



Willow Tree Academy Trust Board

SCHEME OF DELEGATION

Adopted by the Trust board September 2017 (Updated September 2022)

The status of our scheme of delegation

Our scheme of delegation is reviewed annually and, as the multi-academy trust grows, we know it must be fit for purpose which means it demonstrates clearly the lines of accountability. This is the second scheme of delegation for Willow Tree Academy (WTA).

Structure of this scheme

While schemes of delegation will vary from trust to trust depending on size, structure and geographical spread, we follow a set of basic principles. To clarify decision making and lines of accountability in a simple, succinct and clear format. This model includes:

- A structure diagram which shows the layers of governance and lines of accountability
- A short paragraph of text which describes the structure
- Detailed narrative on roles and responsibilities
- A grid format, with columns for each layer of governance which enables stakeholders to quickly determine who is responsible for each strategic decision within the Trust. The grid is in four key areas to reflect both the governance framework and the three core functions of the governing board:
 1. The governance framework:
 - a. People
 - b. Systems and structures
 - c. Reporting
 2. Being strategic
 3. Holding to account
 4. Ensuring financial probity

Arrangements for Review of this scheme

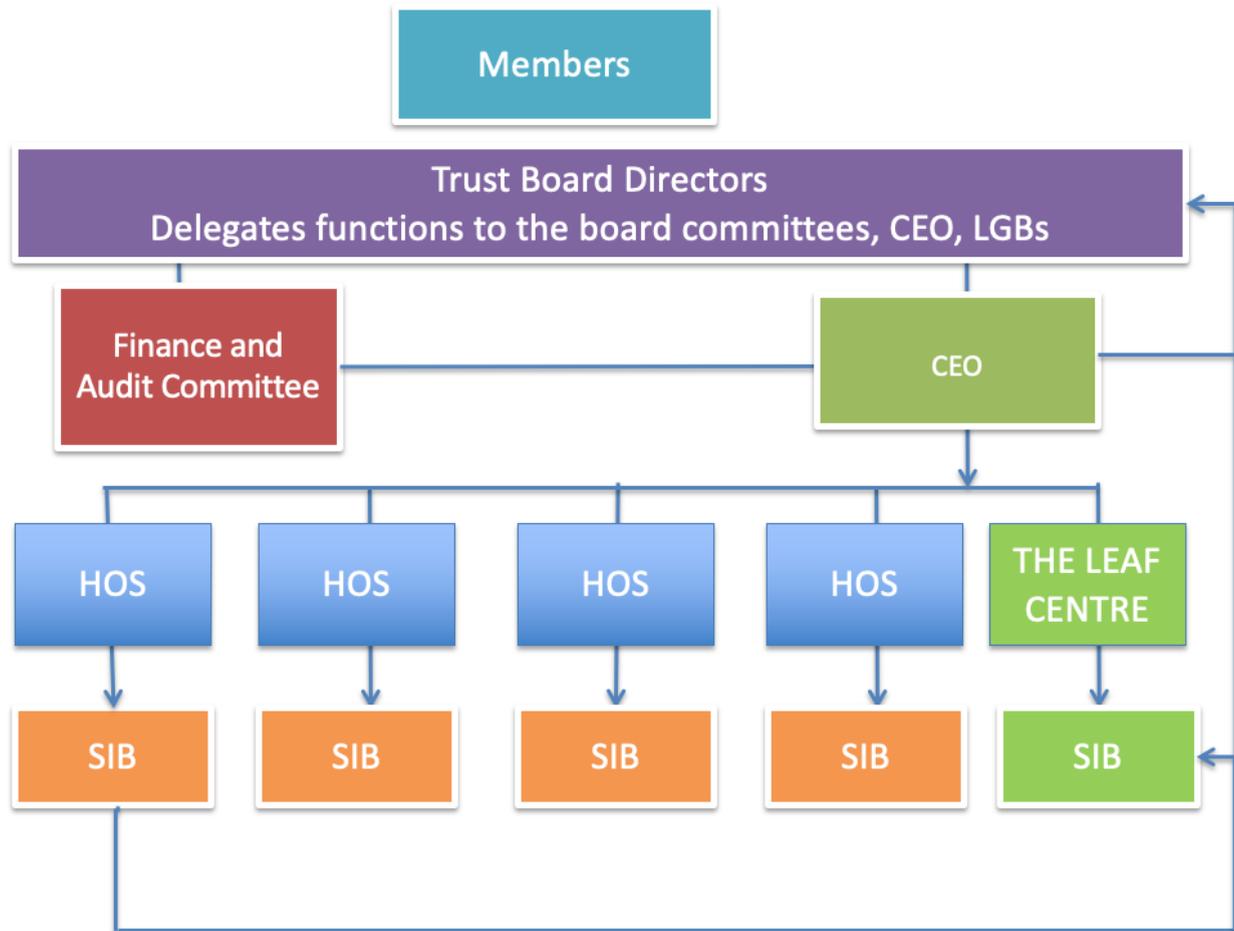
It is our intention that our Scheme of Delegation does not contain complicated legal terminology. It is intended to be a working document that the trust board and the CEO will revise and adapt in response to changing context and circumstances in our academy schools, particularly as new schools join the Trust.

