SCHEME OF DELEGATION

The Chalfonts Community College

GOVERNANCE STRUCTURE AND LINES OF ACCOUNTABILITY

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                          │     Members      │
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                          ┌──────────────────┐
                          │ Board of Trustees│
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│  Resources   │  │Safe Learning │  │  Audit and   │  │   Quality    │
│ for Learning │  │   for All    │  │     Risk     │  │ for Learning │
│  Committee   │  │  Committee   │  │  Committee   │  │  Committee   │
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                   │ Senior Executive Leader  │
                   │   (academy principal)    │
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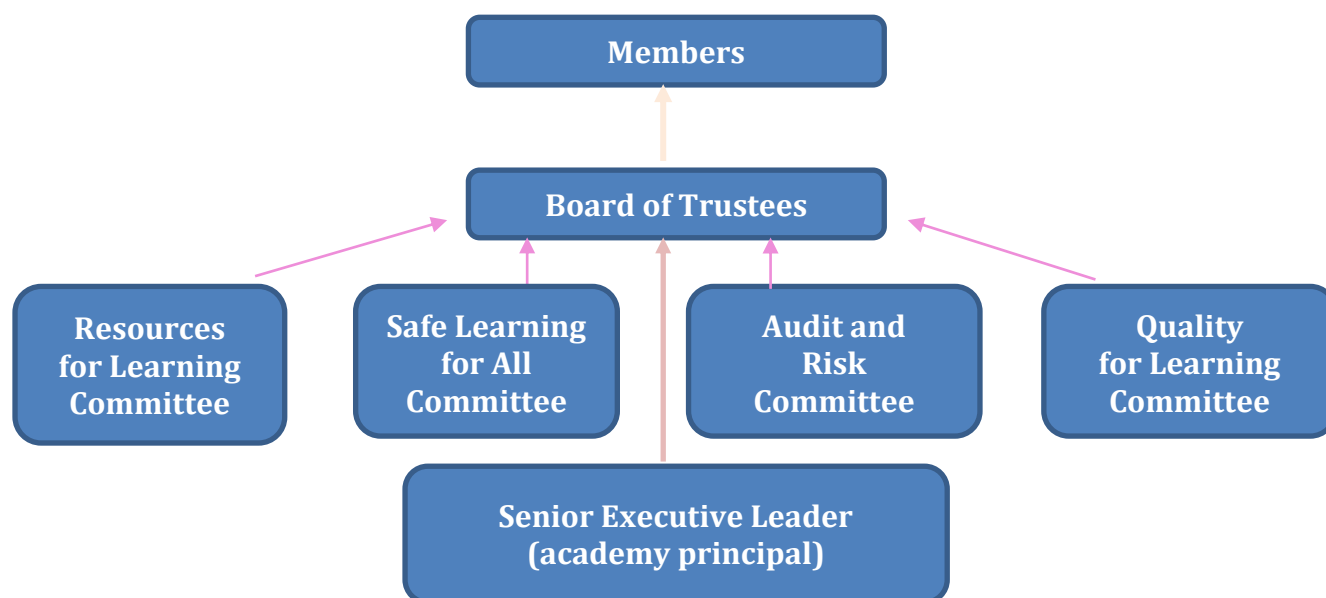
The academy trust board of trustees delegate responsibility for the day to day running of the academy to the principal. The trustee board will hold the principal to account for the performance of the academy. The principal in turn holds other members of the senior leadership team to account by line managing them. While the board cannot ever delegate its accountability, it can delegate some of the detailed scrutiny, oversight and decision making.

The principal will report to the board on the performance of the academy, although this will be supplemented by the monitoring of trust board committees and individual trustees with any delegated responsibilities.

