

The Wensum Trust
Scheme of Delegation
2025/2026

Ratified by the Trustees Committee Chairs on:	2 September 2025
Signed by the Chairman of the Board of Trustees	John Smith

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1. The Wensum Trust Vision and Ethos

The Wensum Trust (referred to as the Trust) is a family of schools that believes in putting the children and families within our local communities at the centre of all we do.

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

To deliver the vision the Trust has a three-year strategic plan (on the Trust's website), which is reviewed annually. The objectives within this plan are organized around a framework for learning and development (our Strategic Framework, in Appendix 1) which focuses on three key areas:

- Mental Health and Wellbeing;
- Learning and Achievement and
- Career and Life Skills.

Every school's curriculum is being woven around this framework. Additionally, the stretching and innovative objectives within this framework sets the Trust apart from other trusts and provides our young people with a supportive and unique learning environment (supported by our Strategic Partners listed in Appendix 2) so that they can achieve the highest outcomes socially, emotionally and academically.

2. Definitions

Term	Definition
Governors	are appointed to the Local Advisory Board (LAB) to support the Academy
Headteacher	refers to a High School Principal or a Primary School - Executive Headteacher/Headteacher/Head of School
Trustees	are Directors that have been appointed on Companies House

3. About the Trust and the creation of a Learning Community

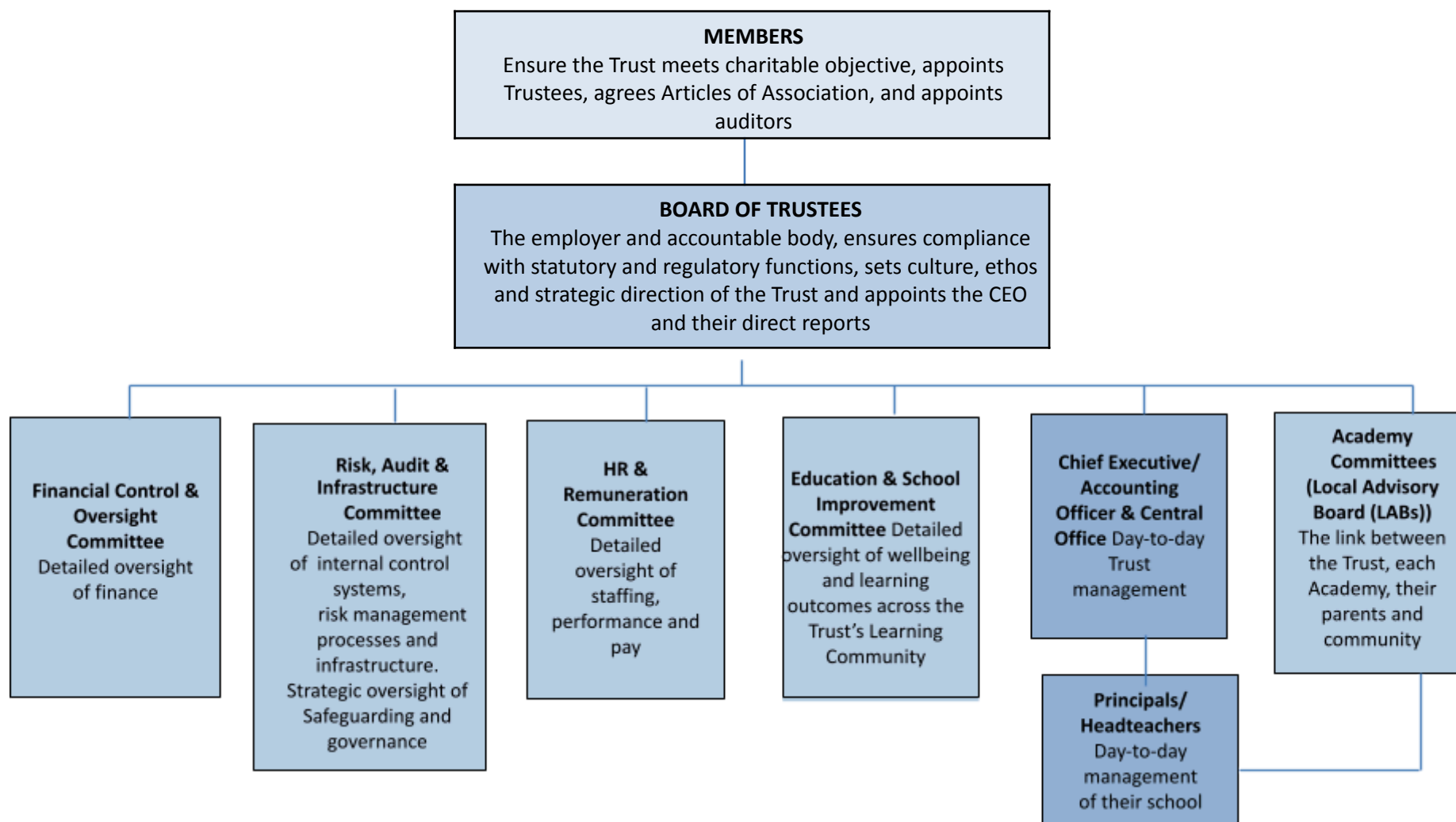
- The Trust is a charitable company limited by guarantee with a Memorandum and Articles of Association and Master Funding Agreement entered into with the Secretary of State for Education and is the legal entity that operates the Academies within it.
- The Chief Executive Officer (CEO) oversees the work of the Trust. The CEO is the designated accounting officer and reports back as required to the Trust's Board of Trustees and the Department for Education (DfE).
- Each school is an Academy. Each Academy within the Trust retains its DfE number and is subject to separate Ofsted inspections.
- Each Academy within the Trust functions as a partner with delegated powers. A minimum of 5% of each Academy's GAG, contributes to funding centralised services, and Academy reserves are managed in line with the reserves policy.
- The Board of Trustees is responsible for the setting the vision (as set out above), strategic direction as

set out in the three-year strategic plan, culture and ethos of the Trust (as reflected in the Strategic Framework set out in Appendix 1) and ensuring these areas are implemented, together with the oversight, monitoring and compliance of the Trust.

