

Brook Learning Trust

Scheme of Delegation

2017-18



Version 1.3

Complying with the Academies Financial Handbook & Financial Regulations

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Version	Date	Amended by	Authorised by	Purpose
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1.5	23/02/18	Alie Bird	As above	For information

1 Rationale

The underlying principles for this scheme of delegation are that:

- A. The Brook Learning Trust is comprised of three secondary academies. All of these institutions are united under a common vision, a single Board and a single Scheme of Delegation.
- B. All governance runs from the BLT Trust Board. The Board of Trustees has responsibilities under Charity Law as Trustees, and under Company Law as Directors. The actions of Trustees are also governed by the Master Funding Agreement between the Trust and the DfE and by the Articles of Association. In addition, there is a Supplemental Funding Agreement for each academy within the Trust.
- C. The Object of the Company, enshrined in its Articles of Association, is specifically restricted to the following:
... 'to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing schools (such schools being the academies) offering a broad and balanced curriculum'.
- D. BLT will ensure that it is compliant with all statutory obligations as prescribed by the DfE, EFA and The Charity Commission.
- E. As the employer, BLT is committed to ensure that it operates within UK employment legislation and recognises the relevant Unions where appropriate.
- F. The BLT Scheme of Delegation provides a framework wherein each of those involved in the governance and leadership of the academies are able to identify and fulfil their role.
- G. Each establishment within the Brook Learning Trust retains its own unique identity and responds to its local context whilst sharing in the common ambition and values of the Trust.

2 General Information

2.1 BLT Ambition Statement

A multi academy trust bound by its articles of association to:

“Advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing, by establishing, maintaining, carrying on, managing and developing schools offering a broad and balanced curriculum”¹

The Brook Learning Trust holds an **aspiration** for 2021 to become one of the pre-eminent MATs in the South East region for educational outcomes for our children. To be regarded as leading the sector achieving sustainable growth and providing exceptional core services whilst retaining our unique purpose.

2.2 BLT Purpose and Values

The **purpose** of the Brook Learning Trust is to challenge and defy the barriers that constrain the educational progress of our children, setting high aims for academy aspiration and providing the framework within which to achieve academy goals. Our purpose is to secure collective responsibility for all our children’s achievement, demanding that challenge and change are embraced and lead to academy improvement. We invest in all our staff; we are proud of our profession, we grow our own talent, we retain, attract and empower great people. We have a principled and measured approach to collaboration and growth that is rooted in the greater good for the young people we serve. Membership of our network provides the security and confidence that liberates opportunity and innovation. We provide a network of high quality service, support and opportunity for each individual academy, responding to the unique profile and community of each one, and recognising that each has an important role to play in the growth and success of the Trust.

Underpinning both our purpose and aspiration are a set of **values** by which we are defined.

Integrity and respect - Moral strength, probity, regard for others and strong and enduring relationships underpin our work

Courage and optimism - We lead with a sense of possibility; to expand educational opportunity in ways that are life-changing for our children and to innovate in ways that are right for our organisation

Excellence and accountability - Unwavering in our bold aspiration, high expectation and quality of service; we learn and improve

¹ DfE Academy Articles of Association Model 1 February 2016

2.3 Context for the operation of our Academies

The academies working within BLT are empowered to reflect and respond to the unique context of their immediate locale. Each of the academies is a non-selective wide ability secondary school operating within a county which continues to offer academic selection via the Kent Test for students at the age of 11. The academies are united in their desire to provide a world class education which enables young people to develop a wide knowledge base, transferable skills and the confidence and resilience to capitalise on both. Each academy has the autonomy to set its vision, pedagogical philosophy as well as making decisions relating to curriculum offer, staffing structure and academy policies.

Membership of BLT affords the Academy Principals opportunities for networking, collaborative planning and critical evaluation. The central service provision frees the academies from administrative tasks associated with both finance and HR. The education service provides opportunities for addressing the improvement priorities which need to be addressed both within each academy and across the Trust.

Each of the academies, and the Trust as a whole, puts the students they serve at the heart of the decisions they make.

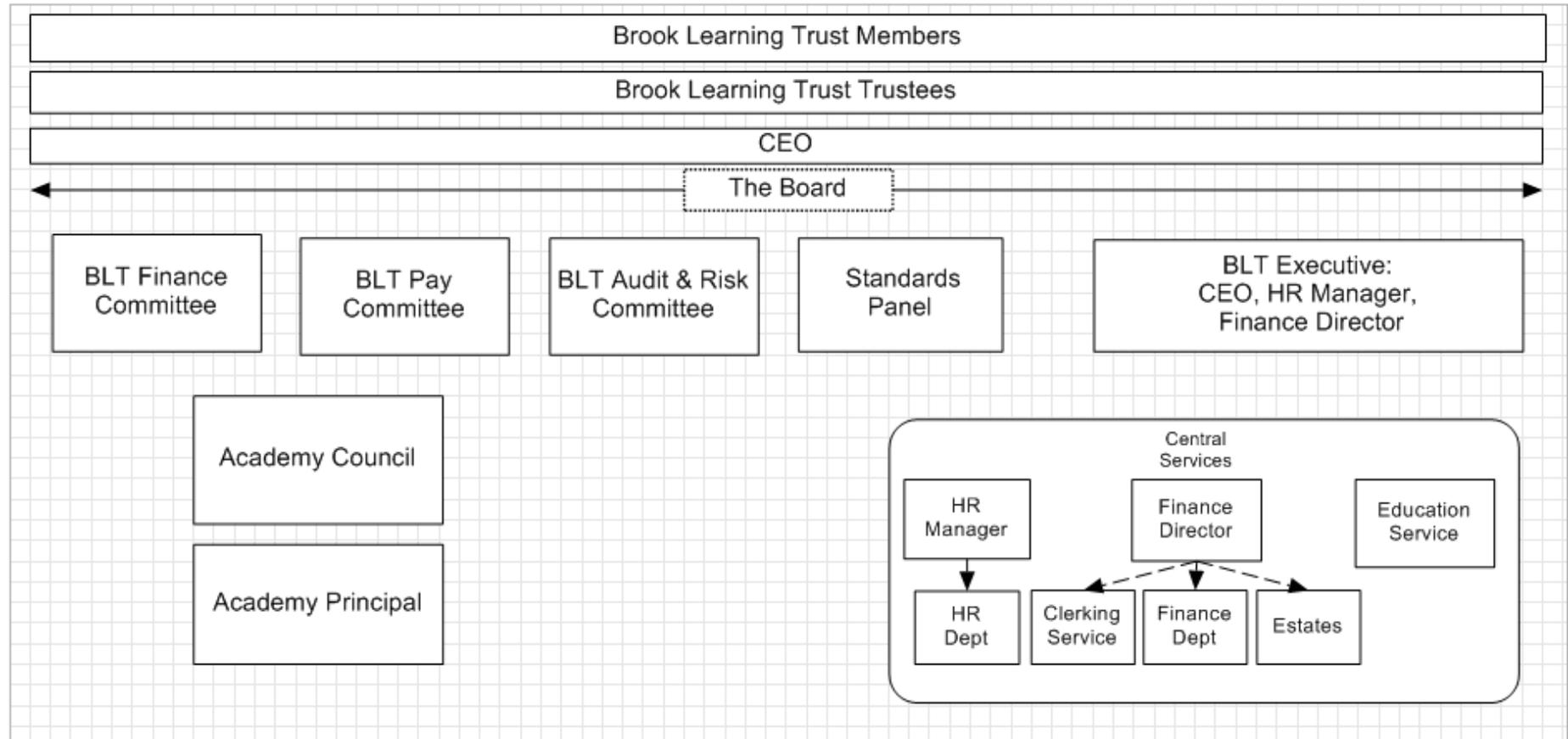
2.4 Principles underlying the operation of governance

Those in a position of authority within the governance structure set out in this document need to operate with an understanding that:

- The Brook Learning Trust Board holds ultimate accountability for the performance of the Trust as a whole
- The Brook Learning Trust Board may delegate authority for some levels of decision making to other groups of people and individuals within the Trust according to the Scheme of Delegation
- Positions at Board, committee, panel and council level will be filled by those with the necessary knowledge, experience and skillset whose values are aligned to those of the Trust as a whole and who are committed to self-development
- All those elected or appointed to the Board, committees, panels or councils should fulfil their duties in accordance with the seven principles of public life (the Nolan principles); selflessness, integrity, objectivity, accountability, openness, honesty and leadership
- All those elected or appointed to the Board, committees, panels or councils should be mindful of their responsibilities under equality legislation, recognising and encouraging diversity and inclusion
- There is a need for all those engaged in governance to strive for improvement and act with ambition and energy on behalf of the stakeholders of the Trust
- The role of governance requires challenge to the status quo and a willingness to work as a critical friend to support and challenge leaders within the academies and across the Trust.

