



SCHOLARS ACADEMY TRUST TERMS OF REFERENCE

AUGUST 2025

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1. INTRODUCTION

- As a charitable organisation and a company limited by guarantee, Scholars Trust (referred to as the “Company”) is overseen by a Board of Trustees. This board holds the responsibility of managing and administering both the Company and the academies it operates.
- The Trustees bear accountability to external governmental bodies such as the Charity Commission and the Department for Education (including any potential successor bodies) for the standard of education provided. They are mandated to implement systems that ensure quality, safety, and adherence to best practices.
- To fulfil these duties, the Trustees appoint individuals who are locally situated to serve on a board known as the ‘School Community Council.’ These bodies are established with the aim of ensuring effective community governance within the schools

2. CORE FUNCTIONS

The core functions of the Trust Board encompass:

- Maintaining High Standards of Governance and Financial Management:**
 - a. Ensuring adherence to robust corporate governance practices and sound financial management.
 - b. Overseeing the development and monitoring of financial plans to sustain the Trust's viability.
 - c. Providing strategic leadership aligned with the submission of three-year budget forecasts to the ESFA.
 - d. Transparently outlining the rationale behind reserve holdings in the annual report.
 - e. Approving balanced annual budgets and academies' three-year budget forecasts.
 - f. Scrutinising budget management and financial performance regularly.
 - g. Reviewing management accounts and documenting discussions at each meeting.
 - h. Annual review of the risk registers to mitigate potential threats effectively.
- Policy Development and Strategic Planning:**
 - a. Setting targets and strategies to ensure continual school improvement.
 - b. Holding executive leaders accountable for educational performance and staff management.
- Management Oversight:**
 - a. Ensuring effective management and administration of the Trust.
 - b. Equipping managers with necessary skills and guidance.
 - c. Responding promptly and appropriately to external and internal audit findings.
 - d. Strengthening financial management and control systems proactively.

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- iv. **Legal Compliance and Internal Controls:**
 - a. Ensuring compliance with legal requirements.
 - b. Establishing and maintaining transparent internal control systems.
 - c. Efficiently managing the Trust's financial, human, and other resources.
- v. **Performance Monitoring and Improvement:**
 - a. Monitoring performance and goal achievement.
 - b. Promptly acting upon plans for improvement.
 - c. Being responsive to parents' and community needs through consultation and reporting.
- vi. **Setting Standards and Ensuring Accountability:**
 - a. Defining Trust standards of conduct and values.
 - b. Timely submission of all required returns to the ESFA and other statutory bodies.
- vii. **Risk Assessment and Management:**
 - a. Assessing and managing risks, including preparing a statement on Trust risk management for the annual report and accounts.

3. The primary functions of the School Community Council include:

- i. Ensuring clarity regarding the vision, ethos, and strategic direction of each individual school within the framework provided by Scholars Academy Trust.
- ii. Holding Headteachers accountable for the educational performance of the school, its pupils, and the management of staff. This involves monitoring relevant data and playing a role in overseeing teaching and learning processes.
- iii. Serving as a supportive yet critical ally to the Headteacher, helping in recruitment, grievance, disciplinary, and exclusion procedures as needed.
- iv. The Terms of Reference delineate the Trustees' responsibilities for leadership and management across schools, outlining the respective roles and duties of Trustees and the School Community Council. It also underscores mutual commitments to ensure each school's success.
- v. The Trustees conduct an annual review of the School Community Council, covering aspects such as function, skills, effectiveness, strategy, engagement, the chair's role, and the executive's accountability.

4. Trustees' powers and responsibilities

- i. The Trustees wield overarching responsibility and possess ultimate decision-making authority concerning all aspects of the Trust's operations, including the establishment and management of schools within the Trust. This authority is

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primarily exercised through strategic planning and policy formulation. Effective management is ensured through meticulous business planning, budget monitoring, performance evaluation, standard setting, and the implementation of quality assurance processes. In instances where performance fails to meet the expectations of achieving excellence in schools, the Trustees retain the power to instigate necessary changes.

