



Contents

Our values and ambitions.....	
Overview of the GEMS Learning Trust.....	
Trust Board Terms of Reference	
Key roles and functions of the Trust Board	
Roles and Functions of the Executive Team	
Trust Board Remit	
Operations Committee Remit	
Standards Committee Remit	
Local Academy Boards	
Current Members and Directors	
Skills audit of Members and Directors	
Training	
Code of Conduct	
Policy approval scheme of delegation	
Standing Agenda Items- Board, Standards, Operations & LABs.....	
Trust Development Plan	
Governance Delegation Grid	

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Our values and ambitions

The GEMS Learning Trust is driven to ensure that all children in our fledgling receive a first-class education. High expectations, high challenge and a high level of feedback and support will be offered to both staff and pupils to create a high-achieving culture. On a daily basis, our academies will firmly focus on the core basics of phonics, reading, talk for writing, writing, and mathematics.

In addition, creative approaches to learning, independent thinking and collaborative problem-solving skills and the arts will be used to engage and motivate the children to love learning and understand how they learn. A blend of basic skills, rigour and attention to detail will underpin the cross-curricular planning. There will be an energy and buzz amongst the staff and the children, and no child will be allowed to slip through the net.

The GEMS Learning Trust leads the way in developing meaningful parent partnerships models. Our Academies fully involve parents in their children's school life, and that working in partnership, we ensure children are happy and achieving their full, academic potential.

Our values

Our distinctive values differentiate the GEMS Learning Trust; they are based on the four core values of GEMS Education.

Leading through innovation

- Fearlessly try new ways of teaching and learning, and adopt the best
- The courage to change in the best interests of young people
- Innovative provision using inspired teaching to explore the world
- Exploring exciting advances in science and technology, and how they impact on us

Pursing excellence

- An uncompromising belief that anyone and everyone can succeed
- An ambition to exceed expectations
- Rigorous leadership of education, financial systems and safety
- Cherishing individuals to promote the well-being of everyone
- A curriculum that is rich and enriched, varied, responsive to local needs
- We focus on enriching children's lives

Growing by learning

- An appetite to learn, an appetite to be a global citizen
- Building confidence for modern life
- Growing happy, confident, rounded, balanced children
- Ensure every child regards themselves as a success
- Improving by learning from the things that we try
- Support, share and coach each other so that we can be even better
- Expect openness and receptiveness, honesty, self-awareness
- Make magic enjoyable moments to make the most of precious but fleeting years

Global Citizenship

- Instilling compassion, respect, awareness and tolerance and respect for other people

- Challenging stereotypes, preconceptions and prejudice
- Bringing the ever shrinking world into the classroom
- Seeing ourselves and our culture in a global context
- Holding global conversations and local dialogues
- Preparing our children for a global world

What is different about our schools?

- We welcome teachers, parents and pupils as members of the GEMS family of schools; benefiting from high expectations and aspirations, real experiences with different cultures and broadened horizons
- We strongly involve parents in day to day school life; forming part of the educational team with teachers and children
- We want our children to be happy at school; they develop positive attitudes, strong personal and social skills and a lifelong love of learning
- We expect all our children achieve high levels in reading, writing, mathematics and science all throughout primary school and make exceptional levels of progress from their starting points
- We offer children an enjoyable, creative and enriched curriculum profiling art, music and drama which underpin their academic successes
- We prepare our parents and children to understand the relevance of their learning to future careers in a globalised, competitive and multi-lingual world
- We offer children and their families an extended school day with programmes for both enrichment and additional teaching, as well as quality wraparound care from 8am to 6pm
- We nurture positive and inclusive relationships with local, national and international communities; inspiring a strong sense of social responsibility in our staff and families.

Our goals as a Trust Board

1. To keep the safety, welfare and protection of the pupils at the GEMS Learning Trust academies in mind at all times
2. To know the strengths and weaknesses of each academy
3. To understand and utilise performance data for the academic benefit of each pupil
4. To provide an exceptional level of care and diligence in carrying out individual and collective financial, operational and educational functions

What we provide to our schools as a Trust

The GEMS Learning Trust is developing the services we provide to our academies. As we grow, the service provision will expand and the mechanism of delivery will develop. Currently we offer:

1. Quality assurance of provision - rigorous performance management and extensive support for each Principal
2. Peer-to-peer support for Principals and exchange of best practices, collaborative data analysis and target setting
3. A framework for schools, each with its own Principal who has the autonomy to develop their school and a role in the strategic growth of the Trust
4. Corporate infrastructure: Financial systems, HR advice, payroll, legal, admissions, branding, H&S oversight, buildings development
5. An influential role for Leadership and Teaching in a progressive, growing organisation; forming hubs, collaborative relationships and local partnerships

Our Portfolio of schools

Name of School	Date of opening	Type of School	Address	Premises	Pre-opening funding	Local Authority	Principal	NOR 17/18	Capacity
GEMS Twickenham Primary Academy	Sept 2015	Free School, Primary	57 Colne Road, Twickenham, TW2 6QF	Converted office building, planning permission to be secured. Owned by DfE	£220,000	London Borough of Richmond upon Thames	John Smith	124	420 4-11 year olds
GEMS Didcot Primary Academy	Sept 2016	Academy, Nursery and Primary	Chestnut Drive, Didcot, Oxon, OX11 0DL	Purpose built primary school. Owned by OCC	£91,000	Oxfordshire County Council	Alison Ashcroft	230	52 PTE 3 & 4 year olds 420 4-11 year olds
GEMS Kingston Primary Academy	Sept 2019	Free School, Primary	Swan House, Kingston	Purpose built primary school, planning permission secured. Owned by DfE.	£150,000	London Borough of Kingston upon Thames	TBA	0	420 4-11 year olds

Our ambitions

1. Deploy our resources effectively for the successful opening of Didcot in 2016, and Kingston Primary Academy in 2019.
2. Focus our attention towards the first full Ofsted inspection of each school, 3 years post opening; ensuring we receive good or outstanding judgements
 - a. Develop two geographical hubs of 2-3 primary schools (Oxfordshire and SW London)
 - b. Apply for one new free school in Oxfordshire – 2020/21
 - c. Encourage 2 existing schools to join the GLT – 2018/19

There is a more detailed version of the development plan at the end of this document. This strategy is reviewed annually.

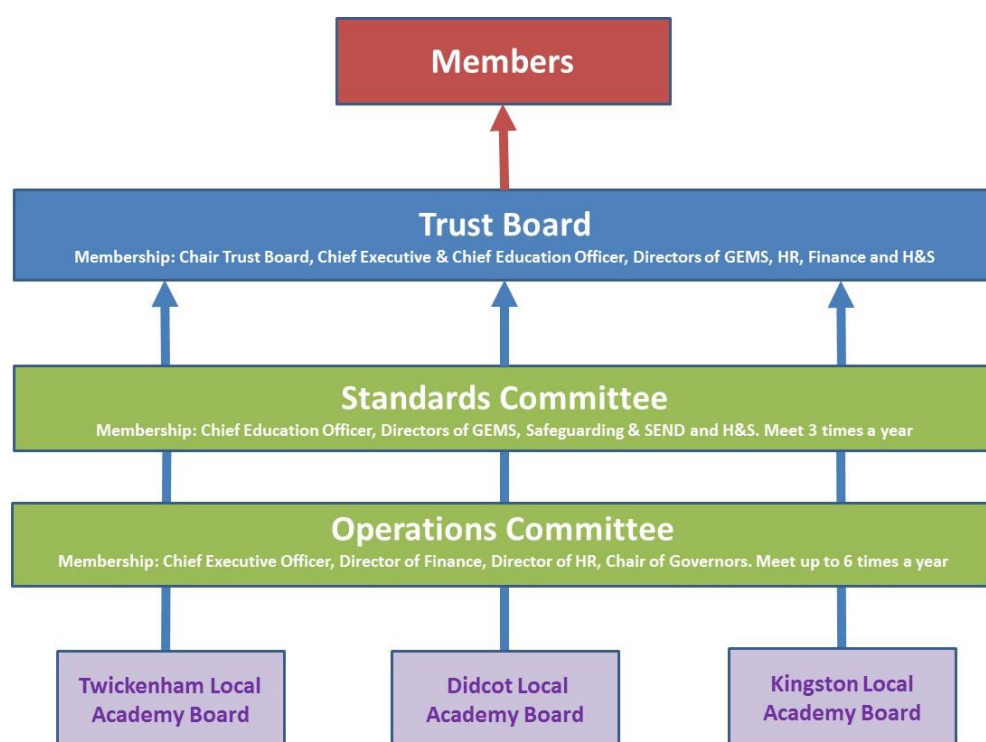
Overview of the GEMS Learning Trust

The GEMS Learning Trust is a Multi Academy Trust. It is a charitable company limited by guarantee and ultimately controlled by its Members who delegate responsibilities to the Trust Board.