As Willow Tree Academy matures and grows the workings of the MAT, both in terms of governance and management are likely to change. The SoD will be reviewed annually, with changes made as the context changes. All involved in governance will be made aware of any changes and what these mean in practice as they arise, where appropriate, after consultation with School Improvement Boards.

At Willow Tree Academy our scheme of delegation will:

- Promote a culture of honesty and accountability
- Ensure the executive leadership is clear about which decisions the trust board remain in control of
- Identify responsibility for the appointment and performance management of the CEO, and other senior school leaders
- Ensure that the role of the executive leadership is fully understood throughout the MAT
- Identify responsibility for policy and practice in each academy school
- Identify responsibility for oversight of educational performance in each academy school
- Identify responsibility for oversight of each academy school's budget
- Identify responsibility for assessment of risk in each academy school

Delegation to academy committees
&
School Improvement Boards



Governance structure and lines of accountability

- The board of trustees has overall responsibility for the three core governance functions.
- The board of trustees appoints the chief executive (CEO), to whom it delegates responsibility for delivery of its vision and strategy, and will hold the CEO to account for the conduct and performance of the trust, including the performance of the schools within the trust, and for its financial management.
- In turn, the CEO line manages other senior executives and the academy leaders i.e. Heads of School/Head Teachers, setting their targets and performance managing them.
- The board constitutes a committee for finance and audit purposes; these look in detail at the procurement of resources, financial management and scrutiny of the academy schools' finances, ensure an oversight of the trust financial responsibilities and that they are met.

- Whilst overall responsibility for standards and School Improvement rests with the Trust board, at present this is dealt with by the SIBs and the work of the CEO. As the MAT grows a Standards/School Improvement committee may be constituted.
- Responsibility for the Progress and Attainment across the trust is delegated via the CEO to the Heads of Schools/Head Teachers. However, the CEO retains ultimate responsibility and accountability.
- The board delegates most of its school level functions to the School Improvement Boards, and uses these SIBs to promote stakeholder engagement and as a point of consultation and representation. Trustees do not necessarily sit on SIBs and so lines of communication to the board of trustees are clearly established through the CEO and all minutes of SIB meetings being received and scrutinised by the Board.
- As the Head of School/Head Teacher are being line managed by the CEO, the SIB no longer carries out the governance function of holding the Head(s) of School/ Head Teacher(s) to account for their personal professional performance (*through formal Appraisal*). However, the SIBs must be confident that the trust's performance management systems are working well, and if not, how they can make the trust aware of their concerns. This arrangement may also affect the SIB's role in Ofsted inspections.

Roles and responsibilities

The role of the members

The members of the trust are guardians of the governance of the trust and as such 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 (the legal 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 /directors the members can appoint to the trust board. The members appoint trustees /directors to ensure that the trust's charitable object is carried out and so must be able to remove trustees/directors 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.

At present, WTA has three members, WTA are actively seeking to extend this to five. 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, WTA has determined that only the Chair of the Board will also be a Member to ensure efficient two-way communication. Members are not permitted to be employees of the academy trust.