ROLES AND RESPONSIBILITIES

The role of the members

The members of the trust have a different status to trustees. Originally they will have been the signatories to the memorandum of association and will have agreed the trust's first articles of association (a document which outlines the governance structure and how the trust will operate). The articles of association will also describe how members are recruited and replaced, and how many of the trustees the members can appoint to the trust board. The members appoint trustees to ensure that the trust's charitable object is carried out and so must be able to remove trustees if they fail to fulfil this responsibility. Accordingly, the trust board submits an annual report on the performance of the trust to the members. Members are also responsible for approving any amendments made to the trust's articles of association.

While members are permitted to be appointed as trustees, in order to retain a degree of separation of powers between the members and the trust board, and in line with DfE expectations, not all members should be trustees. Members are not permitted to be employees of the academy trust.

The role of the trustees

The academy trust is a charitable company and so trustees are both charity trustees (within the terms of section 177(1) of the Charities Act 2011) and company directors. Because trustees are bound by both charity and company law, the terms 'trustees' and 'directors' are often used interchangeably.

The trustees are responsible for the general control and management of the administration of the trust, and in accordance with the provisions set out in the memorandum and articles of association and its funding agreement, it is legally responsible and accountable for all statutory functions, for the performance of the trust, and must approve a written scheme of delegation of financial powers that maintains robust internal control arrangements. In addition it must carry out the three core governance functions:

1. Ensure clarity of vision, ethos and strategic direction
2. Hold the executive to account for the educational performance of the trust and their pupils, and the performance management of staff
3. Oversee the financial performance of the trust and make sure its money is well spent

The board of trustees has the right to review and adapt its governance structure at any time which includes removing delegation.

The role of trust board committees

The trustees may establish committees to carry out some of its governance functions which may include making decisions, although any decisions made will be deemed decisions of the trust board. The membership (there must be at least three trustees) and responsibilities of board committees are set out in the committee's terms of reference. It is usual for the trust board to appoint board committee chairs and committee members according to their skills.

The board of trustees must have a finance, audit and risk committee to which the board delegates financial scrutiny and oversight. The finance committee also performs internal scrutiny and review of the risk register.

The role of the senior executive leader (the academy principal)

The principal has the delegated responsibility for the operation of the trust.

The principal is the accounting officer so has overall responsibility for the operation of the academy trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability; avoiding waste and securing value for money.

The principal leads the senior leadership team (SLT) of the academy trust. The principal delegates management functions to the SLT and is accountable to the trust board for the performance of the SLT.

SCHEME OF DELEGATION

1. This Scheme of Delegation is established by the Governing Board under its powers contained in Articles 102 to 104 of Articles of Association of Chalfonts Community College.

2. The following Standing Committees are established to exercise on behalf of the Governing Board the functions referred to in the Terms of Reference of those Standing Committees contained in Annexes A, B, C and D to this Scheme respectively:

a) Resources for Learning Committee
b) Quality for Learning Committee
c) Safe Learning for All Committee
d) Audit and Risk Committee

3. The following Special Committees are established as required to exercise the functions set out in Annexes E, F, G, H, I, J and K to this Scheme respectively:

   e) Pay
   f) Staff disciplinaries/grievances
   g) Student Discipline
   h) Headteacher appraisal
   i) Headteacher recruitment
   j) Complaints
   k) Admissions

4. The powers set out in Annexe L to this Scheme are delegated to the Principal.

5. In accordance with the Articles of Association, the establishment, terms of reference, constitution and membership of any committee of the governors shall be reviewed at least once in every twelve months, usually at the first meeting of the Governing Board in the Academy year. The membership of any committee of the governors may include persons who are not governors, provided that a majority of members of any such committee shall be governors. The governors may determine that some or all of the members of a committee who are not governors shall be entitled to vote in any proceedings of the committee. No vote on any matter shall be taken at a meeting of a committee of the governors unless the majority of members of the committee present are governors.

MEETINGS AND PROCEEDINGS OF COMMITTEES

6. Any matter delegated to any Standing Committee shall be subject to the following restrictions and conditions:

a) The Committee shall give effect to any resolution of the Governing Board on matters of policy or principle;

b) Notwithstanding the delegated powers given to a Committee, the Governing Board may at any time call for any matter which is still under discussion to be referred to it for decision.