Our schools are overseen by a central Governing Board. All governors are selected for the range of skills and expertise they bring to help realise our vision and values in the GEMS Learning Trust academies and to ensure effective strategic leadership and management. Terms of office are four years.

The Governing Board delegates some responsibilities for governance to the Operations Committee, the Standards Committee and to Local Academy Boards in each school. Parent governors sit on the Local Academy Boards.

Structure



Members

The Academy Trust is formed by two corporate (GEMS Education) and three independent members. This balance of members ensures that decisions will be taken in the best interests of the Academy Trust and not GEMS. The liability of the members is limited, as with any company limited by guarantee, by the amount of the guarantee undertaken by the member (this is set at £10 in the model Articles of Association). Overall, members usually have much more limited involvement in the management of the academies than the governors/directors.

The functions of the members of the Academy Trust include:

1. Overseeing the achievement of the objectives of the company including pupil outcomes
2. Taking part in annual and extraordinary general meetings

3. Appointing some of the governors/directors
4. Signing off the company's financial accounts and annual report
5. Power to amend the Articles of the company and, ultimately, to remove the governors/directors

Annual General Meeting of Members

Meetings of Members of an Academy Trust are called 'General Meetings' and the decisions they make are called 'resolutions'. The Members of an Academy Trust will meet at least once a year at the Annual General Meeting (AGM). AGMs must be held no more than 15 months apart and the first AGM must be held within 18 months of the Academy Trust being registered with Companies House.

Technically, it is the Directors that call the AGM and the Directors can attend and speak at AGMs, although they cannot vote on resolutions. The information made available to Members during the year and/or at the AGM might include:

- The minutes of all Board of Directors meetings;
- The Annual Accounts and Annual Return which should be submitted to Companies House;
- Other additional information as the Members and Directors may agree to enable the Members to carry out their 'guardianship' role e.g. financial updates, details of any building works or site issues etc (although these issues will usually be adequately covered in the minutes of Board meeting). It would be expected that Members would have the opportunity to discuss any matters contained in the information and ask questions.

During the course of the year, it would also be appropriate for the Directors to keep the Members up-dated on fundamental issues relating to the running of the Academy Trust. These might include:

- Any litigation involving members of staff (i.e. court proceedings/tribunal proceedings/criminal prosecutions) and in particular any which might reflect adversely on the Academy Trust;
- Financial concerns which develop during the course of the financial year and in particular any financial concerns that might have an impact on the employment of staff or the delivery of the broad and balance curriculum which the Academy Trust is under a duty to offer;
- Details of any Ofsted Inspections and other related external monitoring;
- Resignation or the appointment of a Principal;
- Vacancies arising on the Board for which the Members have responsibility.
- In general, when serious issues arise for which the Members need to be informed or take action then it is the responsibility of the Chair of Directors to alert them and/or to convene a meeting if appropriate.

Trust Board Terms of Reference

These terms of reference explain the ways in which the board fulfils its responsibilities for the leadership and management of the trust. They have been adopted by the board in accordance with the trust's Articles of Association (the Articles) and should be read in conjunction with those Articles

As a charity and company limited by guarantee, The GEMS Learning Trust Board (the "Company") is governed by a board of governors (the "directors"). The directors are responsible for the strategic direction, strategic policy framework and oversight of the GEMS Learning Trust and all its academies in order to ensure that the sponsor's vision and values underpin the work of the trust and its direction of travel and particularly to secure excellent outcome for children.

The directors have a duty to act in the fulfilment of the GEMS Learning Trust's objects. They are:

- 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 ("the academies") and offering a broad and balanced curriculum.
- to promote for the benefit of the inhabitants of the areas in which the academies are located and the surrounding areas the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances or for the public at large in the interests of social welfare and with the object of improving the condition of life of the said inhabitants.

The directors are accountable to the Department for Education (DfE) and external government agencies, including the Charity Commission, for the quality of the education they provide and the effective use of the associated academy funding.

What are my general duties under the Companies Act 2006?

As a director you must:

1. Act within powers

You must act in accordance with the company's constitution, and only exercise your powers for the purposes for which they were given.

The company's constitution includes its articles of association and resolutions and agreements of a constitutional nature (e.g. shareholder or joint venture agreements).

2. Promote the success of the company

You must act in the way you consider, in good faith, would be most likely to promote the success of the company for the benefit of its members as a whole.

When considering what is most likely to promote the success of the company, the legislation states that a director must have regard to:

- the likely consequences of any decision in the long term

- the interests of the company's employees
- the need to foster the company's business relationships with suppliers, customers and others
- the impact of the company's operations on the community and the environment
- the desirability of the company maintaining a reputation for high standards of business conduct
- the need to act fairly as between members of the company.

3. Exercise independent judgment

You must exercise independent judgment and make your own decisions. This does not prevent you from acting in accordance with the company's constitution or an agreement which the company has entered into.

4. Exercise reasonable care, skill and diligence

You must exercise the same care, skill and diligence that would be exercised by a reasonably diligent person with:

- the general knowledge, skill and experience that may reasonably be expected of a person carrying out the same functions as you in relation to the company
- the general knowledge, skill and experience that you actually possess.
- The expected standard is measured against both objective and subjective yardsticks.

5. Avoid conflicts of interest (a "conflict situation")

You must avoid a situation in which you have, or could have, an interest that conflicts, or may conflict, with the interests of the company. This applies in particular to the exploitation of any property, information or opportunity, regardless of whether the company could take advantage of it.

6. Not accept benefits from third parties

You must not accept a benefit from a third party given because you are a director or because you do (or do not do) anything as a director.

7. Declare interests in proposed or existing transactions or arrangements with the company

If you are in any way, directly or indirectly, interested in a transaction or arrangement with the company, you must declare the nature and extent of that interest to the other directors. In the case of a proposed transaction you must do this before it is entered into. In the case of an existing transaction you must do this as soon as reasonably practicable.

Strategic functions of the Trust Board

The Trust Board has the following core strategic governance functions:

Establishing the strategic direction, by:

- Setting the vision, values, and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the Principals
- Monitoring progress towards targets
- Performance managing the Principals
- Engaging with stakeholders
- Contributing to school self-evaluation

Ensuring financial probity, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring value for money is obtained
- Ensuring risks to the organisation are managed

On behalf of the GEMS Learning Trust, the board delegates some (but not all) of its decision making powers to two sub-committees of the main board; Standards and Operations

The extent of delegation will be determined by Academy effectiveness and the practical necessities of good governance. These delegations take full account of the GEMS Learning Trust's legal responsibilities and ensure effective risk management.