- ii. The Trustees are bound by a duty to act in alignment with the charitable objectives of the Trust.
- iii. In making decisions and enacting Trust-wide policies, the Trustees are obligated to consider the interests of all schools under the Trust's purview.
- iv. The Trust's Articles empower the Trustees to establish committees to which they may delegate specific responsibilities. Recognising this power of delegation, the running of schools is delegated to the School Community Council in accordance with the terms outlined herein. The composition, membership, and proceedings of the School Community Council are determined by the Trustees.

5. SCC Constitution

- i. Members of the SCC shall be known as 'Community Councillors'.
- ii. The Councillorship of the SCC shall be comprised as follows:
 - Up to 10 Council Councillors appointed by the Trust or SCC
 - a minimum of two parents represented
 - The Headteacher of the School

6. Appointment of Parent Councillors

- i. Each School Community Council (SCC) is mandated to appoint a minimum of two parent Councillors who have a child or children enrolled at the school or hold parental responsibility for a pupil at the time of their appointment. The tenure of new parent Councillors is restricted to a maximum of two terms, with each term spanning four years. This protocol ensures a regular turnover of parent Councillors, fostering the infusion of fresh perspectives and innovative ideas into the SCC.
- ii. In the event of a vacancy for a parent Councillors, the School Community Council (SCC) will notify all parents. Interested parties can submit applications, following which suitable candidates will be shortlisted based on their skills. Subsequently, an interview process will be conducted by the SCC to select the most appropriate candidate.
- iii. When there is a need to fill a parent Councillor vacancy, the SCC is obligated to take reasonable steps to inform every known parent of a registered pupil at the school about the vacancy and the necessity of filling it through appointment.

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- iv. If the number of parent appointments falls short of the available vacancies, the SCC or Trustees reserve the right to appoint a person who is a parent of a registered pupil at the school. Alternatively, if such an appointment is not feasible, the SCC or Trustees may appoint a parent of a registered pupil from another school under the Trust's purview, or opt to appoint a board Councillor directly.

7. Term of office

- i. The term of office for any Councillors shall be four years, with the exception of the Headteacher of the school, who shall serve as a Councillor until ceasing to work at the school.
- ii. Provided they remain eligible, any individual may be re-appointed or re-elected to the School Community Council (SCC) for a subsequent term.
- iii. Resignation and Removal
A person serving on the SCC shall cease to hold office if:
 - a. They resign by submitting written notice to the SCC Clerk (Governance Professional).
 - b. The Headteacher ceases to work at the school.
 - c. The Trustees terminate the appointment of a Councillor whose presence or conduct is deemed by the Trustees, at their sole discretion, to be contrary to the best interests of the Trust or school.
- iv. For clarification, a parent Councillor's tenure at the school shall not automatically end solely because their child ceases to be a pupil at the school.

8. Disqualification of Councillors of the SCC

- i. A person shall be disqualified from serving on the SCC if they are ineligible to serve as a Trustee in accordance with the Articles.
- ii. No individual shall qualify to serve on the School Community Council unless they are at least 18 years old at the time of their election or appointment. Current pupils of any of the academies shall not be eligible to serve on the SCC.
- iii. A member of the School Community Council shall cease to hold office if they become incapacitated due to illness or injury, rendering them unable to manage or administer their own affairs.
- iv. A member of the School Community Council shall cease to hold office if they are absent from all SCC meetings within a six-month period without permission from the Chair, and the SCC resolves to vacate their position.
- v. Disqualification from serving on the SCC shall occur if the individual has been declared bankrupt and their estate has not been discharged, annulled, or reduced, or if they are subject to a bankruptcy restrictions order or an interim order.