7. Any member of the Governing Board may attend any Committee meeting (even if not a member) and, with the consent of the Chair of that Committee.

8. The quorum for a meeting of a Committee shall be three voting members in each case (unless otherwise determined by the Governing Board) members of the Committee who are not members of the Governing Board shall not be entitled to vote, unless otherwise determined by the Governing Board.

9. Every question shall be decided by a majority of votes of the eligible members present and voting on that question save that where there is an equal division of votes, the person who is acting as Chair of the meeting shall have the casting vote. No vote on any matter may be taken at a meeting of any Committee unless the majority of the members of the Committee present are members of the Governing Board.

10. Any Committee shall report to the Governing Board in respect of any action taken or decision made with respect to the exercise of its functions at the meeting of the Governing Board immediately following the taking of the action or the making of a decision except that the Staff Disciplinary committee will only report their decisions without statements or reasons of evidence, so that the Governors who may form an Appeal Committee are not involved and any appeal is not prejudiced.

11. In the event of the person appointed by the Governing Board to act as clerk to a Committee failing to attend a meeting of that Committee, the Committee shall appoint one of their number to act as clerk for the purposes of that meeting.

12. The agenda for any meeting of a Committee shall be prepared by the Clerk in consultation with the Principal and the Committee Chair. Each meeting shall be convened by the Clerk who shall give each member (and the Principal) at least seven clear days' notice in writing thereof and a copy of the agenda for the meeting save in cases of emergency.

13. The minutes of the proceedings of each meeting of a Committee shall be drawn up, recorded, and duly approved. Minutes should record decisions and other main points together with such brief explanations as may be necessary. Confidential matters shall be recorded as Part 2 items and, as such, subject to restricted circulation (in case of doubt to be resolved by the Chair). The Clerk to the Governing Board shall arrange for such minutes to be circulated to all members of the Governing Board and for them to be included as an item on the Agenda at the next meeting of the Governing Board.

14. If the person appointed as Chair of a Committee is absent from any meeting of the Committee, the members of the Committee who are present shall, before proceeding to any other business, appoint any of their number (not being an employee of the Academy or a registered student or a person who is not a member of the Governing Board) to be Chair of the meeting.

15. In accordance with Article 123 of the Academy's Articles of Association, provision is made for Governors to attend meetings remotely where necessary and where statutory guidance allows, via any video conference platform. Meetings conducted remotely are subject to the same procedural regulations as when conducted face to face as set out in Articles 105-122.

ANNEXE A
RESOURCES FOR LEARNING COMMITTEE
Terms of Reference

Core Purpose

The core purpose of the Resources for Learning Committee is to provide oversight and assurance about the standards and effectiveness for managing financial and physical resources at the Chalfonts Community College

Responsibilities

- Finance
- Estates
- Personnel
- Information Technology

Key Accountable Roles

- Chair of Resources for Learning
- Principal
- Director of Finance and Operations
- IT Strategy Governor/s

Relevant Policies

- Appraising Support Staff
- Appraising Teachers Performance
- Charging for Educational Activities
- CPD
- Financial Procedures
- Fire and Emergency Procedure
- Gifts and Hospitality
- Home College Travel
- ICT
- Pay
- Pension Discretions
- Premises Management
- Redundancy
- Remuneration Committee Role

Key Objectives

The Governing Board has delegated the following powers to the Resources for Learning Committee:

1.   To monitor The College's financial affairs and to ensure effective appraisal and systematic monitoring to ensure value for money is achieved, supported by suitable reports to the Governing Board;

Specifically:
- To review the financial impact of proposals from QFL (Quality for Learning) and SLA (Safe Learning for All) designed to achieve their objectives.
- To ensure finances / resources are closely aligned to increasing levels of progress.
- To ensure the long term financial stability of the college is taken into account when funds are allocated.
- To review available evidence of financial best practice with a view to improving the College's planning and effectiveness.
- To ensure strategic and other plans from Full Governors are appropriately funded and to identify any significant difficulties in funding.
- To ensure funds are directed appropriately for long term financial stability for The College
- To ensure The College engages in wider effective planning with other schools in collaboration for excellent practice

2. To review whether the policies related to its area of responsibility are correctly implemented based on reports by the Committee or provided by the Principal or other staff members.