Appointment of Directors

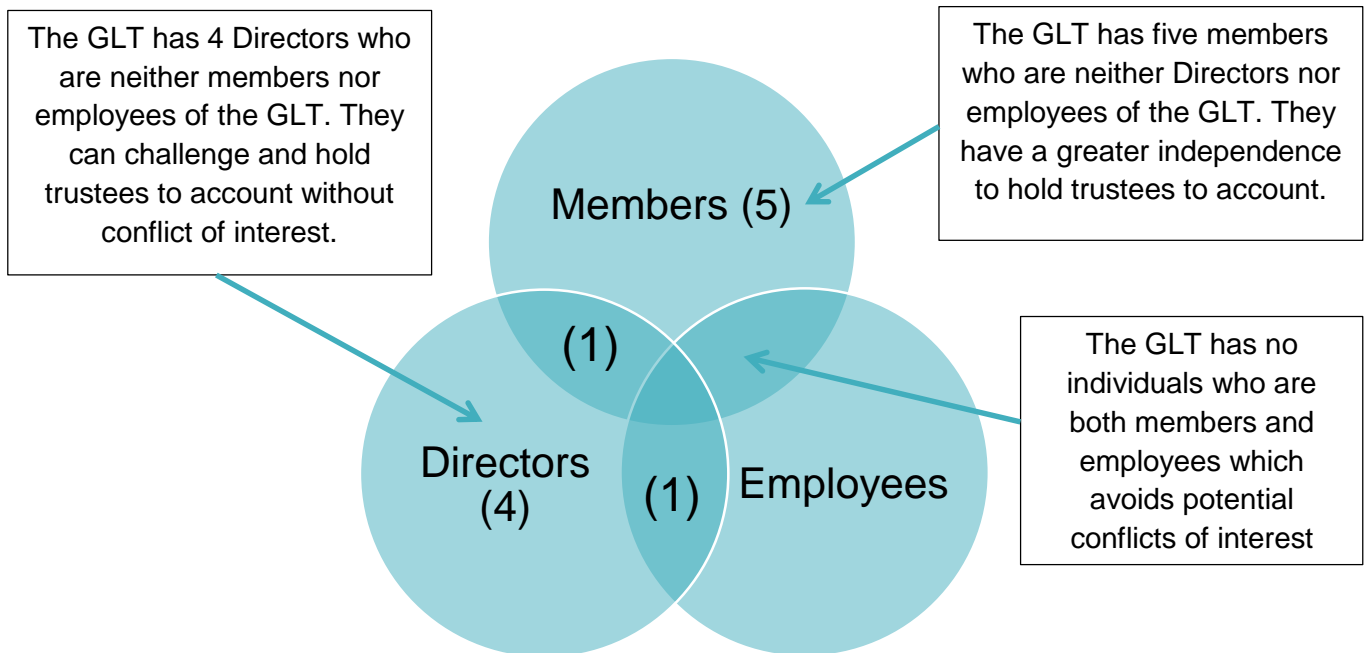
Directors are appointed by The GEMS Learning Trust Board on behalf of The GEMS Learning Trust. The sponsor determines the number of directors.

Members have decreed there will be up to 12 directors: up to four directors can be appointed by the members. The Trust board can appoint up to 8 directors. The quorum for full trust board meetings will be 3 directors. Directors may participate by telephone or videoconferencing and shall be regarded as present for all purposes.

Directors are appointed because of the range of skills and expertise they can bring to help to realise the sponsor's vision and values for the GEMS Learning Trust and enhance the effective strategic leadership and management.

Terms of office are typically for four years. Members and Directors must give notice of one school term and do so in writing to the Clerk and copying in the Chair.

Achieving independent challenge and holding Directors to account



Voting

Every resolution to be passed at a Board meeting must be determined by a majority of votes of those directors present or by proxy and voting. If there is an equal number of votes, the chair (or the person acting as chair) - provided that they are a director - has a second (or casting) vote.

Where there is a conflict between the interests of any person and the interests of the Board, that person will withdraw from the meeting and will not vote; in a situation where the principles of natural justice require a fair hearing and there is any reasonable doubt as to a person's ability to act impartially, he/she will also withdraw from the meeting and not vote.

Directors should withdraw from any meeting in which they have a direct or indirect pecuniary interest.

These matters will be recorded in the minutes.

Pecuniary and Personal Interest/Conflicts of Interest

The Board will create annually a register of business interest of its members; each sheet being completed and signed by the relevant governor. This is the responsibility of the clerk. This will be available for inspection.

Directors must draw attention as appropriate to any pecuniary or other personal interest, whether that interest has previously been registered or not.

Anyone who is ordinarily entitled to attend Board or committee meetings (that is Directors, members of committees, associate members or Principals) must withdraw and not vote on the issue if:

- There could be conflict between the interest of that person and the interests of the Board; or
- Where a fair hearing must be given and there is reasonable doubt about the individual's ability to act impartially on any matter.
- When a panel is considering:
 - Disciplinary action against an employee or against a pupil;
 - A matter arising from an alleged incident involving a pupil; a governor who has declared a personal interest may attend the meeting to give evidence if he/she has made relevant accusations, or is a witness in the case.

Chairing Board meetings

The governing body must elect a chair and a vice-chair. There are no regulations prescribing the election process but those standing for election should withdraw from the meeting when a vote is taken. Directors who are employed by the Trust, for instance the Principal, trust staff and pupils at the academy cannot be elected as chair or vice-chair. The chair and vice-chair can resign at any time by writing to the Clerk.

Notice of Meetings

- Written notice of meetings, together with the agenda, will be sent to arrive seven clear days before the meeting, except where the chair calls an urgent meeting at short notice.
- Non-receipt of notice of a meeting will not invalidate the meeting.
- A copy of the agenda for every meeting, the draft minutes of every such meeting (if they have been approved), the signed minutes and any report, document or other paper considered will be made available at each academy, at all reasonable times, for inspection by anyone wishing to see them (as according to the Articles).
- Any Director shall be able to participate in meetings of the governors by telephone or video conference. (Providing at least 48 hours' notice of their intention is given and that governors have access to appropriate equipment)

Agendas

- The agenda will be prepared by the clerk in accordance with any determination of the Board and in consultation with the chairman and the Principal.
- Any Director may place an item on the agenda by writing to the Clerk.
- Papers that inform agenda items will be sent to Directors with the agenda to arrive seven clear days before the meeting.

Attendance

- A record will be kept of all persons attending a meeting of the Board or any of its committees.
- The time of arrival and/or departure of any Director not in attendance throughout any meeting will be recorded in the minutes.
- Where a Director sends an apology for absence with reason, the Board will decide whether to 'consent' to the absence and the clerk will record the decision in the minutes. If apologies are not submitted they will deem to have not been accepted. (A copy of the approved draft minutes will be sent as soon as possible to the Director concerned.)

- If a governor is absent without the permission of the Board from all their meetings held within a period of six months he would cease to hold his office.

Minutes

The Clerk to the trust board shall circulate minutes of full Board meetings, the agenda and any associated papers for forthcoming meetings at least seven working days before the date of the Board meeting.

Reports

All individuals with delegated powers will report in writing, using a prescribed format, to the next meeting of the governing body about any decisions made or action taken.

Annual Report

The Trustees shall prepare its Annual Report in accordance with the Statement of Recommended Practice as if the Academy Trust was a non-exempt charity and shall file these with the Secretary of State and the Principal Regulator by 31 December each Academy Financial Year.

Annual Return

The Directors shall comply with their obligations under Part 24 of the Companies Act 2006 (or any statutory re-enactment or modification of that Act) with regard to the preparation of an annual return to the Registrar of Companies and in accordance with the Statement of Recommended Practice as if the Academy Trust was a non-exempt charity and to the Secretary of State and the Principal Regulator by 31 December each Academy Financial Year.

Directors' Expenses

The governing body will adopt a policy on the payment of expenses of Directors in accordance with the Articles.

Payments for Directors

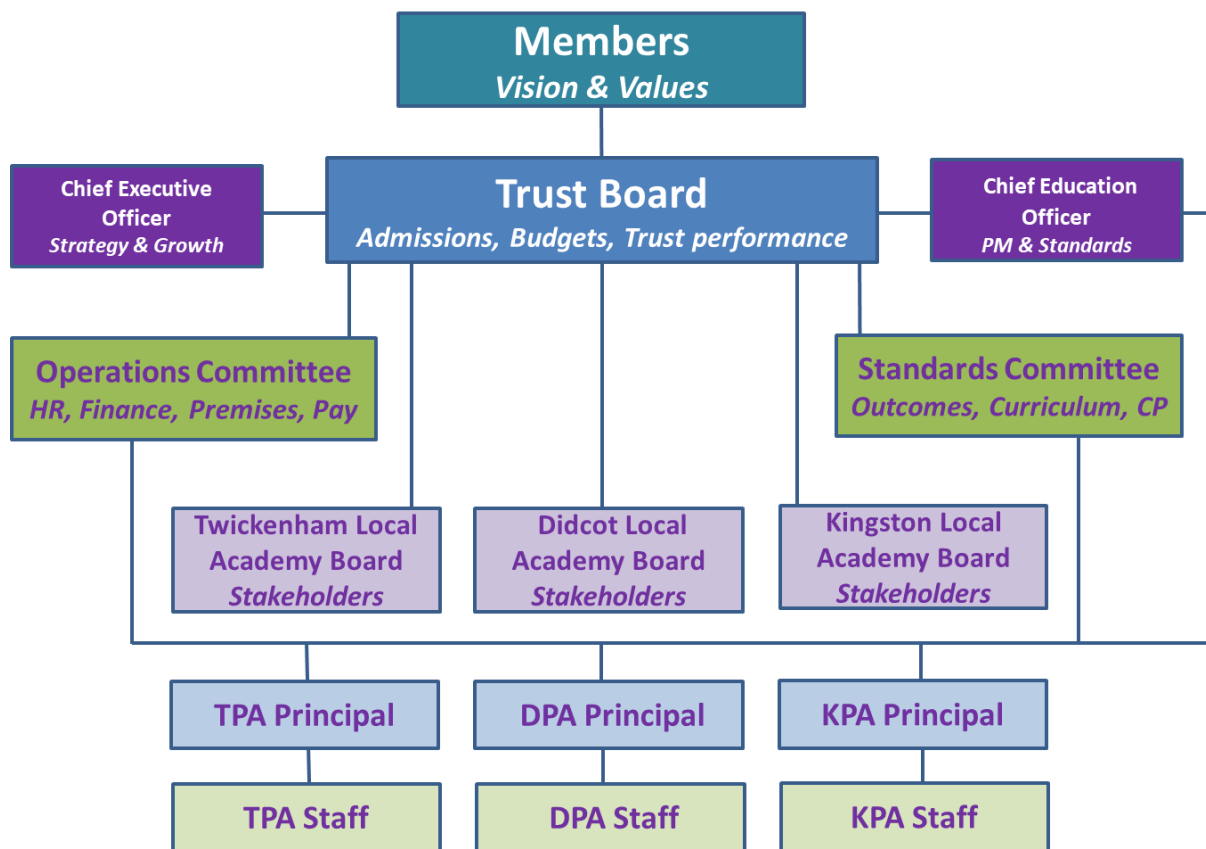
The statutory power can only be used if, at the time in question, the total number of Directors receiving payment from the charity's funds will be in a minority on the board.