- The Trust Board is legally responsible and accountable for all statutory functions, for the performance of all Academies within the Trust and have approved the following:
 - A Scheme of Delegation, which sets out the governance structure and the delegated responsibilities for each Academy and its LAB;
 - The Finance Policy, which delegates the financial powers that maintain robust internal control arrangements. In addition, the Board of Trustees is responsible for the three core governance functions:
 1. Ensuring clarity of vision, ethos and strategic direction
 2. Holding the executive to account for the educational performance of the Trust's Academies and their pupils, and the performance management of staff
 3. Overseeing the financial performance of the Trust and making sure that value for money is obtained. The Board of Trustees has the right to review and adapt its governance structure at any time, which includes removing delegated responsibilities.
- The Trustees are also Charity Trustees (within the terms of section 97(1) of the Charities Act 1993).
- The CEO, working in partnership with the respective Strategic Leads and the Headteacher of each Academy, will agree an annual Self Evaluation Form (SEF), School Improvement Plan (SIDP), including a three-year Strategic Plan to drive and manage developments in each Academy, supporting the delivery of the Trust's strategic objectives.
- The Trust works with each Academy and will focus on matters such as:
 - Ensuring all students reach their potential
 - Safeguarding practices
 - Effective use of Premium and Funding
 - Addressing poor behaviour, attendance, and other barriers to learning
 - Making sure there is smooth transition between key phases
 - Working together to provide opportunities and synergies that no single Academy could manage or afford on its own
 - Developing a 'collegiate' approach across the Trust without any Academy losing its individual character
 - Rationalise and maximise efficiency in:
 - ICT provision
 - Estates development
 - Finance systems and management
 - Staff training and development
 - Procurement
 - HR/Payroll
 - Communication
 - Data analysis
 - Policies and procedures
 - Business development

4. The Governance Structure of the Wensum Trust

The governance structure has been established to support the strategic development of the Trust, to ensure robust governance and to deliver the best possible educational experience and outcomes for our students and staff. The governance structure is:



5. Members

There are up to five members who oversee the Trust and receive reports on student outcomes and financial statements annually at the AGM along with a report from the Chair of Trustees and CEO. Interim meetings during the year are held to update Members. Members also agree the compositions of the Trust Board, appoint Trustees and accept resignations when received, approve the appointment of the external auditors and receive the annual audited accounts.

6. Board of Trustees

6.1 Composition of the Board

- There are a maximum of 10 Trustees appointed by the Members.
- The Chairs of Governors of joining Academies will not automatically gain a place on the Board of Trustees;
- No more than 19.9 per cent of the Board can be Local Authority (LA) associated, i.e., people employed by an LA (including teachers and headteachers of LA maintained schools) or people who are or have been within the last four years a member of an LA, where that LA has been responsible for education or is a district or parish council where there is a land ownership or other commercial relationship with the Trust; and
- No employees of the Trust other than the CEO may be appointed as a Trustee.

In summary, the role of the Trustees involves ensuring there is sufficient oversight across the Trust, including governance, contractual relationships with third parties, setting the Trust's strategic aims and objectives, vision, and policies, being directly accountable for finance, and maintaining standards subject to the terms of this Scheme of Delegation.

7. Governance Structure within the Trust

The Trustees are responsible for the general control and management of the Trust and this is managed through the following committee structure. The Trustees have established four Trustee sub-committees:

- Education & School Improvement*
- Financial Control & Oversight
- Risk, Audit & Infrastructure
- HR & Remuneration

*Under the umbrella of this committee are annual and termly school reviews where the Headteachers and the Chair of the LAB meet with Trustees to discuss successes, challenges, and the support required from the Trust.

Each sub-committee is governed by detailed Terms of Reference, which are reviewed annually.

The Trustees have established Local Advisory Boards (LAB) for each of its Academies and in some instances; this board may be shared with other Academies. Sharing a LAB between Academies is at the discretion of the Trustees and in instances where there is a shared Headteacher across two or more Academies a shared LAB will be established.

The LABs play a vital role in the Trust. The LAB responsibilities, constitution and Terms of Reference are set out below. In summary, the role of the LAB is:

- To implement the Trust Vision, and Objectives following the Strategic Framework in conjunction with the Academy's own Vision and Values, based on the powers delegated to them combined with the specific qualities and community characteristics of each Academy.
- To question and challenge their Academy/Academies leadership and to hold them to account for the educational performance of students within their Academy/Academies.
- To ensure compliance with statutory regulations and Acts of Parliament as reflected in the powers delegated to them.
- Provide regular reports on their Academy/Academies governance and compliance and quality assurance of the Trust provision including key functions in respect of:
 - Safeguarding (ensuring the Academy has an effective Safeguarding Policy and procedure in place including safer recruitment practices)
 - Premium Funding
 - SEND, LAC and Vulnerable Groups
 - Website Compliance (with support from the Trust's Central Team who carry out website Audits)
 - Attendance
 - Schools Sports Premium (where appropriate to phase of education)
- In exceptional circumstances the Trustees will have ability to:
 - Attend LAB meetings to ensure effective governance at academy level and where necessary Chair appropriate meetings
- Establish an Improvement Board including Trustees and agreed members of the LAB. Improvement Boards will be established for a specific period of time with agreed Terms of Reference with a view to rapid improvement in school performance.