3. To ensure that day to day operations are conducted within the rules of the Manual of Financial Procedures.

4. To propose the draft annual budget to the Governing Board taking account of submissions made by QFL and SLA and any prior requests made by the Governing Board. The final budget should be agreed at or before the final Full Governors' meeting of the year in July.

5. To monitor actual financial performance against budget ensuring all variances are explained and accounted for.

6.   To monitor The College's compliance with all applicable regulations including:

   I.   Memorandum & Articles
   II.   Funding Agreement / ESFA Directives
   III. Bucks Guidance
   IV.   Academy Trust Handbook
   V.   Academies Accounts Direction
   VI.   General Data Protection Regulations (GDPR)

7. To monitor the register of business interests of Governors and key senior staff engaged in considering and awarding contracts and approved supplier status.

8. Projected demographics of pupil numbers for the next 3 year period – NOR

9. To review and approve the Principal's expenses.

10. To ensure the College estates are managed effectively, specifically:

   i.   To determine the strategic direction in terms of The College site, buildings and environment

11. i. To establish and maintain an IT Strategy policy which appropriately reflects the College's Information technology needs and its available resources.

ii. To monitor the implementation and ongoing delivery of the policy to ensure satisfactory quality at an affordable cost.

Governance Issues to Demonstrate Assurance

Members of the Resources for Learning Committee should be able to confidently answer any of the following key questions from any person or board, including Ofsted enquires that starts with "How do you know that…."

•   the school is in financial balance?

•   we are using our money as efficiently as possible?

•   we check the affordability of staffing and curriculum changes

•   there are clear lines of delegation for budgets?

•   the environment is conducive to high quality learning?

•   the school environment is safe?

•   the school is accessible for all groups?

Performance Metrics

To be determined by Committee using the RAG ratings as a starting point from the SDP (but these need to be made more transparent). May need additional metrics to monitor some of the key objectives

In addition, for the "key" policies, we will need to determine how the Committee monitors their implementation and effectiveness

ANNEXE B
QUALITY FOR LEARNING COMMITTEE
Terms of Reference

Core Purpose

The core purpose of the Quality for Learning Committee is to monitor and evaluate the effectiveness of provision, the impact of assessment, the quality of teaching and learning and to review attainment and outcomes against targets.

Responsibilities

- Ownership and Review of Relevant Policies
- Results, targets and data
- Teaching and learning
- Curriculum offering

Key Accountable Roles

- Chair of Quality for Learning
- Principal
- Literacy Governor
- Numeracy Governor
- Careers Governor
- Sixth Form Governor

Relevant Policies *

- Employability & Careers
- Examinations
- RE
- Teaching & Learning Handbook
- Appraisal
- CPD
- Curriculum

* Other related policies are delegated to the principal who may further delegate them for review and approval

Key Objectives

The Governing Board have delegated the following powers to the Quality for Learning Committee:

1. To advise the governing board on all matters relating to the curriculum provision, teaching, learning and assessment in relation to the School Improvement Plan, National standards, statutory requirements and Department for Education/Ofsted guidelines.
2. To agree the KPIs for this area of school life.
3. To review and monitor all relevant policies.
4. To review and monitor all relevant areas of the School Development Plan.
5. To monitor the provision of each area of learning through Link Governor visits.
6. To agree, in consultation with the Principal, statutory and other targets for the achievement (attainment and progress) of students at Key Stages 3, 4 and 5.
7. To highlight any staffing, finance or strategic issues and make recommendations governing board