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- vi. Disqualification from serving on the SCC shall occur if the individual is subject to a disqualification order or undertaking under the Company Director Disqualification Act or an order under section 429(2)(b) of the Insolvency Act 1986.
- vii. A member of the School Community Council shall cease to hold office if they would cease to be a Trustee under the Companies Act 2011 or if they are disqualified from acting as a trustee under section 178 of the Charities Act 1993.
- viii. Disqualification from serving on the SCC shall occur if the individual has been removed from the office of charity trustee or trustee for a charity by an order made by the Charity Commission or the High Court due to misconduct or mismanagement.
- ix. A member of the School Community Council shall be disqualified from holding or continuing to hold office if they have been convicted of a Serious Criminal Offence.
- x. Disqualification from serving on the SCC shall occur if the individual has not provided the Chair of the SCC/Trustee Board with a criminal records certificate at an enhanced disclosure level under section 113B of the Police Act 1997, or if the certificate discloses information deemed unsuitable for the role by the Chair of the SCC/Trust Board. Any dispute regarding disqualification shall be referred to the Trust Board for resolution, and their decision shall be final.
- xi. Disqualification from serving on the SCC shall occur if the individual is included in the list maintained by the Secretary of State under section 1 of the Protection of Children Act 1999, disqualified from working with children under Section 35 of the Criminal Justice and Court Services Act 2000, or barred from regulated activity relating to children under the Safeguarding Vulnerable Groups Act 2006.
- xii. A member shall be disqualified from holding or continuing to hold office as a Councillor if they refuse to consent to any required check by the Trust Board under the provisions of the Funding Agreement or the Education (Independent Schools Standards) Regulations 2014, or if found unsuitable by the Trust Board under the provisions of the Funding Agreement or the Education (Independent Schools Standards) Regulations 2014.
- xiii. If, due to this Scheme of Delegation, an individual becomes disqualified from serving on the School Community Council and was or was proposed to serve, they shall cease upon becoming so.

9. Appointment and removal of the Chair and Vice Chair

- i. At the commencement of each school year, the School Community Council (SCC) shall convene to appoint a Chair and a Vice-Chair from among their Councillors. These appointments will remain in effect until a successor is designated or a vacancy arises. Individuals employed by the Trust, whether at the school or not, and those already serving as Trustees at the time of election, shall not be eligible for election as Chair or Vice-Chair. Should the SCC fail to appoint a Chair or Vice-Chair for any reason, the

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Trustees shall nominate one of their Trustees to fill the vacancy at their subsequent meeting. The appointment of the Chair and Vice-Chair may be revoked by the Trustees at any time. The Clerk (Governance Professional) will oversee the segment of the meeting pertaining to the appointment of the Chair.

- ii. The term of office for the Chair and Vice-Chair shall be one year. Subject to meeting the criteria for Councillorship, any Community Councillors may be re-appointed as Chair or Vice-Chair of the SCC.
- iii. The Chair and Vice-Chair hold the prerogative to resign from their positions at any time by providing written notice to the Clerk and Trustees. Additionally, the Chair or Vice-Chair shall cease to hold office if:
 - a. They cease to serve on the SCC
 - b. They become employed by the Trust, whether at the school or elsewhere
 - c. In the instance of the Vice-Chair, they are appointed to fill a vacancy in the position of Chair
 - d. Following an annual review by Trustees where the Chair or Vice-Chair are deemed to be underperforming
- iv. In the absence of the Chair from any meeting, or in the event of a vacancy in the Chair's position, the Vice-Chair shall assume the role of chair for the duration of the meeting. Should the Vice-Chair also be absent, or if a vacancy exists in the Vice-Chair's position, the Councillors of the SCC shall elect one of their Councillors to act as chair for the meeting.

10. Committees

- i. Subcommittees of the School Community Council may only be established through a written proposal submitted to the Chair of the Trust, who maintains the authority to approve them.

11. Proceedings of the School Community Council Meetings

- i. The School Community Council (SCC) shall convene six times per year, consisting of four Community Board meetings focusing on school-related matters and two training events. Additionally, they may hold additional meetings as deemed necessary.
- ii. The Clerk to the SCC shall arrange the meetings, providing Councillors with written notice and a copy of the agenda at least seven days in advance. In cases requiring urgent consideration, the Chair or, in their absence, the Vice-Chair, may waive the seven-day notice requirement and provide an alternative notice as they deem appropriate.
- iii. Any community Councillors may participate in meetings via telephone or video conference, provided they give reasonable notice to the SCC Clerk and have access to the necessary equipment.
- iv. The validity of meeting convening and proceedings shall not be affected by any individual not receiving written notice or an agenda copy, or by any defects in the election, appointment, or nomination of SCC Councillors.

