



The
Leaf Trust

Unique Primary Schools Growing Together.



Scheme of Delegation 2024-25

Scheme of Delegation:

Table of Responsibilities

Governance				
Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
- Appoint and remove Members (other than those appointed or removed by the Diocesan Board of Education ("DBE")) - Appoint and remove Trustees (save for those appointed or removed by the DBE) - Review and amend (subject to approval by the DBE) the Articles of Association - Change the name of the academy trust - Receive an annual report from the trustees and the Chief Executive (CE)	- Approve (subject to approval by the DBE), review, amend and publish the Scheme of Delegation - Appoint a Company Secretary - Appoint a Clerk to the Trust Board and its Sub-committees - Appoint annually (and remove) the Chair and Vice Chair of the Trust Board - Appoint and remove the chairs of each Board Committee, including School Governor forums (SGF) - Disband an SGF and establish an interim governance committee in accordance with the trust's Intervention Policy	- Develop the trust's strategy for approval by the Board and implement it - Ensure the ethos and values of each school aligns with that of the Trust - Attend meetings of the trustees and provide executive reports as required - Support the appointment process for the Company Secretary and all Clerks - Secure professional advice on behalf of the trustees as may be requested - Support the trustees and schools in the preparation of all policy requirements - Monitor and support the implementation of all trust-wide policies	- Determine the ethos, vision and values of the school, ensuring consistency with that of the School Trust in collaboration with the HT - Nominate a Chair to the trust board for approval - Appoint (and remove) from its committee a Vice-Chair - Arrange for the election of parent governors in accordance with the SGF Terms of Reference - Arrange for the election of staff governors in accordance with the SGF Terms of Reference - Appoint and remove community governors (and, in the case of Church schools, foundation governors, with the approval of the Diocesan Board of Education) in accordance with the SGF Terms of Reference	- Implement the ethos, vision and values of the School, ensuring consistency with that of the School Trust - Act as Lead Professional to the School Governor Forum. - Implement all applicable Policies and support the SGF and/or the Executive Leadership Group (as indicated in the Policy Schedule) in maintaining the policies

Governance

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
on the Academy Trust's performance	- Support each SGF in recruiting the governors they require - Responsible for the removal of any Trust governor - Approve, review and amend: - the Terms of Reference for the trust Board and its committees - the Terms of Reference of SGFs - the Policy Schedule - the terms of reference for delegation to the CEO, including job descriptions and remuneration - this Scheme of Delegation - A Code of Conduct trustees and governors		- Assign to individual members responsibilities for: - Inclusion and SEND inclusive of Looked after Children and Pupil Premium - Safeguarding and whistleblowing - Ethos and Character (plus Christian distinctiveness in a Church school) - Community - Curriculum and Standards - Ensure adherence with the trust Code of Conduct - Suspend a governor in accordance with the trust's Suspension Policy - Approve, review and amend academy policies as defined in the policy Schedule - Monitor and support the implementation of the School Trust's policies - Publish an annual letter of achievements of the School Governor Forum for parents	

Vision and Strategy

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
Act as guardians of the school's Trust, vision and values	- Determine the overall vision, values and strategy long-term objectives for the School Trust - Approve key performance indicators against which to monitor the implementation of strategy and long-term objectives	- Develop and propose a strategy to the Board - Responsible for implementing the strategy approved by the Board - Develop and propose key performance indicators (KPIs) against the strategy and long-term objectives - Monitor progress against strategic aims and KPIs, taking corrective action as required - Oversees the development and regular updating of accurate self-evaluation of the schools - Provide professional support and challenge to schools in developing and implementing their strategic plan	- Determine the ethos, vision and values of the school, ensuring consistency with that of the school trust in collaboration with the HT - Responsible for overseeing the implementation of the Board's strategy as it applies to the school - Provide challenge and support for developing the school's 3-year School Development Plan - Oversees the development and regular updating of accurate self-evaluation of the school - Contribute to the development, implementation and monitoring of the Trust Education Strategy	- Responsible for developing the school's 3-year Development Plan in line with the Trust expectations - Responsible for developing the school's annual Development Plan based on accurate self-evaluation - Contribute to the development, implementation and monitoring of the Trust Education Strategy