8   To ensure the effective contribution of all members of the committee through their allocated link roles

9   **PROVISION**

To agree the strategy, monitor provision and ensure effectiveness and value for money of provision and hold the school to account for the following:

a) The curriculum ensuring it is broad and balanced

b) Provision for and achievement of disadvantages pupils attracting the Pupil Premium, minorities, SEND and vulnerable groups, including agreeing the Pupil Premium spending plan and monitoring its impact

c) Provision for the more able students

d) Provision for the most able, gifted and talented students

e) Provision for the less able students, including alternative educational provision

f) Provision for all students (inclusion)

g) Provision to prepare students for effective revision, completing course work and sitting exams

h) To monitor the LA's duties and responsibilities relating to the assessment, statementing and review of children with special educational needs

i) Understanding and monitoring the effectiveness of intervention strategies including the use and effectiveness of catch up funding and tutoring as part of catch up plans

j) Understanding and monitoring the effectiveness of target setting and strategies to stretch students

k) Understand and monitor how improvements in teaching and learning are secured and sustained

10   **ASSESSMENT**

To monitor the effectiveness, accuracy and impact of assessment, including:

a) Understanding and monitoring the effectiveness of assessment strategies

b) Understanding and monitoring the effectiveness of marking and feedback strategies

c) Understanding how information on student progress and attainment is shared with parents and parents are engaged in supporting their student

d) Monitor the effectiveness of management of all exams and end of Key Stage assessment

11   **TEACHING**

a) To agree strategies and monitor provision and effectiveness of strategies to improve the quality of teaching

b) To agree strategies, spending and impact of CPD for all staff

c) To monitor the induction, training and success rate of Early Careers Teachers

12   ADMISSIONS & TRANSFER

To review the management of admissions and Key Stage transfer including:

    a)   KS2 – liaison with feeder primary schools and management of transfer process of new intake;

    b)   KS3 &4 – Options choices and guidance;

    c)   KS4-5:

        -   retention and transition

        -   balance academic and vocational courses

        -   support appropriate entry to public examinations

        -   meet the needs of post 16-19 study programmes; and

    d)   provide effective career guidance (includes KS3).

13.   SIXTH FORM PROVISION

To understand and monitor how well:

    a)   students are supported to make the right course choices, successfully complete their courses and progress to the next stage in their education or employment;

    b)   the school meets the 16-19 minimum standards specified by the DfE providing stretch, progression, Maths and English (for students without GCSE A*-C/4+), work experience and non-qualification activities;

    c)   students' develop personal, social, employability and independent learning skills including high levels of punctuality, good attendance and good conduct;

    d)   students are provided with high quality impartial careers education, advice and guidance prior to starting post-16 courses and are aware of their post-16 study choices; and

    e)   students know how to keep themselves safe and healthy both physically and emotionally, and online.

14.   OUTCOMES

Outcomes for all students will be monitored and evaluated against agreed targets. Any concerns will be raised and the school challenged accordingly.

    a)   Monitoring and evaluating the attainment and progress of students in all key stages

    b)   Monitoring and evaluating the attainment and progress of the more able students

    c)   Monitoring and evaluating the attainment and progress of the less able students

    d)   Monitoring and evaluating the attainment and progress of disadvantaged students

    e)   Monitoring and evaluating the attainment and progress of SEND students

    f)   Monitoring and evaluating the attainment and progress of all other recognised groups of students

    g)   Monitoring and evaluating the effectiveness of each subject

    h)   Monitoring and evaluating the effectiveness of each Head of Year with regards to supporting the attainment and progress of their students

Governance Issues to Demonstrate Assurance

Members of the Quality for Learning Committee should be able to confidently answer any of the following key questions from any person or board, including Ofsted, which starts with "How do you know that…."

- The curriculum meets the needs of all students
- There is an effective system for setting student targets and monitoring progress.
- All teaching is good or outstanding and there are systems in place to identify and remedy any teaching that is found to be less than good or outstanding.
- Staff have development objectives that are linked to curriculum priorities.
- Policy reviews are undertaken
- The environment is conducive to high quality learning?