2.5 Brook Learning Trust Governance Structure

The diagram below shows how the model of governance operates across Brook Learning Trust



See related Communications Illustration at appendix 1

2.6 Brook Learning Trust Members and Trustees

The Members and Trustees of Brook Learning Trust are volunteers from various backgrounds including Education, Finance and Legal

Name	Role	Background and terms of office	
John Boyd	Member	Daycentre Officer (retired)	Member since 07/09/2010
Ian Daker	Member	Property Management Consultant (retired)	Member since 07/09/2010
Keith Elves	Member	Group Engineer Manager (retired)	Member since 07/09/2010
Bruce Walsh	Member	Accountant	Member since 16/10/2017

Name	Role	Background and terms of office	
Ian Daker	Trustee & Chair of Trust Board	Property Management Consultant (retired)	07/09/2010 – 06/09/2018
Carol Morris	Trustee / CEO	Ex officio	
Martin Garner	Trustee	Bank Manager (retired)	25/10/2012 – 24/10/2020
Linda Garratt	Trustee	IT Network Technician	14/05/2012 – 13/05/2020
Myles McIntosh	Trustee	Solicitor	30/03/2017 – 29/03/2021
Bruce Walsh	Trustee	Accountant	16/12/2015 – 15/12/2019
Natalina Bertoli	Trustee	Acquisitions & Mergers Consultant	19/12/2017 – 18/12/2021

The Board meets five times a year. The Chair of the Trust Board is elected annually. Trustees will also sit on committees and panels.

2.7 Composition of layers of Governance

The table below identifies the membership of the committees and panels operating in the Brook Learning Trust Scheme of Delegation.

	Finance Committee X5 meetings per year	Audit & Risk Committee X3 meetings per year	Pay Committee X2 meetings per year	Standards Panel X4 meetings per year
Constitution	X2 Trustees X3 Academy Councillors (AC) CEO FD in attendance	X2 Trustees X3 Academy Councillors (AC) CEO FD	X1 Chair of Trust Board X2 Trustees CEO in attendance FD in attendance	X2 Trustees Chair of each Academy Council* CEO Principal of each Academy
Committee / Panel Chair	Martin Garner (trustee)	Jeanette Batten (AC)	Ian Daker (chair of board)	Linda Garratt (trustee)
Committee / Panel Member	Carol Morris (CEO)	Carol Morris (CEO)	Carol Morris (CEO)	Carol Morris (CEO)
Committee / Panel Member	Martin Garner (trustee)	Myles McIntosh (trustee)	Myles McIntosh (trustee)	Ian Daker (chair of board)
Committee / Panel Member	Bruce Walsh (trustee)	Natalina Bertoli (trustee)	Martin Garner (trustee)	Linda Garratt (trustee)
	The High Weald Academy	The High Weald Academy		The High Weald Academy
Committee / Panel Member	Matthew Field-Lucas (AC)	Jeanette Batten (AC)		Robert Gordon (chair of AC)
Committee / Panel Member				Caroline Longhurst (co-Principal)
Committee / Panel Member				Nicola Taylor (co-Principal)
	The Ebbsfleet Academy	The Ebbsfleet Academy		The Ebbsfleet Academy
Committee / Panel Member	Vacancy (AC)	Kyle Stealey (AC)		Kyle Stealey (chair of AC)
Committee / Panel Member				Alison Colwell (Principal)
	The Hayesbrook School	The Hayesbrook School		The Hayesbrook School
Committee / Panel Member	Andrew Childs (AC)	Kieran McDaid (AC)		Andrew Childs (chair of AC)
Committee / Panel Member				Daniel Hatley (Principal)

Should the growth of the Trust be such that there were more academies than the number of places shown above then elections would take place across the academies ensuring that no more than one person from each academy council was represented on any one committee / panel.

*Other Academy Council members may be invited to attend if their skill set is applicable.

The table below identifies the membership of the Academy Councils operating in the Brook Learning Trust Scheme of Delegation

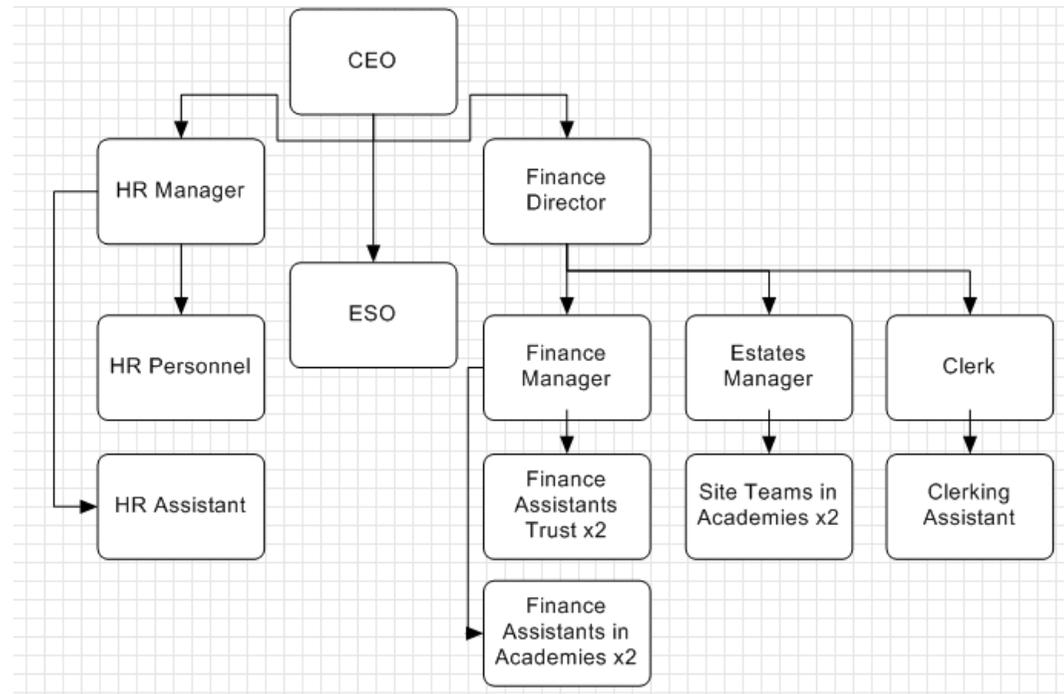
	The Hayesbrook School		The Ebbsfleet Academy		High Weald Academy	
Academy Principal/s	Daniel Hatley	Until end of employment	Alison Colwell	Until end of employment	Caroline Longhurst & Nicola Taylor	Until end of employment
Chair of Academy Council Additional Trust Level roles: Attends Standards Panel for academy x4 Monitoring the AIP Impact	Andrew Childs (P)	To 24/11/18	Kyle Stealey	To 05/02/21	Robert Gordon	To 31/08/19
Vice Chair of Academy Council: May attend Standards Panel for academy x4 at AC Chair's request Monitoring the AIP Impact	Kieran McDaid	To 02/03/17	Ian Daker	To 31/08/21	Jeanette Batten (P)	To 30/09/19
Councillor – Health and Safety	David Athey (P)	To 07/12/19	Penny Marsh	To 15/12/21	Matthew Field-Lucas	To 05/07/21
Councillor – Safeguarding	Vicky Widdicombe (P)	To 17/03/19	Caitlin Page	To 07/12/20	Vicki McLaren (P)	To 12/12/21
Councillor– PP and SEN	David Athey (P)	To 07/12/19	Ian Daker	To 31/08/21	Julia McGinley (P)	To 31/01/22
Councillor - Community Advocate	Vacancy		Penny Marsh	To 15/12/17	Gordon Gove	To 12/12/21
Councillor - Parent Advocate	Linda Garratt	To 18/03/20	Sarah Smith	To 13/12/21	Vicki McLaren (P)	To 12/12/21
Councillor - Student Advocate	Frances Concannon (P)	To 31/08/18	Peter Swaffield	To 31/03/19	Vacancy	
Councillor – Staff Advocate	Chris Waight	To 31/08/18	Nerissa Day	To 31/08/21	Vacancy	

A minimum of two councillors will be parents of young people of school age. They need not have a child attending the academy at which they are a Councillor. Those who are parents of young people of school age are indicated in the table above by (P) after their name.