8. Local Advisory Board (LAB) Constitution and Terms of Reference

8.1 LAB Constitution

Membership of the LAB shall be determined in accordance with the following provisions:

Single LAB's:

- The total membership shall be no less than 5 and no more than 9 and must consist of the Headteacher, 1 staff member only (teaching or support staff) and up to and no more than 2 parent Governor roles. All remaining Governors will be co-opted. Parents may be appointed as a co-opted Governor but the LAB must consider the balance of the board. The appointment will need to be approved as detailed below for co-opted Governors.
- The staff Governor will be elected by the staff. Only those working in the Academy that the LAB is responsible for will be eligible to stand for election or to cast a vote.
- The parent Governors will be elected by the parent body of the Academy and must be a parent, or an individual exercising parental responsibility, of a registered pupil at one or more of the Academies overseen by the LAB at the time when they are elected or appointed.

- Co-opted Governors will be appointed by the LAB and all proposals must be accepted by the Trust Lead Governance Professional in consultation with the Chair of Trustees before commencement of their term of office.

The LAB may continue to act notwithstanding a temporary vacancy in its composition.

- Upon joining the Trust existing Governors may transfer to the LAB, subject to approval by the Trustees, and their term of office will start from the date of approval by the Trust Board. The elected roles of staff and parent Governors must be advertised and the relevant election packs used. The Trust Lead Governance Professional will assist with the protocols for establishing the LAB.
- The Trustees reserve the right to attend any LAB meeting of an Academy. Prior notice will be given of Trustees attendance by the Trust Lead Governance Professional.

Shared LAB's:

- For a shared LAB covering two schools, the total membership shall be no less than five and no more than 10 and must consist of the Headteacher, two staff members (teaching or support staff, one from each Academy) and up to and no more than two parent Governors (preferably one from each academy). All remaining Governors will be co-opted. For a shared LAB covering three or more schools, the total membership shall be no less than five and no more than 12 and must consist of the Headteacher, three staff members (teaching or support staff, one from each Academy) and up to and no more than three parent Governors (preferably one from each academy). All remaining Governors will be co-opted.
- Parents may be appointed as a co-opted Governor but the LAB must consider the balance of the board. The appointment will need to be approved as detailed below for co-opted Governors.
- The staff Governors will be elected by the staff of each academy. Only those working in the Academy that the LAB is responsible for will be eligible to stand for election or to cast a vote.
- The parent Governors will be elected by the parent body of each academy (one per Academy) and must be a parent, or an individual exercising parental responsibility, of a registered pupil at one or more of the Academies overseen by the LAB at the time when they are elected or appointed.
- Co-opted Governors will be appointed by the LAB and all proposals must be accepted by the Trust Lead Governance Professional, in consultation with the Chair of Trustees, before commencement of their term of office.
- The LAB may continue to act notwithstanding a temporary vacancy in its composition.
- Upon joining the Trust, existing Governors may transfer to the LAB, subject to approval by the Trustees, and their term of office will start from the date of approval by the Trust Board. The elected roles of staff and parent Governors must be advertised and the relevant election packs used. The Trust Lead Governance Professional will assist with the protocols for establishing the LAB.
- Where the Academies are already part of the Trust and the Trustees agree to set up a shared board, transition arrangements will apply. In these cases, the two boards will be amalgamated with the existing number of Governors and the constitution will reduce to a total of 10 members (three or more boards will reduce to a total of 12 members), should the number on

transition exceed this, as current Terms of Office come to an end.

- The Trustees reserve the right to attend any LAB meeting of an Academy. Prior notice will be given of Trustees attendance by the Trust Lead Governance Professional.

8.2 Terms of Reference

Each Academy within the Trust will have its own LAB, unless a shared board has been established across more than one Academy, with its own powers delegated to it via the Board of Trustees (the Trustees). These Terms of Reference are drafted and maintained by the Trust. The Trustees may make amendments to these Terms of Reference from time to time, as described in the Trust's Articles of Association (Article 100-104 refers).

In the event that amendments are made, the Trust shall notify the Chair of each LAB, who will be expected to make the other Governors aware of such changes.

- Governors' duties will be subject to this Scheme of Delegation combined with the DfE Governance Handbook and Governor Competency Framework.
- The role of parent Governor is to bring a parental perspective to the issues discussed – they are not there to speak 'on behalf' of the parent body, but to take decisions in the best interests of the pupils.
- The role of staff Governor is to bring a staff perspective to the issues discussed – they are not there to speak 'on behalf' of the staff body, but to take decisions in the best interests of the pupils.

8.3 Chair and Vice Chair of the LAB

- The Chair and Vice-Chair of each LAB shall be nominated by the Governors within the LAB for approval by the Board of Trustees and cannot be a member of staff employed by the Academy.
- The term of office of the Chair and Vice-Chair of a LAB shall be one year. Further, subject to remaining eligible to be a Chair or Vice-Chair, any Governor may be re-appointed as Chair for consecutive periods not exceeding 8 years in total, but thereafter a Governor shall not be eligible for reappointment as Chair or Vice-Chair until one year after their retirement, unless agreed by resolution of the Trustees that they shall be eligible to serve for a further consecutive term.
- If both the Chair and the Vice-Chair are absent from any meeting of the LAB, those Governors present shall appoint one of their number to chair the meeting.
- The Chair, or in their absence the Vice Chair, is responsible for running the LAB meetings in a timely manner and ensuring there is challenge and open discussions.
- The Chair or their representative are required to attend the Trust LAB Chairs' Forum, which is held twice yearly.

8.4 Role and Responsibility

- To support The Wensum Trust's Vision, Strategic Framework, and objectives, in a way appropriate to the specific qualities and community characteristics of each Academy.
- Implementation of actions required to comply with statutory regulations and the Funding

Agreement.