Performance Metrics

To be determined by Committee using the RAG ratings as a starting point from the SDP. May need additional metrics to monitor some of the key objectives

In addition, for the "key" policies, we will need to determine how the Committee monitors their implementation and effectiveness

Key Priorities

- ➢ Raise achievement of students in each key stage through support, challenge, assessment and effective use of data.

- ➢ Raise quality of teaching so that it is consistently good or better through support, coaching, CPD, training, feedback and shared best practice.

- ➢ Improve the standard of behaviour so it is consistently good or better through redeveloped Behaviour for Learning system and new college rewards policy.

- ➢ Raise whole college attendance and reduce the number of PA students through the graduated approach, shared data and rewards scheme.

- ➢ Improve the effectiveness of leadership, management and governance through increased leadership capacity of SLT, governors, SL and HoD and SEND provision.

ANNEXE C
SAFE LEARNING FOR ALL COMMITTEE
Terms of Reference

Core Purpose

The core purpose of the Safe Learning for All Committee is to provide oversight and assurance about the standards and effectiveness of safeguarding, behaviour for learning and vulnerable groups at the Chalfonts Community College

Responsibilities

- Ownership and Review of Relevant Policies
- Safeguarding
- Special Educational Needs (SEN)
- Pupil Premium
- Vulnerable Groups and Disadvantaged Students
- Equality/Diversity
- Mental Health and Well-being

Key Accountable Roles

- Chair of Safe Learning for All
- Principal
- Designated Safeguarding Lead
- Safeguarding Governor
- Equalities Governor

Key Objectives

The Governing Board has delegated the following powers to the Safe Learning for All Committee:

- To ensure safeguarding protocols meet at least minimum statutory expectations including safer recruitment procedures.
- To ensure staff maintain an accurate and effective Single Central Record that is fully compliant.
- To audit annually the safeguarding of staff and students using external resources in light of current climate.
- To ensure effective policies are in place regarding social networking, sex education, safe behaviour, child on child abuse, sexual violence and harassment, online safety, radicalisation and grooming.
- To ensure school has effective strategies in place for all vulnerable groups to ensure that every child makes expected levels of progress.
- To hold school to account and review effectiveness of Behaviour for Learning and Conduct policies.
- To review and monitor the Safeguarding Development Plan.
- To monitor pupil attendance and absence rates and pupil suspension and permanent exclusion rates and to consider strategies to improve them.
- To carry out its duties in line with and to uphold the principles of GDPR.

These objectives will be achieved by the Principal and their staff through delivering agreed priorities, which will be monitored and reported back to the Safe Learning for All Committee.

Relevant Policies *

- Anti-bullying
- Attendance
- Behaviour for Learning
- Collective Worship
- Community Cohesion
- Complaints
- Disability
- Drugs Incident Management
- E-Safety
- Equalities and Cohesion
- Gender Equality
- Looked After Children
- PSHEE and Citizenship
- Pupil Premium
- Race Equality
- Radicalisation and Grooming
- Religious Education
- Safeguarding Children - Code of Conduct
- SEN
- Sex and Relationships
- Spritual, Moral, Social and Cultural
- Trips and Visits
- Violence

* Other related policies are delegated to the principal who may further delegate tem for review and approval

Governance Issues to Demonstrate Assurance

Members of the Safe Learning for All Committee should be able to confidently answer any of the following key questions from any person or board, including Ofsted, which starts with "How do you know that…."

- The school reviews SEN, LAC/ vulnerable groups and their learning progress and what is the current picture?
- The school reviews equality and diversity, and sex education?
- Policy reviews are undertaken?
- Behaviour for learning is having an impact?
- School trips & visits are managed safely?
- Students and staff feel safe?
- The environment is conducive to high quality learning?
- We are pro-active in preventing safeguarding issues?
- There are effective systems in place, which are reviewed regularly?
- There is a systematic review of the stakeholder voice?