Formal council meetings will take place 3 times per year. 2 training meetings will also generally be held. In addition to the meetings, academy councillors will make visits to the academy during the working day and engage in monitoring and stakeholder consultation activities. Attendance will also be required on a more ad hoc basis to support exclusion and disciplinary meetings at any of the academies forming the Trust.

2.8 Brook Learning Trust Central Services Executive

The Trust Central Services Executive is comprised of the CEO, the Finance Director and the HR Manager. This group meet weekly to discuss the business of Trust and the support being provided to each of the academies. The service provided by the Executive and their directorates is set out annually in the partnership contribution. The central services provision is funded through the top slice taken from the academies allocated funding and operates to increase efficiencies across the Trust. The structure of the central services executive and their directorates is shown below.



In the summer term of each year the Executive Team will conduct a self-assessment of the Trust's governance make up and performance with a view to setting new objectives for the forthcoming academic year. The BLT Strategic Plan is concerned with the future aims and objectives of the Trust and how they are to be achieved; that includes matching the Trust's objectives and targets to the resources expected to be available. The BLT Strategic Plan covers the wider objectives of the Trust and future direction of travel. The form and content of the business plan are matters for the Executive Team to decide but due regard should be given to the matters included within guidance to Academies issued by the DfE. The objectives of the plan will reflect the resources available to the Trust from its academy top slice and any other funds available through other sources. For each objective the lead responsible for ensuring progress is made towards the objective will be assigned to an individual member of the Executive Team. Performance will be monitored throughout the year at meetings of the Executive Team. The Executive Team will report to the Board of Trustees if there is a significant divergence from the agreed plan and will recommend an appropriate course of action.

2.9 Governance Competency Framework



3 Education Standards Governance

3.1 The role of the Standards Panel and Academy Councils and their Terms of Reference

The quality of experience and degree of progress and attainment achieved by the young people in our establishments is the paramount concern of all involved in the work of Brook Learning Trust. As such, the mechanisms for initiating both challenge and support need to be robust, reliable, and equitable and place the young people at the heart of the decisions which are made.

The **Standards Panels** exist to hold the leadership of each academy to account for the performance of the young people it serves. They are populated by individuals with a clear understanding of the education landscape and who are highly competent in the analysis of the different forms of data which are used to assess the academic and pastoral performance of an academy. The Standards Panel also retains oversight over both the Academy Self-Evaluation and Improvement Plan, monitoring the progress of the academy in fulfilling their key priorities and meeting their key performance indicators.

Membership of the Standards Panel is comprised of those operating at Trust Board, Executive and Academy Council level to ensure there is transparency around the academy performance at all levels of governance. The timing of the four meetings is set to coincide with the analysis of the summer examinations and revisions to the Improvement Plan with the first scheduled for the end of September. The second meeting takes place in Early January and enables discussion relating to completed progress checks and mock examinations. The third meeting in April and fourth in June also enable the analysis of performance data as well as an opportunity to initiate and revise strategic planning for the following academic year.

The **Academy Councils** exist to support the work of both the Trust and an individual academy. For governance to be effective, the individuals working with the academies need to fulfil their duties, understand the impact of effective governance on the quality of education and on outcomes for all children and young people. Academy Councils are not a replacement for traditional local governing bodies. The Academy Council performs a different and specific role in the governance of the academies. Those participating in the Academy Council level of governance should be committed to the development and improvement of an academy operating in their local community. They should have the time, skills set and desire to commit to attending meetings, visiting the academy and feeding into the strategic oversight of the work of the academy and its young people. There are aspects of monitoring, adjudicating and representing in an Academy Council role.

The Standards Panel is informed by reports from both the Academy Principal and the Chair of the Academy Council. The work and outcomes of the Standards Panel are reported to the Trust Board via a report from the Chair of the Panel. There is also communication from the Trust to the Academy Councils via updates from the Board meetings appearing on the Academy Council agendas.

Those involved in governance should be: *Taken from the DfE Publication *A Competency Framework for Governance* January 2017

Personal attributes*		Specific role requirements
Committed	Devoting the required time and energy to the role and ambitious to achieve best possible outcomes for young people. Prepared to give time, skills and knowledge to developing themselves and others in order to create highly effective governance.	Being an Academy Council member will mean attending a minimum of four meetings in the evening as well as making at least three visits to the academy during the working day . Following the academy visits you will be expected to submit a written report in accordance with the report guidelines. Academy Council members will also be asked to sit on review panels for both parental complaints and student exclusion and behaviour panels on an ad-hoc basis.
Confident	Of an open mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on the council.	Being an Academy Council member will require you to review academy and trust policy documentation to ensure that you are able to accurately evaluate compliance with the policy across the academy.
Curious	Possessing an enquiring mind and an analytical approach and understanding the value and always driving for improvement.	Each year the each Academy and the Trust as a whole will identify its improvement priorities and strive to work towards them, measuring their progress against key performance indicators. The academy Council will contribute to this process by seeking the evidence for the impact the improvements have on the key stakeholders of the academy.
Challenging	Providing appropriate challenge to the status quo, not taking information or data at face value and always driving for improvement.	A key aspect of the work for an Academy Council will be to act as an impartial adjudicator when hearing complaints from parents and as part of behaviour panels reviewing decisions to exclude students. This will require providing appropriate challenge to the decisions and actions which have been undertaken by the Academy Principal.
Collaborative	Prepared to listen to and work in partnership with others and understanding the importance of building strong working relationships within the board and with executive leaders, staff, parents and carers, pupils/students, the local community and employers.	Each of the academies works within its own unique context, understanding the context and the stakeholders will be essential to engaging with the wider community on behalf of the academy. The Academy Council is a vital link between the academy and its local community representing the views of each and actively engaging with both with the purpose of improving the lives of the young people .
Critical	Understanding the value of critical friendship which enables both challenge and support, and self-reflective, pursuing learning and development opportunities to improve their own and whole academy council effectiveness.	There is an important distinction to be made between working at the strategic and the operational level. The questions Academy Councils ask of their academies need to be rooted in the strategic and not stray into the operational. Through strategic evaluation the route to academy wide improvement can be identified.
Creative	Able to challenge conventional wisdom and be open-minded about new approaches to problem-solving; recognising the value of innovation and creative thinking to organisational development and success.	Engaging the community with the life of the academy will require creativity and innovation. Secondary education can appear detached from the community it serves and that is not the aim of BLT academies.

The Terms of Reference for the Standards Panel are to:

- ⇒ Scrutinise a range of academy data including, but not limited to, pupil learning and progress; pupil applications, admissions, attendance and exclusions; staff deployment, absence, recruitment, retention, morale and performance; and the quality of teaching
- ⇒ Hold academy leaders to account for improving pupil and staff performance by asking the right questions and ensuring academy leaders have credible plans for monitoring progress and addressing underperformance
- ⇒ Establish how each academy will raise standards for all children, including the most and least able, those with special educational needs, those receiving free school meals and those who are more broadly disadvantaged, and hold the academy to account for doing so
- ⇒ Ensure each academy has the right staff and the right development and reward arrangements and is able to appropriately hold staff to account when their capability or actions has a detrimental impact on student progress and attainment, or the wider culture of the academy
- ⇒ Monitor that teachers and support staff are being deployed as effectively and efficiently as possible and in line with evidence and guidance
- ⇒ Monitor the educational impact and value for money of professional development opportunities
- ⇒ Approve and monitor the implementation of an academy improvement plan which, based on robust and realistic self-evaluation, sets appropriate priorities, creating accountability and identifying clear performance indicators to enable monitoring of the academy's progress in realising their ambition
- ⇒ Approve and monitor any improvement plans following Ofsted and DfE inspections
- ⇒ Monitor the breadth, balance and effectiveness of the curriculum
- ⇒ Examine the impact of the academy's procedures for monitoring compliance with policies and procedures particularly teaching and learning, marking and feedback and behaviour management, approve the teaching, learning and assessment policy for each academy
- ⇒ Maintain oversight of the impact of pupil premium and other targeted funding streams
- ⇒ Maintain oversight of pupil attendance and exclusions

Meetings & Agenda Schedule 2017-18 (agendas and informative documents will be uploaded to the BLT website one week prior to the meetings)

Meeting	Date	Location	Time for THS	Time for TEA	Time for HWA	Headline agenda items
1	Tuesday 26/09/17	HWA	15:00 – 17:00	09:00 – 11:00	12:00 – 14:00	August results, targets for new Year, new AIP
2	Tuesday 23/01/18	THS	12:00 – 14:00	09:00 – 11:00	15:00 – 17:00	Whole school data, AIP review, SEF, quality of teaching
3	Thursday 19/04/18	TEA	15:00 – 17:00	12:00 – 14:00	09:00 – 11:00	Whole school data, AIP review, quality of teaching
4	Thursday 12/07/18	HWA	15:00 – 17:00	09:00 – 11:00	12:00 – 14:00	Whole school data, AIP review, AIP proposal, quality of teaching