- Compliance with the policies agreed by the Trustees and at local level.
- Oversight of Academy activities and SRB where applicable.
- Holding Academy leadership to account for academic performance and standards, including Premium Funding outcomes and impact of spend, quality of care and quality of provision, safeguarding (including Safer Recruitment processes).
- Ensuring that governors undertake statutory roles for areas of responsibility as determined by the Trust:
 - Safeguarding;
 - Attendance;
 - Premium Funding;
 - Sports Premium (Primary Phase);
 - SEND, LAC and Vulnerable Groups;
 - Website Compliance; (with support from the Trust's Central Team who carry out website Audits)
 - Quality of Education
 - Head's Performance Management, this is usually the Chair of Governors (who must be appropriately trained) and the Trust's Strategic Lead for the school phase.
 - One member of the LAB must be appropriately trained in Safer Recruitment.
- Governors shall be expected to report to the Trust against teaching and learning KPIs (including Premium Funding), which have been set for the Academy on an annual basis and are contained within the SOAP (issued termly). The basis of these KPIs may be amended by the Trust from time to time, the Trustees will notify the Chair of each LAB of any amendments, and the Chair shall notify the Governors.
- To consider the opinions of stakeholders including students, parents and staff in order to give them a voice on standards and achievement issues and feedback to the Trustees as appropriate.
- To consider any other issues, which may have material impact on standards that are set and achievements.
- Be informed on the budget position of their Academy via the Headteachers Report on a termly basis. The CFO will liaise with the Headteacher with regards to the statement.

8.5 Appointments

- The Governors are not, and nothing within this document is intended to make them, charity Trustees within the terms of section 97(1) of the Charities Act 1993 (although a Governor may also be a Trustee) or Directors within the meaning of Part 10 of the Companies Act 2006.
- Each Governor shall act in the best interests of their Academy at all times.
- The Governors must keep confidential all information obtained by them relating to their Academy and to the Trust.
- The Trustees reserve the right to withdraw delegated powers from the LAB and disband it at any time.
- On their appointment, each Governor shall be given access to the Governors' Induction Pack

via the GovernorHub and will be required to signify that they are familiar with and agree to comply with the:

- o Terms of Reference (Scheme of Delegation)
- o The Code of Conduct for Governors
- o Keeping Children Safe in Education Annex A

Governors should make themselves familiar with:

- o The school's curriculum
 - o The school's policies
 - o Funding Agreement of the academy
 - o Trust's Finance Policy
 - o Governance Handbook
- Governors and Trustees will engage in continual professional development including attending relevant training events and conferences and keeping up to date with educational matters both at local and national level. To reflect changes in national guidance, Governors must complete annual safeguarding training to make sure there is a robust whole school approach to safeguarding.
 - Each Governor shall also be required to take part in Trust wide initiatives from time to time and complete a regular governing board self-review including skills and competencies assessment and are accountable for meeting their own training and development needs. It is a Governor's responsibility to consider if, and raise any concerns where, they feel that appropriate training and development is not being provided.
 - Each Governor shall complete annually the Declaration of Interests Form and notify the LAB Governance Professional of any changes during the year. The LAB Governance Professional will ensure the Register of Interest annual return is available for publication to the Academy's website.

8.6 Resignation and Removal of Governors

- A Governor may at any time resign their office by giving notice in writing to the LAB Governance Professional.
- A co-opted Governor shall cease to hold office if they are removed by the person or persons who appointed them.
- In exceptional circumstances, a Governor may be removed from office by the Chair of the LAB (having followed the process set out in the Governor Code of Conduct), if they contravene the Governor Code of Conduct.
- The Trustees may also suspend or terminate the appointment of any Governor whose presence or conduct is deemed by the Trustees to be in breach of the Governor Code of Conduct. In exceptional circumstances the Trustees may decide to appoint an independent investigator who will follow the Trust's disciplinary process for staff, in order to carry out a confidential investigation in order to recommend any additional actions to the Trust Board. A Governor will only be suspended or removed as a last resort, after seeking to resolve any difficulties or disputes in more constructive ways.
- Any staff Governor shall automatically cease to hold office if they cease to be employed at the

Academy.

- A parent Governor shall not automatically cease to hold office solely by reason of the child (of whom that parent Governor is a parent or carer) ceasing to be a student at the Academy in situations where no other parent Governor is available.
- A parent Governor who no longer has parenting or caring responsibilities for a student at the Academy may become a co-opted Governor.

8.7 Persons ineligible to be Governors

- No person shall be qualified to be a Governor unless they are aged 18 or over at the date of their election or appointment. No current student of any of the Trust's Academies shall be a Governor.
- A Governor shall cease to hold office if they become incapable by reason of mental disorder, illness or injury of managing or administering their own affairs.
- A Governor shall cease to hold office if they are absent without the permission of the Governors from all their meetings held within a period of six months and the remaining Governors resolve that their office be vacated.
- A person shall be disqualified from holding or continuing to hold office as a Governor if:
 - They have been declared bankrupt and/or their estate has been seized from their possession for the benefit of their creditors and the declaration or seizure has not been discharged, annulled, or reduced; or
 - They are the subject of a bankruptcy restrictions order or an interim order.
 - They are a disqualified Director under the Companies Act 2006.
- A Governor shall cease to hold office if they would be disqualified from acting as a charity Trustee by virtue of section 72 of the Charities Act 1993 (or any statutory re-enactment or modification of that provision).
- A person shall be disqualified from holding or continuing to hold office as a Governor if:
 - Their estate has been sequestrated and the sequestration has not been discharged, annulled, or reduced;
 - They are the subject of a bankruptcy restrictions order or an interim order
 - at any time when they are:
 - Included in the list of teachers and workers with children or young persons whose employment is prohibited or restricted under Section 1 of the Protection of Children Act 1999; or
 - Disqualified from working with children under Section 28, 29, 29A and 29B of the Criminal Justice and Court Services Act 2000
- If they are a person in respect of whom a direction has been made under section 142 of the Education Act 2002.
- Where they have, at any time, been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section 72 of the Charities Act 1993.

