



SIKH ACADEMIES TRUST

Faith Inspired Education

SCHEME OF DELEGATION OVERVIEW

This scheme of Delegation will be formally reviewed for its effectiveness, annually, by the Trust Board

PART 1: Governance Overview

Part 1.1 Sikh Academies Trust (SAT) – Vision

1.1.1 Trust Offer

1.1.2 The Trust Role

1.1.3 The Trust Stakeholders

Part 1.2 Approach to Delegation: Responsibilities and Management Structures

1.2.1 Members Board

ATH 2025 Summary on members

1.2.2 Trustees and the Full Trust Board

1.2.3 Chair of the Board

ATH 2025 Summary on Trustees

1.2.4 Local Advisory Board

Part 1.3 Commitment to a performance and risk-based approach to delegation

PART 2: Overall Governance Structure and Procedures

Part 2.1 Terms of Reference for Committees

2.1.1 Finance and Resources Committee (FAR)

2.1.2 Audit, Risk and Compliance Committee (ARC)

2.1.3 Pay Committee (PC)

2.1.4 Local Advisory Boards (LAB)

2.1.5 Chairs' Committee

2.1.6 Sikh Ethos Committee

2.1.7 Terms of Reference: Ad hoc Committees

PART 3: Governance Decision Making Overview

3.1 Decision and Responsibility Matrix

3.2 Summary of Financial Delegation

3.3 Summary of Policy Delegations

3.4 Governance Reporting Planner

PART 1: Governance Overview

1.1 Sikh Academies Trust Vision

The Trust is driven by its Sikh traditions of hard work, responsibility and a drive to live a pure and moral life. We believe in striving for excellence, achieving highly academically and striving for continuous improvement.

Our vision is for our pupils to have a coherent learning experience with clear learning pathways to higher education and employment. We aim to create a hub of excellence for students and young adults. Our objective is for Khalsa Primary School, Pioneer Secondary Academy, and for any other school which might join SAT in the future, to be outstanding in all areas. We aspire to develop social responsibility through exemplary programs of outreach and service and to create a community bonded by open-heartedness, hope and compassion.

We are committed to ensuring that every pupil, regardless of background or personal circumstance will be inspired to achieve their potential. We know that strong achievement is grounded in the best teaching and learning experiences. It is our aim that the expertise and hard work of staff enables students to secure high levels of attainment which extends the choices the students have for their futures.

1.1.1 The Trust Offer:

The Trust primarily offers high quality strategic leadership and school improvement support.

- a) We will provide support to enable every school within the Trust to provide an excellent academic education with children at the heart of everything the Trust does.
- b) We will lead with honesty and generosity of spirit to build warm, positive relationships with pupils, their families and the wider community. We will also be open and be proactive in voicing concerns, so that rapid improvements can be made.
- c) Schools will ensure pupils demonstrate high levels of achievement, respectful behaviours, commitment to learning and tolerance towards others.
- d) Schools will be focussed on continuous improvement.
- e) Any underachievement or areas of development will be tackled through support and effective, impactful intervention.

1.1.2 The Trust Role

The Trust has the highest expectation of everyone involved with its schools. The vision of the Trust is to be a centre for excellence that ensures all children excel academically, flourish spiritually and are prepared to be leaders of the future.

We will facilitate schools within our Trust to work synergistically through a framework of shared services - allowing schools to focus their energies on ensuring an excellent education for pupils.

Through our approach, the Trust offers expertise in and delivers support across school improvement, finance, legal, HR, governance, IT, estates, health and safety and communications

functions. This frees-up time and capacity for schools to focus on what matters most ensuring students receive a high-quality education and are safe and happy to reach their full potential.

A. SAT VALUES ARE:

Integrity - We do the right things and do things right.

Service - We speak with respect and act kindly with compassion towards a collective good.

Community - We foster a diverse, inclusive community through positive collaboration and fun.

Learning - We are committed to learning through curiosity, wisdom and knowledge.

Innovation - We stretch towards excellence and challenge ourselves to achieve with determination.

Our vision and values are underpinned by the Sikh ethos that is built upon the three pillars of Sikhism.

1. BEYOND ACADEMIC ACHIEVEMENT (Kirat Karna)

We aim to provide an exceptional education and encourage a passion for life-long learning. Following the Khalsa way means working to the best of your ability with honesty, integrity and self-discipline.

This is what we inspire our students to do.

2. BEYOND SELFLESSNESS (Vand Chakna)

We aim to inspire pupils to share future skills, knowledge and income with those in need, with love and charity and without discrimination.

At Sikh Academies Trust pupils of all faiths and no faith are respected and supported.

3. BEYOND THE INDIVIDUAL (Naam Japna)

We aim to foster all aspects of personal development and encourage pupils to take a life-long journey of self-discovery.

The core principles of Sikhism will support pupils in undertaking this journey towards purity of spirit by self-reflection and meditation.

B. PSA VALUES are Respect, Aspire, Integrity, Seva and Equality (RAISE)

C. KPS VALUES are Kindness, Honesty, Appreciation, Love, Service and Aspiration (KHALSA)

The Trust:

1. Ensures that all school leaders contribute to sustaining, developing and nurturing the school's Sikh ethos.
2. Promotes a Sikh faith inspired education, a Sikh life for students and the promotion of Punjabi and Gurmuki in each school - ensuring that the Religious Education and Collective Worship contribute to and are manifested through every aspect of school life.