Membership of the Standards Panel	X4 meetings per year
Constitution	X2 Trustees CEO Chair of each Academy Council (Vice Chairs may also attend) Principal of each Academy
Panel Chair	Linda Garratt (trustee)
Panel Member	Ian Daker (Chair of Trust)
Panel Member	Linda Garratt (trustee)
Panel Member	Carol Morris (CEO)
The High Weald Academy	
	Robert Gordon (Chair of AC)
	Caroline Longhurst (co-Principal)
	Nicola Taylor (co-Principal)
The Ebbsfleet Academy	
	Kyle Stealey (Chair of AC)
	Alison Colwell (Principal)
The Hayesbrook School	
	Andrew Childs (Chair of AC)
	Daniel Hatley (Principal)

The Terms of Reference for the Academy Councils are to:

- ⇒ Seek to understand how the academy is led and managed: the academy principal will report on how the academy is fulfilling the Trust and the academy's ethos, vision and strategy through the implementation of the AIP
- ⇒ Receive reports about attendance, fixed term and permanent exclusions and review the effectiveness of provision to support pupils vulnerable to exclusion; to be part of a panel to review decisions around permanent exclusion where necessary
- ⇒ Be the consultative body for the academy's stakeholders with a focus on the areas covered in the AIP
- ⇒ Represent the academy's stakeholders forging links with the community and acting as an ambassador for the school
- ⇒ Be engaged in academy recruitment processes, in particular for senior academy leaders and Principal appointments
- ⇒ Undertake reviews of safeguarding procedures in accordance with the Trust Safeguarding Policy
- ⇒ Undertake reviews of the effectiveness of the pupil premium spend in accordance with the academy's pupil premium expenditure programme
- ⇒ Ensure that the Health and Safety Policy is correctly implemented
- ⇒ Ensure that the academy has processes and procedures in place to secure the health, safety and wellbeing of staff, students and visitors
- ⇒ Ensure that statutory training requirements are met
- ⇒ Review, amend and approve local academy policies and procedures, and to monitor compliance with these and Trust wide policies
- ⇒ Review and approve educational visits
- ⇒ Approve staffing restructure proposals prior to consultation where they have a non-financial imperative
- ⇒ Undertake relevant training as provided by the Trust and required by the Chair of Academy Council

Meetings & Agenda Schedule 2017-18 (agendas and informative documents will be uploaded to the BLT website one week prior to the meetings)

Quorum: half the number of academy councillors, rounded up by one

Meeting	THS	TEA	HWA	Headline agenda items
1	Thursday 14 September @ HWA 18:00-20:00	Thursday 14 September @ HWA 18:00-20:00	Thursday 14 September @ HWA 18:00-20:00	<ul style="list-style-type: none"> • Academy Council Chair and Vice Chair elections • Identification of roles and responsibilities for whole Academy Council • Training session relating to terms of reference, monitoring and future meetings
2	Wednesday 18 October @ THS 18:00-19:30	Wednesday 18 October @ THS 18:00-19:30	Wednesday 18 October @ THS 18:00-19:30	<ul style="list-style-type: none"> • Training session relating to monitoring activities with Councillors in each monitoring role working together
3 (AC1)	Tuesday 12 December @ THS 17:00-18:30	Thursday 14 December @ TEA 17:00-18:30	Wednesday 13 December @ HWA 17:00-18:30	<ul style="list-style-type: none"> • Review the terms of reference and agenda schedule of the academy councils • Receive and review the Principal's report including an update on progress against the AIP

				<ul style="list-style-type: none"> • Discuss reports on Academy Councillor monitoring and advocacy activities • Receive reports from Standards Panel, Board, Finance Committee and Audit & Risk Committee • Consider policies submitted for ratification • Review educational visits submitted for approval • Receive updates on training undertaken by councillors • Approve the minutes of the previous meeting & assess status of actions c/f
4 (AC2)	Tuesday 20 March @ THS 17:00-18:30	Thursday 22 March @ TEA 17:00-18:30	Wednesday 21 March @ HWA 17:00-18:30	<ul style="list-style-type: none"> • Receive and review the Principal's report including an update on progress against the AIP • Discuss reports on Academy Councillor monitoring and advocacy activities • Receive reports from Standards Panel, Board, Finance Committee and Audit & Risk Committee • Consider policies submitted for ratification • Review educational visits submitted for approval • Receive updates on training undertaken by councillors • Approve the minutes of the previous meeting & assess status of actions c/f
5 (AC3)	Tuesday 3 July @ THS 17:00-18:30	Thursday 5 July @ TEA 17:00-18:30	Wednesday 4 July @ HWA 17:00-18:30	<ul style="list-style-type: none"> • Receive and review the Principal's report including an update on progress against the AIP • Discuss reports on Academy Councillor monitoring and advocacy activities • Receive reports from Standards Panel, Board, Finance Committee and Audit & Risk Committee • Consider policies submitted for ratification • Review educational visits submitted for approval • Receive updates on training undertaken by councillors • Approve the minutes of the previous meeting & assess status of actions c/f

3.2 The role of Director of Education in Academy Improvement

The central services provision for education will undertake a number of different supportive activities with each of the academies individually and as a group. The specific duties carried out by the Director of Education include, but are not limited to, those listed below:

- confirm key issues and improvement foci with the CEO and Academy Principals through the mechanism of self-evaluation and improvement planning
- broker appropriate education support for the academies and the Trust
- contribute to the Standards Panel for each of the academies
- monitor the quality, effectiveness and impact of the academy improvement plans
- liaise with the CEO to establish the education priorities for the Trust as a whole
- support the outreach opportunities for the Trust
- manage the process of due diligence when opportunities for growth are pursued
- ensure that the members of the Trust remain aware of, and respond appropriately to, changes in government guidance and statute
- provide opportunities for groups of teachers across the trust to collaborate and develop their practice within the framework of improvement
- support the academy leadership to evaluate and plan their curriculum offer

3.3 Education Delegation

The chart below identifies the scheme of delegation in relation to education provision and decision making.

	Academy Principal	Academy Council	Trust Panel or Committee	Trust Board
Ambition and values	The Academy Principal will be responsible and accountable for establishing and implementing the ambition and values of their academy where they have been agreed by the CEO	The AC will monitor the implementation of the ambition and values through the fulfilment of the AIP and report on them to the Standards Panel	The Standards Panel will approve the wording of the ambition and values statements for the academy and ensure they align with those of the Trust The Standards Panel will scrutinise the progress made by the academy towards the fulfilment of the AIP KPIs	The Trust Board will approve the Trust ambition and values statements and hold the CEO to account for their implementation through the fulfilment of the AIP
Admissions	The Academy Principal will hold responsibility for the implementation of the admissions policy and make			The CEO will recommend to the Trust Board any revisions to the PAN for an individual academy along with the educational and

	considered judgements about the admission of pupils as part of the Fair Access Protocol and due to in-year applications			financial case for doing so. Decisions to amend the PAN sit with the Board
Policies including Health and Safety, SEN, Teaching and Learning, Marking and Feedback, Behaviour Management, Attendance and Safeguarding	The Academy Principal will be responsible and accountable for establishing and consistently implementing the academy policies where they have been agreed by the CEO	The AC will undertake reviews of compliance with academy policies and report to the Standards Panel The AC will approve academy specific policies	The Standards Panel will approve the teaching, learning and assessment policy for each academy and monitor the academies procedures for ensuring compliance	The Trust Board will receive a report on the implementation and impact of the academy specific policies via the Standards Panel
Attendance and Exclusions	The Academy Principal will be responsible and accountable for securing high levels of attendance and low exclusion in their academy	The AC will act as a panel to review the Principal's decisions on exclusions and report to the Standards Panel	The Standards Panel will scrutinise data relating to attendance and exclusions and hold the Principal to account for improvements	The Trust Board will receive a report on attendance and exclusions in the academies via the Standards Panel
Curriculum and outcomes	The Academy Principal will work with the Finance Director and CEO to design a curriculum led Academy Principal	The AC will evaluate the students' and parents' experience of the curriculum Academy Council	The Standards Panel will evaluate the effectiveness of the curriculum through scrutiny of a Trust Panel or Committee	The Trust Board will receive a report on academic and pastoral standards and outcomes via the Trust Board
Curriculum and outcomes cont.	financial plan and secure the best outcomes for students in each year through its implementation	through their engagement with stakeholders and report to the Standards Panel	range of academic and pastoral data and hold the Principal to account for student outcomes The Finance Committee will evaluate the value for money in the curriculum design through their scrutiny of the academy budget.	Standards Panel
Budget management – PP and other targeted funding streams	The Academy Principal will be accountable for the impact of the PP and other targeted funding streams and report on these to the AC	The AC will undertake reviews of the effectiveness of the pupil premium and other targeting spending in accordance with the academy policy and report to the Standards Panel	The Standards Panel will evaluate the effectiveness of the pupil premium and other targeting spending and receive a report from the AC The Finance Committee will ensure financial probity in the	The Trust Board will receive a report on the impact of the pupil premium and other targeted spending for each academy via the Standards Panel and Pay Committee

			way the pupil premium and other targeted monies are spent	
OfSTED Inspections	The Academy Principal is responsible for ensuring the planning, documentation and preparation for OfSTED is completed and for running the inspection with the inspection team	The AC Chair and Vice Chair will represent the AC meeting with inspectors in person wherever possible and account for the work of the AC	The Chair of the Standards Panel will represent the Trust with the CEO and account for the work of the Standards Panel	The CEO will represent the Trust Board

