back to CEO.</p> <p>The BEST Director of Education agrees with Principals and CEO, delivers and monitors impact a rapid improvement plan (RAP) for areas falling below the 50<sup>th</sup> percentile. Provides support for areas above 50<sup>th</sup> percentile.</p>	<p>of Education.</p> <p>Where progress falls below the minimum expectation level, Principals facilitate RAP implementation. When achievement is above this, Principals work with the BEST Director of Education to implement a targeted SI package.</p>
<p>CPD BEST Director of Education</p>	<p>Provide a full-suite of CPD and leadership development opportunities, through the BEST Teaching School and associated networks and alliances.</p> <p>Provide both Primary and Secondary Initial Teacher Training opportunities through the Bedfordshire SCITT.</p>	<p>Principals develop a talent management programme, nurturing all to be the best they can be.</p> <p>Principals identify and support those with potential, within individual academies to undertake ITT.</p>
<p>Financial Management Director of Finance/Chief Finance Officer</p>	<p>Provide financial procedures and scheme of delegation to be followed.</p> <p>Ensure policies and procedures are maintained and up to date in accordance with the ESFA's latest version of the Academies Financial Handbook.</p> <p>Procure and provide the financial management system and financial planning systems for all academies. FMS will be a cloud-based system to allow real time support and control for all academies by the central accountancy team.</p> <p>Procure and establish the banking system for all aspects of BEST's work.</p> <p>Provide training opportunities for academy finance team. Provide procedures manual for academy finance team.</p> <p>Provide: on-line; email; telephone and on-site support for each academy's financial team through in-house or out-sourced provision.</p> <p>Provide consolidated reporting for all statutory returns.</p>	<p>Operate academy within BEST's financial procedures and scheme of delegation.</p> <p>Operate academy in accordance with the ESFA's latest version of the academies financial handbook.</p> <p>Maintain an accurate and up-to-date financial management system and keep financial records as required by procedures and policies set out by DF. Manage the resources of the academy within the limits set out in the authorised budget.</p> <p>Provide management reports Principal, DF and LGB.</p> <p>Utilise the on-line banking arrangements to monitor and manage bank accounts to ensure sufficient cash exists to manage financial liabilities.</p> <p>Inform the DF immediately if there is a risk of a significant deviation from the authorised budget plan or a concern about cash flow.</p> <p>Ensure staff are completely familiar with BEST's financial procedures and processes.</p>
<p>Audit Director of Finance/Chief Finance Officer</p>	<p>Execute the Board's decision to appoint External Auditors.</p> <p>Provide support to each Academy in fully managing the audit processes. Support</p>	<p>Pay for the academy's element of the audit.</p> <p>Provide the auditors with access to all information and systems, as they</p>

	<p>each academy in the preparation for the annual audit.</p> <p>BEST Board considers the annual audit findings and management reports for changes or improvements to financial procedures at all levels.</p> <p>Provide Internal Audit function that is independent of the finance function.</p>	<p>require.</p> <p>The LGB considers the audit report and management response for the individual academy in requiring changes or improvements to the implementation of financial procedures.</p> <p>Comply with all requirements and any investigations instigated by BEST's internal audit function.</p>
Public Relations and Marketing	<p>Manage press and public relations for BEST.</p> <p>Provide support and advice to individual academies in managing public and press relations.</p> <p>Advise on all marketing and branding areas: including signage, uniform, recruitment adverts, open day promotional materials, prospectus, banners, school newsletters, branded merchandise, social media, digital/online presence, websites etc.</p>	<p>Manage the press and public relations for the academy under advice from BEST.</p> <p>Manage the academy's website and ensure statutory compliance under advice and support from BEST.</p> <p>Ensure that both the academies' and BEST "brands" are accurately and consistently portrayed in all marketing communications.</p>

## Appendix 3: Cause for Concern

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

In which a school:

- i. possesses an Ofsted requires improvement grade or an EFSA financial requires improvement notice
- ii. the BEST SIA or CFO identifies the school as a high-risk school
- iii. pupil outcomes fall significantly below expectation, as determined by the BEST CEO
- iv. fails to provide monitoring reports and/or fails to stay within agreed expenditure limits
- v. 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 4: BEST Policy Cycle

BEST POLICY/STATUTORY DOCUMENT TITLE <sup>8</sup>	OWNER <sup>9</sup>	CATEGORY	COMMENT
ABSENCE (LEAVE)	HR		Called 'Leave of Absence'
ABSENCE (SICKNESS)	HR		Called 'Sickness Absence'
ACCESSIBILITY PLAN	SCHOOL	<b>MANDATORY</b>	
ADMISSIONS ARRANGEMENTS	BEST	<b>MANDATORY</b>	ANNUAL REVIEW
ADOPTION LEAVE	HR		
ANTI-BRIBERY	FINANCE		
APPRAISAL PROCEDURE FOR SUPPORT STAFF	HR	<b>MANDATORY</b>	
APPRAISAL PROCEDURE FOR TEACHING STAFF	HR	<b>MANDATORY</b>	Called 'Staff Development'
BEHAVIOUR POLICY & BEHAVIOUR PRINCIPLES WRITTEN STATEMENT	SCHOOL	<b>MANDATORY</b>	
CAPABILITY PROCEDURE FOR TEACHERS AND SCHOOL SUPPORT STAFF	HR	<b>MANDATORY</b>	
CENTRAL RECORD OF RECRUITMENT AND VETTING CHECKS	SCHOOL/ HR	<b>MANDATORY</b>	ONGOING (LIVE DOCUMENT)
CHARGING AND REMISSION	FINANCE	<b>MANDATORY</b>	
CHILD PROTECTION (SAFEGUARDING)	SCHOOL	<b>MANDATORY</b>	
COMPLAINTS PROCEDURE	SCHOOL	<b>MANDATORY</b>	
DISCIPLINARY	HR	<b>MANDATORY</b>	
EARLY YEARS FOUNDATION STAGE (EYFS) POLICIES	SCHOOL	<b>MANDATORY</b>	
EQUALITY	SCHOOL	<b>MANDATORY</b>	
FINANCIAL PROCEDURES	FINANCE	<b>MANDATORY</b>	ANNUAL REVIEW
FLEXIBLE WORKING	HR		
FREEDOM OF INFORMATION	SCHOOL	<b>MANDATORY</b>	
GDPR & PRIVACY NOTICES	BEST	<b>MANDATORY</b>	
GRIEVANCE POLICY	HR	<b>MANDATORY</b>	Includes harassment & bullying
HEALTH & SAFETY	BEST	<b>MANDATORY</b>	
HOME-SCHOOL AGREEMENT DOCUMENT	SCHOOL	<b>MANDATORY</b>	
KEEPING CHILDREN SAFE IN EDUCATION	HR	<b>STATUTORY</b>	NEW GUIDANCE ISSUED FOR SEPT

<sup>8</sup> The full policy schedule including review dates can be found in the BEST policies shared google drive folder, which all schools have access to.

<sup>9</sup> The Policies listed as 'school' are the responsibility of each school/LGB to review, implement and monitor