ANNEXE D
AUDIT AND RISK COMMITTEE
Terms of Reference

The Audit & Risk Committee's remit is to advise the Board and Accounting Officer (the Principal) regarding the adequacy and effectiveness of the Trust's internal controls, risk management, governance and value for money systems and frameworks. The Committee also advises the Board regarding the appointment of auditors and the planned audit approach, as well as considering reports from the internal and external auditors and other bodies and ensuring that actions are taken where required.

Responsibilities

- Internal Audit
- External Audit
- Risk Management
- Governance
- Health and Safety

Membership (employees must not be members of this committee)

- Chair of Audit and Risk Committee (who must not be Chair of Trustees or Chair of RFL)
- Principal (attendee not a member)
- Director of Finance and Operations (attendee not a member)
- A minimum of 2 members of the committee, who must also be Trustees, will count as quorum.

Relevant Policies *

- Anti-Fraud
- Data Protection
- Health and Safety
- Internal scrutiny annual programme of work
- Risk Register
- Whistleblowing

Administration

1. The Audit & Risk Committee will meet at least once per term. The Chair or any two members may call an additional meeting.
2. Administrative support will be provided by the Clerk to the Board.
3. The agenda for meetings will be agreed in advance by the Chair of the Audit & Risk Committee (based on, but not limited to, a pre-agreed annual schedule of activity) and papers will be circulated to members and attendees at least 5 working days in advance of the meeting.
4. Minutes of meetings will be taken and will be submitted in the next scheduled meeting of the Board, once approved in draft by the Chair of the Audit & Risk Committee.
5. Decisions made at meetings of the Committee shall be determined by a majority of votes of eligible members+ present and voting. Where there is an equal division of votes the Chair shall have a second or casting vote.
6. The Audit & Risk Committee will self-assess its performance against these Terms of Reference on an annual basis and will also review the Terms of Reference, submitting any proposed changes to the Board for approval.

+ if a member of the Committee withdraws from the meeting due to a conflict (or potential conflict) of interests, the meeting must still be quorate in order for a vote to be conducted

Key Objectives

The Governing Board has delegated the following powers to the Audit and Risk Committee:

1. Advise the Board and Accounting Officer on the adequacy and effectiveness of the Trust's governance, risk management, internal control and value for money systems and frameworks.
2. Produce an annual report in respect of the above.
3. Advise the Board on the appointment, re-appointment, dismissal and remuneration of the external auditor.
4. Advise the Board on the need for and, where appropriate, the appointment, re-appointment, dismissal and remuneration of an internal auditor or other assurance provider.
5. Advise the Board on an appropriate programme of work to be delivered by independent assurance providers. This programme of work should be to be derived from the Audit & Risk Committee's regard of the key risks faced by the Trust, the assurance framework in place and its duty to report to the Board, as detailed in point a above.
6. Ensure that where a full internal audit service is commissioned the service provider complies with the standards set by the Chartered Institute of Internal Auditors. This will mean the internal audit provider must conform to the Public Sector Internal Audit Standards.
7. Review the external auditor's annual planning document and approve the planned audit approach.
8. Receive reports (assignment reports, annual reports, management letters etc) from the external auditor, internal auditor and other bodies (for example the ESFA) and consider any issues raised, the associated management response and action plans. Where deemed appropriate, reports should be referred to the Board or other committee for information or action.
9. Regularly monitor outstanding audit recommendations from whatever source and ensure any delays in respect of agreed implementation dates are reasonable.
10. Establish and monitor KPIs with regard to the performance of the external auditor, internal auditor or other assurance provider.
11. Review the Trust's fraud response plan and ensure that all allegations of fraud or irregularity are managed and investigated appropriately.
12. Consider any additional services delivered by the external auditor, internal auditor or other assurance provider and ensure appropriate independence is maintained.
13. Ensure appropriate co-operation and co-ordination of the work of the external auditor and internal auditor.
14. Meet with the external auditor and internal auditor or other assurance provider without management present, when required, either at their request or the request of the Committee.
15. Ensure that controls are in place regarding the General Data Protection Regulations (GDPR) and that compliance is monitored across the Trust.
16. To monitor policies in relation to Data Protection, Freedom of Information, Health and Safety, IT and Data Security and Storage, Whistleblowing, Anti-fraud/Anti-Bribery, the Fraud Response Plan and related matters and to agree changes as necessary, having the authority to approve them on behalf of the Board.