4 Finance Governance

4.1 The role of the Finance Committee and Pay Committee and their Terms of Reference

Overseeing the financial performance of the organisation and making sure its money is well spent is the core concern of the two committees of the Board with a finance function. This is achieved by first ensuring that individuals with the appropriate knowledge and skill are recruited to serve on these committees. All academies are bound by the Academies Financial Handbook which sets out duties in relation to governance and financial oversight, alongside a structure of delegated authorities, the committees' terms of reference and schemes of delegation are predicated on this guidance. In addition, the committees operate within the guidance of the Charity Commission.

The Governors' Handbook 2017 states that:

“Academy Trustees have responsibility to ensure their trust’s assets and funds are used only in accordance with legislation, their articles of association and funding agreement and the AFH. Trustees have wide discretion over their use of funds, and are responsible for the proper stewardship of those funds by exercising reasonable discretion and ensuring value for money, regularity and propriety on all transactions and in all decision-making. DfE and independent auditors will look at academies to gain assurance over the regularity and propriety of spending.”²

The CEO is the Accounting Officer for BLT and the Finance Director is the Chief Finance Officer in accordance with the stipulations of the Master Funding Agreement held by BLT. Each of the Academies has a supplemental funding agreement.

² DfE Publication ‘Governors’ Handbook 2017’ published January 2017

The Terms of Reference for the Finance Committee are to:

- ⇒ Review the annual budget for each academy and recommend to the Board of Trustees for approval
- ⇒ Review forecast against annual budget at termly meetings of the Finance Committee, and to ensure that appropriate action is taken to contain expenditure within the budget
- ⇒ Review and approve any budget virements
- ⇒ Ensure that a three-year budget forecast is maintained and reviewed on a regular (at least annual) basis
- ⇒ Authorise purchases or lease arrangements over the limit recorded in the Scheme of Delegation
- ⇒ Approve investments outside normal banking arrangements
- ⇒ Approve the writing off of bad debts over the limit recorded in the Scheme of Delegation
- ⇒ Approve the disposal of assets with a net book value over the limit recorded in the Scheme of Delegation
- ⇒ Report relevant and significant issues to the Board of Directors on a regular basis
- ⇒ Approve staffing restructure proposals prior to consultation where they have a solely or predominantly financial imperative
- ⇒ Review relevant policies on a regular basis

The Policies which are reviewed by the Finance Committee are:

BLT Charging & Remissions Policy

BLT Trustees' and Councillors' Allowances & Expenses Policy

BLT Prevention, Reporting and Investigation of Fraud Policy

BLT Redundancy Policy

BLT Finance Policy & Procedure

BLT Educational Visits Policy

BLT Pensions Policy

Membership of the Finance Committee	X5 meetings per year
Constitution	X2 Trustees X3 Academy Councillors (AC) CEO FD (in attendance)
Committee / Panel Chair	Martin Garner (trustee)
Committee / Panel Member	Bruce Walsh (trustee)
Committee / Panel Member	Louise Burgess (FD) (in attendance)
Committee / Panel Member	Carol Morris (CEO)
	The High Weald Academy
Committee / Panel Member	Matthew Field-Lucas (AC)
	The Ebbsfleet Academy
Committee / Panel Member	Vacancy
	The Hayesbrook School
Committee / Panel Member	Andrew Childs (AC)

Meetings and Agenda Schedule 2017-18 (agendas and informative documents will be uploaded to the BLT website one week prior to the meetings)

Quorum: half the number of voting committee members, rounded up to the nearest one

Meeting	Date / time / location	Headline agenda items
1	Thursday 28 September @ HWA 18:00 – 19:30	<ul style="list-style-type: none"> • Review committee membership and elect a Chair • Review committee terms of reference and agenda schedule • Consider policies submitted for ratification • Review Draft Outturn report • Report to Board Meeting on 12 October 2017
2	Thursday 28 November @ HWA 18:00 – 19:30	<ul style="list-style-type: none"> • Review October budget monitoring reports • Review draft three-year plans 2017/20 • Receive finalised outturn report • Consider policies submitted for ratification • Report to Board Meeting on 19 December 2017
3	Thursday 6 February @ THS 18:00 – 19:30	<ul style="list-style-type: none"> • Review December budget monitoring reports • Consider policies submitted for ratification • Report to Board Meeting on 20 February 2018
4	Thursday 26 April venue TBC 18:00 – 19:30	<ul style="list-style-type: none"> • Review March budget monitoring reports • Consider policies submitted for ratification • Report to Board Meeting on 16 May 2018
5	Thursday 28 June venue TBC 18:00 – 19:30	<ul style="list-style-type: none"> • Review May budget monitoring reports • Consider policies submitted for ratification • Proposed budgets 2018/19 and 3-year plans • Report to Board Meeting on 16 July 2018

Terms of Reference for the Pay Committee are to:

- ⇒ Achieve the aims of the Trust Pay Policy in a fair and equitable manner
- ⇒ To observe all statutory and contractual obligations of the Trust relating to pay
- ⇒ To apply the criteria set by the Trust Pay Policy in making decisions concerning performance-based pay progression following the annual salary review cycle
- ⇒ To ensure that Trust budgets take account of local and national remuneration criteria and expectations
- ⇒ To minute clearly the reasons for all decisions and report these decisions to the next meeting of the Trust Board
- ⇒ Decisions made by the Trust Pay Committee will be communicated to each member of staff in writing by the Principal (academy staff) or the Chief Executive Officer (Trust staff) in accordance with the Trust Pay Policy
- ⇒ To approve payments that fall within the available budget for pay, agreed by the Trust, and to refer back to the Trust via the Trust Finance Committee in the event that payments could exceed the allocated budget for pay
- ⇒ To work with the relevant member/s of the Trust Executive Team and/or Principal/s to ensure compliance with the Trust Appraising Teacher Performance Policy
- ⇒ To act with integrity, objectivity and honesty in the best interests of the Trust and each of its academies
- ⇒ To act in compliance with relevant statute

Membership of the Pay Committee	X2 meetings per year
Constitution	Chair of the Board X2 Trustees CEO, FD & HR Manager (in attendance)
Committee / Panel Chair	Ian Daker (Chair of Trust)
Committee / Panel Member	Myles McIntosh (trustee)
Committee / Panel Member	Martin Garner (trustee)
In attendance	Carol Morris (CEO)
In attendance	Louise Burgess (FD)
In attendance	Amanda Lee (HR Manager)

Meetings and Agenda Schedule 2017-18 (agendas and informative documents will be uploaded to the BLT website one week prior to the meetings)

Quorum: All three of the committee's voting committee members

Meeting	Date / time / location	Headline agenda items
1	Tuesday 5 December	<ul style="list-style-type: none"> • Confirm Chair of committee for 2017/18 • Review committee terms of reference and agenda schedule

	@ THS 18:00 – 19:00	<ul style="list-style-type: none"> • Review the process undertaken to make pay decisions • Review moderation processes • Review budgeting processes • Receive and decide upon pay recommendations for teaching staff, school leaders and the executive team • Approve the minutes of the previous meeting & assess status of actions c/f
2	Thursday 17 May venue TBC 18:00 – 19:00	<ul style="list-style-type: none"> • Review the process undertaken to make pay decisions • Review moderation processes • Review budgeting processes • Receive and decide upon pay recommendations for administrative staff • Approve the minutes of the previous meeting & assess status of actions c/f