<b>BEST POLICY/STATUTORY DOCUMENT TITLE</b> 8	<b>OWNER</b> 9	<b>CATEGORY</b>	<b>COMMENT</b>
		<b>GUIDANCE</b>	2018
MATERNITY	HR		4 separate policies for maternity, parental, shared parental & paternity leave
MINUTES OF, AND PAPERS CONSIDERED AT, MEETINGS OF GOVERNING BODY AND ITS COMMITTEES	SCHOOL	<b>MANDATORY</b>	
PARENTAL LEAVE	HR		4 separate policies for maternity, parental, shared parental & paternity leave
PATERNITY LEAVE	HR		4 separate policies for maternity, parental, shared parental & paternity leave
PAY POLICY	HR	<b>MANDATORY</b>	
PREMISES MANAGEMENT DOCUMENTS	SCHOOL		
RECRUITMENT & SELECTION	HR	<b>MANDATORY</b>	
REDUNDANCY PROCEDURE	HR	<b>MANDATORY</b>	
REGISTER OF PUPILS' ADMISSION TO SCHOOL	SCHOOL	<b>MANDATORY</b>	
REGISTER OF PUPILS' ATTENDANCE	SCHOOL	<b>MANDATORY</b>	
RESERVES	FINANCE		ANNUAL REVIEW
SAFER WORKING PRACTICE (BEDS BOROUGH)	HR	<b>STATUTORY GUIDANCE</b>	
SEX EDUCATION	SCHOOL	<b>MANDATORY</b>	
SHARED PARENTAL LEAVE	HR		4 separate policies for maternity, parental, shared parental & paternity leave
SOCIAL MEDIA (GENERAL ADVICE)	HR		
SPECIAL EDUCATIONAL NEEDS	SCHOOL	<b>MANDATORY</b>	
STAFF FACING ALLEGATIONS OF ABUSE	HR/ Safeguarding lead	<b>MANDATORY</b>	Called 'Allegations of Abuse'
SUPPORTING PUPILS/STUDENTS WITH MEDICAL CONDITIONS	SCHOOL	<b>MANDATORY</b>	
TRAVEL & SUBSISTENCE	HR		
WHISTLEBLOWING	HR		
WORKING TOGETHER TO SAFEGUARD CHILDREN	HR	<b>STATUTORY GUIDANCE</b>	
WORKING WITH TRADE UNIONS	HR		

## Appendix 5: BEST Compliance Calendar

			Timeline 2018/19											
			Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	August
Compliance Area	Admissions	Review (CEO/COO inc consultation with Principals)												
		Trustee approval												
		Consultation												
		Submit to LA												
		Publish policy												
	Disclosure of Pecuniary Interests	Circulate form to staff, LGBs & Trustees												
		Forms to be returned	By 1st Sept											
		Disclosures to be published on website		By Oct Half Term										
	Policies	Important policies signature sheet circulated to staff												
		Forms to be returned & retained on file		By Oct Half Term										
	Governance Handbook	Review of Governance Handbook												
		Trustee approval												
		Issue to LGBs/Principals												
		Upload to website												
	Website	Trust audit												
		Areas addressed by schools												
	Safeguarding	SCR checks (min. twice yearly) <small>By Principal By link gov.</small>												
		Link governor safeguarding monitoring visit (min. twice yearly)												
		Staff training												
		Annual Trust safeguarding audits												
		Schools addressed audit outcomes												
		Audit outcomes reported to Trustees												
	Health & Safety	DSE assessments - annual work station assessment												
		Audits (Principal/Manager)	LGB after completion											
		Training (or as required)												
		PPM compliance												
		Annual Trust audit												
	GDPR	COO present H&S report to Trustees												
		DPL monitoring audit												
		Principal monitoring audit												
		Link governor monitoring audit												
		Trust annual audit (DPO)												
	Key Document	Report presented to Trustees by DPO	Interim report											
		SEF review												
		School improvement plan review												

The Compliance calendar is available on Governor Hub.

## Appendix 6: Website Compliance List

Document / information for publication	Mandatory or optional to publish on website	Which website	Comment
Annual reports and accounts: <ul style="list-style-type: none"> <li>• Annual report</li> <li>• Annual audited accounts</li> <li>• Memorandum of association</li> <li>• Articles of association</li> <li>• Names of charity trustees and members</li> <li>• Funding agreement</li> </ul>	M	Trust / Academy	All schools must have a clear link to the BEST website where all this information can be found.
The school's name, address and telephone number	M	Academy	All schools must include the name of who deals with queries from parents and other members of the public.
The name of the Headteacher or Principal	M	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>	M	Academy / Trust	All schools must also include a clear link to the BEST website.
A statement of the school's values, ethos (including any religious ethos) and aims	M	Academy	
The name and address for correspondence for the Chair of Governors	M	Academy	
Relevant business and pecuniary interests of trustees, local governors and members	M	Trust / Academy	
Publish up to date details of governance arrangements in a readily accessible format (see full list of requirements in Academies Financial Handbook)	M	Trust / Academy	
The names of the members of the Multi-Academy Trust	M	Trust / Academy	All schools must have clear link to this information on 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> )	M	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>	M	Trust	Schools to provide a link to this information, which can be found on the BEST website.