3. Ensures that Sikh principles are embedded in the policies and day to day life of the school.
4. Regularly monitors and reviews the schools self-evaluation as a Sikh school, ensuring that self-evaluation is ongoing, contributes to school improvement and ensures good preparation for a section 5 Ofsted inspection or a section 48 inspection.
5. Ensures that the curriculum is innovative, creative, culturally enriching and enables students to achieve highly.
6. Ensures excellent standards of quality of education, behaviour and attitudes and personal development in all its schools.
7. Offers inspiring leadership within schools and high-quality training and development to staff, enabling them to grow professionally and provide outstanding teaching and leadership to our pupils.
8. Ensures pupils understand British values, including democracy, the rule of law, and develop tolerance of those of different faiths and beliefs.
9. Ensures the schools meet the needs of all learners.
10. Ensures that the importance of Religious Education is demonstrated in the school. Ensures learning and teaching in Religious Education is effective and progress of pupils' is strong.
11. Ensures Collective Worship inspires and enhances the spiritual development of pupils and staff.
12. Equips each school with the framework, procedures and processes to create a welcoming, inclusive and safe environment in which pupils can develop.
13. Ensures effective partnerships between the school, the SSST and the wider community, including parents.
14. Provides excellent Trust leadership support, which is robust enough to enable expansion to new schools without impacting upon the quality of existing schools within the Trust.
15. Builds on regional and national links to enhance the sphere of influence of the Trust.

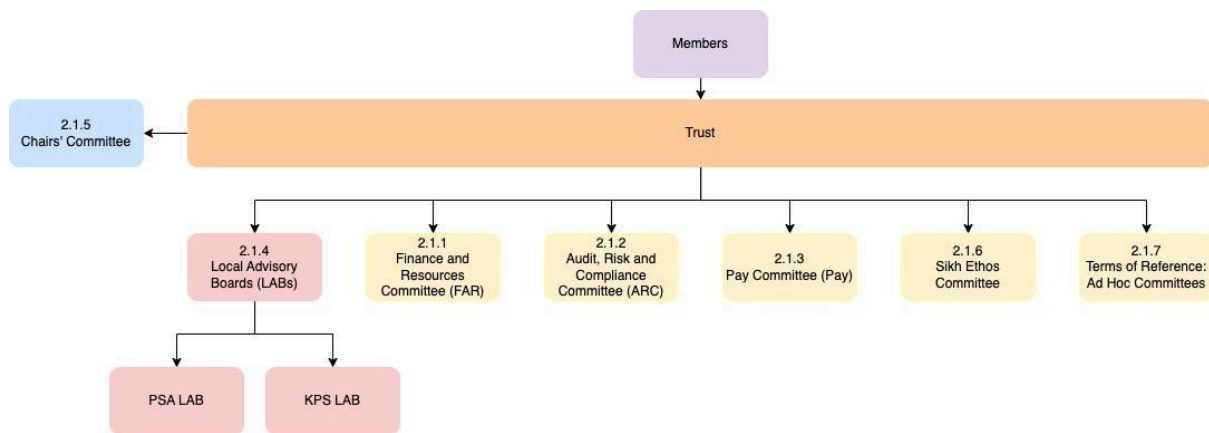
1.1.3 The Trust Stakeholders

The Trust greatly values the contribution of each of its Local Advisory Bodies and recognises the Local Advisory Bodies as essential in driving standards, ensuring safeguarding and understanding the voice of stakeholders.

Our local Advisory Bodies comprise of parent, community and trust representatives who operate through a clear framework to monitor standards, safeguarding and stakeholder views. Their voice and close partnership working with the Trust Board allows for a golden thread of communication which ensures that Trustee decisions are always made with the deep knowledge of and in the best interests of all of our schools.

To support Local Advisory Bodies, we provide extensive support in Trustee and Advisor recruitment and training. Our Governance Support function ensures that Trustees and Local Bodies Advisors are always well trained and supported to carry out their roles effectively.

Part 1.2 Approach to Delegation - Responsibilities and Management Structures



This document does not lay out every legal responsibility of the SAT Board or every activity in the remit of individuals or bodies; rather it is concerned with the core activities that are carried out within each area of delivery and how they are coordinated between the various decision makers. The overriding legal assumption which sits behind this work is that all schools within the Trust are governed by a single board and the SAT Board remains accountable for all functions.

The Trust Board is the legally accountable body; however, all Trustees are committed to the principle that effective delegation of many of its functions is at the heart of strong governance.

The purpose of this Scheme of Delegation is to provide clarity on the roles, responsibilities and authority of those who contribute to the governance and oversight of SAT:

1. All academies are part of a company limited by guarantee and an exempt charity, SAT, which is regulated by the Department for Education.
2. SAT was incorporated on the 29th January 2021. The Trust is a multi-academy trust capable of operating and maintaining a number of academy schools. All schools are held within one legal entity, SAT.
3. SAT is therefore, the legal governing body for every school. The Trust Board has ultimate responsibility for fulfilling all statutory responsibilities and holds ultimate legal liability.
4. SAT Company number is 13104715.
5. The Trust's constitution and its charitable objective is set out in its Memorandum and Articles of Association.
6. The Trust has a Master Funding Agreement with the Department for Education (December 2020, version 5).
7. The Trust has a Supplemental Funding Agreement for Khalsa Primary School (December 2020, version 7) with a conversion date of 1st February 2021.

8. The Trust has a deed of variation of the Supplemental Funding Agreement (December 2020, version 7) for Pioneer Secondary Academy signed 28th April 2022 with a transfer date of 1st May 2022.

Trust structures are set as follows:

1.2.1 Members Board

Main Responsibilities

- a) The members of SAT are the guardians of governance of the Trust. They have a limited but distinct role. The key responsibilities of the Members are to:
- b) sign the Memorandum and Articles of Association
- c) ensure the Objects of the Trust are met.
- d) appoint and remove Members and Trustees (notwithstanding any powers delegated by the Members to the Trust Board to make such appointments and removals)
- e) appoint and remove the auditors.
- f) Appointment and Composition of Members
- g) Receive a copy of the Annual Accounts and Report at a General Meeting of the Trust ensure the success of the Trust, i.e. that SAT's charitable objective: 'to advance for the public benefit education in the United Kingdom', 'and develop Academies which shall offer a broad and balanced curriculum and which shall include:
 - (i) Academies designated with a Sikh religious character ("Sikh Academies" and each a "Sikh Academy") which shall be conducted in accordance with the principles, practices and tenets of Sikhism both generally and in particular in relation to arranging for religious education and daily acts of worship.