4.2 The role of the Finance Director

As a member of the executive the Finance Director has oversight both strategically and operationally of the development and implementation of approaches to financial management across BLT in support of the Trust's aims and objectives. The specific duties carried out by the Finance Director include, but are not limited to, those listed below:

- To act as the Company Secretary of the Brook Learning Trust ensuring Brook Learning Trust activity complies with all its legal obligations
- To manage all financial, commercial, property and facilities management operations and staff
- To lead the preparation of the draft annual budget and to review and report expenditure and income against budgets and as necessary, identify and resolve any overspends/underspends
- To review and maximise income generation
- To negotiate and set up all insurance cover and provide advice and support on any claims
- To ensure Brook Learning Trust payroll is processed and entered on the system
- To design and implement systems of financial control and to supervise them once in place
- To ensure compliance with all issues in accordance with Financial Regulations and Scheme of Delegation
- To own and oversee the management of the "Assets Register" and the "Register of Business Interests"
- To lead the preparation of all necessary paperwork for the tender of services, goods and equipment, and ensure full compliance with the Financial Regulations
- To ensure Brook Learning Trust appointment of suppliers of goods and services delivers "best value for money"
- To prepare reports and returns required by Brook Learning Trust, the CEO, the Executive Team, Academy Councillors, DfE and Local Authority
- To liaise with the Responsible Officers
- To attend meetings with the purpose of providing information and advice when required
- To line manage both the Estates Manager and the Governance Clerk as well as other members of the Finance Team

The Finance Director is supported in their duties by a Finance Team with representatives operating within each of the academies within the Trust as well as centrally retained staff.

4.3 The role of the Chief Accounting Officer

The Chief Executive is the Accounting Officer for the Trust. The Accounting Officer is personally responsible to Parliament, the Education Funding Agency and the Board of Trustees for the utilisation of the resources under their control.

The main responsibilities of the Accounting Officer include:

- Regularity, i.e. the proper and appropriate use of the funds delegated to the Trust
- Propriety, i.e. high standards of conduct, behaviour and corporate governance
- Maintaining proper accounting records
- Prudence and economical administration
- Avoidance of waste and extravagance
- Ensuring value for money
- High standards of probity
- Day to day organisation, staffing and management of the Trust
- Ensuring that bank accounts and financial systems are operated by more than one person with sound financial controls in place
- Ensuring that the Trust's property is under the control of the Trustees of the Trust and that measures are in place to prevent loss or misuse
- Preparing accruals accounts giving a true and fair view of the Trust's incoming resources and application of resources during the year, and the closing position at year end

4.4 Financial delegation

The chart below identifies the scheme of delegation in relation to finance decision making.

	Academy	Central Service	Trust Committee	Trust Board	EFA
Approval of annual academy budget	Academy Principal propose in agreement with CEO and FD	CEO and FD propose in agreement with Academy Principal	Finance committee recommend	Approve	
Authorised to make budget virements	Academy Principal propose to Finance Committee in agreement with CEO and FD	CEO propose to Trust Finance Committee in agreement with FD and Academy Principal. FD authorised to make adjustments and reflect	Finance committee approve		

		new funding and changes in responsibility. Other virements require approval through Finance Committee after agreement with CEO, Academy Principal and Finance Committee .			
Placing orders for goods and services	Academy Principal authorised to place orders within limits below for authorising invoices, on the submission of a formal purchase order to Finance. Budget Managers authorised to place orders within limits below for authorising invoices, on the submission of a formal purchase order to Finance.	CEO authorised to place orders within limits below for authorising invoices, on the submission of a formal purchase order to Finance. FD authorised to action purchase orders after approval is obtained as per scheme of delegation. Finance Team authorised to action purchase orders after approval is obtained as per scheme of delegation.			
Authorising invoices	Academy Principal authorise up to £15,000 (requires 3 written quotes over £5,000) **Note 2 Budget Managers authorise up to £5,000	CEO authorise up to £25,000 (requires 3 written quotes) **Note 2 FD authorise up to £15,000 from Estates budget only; recommend over £25,000 to Trust Finance Committee following tendering exercise	Finance Committee authorise over £25,000 *Note 1		
Authorising payments by BACS, cheque or bankline	Academy Principal authorise as one of two signatories required	CEO and FD authorise as one of two signatories required		Chair of Trust authorise as one of two signatories required	

	Other signatories within the academy authorise as one of two signatories required	Other bank signatories within the central services team authorise as one of two signatories required			
Signoff annual accounts		FD Propose to Trust Finance Committee	Finance Committee approve	Approval and signing by Chair of Trust and Accounting Officer	
Investments		FD Propose to Trust Finance Committee	Finance Committee approve the placing of deposits with UK banks		
Petty cash administration	Academy Principal authorise payroll travel claims for academy staff	CEO authorise payroll travel claims for Trust staff FD authorise payroll claims over £30 Finance Team authorised to administer cash or payroll claims of up to £30 per transaction only with full receipt / invoice from claimant, signed by budget manager. Items in excess of £30 will be authorised by FD with exception of travel. Authorised to withdraw cash from the bank subject to authorisation from two bank signatories			
Authorised to collect income from students / parents and empty cashless catering vending machines		FD and Finance Team authorised			
Authorised to bank income		FD and Finance Team authorised			

Approve pay range for Principal recruitment		CEO propose to the Chair of Board after consultation with the FD FD to consult with the CEO		Chair of Board to authorise ***Note 3	
Performance related staff payments	Academy Principal propose academy staff	CEO propose; Academy Principals, SLTs, Trust Executive and other Trust staff FD advise Trust Pay Committee	Pay Committee authorise (except CEO pay)	Full Board authorise CEO pay following recommendation by three Trustees.	
Payroll administration and authorisations		FD authorise monthly payment file (1 st level of authorisation) Other bank signatories authorise (2 nd level of authorisation)	Finance Committee input contractual changes received from Personnel lead onto payroll system		
Staff severance or compensation payments		CEO authorise up to £15,000 in agreement with FD		Chair of Board to authorise over £15,000 up to £50,000	EFA approve at £50,000 or more
Write-off bad debts		CEO authorise up to £5,000 (non-academy budgets) in excess refer to Trust Finance Committee FD authorise less than £1,000, in excess refer to CEO	Finance Committee approve over £5,000		EFA approve over £250,000
Novel and contentious transactions					EFA authorise
Raising invoices to collect income		FD and Finance Team authorise			
Purchase of fixed assets (capitalisation limit £10,000)		CEO authorise up to £25,000 (require 3 written quotes) **Note 2 FD recommend over £25,000 to Trust Finance	Finance Committee authorise over £25,000 *Note 1		EFA authorise purchase of freehold land / buildings

		Committee following tendering exercise			
Disposal of assets		CEO and FD in agreement authorise up to £25,000 net book value	Finance Committee authorise over £25,000 net book value		EFA authorise sale of freehold land / buildings
Leasing assets (operating leases only)		CEO and FD in agreement authorise subject to the value of the contract (see procurement section above)	Finance Committee authorise over £25,000 up to limits for EU procurement (contracts over £174,000)	Trust Board authorise where EU procurement applies	
Taking up of leasehold interest on land or buildings for a period of >7yrs					EFA authorise
Granting leasehold or tenancy agreements				Trust Board agree prior to EFA approval ***Note 3	EFA authorise
Bidding for funds	Academy Principal approve up to £10,000 in agreement with FD	FD review	Finance Committee approve over £10,000		

*Note 1: For emergency purchases, approval from two or more members by email will constitute authorisation

**Note 2: Subject to the exceptions set out in 7.1 of the Finance Policy and Procedures document

***Note 3: To be approved by the Chair of the Trust on behalf of the Full Board of Trustees

4.5 Budget setting

The annual financial planning cycle follows the milestones below and is coordinated by the Finance Director in consultation with the CEO:

- November – first draft of grant income budget using pupil data from the October census.
- November – Curriculum Led Financial Planning (CLFP) spreadsheet issued to curriculum Vice Principal for populating
- Early December – year 7 preferences issued by Kent
- Late December – first iteration of CLFP returned to Exec team.
- Jan/Feb – second iteration of CLFP returned to Exec team
- Early March – year 7 offers published by Kent

- End of March – GAG funding confirmed by EFA
- April – CLFP spreadsheet finalised
- April – begin recruitment for September or consultations for redundancy
- May – finalise other budget headings
- Mid June – extraordinary Board meeting to agree any drawdown of pooled GAG funding, if necessary
- Late June – issue proposed budgets to Finance Committee
- Early July – issue proposed budgets to Trust Board for ratification
- Late July – submit proposed budgets and current year forecast to EFA

The budget for teaching staff is primarily modelled using the BLT Curriculum Led Financial Planning (CLFP) spreadsheet. This tool enables academies to model the curriculum, keeping within certain parameters in terms of contact time and surplus seats in classrooms, and surplus teaching hours. The tool allows academies to construct a curriculum which is economic and falls within its available funding.