When assessing this, the board needs to take into account the number of trustees who are receiving directly or indirectly (through a connected person) any trustee payment. This means they need to include:

- any Directors connected to persons or businesses receiving payment;
- any Directors who are receiving payment for serving as trustees;
- Directors who are also paid employees of the charity; and
- Directors receiving any other form of director benefit.

For the purpose of deciding if the meeting is quorate, those Directors who face a potential conflict of interest as a result of the issue being discussed should be excluded.

Accountability Structure



Key roles and functions of the Trust Board

Chair and Vice Chair

- Promote and maintain high standards of educational achievement
- Set a clear vision, ethos and strategic direction for the Trust
- Hold the Executive team to account for the educational performance of the Trust and its pupils, and for the performance management of staff
- Provide oversight of the financial performance of the Trust and effective use of Trust resources

Clerk

- Provide advice to the governing body on governance, constitutional and procedural matters;
- Provide effective administrative support to the Board Directors and committees;
- Ensure the Board is properly constituted;
- Manage information effectively in accordance with legal requirements.

Accounting Officer

- Complete the Governance Statement and Statement of regularity, propriety and compliance in the published format and submit to the Education EFA by 31 Dec;
- Publish the statement on the trust's website by 31 January;
- Ensure regularity with all items of income and expenditure in accordance with legislation and any applicable delegated authority;
- Ensure propriety by operating appropriate standards of conduct, behaviour and corporate governance including fairness, integrity, avoidance of personal profit from public business (avoidance of conflict of interest), even-handedness and open competition;
- Ensure Value for Money through the efficient and effective use of available resources; avoidance of waste and extravagance; prudent and economical administration of the financial affairs of the academy including the day to day organisation, staffing and management of the academy;
- Monitor whether the rules are being met;
- Establish procedures to follow if the rules aren't being met including reports from the Responsible Officer and a whistleblowing policy accessible to all staff;
- Take appropriate action if the Trust Board, or the Chairman, is contemplating a course of action which would infringe the requirements of propriety or regularity (including the provisions of the Funding Agreement, the academy's Development Plan, or other documents setting out the financial duties of the governing body or of any other rules governing the conduct of the body), or would not represent prudent or economical administration, or the efficient or effective discharge of the Trust Board's functions;

Responsible Officer/Internal Auditor

- Monitor and assess internal controls of The Trust ensuring the Trust as a whole is operating at appropriate levels of risk and in compliance with the Code of Audit Practice;
- Monitor the implementation of action agreed by management in response to reports from the external auditor and Responsible Officer/Internal Auditor

Roles and Functions of the Executive Team

Chief Executive Officer

- Develop a culture in each Academy to ensure staff, students and other stakeholders feel ownership for and belief in the GEMS Learning Trust values and approach;
- With the Chief Education Officer, develop rigorous performance management and quality assurance systems, including objective setting and development targets;
- Support the Directors of the Trust to meet the requirements of a charity, a limited company, a Multi Academy Trust and to meet the terms of the Funding Agreement including the maintenance of appropriate policies, procedures and reports;
- Support the Principals of the academies to maintain good financial health, safe and compliant buildings and robust HR procedures
- Keep up to date on regulations and current good practice in schools and elsewhere to ensure that the Trust is fully compliant;
- Implement the Trust Development Plan
- Lead on legal matters
- Develop and deliver common shared services across the Academies to ensure consistent systems, policies and procedures and to minimise the cost of administration
- Lead on applications for new schools, new business and associated project management and due diligence
- Represent the Trust at a local and National level; promoting success and values
- Lead on the relationship between GEMS and the Trust

Chief Education Officer

- **Holds the academy Principals to account**
- Line management of each academy Principal; provide robust support and challenge
- Oversee performance management and appraisal systems for all staff
- Performance manage Principals- setting Targets, conducting mid- year and annual reviews
- Support and challenge pupil targets in all year groups
- Termly analysis of pupil outcomes and progress across all groups
- Review and advise on SEF and SDPs
- Conduct regular visits to each academy to support and challenge teaching, learning and assessment in all curriculum subjects across the year
- Conduct an audit of safeguarding procedures and make recommendations for action
- Provide advice and support for SEND pupils and families
- Provide advice and support on recruitment, staffing, and interviews
- Support the allocation of budget for PP, Sports, SEND and impact
- Support with capability procedures
- Produce an end of year report to feed into SEF and SDP/SIP
- Monitoring of close the gap teaching and interventions and impact
- Professional discussion, planning and support for underperforming groups or staff
- Audit curriculum coverage and enrichment opportunities in cohorts
- Work scrutiny book looks, learning environment audit
- Learning walks and lesson observations and feedback
- Monitor behaviour for Learning and consistency across the school
- Promote the SMSC agenda and opportunities for pupil involvement in projects and leadership development

Trust Board Remit

Strategy and performance

- **Hold the Chief Executive and Chief Education Officers to account**
- **Hold the Operations, Standards and LAB sub-committees to account**
- Set the strategic improvement priorities of the Trust with clear links between the trust vision and outcomes for children
- Formulate, monitor and review a Trust development plan including developing new Academy projects through feasibility and implementation;
- Scrutinise the performance of the Trust as a whole including pupil progress, outcomes, behaviour, attendance
- Listen and respond appropriately to the views of parents and children
- Put proactive succession planning processes in place for key management positions
- Determine the growth strategy; ensuring due diligence is adhered to and that the required capacity and capability is in place
- Conduct an annual self-review exercise; feeding actions into the Trust development plan

Admissions

- Ensure that the Trust complies with the Admissions Code at all times;
- Amend and approve academy Admissions policies if required, including consultation requirements within stipulated timeframes;
- Provide a representative at Admissions independent admission appeals panels.

Public Relations

- Promote partnership working and shared approaches among the GEMS Learning Trust Academies, the international GEMS network and with local schools;
- Promote the values and success of the Academies and the Trust in the local and national arena, including public presentations, media exposure and personal contacts;
- Encourage the support and involvement of business and industry;

Compliance

- Observe all statutory and contractual obligations; EFA, DfE, HMRC, Companies House, Charities Law, AFH, Accounts directions etc
- Appoint the Accounting Officer

Stakeholder engagement

- Develop Trust wide marketing and communication strategies
- Monitor the effectiveness of the complaints policy and procedures; provide a representative the Trust on a complaints panel

Safeguarding & SEND

- Take leadership responsibility for the Trust's safeguarding arrangements, which include the Prevent duty.
- Take leadership responsibility for specific oversight of the Trust's arrangements for SEND.