- If they have not complied with the Trust's DBS policies. Governors are required to be familiar with the DBS policies and must act in compliance with them.
- Where a person becomes disqualified from holding or continuing to hold office as a Governor and they have, or is proposed, to become such a Governor, they shall upon becoming so disqualified give written notice of that fact to the Chair of the LAB or to the Trustees.

8.8 Governors' Term of Office

- Any Governor shall hold and vacate office in accordance with the terms of their appointment but (except in the case of the Headteacher) the length of their term of office shall not exceed four years.
- Any incumbent Governor in office shall remain in place for the full term of their tenure subject to remaining eligible to be a Governor. Any Governor (including, for the avoidance of doubt, the Chair and Vice-Chair, whose appointments are also subject to the limitations set out above, see Appointment of Chair and Vice Chair of the LAB) may be re-appointed for consecutive periods not exceeding 8 years in total. Thereafter a Governor shall not be eligible for re-appointment until one year after their retirement, unless agreed exceptionally by resolution of the Trustees, that they shall be eligible to serve for a further consecutive term.
- On joining the Trust existing Governors may transfer to the LAB, subject to approval by the Trustees, and their term of office will start from the date of approval by the Trust Board for a four-year term. The Lead Governance Professional will assist with the protocols for establishing the LAB.

8.9 Conflicts of Interest

- The income and property of the Academy must be applied solely towards the provision of the Objects as detailed in the Articles. The restrictions, which apply to the Trustees with regard to having a Personal Financial Interest, shall also apply to the Governors.
- The provisions of Article 6 of the Articles shall apply as appropriate to members of the LAB always provided that, in the case of a Personal Financial Interest for a Governor who is not also a Trustee, the Trustees must authorise the benefit.
- Any Governor who has any duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with their duties as a Governor shall disclose that fact to the Governors as soon as they become aware of it. A Governor must absent themselves from any discussions of the Governors in which it is possible that a conflict will arise between their duty to act solely in the interests of the Academy and any duty or personal interest (including but not limited to any Personal Financial Interest).
- All Governors must complete annually a Declaration of Interest Form and ensure full disclosure of personal and business interests for publication on the Academy website. All governors must inform the LAB Governance Professional of any changes to their annual declaration during the year.

8.10 Meetings of the LAB

- The LAB shall meet at least once every half term to link in with Trustee Meetings and such other meetings as may be necessary.

- All meetings shall be convened by the LAB Governance Professional, who shall send to the Governors written notice of the meeting, a copy of the agenda and relevant supporting documents at least seven clear days in advance of the meeting.
- A special meeting of the LAB shall be called by the LAB Governance Professional whenever requested by the Chair, the Board of Trustees of The Wensum Trust or at the request in writing by any three Governors of the LAB. Where there are matters demanding urgent consideration, the Chair or, in their absence, the Vice-Chair may waive the need for seven days' notice of the meeting and substitute such notice as they think fit.
- The convening of a meeting and the proceedings conducted shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda.

8.11 Quorum for LAB Meetings

- A quorum at a meeting of the LAB shall be one third of Governors rounded up to the nearest number. Members of the LAB who are employed by the Academy must not be in the majority of the quorum.
- If the number of Governors assembled for a meeting of the LAB does not constitute a quorum, the meeting shall not be held. If in the course of a meeting of the LAB the number of Governors present ceases to constitute a quorum, the meeting shall be terminated forthwith.
- If for lack of a quorum a meeting cannot be held or, as the case may be, cannot continue, the Chair shall, if they think fit, determine the time and date at which a further meeting shall be held and shall direct the LAB Governance Professional to convene the meeting accordingly.

8.12 Proceedings for LAB Meetings

- Every question to be decided at a meeting of the LAB shall be determined by a majority of the votes of the Governors present and eligible to vote on the question. Every Governor shall have one vote. Where there is an equal division of votes the Chair of the meeting shall have a second or casting vote.
- A Governor may not vote by proxy.
- No resolution of the Governors may be rescinded or varied at a subsequent meeting unless consideration of the rescission or variation is a specific item of business on the agenda for that meeting.
- Any Governor who is also an employee of the Wensum Trust shall withdraw from that part of any meeting of the LAB at which their remuneration, conditions of service, promotion, conduct, suspension, dismissal, or retirement are to be considered.
- A resolution in writing, signed by all the Governors shall be valid and effective as if it had been passed at a meeting of the Governors convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more of the Governors.
- Any Governor shall be able to participate in meetings of the Governors by telephone or video conference provided that they have given reasonable notice to the LAB Governance Professional and that the Governors have access to the appropriate equipment.
- From time to time the LAB may invite persons who are not Governors to attend the meeting to benefit its deliberations; these persons will not have voting rights.

8.13 Minutes and Publication

- At every meeting of the LAB the minutes of the last meeting shall be taken as the first agenda item after any apologies and declarations of interest, except in cases where the Governors present decide otherwise. If agreed to be accurate, they shall be signed as a true record (this can be by way of electronic signature via the function available on GovernorHub).
- The LAB Governance Professional shall ensure that copies of the agenda for every meeting of the Governors, the signed minutes of every such meeting and any report, document or other paper considered at any such meeting are, as soon as is reasonably practicable, filed in each Academy and available for inspection. Copies of the documentation will be stored on the shared platform for governor information (GovernorHub). Copies of all minutes must be made available to the Trust Board, Lead Governance Professional/Company Secretary if requested.
- The LAB Summary Report to the Trust Board will be completed after each meeting and forwarded to the Lead Governance Professional for circulation to the Education & School Improvement Committee; a summary of which will also be presented to the Trust Board.

8.14 Financial Matters

- The Academy and the LAB are required to work within the limits of the Trust's Finance Policy.
- The Academy is required to work to cash limits as may be determined by the Trust and based on the approved budget. Under no circumstance has the Academy the authority to exceed its agreed budget or borrow money.