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12. Quorum

- i. The quorum for a meeting of the SCC, and any vote on any matter at such a meeting, shall be any three of the Councillors of the SCC.

13. Voting

- i. Every decision at an SCC meeting shall be determined by a majority vote of the Councillors present and eligible to vote on the matter. Each Councillors possesses one vote. In the event of a tie, the Chair of the meeting shall exercise a casting vote. Proxy voting by Councillors is not permitted.
- ii. Any community Councillors who is also a Trust employee must recuse themselves from discussions related to their remuneration, terms of employment, promotion, conduct, suspension, dismissal, or retirement during SCC meetings.
- iii. A resolution signed by all community Councillors holds the same validity and effectiveness as if it were passed at a duly convened and held meeting. Such a resolution may consist of multiple documents, each signed by one or more community Councillors.

14. Conflicts of Interest

- i. Councillors of the SCC are bound by the conflicts of interest as set out in the code of conduct.

15. Minutes of meetings

- i. During each SCC meeting, the minutes of the preceding meeting shall be addressed immediately following any apologies. If deemed accurate by consensus, they shall be ratified and signed as a true record.
- ii. The SCC Clerk is responsible for ensuring that the agenda for each CouncilLlors meeting, draft minutes (once approved by the Chair), signed minutes of all meetings, and any relevant reports or documents are promptly made available to the Trust's Company Secretary. This should occur as soon as practicable after each meeting.
- iii. The minutes must comprehensively document:
 - All officer appointments made by either the Trustees or the SCC.
 - All proceedings during SCC meetings and committee sessions, including a roster of attendees for each session.

16. Clerk (Governance Professional)

- i. The trust will appoint a clerk (referred to as the 'Clerk' or 'Governance Professional', who must not hold the position of Headteacher, and reserves the right to terminate the Clerk's appointment at any time.
- ii. In the event of the Clerk's absence from a School Community Council (SCC) meeting, the SCC may designate any one of the Councillors to serve as Clerk for that meeting.

The Clerk's responsibilities include:

- Scheduling SCC meetings
- Attending SCC meetings and overseeing the preparation of meeting minutes
- Fulfilling any additional duties as assigned by the SCC

17. Delegated powers

General principles

- i. In exercising their delegated powers and functions, the Councillors of the SCC shall:
 - a. Ensure that the school operates in alignment with the Trust's objectives, the terms of any land trust governing school premises, agreements with the Secretary of State for school funding, and these terms of reference.
 - b. Promptly implement and adhere to any policies or procedures communicated by the Trustees.
 - c. Regularly review their own policies and practices, considering any recommendations from the Trustees.
 - d. Collaborate closely with the Trustees, acting with integrity, objectivity, and honesty in the best interests of the Trust and the school.
 - e. Be transparent about decisions and be ready to justify them.
 - f. Maintain confidentiality regarding all sensitive information obtained concerning the school and the Trust.
- ii. Each Councillor is obligated to engage in regular self-assessment and is accountable for addressing their own training and development needs. It is incumbent upon Councillors to identify and raise concerns if they perceive a deficiency in appropriate training and development opportunities.
- iii. Councillors are expected to report to the Trust using Key Performance Indicators
 - a. Standards
 - b. SEND
 - c. Safeguarding
 - d. Stakeholder engagement

18. Levels of Delegation

- i. Appendix 1 shows the scheme of delegation matrix to these Terms of Reference, which delineates the powers retained by the Trust, and the powers delegated from the Trustees to the SCC. It is clarified that any power not explicitly delegated to the SCC will be considered retained by the Trust, regardless of its mention in Appendix 1.
- ii. The Appendix may be subject to review by the Trustees at any time, but must undergo annual review. The Trustees reserve the right to modify or revoke any delegation at their discretion, considering the perspectives of the SCC.

Delegation to Headteacher of the Academy

- i. Within the framework of the SCC's responsibilities and the Trust's policies:
 - a. The Headteacher is accountable to the Trust and SCC for implementing established policies and procedures, including statutory regulations.
 - b. They provide guidance on strategic direction, future planning, and quality assurance.