Curriculum and Standards: School Improvement

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
	• Create robust accountability, oversight and assurance of educational performance • Hold executive leaders to account for the educational performance of The Leaf Trust and its pupils, and the performance management of staff • Accountable for the attainment and progress of disadvantaged pupils who attract the pupil premium, catch up and other targeted payments	• Holds schools accountable for improvement and high academic standards • Sets annual performance targets for schools relating to academic performance • Reports to Trustees on schools' performance against targets • Responsible for monitoring the school's performance • Responsible for monitoring the school's response to the recommendations of its last inspection • Responsible for monitoring pupils' progress and attainment • Responsible for monitoring the progress and attainment of different groups of pupils (including but not limited to pupil premium and others facing financial disadvantage, special educational needs	• Responsible for supporting the school in its self-evaluation of significant strengths and weaknesses • Responsible for knowing, understanding and challenging the school's response to the recommendations of its last inspection • Responsible for knowing, understanding and challenging pupils' overall progress and attainment • With the executive team, is responsible for knowing, understanding and challenging progress and attainment of different groups of pupils (including but not limited to pupil premium and others facing financial disadvantage, special educational needs and disability, looked after children, different ethnic groups with English as an Additional Language, most	• In conjunction with the SGF, is responsible for the accurate self-evaluation of the school, its strengths and weaknesses and for implementing a plan of action to improve and develop based on the evaluation • Has a detailed understanding of pupils' attainment and progress (and the attainment and progress of specific groups), underpinned by sound evidence (including at individual pupil level) • Ensures appropriate action is taken in a timely, consistent and strategic way to address areas of weakness and improve academic performance, drawing on the best available evidence and monitoring the impact • Responsible for high-quality education which includes a wide and rich

Curriculum and Standards: School Improvement

		and disability, looked after children, different ethnic groups with English as an Additional Language, most able pupils, differing ability cohorts).	able pupils, differing ability cohorts)	curriculum • Responsible for ensuring all groups of pupils, particularly SEND and disadvantaged pupils, have access to a wide and rich curriculum
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Curriculum and Standards: Quality of Teaching and Curriculum

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
	• Monitor and evaluate the quality of teaching within the Trust and ensure that sufficient resources are allocated to deliver the highest possible quality of teaching • Responsible for oversight of the curriculum as part of the overall strategy for school improvement	• Along with the SGF, hold schools accountable for its programme of improving teaching • Responsible for monitoring statutory compliance on behalf of the Board • Proposes and develops the curriculum pillars and expectations that deliver the Trust's strategy • Holds schools accountable for the implementation of their curriculum in line with the Trust expectations • Holds schools accountable for the development and implementation of its curriculum policy • Holds schools accountable for the development and implementation of its co-curricular provision • Responsible for monitoring statutory curriculum compliance on behalf of the Board	• Responsible for knowing and understanding the school's own evaluation of the quality of teaching • With the executive team is responsible for supporting and challenging the school in its programme of improvement • Responsible for knowing and understanding the school's own evaluation of the quality of its curricular and co-curricular provision including the engagement of different groups • Challenges and supports the school in the development and implementation of its curriculum policy • Supports, and challenges the school in the development and implementation of its co-curricular provision, including the engagement of groups	• Responsible for the quality of teaching in the school • Responsible for delivering a high-quality curriculum in line with Trust expectations • Responsible for the accurate self-evaluation of the quality of teaching, its strengths and weaknesses and for taking action to improve the quality of teaching • Responsible for the development and implementation of the school's co-curricular provision • Responsible for monitoring and evaluating the impact of the school's curricular and co-curricular provision

Curriculum and Standards: EYFS

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
	• Receive reports on compliance, standards and proposed actions to address issues • Review data on EYFS performance across all Leaf Trust schools with EYFS provision	• Responsible for monitoring statutory compliance with respect to EYFS • reviews data on EYFS performance • holds schools accountable with respect to EYFS provision	• Responsible for monitoring the school's evaluation of the quality of EYFS provision. • Responsible for knowing, understanding and challenging pupils' overall progress and attainment	• Responsible for the quality of provision in the EYFS, and for implementing actions to address weaknesses.