8.15 Clerking

- The LAB will appoint their own LAB Governance Professional in consultation with the Trust Lead Governance Professional and approval from the Trustees.

Annex 1: Wensum Trust Scheme Of Delegation Decision Matrix:

The financial management of the Trust and its Academies rests with the Board of Trustees in accordance with the Finance Policy and this must be complied with at all times. For the day-to-day operations of the Academies including SRBs where applicable, the Trustees have delegated responsibilities as per the matrix below subject to internal policies and procedures. This includes key functions in respect of:

- Safeguarding
- Attendance
- Premium Funding
- Sports Premium (Primary Phase);
- SEND, LAC and Vulnerable Groups
- Website Compliance (with support from the Trust's Central Team who carry out website Audits)
- Mental Health and Wellbeing
- Learning and Achievement
- Careers and Lifeskills
- Quality of Education
- Head's Performance Management

where the Trust Board requires dedicated Governors to be appointed to fulfil these duties to ensure compliance with statutory and other requirements.

****where appropriate to the phase of education.***

The following table sets out all the main Academy functions. In undertaking these functions, the relevant policy **must** be adhered to. The decision levels are:

- Members
- Trustees - Board of Trustees (this includes the CEO when appropriate)
- E&SI - Trust Education & School Improvement Sub Committee
- FC&O – Trust Financial Control & Oversight Sub Committee
- RA&I – Trust Risk, Audit & Infrastructure Sub Committee
- HR&R – Trust HR & Remuneration Sub Committee
- LAB - Local Advisory Board
- LGP – Lead Governance Professional
- LAB GP – Governance Professional to Local Advisory Board
- CoG – Chair of Governors (LAB)
- CEO – Chief Executive Officer/Accounting Officer
- Headteacher – High School Principal or Primary School - Executive Headteacher/Headteacher/Head of School
- CFO – Chief Finance Officer/Company Secretary
- COO - Chief Operations Officer
- SL - Strategic Leads – Secondary & Primary
- HRM – HR Manager
- TSLT – Trust Strategic Leadership Team consisting of CEO, CFO, COO and the Strategic Leads (Primary and Secondary)

- ASLT - Academy Senior Leadership Team
- SM - Senior Manager (Line managers manager)
- LM - Line Manager

FUNCTION - FINANCE	Delegated Authority
Trust Budget (including 3-year financial plan)	Trustees
Setting initial Individual Academy's Budgets in consultation with the Principal	CFO
Appointment of external Auditors, as per the Academies Financial Handbook	Members
Appoint Internal Audit and receive internal audit report and regular updates against progress	RA&I
Reports of external auditors & ensure findings & recommendations are acted upon	RA&I
Maintain Register of Business Interests for all Members, Trustees and any Trust staff involved in the shortlisting or award of contracts	LGP
Mandate for operation of the Trust bank accounts and credit cards	Trustees
To review and approve the Scheme of Delegation	Non-Executive Trustees
Approve Finance Policy	Trustees
Quotes, Purchase Order, Invoice approval	Please refer to Finance Policy for details
Ensuring that the Trust's Finance Policy is implemented effectively within the Trust	CFO
Ensuring that the relevant statutory requirements are fulfilled	RA&I
Maintaining a register of pecuniary and business interests of local governors	LAB GP
Establishing and maintaining procedures for effective audit in accordance with legal requirements	CFO

FUNCTION - HR	Delegated Authority
<p>All appointment panels must contain at least one member who has undertaken Safer Recruitment Training.</p> <p>Note: Preliminary discussions must take place with CFO and HRM before any appointments, restructures or staffing adjustments prior to being proposed for approval.</p>	
Appointment of the CEO	Trustees
Appointment of Central Service staff reporting directly to the CEO	Trustees
Appointment of other Central staff, subject to role, one or more of the listed positions	CEO/CFO/COO & HRM
Appointment of Academy Headteachers	Trustees, SL liaising with the LAB
Appoint staff who directly report to the Headteacher	CEO/Headteacher
Review/Approve the structure of Senior Leadership within an Academy	HR&R
Approve the advertisement and recruitment process of all other posts (not mentioned above)	HRM in conjunction with CFO
Changes to pay, benefits and other contractual terms of all staff	HR&R
Suspend CEO	Chair of Trustees
Dismiss CEO	Trustees, in accordance with the Disciplinary Policy
Suspend Central Senior Lead staff	CFO/COO/SL
Dismiss Central Senior Lead staff	CEO
Suspend Central staff	LM
Dismiss Central staff	COO/CEO
Suspend Academy Headteacher	CEO
Dismiss Academy Headteacher	CEO
Suspend any other Academy staff	ASLT
Dismiss any other Academy staff	Headteacher
Risk assessment on issues disclosed from DBS	CEO/Headteacher
Appraisal of the CEO	Trust Chair & 1 Trustee
Appraisal of Central Senior Lead staff reporting to CEO	CEO & 1 Trustee
Appraisal of the Principal (excluding salary)	SL/CoG
Agree Leadership Individual Salary Scales (ISR)	HR&R
Appraisal Reviews	Line Manager
Set Staffing Structures	SL in discussion with Headteacher
Approval of staffing structures	HR&R
Approve funding for agreed staffing structures	FC&O

Establish and ensure accurate payroll	CFO/HRM
Approve HR policies	HR&R
Implement and monitor the HR policies	Headteacher/HRM
Application of Policies	All
Approve any leaving payments (redundancy, dismissal, early retirement) in accordance with HR Provider guidance: <ul style="list-style-type: none"> • non contractual element up to £25,000 • non contractual element over £25,000 up to £50,000 • over £50,000 	FC&O Trustees DfE
Appeals panel for staff grievances and appraisals	SM
Appeals panel for staffing adjustment (Restructure & Redundancy)	Trustees
Appeals in instances where the CEO chairs the disciplinary hearing	Trustees
Ex-gratia payments	DfE