Operations Committee Remit

Financial monitoring

- Keep the GEMS Learning Trust's budget and finance schemes under regular review
- Ensure that the GEMS Learning Trust represents good value for money for the Academies;
- Authorise the award of contracts and payments up to the amount stated in the Scheme of Delegation
- Oversee procurement to ensure that value for money and internal efficiency gains are realised through collective purchasing and contracting and ensure compliance with procurement policies;
- Review financial policies; whistleblowing, lettings, LGPS Discretions, Expenses,
- Monitor and review Trust wide contracts
- Oversee bank and banking procedures
- Scrutinise and approve on behalf of the Board each academy's detailed annual budget, review annually plans to address identified over or underspends to the Board in line with academy priorities;
- Agree the scheme of financial delegation to trust academies and review this annually

Compliance

- Ensure financial and procedural compliance with the Academies Handbook and Funding Agreements including reporting to the EFA;
- Prepare on behalf of The Trust Board the Governance Statement and Statement of regularity, propriety and compliance (by 31st December).
- Ensure that each Academy has suitably trained staff for the operation of financial systems;
- Ensure that annual accounts are accurate

Premises

- Ensure that maintenance, decoration, and equipment/furniture renewal is planned and budgeted for
- Consider and determine the need for capital works at the academy, in line with academy development plans;
- Oversee Asset Management and review the use of academy premises, the equipment and resources and ensure they match the requirements of the academies' priorities;

Risk management

- Ensure that a framework is established and maintained for the identification and management of risk; finance, staffing, standards, reputation etc.
- Intervene quickly and effectively when required

Audit

- Appoint the internal audit officer (Responsible Officer) and respond to their audit findings and recommendations

- Appoint the external auditor and assess independence of the external auditor, ensuring that key audit personnel are rotated at appropriate intervals.
- Approve the audit fees and pre-approve any fees in excess of £10,000 in respect of non-audit services provided by the external auditor and to ensure that the provision of non-audit services does not impair the external auditors' independence or objectivity.
- Discuss with the external auditor the nature and scope of each forthcoming audit and to ensure that the external auditor receives the fullest co-operation.
- Review the external auditor's annual management letter and all other reports and recommendations, together with the appropriateness of management's response.
- Review the performance of the external auditor on an annual basis.
- Review and consider the circumstances surrounding any resignation or dismissal of the external auditor.
- Receive the annual report from the GEMS Learning Trust's auditors and take the appropriate actions to respond positively to any recommendations;
- Monitor compliance with approved financial procedures and consider action required as a result of internal and external audit report;

Human Resources

- Support with the appointment of academy Principals and members of the senior leadership team; to advise on procedures for staff appointments excluding Principals and Vice Principals;
- Support in relation to staff grievance, discipline or dismissal
- Advise on legal requirements and procedures relating to personnel issues;
- Assist in the development of all of the Trust's policies and procedures relating to personnel matters, including:
 - Performance management/Appraisal
 - General terms and conditions of employment
 - Pay and Pension
 - Leave of absence; maternity, paternity, sickness
 - Capability, Discipline and Grievance
 - Safer Recruitment
 - Equality
- Assist with and advise on salary reviews/pay matters related to performance on an annual basis;
- Act as a first appeals body as appropriate in relation to pay decisions.

Health and Safety

- Ensure that the Trust complies with statutory requirements for the management of Health and Safety;
- Approve and monitor Health and Safety and Accessibility policies
- Receive and consider any reports and audits completed by Health and Safety officers and Trustees from annual inspection of each Academy, and monitor recommendations

Standards Committee Remit

Performance

- **Support the Chief Education Officer in holding the academy Principals to account**
- Provide robust support and challenge to academy Principals
- Agree and set targets for pupil attainment and progress
- Review Development Plans and Self Evaluation forms (SEF) and any Post Ofsted Action Plans
- Arrange and engage annual external reviews of progress and standards and respond to recommendations
- Monitor the impact of pupil and sports premium funding on attainment
- Scrutinise attainment and welfare of all children, highlighting vulnerable children and other groups of pupils in reference to RAISEOnline, local and national benchmark information:
 - Progress of children towards targets
 - Black and Ethnic Minority Children
 - Pupil Premium
 - SEND
 - Traveller Children
 - Service Children
 - Looked After Children
 - Young Carers;
 - Inclusion / Special Educational Needs
 - Literacy/Numeracy
 - Transition
 - Equality
 - Behaviour and Discipline
 - Bullying and Racial incidents
 - Pupil exclusions;
 - Attendance
 - Other areas of the curriculum;

Safeguarding and Child Protection

- Promote an exceptionally safe and vigilant culture
- Review the audit child protection and safeguarding processes and ensure recommendations are followed by each Academy
- Approve and monitor Safeguarding and Child Protection policy

Special Educational and Physical Needs

- Review the SEND systems in each academy and ensure compliance to the SEND code of practice

School development and improvement

- Teaching and Learning
- Curriculum and extracurricular opportunities
- Trust development and growth
- Internal monitoring and audits
- CPD

- Collaboration between trust schools
- Term dates

Local Academy Boards

Each academy has its own Local Academy Board to act as a critical friend to each Principal. Trustees approve the co-option of non-Directors onto Local Academy Boards (LABs) to provide additional support and areas of expertise where appropriate with voting or none voting powers depending on the situation.

Liability

LABs are not legal entities in their own right and members of LABs are not Governors in law. Legal liability remains with the Academy Trust and the Board of Directors, who are ultimately responsible for the running of the Academy.

Constitution

- (a) The Principal
- (b) A minimum of 2 elected parent Governors up to a maximum of 4
- (c) 1 staff governor
- (d) Up to 3 community Governors –

Scheme of Delegation

Governance

- To receive constitutional matters from the Trustees.
- To recruit new members as vacancies arise.
- To hold at least one Local Academy Board meeting a term, however, further meetings can be called at the discretion of the Local Academy Board.
- To appoint or remove the Chair and Vice Chair to the Local Academy Board.
- To appoint or remove a Clerk to the Local Academy Board.
- To review and approve policies in accordance with the policy review cycle as delegated by the Trustees.

Stakeholder engagement

- To engage with stakeholders; pupils, staff, parents/carers and the community
- To monitor the effectiveness of the complaints policy and procedures; provide one or more representative the Trust on a complaints panel
- To ensure that each Academy meets legal requirements to publish information online

Educational experience and standards

- To scrutinise data and information regarding the attainment and welfare of all children
- To determine timing and arrangements for parents' evenings
- To be consulted on a wide range of issues such as Academy uniform, SMSC, FBV, term dates, the school day, provision of after-school clubs, enrichment etc.
- To support activities including trips, reading etc.

Appointment of Members

Staff

The Principal shall invite nominations from all staff employed under a contract of employment and, where there are any contested posts, shall hold an election by a secret ballot, amongst members of staff.

All arrangements for the calling and the conduct of the election and resolution of questions as to whether any person is an eligible candidate shall be determined by the Directors. The Directors may delegate the running of the election to the Principal. Terms of office will be for a period of three years.

Parents

Parent members of the LAB shall be elected by parents of registered pupils at the Academy. He or she must be a parent of, or have parental responsibility for, a pupil at the Academy at the time when he or she is elected.

The Directors shall make all necessary arrangements for, and determine all other matters relating to, an election of the parent members. The Directors may delegate the running of the election to the Principal.

Where a vacancy for a parent member is required to be filled by election, the Principal shall take such steps as are reasonably practical to secure that every person who is known to them to be a parent of a registered pupil at the Academy is informed of the vacancy and that it is required to be filled by election, informed that he or she is entitled to stand as a candidate, and vote at the election, and given an opportunity to do so.

Any election of persons who are to be the parent members which is contested shall be held by secret ballot. The arrangements made for the election of the parent members shall provide for every person who is entitled to vote in the election to have an opportunity to do so by post or, if he or she prefers, by having his/her ballot paper returned to the Academy by a registered pupil at the Academy.

Where the number of parents standing for election is less than the number of vacancies, the Principal may appoint a person who is the parent of a registered pupil at the Academy or, where it is not reasonably practical to do so, a person who is the parent of a registered pupil of another Academy run by the Trust.

Community

Community members of the LAB shall be appointed by the Principal. He or she must be:

- a) a person who lives or works in the community served by the Academy; or
- b) a person who, in the opinion of the Principal, has the necessary skills set and is committed to the success of the Academy.

The Principal may not appoint an employee of the Academy as a community member.

In addition, the Board of Directors shall have the power to appoint additional members of the LAB as they see fit.

Removal and Resignation of members

A person serving on the LAB shall cease to hold office if:

- a) He or she resigns his or her office by giving notice in writing to the clerk of the Principal;
- b) The Principal or a staff LAB member ceases to work at the Academy;
- c) The Directors terminate the appointment of a LAB member whose presence or conduct is deemed by the Directors, at their sole discretion, not to be in the best interests of the Trust or the Academy
- d) A child of a parent LAB member ceases to be a pupil at the Academy.