The role of the trustees/directors

The MAT 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/directors 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. The Trust is legally responsible and accountable for all statutory functions, for the performance of all schools within the trust, and has approved this written scheme of delegation of financial powers that maintains robust internal control arrangements. In addition, the Trust 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’s schools 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/directors has the right to review and adapt its governance structure at any time which includes removing delegation or adopting a revised structure if a need arises.

The role of trust board committees

The trustees/directors may establish trust board committees (eg Finance, audit and Risk) 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 will be at least three trustees and responsibilities of trust board committees are set out in the committee’s terms of reference. The trust board will appoint trust board committee chairs and committee members according to their skills.

The role of the chief executive officer (CEO)

The CEO has the delegated responsibility for the operation of the trust including the performance of the trust’s academies and so the CEO performance manages the academy HoS/HTs.

The CEO 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 CEO leads the Willow Tree senior leadership team (WTSLT) of the academy trust. The CEO will delegate executive management functions to the SLT and is accountable to the trust board for the performance of the senior leadership team.

The role of the School Improvement Board

The trust board will establish School Improvement Boards to carry out some of its school level functions. Trustees are not required to sit on SIB but may do so if the Trust determines this would be helpful.

Make-up and operation of the SIB:

- The trustees will formally appoint the chair of the SIB, following a recommendation from the SIB, taking into account the knowledge, skills and experience of the SIB nomination.
- Each SIB shall have at least 9 members made up of a minimum of 2 parent/carers governors elected by the parent/carers of pupils attending the school, and 1 staff governor elected by staff employed at the school. Other additional governors will be co-opted by the SIB or appointed by the Directors, including at the request of the Secretary of State. The Head of School/Headteacher will always be co-opted to the SIB and the Executive Headteacher (CEO) will act as an ex-officio member of the SIB. Including the EHT/CEO, the total number of persons employed by the WTA on the SIB will not exceed *one third* of the total number of persons on the SIB.
- The quorum for meetings of the SIB will be one third of the current members providing this includes at least 1 non-employed member.
- WTA trustees/directors shall also be entitled to serve on the SIB and will be counted in the quorum and would have voting rights
- All members of the SIB shall give a written declaration of eligibility and good conduct using the format included in the WTA Governor Induction Policy. Those making appointments to the SIB will take all necessary steps to ensure that the SIB has an appropriate balance of knowledge, skills and experience and is representative of the community the school serves.
- The SIB shall make arrangements for the election of parent/carers or staff governors. Any contested elections shall be held by secret ballot. Where no nominations are received the SIB will invite a parent/carers of a school-aged pupil to be a member of the SIB.
- With the exception of CEO and Head of School/Headteacher, who will remain members of the SIB unless ceasing to be employed by WTA, the term of office for any member of the SIB shall be four years, subject to remaining eligible to be a particular type of member. Any person may be re-appointed or re-elected to the SIB.
- A person serving on the SIB shall cease to hold office if he/she resigns by notice to the SIB; the trustees/directors remove him/her at any time; or, he/she is removed by a two thirds majority of the members of the SIB present and voting at a meeting. (*The grounds for removal may include but not be limited to non-attendance, incompetence, misconduct or bringing the WTA*

into disrepute.) Any member of the SIB suspended from duty will also be suspended from the SIB.

- The same eligibility requirements as applied to trustees/directors shall apply to members of the SIB. Any member of the SIB who shall cease to be eligible shall be deemed to have resigned with immediate effect.

Delegated functions will include:

- Building an understanding of how the school is led and managed
- Monitoring whether the school is:
 - Working within agreed policies
 - Is meeting the agreed targets
 - Managing its finances well to meet individual school needs, unless the trust board has removed this responsibility from the SIB
- Engaging with stakeholders
- Being a point of consultation and representation on all school matters
- Receive reports, ask challenging questions and alert the Trust Board of any concerns

As with trust board committees, SIBs are a committee appointed by the board, and so delegation can be removed at any time. Where 'good and outstanding' schools are fully functioning and successful there will be a 'light touch' approach to the school's autonomy. If a school, at any level, becomes a 'school of concern' the trust will intervene to ensure appropriate support is in place and reserve the right to remove the SIB and/ or functions delegated to it.

The role of the Head of School /Head Teacher

The Head of School/Headteacher is responsible for the day to day management of the school and is line managed by the CEO but reports to the SIB on matters which have been delegated to it.