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- c. They oversee the leadership and management of the school.
- d. They advise the SCC on pupil admissions.
- e. They manage the delegated budget and resources approved by the Trust, as well as the appointment of all other staff.
- f. They maintain discipline among students, including the authority to suspend or exclude them, within the established framework.
- g. They undertake any additional duties outlined in their job description or employment contract.
- h. They uphold the Headteacher Standards (Appendix 2).

Appendix 1- Scheme of Delegation Matrix

Under each function the role of each level of governance is identified using the key:

T = Trustees E = Executive SCC = School Community Council HT = Headteacher

Responsible

Those responsible for the task, who ensure that it is done.

Accountable

Those ultimately answerable for the correct and thorough completion of the deliverable or task, and who delegate the work to those responsible.

Support

Those who provide support to those responsible.

Consulted

Those whose opinions are sought, and with whom there is two-way communication.

Informed

Those who are kept up to date on progress and key information.

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Governance

Members		M	T	E	SCC	HT
A	Review the quality of the Trust's work providing challenge	A	S	I	I	I
B	Appoint (and remove) the Members Board	A	S	I	I	I
C	Receive the Trust accounts and practice	A	S	S	I	I
D	Hold a full Members Annual AGM	A	S	I	I	S
E	Approve the appointment of Members	A	S	R	I	C
F	Actively seek board members	A	S	S	I	S
H	Appoint external auditors	A	S	S	I	I

Trustees		T	E	SCC	HT
A	Create and update governance documentation	A/R	C	I	I
B	Appoint (and remove) the Chair of the Trustees	A/R	I	I	I
C	Appoint and dismiss the Clerk to the SCC	A/R	S	I	I
D	Hold a full Trustee meeting at least 5 times per academic year	A/R	I	I	S
E	Approve the appointment of Trustees	C	I	I	I
F	Actively recruit Trustees	A/R	S	I	S
G	Remove Trustees other than the Chair	A/R	S	I	I
H	Determine Trustee development needs and put in place an appropriate programme	A	R	I	S
I	Produce and update statutory and best practice Trust-wide policies	A	R	C	C
J	Implement Trust-wide policies	A	R	I	R
K	Produce and update policies particular to the Trust	A	R	C	R
M	Develop and monitor risk management strategies	A	S	S	R

M = Member	T = Trustees	E = Executive (CEO/CFO/COO)	SCC = School Community Council	HT = Headteacher
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Responsible	Accountable	Support	Consulted	Informed
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School Community Council		T	E	SCC	HT
A	Create and update governance documentation	A	R	I	I
B	Appoint (and remove) the Chair of the SCC	A	R	I	I
C	Appoint and dismiss the Clerk to the SCC	A	S	R	I
D	Hold a full SCC meeting at least three times per academic year	A	I	R	S
E	Approve the appointment of the Community Councillors of the SCC	A	R	C	C
F	Actively seek SCC Councillors	A	S	R	S
G	Remove Councillors from the SCC other than the Chair	A	S	R	C
H	Determine SCC Councillors' development needs and put in place an appropriate program	A	S	R	S
I	Produce and update statutory and best practice, Trust-wide policies	A	R	C	C
J	Implement Trust-wide policies	A	S	I	R
K	Produce and update policies particular to the school	A	S	C	R
L	Appoint internal and external auditors	A*	S	I	I
M	Develop risk management and monitor strategies	A	R	S	R

Trustees, Executive Team, School Community Council and Headteachers

Strategy and Quality (Services)		T	E	SCC	HT
1	Determine the scope of central services to be delivered by Scholars to schools	A	R	I	I
2	Identify additional services to be procured on behalf of schools	A	R	I	C
3	Ensure centrally delivered and procured services provide value for money	A	R	I	C

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Responsible		Accountable	Support	Consulted	Informed			
School Improvement: Education (Development and Operations)					T	E	SCC	HT
4	Set the timing of the school day and the dates of school terms and holidays	A	C	C	R			
5	Consider requests from other schools to join Scholars Academy Trust	A	R	I	I			
6	Consult before setting/amending an admissions policy	A	S	C	R			
7	Admissions application decisions	A	S	S	R			
8	If appropriate, appeal against LA directions to admit pupil(s)	A	S	C	R			
9	Publish proposals to change category of school	A	R	C	S			
10	Prepare and publish the school prospectus	A	S	I	R			
11	Ensure school website is fully compliant	A	S	I	R			