Meetings

The LAB shall meet at least once every term

Meetings of the LAB shall be convened and chaired by an elected Chairperson who shall send the members written notice of the meeting and a copy of the agenda at least seven clear days in advance of the meeting.

Any member shall be able to participate in meetings of the LAB by telephone or video conference provided that he has given reasonable notice to the Principal and that the members have access to the appropriate equipment.

Any Director and the CEO or person appointed by them shall be entitled to attend and observe LAB meetings.

Reports

The Principal will produce a report for the Trust Board in time for full Trust Board meetings.

Minutes of meetings

Minutes of each meeting will be sent to the Board of Directors on a termly basis

At every meeting of the LAB the minutes of the last meeting shall be taken as the first agenda item after any apologies and, if agreed to be accurate, shall be signed as a true record.

Term of office

The term of office for any LAB member shall be 3 years, save the Principal for the Trust who shall remain a LAB member until he or she ceases to work at the Academy.

Subject to remaining eligible, any person may be re-appointed or re-elected to the LAB.

Principles of Delegation

Members of Local Academy Boards will not be directors or trustees of the MAT although they will represent the views of stakeholders from the academies. They are a consultative body and may have duties delegated by the Trust Board as the academies become more established. For the avoidance of doubt, where a power is not expressly delegated to any LAB, it will be deemed to have been retained by the Trust regardless of whether it is specified in the scheme of delegation. The Appendices may be reviewed by the Directors at any time but shall be reviewed at least annually. Directors reserve the right to remove or alter any delegation at any time, whilst having due regard to, but not being bound by, the views of the LAB.

Current Members and Directors

Members					
Name	Role	Responsibilities/Authorities			
Rebecca Plaskitt	GEMS Member	<ol style="list-style-type: none"> 1. To determine the vision and strategy of the GEMS Learning Trust 2. To appoint/remove some Directors 3. To sign off the financial statements and annual report 4. To change the Articles 5. To hold the Board to account for Trust performance 			
Jay Varkey	GEMS Member				
Dr Harry Ziman	Independent Member				
Amar Purohit	Independent Member				
Barbara Harrison	Independent Member				
The Trust Board of Governors/Trustees/Directors					
Governor	Type of Governor	Appointed by	Committee	End of Office	Areas of Expertise
Rony Valeny – Interim Chief Financial Officer	Independent Non-Executive Director	Trustees	Operations	22/11/20	Finance, accounting, business development, auditing, academies compliance, operations
Danielle West	Non-Executive Director	Members	Operations	07/03/21	Recruitment, staff retention, employment policy, CPD, induction
Dr Harry Ziman - Chair	Independent non-Executive Director	Trustees	Standards	20/04/19	Chairing MATS, finance, operations, academic standards, safeguarding, child protection, PREVENT, compliance, clerking
Joe Garrod – vice chair	Independent non-Executive Director	Trustees	Operations	20/04/19	Health and safety, premises management, planning law, building design, project management
Jodie Croft	CEO, Accounting Officer	Trustees	Operations	Ex-Officio	Finance, operations, academic standards, strategy, business development, planning, consultation, marketing, project management, academies compliance, leadership
Leah Perring	Independent Non-Executive Director	Trustees	Standards	27/06/18	Academic standards, safeguarding, child protection, SEND, teaching and learning, CPD, monitoring and evaluation, leadership and management

Skills audit of Members and Directors

- Strong Direct current or previous professional experience in this field
- Some General awareness, no previous professional/practical experience
- Blank This area of knowledge/skill is not currently a distinctive strength

Area of knowledge/skill	Rebecca Plaskitt	Jay Varkey	Rony Valeny	Barbara Harrison	Harry Ziman	Joe Garrod	Jodie Croft	Danielle West	Leah Perring	Amar Purohit
Knowledge of educational statutory bodies	Strong	Some	Some	Strong	Strong	Strong	Strong	Strong	Strong	Some
Knowledge of national education policy	Strong	Some	Some	Strong	Some	Strong	Strong	Strong	Strong	Some
Knowledge of the education sector in general	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Some
Knowledge of the charitable sector in general		Some	Some	Strong	Some	Some	Some	Some	Some	Strong
Knowledge of current good practice for charities		Some		Strong	Some	Some	Some	Some		Some
Experience of other voluntary organisations				Strong	Some	Some	Some		Some	Strong
Safeguarding and Child Protection	Strong	Some	Strong	Strong	Some		Some	Strong	Strong	
Campaigning				Some			Some	Some		Some
Partnership Working	Strong	Strong	Strong	Strong	Some	Strong	Some	Strong	Some	Some
Community Development	Some			Some	Some	Some		Some		Some
General Leadership and Management	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong
Financial Management	Strong	Strong	Strong	Some	Some	Some	Strong	Some	Some	Strong
Project Management	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong		Some
Monitoring and Evaluation	Strong	Strong	Strong	Strong	Strong	Some	Some	Some	Some	Strong
Planning	Strong			Strong	Strong	Some	Strong	Strong	Some	Strong
Law				Some	Some	Some	Some	Some	Some	Strong
Accounting			Strong	Some	Some	Some	Some	Some		Strong
IT			Some	Some	Some		Some		Some	Some
HR	Strong		Some	Some	Strong	Some	Some	Strong		Some
Marketing/PR	Strong	Strong	Some	Some	Strong	Some	Strong	Strong		Some
Training/Development	Strong		Strong	Strong	Strong	Some	Some	Strong	Some	Some
Chairing	Strong	Strong	Strong	Strong	Strong	Some	Strong	Some		Some
Consensus building	Some		Strong	Strong	Strong	Some	Some	Some		
Energy and Enthusiasm	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong
Strategic thinking	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Strong	Some	Strong
Governance	Strong	Some	Some	Strong	Strong	Strong	Some	Strong	Strong	Some

Training

The Trust has an induction and training programme for all new and existing directors. All training is logged by the Clerk. Every director is expected to visit each school once per year and complete a learning walk directed by the Principal. The CEO will induct all new directors of the Trust Board in the following areas:

- The vision, ethos and strategic direction of the Trust
- Basic overview of performance data; Ofsted performance dashboard, RAISE Online, other national benchmarks
- Legal structure of the Trust Board
- Local Academy Board Remit and responsibilities

All trustees/directors are expected to read the following documents:

Governors handbook

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/582868/Governance_Handbook_-_January_2017.pdf

Governors competency framework

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/583733/Competency_framework_for_governance_.pdf

All trustees/directors are expected to complete the following training courses online and forward certificates to the school office or to the CEO.

Online training courses for	Provider	Log in information
Safeguarding and Child Protection	NGA	https://login.educare.co.uk/participant-login
Key functions of the governing body	NGA	https://nga.vc-enable.co.uk/Login/Login
Monitoring Performance Data and Targets	NGA	https://nga.vc-enable.co.uk/Login/Login
Pupil Premium	NGA	https://nga.vc-enable.co.uk/Login/Login
Prevent	NCALT	http://course.ncalt.com/Channel_General_Awareness/01/index.html
Health and Safety in Education	NGA	Health and Safety Director https://nga.vc-enable.co.uk/Login/Login
Safeguarding - The Governors' Role	NGA	Safeguarding and Child protection officer https://nga.vc-enable.co.uk/Login/Login
School funding	NGA	https://nga.vc-enable.co.uk/Login/Login
Equality and Diversity	NGA	Principal, Director of HR, CEO https://nga.vc-enable.co.uk/Login/Login
GDPR and the role of the DPO	Strictly Education	CEO

Code of Conduct

Directors must read and indicate they have understood the following scope of governance.

Role

- We take collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We encourage open government and act appropriately.
- We consider carefully how our decisions may affect the community
- We are mindful of our responsibility to maintain and develop the ethos and reputation of our Trust and its Academies.
- In making or responding to criticism or complaints affecting the school we follow the procedures established by the governing board.
- We actively support and challenge the Principals.

Responsibilities

- Ensure that the sponsor's vision and values underpin the way in which the Trust Board works
- Determine the educational character and mission of the GEMS Learning Trust;
- Approve the GEMS Learning Trust and individual academy annual and three year strategic plans and review annually;
- Receive and scrutinise reports at every Trust Board meeting in order to review regularly outcomes and impact against key performance indicators as identified in the strategic plan;
- Challenge and support the Trust Board's senior officers and academy leaders to achieve best value in terms of impact, outcomes, quality and cost;
- Adhere to the Master Funding Agreement and Supplemental Funding Agreements;
- Ensure the continued charitable status of the GEMS Learning Trust
- Approve the trust board's terms of reference and keep them under regular review;
- Approve the trust board's accountability framework and keep it under regular review;
- Approve the delegations of Directors' responsibilities and keep them under regular review;
- Approve the trust board's policy framework that identifies responsibilities for approving specific policies and keeping this under regular review;
- Take timely action to address decisions for which there is a legal requirement for trust board approval;
- Ensure effective consultation and communication with all constituent parts of the trust board;
- Review its own effectiveness regularly and agree appropriate actions to improve its performance;
- Actively promote high ethical standards including the Nolan principles.

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.

- We make full efforts to participate in all meetings and where we cannot participate explain in advance why we are unable to.
- We get to know the Academies well and respond to opportunities to involve ourselves in Academies activities.
- We visit the Academies, with all visits arranged in advance with the staff and undertaken within the framework established by the governing board and agreed with the Principal.
- We consider seriously our individual and collective needs for training and development, and will undertake relevant training

Relationships

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

Confidentiality

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

Conflicts of interest

- We record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will leave the meeting for the appropriate length of time.
- We declare any conflict of loyalty at the start of any meeting should the situation arise.
- We act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing body.
- We individually and collectively uphold the Seven Principles of Public Life (listed below)

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.

- Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate.

The Seven Principles of Public Life

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

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

Policy Approval – scheme of delegation

Policy Name	Owner	Approver
Governing body - TOR	CEO	Board
Local Academy Board TOR	CEO	Board
Pay	CEO	Board
Whistle Blowing	Principals	Board
Admissions	CEO	Board
Safeguarding	Principals	Board
Car parking/car use	CEO	CEO
ICT continuity and recovery	CEO	CEO
Mini-Bus Management	Principals	CEO
Register of business interests	CEO	CEO
Service Management	Principals	CEO
Anti-bullying	Principals	LAB
Collective worship	Principals	LAB
Home Learning	Principals	LAB
Infection Control	Principals	LAB
Uniform	Principals	LAB
Volunteer	Principals	LAB
Website checklist	CEO	LAB
Behaviour	Principals	LAB
Attendance register	Business/office managers	N/A
Admissions register	Business/office managers	N/A
Capability & Grievance Policy	CEO	Operations
Staff Appraisal	CEO	Operations
Appraisal	CEO	Operations
Assets and Disposals policy	CEO	Operations
Crisis management & business continuity	Principals	Operations
Data Protection	CEO	Operations
Directors Expenses	CEO	Operations
Finance Manual	CEO	Operations
Investment	CEO	Operations
LGPS Discretions	CEO	Operations
Maternity, paternity and adoption leave	CEO	Operations
Performance Management + capability procedure	CEO	Operations
Reserves	CEO	Operations
Risk Assessments	Principals	Operations
Risk Register	CEO	Operations
Travel	Principals	Operations
Sickness and Absence	CEO	Operations
Freedom of Information Charging	CEO	Operations
3 Yr accessibility Plan	Principals	Operations
Charging & Remissions	Principals	Operations
Lone Working	Principals	Operations
Arson Prevention	Principals	Operations
Equality	CEO	Operations
Fire Policy	Principals	operations
Community use/lettings	Principals	Operations
Health & Safety	Principals	Operations
Staff complaints PO1	Principals	Operations
EAL	Principals	Principals
Acceptable use of ICT	Principals	Principals
British Values Policy	Principals	Principals
E-safety	Principals	Principals
EYFS	Principals	Principals
EYFS Computing Policy	Principals	Principals
First Aid	Principals	Principals
Intimate care	Principals	Principals
Lost child & uncollected child	Principals	Principals
Off site visits etc	Principals	Principals
SMSC	Principals	Principals
SRE	Principals	Principals
G & T	Principals	Principals
Induction	Principals	Principals
CCTV	Business/office managers	Principals
Premises management documents	Business/Office managers	Principals
Staff handbook	Principals	Principals
Assessment, marking & reporting	Principals	Standards
Complaints	Principals	Standards
CPD	Principals	Standards
Curriculum	Principals	Standards
Looked after children	Principals	Standards
Persistent or Vexatious Complaints	Principals	Standards
Safer recruitment	Principals	Standards
School development plan	Principals	Standards
SEF	Principals	Standards
SEND	Principals	Standards
Supporting Children with medical needs	Principals	Standards
Teaching & Learning	Principals	Standards
Transition	Principals	Standards

Standing Agenda Items

Trust Board meetings

November	March	June
Apologies for absence and consent to absence		
Declarations of pecuniary interest/update business register/hospitality register		
Review of clerk and committee clerking arrangements		
Review of Trust Board membership and DBS checks		
Review of Directors training requirements and induction arrangements for new Directors		
Adoption of code of conduct		
Appoint Chair and Vice Chair		
Review of Director's roles		
Agree schedule of Director's visits		
Appoint Accounting Officer		
AOB if required		
Confidentiality (to declare confidential items)		
Review minutes of the last meeting and matters arising (not on agenda)		
Receive Standards Committee Minutes		
Chief Education Officer Report: Progress, Attainment, Performance, Targets		
Receive Principals' termly Dashboards: Demographics, Fire drills, exclusions, absence, racist & bullying incidents, safeguarding, CP, complaints, CPD and staffing update		
Receive Operations Committee Minutes		
CEO report: Management accounts, Health and Safety reports, Operations Committee Recommendations, Trust development plan, Trust strategy, review of risks		
Receive LAB minutes		
LAB Report: Website compliance	LAB Reports: Parent Survey findings and response	LAB Reports: Pupil Survey findings and response
Review admissions policies	Approve Admissions Policies	Agree schedule for Trust Board and Committee business for the forthcoming year
Performance management of Principals (confidential)	Review Pay Policy	Performance management of Trust executives (confidential)
Receive external audit report	Receive internal audit report	Review Trustee and Committee contribution, terms of reference and delegation structures
Approve annual accounts		

Operations Committee

September	November	January	March	May
Appointment of Chair	Review External Auditors management letter and agree management response	Review and appointment of External Auditors	Review LGPS Discretions policy (every 6 years 2023)	Approval of Academy Budgets

Review Reserves Policy (3 years 2019)	Approve annual report & accounts	Update Equalities Statement (every 4 years 2019)	Review Investment Policy	Report on internal audits
Bank signatories review	Review of appraisal process for all staff and approval of staff salaries	Review FOI charging policy	Review catering accounts	Review Appraisal (3 years 2019), Directors Expenses (4 years 2019) and Finance Manual
Review lettings and charging policy	Asset management and capacity review	Review outcomes of benchmarking exercise	Begin draft budgets	Review of EFA capital funding and procurement
Review of EFA capital funding and procurement	Agree schedule for internal audit	Review of EFA capital funding and procurement		

Standards Committee

September	February	May
Appointment of Chair		
Receive annual schedule of policy reviews		
Principals' Dashboards: summary presentations		
Review National Test Results and other published data: all cohorts and determine related implications and actions	Analyse Autumn term progress and attainment data, all cohorts and determine related implications and actions	Analyse Spring term progress and attainment data, all cohorts and determine related implications and actions
Ensure SEF/SDP reflect agreed actions and approve	Review progress against SEF/SDP (T&L, L&M, Curriculum & extracurricular, CPD)	Review progress against SEF/SDP (T&L, L&M, Curriculum & extracurricular, CPD)
Set pupil progress and attainment targets for current academic year		
Approve Academy term, holiday, occasional and INSET days		
Review of pupil and sports premium allocation; spending plans and impact analysis		
Collaboration between trust schools		
SEND/Safeguarding issues and safeguarding audit report		
Report to parents on the policy for children with SEN		
Approve residential trips		

Local Advisory Boards

Autumn	Spring	Summer
Appoint Chair		
Code of conduct		
Agree governor's visits		
Apologies for absence		
Declarations of pecuniary interests/conflicts/hospitality		
Review of governor's training/induction of new governors		
AOB		
Approve minutes of last meeting		
Principals Dashboard: Summary presentation		
Principals' Reports: Progress, attainment, outcomes and targets		
Review of website compliance	Review of parent survey and agreed LAB response	Review of pupil survey and agreed LAB response
Policies for review		
		LAB Self Evaluation

LAB Board Report Template

Name of Academy	
LAB Members	
Autumn Report	
Has the academy published details of its use of pupil premium and sports premium and their impact on the academy's website?	Yes/No/In part
Has the academy met all other statutory obligations to publish information on the website?	Yes/No/In part
Has the academy met all other recommendations for information to publish on the website?	Yes/No/In part
Has the LAB set any further targets in relation to the publication of information on the academy website? If yes, please note here.	Yes/no
Spring Report	
Has the LAB received a summary of a survey available to all parents?	Yes/no
Has the LAB noted any trends/patterns? If yes, please note here.	Yes/no
Has the LAB agreed a strategy to communicate with parents in response to the survey findings?	Yes/no
Summer Report	
Has the LAB received a summary of a survey available to all pupils?	Yes/no
Has the LAB noted any trends/patterns? If yes, please note here.	Yes/no
Has the LAB agreed a strategy to communicate with pupils in response to the survey findings?	Yes/no
Feedback for the Trust on Governors visits	

Trust Development Plan 2017-2020

Priority 1 – Develop opportunities for staff and children within the GLT and wider GEMS network of schools		
Actions	Success Criteria	Lead
<ul style="list-style-type: none"> a. Build the concept of ‘belonging’ to the GEMS Learning Trust family of schools b. Provide skype and other opportunities for children across the UK and other countries to broaden understanding of global citizenship and build confidence c. Develop the concept of the GEMS passport – identifying what a GEMS educated child is like at the end of their time at a GEMS school – share with staff, children and parents d. Develop a GLT PR and branding strategy for schools – signage, brochures, newsletters etc. 	<ul style="list-style-type: none"> a. There are a definable set of characteristics of being an employee or pupil of the GEMS Learning Trust that children and adults can describe b. There are several diarised, educational and social activities which foster relationships between children across the trust c. There is clear messaging in schools about how we want our children to develop and grow and these are embedded into the curriculum and extra-curricular opportunities d. Signage and visual images in the schools and on websites match our vision for the GEMS passport and the GEMS network and reinforce the messages we want to promote. 	JC
Priority 2 – Develop financial and business management capacity at the central Trust level		
Actions	Success Criteria	Lead
<ul style="list-style-type: none"> a. Plan towards hiring an accountant for the Trust b. Develop the role of the Trust business manager to support with central procurement, payroll, HR and estate management 	<ul style="list-style-type: none"> a. All outsourced financial matters are managed by an in-house accountant b. The role of the Trust Business Manager is well developed and will eventually lead to a full time member of staff occupying the role 	JC
Priority 3 – Strengthen the skills of the governing body and chair		
Actions	Success Criteria	Lead
<ul style="list-style-type: none"> a. Utilise competency frameworks for governing bodies and chairs for development opportunities and performance reviews b. Plan towards a training programme for chairs of governors to prepare for a more devolved hub governance structure when the trust runs 3 larger schools c. Hire a professional clerk d. Appoint a company secretary 	<ul style="list-style-type: none"> a. All governors/directors and trustees understand their responsibilities using the competency framework and it is used as a tool by the board on an annual basis to evaluate the performance of individuals and committees b. The structure of the trust has been designed to accommodate governance for a hub model of 3 -6 larger schools c. The Trust is well managed and sustainable in terms of clerking and company secretarial duties 	JC

Priority 4 – Implement medium to long term strategy for growth and new schools		
Actions	Success Criteria	Lead
<ul style="list-style-type: none"> a. Apply for 2-3 new primary schools in the Oxfordshire region b. Develop up to 3 geographical hubs of 2 primary schools (South Oxon, West Oxon and SW London) in order for partner schools to benefit from the option to share/train staff. c. Develop an identity as a Trust with a flat structure that develops school level talent and capacity at all levels d. Remain open to schools who might wish to convert into the Trust – Principals to lead on ‘soft conversations’ with other schools e. Seek opportunities for a new or convertor secondary school in the long term that would benefit from a critical mass of GLT feeder primary schools 	<ul style="list-style-type: none"> a& b The trust is awarded 3 new primary schools in the Oxfordshire region c. The trust forms a strong identity around the concepts of sustainability, teacher, teaching assistant and governor development d. The trust is performing well at all levels to be seriously approached by maintained schools or other smaller trusts wishing to convert e. The trust identifies an opportunity for a GLT secondary school in one of the geographical hubs. 	<p>JC</p>

Delegation Grid

Decision	Delegation							
	Members	Trust Board	Operations	Standards	Local Academy Boards	CEO	Chief Education Officer	Principal
Governance framework								
Members: Appoint/Remove	✓							
Trustees: Appoint/Remove	✓	✓						
Role descriptions for members	✓							
Role descriptions for trustees/chair/ specific roles/committee/: agree		✓				A		
Parent trustee: elected		✓						✓
Board & committee chairs: appoint and remove		✓	✓	✓	✓	A		
Clerk to board: appoint and remove		✓						
Clerk to committee: appoint and remove		✓	✓	✓	✓			
Articles of association: review and agree	✓	A				A		
Governance structure (committees) for the trust: establish and review annually		✓				A		
Terms of reference for board committees and scheme of delegation for academy committees: agree annually		✓				A		
Skills audit: complete and recruit to fill gaps		✓			✓	A		A
Annual self review of trust board and committees: complete annually		✓						

Decision	Delegation							
	Members	Trust Board	Operations	Standards	Local Academy Boards	CEO	Chief Education Officer	Principal
Annual self review of committees: complete annually			✓	✓				
Chair's performance: carry out 360 review periodically		✓						
Trustee / academy committee contribution: review annually		✓						
Succession: plan		✓				A	✓	A
Annual schedule of business for trust board: agree		✓	✓	✓		A		
Annual schedule of business for committee: agree						A	✓	A
Reporting								
Publication on trust and schools' websites of all required details on governance arrangements: ensure		✓			✓	A		A
Annual report on performance of the trust: submit to members and publish		✓				A		
Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit		✓	<A			A		

Decision	Delegation							
	Members	Trust Board	Operations	Standards	Local Academy Boards	CEO	Chief Education Officer	Principal
Annual report work of committee: submit to trust and publish			✓	✓				A
Being Strategic								
Determine trust wide policies which reflect the trust's ethos and values (facilitating discussions with unions where appropriate) including: admissions; charging and remissions; complaints; expenses; health and safety, premises management; data protection and FOI; staffing policies including capability, discipline, conduct and grievance: approve		✓	✓	✓		A		
Determine school level policies which reflect the school's ethos and values to include e.g. admissions; SEND; safeguarding and child protection; curriculum; behaviour: approve		✓		✓	✓	A	A	A
Central spend / top slice: agree		✓	A			A		
Management of risk: establish register, review and monitor		✓	A	A		A	A	A
Engagement with stakeholders		✓			✓			
Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		✓				A		

Decision	Delegation							
	Members	Trust Board	Operations	Standards	Local Academy Boards	CEO	Chief Education Officer	Principal
Schools vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		✓				A	A	✓
Chief executive and education officers: appoint and dismiss		✓						
Academy principal : appoint and dismiss				A		✓	<A	
Budget plan to support delivery of trust key priorities: agree		✓	A			A		
Budget plan to support delivery of school key priorities: agree						✓		A
Trust's staffing structure: agree		✓	A	A		A	A	
School staffing structure: agree						✓	A	A
Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree		✓	✓	✓		A		A

Decision	Delegation							
	Members	Trust Board	Operations	Standards	Local Academy Boards	CEO	Chief Education Officer	Principal
Reporting arrangements for progress on key priorities: agree		✓	A	A		A	✓	A
Performance management of the Chief Executive and Education Officer: undertake		✓						
Performance management of academy principal : undertake							✓	
Trustee monitoring: agree arrangements		✓				A		
Committee member monitoring: agree arrangements		✓				A	A	A
Committee overall performance monitoring: agree arrangements		✓				A		
Appoint Chief financial officer for delivery of trusts detailed accounting processes		✓	A			A		
Trust's scheme of financial delegation: establish and review		✓	✓			A		

Decision	Delegation							
	Members	Trust Board	Operations	Standards	Local Academy Boards	CEO	Chief Education Officer	Principal
School's scheme of financial delegation: establish and review			✓			A		
External auditors' report: receive and respond		✓	A			A		A
CEO pay award: agree		✓						
Academy principal pay award: agree			A			✓	A	
Staff appraisal procedure and pay progression: review and agree		✓				✓		
Benchmarking and trust wide value for money: ensure robustness			✓			A		
Benchmarking and academy value for money: ensure robustness			✓					A
Develop trust wide procurement strategies and efficiency savings programme						✓		
Review and approve trust wide procurement strategies and efficiency savings programme			✓					