Where an Academy is designated as or recognised as a Sikh Academy, in relation to the ethos and religious education provided at the academy the Directors shall have regard to any advice and follow any directives issued by SSST.

Composition

The Members of the Company shall comprise:

- a) SSST
- b) up to two persons appointed by SSST and
- c) any person appointed under Article 15A, provided that at any time the minimum number of Members shall not be less than three.

An employee of the SAT cannot be a Member of the Company.

ATH 2025 Summary on members:

1.1 Members: Role of members

- 1.2 Every trust has members who have a similar role to shareholders of a company limited by shares. Member powers are set out in the trust's articles of association.

How many members should there be?

- 1.3 The academy trust must have at least three members but should have five or more.
- 1.4 Suitability of members - Trusts must ensure that their members are not currently subject to a direction made under section 128 of the Education and Skills Act 2008, which prohibits individuals from taking part in academy trust management, and that they do not appoint as a member, a person who is currently subject to a section 128 direction.

Can employees be members?

- 1.5 No. Members must not be employees of the trust, nor occupy staff establishment roles on an unpaid voluntary basis.

Can trustees be members?

- 1.6 The majority of members should not also be trustees.

Working with the trustees

- 1.7 It is important for members to be kept informed by trustees about trust business so they can be assured that the board is exercising effective governance and use their powers to step in if governance is failing. This must include providing the members with the trust's audited annual report and accounts.

1.2.2 The Trust Board and Trustees

Main Responsibilities

The Board of Trustees manages the business of SAT and may exercise all the powers of the Trust. Trustees have overall responsibility and ultimate decision-making authority for all the work of the Trust.

Trustees should focus on the core strategic functions:

- a) Ensuring there is clarity of vision, ethos and strategic direction across the Trust and its schools.
- b) Holding executive leaders to account for the educational performance of the schools and its pupils, and the performance management of staff.
- c) Overseeing the financial performance of the organisation and ensuring money is well spent.
- d) Trustees are expected to apply the highest standards of governance and take full ownership of their duties. They are both Charity Trustees and Company Directors of SAT.

Under Charity Law, Trustees must:

1. ensure the charity is carrying out its purposes for the public benefit.

2. comply with the charity's governing document and the law.
3. act in the charity's best interests.
4. manage the charity's resources responsibly.
5. act with reasonable care and skill; and
6. ensure the charity is accountable.

Under Company Law, Directors must:

1. promote the success of the company.
2. exercise independent judgment.
3. exercise reasonable care, skill and diligence.
4. avoid conflicts of interest.
5. not accept benefits from third parties; and
6. declare any interest in proposed transactions or arrangements.

To carry out their functions, the SAT Trust Board works through the following:

1. The Trust Board meetings (at least 3 times)
2. Finance and Resources Committee (FAR) - half termly - (6 meetings)
3. Audit, Risk and Compliance Committee (ARC) termly - (3 meetings)
4. Local Advisory Boards - *non-executive body supporting the Trust Board* - Termly 3x2 = (6 meetings)
5. Pay Committee (PC)- Once a year
6. Sikh Ethos Committee – Twice a year
7. Ad hoc Committees: Admissions, Disciplinary, Complaints.

Appointment and Composition of Trustee Board

The Members may appoint by ordinary resolution up to 8 Directors.

1. The total number of Directors including the Executive Principal if they so choose and are appointed to act as a Director under Article 57 who are employees of the Company shall not exceed one third of the total number of Directors.
2. In any circumstances where the Secretary of State is entitled to serve a warning notice under the Relevant Funding Agreement or in the opinion of SSST the standards or the ethos of any Sikh Academy have fallen unacceptably low then SSST may stipulate that one or more additional Directors nominated by it shall be appointed to the board of the Company.
3. Where the relevant Sikh Academies Trust School has improved and is no longer eligible for a warning notice or is no longer ineffective following an inspection under Section 48 of the Education Act 2005, the Company may apply to SSST to gain their consent to remove the additional Directors appointed under Article 50C.
4. The number of Directors shall be not less than three, but (unless otherwise determined by ordinary resolution) shall not be subject to any maximum.

5. All Directors upon their appointment or election and before exercising any duties as a Director shall give a written undertaking to SSST and the Trustees to uphold the Object of the Company.
6. Subject to Articles 48-49 and 53, the Company shall have the following Directors:
 - a. No fewer than three Directors, appointed under Article 50 such that the number of Directors appointed under this Article always outnumbers all other Directors by at least two; and
 - b. A minimum of 2 Parent Directors elected or appointed under Articles 53-56 in the event that no Local Advisory Boards are established under Article 100(a) or if no provision is made, or is planned, for at least 2 Parent Local Governors on each established Local Advisory Board pursuant to Article 101A.
 - c. The Company may also have any Co-opted Director appointed under Article 58.
7. Length of appointment: The term of office for any Trustee is four years (save for ex-officio members who will serve for as long as they remain in office).
8. NB: Restrictions - The Trustees may not co-opt an employee of the SAT as a Co-opted Trustee if the number of Trustees who are employees will exceed one third of the total number of Trustees.

1.2.3 Chair of the Board

Main Responsibilities

The Chair has an important role in leading the business of the Trust. Whilst the Chair does not have individual power (except in an emergency), the Chair acts as a fulcrum between the Trust Board and the Executive.

The Chair is responsible for working in partnership with the Governance Professional to:

- a) ensure that the Trust Board provides a strategic focus
- b) promoting a culture of robust scrutiny, monitoring, evaluation and continuous improvement across the Trust and its schools
- c) managing the business of the Trust Board to ensure it undertakes its duties efficiently and effectively
- d) ensure Trustee development - recruitment, training and succession
- e) ensure that the board fulfils its legal requirements in partnership.

Appointment of the Chair:

The Chair will be elected by Trustees.