Governance Issues to Demonstrate Assurance

Members of the Audit and Risk Committee should be able to confidently answer any of the key questions from any person or board, as identified in Annex F of HM Treasury's publication 'Audit and Risk Committee Handbook' 2016.

ANNEXE E
PAY COMMITTEE
Terms of Reference

Core Purpose

To understand the link between pay and performance to inform progression and consider the recommendations of the Principal regarding salary uplifts following the performance management process.

Responsibilities

- Teaching staff
- Support staff
- Senior leadership team
- Principal

Key Accountable Roles

- Minimum membership of 3 non-staff Governors, to include RFL Chair or their delegate
- Principal
- Business Manager

Associated Policies

- Pay Policy
- School Teachers' Pay and Conditions Document
- Appraisal Policy

Key Objectives

The Governing Board has delegated the following powers to the Pay Review Committee:

1) Salary review to:
   - understand the profile of the school;
   - ensure salaries reflect staff responsibilities and contribution; and
   - understand the scope for progression and impact on budget.

2) Approve pay recommendations and:
   - ensure appraisal policy is applied fairly;
   - ensure recommendations are demonstrably evidence based;
   - ensure recommendations can be justified if challenged;
   - approve evidence-based threshold applications;
   - approve leadership pay; and
   - notify HR of pay recommendations.

3) Ensure that:
   - objectives set are aligned to SDP; and
   - process is robust, open, consistent and fair.

Appeals

The Governing Board will establish an *ad hoc* Teachers' Pay Appeals Committee to hear appeals against any pay decision raised by a member of the teaching staff. The Teachers' Pay Appeals committee will deal with cases in accordance with the pay appeal process set out in the pay policy.

ANNEXE F
STAFF DISCIPLINE/GRIEVANCE COMMITTEE
Terms of Reference
To deal with staff discipline, grievance and competency matters not appropriate to be dealt with by the Principal, in line with the staff conduct and discipline and staff grievance policies.

ANNEXE G
STUDENT DISCIPLINE COMMITTEE
Terms of Reference
To discharge the functions of the Governing Board set out in the Academy's Behaviour for Learning and Suspension and Permanent Exclusion Policies and DfE Statutory Guidance on Suspension and Permanent Exclusion.

ANNEXE H
HEADTEACHER RECRUITMENT COMMITTEE
Terms of Reference
To follow the recruitment and selection process in order to make a recommendation for a Principal appointment to the Board for approval.

ANNEXE I
HEAD TEACHER APPRAISAL COMMITTEE
Terms of Reference
To discharge the functions of the Governing Board set out in the Academy's Appraisal Policy in relation to the Principal.

ANNEXE J
COMPLAINTS
Terms of Reference
To discharge the functions of the Governing Board set out in the Academy's Complaints Policy.

ANNEXE K
ADMISSIONS
Terms of Reference
To discharge the functions of the Governing Board set out in the Academy's Admissions Policy in relation to admission of students outside of their normal age group.

ANNEXE L
POWERS OF THE GOVERNING BOARD DELEGATED TO THE PRINCIPAL
1. Day to day financial and operational management of the Academy.

2. Appointment and performance management of staff, excluding the Principal.

3. Provision of advice to the Admissions Committee on applications for admission.

4. To deal with discipline and grievance involving employees other than those expressly delegated by the Governing Board to Committees under this Scheme or otherwise.

5. In conjunction with the Senior Leadership Team:

a) to draw up the Academy Improvement Plan for consideration by the Committees and for approval by the Governing Board;

b) to present for approval of the Governing Board the Annual Report of the Academy.

Signed…………………………………………… Date………………………
Chair of the Governing Board