Ethos and Character

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
	Set the strategic vision for the spiritual, moral, social and cultural development of pupils	Responsible for monitoring statutory compliance with respect to the quality of spiritual, moral, social and cultural development of pupils on behalf of the Board	- Responsible for knowing and understanding the school's own evaluation of the quality of spiritual, moral, social and cultural development of pupils - Champions for the schools distinct character	Responsible for the quality of spiritual, moral, social and cultural development of pupils

Ethos and Character Christian Distinctiveness (Church Schools Only)

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
Ensure a strong culture, ethos, vision and values based on the CE Vision for Education is embedded in the trust vision	Build a strong culture, ethos, vision and values based on the CE Vision for Education and the Trust vision	- Develop and implement a strong culture and ethos that is theologically literate, known by all stakeholders and promoted at all levels. - Support Trustees and Foundation Trust Governors to understand their responsibilities as Foundation Directors/ Members	- Ensure that the school focuses on Christian Distinctiveness and that the ethos of the Academy and Trust is promoted and displayed at all levels - Support the monitoring the provision of high-quality teaching and learning of Religious Education - Support the Headteacher, with the Central Team and Diocesan team, to create an effective school ethos that reflects the school community and the Trust - Appoint a forum Member to monitor Christian Distinctiveness	- Ensure the provision of high-quality teaching of RE and Christian Distinctiveness throughout the curriculum and extracurricular activities - Create an effective ethos that reflects the school community and the Trust - Actively promote the ethos and vision of the school and Trust - Ensure the school is SIAMS-ready

			• Promote strong church/parish and school relations • Monitor the impact of actions in relation to SIAMS preparation	
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Inclusion and SEND

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
	- To appoint an Ethos and Education Committee to: - approve, review and amend a trust-wide SEND Policy - Set equality objectives to support compliance with the Public sector equality duty	- Support trustees in the preparation of a Trust-wide SEND Policy - Monitor and support the implementation of the trust's SEND Policy - Ensure the Trust complies with the Public sector equality duty (both at school and Trust level): - Publish equality objectives, at least every four years - Provide information to demonstrate compliance with the public sector equality duty	- Monitor and support the implementation of the SEND Policy within the academy - Ensure there is a qualified teacher designated as a SENCO - Be involved in whole school SEND reviews, including the feedback sessions - Monitor the impact and compliance of the school's Public sector equality duty	- Designate a teacher to be responsible for coordinating SEND provision - Liaise with the local authority in respect of pupils who have (or might have) SEND - Make provision for SEND students/pupils with or without an Education, Health and Care plan - To publish an annual SEND Report via the school's website - Responsible for ensuring the school complies with the Public sector equality duty: - Publish equality objectives, at least every four years - Provide information to demonstrate compliance with the public sector equality duty

Community

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
	• Ensure the development of a strategy for links with parents, carers and guardians • Hold reputational responsibility	• Develop a strategy for links with parents, carers and guardians	• Monitoring the school's links with parents, carers, guardians and the wider community • Supporting and challenging the school to improve and develop links, and communication with parents • Be informed about parents' views about the strengths of the school and areas for improvement • To encourage a diverse, equal and inclusive community.	• Responsible for developing effective links with parents, carers, guardians and the wider community

Safeguarding and whistleblowing

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
	- Accountable for setting overall policies for safeguarding, whistleblowing and child protection to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare - Appoint a named safeguarding Trustee - Monitor data in relation to safeguarding incidents and their resolution - Monitor data in relation to exclusions and their resolution	- Provide safeguarding and child protection guidance for all schools, in line with statutory guidance and non-statutory national guidance - Quality assure by sampling safeguarding visits to monitor compliance with policies and the effectiveness of practice - Responsible for monitoring that each SGF is effectively scrutinising statutory compliance with respect to safeguarding and child protection for all schools on behalf of the Board - Ensure all board members have the appropriate child protection checks and are recorded on the Central Team Single Central Record	- Appoints a Trust governor to have specific responsibility for the welfare and child protection in the school, reporting to full SGF as appropriate - Checks SCR at least 3 times per year (termly) and ensures all new starters (including volunteers) are included - Monitor data in relation to safeguarding incidents and their resolution within the school - Monitor and challenge exclusions, and allegations against any protected characteristic - Monitors, supports and challenges the welfare and child protection in the school, including: - child protection - exclusions - attendance - behaviour	- Responsible for safeguarding and child protection within the school - Is the designated lead who is responsible for ensuring all staff are trained and up to date with safeguarding procedures - Responsible for identifying risks to effective safeguarding and taking action to reduce potential risks - Responsible for ensuring that school policies and practices take into account the procedures and practice of the local authority - Responsible for any exclusions and arrangements for alternative provision as required - Responsible for providing reports on welfare and child protection to the SGF and to the executive Team

People Finance and resources

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
• Appoint and remove external auditors • To receive the trust's annual Report and Accounts	• Approve the annual budget for the trust • To maintain a register of interests • To appoint internal auditors • Oversee the financial performance of the trust and ensure that its income is spent appropriately • Appoint a Finance Committee to: approve expenditure from reserves (according to Financial delegations), recommend trust and academy budget; monitor capital projects; monitor income, expenditure, cash flow and balance sheet of the school trust; approve, review and amend Finance and Reserve policies, including financial delegations; monitor reserve levels and expenditures from reserves (according to financial delegations; ensure proper financial controls are in place and complied with; enter into contracts for the supply of goods and services within an agreed budget (according to financial delegations); approve, review and amend a Governor Expenses Policy; and approve, review and amend a Charging and Remissions Policy	• Prepare the annual budget for the academy trust • Have oversight of, and agree each school's annual budget for recommendation to the trustees • Monitor the income, expenditure, cash flow and balance sheet of the school trust • CEO to act as the Accounting Officer • Ensure proper financial controls are implemented across the trust • Prepare monitoring reports as required • Approve staff expenses for the Executive Leadership Group • Maintain a register of interests • Enter into contracts for supply of goods and services within an agreed budget (according to financial delegations) • Approve expenditure from reserves (according to financial delegations) • Approve changes to the agreed budget (according to financial delegations) • In partnership with the SGF, appoints a new HT • Review all matters relating to pay and performance	• Maintain a register of interests • Receive the draft budget and ensures it addresses and meets the needs of the school and will drive the SDP within the financial principles of the Trust and is benchmarked to provide value for money • Chair of SGF supports the CEO in conducting the HT appraisal • Review the pupil premium and sports premium plans against published guidance and recommend for Trust approval. • In partnership with the executive team, appoints a new HT • Supports the HT with senior in school appointments	• Prepare an annual draft budget for the academy • Manage the school budget and other funds, ensuring compliance with the Finance Policy at all levels within the school trust • Implement the Charging and Remissions Policy • Appoint school staff • Ensure that the any parent fundraising group associated with their school has their accounts audited and publish an annual statement to parents • Conduct staff appraisal

Health, Safety, Risk and Security

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
	Appoint an Audit and Risk Committee to: • Provide assurance to the Trust Board on financial systems and operational controls • Approve, review and amend trust-wide policies on health and safety, data protection, FOI, fraud prevention, whistle blowing, and safeguarding • Monitor risk management and maintain a trust-wide Risk Register • Ensure appropriate buildings, employer, public liability and other insurance is in place Approve, review and amend a trust-wide Business Continuity Plan	• Prepare the Risk Register for the Academy trust • Procure appropriate insurance and make proposals to the trustees To support the trustees in the preparation a trust-wide Health and Safety Policy • Monitor and support the implementation of the trust wide Health and Safety Policy Conduct site inspections to monitor any health and safety issues and the security of premises and equipment • Support trustees in the preparation of a trust-wide Business Continuity Plan • Monitor and support the implementation of the trust wide Business Continuity Plan	• Review the school Risk Register and to report any material change to the Audit and Risk Committee	• Maintain the school Risk Register • Implement the trust wide Health and Safety Policy and support the Executive Leadership Group in maintaining the Policy • Monitor the Accident reporting and agree appropriate actions • Ensure suitable risk assessments are prepared and appropriate actions taken • Implement and maintain the school Business Continuity Plan

Accountability: External Inspection (OFSTED and/or SIAMS)

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
	• Receive inspection reports and lessons learned • Receive reports regarding proposed actions to address where schools need to improve	• Provides support to the school prior to, during and after inspections • Offers training to governors and school leaders in preparation for the inspection processes	• Understands the requirements of the inspection process and supports the Headteacher • Responsible for engaging fully with the inspection process • Communicates the outcomes of the inspection process to parents, carers and guardians in line with statutory requirements	• Responsible for ensuring all staff and the SGF fully understand the requirements of the inspection process

Accountability: Panels including complaints, exclusions and suspension, and disciplinary

Members	Trustees	CEO and Executive Team	Trust Governors	Headteacher
	• Receive and where appropriate, investigate complaints about the Chief Executive • Receive and pass on to the relevant Executive complaints from the DfE, ESFA, Ofsted, and similar bodies • Responsible for monitoring statutory compliance in relation to complaints at stage 3 • Responsible for managing and hearing any appeals as part of the complaints process • Responsible for reviewing exclusion/suspensions when directed to do by an independent review board. • Responsible for convening a panel when required for staff absence, disciplinary and capability	• Provides guidance and policies on complaints handling • Ensures complaints are directed appropriately • Members of the trust executive team conduct investigations as directed by the CEO • Provide guidance around exclusions and QA reports/documentation	• Responsible for handling and monitoring complaints at Stage 2 • Receives regular reports from the Headteacher on all stage 1 complaints • Governors form an exclusion panel to review exclusion/suspension in line with policy • Governors may be invited to be part of a Trustee led panel to address staff issues, e.g. absence, disciplinary and capability	• Responsible for responding to and dealing with all complaints at stage 1 • Provide the Executive Team and SGF with regular reports on all complaints • Decide to issue an exclusion and report the exclusion/suspension to Chair or SGF and Head of Inclusion • Maintain records of exclusions and suspensions ready for any panels • Manage any staff absence, disciplinary and capability in line with policies

Teaching School Alliance Hub and English Hub

Scheme of Delegation

This applies to Mangotsfield Primary School only

Teaching School Alliance Hub: Five Counties Teaching School Alliance

Activity	CEO and Executive Team (DoE on strategic Group)	Ethos and Education Committee/Trust Board	Director of Teaching School Hub	Strategic Group Mango CLF	Partnership Board	School Governor Forum of Mangotsfield
Leadership and Management						
Approve structure of central TSAH Leadership & Management team (SLT).	C	I	R	C	A	I
Approve appointment of Head of TSAH	R	A	N/A	I	I	I
Approve any new Service Level Agreements which value £1000 or over.			A	C		
Approve all existing Service Level Agreements and SLAs below £1000 in value.			A	C		
Approve changes to ways of working covered by usual line management protocol.		A	R			I

Activity	CEO and Executive Team (DoE on strategic Group)	Ethos and Education Committee/Trust Board	Director of Teaching School Hub	Strategic Group Mango CLF	Partnership Board	School Governor Forum of Mangotsfield
Approve changes to ways of working outside of normal terms and conditions.	R	A	R			I
Approve auditors in consultation with alliance partners		A		A		
Financial Process						
Approve annual budget plan.		A			R	
Approve items of expenditure.				A		
Approve items of expenditure outside of budget plan over £1000 and up to £10,000, in line with DfE Grant Agreements (if reflected within the in-year budget).		A				
Approve items of expenditure outside of budget plan over £10,000, in line with DfE Grant Agreements (if reflected within the in-year budget).		A				
Approve items of expenditure from unallocated reserves below £1000.			A			
Approve items of expenditure from unallocated reserves from £1000 and up to £10,000.		A				

Activity	CEO and Executive Team (DoE on strategic Group)	Ethos and Education Committee/Trust Board	Director of Teaching School Hub	Strategic Group Mango CLF	Partnership Board	School Governor Forum of Mangotsfield
Approve items of expenditure from unallocated reserves from above £10,000.		A				
Receive and monitor monthly accounts	A	A				I
Strategic Activity						
Agree the annual operational action plan in line with Grant Agreement.					A	I
Add areas of work to the action plan where in alignment with the Grant Agreement.				A		I
Remove areas of work from the action plan in line with the Grant Agreement.				A	I	I
Approve Delivery Partners for core work strands.					A	

Mangotsfield English Hub

Activity	CEO and Executive Team	Committee/Trust Board	Strategic Lead of English Hub	Strategic Board	School Governor Forum of Mangotsfield
Leadership and Management					
Approve structure of central EH Leadership & Management team (SLT).		A	R		C
Approve appointment of STRATEGIC LEAD OF English Hub		A			
Approve any new Service Level Agreements which value £1000 or over.			A		
Approve all existing Service Level Agreements and SLAs below £1000 in value.			A		
Approve changes to ways of working covered by usual line management protocol.			A		
Approve changes to ways of working outside of normal terms and conditions.		A			
Financial Process					
Approve annual budget plan.		A	R	R	I
Approve items of expenditure.		I	A	I	I
Approve items of expenditure outside of budget plan over £1000 and up to £10,000, in line with DfE Grant Agreements (if reflected within the in-year budget).		I	A	I	I

Activity	CEO and Executive Team	Committee/Trust Board	Strategic Lead of English Hub	Strategic Board	School Governor Forum of Mangotsfield
Approve items of expenditure outside of budget plan over £10,000, in line with DfE Grant Agreements (if reflected within the in-year budget).		I	A	I	I
Approve items of expenditure from unallocated reserves below £1000.		I	A	I	I
Approve items of expenditure from unallocated reserves from £1000 and up to £10,000.		I	A	I	I
Approve items of expenditure from unallocated reserves from above £10,000.		I	A	I	I
Receive and monitor monthly accounts	I	I		I	I
Strategic Activity					
Agree the annual operational action plan in line with Grant Agreement.			Agree with DFE	Received approved plan	
Add areas of work to the action plan where in alignment with the Grant Agreement.			A – with DFE		
Remove areas of work from the action plan in line with the Grant Agreement.			A – with DFE		

School Governor Forum Annual Agenda Planner

	Meeting 1 (Term 1)	Meeting 2 (Term 2)	Meeting 3 (Term 3)	Meeting 4 (Term 4)	Meeting 5 (Term 5)	Meeting 6 (Term 6)
**add budget info	•—	•—	•—	•—	•—	•—
	• Adopt the Governor's code of conduct • Review the Forum's Terms of Reference • Complete and review pecuniary interest declarations • Review skills audit and agree on Forum development needs • Assign link governors	•				• Set dates for following year • Assign and review link governors • Review the forums performance • Undertake a skills audit •
	• Review the Vision, mission and values of the school	•—Receive safeguarding/behaviour report	•—Receive safeguarding/behaviour report	•—Receive safeguarding/behaviour report	•—Receive safeguarding/behaviour report	•—Receive safeguarding/behaviour report
	•—Review stakeholder feedback •—Confirm induction	• Confirm teacher appraisal is complete •—Monitor pupil and staff wellbeing	• Review any staffing or structure changes	•—Monitor pupil and staff wellbeing • Scrutinise pupil take up/	•—Monitor pupil and staff wellbeing • Review the quality of adult/pupil meals	•—Monitor pupil and staff wellbeing • Annual review of staff turnover

	complete for new staff	Review People Plan priority actions for school	- Strategic financial plans - Monitor pupil and staff wellbeing	- participation in extracurricular activities - Confirm appraisal of support staff is complete		
	- Evaluate pupil outcomes from the previous academic year - Review the school development plan - Receive Headteacher report of key information and progress towards strategic priorities and the development plan . Suspensions, attendance - HT report – interactions with trust activity	- Review Pupil Premium impact statement and plan - Review Sports Premium impact report and Plan - Review pupil targets for the current academic year - Receive Headteacher report of key information and progress towards strategic priorities and the development plan	- Scrutinise in year pupil performance data from Terms 1 and 2 - Receive Headteacher report of key information and progress towards strategic priorities and the development plan	- Receive midyear budget review - Receive Headteacher report of key information and progress towards strategic priorities and the development plan	- Scrutinise in year pupil performance data from Terms 3 and 4 - Receive Headteacher report of key information and progress towards strategic priorities and the development plan	- Annual review of exclusion data - Annual review of attendance data - Annual review of staff attendance - Receive the annual draft Budget and benchmarking information
	- Staff survey - Parent survey				Review marketing and publicity materials ready for autumn pupil recruitment	- Evaluate communication with the Board of Trustees
	- GDPR - Governor feedback from					

	visits/monitoring etc • Complaints • Review any feedback/reports from the executive team: school grading • Review of governor training and any actions					
Policies for SGF adoption (Trust written, clerk completed, school adopted)						
Policies for SGF Ratification (Trust templates, approved by Trustees, adapted by school leaders, ratified by governors)		•		•		•

Annual Ongoing tasks

- Review and approve policies in accordance with your policy review cycle
- Receive the Headteacher report of progress against strategic priorities and the development plan

- Ensure Get Information About Schools (GIAS) and academy/trust websites are up to date with required information relating to governance and trust staff
- Approve and retain Forum board meeting minutes and store on Govhub
- Ensure that the register of pecuniary interests is maintained and kept up to date at all times and published on school website
- Conduct governance visits in line with the agreed schedule
- Monitor forum membership – ends of term of office and vacancies