Including full names of the chair of each			
<p>Members of the Trust – for each member 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>• Date he/she stepped down (where applicable)</li> </ul>	M	Trust	
<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>• Term of office</li> <li>• Date he/she stepped down (where applicable)</li> <li>• Details of who appointed him/her (in accordance with the trust's articles)</li> </ul>	M	Trust / Academy	
<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>	M	Academy / Trust	
<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>	M	Academy	Policy on BEST website – <i>link must be provided from all school websites.</i>
<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</li> </ul>	M	Trust	

<p>may be sent</p> <ul style="list-style-type: none"> <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>			
<p>Equality objectives:</p> <ul style="list-style-type: none"> <li>• Publish details of how your school complies with the public sector equality duty</li> <li>• Publish your school's equality objectives – you should update this at least once every 4 years</li> </ul> <p>Schools 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 schools or college takes to promote equality and eliminate discrimination (affected people could include parents, pupils, staff and members of the local community)</li> </ul>	M	Trust / Academy	<p>Trust will produce a diversity report and publish this on the Trust website – all schools should provide a clear link to this on their website.</p> <p>All schools must have an equality policy and include equality objectives in their school development plan.</p>
Name and details of SEN Co-ordinator (SENCO)	M	Academy	
Particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language	M	Academy	
<p><u>A SEN information report</u></p> <p>All schools 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 school</li> <li>○ The plan prepared by the owner 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 school's curriculum</li> </ul> </li> </ul> </li> </ul>	M	Academy	

<ul style="list-style-type: none"> <li>▪ Improving the physical environment of the school 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 school</li> <li>▪ Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.</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>			
<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 school 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>	M	Academy	
<p><u>Year 7 literacy and numeracy catch up premium</u></p> <p>Any school 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</li> </ul>	M	Academy	

attainment of the pupils who attract the funding and how you assessed the effect it had			
<p><b><u>PE and sport premium for primary schools</u></b></p> <p>All schools 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>	M	Academy	
Curriculum (content, approach, KS1 Schemes including name of phonics or reading schemes, GSCE options 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>	M	Academy	
Information about where and how parents can obtain the most recent Ofsted report about the Academy	M	Academy	Including a link to the Ofsted website.
Information about where and how parents (including parents of prospective pupils) can access the Academy Performance Tables published by the Secretary of State.	M	Academy	
<p>Key Stage 2:</p> <ul style="list-style-type: none"> <li>• Percentage of pupils who've achieved the expected standard 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>	M	Academy	

<ul style="list-style-type: none"> <li>Percentage of pupils who've achieved a higher standard 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>School's progress 8 score</li> <li>School's 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 students staying in education or employment after KS4 (destinations)</li> </ul>	M	Academy	
<p>Key Stage 5:</p> <ul style="list-style-type: none"> <li>The progress students in the academy have made compared with students across the country</li> <li>The average grade that students in the academy get at KS5</li> <li>The progress students in the academy have made in English and maths</li> <li>Retention (this is the proportion of students 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 students 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>	M	Academy	
<p><u>Careers programme information</u></p> <p>From Sept 2018, schools must publish information about the school's careers programme. This information should relate to the delivery of careers guidance to year 8 to 13 pupils. For current academic year:</p>	M	Academy	