GAG funding is subject to an adjustment to remove the impact of lagged funding, under the BLT Policy for the Pooling of GAG Funding. Overall academy budgets are benchmarked against one another and any available national benchmarking data to determine potential areas for improved value for money.

Medium term financial planning happens in July; the Finance Director will produce a three year projection of income and expenditure, taking into account the following:

- Most up to date pupil projections
- Current funding formula
- Projected contributions or drawdowns from the pool
- Amendments needed to staffing to deliver a curriculum compliant with the benchmarked parameters within the CLFP model
- The impact of any roll sensitive budgets
- Other amendments identified from most recent budget monitoring
- The three year projections will be communicated to Finance Committee at its meeting in early June.

5 Audit and Risk Governance

5.1 The role of the Audit and Risk Committee and their Terms of Reference

Under the regulations set out in the Academies Financial Handbook, a Multi Academy Trust is expected to have a dedicated Audit Committee. At BLT this is known as the Audit and Risk Committee

The Terms of Reference for the Audit and Risk Committee are to:

- ⇒ Appoint the external auditors
- ⇒ Review the findings of the external auditors and respond to any recommendations raised in the management letter
- ⇒ Agree a programme of work with an appropriate external body to independently assess and report on the Trust's internal financial controls and compliance with the Accounting Officer's statement on governance, regularity, propriety and compliance as published in the Annual Report
- ⇒ Review reports from the Academy Councils in relation to Health and Safety and Safeguarding
- ⇒ Review the BLT Risk Register
- ⇒ Ensure the Trust has appropriate insurance cover in place
- ⇒ Report relevant and significant issues to the Board of Trustees
- ⇒ Review relevant policies on a regular basis

Membership of the Audit & Risk Committee	X3 meetings per year
Constitution	X2 Trustees X3 Academy Councillors (AC) CEO, FD and Estates Manager (in attendance)
Committee / Panel Chair	Jeanette Batten (AC)
Committee / Panel Member	Carol Morris (CEO)
Committee / Panel Member – in attendance	Louise Burgess (FD)
Committee / Panel Member – in attendance	Stuart Ingrey (Estates Manager)
Committee / Panel Member	Myles McIntosh (trustee)
Committee / Panel Member	Natalina Bertoli (trustee)
	The High Weald Academy
Committee / Panel Member	Jeanette Batten (AC)
	The Ebbsfleet Academy
Committee / Panel Member	Kyle Stealey (AC)
	The Hayesbrook School
Committee / Panel Member	Kieran McDaid (AC)

The Policies which are reviewed by Audit and Risk Committee are: BLT Business Continuity/Disaster Recovery Policy
 BLT Digital Communications
 BLT Health and Safety Policy
 BLT Risk Register
 BLT Scheme of Delegated Authority

Audit and Risk scheme of delegation

	Academy	Central Service	Trust Committee	Trust Board
Annual risk review and premium renewal		FD review and propose to Audit and Risk Committee	Audit and Risk Committee review	

Meetings and Agenda Schedule 2017-18 (agendas and informative documents will be uploaded to the BLT website one week prior to the meetings)

Quorum: half the number of voting committee members, rounded up by one

Meeting	Date / time / location	Headline agenda items
1	Thursday 7 December @ HWA 18:00 – 19:30	<ul style="list-style-type: none"> • Review committee membership and elect a Chair • Review committee terms of reference and agenda schedule • Consider policies submitted for ratification • Scrutinise updated Risk Register • Receive reports from academy monitors: health & safety • Receive reports from academy monitors: safeguarding • Review any audit-related reports received since last meeting • Approve the minutes of the previous meeting & assess status of actions c/f • Receive response to previous report from the Board • Draft report to the Board
2	Thursday 15 March venue TBC 18:00 – 19:30	<ul style="list-style-type: none"> • Consider policies submitted for ratification • Scrutinise updated Risk Register • Receive reports from academy monitors: health & safety • Receive reports from academy monitors: safeguarding • Review any audit-related reports received since last meeting • Approve the minutes of the previous meeting & assess status of actions c/f • Receive response to previous report from the Board • Draft report to the Board

3	Tuesday 10 July venue TBC 18:00 – 19:30	<ul style="list-style-type: none"> • Consider policies submitted for ratification • Scrutinise updated Risk Register • Receive reports from academy monitors: health & safety • Receive reports from academy monitors: safeguarding • Review any audit-related reports received since last meeting • Consider and decide on insurance cover levels • Approve the minutes of the previous meeting & assess status of actions c/f • Receive response to previous report from the Board • Draft report to the Board
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6 Human Resources Governance

6.1 The role of the HR Manager

As a member of the executive the HR Manager oversees both the strategic and operational development of HR, as well as being responsible for the implementation of approaches to people management across Brook Learning Trust. Identifying HR priorities that consistently meet the needs of the academies that comprise BLT and providing a fully integrated HR service.

The duties carried out by the HR Manager include, but are not limited to, those listed below:

- To put systems and support in place to ensure the highest standards for job design, recruitment and selection are maintained throughout BLT
- To provide sound and professional advice to the Trust and Academies on all areas relating to Human Resources
- To support the Finance department and ensure appropriate information is provided to relevant parties to effect an efficient service
- To advise and monitor the existing performance management mechanism throughout the Trust
- To strategically manage all aspects of difficult and complex employee relations casework in such areas as disciplinary, grievance, harassment investigations, absence management etc. ensuring compliance with Trust policies and procedures
- To oversee the development, and periodic review of, the Trust employment policies and procedures, which underpin and enhance the organisation

The HR Manager is supported in their role by the HR Co-ordinator and HR Administrator, the team work centrally and support each of the academies within the Trust.

6.2 HR delegation

	Academy	Central Services	Trust Panel or Committee	Trust Board
Appointments	The Academy Principal will work with the Finance Director and CEO to establish the case for any recruitment and work with the HR Manager for the process of recruitment. The AC will be represented on interview panels for senior posts within their academy	The CEO & FD to authorise before recruitment can take place. Appointments to the Central Services Team will be made by the CEO and FD		In the case of recruitment for a CEO or FD post authorisation will be sought from the Board
New posts / additional hours approval	Academy Principal to propose to the CEO and FD	CEO and FD to authorise in agreement and inform HR Manager to action		
Letters of appointment, contracts of employment, changes to contract	Academy Principal – for all academy staff – will inform the HR Manager who will action the paperwork. The Academy Principal will sign off letters and contracts of employment	CEO – for Principal roles and central service trust team		Chair of Board – for CEO roles
Post regrade	Academy Principal to propose revised job description to CEO, FD and HR Manager	CEO or Executive team member to propose revised job description for benchmarking and authorisation by CEO, FD and HR. HR to action		
Staffing – performance management and CPD	The Principal will implement the Trust Performance Management Policy within their academy and make recommendations for pay progression to the Pay Committee. The Principal is accountable for the fair access to and impact of	CEO propose; Academy Principals, SLTs, Trust Executive and other Trust staff FD & HR advise Trust Pay Committee	The Pay Committee will receive recommendations for pay progression from the Principals, CEO and Chair of the Trust, and act as per the pay policy in respect of their decision to award or not	The Chair of the Trust will make a recommendation for CEO pay to the Pay Committee. The Trust Board will receive a report on staffing, performance management and CPD for each academy via the