FUNCTION - Teaching & Learning	Delegated Authority
Quality of Teaching and Learning	Headteacher
Examination Boards	Headteacher
Deployment of Resources	Headteacher
Set curriculum strategic aim	CEO
Design Curriculum Structure to align with the Trust's Curriculum Strategy and meeting Ofsted Requirements	Headteacher
Approve Curriculum Structure	SLs
Timetable Structure	Headteacher
Behaviour Policy	Headteacher
Uniform	Headteacher
Assessment and Tracking	Headteacher
Phonics Scheme	Headteacher
Schemes of Learning	Headteacher
SEND Provision	Headteacher
Management Information System	COO
Pupil Premium Provision	Headteacher

FUNCTION - Self-evaluation and strategic direction	Delegated Authority
Setting the values, vision, and strategic aims for the Trust	Trustees
Setting the values, vision and strategic aims of the school which align with those of the Trust	LABs/Trustees
Developing a format for each Academy's SIDP	E&SI and SLs
Developing a format for each Academy's SEF	E&SI and SLs
Quality assuring self-evaluation processes for each Academy	LAB/SLs
Quality assuring the SIDPs for each Academy	LAB/SLs
School improvement; Securing the best possible outcomes for every student in the Academy	Headteacher/ LAB/SLs

FUNCTION - Governance	Delegated Authority
To appoint (and remove) the Chair and Vice-Chair of Board of Trustees	Trustees
To appoint and dismiss the Governance Professional to the Board of Trustees	Trustees
To appoint the Chair of a Trust committee	Trustees
To appoint and remove Trustees	Members
To approve the appointment and remove co-opted members of LAB	Trustees
To establish and approve Terms of Reference for Trust committees	Trustees
To review at least annually the committee structure and any delegated powers	Trustees
To approve the Scheme of Delegation	Trustees
To appoint the Chair and Vice Chair of the LAB and seek Trustee approval	LAB
To appoint the LAB Governance Professional to Governors and seek Trustee approval	LAB
To establish governor roles of responsibility for monitoring: Safeguarding, Premium Funding, SEND & Vulnerable Groups including LAC, Website Compliance, Attendance, Mental Health and Wellbeing, Learning and Achievement, Careers and Lifeskills, Quality of Education and Headteacher Performance Review (usually the Chair) and review these annually, in line with Trust Guidelines	LAB
To monitor academic excellence for the school and hold the Headteacher to account on behalf of the Trustees	LAB
Ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of Designated Safeguarding Lead. This will normally be the Headteacher	LAB
With support from the Trust's Central Team (who carry out a termly Audit of the website), the LAB will monitor compliance of the Academy's website, ensuring that the Headteacher completes all necessary changes so that the school website is enhanced just by being compliant.	TSLT/LAB
To undertake monitoring visits of the school in line with individual governor roles and as a whole board	LAB
To analyse the annual Governors' Skills Audit data, identifying training required to be undertaken by the LAB or individual Governors	LAB GP/CoG

FUNCTION - Student Development	Delegated Authority
To suspend or exclude a pupil (fixed term or permanently)	Headteacher
To form a panel to consider the fixed term or permanent exclusion panel in accordance with DfE exclusion guidelines	LAB
To consult on and determine an admissions policy for the academy	Trustees
To ensure that there is a daily act of collective worship	Headteacher
To ensure that the curriculum complies with Ofsted legal and Funding Agreement requirements	Headteacher/SLs
To receive any external assessments of academy performance	Headteacher, SL & E&SI
To ensure the provision of free school meals to eligible pupils	Headteacher
To adopt, implement and review any home/academy agreements	LAB
To approve the Trust Curriculum Strategy	Trustees

FUNCTION - Policies	Delegated Authority
To review and approve the Scheme of Delegation	Non-Executive Trustees
To review and approve all Trust Policies	Trustees via Sub Committees
To approve the Financial Regulations Policy	FC&O/Trustees
To support the Headteacher in implementing Trust Policies	LAB
To review, up-date, monitor and implement Academy specific Policies	LAB
To review annually the school's Admission Statement, with particular reference to any changes to the PAN, following the agreed Trust process	Non-Executive Trustees/SLs
To approve the Safeguarding policies and procedures for the Trust	Trustees
To approve the Health & Safety policies and, procedures for the Trust	Trustees
To receive a regular update from each LAB of Academy specific policies	Trustees

FUNCTION - Reporting	Delegated Authority
Produce termly SOAP as directed by Strategic Leads and OM	Headteacher
Monitor and Challenge the SOAP at Academy level and report to the Trustees via the LAB report	LAB
Monitor and Challenge the Strategic Leads with regard to SOAP data for all Academies	E&SI
Annual School Review and subsequent Termly Review presentations of academic results to the CEO, Executive, Trust Chair and Chair of E&SI	Headteacher/CoG
Summary of the annual results by Strategic Leads	E&SI
To receive a termly summary report of budget monitoring/financial position discussions between the Headteacher and CFOL, via the Heads report	LAB
To provide a bi-annual summary report of progress against the Trust's strategic objectives to the LAB, via the CEO's Report	CEO
Provide a summary report of LAB meetings to the Trustees	LAB GP
Provide a summary report of Trustee meetings to the LAB (where applicable)	LGP
Workforce information to be reported to HR&R	HR

Our Strategic Framework

Our new framework has been designed to guarantee that the needs of the whole child are met and that our schools offer every child the best possible support throughout their learning journey.

We have established our own definition of success for the children in our schools:

Children are in school, participating and enjoying their learning and feeling safe; with a sense of belonging and with aspirations towards a future path. Our children are resilient, articulate and, by the time they leave us, they are learners for life.



Mental health and wellbeing is at the foundation of all that we do.