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Responsible		Accountable	Support	Consulted	Informed			
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School Improvement: Education (Development and Operations)					T	E	SCC	HT
12	Propose targets for pupil achievement	A	S	C	R			
13	Approve targets for pupil achievement	A	R	I	C			
14	Establish and update the Trust behaviour policy	A	R	I	C			
15	Establish the school behaviour policy	A	S	C	R			
16	Review school-level exclusions data and uphold or overturn permanent exclusions	A	R	C	S			
17	Direct reinstatement of excluded pupils	A	R	C	I			
18	Produce the School Development Plan	A	S	C	R			
19	Approve the School Development Plan	A	R	I	S			
20	Compile post-inspection action plans and RAPs (raising attainment plans)	A	S	I	R			
21	Develop and update the Trust's safeguarding policy	A	R	I	I			
22	Implement the Trust's safeguarding policy	A	R	S	R			

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23	Put in place and monitor any additional educational support services	A	S	I	R
24	Maintain accurate, effective and secure pupil records	A	S	I	R
25	Set monitoring and evaluation cycle	A	R	I	C
26	Comply with all Data Protection legislation and good practice	A	R	R	R
27	Collate data for pupil assessment and other returns	A	S	I	R
28	Develop a school curriculum policy	A	S	C	R
29	Develop and implement Trust's curriculum vision and strategy	A	R	I	R
30	Implement a school curriculum policy	A	C	S	R
31	Prohibit radicalisation, and promote equality, diversity and tolerance and ensure the balanced treatment of political issues	A	R	S	R
32	Ensure provision of RE in line with statutory requirements	A	S	S	R
33	Ensure that all pupils take part in a daily act of collective worship	A	S	S	R
34	Discharge duties in respect of pupils with special educational needs and disabilities	A	S	S	R
35	Ensure high-quality educational experiences and outcomes	A	R	I	R
36	Ensure provision of free school meals to those pupils meeting the criteria	A	I	S	R
37	Determine and evaluate use of Pupil Premium funding and Sports Funding	A	S	C	R
38	Develop and implement a compliant relationship and sex education policy at school level	A	I	C	R

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Responsible	Accountable	Support	Consulted	Informed
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Human Resources		T	E	SCC	HT
39	Draft and update all employee contracts and HR policies	A	R	I	C
40	Appoint a Headteacher	S	R	C	I
41	Dismiss or suspend a Headteacher	A	R	I	I
42	Appoint the Deputy and other leadership members	A	S	C	R
43	Dismiss or suspend the Deputy and other leadership members	A	C	C	R

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44	Appoint, dismiss or suspend all other school staff	A	S	S	R
45	Ensure that an approved appraisal policy is in place	A	R	I	C
46	Conduct the appraisal of the Headteacher	A	R	S	C
47	Recommend a pay award for Headteachers	A	R	I	I
48	Conduct the appraisal of all school staff	A	C	I	R
49	Hold an annual pay committee meeting to approve school staff pay awards (excluding Headteachers)	A	R	C	S
50	Formulate Staff Handbook	A	R	C	C
51	Determine staff complement within agreed budget	A	C	C	R
52	Determine settlement payment/early retirement of Headteacher	A	R	C	I
53	Determine dismissal payment/early retirement of all other staff within the delegated responsibilities of the Scheme of Delegation	A	S	I	R
54	Monitor and support the wellbeing of all staff, including through staff surveys	A	R	I	R

Estates and Technology: Estates		T	E	SCC	HT
55	Institute a health and safety policy	A	R	I	S
56	Place insurance for buildings, contents and other liabilities	A	R	I	C
57	Develop school buildings and facilities, estate long-term strategy or master plan	A	R	C	S
58	Produce and maintain buildings, including developing properly funded maintenance plan	A	S	I	R
59	Ensure that health and safety regulations are followed	A	S	S	R
60	Premises management and security	A	S	I	R