The LEAF Centre Leading Endeavours for Aspirational Futures



In 2022 Willow Tree Academy opened its own bespoke provision for children with Social and Emotional Mental Health difficulties.

VISION To create an outstanding provision that improves the emotional well-being, learning opportunities and social development of children most vulnerable to social and educational exclusion. Thus, improving their life chances.

Seven Guiding Principles

1. A locally based provision dedicated to creating appropriate and empowering learning experiences with a commitment to enable positive contribution to childhood, community and society.

2. An alternative and individualised entitlement curriculum is at the heart of learning, providing the best possible education for the children to transform lives. The expert teaching will establish the importance of Literacy and Numeracy, and lay foundations in science, the Arts, and all subjects in the National Curriculum
3. This will be underpinned by the Physical, Spiritual, Moral, Social and Emotional education and development.
4. All children, parents, carers and staff will feel valued and encouraged to believe that they can succeed. They will be challenged to use education to reach for the stars, securing a pathway to a brighter future. All will catch and celebrate children enjoying success.
5. The holistic environment will be supportive, nurturing, safe and stimulating and develop an authentic sense of belonging through outstanding and inspiring role models.
6. The LEAF Centre provision will improve Willow Tree schools and inspire integration and acceptance. Our schools also support other schools with the understanding of behaviour as a form of communication and enable all to responsibly and respectfully manage moods.
7. Opportunities will be provided for families to develop the capability to provide for the needs of their children, manage their own needs effectively, and create the boundaries for each child to make the transition from dependence to autonomy.

The provision will be run in conjunction initially with the LA, with an intention to move towards the setting as a stand-alone free school provision in 2024. Governance will be through a designated SIB headed by the CEO, who will have delegated responsibilities via the Trust Board. Key decisions regarding the financial probity of the LEAF Centre will lie with the Trust Board and delegated to the CEO, CFO and Trust Finance Officer.

How key decision making is delegated in Willow Tree Academy and its schools

Key to the table on the following pages:

Column 1: Members

Column 2: Board of trustees of the multi academy trust

Column 3: Trust board finance/audit committee

Column 4: Trust board standards committee (*not constituted*)

Column 5: Executive headteacher (CEO)

Column 6: School Improvement Board

Column 7: Heads of School/Headteachers

NB: Functions within the dark blue box cannot be legally carried out at this level

✓ Action to be undertaken at this level

✓ Action to be undertaken at this level

A Provide advice and support to those accountable for decision making

< > Direction of advice and support

Area	Decision	Delegation						
		Members	Trust Board	TB Finance Committee	TB Standards Committee	CEO	SIB	HoS/HT
Governance framework								
People	Members: Appoint/Remove	✓						
	Trustees: Appoint/Remove	✓	✓					
	Role descriptions for members	✓						
	Role descriptions for trustees/chair/ specific roles/committee/SIB members: agree		✓			<A	<A	
	- Trust Board Committee members: appoint and remove - SIB members: elected/appointed		✓ ✓				✓	
	Trust board committee chairs: appoint and remove		✓			<A		
	SIB chairs: appoint and remove		✓			<A	<A	
	Clerk to board: appoint and remove		✓			<A	<A	
	Clerk to trust board committee/SIB: appoint and remove		✓			✓	<A	
Systems and structures	Articles of association: review and agree	✓	<A			<A		
	Governance structure (committees) for the trust: establish and review annually		✓			<A		
	Terms of reference for trust board committees and scheme of delegation for SIBs: agree annually		✓			<A	<A	
	Skills audit: complete and recruit to fill gaps		✓			<A>	✓	
	Self-review of WTA board & trust board committees: complete annually (see Trustees EFA report)		✓					
	Self-review of SIBs: complete annually						✓	
	Chair's performance: carry out 360 review periodically		✓				✓	

Area	Decision	Delegation						
		Members	Trust Board	TB Finance Committee	TB Standards Committee	CEO	SIB	HoS/HT
Systems and structures	Trustee /SIB member contribution: review annually		✓				✓	
	Succession: plan		✓			<A>	✓	<A>
	Annual schedule of business for Trust Board and Trust board committee(s): agree		✓	<A>		<A>		
	Annual schedule of business for SIB: agree		✓			<A>	✓	<A>
Reporting, Risk and Compliance								
Reporting, Risk and Compliance	- Publication on trust websites of all required details on governance arrangements: ensure - Publication on school websites of all required details on governance and other arrangements		✓	✓ <A>		<A>	✓	
	Annual report on performance of the trust: submit to members and publish. Members receive	✓	✓			<A>	<A>	
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit		✓	✓		<A>		
	Annual report on work of SIB: submit to trust and publish			✓			✓	<A>
	Trust and School Level Risk Registers		✓	✓		✓		

Area	Decision	Delegation						
		Members	Trust Board	TB Finance Committee	TB Standards Committee	CEO	SIB	HoS/HT
Being Strategic								
Being Strategic	Determine trust wide policies which reflect the trust's ethos and values (facilitating discussions with unions where appropriate) including: admissions; charging and remissions; complaints; expenses; health and safety, premises management; data protection and FOI; staffing policies including capability, discipline, conduct and grievance: approve		✓	✓		<A		
	Determine school level policies which reflect the school's ethos and values to include e.g. admissions; SEND; safeguarding and child protection; curriculum; behaviour: approve					A>	✓	✓
	Central spend / top slice: agree		✓	<A		<A		
	Management of risk: establish register, review and monitor		✓	<A		<A>		✓
	Engagement with stakeholders	✓	✓	✓		✓	✓	✓
	Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		✓			<A		
	School's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine					A>	<A>	✓
	Chief executive officer: appoint and dismiss		✓					
	Academy HoS/HT : appoint and dismiss (<i>always involving other directors in a selection process</i>)		✓			<A	<A	

Area	Decision	Delegation						
		Members	Trust Board	TB Finance Committee	TB Standards Committee	CEO	SIB	HoS/HT
	Budget plan to support delivery of trust key priorities: agree		✓	<A		<A		
	Budget plan to support delivery of school key priorities: agree					✓	<A	<A
	Trust's staffing structure: agree		✓	<A		<A		
	School staffing structure: agree					✓	<A	<A
Holding to account								
Holding to account	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree		✓	✓		<A		
	Reporting arrangements for progress on key priorities: agree		✓	<A		✓		
	Performance management of the Chief Executive Officer: undertake		✓					
	Performance management of academy HoS and HT: undertake					✓		
	Trustee monitoring: agree arrangements		✓			<A		
	SIB member monitoring: agree arrangements						✓	
	SIB overall performance monitoring: agree arrangements		✓			<A	<A	
Ensuring financial probity								
	Chief financial officer for delivery of trusts detailed accounting processes: appoint		✓	<A		<A		

Area	Decision	Delegation							
		Members	Trust Board	TB Finance Committee	TB Standards Committee	CEO	SIB	HoS/HT	
Ensuring financial probity	Trust's scheme of financial delegation: establish and review		✓	✓		<A			
	School's scheme of financial delegation: establish and review			✓		<A>	<A>	✓	
	External auditors' report: receive and respond		✓	<A		<A>	<A>	✓	
	CEO pay award: agree		✓						
	HoS/Headteacher's pay award: agree					✓			
	- Staff appraisal procedure: review - Staff pay progression: agree		✓			<A A>	✓	<A	
	Benchmarking and trust wide value for money: ensure robustness			✓					
	Benchmarking school's value for money: ensure robustness				A>		✓	A>	✓
	Develop trust wide procurement strategies and efficiency savings programme				✓		✓		
Review and approve trust wide procurement strategies and efficiency savings programme				✓					

APPENDIX 1 Terms of Reference of School Improvement Boards

Willow Tree Academy School Improvement Boards (SIB) have been established to be accountable for the improvement of the schools it serves.

The SIB will determine the appropriate standards and targets to be met, monitor and review the achievement of pupils, the quality of teaching and learning, personal development, behaviour and welfare of pupils, leadership and management of teaching and learning.

The Terms of Reference are as follows:

- Members of the SIB will hold office for the period of 4 years although members may resign at any time.
- Willow Tree Academy may appoint additional members to the SIB at any time and may remove existing members.
- The Chair of Willow Tree Academy may attend meetings of every SIB.
- The SIB will nominate a chair person of the board annually.
- On behalf of the Trust Board the SIB will hold to account the Executive Head Teacher, Head of School and the Senior Leadership Team.
- The SIB may make such arrangements as they see fit for the discharge of their functions by or through any other person(s).
- The SIB may delegate appropriate powers and authority to the Chair and/or Executive Head Teacher to facilitate decision-making.
- Whilst it is for the SIB to determine the regularity of meetings, it is anticipated that the Board will meet at least three times a year and preferably termly, during term-time, to monitor improvement and to ensure that the pace is maintained.
- SIB members will commit to attending all meetings, unless due to personal circumstances or work related matters, in which case the Chair will be notified in advance.
- Other attendees at the meeting will be determined by the key areas for improvement and context and may include other members of the Academy's senior team, external expertise, and key providers of support from other schools, as appropriate. This will ensure that all support is integrated and built around the needs of the Academy.
- Where confidential matters are being discussed it will be for the SIB to determine if non- members can be present
- SIB members will adhere to the Code of Conduct for members of Public Bodies and comply (where applicable) with the latest version of the Academy Trust Handbook.
- The SIB will report to the Trust Board.

Duties of the Board

The School Improvement Plan (SIP) will drive progress. This has clear actions, timescales, success driven criteria, and responsibilities, covering the main areas for improvement which have been agreed.

- The SIB will be accountable to Willow Tree Academy Trust Board for the delivery of the SI Plan, and will ensure that high standards of educational improvement are promoted and embedded.
- The Executive Head Teacher/Head of School will determine the appropriate standards and targets to be met and agree this with the SIB.
- The SIB will review, evaluate and approve the development of the SI Plan to meet changing circumstances, and develop a sound basis for school improvement and securing sustainable improvement in the long term.
- The SIB will ensure that sustained progress is delivered to enable the school to maintain or improve its Ofsted judgement.
- The monitor and review cycle will evaluate the quality of teaching and learning and any support that needs to be in place, the impact of this will be reported to the SIB by the SLT on a termly basis.
- The SIB will ensure that strong relationships exist between the school and parents/carers and the community.
- The deployment of staff and resources will be the responsibility of the SIB, where it directly impacts on teaching and learning
- The personal development, welfare and behaviour of pupils will be the responsibility of the SIB, especially where it directly impacts on teaching and learning,
- The leadership and management of the curriculum and teaching and learning will be a focus for the SIB, the board will report the effectiveness of these to the Trust Board. What would be the mechanism for this?
- Safeguarding will be reported at Trust Board level.

In discharging its duties the SIB –

a) will act as Strategic Leaders by:

- Reviewing and approving the Action plans and targets for improvement, timelines, including any amendments or developments as presented by the Executive Head Teacher.
- Ensuring that Action Plans are implemented effectively and targets for school improvement are met.
- Align School Improvement activity and staffing within approved budgets. This could be difficult as financial decision making powers have been removed. (See previous comments)
- Reviewing staffing structures and deployment arrangements. In reality, does the SIB actually have the authority to do this?
- Reviewing and approving the curriculum.

- Receiving reports from other school leaders on progress with specific action plans/aspects for which they have responsibility including SEND, ARR, EYFS, curriculum leads?
- Reviewing the school's leadership and management capacity with regard to teaching and learning and the impact on pupil outcomes.
- Review the operation of the SIB and communications/feedback with parents/community.
- Seek the views of parents and carers annually and ensure effective reporting of pupil progress to parents
- Consider outcomes for pupils and links to performance management; the Executive Head Teacher will make recommendations where necessary to the Trust Board .
- Appointing senior staff and other key personnel, in conjunction with Willow Tree Academy where SLT appointments are concerned.

b) act as Critical Friend to the Academy's leadership by:

- Monitoring the quality of provision and standards of achievement within the school and make comparisons to national data.
- Monitoring the implementation of Action Plans and the impact upon standards of achievement.
- Identifying strengths, weaknesses and priorities for development with the senior leadership team.
- Providing challenge and support to the Executive Head Teacher, Head of School and SLT.
- Providing challenge and support to Willow Tree Academy.
- Receive report on use & impact of PE/Sports Funding
- Receive report on use & impact of Pupil Premium
- Review external data dashboards and use these to support the understanding of attainment and progress and the success of the school
- Agree arrangements for annual Parent/Carer survey

c) on behalf of the Trust Board hold the Executive Head Teacher and SLT to account, and to be accountable to any interested party for the school's performance by:

- Receiving regular information from the Executive Head Teacher, Head of School and SLT on the performance of the school.
- Review the support provided to implement the School Improvement Plan and build capacity for improvement.
- Implementing the Willow Tree Academy Appraisal Policy and monitoring its implementation
- Receiving appeals on issues relating to capability and exclusions.

WILLOW TREE ACADEMY – SCHOOL IMPROVEMENT BOARD - MAP OF THE YEAR *updated September 2022*

EVERY AGENDA	<ol style="list-style-type: none"> 1. Accept apologies for absence 2. Receive, but not accept apologies for absence 3. Declaration of personal and business interests 	<ol style="list-style-type: none"> 1. Identify urgent business items for inclusion in AOB 2. Safeguarding update (standing agenda item) 3. Discuss staff health and well-being
---------------------	--	---

TERMLY ITEMS	All	Approve minutes of any meetings held since the last SIB meeting	<ol style="list-style-type: none"> 1. Clerk to compile newsletter from SIB to Trust 2. Carry out any functions exercised by the SIB/Trust behalf
HJS GPS	SIB 1 SIB 2	<ol style="list-style-type: none"> 1. EHT/HoS's verbal report 2. EHT/HoS's written report including: <ul style="list-style-type: none"> ● Update on progress and impact of SIP priorities ● Pupil attainment and progress ● Quality of teaching and learning, the curriculum ● Overview of school self-evaluation outcomes ● Personal Development/Behaviour and Attitudes ● Parental Engagement ● Report on the progress of ECT induction (<i>where applicable</i>) 	<ol style="list-style-type: none"> ● Include reports following governor visits, summary + action points; ● Include reports on training attended & other governor development ● Reported Bullying and Racism incidents ● Report on safeguarding incidents ● Requests to Trust Board, i.e. capital project funding ● Training element and governor skills deployed
RJI RPS	SIB 1	<ol style="list-style-type: none"> 1. EHT/HoS's written report including: <ul style="list-style-type: none"> ● Update on progress and impact of SIP priorities ● Pupil attainment and progress ● Quality of teaching and learning, the curriculum ● Overview of school self-evaluation outcomes ● Personal Development/Behaviour and Attitudes ● Parental Engagement ● Report on the progress of ECT induction (<i>where applicable</i>) 	<p>Clerk to compile newsletter from SIB to Trust Carry out any functions exercised by the SIB/Trust behalf</p> <ol style="list-style-type: none"> ● Include reports following governor visits, summary + action points; ● Include reports on training attended & other governor development ● Reported Bullying and Racism incidents ● Report on safeguarding incidents ● Requests to Trust Board, i.e. capital project funding ● Training element and governor skills deployed

	AUTUMN TERM (Leadership and Management)	SPRING TERM (Personal Development, Behaviour and Welfare)	SUMMER TERM (Teaching and Learning)
HJS/GPS			
SIB 1	<ul style="list-style-type: none"> ❖ VISION AND AIMS OF THE SCHOOL ❖ SCHOOL IMPROVEMENT PLAN/ACTION PLANS, POSITION STATEMENTS AND TIMELINES ❖ ELECTION OF CHAIR AND ROLE OF GOVERNORS IN SI 	<ul style="list-style-type: none"> ❖ SCHOOL IMPROVEMENT PLAN – PROGRESS against Priority Four ❖ PARENTS AND COMMUNITY ❖ PARENTS’ EVENING AND EVENTS ❖ GOVERNOR UPDATES 	<ul style="list-style-type: none"> ❖ TEACHING AND LEARNING Progress against priorities 1/2/3 ❖ SCHOOL ORGANISATION, STAFFING FOR FOLLOWING YEAR ❖ SAFEGUARDING AUDIT (TO INCLUDE IN REPORT TO PASTORAL LEADER FOR TRUST

	AUTUMN TERM (Leadership and Management /Pupil Outcomes Previous Year)	SPRING TERM (Teaching and Learning/ Pupil Outcomes)	SUMMER TERM (Leadership and Management/ Overall Effectiveness of the School)
SIB 2	<ul style="list-style-type: none"> ❖ PERFORMANCE AND DATA REPORT ❖ DISCUSS EHT’S REVIEW/ HoS REPORT ❖ ANALYSIS OF PUPIL PERFORMANCE OUTCOMES/TARGET SETTING ❖ REVIEW FFT/DATA DASHBOARDS 	<ul style="list-style-type: none"> ❖ DATA REPORT AGAINST SIP PRIORITIES (TEACHER ASSESSMENT against targets) ❖ EHT/HoS REPORT ❖ REPORTS FROM OTHER SCHOOL LEADERS ON PROGRESS WITH SPECIFIC ACTION PLANS/ASPECTS FOR WHICH THEY HAVE RESPONSIBILITY INCLUDING SEND, EYFS 	<ul style="list-style-type: none"> ❖ SCHOOL SELF-EVALUATION ❖ EARLY TEST OUTCOMES ❖ INDIVIDUAL GOVS JOINT INPUT INTO SIP FOR FOLLOWING YEAR ❖ EHT/HoS REPORT

New SIB Model for RPS/RJI

RPS/RJI	AUTUMN TERM (Leadership and Management /Pupil Outcomes Previous Year)	SPRING TERM (Personal Development, Behaviour and Welfare)	SUMMER TERM (Teaching and Learning Overall Effectiveness of the School)
SIB	<ul style="list-style-type: none"> ❖ VISION AND AIMS OF THE SCHOOL ❖ SCHOOL IMPROVEMENT PLAN/ACTION PLANS, POSITION STATEMENTS AND TIMELINES ❖ ELECTION OF CHAIR AND ROLE OF GOVERNORS IN SI ❖ HOS REPORT RECEIVED AND QUESTIONS ❖ PERFORMANCE AND DATA REPORT QUESTIONS 	<ul style="list-style-type: none"> ❖ HOS REPORT RECEIVED AND QUESTIONS ❖ SCHOOL IMPROVEMENT PLAN – PROGRESS AGAINST SIP PRIORITY 4 ❖ PARENTS AND COMMUNITY ❖ GOVERNOR LEARNING UPDATE 	<ul style="list-style-type: none"> ❖ HOS REPORT RECEIVED AND QUESTIONS ❖ TEACHING AND LEARNING Progress AGAINST SIP PRIORITIES 1/2/3 ❖ SCHOOL ORGANISATION, STAFFING FOR FOLLOWING YEAR ❖ SAFEGUARDING AUDIT (TO INCLUDE IN REPORT TO PASTORAL LEADER FOR TRUST ❖ EARLY TEST OUTCOMES

Governance Activities	AUTUMN TERM (Leadership and Management /Pupil Outcomes Previous Year)	SPRING TERM (Teaching and Learning/ Pupil Outcomes)	SUMMER TERM (Leadership and Management/ Overall Effectiveness of the School)
<i>PRE-LEARNING in school events</i>	<ul style="list-style-type: none"> ❖ <i>PERFORMANCE AND DATA REPORT ANALYSIS OF PUPIL PERFORMANCE OUTCOMES/TARGET SETTING</i> ❖ <i>REVIEW FFT/DATA DASHBOARDS (IF AVAILABLE PRIOR TO THE MEETING)</i> ❖ <i>HOS REPORT READ</i> 	<ul style="list-style-type: none"> ❖ <i>REPORTS FROM GOVERNORS FOLLOWING MEETINGS WITH SCHOOL LEADERS ON PROGRESS WITH SPECIFIC ACTION PLANS/ASPECTS FOR WHICH THEY HAVE RESPONSIBILITY INCLUDING SEND, EYFS, PUPIL PREMIUM</i> ❖ <i>HOS REPORT READ</i> 	<ul style="list-style-type: none"> ❖ <i>SCHOOL SELF-EVALUATION</i> ❖ <i>INDIVIDUAL GOVS JOINT INPUT INTO SIP FOR FOLLOWING YEAR</i> ❖ <i>HOS REPORT READ</i>