Prioritising mental health and wellbeing lays the foundations for future relationships, better health, positive engagement and successful learning.

We maintain high expectations of our children and we aim for every child to make excellent progress at every stage. A stronger foundation of mental health and wellbeing will enable more children who are less academically driven to engage with their learning and to achieve their potential in school and beyond.

By giving each child a clear career trajectory, supported by our strategic partners, we lift their aspirations, give them a sense of belonging and help them to become learners for life. They gain a better understanding of the purpose of education and develop into high achieving individuals who are able to better support and contribute to the mental health and wellbeing of their own children or other young people in the future.

Appendix 2

Our Strategic Partners

To increase the breadth of diverse experiences available, The Wensum Trust has also built unique partnerships within the local community. We aim to add further partnerships in key areas and the list below represents the partners and their current activity in the Trust as April 2022. Work with some partners has only recently commenced and certain activities focus on specific schools, before this is extended across other schools in the Trust.

Through a partnership approach across all three hubs and with local communities working together, The Wensum Trust strives to achieve excellence in enriching education and in providing inspiring, exciting opportunities which develop high achieving, confident, healthy and fulfilled members of society.



The Community Sports Foundation's Football and Education programmes continue to provide proven pathways for young people, inspired and engaged by football, to achieve their own individual goals.

The education element of the programme will see students working towards the Cambridge National Extended Diploma in Sport, the equivalent of three full A-levels, ensuring university progression becomes a real option. Over the two-year programme students will cover a variety of different units, which link directly to potential career pathways in the sporting industry.

A comprehensive football coaching programme allows for individual and team development through a series of technical and tactical sessions across the week. Those selected for squads will have the opportunity to represent Norwich City Football Club against other professional clubs.

Students are also supported with their off-field development through the Life Skills Programme, which focuses on topics that complement both the student and programmes needs.

Norwich Theatre have secured a grant from the Paul Hamlyn Foundation to deliver Wise About Words. The aims of this partnership for Wise About Words are to empower teachers and Senior Leaders working with artists to harness the power of story-sharing and reduce barriers to learning for pupils experiencing disadvantage. Across our primary schools the project will explore the barriers to learning in eight primary schools in urban, rural and coastal locations.



We are working together to establish a 'Story-sharing School' model utilising drama-led practices, which allow pupils to develop literacy skills and their executive functioning skills.

The project aims to support teacher's professional development and learning in the delivery of effective arts-based learning in the primary classroom. The project is designed to be immersive and collaborative with the teacher, artists and senior leaders in schools working together as co-learners to improve outcomes for pupils.

LOVELL

Lovell (and Morgan Sindall Construction) will initially partner with Hellesdon High School and Acle Academy, working purposefully together to support pupils with their learning, personal and academic development to help them to make career choices that are right for the individual, the industry they choose to join and the community in which they live and work.

We have elected to invest time together to enrich the national curriculum for students by providing hands-on experience of the industry, exposure to the people who currently work in the industry and guidance on subject choices and their relevance to functions within the industry.

We will work together to support teaching staff and school management teams to develop young adults who are ambitious, clear sighted and inspired by the breadth of career opportunities offered by the construction industry.

ZSEA based at Banham Zoo are currently working closely with Kinsale Junior School to develop a Zoo School curriculum. The aim is to enhance understanding of conservation and preservation in all age groups so that children know how they can make a difference



The focus is on engaging Key Stage 2 pupils in a Zoo School Curriculum by supporting Kinsale Junior School to enable pupils to:

- participate in debates
- study the work of scientists and naturalists
- develop problem solving strategies
- complete enrichment challenges that will help pupils understand the impact they have on the environment
- develop understanding of the world at local, national and global levels

By working with the education department at the zoo we are developing career pathways within science and natural conservation and environmental industries

We intend to research the impact of Zoo School on pupils' understanding of conservation, ecology and preservation as well as their career aspirations.



Wells Sea Cadets (Charity) launched in 2018 on the APhS school site has grown and is now an established unit for 10-16 year olds. The partnership provides students and cadets with the opportunity to participate in a huge range of water based and land-based activities such as sailing, kayaking, aviation, seamanship, navigation, water safety, residential boat trips, Duke of Edinburgh Award, first aid, power boat training to name just a few. Cadets gain

qualifications such as the National Governing Body Awards for different sports and the Institute of Leadership and Management Young Leaders and Team Member Awards. Supporting all three strands of the Wensum Trust Objectives participating as Sea Cadets provides the opportunity to Learn and Achieve qualifications, develop Career opportunities and Life Skills and supports Mental Health and Wellbeing. The Sea Cadets are committed to offering opportunities for students across all of our schools to experience a selection of the above activities on special activity days.



North Walsham Rugby Football Club

Our partnership with NWRFC enables our students from Reception to Year 11 to access high quality coaching, whilst providing an enjoyable experience that goes far beyond just playing rugby. We understand the importance that rugby and regular physical activity plays in improving both the physical and mental health of our students. In addition, the core values that

the sport represents are all lifelong skills that we want for all our students.

The bespoke programme provides a sense of belonging and a clear pathway for our students to progress onto rugby, whether they're playing for fun or through an elite route with the club. Students will also learn important career soft skills employers see as essential in their recruitment criteria.

The Wensum Trust has teamed up with KLM UK Engineering to inspire the next generation of aviation engineers.



The partnership aims to improve accessibility to an industry which is facing a £1.5 billion skills shortage in the UK. Students can also pursue a direct career path into aviation with KLM UK Engineering's apprenticeship scheme.



As part of the partnership, KLM UK Engineering apprentices and engineers go into schools to talk about aviation engineering. Children also have opportunities to visit the International Aviation Academy Norwich, which hosts a live Boeing 737 aircraft, to learn more about aircraft and engineering, and to become immersed in a professional hangar environment, which will support their learning in the classroom.