Estates and Technology: Technology		T	E	SCC	HT
61	Produce and update the Trust IT strategy, setting minimum requirements for digital systems including security and back up	A	R	I	C
62	Formulate the school IT strategy within the framework set by the Trust IT strategy	A	S	I	R

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Finance		T	E	SCC	HT
63	Develop and propose the individual school budget	A	S	C	R
64	Approve the formal budget plan each financial year and submit to the ESFA	A	R	I	C
65	Plan, manage and monitor monthly expenditure and financial reports, and identify actual or potential items of budget overspend/underspend	A	S	I	R
66	Approve any variations to budget and/or likely budget overspends within Scholars	A	R	I	C
67	Establish financial decision levels and limits	A	R	I	I
68	Establish a charging and remissions policy for the school	A	R	I	I
69	Produce and update the Scholars Financial Handbook	A	R	I	C
70	Abide by the financial limits and authorisation levels set within the Scholars Financial Handbook	A	R	I	R
71	Monitor compliance with approved financial procedures	A	R	I	R
72	Decide how to apply Pupil Premium	A	C	C	R

* Trustees are accountable and responsible in this instance

Community Engagement		T	E	SCC	HT
73	Liaise with PTA or other Parent fundraising groups	I	S	S	R
74	Promote effective communication with external stakeholders, including local businesses	A	I	S	R
75	Ensure parental support, undertaking annual pupil and parent satisfaction surveys	A	S	S	R
76	Positively Promote the school's profile	A	I	S	R
77	Build relationships with external organisations that can add value to the school	A	R	R	R

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Governance meeting schedules

School Community Council

Term	Date	Meeting
Autumn 1	September	Academic performance data, SEF/SDP priorities, Head's report
Autumn 2	November	Pupil Premium, performance management and SDP priorities
Spring 1	January	Data and SDP priorities, Head's report
Spring 2	March	Councillor training
Summer 1	May	Academic performance data, SDP priorities, Head's report
Summer 2	June	Annual School Review presentation and Councillor training

Trustee/Members Meetings

Term / Date	Board / Committee	Focus <i>(See Annual Agenda Items and Tasks for full details)</i>
Autumn 1		
October	Trustee Board	Safeguarding policy / Website compliance / Review end of year statutory data / Review Annual Attendance
September	Audit and Risk	Annual audit report / Audit management points
September	Finance	Pay Policy / Review capital spend / Contracts overview / H&S update / HR / Bids update / Benchmarking - supplies and services / Land building return / Good estate management (GEM) tasks / Census update
Autumn 2		
December	Trustee Board	Review skills audit for Trustees / Approve annual accounts / Review Data Dashboard
November	Pay Committee	Review performance and pay of staff
Spring 1		
January	AGM	Report to Members
February	Audit and Risk	Internal scrutiny / Risk registers update
February	Finance	SRM return / Planning for next academic year / Leases / Census update / Benchmarking – premises / IT management and spend
Spring 2		
March	Trustee Board	Review equality policy / GDPR report / SRM signed off
Summer 1		
May	Trustee Board	Budget approval for following year / Skills audit / Standards review
Summer 2		
June	Trustee Board	Complete governance review for trust and LGBs / Review against KPIs / Review KPIs for the following year
June	Audit and Risk	Statutory audit plans / timetables / Risk register / Academy accounts direction
June	Finance	Budget plans for following year / Staffing / Review changes in Academy Trust Handbook / Benchmarking - staff costs / Census

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		update / Recap capital spend / Review IT spend / Update of central contracts / Potential bids for following year
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Scholars Connect

At Scholars Academy Trust, ‘voice’ is one of our core values. As part of our commitment to upholding this value, we conduct three online termly meetings that facilitate connections among School Community Councillors, Trustees, and the Executive Team. All tiers of governance are entitled to attend these meetings. The primary purpose of these gatherings is to provide updates on the progress against the Trust Development Plan, inform about any changes, Scholars' updates, and offer informational briefings from our Head of Governance to support Councillors in their roles.

Term/ Date	Board / Committee
Autumn 1	
October	Scholars Connect
Spring 1	
February	Scholars Connect
Summer 1	
May/June	Scholars Connect

Appendix 2 - Headteachers' standards

1. School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils

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- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties