

BEACON EDUCATION

SCHEME OF DELEGATION

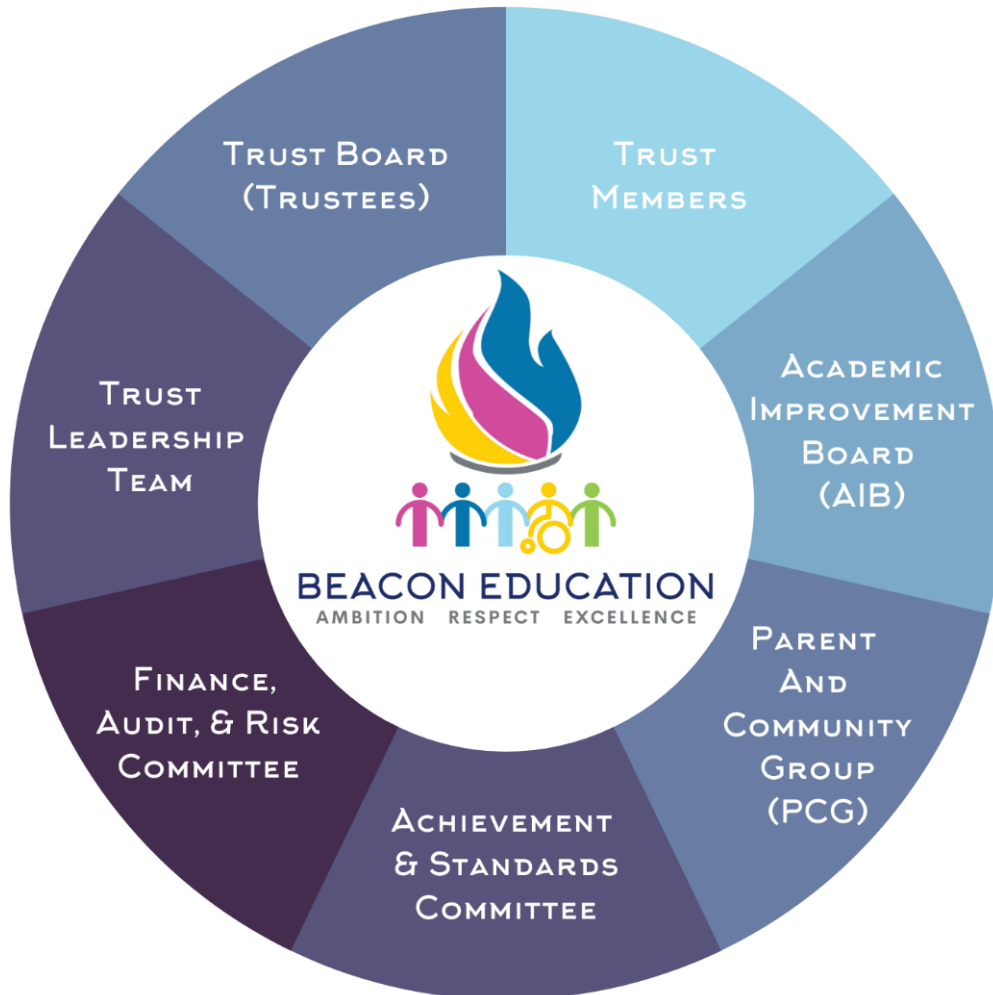


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1. INTRODUCTION

This Scheme of Delegation has been developed to clarify strategic level accountabilities and responsibilities across the Trust. It takes into account the Funding Agreement, Corporate and Charity law, Academies Financial Handbook, CIPFA guidance and other DfE guidance.

The Trust's Finance Policies and Procedures Manual sits alongside this to provide detail of delegated financial authorities around key controls.

The Board of Trustees of Beacon Education has accountability for ensuring the Trust meets its charitable objectives and responsibility for setting the direction of the Trust, ensuring that it is solvent, compliant, and delivers the Trust's charitable objects for the benefit of the public.

2. BEACON EDUCATION'S GUIDING PRINCIPLES

2.1. Vision & Values

Our Vision: to build an inclusive, supportive, considerate community of lifelong learners, who are self-aware, reflective of the thoughts and beliefs of others and aspire to make a positive difference to the world in which we all live.

Our Mission: to achieve our vision, we are committed to improving the quality of education for every child in our care. Our core values of Ambition, Respect and Excellence will be promoted, and we aim for a culture in which everyone is able to feel valued, all achievements and efforts are celebrated. Working together in a safe, caring and stimulating environment, we are *'Always Learning'*

Our Values:

Ambition:

- To take 'calculated' risks
- To learn from mistakes
- Persevere – keep going when the going gets tough
- Teachers learn and learners teach
- Delight in learning as one team together
- Willing to try out new experiences, even if they seem difficult

Respect

- Everyone is valued no matter of faith or belief
- Treat others as we want to be treated ourselves, be courteous and kind
- Appreciate family and friends and be active in the wider community
- Act with social responsibility
- Care for the environment
- Celebrate the freedom of expression

- To be reflective

Excellence

- To know yourself, your skills and talents and be the best you can be
- Pride in yourself and your learning
- Share your knowledge and talents and value the wisdom of others
- Be a role model, be compassionate, positive, humble, and thankful
- Show resilience when challenged
- Achieve excellence through ambition, collaboration and resilience.

2.2. [Strategic Priorities \(2022/23\)](#)

Priority 1 – School Improvement

Aim: To improve pupil outcomes in all Trust Academies

A. To LEAD continuously improving institutions:

KPI – after an agreed period of time within Beacon Education (BE), (3years first School 5 years middle school) all our schools will perform in the top 15% of all national attainment and progress performance measures.

- Schools use the BE values (ARE) and the motto '*Always Learning*' to set the culture for high performance and continual improvement.
- Set ambitious but realistic targets for all our schools to drive improvement in areas which are a priority.
- Invest in our staff so that we become the sector employer of choice in the local area because of our high-quality staff rewards, training and development schemes, with a continuous focus on succession planning.
- Leaders, at all levels, are ambitious and have high expectations for the pupils and staff they are responsible for.
- Support, challenge, and accountability is not only valued but embraced.

B. Children First - Inclusion at the heart of all decision making

KPI's

- Each year pupil attendance improves and exclusion rates reduce.
 - All sub-group outcome data is improving year on year.
- Key measures linked to behaviour and attendance show continual year upon year improvement.
 - Develop and implement an effective well-being & mental health strategy.

- Ensure that all staff have access to high-quality data and use it effectively in their planning so that their teaching always supports the progress of pupils particularly for those most at risk of underachieving.

C. Embed vision and values through effective communication strategy

KPI's:

- a) Trust vision and values emerge as golden thread throughout all BE policy, procedure and systems and are aligned into schools throughout the trust.
- b) Highly effective communication strategy in place ensuring:
 - Communication is clear, accurate and precise
 - Inclusive to whole school community
 - Improvements made Trust wide by listening to one another
 - Effective systems for feedback
 - Messages are consistent through all forms of Trust communication
 - Monitor the quality of information shared Trust wide with all stakeholders

D. Insist on quality first teaching

KPI – Through high quality QA procedures, quality first teaching is the expected norm.

- Further embed to ensure consistency in BE's Appraisal process for all staff.
- Further create the capacity to target and intervene with pupils as needed to close learning gaps should they arise.
- Create opportunities for coaching and mentoring approaches to be used effectively in classrooms to improve teaching. ([Walkthrus / SSAT](#))
- IT used effectively to support high quality teaching and pupil progress.
- BE has highly effective staff who implement BE policies and procedures that promote progress, innovation and high quality teaching.

E. Create an innovative curriculum in each of our academies:

- Ensure that the curriculum offer is broad and balanced, with the education and development of the whole child being central to everything we do.
- Ensure the curriculum is fit for purpose and delivers the national agenda appropriately for all pupils.

F. Celebrate the work of BE overtly, in order to build stakeholder confidence.

- Effective communication at all levels (reform Trust communication strategy)
- Engaging and effective websites that offer a window into all settings
- Positive social media campaign at all levels
- BE reputation locally, regionally and nationally improves year on year

G. Ensure that BE's School Improvement Strategy is continually developing and impactful.

- Ensure that high quality and effective collaboration contributes to increased progress for pupils.
- Build internal capacity through effective school to school support and deployment.
- Ensure that all schools are outward facing, learning from other institutions and implementing best practise effectively.
- Invest in and develop leadership potential at all levels.
- Ensure that our key school improvement priorities drive where our school improvement funds will be deployed, and that value for money is always achieved.

In 2022/23 – we will continue to develop a high quality, cross phase BE Teaching and Learning Team.

The focus will be to:

- Complete the full BE Teaching, Learning and Assessment Policy.
- Improve disadvantaged / SEND outcomes.
- Implement an effective mental health and well-being strategy trust wide.
- Develop and implement an IT strategy focused on improving pupil outcomes.
- Establish an effective trust wide mentoring programme to support teachers to reflect on and develop their practice.
- Improve challenge and aspiration with a clear focus on questioning and activities in all sessions.
- Develop effectiveness and capacity of school-to-school support.
- Develop phase specific / subject specialist roles and evolve throughout the year

2022/23 suggested Collaborative Groups:

1. Teaching and Learning
2. Pastoral: Safeguarding, Behaviour and Attendance
3. SEND, PP Attainment inc Sub Groups
4. English
5. Maths
6. Science
7. RSE
8. EYFS

3. OUR CODE OF CONDUCT

This code sets out the expectations on and commitment required from Governors, Members, Trustees and PCG members in order for all groups to properly carry out their work within our schools and the community. Please refer to **Appendix 1**

4. GOVERNANCE AND LEADERSHIP

OVERVIEW OF ROLES

4.1. Members

- To review and amend the Articles of Association
- To change the name of the Academy Trust
- To receive an annual report from the Trustees and the CEO on the Academy Trust's performance
- To appoint /remove Trustees
- To appoint/remove Auditors

4.2. Trustees

- To determine the educational character, vision, values and ethos of the Academies Trust, taking account of Church Schools ethos.
- To provide Trust overview, scrutiny and challenge of the academies' educational and financial performance and risk management.
- To review and amend the terms of reference for the Trust Board, Committees, Academic Improvement boards (AIBs) and Parent & Community Advisory Groups (PCGs) and ensure all are in line with the Scheme of Delegation.
- To determine effective communication systems.
- To appoint a Trust Company Secretary and Governance Professional.
- To review and approve the statutory policies of the Academies Trust.
- To commission external reviews of settings across the Trust
- Oversight and evaluation of the Trust Strategic Plan.
- Determine statutory policies in accordance with the Scheme of Delegation.
- Ensure that the Trust complies with Companies House and all statutory publications requirements.
- Review the performance and membership of the Board committees, AIBs and PCGs.
- To receive Trust wide pupil Achievement Reports.
- To monitor progress against Trust wide academic targets.
- To maintain an overview of staffing requirements across the trust
- Agree Trustee and governor recruitment process and induction.
- **Admissions**
 - The Trust Board is the Admission Authority for the MAT. Trustees apply the regulations on admissions fairly and equally to all those who wish to attend our schools. All 6 schools will comply with the provisions within the

Schools Admissions Code and the School Appeals Code available at: <https://www.gov.uk/guidance/academy-admissions>

- The Trust has commissioned Somerset Local Authority to be responsible for coordinating all applications for children starting and transferring school.
- A Trust Admissions Panel is responsible for confirming admission decisions for children transferring to and for joining Trust schools during the academic year. The Trust Admissions Committee will take decisions after receiving recommendations from the AIB.
- The CEO is a Trustee with full voting rights on all committees, excepting decisions on his/her pay.

4.3. Chief Executive Officer (CEO)

The CEO is the Trust's Accounting Officer and is responsible for all areas that are encompassed in the role. The accounting officer role includes specific responsibilities for financial matters. It includes a personal responsibility to Parliament, and to ESFA's accounting officer, for Beacon Education's financial resources.

Accounting officers **must** be able to assure Parliament, and the public, of high standards of probity in the management of public funds, particularly regularity, propriety and value for money. Accounting officers **must** adhere to The 7 principles of public life. The accounting officer **must** have oversight of financial transactions, by:

- ensuring the academy trust's property and assets are under the trustees' control, and measures exist to prevent losses or misuse
- ensuring bank accounts, financial systems and financial records are operated by more than one person
- keeping full and accurate accounting records to support their annual accounts.

The CEO has ultimate executive responsibility for delivering excellent education provision and is responsible for leading, developing and delivering the Trust's strategy.

4.4. Chief Operations Officer (COO)

The COO is the Trust's Chief Financial Officer and has executive responsibility for delivering all services other than education and supports the CEO in the delivery of Trust strategy.

4.5. Trust Leadership Team: CEO, COO, School Improvement Advisors and Headteachers.

- To attend meetings of the Trust Board, AIBs, PCGs and Committees to provide reports where necessary.
- To secure professional advice on behalf of the Trustees as maybe requested;
- To implement and embed the educational character, mantra and principles of Beacon Education.
- To attend Leadership Team meetings and to provide Headteacher’s and School Improvement reports.
- Headteachers:
 - To tailor Trust-wide policies to Schools as recommended by the Leadership Team.
 - Prepare and monitor the School Development Plan.
 - To ensure effective deployment of the Pupil Premium and PE Grant and to monitor impact.
- Oversight and evaluation of the Strategic Plan.

5. GOVERNANCE STRUCTURE

5.1. As a charity and company limited by guarantee, Beacon Education is governed by a Board of Trustees (**the Board**) who have overall responsibility and ultimate decision-making authority for all the work of the Trust, including the establishing and running of the academies maintained by the Trust.

5.2. COMMITTEE STRUCTURE

In order to support the effective operation of the Trust and the Academies, the Board has established one committee to which it has delegated certain of its powers and functions:

- The Finance, Audit & Risk Committee (FAR)

The Trust Board will review the FAR Terms of References together with the membership of the Committee at least once every twelve months. These Terms of Reference may only be amended by the Board. The functions, duties and proceedings of the FAR set out in these Terms of Reference shall also be subject to any regulations made by the Board from time to time. The Terms of Refence of the Finance, Audit & Risk Committee is set out in **Appendix 2**

5.3. ACADEMIC IMPROVEMENT BOARDS (AIBs)

AIBs have been established by the Board to support and challenge the effective operation of the Academies and hold Heads to account for educational standards. The current list of AIBs and the Academies they operate in respect of is set out in **Appendix 3**.

The Trust Board will review AIB Terms of References together with the membership of the Committees at least once every twelve months. These Terms

of Reference may only be amended by the Board. The functions, duties and proceedings of AIBs set out in these Terms of Reference shall also be subject to any regulations made by the Board from time to time.

The Board may from time to time establish Working groups to perform specific tasks over a limited timescale.

The Terms of Reference of AIBs is set out in **Appendix 5**

5.4. PARENT AND COMMUNITY ADVISORY GROUPS (PCGs)

PCGs have been established to provide a formal interface between the parent/community body and the Trust. PCGs are a forum to facilitate consultation, share ideas, information and proposals or ask for feedback on different aspects of Trust life from the parent/community perspective. Parents and carers have the opportunity to raise their own ideas, concerns or proposals and will have the opportunity to raise issues and ask for clarification.

The Terms of Reference of PCGs is set out in **Appendix 5**

6. SCHEME OF DELEGATION

Where Trustees have delegated responsibility for areas they are accountable for, the scope of delegated responsibilities will be documented, along with reporting requirements and when Trustees may intervene. This document is intended to ensure a consistent approach across the Trust and demonstrate transparency. A matrix has been designed to summarise the delegation structure: **Appendix 6**

CODE OF CONDUCT (Trust Board, AIBs and PCGs)

As individuals we agree to the following:

Role and Responsibilities

(For the purpose of this Code of Conduct the Trust Board, Academy Improvement Boards (AIBs), Parent and Community Advisory Groups (PCGs) are referred to collectively as governance bodies)

- We understand the purpose of the governance bodies and the role of the Chief Executive Officer/Chief Operations (CEO/COO);
- We accept that we have no legal authority to act individually, except when the Trust Board has given us delegated authority to do so, and therefore we will only speak on behalf of the governance bodies when we have been specifically authorised to do so.;
- We accept collective responsibility for all decisions made by the governance bodies or its delegated agents. This means that we will not speak against majority decisions outside the meetings.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of the schools within our Trust. Our actions within the schools and the local community will reflect this.
- In making or responding to criticism or complaints affecting the schools we will follow the procedures established by the Trusts Complaints Policy.
- We will actively support and challenge the CEO, COO and Headteachers.

Commitment

- We acknowledge that accepting office on a Beacon Education governance body involves the commitment of significant amounts of time and energy;
- We will each involve ourselves actively in the work of the governance body, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school(s) well and respond to opportunities to involve ourselves in school activities.
- We will visit the school(s), with all visits to schools arranged in advance with the staff and undertaken within the framework established by the Trust and agreed with the Headteacher.

- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training;
- We accept that in the interests of open government, our full names, date of appointment, terms of office, roles on the governance body, attendance records, relevant business and pecuniary interests, person with significant control, and the Board responsible for appointing us will be published on the school's website.

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other members of Beacon education governance bodies.
- We will support the chair(s) in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other governance bodies colleagues in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved;
- We will seek to develop effective working relationships with the Headteachers, staff and parents and other relevant agencies and the community.

Confidentiality

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

Conflicts of Interests

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governance body in the Register of Business Interests, and if any such conflicted matter arises in a meeting, we will offer to leave the meeting for the appropriate length of time. We accept that the Register of Business Interests/Persons with Significant Control will be published on the school's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests each of the schools as a whole and not as a representative of any group.

Breach of this Code of Conduct

- If we believe this code has been breached, we will raise this issue with the Chair of the Board of Trustees and the Chair will investigate; the Trust will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the Chair that we believe has breached this code, another Trustee, such as the vice Chair, will investigate.

BEACON EDUCATION

FINANCE, AUDIT & RISK COMMITTEE: TERMS OF REFERENCE

1. CONSTITUTION

- 1.1. The West Somerset Academies Trust Board (“the Trust Board”) has resolved to establish a Finance & Audit Committee (“the Committee”) to advise the Trust Board on matters relating to the Trust’s Finance, Audit and Risk arrangements, systems of internal control and to advise and aid the Trust Board’s responsibility to ensure sound management of the Trust’s finances and resources, including proper planning, monitoring and probity.
- 1.2. The Committee is responsible to the Trust Board.
- 1.3. The Committee will be supported by the Chief Operations Officer and Trust Finance Manager

2. AUTHORITY

The Committee is authorised by the Trust Board to:

- 2.1. Investigate any activity within its terms of reference or specifically delegated to it by the Trust Board
- 2.2. Seek any information it requires from the internal audit service, the financial statements auditor, Governors, Committees and Trust employees, plus relevant information from subcontractors and other third parties.
- 2.3. Obtain external professional advice.

3. MEMBERSHIP AND QUORUM

Membership

- 3.1. Membership: The Committee shall have a minimum of three members and maximum of five members; three members must be trustees of the Trust. The other two members can be either Trust members or be co-opted. Skills sets of members will be taken into account when establishing committees. The Trust Board may not co-opt an employee of the Academy Trust if the result would be that the number of Committee members who are employees of the Trust (including the CEO) would exceed one third of the Committee. Co-opted members of the Committee will have full participation rights. At least one of the members should have relevant financial experience.
- 3.2. The Chair of the Committee shall be appointed by the Trust Board and will be a Trustee (not Headteachers of any Trust academies) to allow effective feedback to the Trust Board. The Chair of Trust Board cannot be Chair of the Finance & Audit Committee. If the Chair is absent from a meeting, the members shall choose one of their number to act as Chair for that meeting.
- 3.3. The CEO and COO will be excluded when pay matters relating to the CEO are to be considered.
- 3.4. The COO will ensure that a Governance Professional is provided for each committee meeting

Quorum

- 3.5. Quorum: 50% of members, rounded up represent a quorum, provided that there are a majority of Trust Board members present.

4. MEETINGS

- 4.1. The Committee shall meet as necessary but normally at least once per term. The Chair or any two members may call a meeting.
- 4.2. The meetings shall be timely with the Trust's Agenda Planner and the work of the Trust's internal audit service and the financial statements auditor.
- 4.3. Non-committee members may be invited to attend meetings.
- 4.4. The Governance Professional to the Committee will keep appropriate records of the proceedings.
- 4.5. The minutes of Committee meetings shall be circulated to all Trust Board members.

5. REPORTING PROCEDURES

- 5.1. Within 14 days of each meeting the Committee will:
 - 5.1.1. Produce and agree minutes of its meetings
 - 5.1.2. Provide a summary document (a Committee Report) identifying:
 - Decisions made
 - Recommendations to the Trust Board
 - Any items for the information of the Trust Board
 - Items for further discussion by the Trust Board
- 5.2. The Committee Reports can be agreed by Committee members by email
- 5.3. The Committee Reports will be sent to the Trust Board within 21 days following each Committee meeting
- 5.4. The Committee shall arrange for the delivery and production of such other reports or updates as requested by the Trust Board from time to time
- 5.5. The Committee shall conduct an annual review of its work and these terms of reference and shall report the outcome and make recommendations to the Trust Board

6. DUTIES OF THE COMMITTEE

To consider and advise the Trust Board on:

6.1. Revenue

- The annual estimates of income and expenditure and financial forecast for the Trust and its Academies;
- Review and recommend the budget to the Trust Board
- Monitoring of revenue finances of the Trust and its Academies and advising the Trust Board on progress to achieving its financial objectives;
- The management accounts of the Trust, and to advise Trust Board on the year end accounts;

6.2. Capital

- Monitoring of policies relating to finance, capitalisation, depreciation, treasury management, investment and borrowing;
- The acquisition or disposal of land and assets to be used by the Academies

6.3 Policies and Procedures Review

- The financial elements of the Risk Management Policy including Health and Safety, buildings and insurance;
- Advise the Trust Board on the adequacy and effectiveness of, risk management, internal control and value for Money systems and frameworks. An annual report will be produced by the Finance, Audit and Risk Committee in this regard.
- Approve accounting policies.

- Approve the changes to Financial Regulations following the annual publication of The Academies Financial Handbook.
- Review the MAT's fraud response plan and ensure that all allegations of fraud or irregularity are managed and investigated appropriately. (
- Contribute to the Trust's Risk Register
- Ensure that the Trust has a Reserves Policy

6.3. Audit Overview

The audit process can support trusts by identifying areas that may require improvement. The board of trustees, taking advice from the audit and risk committee, must ensure there is an appropriate, reasonable and timely response by the trust's management team to findings by external auditors, taking opportunities to strengthen systems of financial management and control.

Specifically, the Finance, Audit and Risk committee must:

- review the external auditor's plan each year
- review the annual report and accounts
- review the auditor's findings and actions taken by the trust's managers in response to those findings
- assess the effectiveness and resources of the external auditor to provide a basis for decisions by the trust's members about the auditor's reappointment or dismissal or retendering. Considerations may include:
 - the auditor's sector expertise
 - their understanding of the trust and its activities
 - whether the audit process allows issues to be raised on a timely basis at the appropriate level
 - the quality of auditor comments and recommendations in relation to key areas
 - the personal authority, knowledge and integrity of the audit partners and their staff to interact effectively with, and robustly challenge, the trust's managers
 - the auditor's use of technology
 - produce an annual report of the committee's conclusions to advise the board of trustees and members, including recommendations on the reappointment or dismissal or retendering of the external auditor, and their remuneration

6.3. Risk Management

The Finance, Audit and Risk committee must:

- direct the trust's programme of internal scrutiny
- ensure that risks are being addressed appropriately through internal scrutiny
- report to the board on the adequacy of the trust's internal control framework, including financial and non-financial controls and management of risks

LIST OF CURRENT AIBs

Danesfield C of E Middle School, Williton

Minehead First School, Minehead (including Minehead Preschool)

Minehead Middle School, Minehead

St Michael's C of E First School, Minehead

Old Cleeve C of E First School, Washford (including Teddy Bears Nursery)

St Peter's First School, Williton

King Edward Road Nursery and St Peter's Nursery report direct to the Trust Board

BEACON EDUCATION**ACADEMY IMPROVEMENT BOARD: TERMS OF REFERENCE****1. Constitution of Academy Improvement Board (“AIB”)**

- 1.1. The AIB is responsible to the Trust Board.
- 1.2. Membership:
 - Two trustees, one of whom will chair the Board.
 - CEO
 - Headteacher
 - Trust School Improvement Team representatives (attendance dependant on agenda)
 - Members of School Leadership and management team (attendance dependant on agenda)

2. Role and Responsibilities of the AIB

- 2.1. To work with the Head to drive the strategic direction of the school.
- 2.1. To hold the Head to account for educational progress and standards.
- 2.2. Full delegated powers of the AIB are as detailed in the Beacon Education Scheme of Delegation Matrix.

3. Standards of Teaching and Learning

- 3.1. The AIB shall support the Head in ensuring the delivery of the School Improvement Plan (SIP), reviewing progress against targets and measuring the rate of improvement. The AIB will report back to the Trust Board, with particular focus on progress and any areas for concern.
- 3.2. Through meeting with the Head the School Improvement Plan and shall monitor progress against that Plan (including target setting), reporting to the Trustees on progress and any areas for concern.
- 3.3. To receive and challenge Head’s reports and provide appropriate support and challenge in the following areas:
 - Reviewing outcomes of Teaching & Learning External Reviews
 - School Data Capture: data capture will happen every 6/7 weeks, with three formal data captures p.a.
 - Pupil Achievement – attainment and progress
 - Pupil attendance & Behaviour
 - Pupil Premium – funding received/expenditure/impact
 - Sports Premium: funding received/expenditure/impact
 - COVID Catch-Up: funding received/expenditure/impact
 - Tutoring update
- 3.4. In the case of a Church School the AIB will monitor “school readiness” and review the recommendation of a SIAMS inspection and ensure that these are acted upon.

3.5. To review the curriculum policy of the school to ensure that the curriculum is balanced, broadly-based and generally in line with the requirements of the National Curriculum, and the School Improvement Plan.

4. Collective Worship / Assembly

4.1. To ensure that the school provides collective worship in accordance with the Schools Standards and Framework Act 1998 (replicated in the Funding Agreement relating to the school).

4.2. To ensure that any parents or carer's wishing to withdraw a pupil from Collective Worship are able to do so, and that alternative provision is made.

5. Pastoral Issues and pupil well being

5.1. To ensure that the curriculum makes pupils aware of prevent, British Values and Emotional Health and well being

6. Special Educational Needs

6.1. To review compliance with the SEN Code of Practice.

6.2. To review the progress of those pupils identified as having SEN

7. Safeguarding

7.1. To ensure that safeguarding procedures represent best practice and are known to staff throughout the school, published on the website and available in school.

7.2. To be familiar with safeguarding procedures so as to be able to advise any pupil, parent/carer, staff member or volunteer as to whom to report any concerns

7.3. To review the overall number of safeguarding incidents reported and the outcomes and to prepare an annual report for the Trust Board

8. Health & Safety

8.1. Supported by the Trust central Team the AIB shall be responsible for ensuring that the Trust's Health & Safety Policy is implemented in the School.

9. Public and External Relations

To promote the school and the Trust within the local and wider community and to publicise the successes of the school and the Trust (provided that no statement of any kind shall be given in relation to any circumstance which might lead to adverse publicity and any request for such a statement shall be passed on to the CEO immediately).

10. Performance Review of Senior Staff

10.1. The Trustees shall appoint a panel to review the performance of the Head, such panel to include at least one trustee AIB representative.

10.2. The Head shall ensure that performance reviews of other staff are conducted appropriately and that targets are set taking into account the School Improvement Plan.

10.3. All Performance Reviews shall be conducted in accordance with the Trust's HR Policies.

11. Appointment of Senior Staff

11.1. Where a vacancy arises :

- The Trustees shall appoint a panel to recruit the Head and Deputy Head including at least one representative nominated by the AIB.
- In Church schools the Diocese will be represented on the appointment panel for the Head
- The CEO will make the Head appointment decision and be accountable for this decision, advised by the appointment panel
- The Clerk to the AIB shall be appointed by the Trustees.
- The CEO and the Head shall determine the arrangement for all other appointments.
- All appointments shall be conducted in accordance with the Trust's HR Policies.

12. Policies

- So far as is practical the AIB will adopt Trust-wide policies, to minimise the workload of AIBs. In some cases, the Head may need to tailor a policy for his/her own school

PARENT AND COMMUNITY GROUP (PCG) TERMS OF REFERENCE

Please note: all reference to parents in this document refer to parent and carers.

1. CONSTITUTION OF PARENT & COMMUNITY GROUP (PCG)

1.1. The PCG will report directly to the AIB.

1.2. Membership:

- Three elected parents, who will have a two-year term of office.
- Three co-opted parents who will have a one-year term of office.
- In Church schools, one member of the local clergy
- At least one co-opted community member

Once a parent's children leave the school their term of office will finish.

There should be a Trust representative/employee present for each meeting, Trust representation will be dependent on the agenda for the meeting.

Beacon Education reserves the right to remove or add people to this group whatever their status.

2. APPOINTMENT PROCESS

All appointments will be ratified by the chair of the AIB.

2.1. Elected parents

- When a PCG Parent representative vacancy arises, the clerk will make arrangements to ensure that all parents/carers of registered pupils at the school are aware of the vacancy(ies) and of the expectations of the role. Parents will be invited to make an expression of interest and will have at least 10 school days to submit this.
- The Head will meet with interested parents to ensure that they fully understand the role and that it is not a forum to raise personal issues in regard to their child or other individual pupils.
- If the number of expressions of interest is fewer than or equal to the number of vacancies those the parents will be appointed as elected parents.
- If the number of expressions of interest exceeds the number of vacancies the Clerk will arrange to carry out an election process.

2.2. Co-opted parents

- The Head should meet with any parents who were not successful in a PCG parent election process to explore if they would be interested in a co-opted parent role.
- The Head should liaise with staff at the school to identify any other potential co-opted parent candidates who may have the skills and experience which the PCG requires.
- The Head will recommend co-opted parent candidates to the chair of the AIB, who will make the final decision on co-opted parent membership of the PCG.

2.3. Clergy (in Church Schools)

2.3.1. The Head will invite a member of the local clergy to be a member of the PCG. The expectations of the role are:

- To work with the Head to help set the framework within which the school and church will work together in the community as a whole, not just on the PCG.
- To develop the parish's relationship with the school, to help both groups gain a fuller understanding of how church and school can form a powerful Christian partnership
- As a priest, lead acts of worship for the school, both in the church and the school.
- Support the Head in monitoring and supporting the school's Christian ethos. (including specific responsibilities relating to SIAMS).

2.4. Community Members

The Head will recommend a member of the local community who has the skills required to contribute to the success of the school. Any appointment to be ratified by the chair of the AIB.

3. Meetings

- 3.1. The PCG will be chaired by the Headteacher and formally minuted by a Trust appointed clerk. These minutes will be sent to the school AIB.
- 3.2. The Head will produce the agenda following consultation with the parent and community representatives and the agenda should be shared at least 7 days before the meeting.
- 3.3. PCGs meet three times a year to provide a formal interface between the parent and community body and Beacon Education.
- 3.4. The School or Trust may wish to consult or share ideas, information and proposals or ask for feedback on different aspects of school and Trust life from the parents and community perspective.
- 3.5. Parents and community representatives will have the opportunity to raise their own ideas, concerns or proposals. They may wish to ask for information or clarity on school or Trust policy or systems.

4. Agendas for Meetings

PCG should maintain an ongoing focus on:

- 4.1. Pupil wellbeing.
- 4.2. Staff wellbeing
- 4.3. To assess the extent to which the School Behaviour Policy is consistently applied throughout the school, and to identify any areas for school improvement.
- 4.4. Public and External Relations: to promote the school and the Trust within the local and wider community and to publicise the successes of the school and the Trust.
- 4.5. School specific issues.

TO BE INSERTED: S-O-D MATRIX