- Restrictions: The Chair of the SAT cannot be a Member or an employee.
- On discretion of the Board, the Executive Headteacher/CEO cannot Chair any Trust Committee and the Chair cannot Chair the Audit, Risk and Compliance Committee (i.e. no delegated authority of the Board).
- Each Committee will elect a Chair from amongst its number.
- The Chair of any committee established at 'Trust level' must be a Trustee.

1.2.3 ATH 2025 Summary on Trustees:

Who are the trustees?

- 1.8 The trustees of the academy trust are both charity trustees and company directors.
- 1.9 All trusts should have reserved places for parents, carers or other individuals with parental responsibilities in their governance structure. Trusts with multiple academies should have at least two such places on the board or at least two such places on each local committee (known as local governing bodies in the department's model articles) where the trust has established them.

Board purpose:

- 1.10 The academy trust is the legal entity with the board having collective accountability and responsibility for the academy trust and assuring itself that there is compliance with regulatory, contractual, and statutory requirements.

The academy trust board provides:

- Strategic leadership of the academy trust: the board defines the trust vision for high quality and inclusive education in line with its charitable objects. It establishes and fosters the trust's culture and sets and champions the trust strategy including determining what, if any, governance functions are delegated to the local tier.
 - Accountability and assurance: the board has robust effective oversight of the operations and performance of the academy trust, including the provision of education, pupil welfare, overseeing and ensuring appropriate use of funding and effective financial performance and keeping their estate safe and well- maintained.
 - Engagement: the board has strategic oversight of relationships with stakeholders. The board involves parents, schools and communities so that decision-making is supported by meaningful engagement.
- 1.11 The trustees must apply the highest standards of conduct and ensure robust governance, as these are critical for effective financial management. Trusts should consider the features of high quality governance as described in the DfE trust quality descriptions.

Do trustees have statutory duties?

- 1.12 Yes. They must comply with the trust's charitable objects, with company and charity law, and with their contractual obligations under the funding agreement. Company directors' duties are described in sections 170 to 181 of the Companies Act 2006. Charity trustees' duties are described in the Charity Commission's The essential trustee guidance.
- 1.13 As an organisation, the trust has a range of responsibilities under current legislation and statutory guidance. Trusts' responsibilities include such matters as safeguarding, health and safety and estates management. Ensuring strong governance in these areas will be a key priority for the board.

Safeguarding

1.14 Academy trust boards have a duty to:

- safeguard and promote the welfare of children
- have regard to any statutory guidance on safeguarding, issued by the Secretary of State - ensure the suitability of staff, supply staff, volunteers, contractors and proprietors.

1.15 When carrying out the Prevent duty, as required under section 26 of the Counter Terrorism and Security Act, trusts are required to follow the Home Office's 'Revised Prevent duty guidance: for England and Wales' and the DfE's general advice 'Protecting children from radicalisation: the prevent duty'.

Health and safety

1.16 The main legislation covering this area is the Health and Safety at Work etc. Act 1974 and its regulations. Under the Act the academy trust, as an employer, is responsible for the health and safety of its staff, pupils, and any visitors.

1.17 Trust boards should follow the department's 'Health and Safety: responsibilities and duties for schools' as well as 'Health and Safety Executive (HSE) guidance for Education'.

1.18 Academy trusts have a duty to manage asbestos in their schools effectively, compliant with the Control of Asbestos Regulations 2012.

Estates management

1.19 An academy trust's estate is both an asset and a mechanism to deliver outcomes for pupils. The DfE expects academy trusts to manage their school estate strategically and effectively and maintain their estate in a safe working condition. This includes complying with statutory duties to ensure the health and safety of building occupants.

What else do trustees consider?

1.20 The trustees must ensure regularity and propriety in use of the trust's funds, and achieve economy, efficiency and effectiveness – the three elements of value for money. The trustees must also take ownership of the trust's financial sustainability and its ability to operate as a going concern.

What does the chair of trustees do?

1.21 The chair is responsible for ensuring the effective functioning of the board and has a vital role in setting the highest expectations for professional standards of governance and accountability for the board.

1.22 Any newly appointed senior executive leader can only be a trustee, if the members decide to appoint them as such, the senior executive leader agrees and the trust's articles permit it. No other employees should serve as trustees, nor should trustees occupy staff establishment roles on an unpaid voluntary basis.

Can trustees delegate?

- 1.23 Yes, to committees and the executive in accordance with their governance structure. Each committee (other than those in a trust with multiple academies constituted as a local governing body) must contain a majority of trustees, but it may also include other people the board chooses to appoint.
- 1.24 Academy trusts must not have de facto trustees (defined in appendix 1 of the Charities SORP) or shadow directors (defined in section 251(1) of the Companies Act 2006).

Skills and experience

- 1.25 The board should identify the skills and experience it needs, including sufficient financial knowledge to hold the executive to account. The board should also address this for committees/local committees/local governing bodies.
- 1.26 New trusts in their first year must, and established trusts should, include in their governance statement, an assessment of their governance structure, including a review of the board's composition in terms of skills, effectiveness, leadership and impact.

Being transparent about your governance

- 1.27 The trust **must** be transparent with its governance arrangements.
- 1.28 The trust **must** provide details of its governance arrangements in the governance statement published with its annual accounts, including what the board has delegated to committees and, in trusts with multiple academies, to local committees/governing bodies.
- 1.29 The trust **must** also publish on its website up-to-date details of its governance arrangements in a readily accessible format, including:
- the structure and remit of the trust's members, board of trustees, committees and local committees/governing bodies (the trust's scheme of delegation for governance functions), and the full names of the chair of each
 - for each of the trust's members serving at any point over the past 12 months, their full names, date of appointment, date they stepped down (where applicable) and relevant business and financial interests including governance roles in other educational institutions
 - for each trustee and local governor serving at any point over the past 12 months, their full names, date of appointment, term of office, date they stepped down (where applicable), who appointed them, and relevant business and financial interests, including governance roles in other educational institutions. If the accounting officer is not a trustee their business and financial interests **must** still be published
 - for each trustee, their attendance records at board and committee meetings over the last academic year
 - for each local governor, their attendance records at local governing body meetings over the last academic year.
- 1.30 The trust **must** make available on request for public inspection:
- the agenda for every meeting of the trustees, local committees/governing bodies and committees
 - the approved minutes of each meeting
 - any report, document or other paper considered at each meeting.

1.31 The trust may exclude from any item any material relating to:

- a named teacher or other employee or proposed employee
- a named pupil or student at the academy, or candidate for admission or referral to it any matter which, by reason of its nature, the trustees are satisfied should remain confidential.

Disclosure and Barring Service checks

1.32 Academy trusts **must** obtain enhanced DBS certificates for staff and supply staff as set out in the Independent School Standards and their funding agreements. Academy trust members, trustees, and committee members (including local committees/governing bodies) **must** also have an enhanced DBS certificate, which does not include a barred list check (unless they also engage in regulated activity).

1.2.4 Local Advisory Boards

The Local Advisory Board provide continuity of care to the school and, as such, are a powerful advocate for their school's needs within the SAT family of schools. They provide a vital link for stakeholder views from within the school and their wider school community. The Local Advisory Board's focus is on ensuring that the Trust's ethos, values and vision are embedded in the school.

Main Responsibilities

The Local Advisory Board is a non-executive body supporting the Trust Board to deliver its responsibilities. Each school within the Trust will be represented by a Local Advisory Board.

Local Advisory Boards are expected to:

- a) Monitor the data for achievement, Behaviour and Attitudes and Personal Development to drive improvement.
- b) Provide input into individual improvement school plans and monitor progress against these. c) Ensure safeguarding is effective.
- d) Systematically gather and analyse stakeholder views so that these are fed into the Trust Board.
- e) Monitor alignment of school processes and reporting with the Trust's overall strategy and policies.
- f) Embed SAT ethos, values and vision.
- g) Promote Sikh life and prepare schools for a section 5 Ofsted inspection and a section 48 inspection.

Local Advisory Boards will at times make requests for particular budgets and projects. Their remit is encapsulated in a focus with Sharda on:

- Standards
- Safeguarding
- Stakeholders
- Sikh ethos and Sikh life

Each Local Advisory Board is responsible for localised challenge and support but with no legal liability or final approval of policies or core documents (unless delegated under Part 3). They are expected to lead the scrutiny of standards, safeguarding compliance and on local stakeholder engagement (students, staff, parents, community).

SAT believes that this model allows for strategic trust board decision-making and focused local advisory board governance. This ensures that Trustees and Advisors work together to support meaningful improvement across the schools in the Trust. Local Board Advisors, spend less time on policies, finances and other regulatory paperwork. This means that they can spend more time understanding the specific needs of their school, helping their school's standards improve and adapt their activities accordingly.

Appointment and Composition of the Local Advisory Board and Restrictions: See Terms of Reference.

Part 1.3 Commitment to a performance and risk-based approach to delegation SAT believes that delegation of functions and levels of delegation should relate to the performance and risk associated with the delegation. High performing schools, with strong and stable leadership, should have the higher levels of delegation.

Accordingly, the Decision and Responsibility Matrix set out in Part 3 sets out standard delegations. Schools that are performing well and with normal levels of risk will receive the standard delegation. If schools are not performing as well, or are considered higher risk, they will have reduced delegation in specified areas to reflect their current situation. They will also receive greater support and challenge by the SAT Board and SAT Team. The Trust Board will determine the appropriate levels of delegation for each Committee or post holder.

The Board will make its decisions based upon any or all of the following:

External evaluations:

- of educational performance (such as Ofsted, externally available data such as the IDSR, DfE, School performance tables)
- of financial performance (such as financial management reports, audit reports, financial processes reports or ESFA reports)
- of operational management (such as Health and Safety inspections, premises reports).

Information available within each academy trust school:

- Student achievement - Financial monitoring
- Staffing information etc.
- Changes in staffing at a school, in particular of its senior leadership.
- Performance management and pay reports.

The advice of the Executive Headteacher/CEO.

PART 2: Governance Structure and Procedures

2.1.1 Terms of Reference: Finance and Resources Committee (FAR)

Purpose:

The Finance and Resources (FAR) Committee is responsible for monitoring the budget and ensuring that SAT has systems and structures in place to ensure value for money of each school and the Trust. The purpose of the FAR Committee is to ensure that all resources (staffing, financial and infrastructure (buildings and ICT)) of the Trust are used effectively, efficiently, and support the object of SAT - promoting a Sikh ethos and ensuring high levels of pupil outcomes at the schools.

The FAR Committee is responsible for ensuring that the Trust adheres to the requirements of the Funding Agreement, the latest Academy Trust Handbook requirements, the Academy Accounts Direction and other DfE / ESFA requirements.

Membership and Quorum:

Membership

The membership will consist of at least three Trustees.

The majority of members of the Committee will be Trustees.

The Chair of this Committee must not Chair the Audit, Risk and Compliance (ARC) Committee.

Quorum

The Committee will be quorate if three members are present and a majority of the members present are Trustees.

The Governance Professional for the Board of Trustees will clerk this committee.

Meeting Frequency:

The Committee will meet half termly with additional meetings, as required.

The Chair of Trust and/or the Chair of the Finance and Resources Committee will receive monthly budget monitoring reports to scrutinise/review to ensure the financial effectiveness of the Trust.

Terms of Reference:

The Finance and Resources Committee responsibilities/duties are set out in Decision and Responsibility Matrix in Part 3. The broad areas of responsibility for this Committee are as follows:

In relation to Finance:

1. Develop and recommend the annual trust budget to the Board of Trustees (including any Central Service Charge), within a framework of a medium term (3 year) financial forecast.
2. Monitor income and expenditure at each school and for the Trust overall throughout the year and ensure that financial records are complete, timely and accurate.

3. Make financial decisions in accordance with the Financial Scheme of Delegation.
4. Approve the framework for the development of the budget for the following financial year.
5. Scrutinise the proposed Trust budget for the following financial year and then recommend the budget to the Board of Trustees for approval.
6. Regularly receive, review, and challenge budget monitoring reports detailing the financial position of the Trust and the schools within it, including actual income and expenditure, commitments, virements, current budget, forecast outturns, actual monies in accounts and any decisions taken by LABS or staff with delegated authority.
7. Approve the Trust budget (and the budgets of individual schools).
8. Make financial decisions regarding expenditure and virements.
9. Maintain the stability of the Trust's financial position by monitoring cashflow. Approve the banking arrangements for the Trust, including keeping the bank mandate and credit cards under regular review.
10. Benchmarking SAT to ensure best value for money.
11. Benchmarking the budget against ESFA best practice recommendations.
12. Benchmark the efficiency of expenditure.
13. Ensure insurance arrangements are in place for the Trust.
14. Ensure IT financial security and reduce risk of losses.
15. Ensure that procurement is undertaken in accordance with the Financial Regulations and Procedures, and to subsequently make procurement decisions in accordance with the Scheme of Delegation.
16. Approve or recommend policies as required by the Policy Delegation in Part 3 and that these policies are implemented.

In relation to Staffing Resources:

17. Ensure that the staffing structure and establishment of the Trust, both teaching and support staff, is effective and appropriate for the vision of the Trust.
18. Provide support, guidance and accountability for the Executive Headteacher/CEO on all personnel matters, and receive regular reports on the recruitment, employment, wellbeing and retention / turnover of staff.
19. Monitor staff work/life balance, working conditions and well-being, including the monitoring of absence and take appropriate actions in accordance with the Scheme of Delegation or make recommendations to the Board of Trustees.
20. Monitor the quality and impact of CPD.
21. Consider the expertise, resilience and development of the staffing establishment, including succession planning.
22. Monitor staffing decisions made by the Executive Headteacher/CEO under delegated authority.
23. Approve or recommend policies in accordance with the Policy Delegation in Part 3 and that these policies are implemented.

In relation to Premises:

24. Monitor and review processes for building and site maintenance, including a programme of inspections, to ensure ongoing legal compliance.
25. Ensure that all trustees, staff, and pupils are aware of and comply with the Health and Safety procedures.
26. Monitor and review the policy and make recommendations to the Board of Trustees; ensure that the policy contains rigorous and comprehensive systems for active monitoring (auditing health and safety management systems, inspections, risk assessments) and reactive monitoring (accident/incident investigation) and rectifying identified faults.
27. Approval of works (within the Financial Scheme of Delegation) to ensure the maintenance of the Trust Estate.
28. Ensure the Trust seeks funding to maintain and improve sites, including accessibility, security and condition of plant, buildings, etc.
29. Ensure that the Trust understands and, where possible, improves energy efficiency and sustainability.
30. Oversee capital expenditure plans/projects and the Trust's strategy for the management of assets.
31. Ensure ICT meets needs, is well maintained, updated/improved as necessary and facilitates the work of all who work in SAT.

2.1.2 of Reference Audit, Risk and Compliance Committee (ARC) Purpose:

The role of the Audit, Risk and Compliance (ARC) Committee is to maintain an oversight of the Trust's governance, compliance, risk management and internal control framework. It will report its findings to the Board of Trustees and the Accounting Officer as part of the Trust's annual reporting requirements.

The ARC Committee will lead on ensuring robust internal and external auditing and ensuring that the recommendations in the audit reports are actioned promptly. It will strategically consider the risks, including scrutiny of the risk register to ensure that risks are minimised and inform the strategic approach of the Trust.

ARC Committee will ensure compliance with the requirements of AFH, DfE, ESFA, Ofsted and other regulators.

Membership and Quorum:

Membership: The membership will consist of at least three Trustees. The majority of members of the committee will be Trustees.

Quorum: The Committee will be quorate if three members are present and a majority of the members present are Trustees. No employee can be a member. Any employee in attendance will be there as a contributor and presenter.

The Chair of the Board of Trustees can be a member but cannot chair the Committee. The Chair of this Committee must not Chair the Finance and Resources Committee.

The Governance Professional for the Board of Trustees will clerk this Committee.

Meeting Frequency:

The Committee will meet at least termly, with additional meetings as required.

Terms of Reference:

The Audit, Risk and Compliance Committee responsibilities/duties are set out in Decision and Responsibility Matrix in Part 3. The Committee is responsible for assuring, on behalf of the Board, the adequacy and effectiveness of the Trust's governance, risk management, internal controls, value for money systems and frameworks. The broad areas of responsibility for this Committee are as follows:

In relation to Audit:

1. Recommend to the Board the appointment of the external auditors of the Trust. Review the external auditors letter of engagement and annual planning documents and approve the planned audit approach.
2. Review all reports received from the external auditor (e.g. annual reports, management letter) and consider any issues raised and the associated management response and action plans.
3. Recommend to the Board the appointment of the internal auditors of the Trust. Determine an appropriate programme of work to be undertaken through the audit and assurance processes.

This programme of work will be derived from the Committee's regard of the key risks faced by the Trust, the assurance framework in place and its duty to report to the Board of Trustees.

The Committee will approve the internal auditors planned schedule of work for the year and approve the planned audit approach.

4. Review all reports received from the internal auditor (e.g. annual reports, internal
5. control findings) and consider any issues raised and the associated management response and action plans.
6. Ensure that the programme of internal scrutiny delivers objective and independent
7. assurance.
8. Meet with the external auditor at least annually.
9. Approve or recommend policies in accordance with the Policy Delegation in Part 3 and that these policies are implemented.

In relation to Risk:

10. Develop systems to track, minimise and manage risks across the Trust.
11. Regularly review of the Trust's risk management systems including arrangements for risk management, control and governance processes.
12. Reviewing, monitoring and assurance of the Trust's Risk Register and ensure that it is always up to date and reflects the strategic priorities and areas of focus for the Trust. Through reports from internal and external quality assurance providers, ensure that risks are being adequately identified and managed.
13. Approve or recommend policies in accordance with the Policy Delegation in Part 3 and that these policies are implemented.

In relation to Compliance:

14. Ensure that the Trust complies with its own governance document, relevant laws, and the requirements of the regulatory bodies.
15. Review the Trust's compliance with its legislative and contractual obligations, including safeguarding, ICT, GDPR, HR, legal, governance and Health and Safety, and make recommendations as required.
16. To regularly review reports from all trust compliance areas (both internal / external), to ensure that the Trust remains compliant with statutory requirements. Review the Trust's compliance with its legislative and contractual obligations, including premises and H&S inspections, and make recommendations as required. Monitor compliance recommendations from whatever source and ensure actions are implemented in a timely way.
17. Approve or recommend policies in accordance with the Policy Delegation in Part 3 and that these policies are implemented.

2.1.3 Terms of Reference Pay Committee (PC)

Purpose:

The Committee is responsible for determining pay arrangements and undertaking pay reviews for all Trust staff in accordance with the Trust's Pay Policy.

Membership and Quorum:

Membership:

Minimum of 3 Trustees, with no Trustees who are employees or parents being eligible for this Committee membership due to conflicts of interest.

Quorum:

2 Trustees who are entitled to vote.

Meeting Frequency:

Twice a year following completion of:

- Teaching Staff appraisals (by 31 October)
- CEO/ Executive Headteacher/ Headteacher appraisal (by 31 December)
- Non-teaching/support staff appraisal by 31st October.

The Governance Professional for the Board of Trustees will clerk this committee.

Terms of Reference:

The Pay Committee responsibilities/duties are set out in Decision and Responsibility Matrix in Part 3. The broad areas of responsibility for this Committee are as follows: The committee's key duty is to determine the pay arrangements and undertake the pay review for all staff in accordance with the Trust's Pay Policy.

- a) In order to carry out this duty, the committee will approve the Pay Policy and ensure adherence to it.
- b) Ensure that Pay Policy is applied in a fair and equal manner in determining Leaders, teachers and support staff salaries (following recommendations from the Executive Headteacher/CEO).
- c) Ensure that anonymised Performance Management Reports and Pay Reports are scrutinised effectively.
- d) Ensure that the Trust complies with all statutory and contractual obligations in relation to pay.
- e) Ensure the application of the support staff appraisal policy.

Determine pay for staff:

1. Taking account of the recommendation of the Executive Headteacher/CEO, the pay progression of each eligible teacher at the annual review carried out by the Pay Committee in accordance with the Pay Policy.
2. Progression on to and on the Upper Pay Range.
3. The award of points on the Leadership Pay Spine for the CEO/Executive Headteacher/Headteacher/ Heads of School and leadership team.
4. Any other discretionary payments as set out in the Pay Policy.

Determine the Executive Headteacher/CEO Performance Review:

Two Trustees as agreed by the full Board will meet annually with an external reviewer to set and review objectives for the Executive Headteacher/ CEO and review the Executive Headteacher/CEO's salary.

Trustees, as agreed by the full board, will appoint independent advisors to provide an updated framework for Executive Headteacher/CEO appraisal ensuring consistency with the latest EFSA directives.

Responsibilities:

- 1) Minute clearly the reasons for all decisions and report the fact of these decisions to the next Board of Trustees meeting.
- 2) Recommend to the Board of Trustees the annual budget needed for pay, ensuring that appropriate funding is allocated for pay progression at all levels.
- 3) Review salary benchmarking information to ensure good value for money.
- 4) Ensure proper arrangements are in place for an appeal against a decision on pay issues.

2.1.4 Terms of Reference Local Advisory Boards (LAB)

Purpose:

Each academy shall have a Local Advisory Board. The overarching purpose of a Local Advisory Board is to provide strategic direction, support and local accountability for the performance of each academy within the framework and parameters set by the Trust. It is a non-executive body supporting the Trust Board to deliver its responsibilities.

The purpose of each LAB is to:

1. Understand and challenge the educational provision and performance of the school to ensure that pupil progress, attainment and achievement are maximised.
2. Ensure that each school delivers a curriculum in keeping with the Trust's aims and any legal requirements.
3. Monitor Safeguarding (including termly checks of the SCR), Behaviour and Attitudes, Health and safety, and attendance.
4. Scrutinise stakeholder views to bring about school improvement: Foster and develop engagement of stakeholders systematically to help continuously improve the school.
5. Ensure that Sikh life and Sikh ethos strategy are implemented successfully across the school.

Membership and Quorum:

Membership: Each academy has a Local Advisory Board, the membership of which consists of: Up to 7 members appointed as follows:

- Ex-Officio Headteacher: 1
- Co-opted Advisors appointed by the Trust Board having regard to recommendations of the Local Advisory Board: 2
- Elected Parent members: 2
- Elected Staff member: 1
- Plus one other, if required (linked to the expertise needed by the LAB).

Quorum:

- At least 3 LAB members who are entitled to vote.

The Trust Board will appoint each year a Chair from among the Local Advisory Board, provided this person is not employed by the Trust to work at any of the Academies.

Length of appointment:

Local Advisory Board members are appointed for a 4-year period (save for ex-officio members who will serve for as long as they remain in office).

Quorum:

Half of the appointed Local Advisory Board members, which must include the Headteacher or their representative.

Meeting Frequency:

The LAB will meet at least termly, with additional meetings as required.

Terms of Reference:

The Local Advisory Board responsibilities/duties are set out in Decision and Responsibility Matrix in Part 3. The Board of Trustees has identified key responsibilities for all of its' Local Advisory Boards, through which they will ensure that the SAT's vision and ethos is at the centre of everything the school does. The LAB will act as a critical friend to the Headteacher, offering challenging but positive and proactive support.

In relation to Standards:

- 1) Monitoring standards - focussing on attainment, pupil progress, quality of teaching and learning, behaviour and attitudes data, PD data.
- 2) Monitor the curriculum, its implementation and impact.
- 3) Monitor the implementation of the RSE curriculum.
- 4) Monitor the impact of funding streams, such as pupil premium and sport premium, as well as the progress and attainment of all key groups.
- 5) Monitor and review budget plans in relation to curriculum areas.
- 6) Monitor the effectiveness and impact of CPD.
- 7) Regularly review the school's performance in relation to Key Performance Indicators, as set by the Board of Trustees.

In relation to Safeguarding:

- 1) Monitor and ensure safeguarding arrangements are effective.
- 2) Oversee arrangements for the day-to-day implementation of operational Health and Safety.

In relation to Stakeholders:

- 1) Collect and monitor pupil, parent and staff views.
- 2) Regularly seek and review student and staff views of the academy, by meeting with a range of students and staff regularly during school visits.
- 3) Monitor and review the impact of strategies regarding staff wellbeing, workload and attendance.
- 4) Report back on academy visits and raise any areas of interest or concern.

Other:

- 1) Recommend for SAT approval, the School Improvement Plan and Self Evaluation Form and monitor progress against it.
- 2) All policies (SAT and School Specific) are the ultimate responsibility of SAT Board. The Board will approve all policies. The Local Boards will be consulted on policies marked school specific policies on the Policies Table.

NB: Admissions

- 1) Admissions Policy will be approved annually by the Board. The academy will consult as statutorily required and ensure the proper application of the Admissions Policy.

2.1.5 Terms of Reference: Chairs' Committee

Purpose:

- a) Authority to investigate any area of Trust operations and to ensure compliance.
- b) Understand deeply the specific school context/issues.
- c) Build relationships and trust with Trustees and LAB members.
- d) Act as a Trust on issues raised by schools – show value for money.
- e) Link up schools so that they can share their strategies or resources for areas of development.
- f) Link up schools so that they can learn from each other in areas of identified strengths.

Membership

Chair of Trust and Chair of LABs

Meetings:

3 meetings a year

Typical Agenda items:

Chair of SAT to update on:

- SAT plans/developments
- Key priority areas of SAT
- Consistency/comparison of information from schools
- Trends emerging in the schools
- Emerging key points of and strengths across SAT schools
- Emerging key points of concerns across SAT schools
- Common areas of development or success that need a Trust approach.
- Feedback from the SSST, community, staff, parents and students.

LAB Chairs to update Trust Chair on:

- School specific key successes
- School specific key concerns
- Training needs/ programmes of LAB /members 🏢 Any local feedback.

2.1.6 Terms of Reference: Sikh Ethos Committee

Purpose:

- a) Authority to set the Sikh ethos across all the Trust schools with SSST.
- b) Ensure that the schools' values and actions are aligned with SSST.
- c) Monitor the implementation of the Sikh ethos strategy across the Trust's schools.
- d) Set the expectations of each school's teaching of Gurmukhi, Punjabi and Religious studies curriculum.
- e) Promote ways in which the Sikh ethos is embedded in all the work of the schools.
- f) Build relationships between SSST, the schools and the local community (Gurdwaras, parents etc.)
- g) Raise funds and voluntary contributions to support the school's key strategies (e.g. books for pupils to promote reading, enrichment activities to support pupils understanding of Sikhism, supporting attainment in Punjabi GCSE etc.)
- h) Act on issues raised in the public arena.

Membership

At least the Chair or Vice Chair of the Trust, 1 Trustee and a SSST member.

Meetings:

2 meetings a year

Typical Agenda items:

- 1. Progress against the Sikh ethos strategy.
- 2. Quality of teaching – Punjabi, Gurmukhi, religious education.
- 3. Progress on how well the schools are embedding and promoting Sikh life and Sikh ethos.
- 4. Liaising with SSST to share common areas of development or success across the Trust.
- 5. Engagement with the community including voluntary contributions to support the schools.
- 6. Feedback from the SSST, community, staff, parents and students (so that actions are taken sensitively).

2.1.7 Terms of Reference: Ad hoc Committees

The following Panels may be convened for each School as required. Trustees reserve the right to sit on Panels or delegate some, or all, the panel roles to professionally qualified independent assessors.

- 1) Complaints Panel - convened as required and subsequently reported to the next relevant meeting, including any lessons learned for the school and/or recommendations for policies or procedures. The Panel will consist of two LAB members plus at least one Trustee.
- 2) Employment Appeals Panels convened as required for grievance, dismissal, or dismissal appeal hearings and reported to the next relevant meeting as appropriate, including any lessons learned for the school and/or recommendations for policies or procedures. The Panel will consist of two LAB members plus at least one Trustee.
- 3) Pupil Exclusions Panel - convened as required and reported to the next relevant meeting, including any lessons learned for the school and/or recommendations for policies or procedures. The Panel will consist of two LAB members plus at least one Trustee.
- 4) Pay Appeal Panel - convened as required if a member of staff wishes to appeal against their pay award decision made by the Pay Committee. The Panel will consist of at least two Trustees.

In each situation, the Panel will include the appropriate number of Trustees/Local Advisory Board members (as specified in the relevant policy) who have not previously been involved with the incident and have no prior knowledge of the incident concerned. For complaint hearings, the Panel shall include an individual who is independent from the management and running of any school within the Trust.

The Committee will follow procedures as set down in the relevant policy or as set out in law, as appropriate. If a second or appeal panel is permitted for that particular purpose, this shall include three different members of the Trust or Local Advisory Board.

PART 3: Governance Decision Making Overview

- **Part 3 – Grids attached separately.**

- 3.1 Decision and Responsibility Matrix
- 3.2 Summary of Financial Delegation
- 3.3 Summary of Policy Delegations
- 3.4 Governance Reporting Planner