<ul style="list-style-type: none"> <li>• The name, email address and telephone number of the School 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 school measures and assesses the impact of the careers programme on pupils</li> <li>• The date of the school's next review of the information published</li> </ul>			
<p>Statutory policies – must be published on website:</p> <ul style="list-style-type: none"> <li>• Accessibility plan</li> <li>• Admissions policy including appeals timetable (BEST)</li> <li>• Behaviour and exclusion policy including anti-bullying (<i>good practice</i>)</li> <li>• Charging &amp; remission policy (BEST)</li> <li>• Child protection/safeguarding</li> <li>• Complaints procedure</li> <li>• Early years foundation stage policies</li> <li>• Equality policy</li> <li>• Freedom of information policy</li> <li>• GDPR &amp; privacy notices policy (BEST)</li> <li>• Health &amp; safety policy (BEST)</li> <li>• Home-school agreement or equivalent</li> <li>• Sex education policy</li> <li>• Special education needs policy</li> <li>• Supporting pupils/students with medical needs</li> <li>• Whistleblowing</li> </ul>	M	Academy / Trust (where applicable)	
Publication scheme (a requirement of the Freedom of Information Act 2000)	M	Trust / Academy	
Terms and conditions of use for website	O	Trust / Academy	
Cookie policy to provide internet users with clear and comprehensive information about the purposes for which the cookie is stored and accessed.	M	Trust / Academy	
Request for copies – state that paper copies of any information on the website can be provided if necessary.	M	Trust/ 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 7: BEST LGB Model Documents

### STRATEGY COMMITTEE – TERMS OF REFERENCE

#### Overall Purpose and Responsibility:

To ensure that:

- i. the vision and values of the school and BEST are faithfully upheld, clearly communicated and revisited, delivering an ethos and culture of ambition that enables pupils and staff to excel
- ii. the school is fully compliant and that all processes and policies (inc: Safeguarding) are in place and effective
- iii. 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%** are strictly followed
- iv. reports are regularly received from both the LGB Performance and LGB Finance and Audit Committees
- v. the Board is fully informed through agreed mechanisms.

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

- a. work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition
- b. provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school
- c. are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.<sup>10</sup>

#### 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> Adapted from 'Governance'. Ofsted (2018: 154, 44-45).



## 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 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 school's 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 school (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 school's work
- ix. the school is fully compliant and that all processes and policies (inc: Safeguarding) are in place and effective.<sup>11</sup>

## Evidence sources

BEST Governance Handbook  
Performance Committee Reports  
SIP and SEF documents  
Finance and Audit Reports  
Principal Reports  
School policies.<sup>12</sup>

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<sup>11</sup> Adapted from 'Grade descriptors for the effectiveness of leadership and management'. Ofsted (2018: 160, 46-47).

<sup>12</sup> See 'Compliance Calendar'. BEST (2018-19).

## PERFORMANCE COMMITTEE – TERMS OF REFERENCE

### Overall Purpose and Responsibility:

To ensure that:

- vi. focus is kept on consistently improving outcomes for all pupils, especially the disadvantaged
- vii. appraisal for all staff is clearly linked to outcomes for pupils and is systemically quality assured
- viii. all governors have a deep and accurate understanding of the school's effectiveness, informed by the views of pupils, parents and staff
- ix. high quality CPD is in place and that this supports highly effective teaching across the school
- x. the LGB Strategy Committee is fully informed through agreed mechanisms.

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

- a. provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school
- b. performance manage the headteacher rigorously – **responsibility lies with the CEO**
- c. understand the impact of teaching, learning and assessment on the progress of pupils currently at the school
- d. ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils.<sup>13</sup>

### 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 school 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.

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<sup>13</sup> Adapted from 'Governance'. Ofsted (2018: 154, 44-45).

## Main Duties

To monitor that:

- x. throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, considering their starting points
- xi. the progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points
- xii. pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way
- xiii. Pupils read widely and often across subjects to a high standard<sup>14</sup>
- xiv. For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress from starting points is above average across nearly all subject areas
- xv. From different starting points, the progress in English and mathematics is high compared to national figures
- xvi. The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly
- xvii. Pupils are exceptionally well-prepared for the next stage of their education, training or employment and have attained relevant qualifications.<sup>15</sup>

## 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> Pupils in Year 1 should achieve highly in the national phonic test.

<sup>15</sup> Adapted from 'Grade descriptors for outcomes for pupils – Outstanding'. Ofsted (2018: 197, 62-63).

## FINANCE AND AUDIT COMMITTEE – TERMS OF REFERENCE

### Overall Purpose and Responsibility

To ensure that:

- xi. the school's finances are properly managed and that money is spent, with particular regard to:
  - **Value for Money** – achieving the best possible educational outcomes through the economic, efficient and effective use of resources
  - **Regularity** – ensuring income and expenditure is in accordance with legislation, the school's funding agreement and the Trust's internal procedures
  - **Propriety** – ensuring expenditure is for the purpose Parliament intended and there is probity in the use of public funds.
- xii. the LGB Strategy Committee is fully informed through agreed mechanisms.

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

- a. ensure that the school's finances are properly managed
- b. evaluate how well the school is using additional funding:
  - pupil premium
  - Year 7 literacy and numeracy catch-up premium
  - Primary PE and sport premium
  - Special needs funding.<sup>16</sup>

### 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 schools 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.

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<sup>16</sup> Adapted from 'Governance'. Ofsted (2018: 154, 44-45).

## Main Duties

To ensure that:

- xviii. the School Improvement Plan (SIP) is fully costed
- xix. a broad and balanced curriculum that both inspires pupils to learn and is cost-effective is in place
- xx. a fully costed staffing structure is in place and sustainable going forward
- xxi. monitor ongoing income and expenditure through the consistent financial report (CFR)
- xxii. senior leaders are systematically challenged so that the effective deployments of staff and resources, secures excellent outcomes for pupils<sup>17</sup>
- xxiii. the school provides monitoring reports requested by the Trust CFO throughout the year
- xxiv. the school responds promptly to requests for information during statutory audits and any resulting recommendations are implemented
- xxv. 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>17</sup> Adapted from 'Grade descriptors for the effectiveness of leadership and management'. Ofsted (2018: 160, 46-47).

## Appendix 8: Governance and Ofsted

1. Inspectors will seek evidence of the impact of those responsible for governance. This includes maintained school governors, proprietors or academy trustees. In a multi-academy trust this may include members of the local governing board<sup>18</sup> at school level, as well as the trustees.
2. Where a children's centre is managed directly by the school's governing body, inspectors will consider the impact of any judgements about the children's centre or the services and activities offered through or by the centre, in judging leadership and management.
3. Inspectors will consider whether governors:
  - work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition
  - provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school
  - provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school
  - performance manage the headteacher rigorously
  - understand the impact of teaching, learning and assessment on the progress of pupils currently in the school
  - ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils
  - ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium, Year 7 literacy and numeracy catch-up premium, primary PE and sport premium, and special educational needs funding
  - are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.
4. Inspectors will report on the achievement of pupils who have special educational needs and/or disabilities. This includes reporting on the pupils in any specialist resource provision managed by the governing body and the extent to which the education the school provides meets the needs of these pupils.
5. Inspectors will recommend an external review if governance is weak. Under 'What the school should do to improve further', inspectors should use the following words in the report:
 

'An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.'
6. The school should decide how this review will take place and commission it. Reviews should be developmental. They do not represent a further inspection, although inspectors will follow up on the review during any subsequent inspection. Full details of what might be the form and nature of such reviews can be found at: [www.gov.uk/reviews-of-school-governance](http://www.gov.uk/reviews-of-school-governance).

<sup>18</sup> In a multi-academy trust, this could include meeting with a local governing board where relevant responsibilities are devolved in accordance with the scheme of delegation.

# Appendix 9: 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 schools at all times.

Name: .....

Signature: .....

Date: .....