	CPD undertaken by academy staff.			Standards Panel and Pay Committee.
Disciplinary & Dismissal	<p>If there is a need for a disciplinary investigation the Academy Principal will inform the CEO and HR Manager. HR will support the process. If there is a safeguarding issue then the LADO needs to be informed.</p> <p>Dismissal can only be actioned by the Academy Principal, CEO or panel of Governors</p>	<p>If there is a need for a disciplinary investigation within the central services, the CEO will inform the FD and HR Manager and if necessary the Chair of Board. HR will support the process. If there is a safeguarding issue then the LADO needs to be informed.</p> <p>HR will manage the process and provide advice at a disciplinary hearing</p>	Disciplinary Committee of Councillors for hearings and appeals process for academy staff	Disciplinary Committee of Trustees for hearings and appeals process for central services staff
Grievance	The Line Manager or Academy Principal can hear grievance cases with the assistance of HR	CEO or representative can hear stage 3 of the process	Employee Grievance Panel comprising of 3 Trustees and/or Academy Councillors will hear stage 4	Chair of Board will ask the clerk to assemble an Appeals Panel for stage 5 of the process
Suspension	The Academy Principal is authorised to suspend a member of staff whilst an investigation takes place. The Academy Principal should inform the CEO and Chair of Governors and seek advice from the HR Manager	The CEO is authorised to suspend a member of staff whilst an investigation takes place. HR will support the process	Chair of Academy Council needs to authorise the end of suspension of academy staff	Chair of Board needs to authorise the end of suspension for central services staff
Capability	<p>The Academy Principal or representative of the AP can action informal standard setting discussions with staff.</p> <p>The formal capability process needs to be carried out by the</p>	<p>The CEO or Executive Team member can action informal standard setting discussions with staff.</p> <p>HR will support the Academy Principal/CEO/Executive Team</p>	<p>CEO/Chair of Academy Council actions formal capability process for Academy Principal.</p> <p>Appeal process for academy staff to be heard by panel of Councillors</p>	Appeal process for central services staff to be heard by panel of Trustees

	Academy Principal supported by HR Manager	member throughout the process		
Staff reorganisation / restructure	Academy Principal to propose to the relevant trust panel or committee after agreement from CEO and FD	CEO and FD to agree on proposals where they relate to central services. CEO and FD to review. HR will support the process	Standards Panel to authorise restructures relating to classroom based staff; Finance Committee to authorise restructures relating to all other staff with the exception of the Executive Team	Trust Board to authorise restructures relating to the Executive Team and Central Services
Absence Management including maternity/paternity	Line Managers or Academy Principal carry out return to work meetings following absence. Short and long term review meetings should be carried out by the Academy Principal with support from the HR Manager Occupational health referrals should be made via HR Academy Principal to inform HR Manager about any staff intending to take Maternity or Paternity leave so that the appropriate process can be followed	CEO or Line Manager to carry out return to work meetings following absence within central services teams. Short and long term review meetings should be carried out by the CEO or Line Manager with support from the HR Manager Occupational health referrals should be made via HR CEO or Line Manager to inform HR Manager about any staff intending to take Maternity or Paternity leave so that the appropriate process can be followed HR will support and provide appropriate letters/information		
Provision of staff references	Staff references should be written by either Curriculum	Staff references should be written by Executive team member and agreed by the CEO		

	Leaders or SLT and agreed with the Academy Principal Copies should be shared with the HR department			
Flexible working requests	Authorisation needed by the Academy Principal	Authorisation for central services staff needed by the CEO HR will advise and provide appropriate paperwork		
Single Central Register	The Academy Principal takes overall responsibility for their academy SCR	The SCR is produced and maintained by HR	The Councillor responsible for safeguarding will carry out 3 checks each year	

7 Estates Governance

7.1 The role of the Estates Manager

The Estates manager leads the team responsible for the front line management of the day-to-day delivery of Facilities Management (FM) services to academies and a PFI Contract. This encompasses all aspects of FM included within the agreed SLAs, including the management of in-house and outsourced resources to deliver both hard and soft services. The Estates Manager provides effective management and delivery of planned preventative maintenance programs, which respond to the 'reactive' needs of the academies, ensuring continuous improvement and financial performance within agreed budgets.

The specific duties carried out by the Estates Manager include, but are not limited to, those listed below:

- To provide an effective and positive learning environment in each academy, taking into account the needs of the curriculum, available funding and achieving the best possible value for money
- To maintain a safe and available learning and working environment for students, staff and visitors, that is fully compliant with all statutory regulations around buildings, facilities and sites
- To act as the Trust lead on Health and Safety in relation to land and buildings
- To ensure academies are prepared to deal with unplanned or emergency situations
- To oversee the management of the PFI contract at The Ebbsfleet Academy, ensuring that service delivery by the contractor is compliant with the Project Agreement, and that penalties are applied appropriately in cases of non-compliance
- To be responsible for the site and cleaning teams within each academy, including direct line management of the site managers
- To ensure the delivery of services in the two non-PFI academies is compliant with the BLT Estates Management Service Specification

- Manage budget allocations and monitor/control expenditure to prevent any unauthorised overspend. Review energy consumption and ensure that energy conservation measures are being maintained and implement other initiatives as required
- To ensure contractors visiting or working on the academy grounds or premises are compliant with all health and safety regulations. Monitor their work regularly reporting on progress to the CEO and carry out risk assessments as required. Manage specified projects in line with agreed budget
- Maintain a record of all statutory compliance, including a log of fire drills and regular safety check on the fire alarm system and ensure fire signs and extinguishers are maintained for efficient use in accordance with Health and Safety Regulations

7.2 Estates Scheme of delegation

The following scheme of delegation will operate in the academies which are not PFI buildings. In the case of the PFI academies the Estates Manager is the first point of contact for the PFI contract and any and all communication regarding the PFI contract must be through the Estate Manager. Academy Councils and Academy Staff should not be in direct contact with the PFI contract holder.

	Academy	Central Services	Trust Panel or Committee	Trust Board
Buildings and grounds maintenance, including health and safety	All academy staff direct maintenance issues to Estates Team Academy Principal complies with advice from Estates Manager regarding all matters of health and safety relating to site and buildings.	Estates Team maintains statutory compliance framework and takes all necessary action to ensure buildings and grounds are well maintained and safe		
Fire safety	Academy Principal conducts fire evacuations at least termly, three times a year Academy Principal complies with recommendations from fire risk assessment Academy Principal appoints and trains fire wardens	Estates Team manages statutory compliance framework, including fire risk assessment and review, fire alarm testing and inspection, inspection of fire-fighting equipment, inspection of fire protection systems, and inspection of escape routes		
Risk Assessments	Academy Principal responsible for ensuring that risk assessments are in place and	Estates team is responsible for risk assessments relating to the buildings and site, as set out in		

	<p>adhered to for trips and visits and safe handling of equipment and hazardous substances in curriculum areas.</p> <p>Academy Principal responsible for ensuring risk assessment is in place and adhered to for any lone workers on site</p> <p>All staff are responsible for compliance with risk assessments pertaining to their area of work</p> <p>Chair of Academy Council approves risk assessment for residential trips</p>	<p>the Health and Safety Policy.</p> <p>Estates team is responsible for risk assessments pertaining to working practices by site staff and external contractors</p>		
Site security		<p>Estates team responsible for maintaining safe access to and within the site, and maintaining the site's security and alarm systems</p> <p>ICT team responsible for CCTV operation and maintenance</p>		
Modifications to buildings or access routes	<p>Academy Principal to consult with Estates Manager before making any changes to fabric or use of buildings or access routes</p>	<p>Estates manager to advise on any proposed changes to fabric or use of buildings or access routes</p>		
Vehicles and equipment	<p>All staff responsible for the safe and proper use of equipment used in their area of work</p> <p>All staff responsible for returning academy vehicles to Estates team in a clean and serviceable condition</p>	<p>Estates team responsible for maintenance of site equipment</p> <p>Estates team responsible for the maintenance, management and security of vehicles.</p> <p>ICT team establish and manage asset register of ICT equipment</p>		
Accessibility Plan	<p>Academy Principal responsible for writing the policy.</p>	<p>Estates team to advice on access routes around the</p>		

	Academy Council to approve policy and monitor implementation.	academy for people with mobility issues.		
Lettings		Supervision of hirers on site managed by Estates team . Lettings management (bookings, invoicing etc.) organised by Finance Team		
Health and Safety policy	Academy Principal responsible for implementation of the H&S policy All staff responsible for compliance with H&S policy Academy Council to monitor implementation of H&S policy at academy.	Estates Manager writes H&S Policy Estates Manager responsible for compliance with H&S policy	Health and safety policy approved by Audit and Risk committee	
Budget Management		Estates manager holds the budget for premises maintenance and is responsible for achieving value for money in all transactions		
Accident and incident reporting	All staff responsible for reporting accident, injury or near miss to Principal or nominated representative, and recording in the accident report book, located in reception. Academy Principal to report to Estates manager any accidents of a serious nature involving ambulance attendance or hospital referral, and any dangerous occurrences or near misses.	Estates Manager responsible for reporting of serious incidents, accidents or near misses to Audit and Risk Committee Estates manager responsible for compliance with RIDDOR in reporting to the Health and Safety Executive.		

8 Appendices

Appendix 1: Brook Learning Trust Governance Structure (2.5) – Governance Communication Diagram

