
THE MERCIAN TRUST GOVERNANCE ARRANGEMENTS

Including Scheme of Delegation – 2022/23



Approved for 2022/23

Contents

OVERVIEW	2
Non-Executive Governance Structure	2
Committee Purpose Statements	3
SCHEME OF DELEGATION	4
Variation in the Scheme of Delegation	5
FINANCIAL AUTHORISATION LIMITS	19
SENIOR STAFF RECRUITMENT PROTOCOL	20
Staff Appointments.....	22
New posts and accelerated progression	22
Leadership Deployment Protocol	23
CODE OF GOVERNANCE (BASED ON THE NGA MODEL CODE 2022)	25
TRUST POLICIES	27
School Policies.....	29
DECLARATION OF PRINCIPLES	30
MERCIAN PROFESSIONAL RELATIONSHIP PRINCIPLES	30

OVERVIEW

Non-Executive Governance Structure

The Academy Trust

- Academy Trust Members
- The Board of Trustees (Company Directors and Charity Trustees)

Subcommittees of the Board of Trustees

- AIMS – The Achievement, Inclusion, Mobility and Safeguarding Committee
- PCC – The People and Culture Committee (New for 2022/23)*
- FRC – The Finance and Resources Committee
- ARC – The Audit and Risk Committee
- TPC – The Trust Pay and Remuneration Committee
- LGBs – The Local Governing Bodies (1x LGB per school)

Panels, Forums, Groups and Keeping in Touch Meetings

- Non-Executive Recruitment and Appointments Panel
- Members' KIT Meetings
- LGB Chairs KIT Meetings

Committee Purpose Statements

Board of Trustees

- The board is responsible for ensuring clarity of vision, ethos and strategic direction. The full board is responsible for holding executive leaders to account for (1) the educational performance of the trust and its pupils in all its schools, and (2) the performance management of staff. Trustees are collectively responsible for overseeing the financial performance of the organisation/school and making sure its money is well spent.
- It is the full board that delegates responsibility and the authority of decision-making to its non-executive committees (including LGBs which are 'special committees') and executive officers / headteachers.

Achievement, Inclusion, Mobility and Safeguarding Committee (AIMS) – Education

- The purpose of the AIMS committee is to provide the full board with assurances regarding the academic performance of the whole trust and individual schools. The committee exercises specific responsibilities in relation to the evaluation of the effectiveness of safeguarding within the trust and its academies on behalf of the board.
- The committee provides trustees with oversight of trust-wide educational developments including "BIG MOVES" related to educational leadership and teacher development.

People and Culture Committee (PCC) – HR/Personnel

- The purpose of the PCC is to provide the full board with assurances regarding the work of trust and school leaders in matters of HR, people and culture. This includes ensuring we provide a safe working environment and an effective organisational culture (aligned to our ethos and the behaviours we value) for all employees, in all our schools – which in turn enables the highest standards of education for our students.
- The PCC provides non-executive oversight of the management of people and culture insuring both are managed effectively enabling us to deliver our strategic objectives and fulfil our mission to increase opportunities and improve outcomes for students.

Finance and Resources Committee (FRC)

- The purpose of the FRC is to provide the full board with assurances regarding the use of trust resources - ensuring all resources are used to deliver the greatest possible benefit to students' education and their future. The committee is responsible for ensuring our business systems and structures are scalable, efficient and deliver value for money. It is through this committee that trustees examine in detail financial performance, forecasting and financial management of the trust.
- Beyond financial management and planning, the FRC provides trustees with oversight of trust-wide work in estates, facilities management and capital projects.

Audit and Risk Committee (ARC)

- The purpose of the ARC is to provide the full board, through internal and external evaluation, assurances regarding financial and other controls to manage risk – including compliance with all relevant statutory guidance.
- Beyond financial controls the ARC is provides trustees with oversight and assurances of all categories of risk (strategic, reputational, educational, etc.) ensuring they are adequately identified, reported on and managed.

Trust Pay and Remuneration Committee (TPC)

- The purpose of the Trust Pay Committee is to ensure the performance management appraisal and pay policies are applied consistently and fairly for employees in all trust schools and central teams. The TPC provides oversight of the pay progression decisions taken by local pay committees moderated by the CEO or his delegate, and reviews in detail pay progression recommendations made by the CEO in relation to Trust leaders and individual headteachers.
- The TPC undertakes specific duties on behalf of the full board in relation to the benchmarking of executive remuneration in taking decisions and making formal recommendations to the full board.

Local Governing Bodies

- The trust board delegates responsibility (and authority) to Local Governing Bodies in relation to individual schools. LGBs of 'Good' or 'Outstanding' schools should consider themselves Continuous Improvement Boards. Local Governing Bodies of Schools that are not yet 'Good or better' should consider themselves Rapid Improvement Boards.
- Specifically, LGBs are responsible for ensuring the school vision, ethos and strategic direction is appropriate to the overarching Trust vision and strategic plan. Local governors should focus on the school curriculum and staffing structures when holding school leaders to account for the educational performance of the school and its pupils and when overseeing the financial performance of the school within its delegated budget (making sure its money is well spent).

SCHEME OF DELEGATION

The Academy Trust (The Mercian Trust) comprises of **The Members** and the **Board of Trustees**. The Trust has a legal responsibility and accountability for the Trust, its schools, and their performance. While it is the Trust that is accountable, specific responsibilities and powers are delegated to committees and executive officers.

The Scheme of Delegation sets out the Trust Board's responsibilities, and where responsibilities, decision-making powers and duties are delegated to others involved in the governance and operation of the Trust and its schools.

The Academy Trust

- Trust Members
- The Board of Trustees

Committees of the Academy Trust

- The Achievement, Improvement, Mobility and Safeguarding Committee (The AIMS Committee)
- The People and Culture Committee (The PCC)
- The Finance and Resources Committee (The FRC)
- The Audit and Risk Committee (The ARC)
- The Trust Pay and Remuneration Committee (The TPC)
- Local Governing Bodies (The LGBs)

Other Non-executives

- Associate Trustees and co-opted committee members

Executive, System Leaders (Trust Staff)

- The Chief Executive Officer (CEO) who is, ex officio, the Trust's Accounting Officer
- The Chief Finance Officer (CFO)
- The Executive Director of Education (EDE)
- The Commercial Director (CD) who is also responsible for Risk Management
- Headteachers of individual academies

The delegated powers are broken down into different levels in line with the Trust's Declaration of Principles.

The delegated autonomy for individual schools is balanced with the need for the Trust to fulfil its corporate responsibilities and accountabilities to the Department for Education, the Education and Skills Funding Agency, the Charities Commission, HMRC and Companies House (as well as to our pupils and their parents and the wider communities we serve).

The different roles related to levels of delegated power and responsibility are listed below but it should be noted that not every task requires all levels of delegated power to be defined:

The 3x core delegated responsibilities (typically designated) are:

Propose	(P)	Responsible for proposing the course of action / making a formal proposal for the decision to be taken by the delegated decision-making body.
Decide	(D)	Responsible for decision making , with delegated authority to decide with or without modification to proposed actions or any recommendations.
Implement	(I)	Responsible for implementing the decision taken by the decision-making body or responsible for implementing statutory/regulatory requirements .

The 3x extended delegated responsibilities (sometimes designated) are:

Recommend	(R)	Responsible for considering the formal proposal made and providing a formal recommendation to the decision-making body.
Consultation Feedback	(C)	Responsible for providing considered views to the body responsible for making the formal proposal (that will be taken into account by the decision-making body).
Independent Decision	*	Responsible for making arrangements for an independent decision-making authority.

The Scheme of Delegation should be read in conjunction with the **Terms of Reference** for the relevant committee.

While the Scheme is designed to be comprehensive it does not, and will not cover every task.

Variation in the Scheme of Delegation

Given that the **accountability** for the performance, both educational and financial, of all Trust schools lies with the Board of Trustees, the Board reserves the right to vary the Scheme of Delegation according to circumstance and need.

The scope for variation of the scheme of delegation in relation to individual academies, subject to their performance, is indicated below.

SCHOOL PERFORMANCE	SCHEME ARRANGEMENT
Good or Outstanding Ofsted / Own SEF / Trust QA	Full or varied (reduced) scheme of delegation
Requires Improvement Ofsted / Own SEF / Trust QA	May be varied (reduced) scheme of delegation
Inadequate Ofsted category / Own SEF / Trust QA	Varied (reduced) scheme of delegation
Sponsored (irrespective of Ofsted grade) school initial arrangement.	Varied (reduced) scheme of delegation
Low and/or declining pupil outcomes.	May be varied (reduced) scheme of delegation
Weaknesses in finances or governance.	May be varied (reduced) scheme of delegation

The table on the following pages, therefore, sets out the full scheme of delegation that would apply to a **strongly performing academy with no weaknesses in governance or finances**.

Note: Some responsibilities delegated to the CEO are statutory responsibilities (as the Trust's Accounting Officer) for which the CEO is directly accountable for to the ESFA and to parliament.

Task	Notes	Members	Board	CEO & AO	CFO	EDE	CD	FRC	ARC	AIMS	TPC	PCC	LGB	Headteacher
PART 1 - VISION, ETHOS AND STRATEGY														
1.	STRATEGY													
1.1	Determine Trust Values and overarching culture including culture of safeguarding		D, I	P, I	I	I	I	I	I	I	I	I	I	I
1.2	Determine Trust Vision		D, I	P, I	I	I	I	I	I	I	I	I	I	I
1.3	Determine Trust Strategy		D, I	D, I	P, I	P, I	P, I	I	I	I	I	I	C, I	C, I
1.4	Approve new academies joining the Trust		D, I	P, I	C, I	C, I	C, I	R	R	R		R	C	C
2.	GOVERNANCE													
2.1	Trust Articles of Association	As per proposals / requirements of the DFE from time to time.	D	D, I	R									
2.2	Approval of Trust Board Terms of Reference			D, I	P									
2.3	Approval of Trust Scheme of Delegation			D, I	P, I	C, I	C, I	C, I	C, I	I	I	I	I	C, I
2.4	Establishment of Trust Committees			D, I	P, I	I	I	I	I					
2.5	Approval of Trust Committee Terms of Reference.			D, I	P, I	C, I	C, I	C, I	R	R	R	R	R	
2.6	Determining the Scope, Remit and Composition of LGBs.			D	P	C	C	C						I
2.7	Approval of Local Governing Body (LGB) Terms of Reference			D	P	C	C	C						C, I
2.8a	Undertaking the statutory governance duties (equal opportunities and safeguarding).	Governance Handbook sections 2.2.6m 6.3.9-12, 6.5.72, 6.5.2.82		I	I	I	I	I	I	I	I	I	I	I
2.8b	Evaluating the effectiveness of LGBs incl. statutory duties (equal opportunities and safeguarding).			D			C				R		R	I

Task		Notes	Members	Board	CEO & AO	CFO	EDE	CD	FRC	ARC	AIMS	TPC	PCC	LGB	Headteacher
2.9	Appointment and removal of Trustees (Directors) <i>Members – up to 7</i> <i>Board – co-opt up to 4 (approved by Members)</i>		D	D,I	P,I										
2.10	Appointment of Chair and Vice Chair of Trust Board	Article 82		D,I											
2.11	Appointment and removal of Chair of LGB			D	C		C							P,I	C
2.12	Appoint and removal of Vice Chair of LGB													D,I	C
2.13	Appointment and removal of Chair(s) of Trust Committees			D	C				P,I	P,I	P,I	P,I	P,I		
2.14	Appointment and removal of Trust Committee members	Appointments / selection panel provide recommendation		D,I	P,C										
2.15	Appointment and removal of Trust Governance Professional to advise on legal and procedural arrangements.	ATH section 1.49		D	P,I	C	C	C							
2.16	Appointment and removal of persons nominated to clerk/minute LGBs	CEO Decision taken on recommendation of TGP			D									IP	I
2.17	Approval of Calendar of Trust Board and LGB meetings.	LGB meeting dates set by LGB within periods specified by Board.		D	P,I	C,I	C,I	C,I	I	I	I	I	I	I	I
2.18	Variations to the scheme of delegation each school.			D	P,I	C,I	C,I							I	I
2.19	Engagement with parents and community stakeholders.	Governance Handbook section 2.4.15		D	C		C	P,I						I	P,I
2.20	Take out appropriate director indemnity insurance cover			D		I									

Task	Notes	Members	Board	CEO & AO	CFO	EDE	CD	FRC	ARC	AIMS	TPC	PCC	LGB	Headteacher	
3	POLICIES														
3.1	Approve statutory and non-statutory Trust-wide policies.	See policy list for specific delegations to committees.		D	R, I	P, I	P, I	P, I						I	I
3.2	Approve statutory and non-statutory local school policies.				C		C							D, I	P, I
3.3	Engagement with regulators including Ofsted and the ESFA.	Governance Handbook section 7.3		I	D, I	P, I	P, I		C, I		C, I			I	I
4	TRUST ORGANISATION														
4.1	Academy times, terms and holidays				D		C							C	P, I
4.2	Academy Uniform				C									D	P, I
PART 2 – QUALITY OF EDUCATION AND STUDENT OUTCOMES															
5.	PERFORMANCE, CURRICULUM AND TEACHING														
5.1	Evaluation of school progress towards Trust mobility measures.				C		C, R				D			C, I	P, I
5.2	Approving the routine schedule and scope of MAT QA.						D								C, I
5.3	[Not used]														
5.4	Reviewing (and challenging) school leaders' own QA and SEF Judgements.						I							I	
5.5	Trust-wide Development Priorities (linked to Education BIG moves and Trust development plan).				C	C	P, I				D			I	C, I
5.6	School Strategic Development Priorities and SIP.						C							C, I	D, I
5.7	Monitoring and evaluating the progress and attainment of current pupils (and pupil groups).													I	I
5.8	Reviewing the self-assessment and effectiveness of the LGB.						C, R				D			P, I	C

Task		Notes	Members	Board	CEO & AO	CFO	EDE	CD	FRC	ARC	AIMS	TPC	PCC	LGB	Headteacher
5.9	Strengthening local governance of school standards through variation of delegated powers, ToR and/or establishing a standards board.			D	P		C				R				C
6. SAFEGUARDING															
6.1	Ensuring each school has an effective safeguarding policy including who should read the different sections.	Governance Handbook sections 2.2.6m 6.3.9-12, 6.5.72, 6.5.2.82		As safeguarding is everyone's responsibility these 3 areas are standing items on the Trust board agenda.			R				D			R	P
6.2	Monitoring and evaluating that a strong culture of safeguarding exists in each school	Governance Handbook sections 2.2.6m 6.3.9-12, 6.5.72, 6.5.2.82					R				D			R	P, I
6.3	Monitoring and evaluation of the effectiveness of safeguarding including any relevant CPD for teachers.	Governance Handbook sections 2.2.6m 6.3.9-12, 6.5.72, 6.5.2.82					R				D		R	R	P, I
6.4	Appointment of link trustee for safeguarding	Governance Handbook section 2.2.8		D			P				R				
6.5	Ensuring concerns about adults working with children in schools are raised and responded to appropriately.	Heads and the CEO must work in partnership with the EDE, Trust HR advisors and the LADO as appropriate.					C								I
6.6	Ensuring concerns about adults working within trust central teams are raised and responded to appropriately.				I			C							
6.7a	Ensuring and evaluating safeguarding requirements connected to letting premises as part of Risk management.	ARC (within the context of Risk Management.					C	P, I		D					I
6.7b	Ensuring and evaluating safeguarding requirements connected cyber security as part of their Risk management.					R	C	P, I		D					

Task	Notes	Members	Board	CEO & AO	CFO	EDE	CD	FRC	ARC	AIMS	TPC	PCC	LGB	Headteacher
6.7c	Ensuring and evaluating safeguarding requirements connected safer recruitment and managing allegations against staff as part of their Risk management.			I	I	C,I	P,I					D		I
7	SEND													
7.1	Appointment of link trustee for SEND		D,I			P				R				
7.2	Approving and delivering Pupil Premium Strategy and Plan.					C				C			D, I	P, I
7.3	Monitoring and evaluating SEND Strategy and Plan.					R				C			D, I	P, I
8	PUPIL PREMIUM STRATEGY AND PLAN													
8.1	Appointment of link trustee for PP.		D,I			P				R				
8.2	Approving and delivering Pupil Premium Strategy and Plan.					C				C			D, I	P, I
8.3	Monitoring and evaluating pupil premium spend inc. year 7 literacy and numeracy catch-up and PE and sport premium					R				C			D, I	P, I
9	BEHAVIOUR													
9.1	Student Suspensions (Fixed term Exclusion)													D,I
9.2	Student Permanent Exclusion (HT action)			C		C								D,I
9.3	Permanent Exclusion review panel (LGB review of HT decision).					C, I							D, I	
9.4	Independent Appeal against Permanent Exclusion.					C							*	I

Task	Notes	Members	Board	CEO & AO	CFO	EDE	CD	FRC	ARC	AIMS	TPC	PCC	LGB	Headteacher
10	ADMISSIONS AND STUDENT NUMBERS													
10.1	Expansion of Academy (PAN)	Requires DfE (RSC) approval.		D	R	C	C	C					C	P
10.2	Reduction of Academy (PAN)			D	R	C	C	C					C	P
10.3	Extension of age range			D	R	C	C	C					C	P
10.4	Extension of Academy provision (additional KS)			D	R	C	C	C					C	P
10.5	Admissions Policy	As per schedule 1 cooperation agreement. Reviewed by TGP.					C			D			R,I	P,I
10.6	Admissions Appeals												*,I	I
10.7	Academy prospectus				C			P, I					D	P, I
10.8	Academy website					C		P, I					D	P, I
10.9	Use of trust logo and 'branding' in individual schools.			D				P, I						P
10.10	Out of school hours extended activities on-site (income generation)	As per lettings policy					D						C	P
BUDGETS, FINANCE AND RISK														
11	STATUTORY REPORTING													
11.1	Trustees Report and Annual Financial Statements.	Members' responsibility to receive accounts	*	D	P	C				R				
11.2	Complete and submit other accounting returns				D	P, I								
11.3	Maintain a register of business interests for the Trust	Facilitated by TGP				I								
11.4	Authorised to complete PAYE returns					I								
11.5	Authorised to complete VAT returns					I								

Task		Notes	Members	Board	CEO & AO	CFO	EDE	CD	FRC	ARC	AIMS	TPC	PCC	LGB	Headteacher
11.6	Ensuring compliance with ESFA requirements (Finance and Governance)	Academy Trust Handbook - Part 5	I	D,I	D	I									
11.7	Appoint the Accounting Officer	CEO to act as AO		D,I											
12	BUDGET AND MANAGEMENT REPORTING														
12.1	Trust Budget Plan (1 and 3-year for schools and central teams)			D	C	P, I	C	C	R						C, I
12.2	Managing cash position	Academy Trust Handbook (section 2.24)				D,I									
12.3	Monitoring of management accounts and financial performance	CFO responsible for ensuring.	<p>Trust Chair and FRC Committee receives monthly management accounts; all trustees receive accounts at least 6 times each year.</p> <p>Monthly reporting is also provided to headteachers and LGB chairs.</p> <p>LGBs review financial performance dashboards to review the impact of educational decisions on the value for money. Measures used are from ICFP and SRMA comparisons with statistically similar schools and other Trust schools.</p>												
12.4a	In-year Budget virements in school delegated budget.				C	R,I			D					C	P
12.4b	In-year Budget virements in trust central team budget.				C	P,I			D						
12.5	School in-year monitoring and decisions within delegated pay budget (VfM of staffing structures and TLRs and their impact on educational standards).				C	C,I	C	C						D	P,I
12.6	School in-year monitoring and decisions within delegated non-pay budget													C	D,I
13	SYSTEMS OF INTERNAL FINANCIAL CONTROL														
13.1	Establishing controls framework including internal audit	Governance Handbook (6.6.1.137) and Academy Trust Handbook (2.6, 3.1-3.22)			C	R,I			P,I	D					

Task		Notes	Members	Board	CEO & AO	CFO	EDE	CD	FRC	ARC	AIMS	TPC	PCC	LGB	Headteacher
13.2	Appoint Internal auditors			D	P	P,I				R					
13.3	Appoint External auditors		D	R	P	P,I				R					
13.4	Respond to Auditor's Management Letter			D	C	P,I				R					
13.5	Maintaining Risk Register	Academy Trust Handbook (section 2.38)			C,I	C,I	C,I	P,I		D,I				I	I
13.6	Trust charging and remissions policy					P,I		P,I	D						I
14	PURCHASING AND PROCUREMENT														
14.1	Trust and Academy Financial Policies including Trust Procurement Policy			D	C	P,I		C	R						
PEOPLE AND CULTURE															
15	STAFF STRUCTURE														
15.1	Approve Trust executive management structure (and budget)			D	P,I	C,I	C,I	C,I					R		
15.2	[NOT USED]														
15.3	Implementation of staff complement, structure and pay grades in line with approved budget and integrated business planning.	CEO for Central Teams Headteachers for Schools			D	C,I	C								D,I
16	RECRUITMENT														
16.1	Headteacher appointment	As per approved protocol and established agreements.		D	P,I		C							C,I	
16.2	Other staff appointments	See Appendix and approved protocol for composition of recruitment and selection panels.													
16.3	Central Trust - Job Description Sign-Off	Before signing off JDs, HR advice must be sought.			D	C,I	C,I	C,I							
16.4	Academy – Job Description Sign-Off						C								D,I

Task	Notes	Members	Board	CEO & AO	CFO	EDE	CD	FRC	ARC	AIMS	TPC	PCC	LGB	Headteacher
17	GRADE OF POSTS													
17.1	Changes to Employee Terms and Conditions or Collective Agreements		D	P,I	C	C	C					R	C	C,I
18	PAY POLICY													
18.1	Pay and Remuneration Policy		D	P, I	C	C		C			I	R		C, I
18.2	CEO Pay Award		D	*	I						R			
18.3	Staff Annual Pay Award – overall increase (cost of living)		D	P	I						R			
18.4	Individual Headteachers' Performance Pay Progression Awards			P	I						D		C	
18.5	Individual Performance Pay – academies	School Leaders' proposals moderated by CEO or their delegate and then approved by Local Pay Cttee within approved budget			C	I							D	P
19	STAFF MANAGEMENT – OPERATION OF POLICIES													
19.1	Performance Review of CEO		D,I									C		
19.2	Performance Review of executive post holders			D,I				C		C		C		
19.3	Performance Review of Central Team (as set out in line management reporting).	Non-exec committees consulted as appropriate.			D,I	D,I	D,I					C		
19.4	Performance Review of Headteacher/Principal	CEO must receive input from LGB.		D,I									C	
19.5	Performance Review of Staff in Schools													D,I
19.6	Disciplinary and Capability Procedures in relation to CEO		D,I									C		
19.7	Disciplinary and Capability Procedures in relation to CFO, EDE / other exec. Post holders			D,I								C		

Task		Notes	Members	Board	CEO & AO	CFO	EDE	CD	FRC	ARC	AIMS	TPC	PCC	LGB	Headteacher	
19.8	Disciplinary and Capability Procedures in relation to central team staff	As set out in line management reporting.			D,I	D,I	D,I	D,I					C			
19.9	Disciplinary and Capability Procedures in relation to Headteacher/Principal				D,I								C	C		
19.10	Appeals against Disciplinary or Capability Procedures in relation to Headteacher/Principal	Panel of the Board.		D,I												
19.11	Suspension of Headteacher/Principal or other executive leader.	Consult with LGB for HT/P			D,I		C						C	C		
19.12	Return of Headteacher/Principal or other executive leader after suspension				D,I		C						C	C		
19.13	Dismissal of Headteacher/Principal or other executive leader	Panel of the Board.		D	P,I		C						R	C		
19.14	Appeal of Headteacher or other executive leader against dismissal	Independent panel administered by Board		*												
19.15	Suspension of academy staff in school	Following advice of Trust external HR and Legal advisors. Headteachers must consult early with EDE (as Trust safeguarding lead) where related to child protection.					C							C	D,I	
19.16	Return of academy staff after suspension						C							C	D,I	
19.17	Dismissal of academy staff						C							D,I	R	
19.18	Appeal of academy teaching and support staff against dismissal			D												I
19.19	Suspension of central MAT staff					D,I	C,I	C,I	C,I							
19.20	Return of central MAT staff after suspension				D,I	C,I	C,I	C,I								
19.21	Dismissal of central MAT staff				D,I	C,I	C,I	C,I								
19.22	Appeal of central MAT Staff against dismissal	Panel of the Board		D	I	I	I	I								

Task	Notes	Members	Board	CEO & AO	CFO	EDE	CD	FRC	ARC	AIMS	TPC	PCC	LGB	Headteacher
19.23	Response to requests for flexible working			D,I	I	I	I							D,I
20	PENSION POLICY AND DISCRETIONS													
20.1	Response to requests for early retirement			D,I										D,I
20.2	LGPS Discretions Policy				P,I			C				D		
21	WHISTLEBLOWING													
21.1	Receiving disclosures and enacting whistleblowing policy for (and with) staff in schools.	The PCC must receive and act on external HR and/pr legal advice			I		C						D	I
21.2	Receiving disclosures and enacting whistleblowing policy for (and with) headteachers, executive leaders and MAT Central Team.				I		C						D	
22	FINANCIAL/CORPORATE GOVERNANCE AND MANAGEMENT													
22.1	Investment Priorities – evaluating Business Cases for Capital Projects and other investments in line with school improvement plans.				C	R,I	C		D				C	P
22.2	Directors / Trustees Expenses Policy		D			P,I								
23	FINANCIAL AUTHORISATION													
23.1	Authority to spend on approved, costed items provided in current year's budget	As per Trust financial handbook - See authorisation Limits for Leaders / Committees.												
23.2	Authority to spend on items not provided, approved and costed in current year's budget		D			P,I			R					P,I

Task		Notes	Members	Board	CEO & AO	CFO	EDE	CD	FRC	ARC	AIMS	TPC	PCC	LGB	Headteacher
23.3	Authority to incur capital expenditure <£50k (if part of the delegated budget or approved capital programme).	Ensures all capital expenditure is approved			D	R,I									P,I
23.4	Authority to incur capital <£50k (if not part of the delegated budget or approved capital programme).				P	R,I			D						P,I
23.5	Non-Statutory Severance Payments less than or equal to £25k.				D	I			C				C		P
23.6	Non-Statutory Severance Payments from £25k to £49,999			D	P	I			C				R		P
23.7	Non-Statutory Severance Payments £50k or higher.	ESFA approval required. Internal approval by Board.		*	P	I									
23.8	An exit package which includes a special severance payment is at, or above, £100,000 (contractual + non-contractual = £100k).	HM Treasury approval (via ESFA). Internal approval by Board.		*		I									
23.9	An exit package which includes a special severance payment for any employee who earns over £150k.	HM Treasury approval (via ESFA). Internal approval by Board.		*		I									
23.10	Disposals or write off of stock, assets or debts up to £5k	CFO to report to the board.				D,I									D,I
23.11	Disposals or write off of stock, assets or debts from £5k up to £10k					D,I									P,I
23.12	Disposals or write off of stock, assets or debts from £10k to £45k					C	R, I			D					P
23.13	Disposals or write off of stock, assets or debts above £45k	SoS (ESFA) only. Internal approval by Board.		*	R	P,I									

Task	Notes	Members	Board	CEO & AO	CFO	EDE	CD	FRC	ARC	AIMS	TPC	PCC	LGB	Headteacher
24	CENTRAL SERVICES													
24.1	Scope and shape of central services to be provided to academies within the academy trust			D,I	P	P	P							C
24.2	Services to be contracted by the trust (procurement subject to Finance Regulations and Trust Handbook / delegated Authority)			D,I	P	P	P							C
25	PREMISES AND ASSETS													
25.1	Asset Management Strategic Policy and Plan			R	P,I			D						
25.2	Acquiring a freehold on land or buildings	Freehold, land and buildings, SoS (ESFA) only. Internal approval by Board.	*		I									
25.3	Disposing of a freehold on land or building		*		I									
25.4	Entering/granting any leasehold or tenancy agreement for more than 5 years		*		I									
25.5	Entering into any finance lease		D	R	P,I									
25.6	Entering into any operating lease above £50k		D	R	P,I									
25.7	Entering into any operating lease below £50k				P,I			D						
25.8	Entering into new arrangements with related parties above £20k		Related parties to be reported via the online portal.	*		I								
25.9	Entering relationships with related parties below £20k			D		I								

FINANCIAL AUTHORISATION LIMITS

Delegated Duty	Value	Delegated Authority (Cumulative)	
		Operational	Finance
Requisitions for orders or invoice approval	Up to £1,000	Budget Holder	
	£1,001 to £5,000	Members of SLT/Site Team	Trust Business Manager
	£5,001 to £50,000	Head Teacher/Principal	Trust Business Manager
	£50,001 to £100,000	Head Teacher/Principal	CFO/CEO
	£100,001 to £250,000	CEO	CFO
	£250,001 to £500,000	CEO	FRC*
	Over £500,000	The Mercian Trust Board*	FRC
Quotations and Tendering	Up to £5,000	Minimum of one written/email quotation or Published Price List.	
	£5,001 to £10,000	Minimum of three written/email quotations to be obtained.	
	£10,001 to £50,000	Minimum of three quotes to be obtained based on an agreed specification. All expenditure over £25,000 to be advertised online.	
	£50,001 to relevant OJEU/PCR limit	Any expenditure over £50,000 to be managed by the Central Procurement Function to ensure compliance with relevant procurement legislation.	
	Over OJEU/PCR limit	OJEU advertising required and Trustee/FRC committee approval.	
Special payments – ex gratia, staff severance and compensation payments	Up to £50,000	CFO and CEO (ESFA approval also required if ex gratia.)	
	Over £50,000	Trust Board and ESFA approval.	
Disposal of assets approval	Up to £5,000	Head Teacher/Principal	
	Over £5,000	FRC	
Write off of bad debts approval	Up to £5,000 limit per individual transaction	Head Teacher/Principal or CFO	
	Over £5,000 to ESFA limits	FRC	
	ESFA limits	Trust and ESFA	
Petty Cash Level	Up to £500	Any higher levels to be agreed with the CFO	

SENIOR STAFF RECRUITMENT PROTOCOL

(Headteachers/Principals and Deputy Heads/Vice Principals)

The Scheme of Delegation (page 21) sets out the minimum requirement for members of the HR Interview Panels. This document provides clarity of expectation for the Trust, LGB and school staff regarding the process/protocol for undertaking senior staff recruitment in schools – from the point that a headteacher or deputy headteachers vacancy arises / is identified.

Objective and Over-arching principles

Senior staff recruitment in all schools within the Mercian Trust should be:

1. **Safe** – demonstrating compliance with safer recruitment requirements and best practice
2. **Fair** – Ensuring candidates are treated fairly and are not subjected to prejudicial or partial judgements. Affording each candidate the opportunity to perform to the best of their abilities
3. **Professional at all times** – demonstrating a positive experience for candidates and all those involved in the process. The whole process should reflect well on the Trust and the individual school and local governing body (and their relationship)
4. **Rigorous** – ensuring the experience for candidates is ‘high challenge / low stress’
5. **Relevant** – testing the professional skills and personal attributes most required for successful headship / senior leadership. The process from application to final panel interview should explore and assess candidates’ suitability for the post at this time. Panels should examine this through the lens of: Character / Competency / Chemistry / Culture / Calling (purpose/meaning)
6. **Developmental** – ensuring all candidates benefit from candid feedback and opportunities to develop leaders within the Trust are taken with involvement of a range of people in the process
7. **Collegiate** – demonstrating the Trust and LGB working effectively together for the benefit of the school and its community
8. **Efficient** – using time and resources well and avoiding duplication / waste
9. **Reflective** – ensuring the Trust, LGB and all leaders involved in the process make time to review and evaluate the process and make recommendations for future recruitment activities within the Trust.

Scheme of Delegation – Minimum requirement for selection and appointment panel membership

Headteacher / Principal (incl. Executive Principal / Associate Principal / Head of School)

- CEO and a minimum of 1 LGB and 1 Trustee.
- Wherever possible, the panel should include an independent advisor (or an education advisor from the DFE in the case of new schools).

Deputy Headteacher / Vice Principal or other senior staff who may deputise for the principal.

- Headteacher/Principal, CEO (or their delegate) and at least one member of the LGB (and typically a member of the AIMS committee).

Responsibilities	Headteacher / Principal Recruitment		Deputy Head / Vice Principal	
	Trust	LGB	Trust	LGB/Head
Convene initial meeting between CEO and LGB Chair (or Headteacher) at the earliest opportunity to confirm process and timeline for recruitment.	✓			✓
Confirm written authorisation to recruit senior post from CEO (as required for all posts for audit)	✓			✓
Prepare the recruitment pack for prospective candidates to be uploaded to DFE's Teacher Recruitment website and TES online.	✓			✓
Contribute school-specific detail and content for the recruitment pack		✓		✓
Contribute Trust-specific detail and content for the recruitment pack	✓		✓	
Vacancy advertised on DFE and TES websites (paid for by the relevant school) after securing written confirmation /endorsement of recruitment pack by both LGB and CEO.	✓			✓
Manage enquiries via phone call and visits to school before application deadline.	✓			✓
Receive and collate all applications ready for shortlisting.	✓			✓
Actively take part in shortlisting of applications based on person specification and task/letter.	✓	✓	✓	✓
Ensure LGB members (non-staff) contribute to shortlisting of applications.		✓		✓
Invite shortlisted candidates to interview	✓			✓
Request and collate references	✓			✓
Devise activities, tasks and interview questions for a 2-day interview process.	✓			✓
Provide personnel for day 1 activities / panels (in line with minimum requirements listed in the Scheme of Delegation)	✓	✓	✓	✓
Ensure all available LGB members take part in activities and panels on day 1		✓		✓
Liaise with senior staff in school regarding logistics of rooming / lunch etc. for day 1	✓			✓
Provide personnel for day 2 activities / panels (in line with minimum requirements listed in the Scheme of Delegation)	✓	✓	✓	✓
Ensure LGB members (typically the Chair and Vice Chair take part in day 2 panel / final formal interview)		✓		✓
Liaise with senior staff in school regarding logistics of rooming / lunch etc. for day 2	✓			✓
Actively take decision to appoint successful candidate	✓			✓
Actively endorse the decision taken to appoint successful candidate		✓	✓	
Secure confirmation of successful candidate accepting the offer	✓			✓
Provide feedback to unsuccessful candidates	✓			✓
Work with the successful candidate to move forward in preparation for taking up the post	✓	✓	✓	✓
Plan and lead Induction to the Trust	✓		✓	
Plan and lead Induction to the school		✓		✓
Complete and sign off all safer recruitment checks	✓			✓
Complete offer letter and contract of employment	✓		✓	

Staff Appointments

HR INTERVIEW AND APPOINTMENT PANELS	
Position	Minimum Panel Membership <i>Note: This means the selection panel / process should include these people – the actual full panel membership is not restricted/limited to these people.</i>
CEO	<ul style="list-style-type: none"> Trust Board
CFO and other Executive Leadership Posts	<ul style="list-style-type: none"> CEO Minimum of 2 trustees
Headteacher / Principal (incl. Executive Principal / Associate Principal and commensurate)	<ul style="list-style-type: none"> CEO Minimum of 1 Local Governor and 1 Trustee Wherever possible, the panel should include an independent advisor (or an education advisor from the DFE).
Directors of Education / School Improvement or Business Services (Trust-wide/Trust-Level senior posts)	<ul style="list-style-type: none"> CEO At least 2 others determined by the CEO (typically the EDE and/or CFO and at least one member of an appropriate non-executive committee).
Deputy Heads / Deputy Principals or other senior staff who may deputise for the principal.	<ul style="list-style-type: none"> Headteacher/Principal EDE or EDE's nominated representative At least one member of the LGB (and typically a member of the AIMs committee).
Assistant Heads / Assistant Principals	<ul style="list-style-type: none"> Headteacher/Principal EDE or EDE's nominated representative At least one member of the LGB.
Head of Department / Faculty	<ul style="list-style-type: none"> Headteacher/Principal at least 2 others as determined by the headteacher/principal.
TLR Posts	<ul style="list-style-type: none"> Headteacher/Principal (or nominated representative) at least 2 others as determined by the headteacher/principal.
All other Teaching and non-teaching posts	<ul style="list-style-type: none"> Headteacher/Principal (or nominated representative) at least 2 others as determined by the headteacher/principal.

New posts and accelerated progression

AUTHORITY FOR NEW POSTS / ACCELERATED PROGRESSION	
All new posts	Require written approval from the CEO
Accelerated progression >1 scale point	Requires the explicit approval of the CEO and relevant Pay Committee giving due regard to relevant pay and performance management appraisal policies.

Leadership Deployment Protocol

For all members of staff paid on the **leadership scale**.

Mercian Leadership Contracts (Clause 8) states:

This schools are part of a Multi Academy Trust and you may be required to work at other locations within the Trust as organisational business needs require on a temporary or permanent basis, any decisions regarding working at other locations will be made in line with agreed Trust protocols.

You may also be required to work at non-Trust locations to carry out other duties but this this will not be on a permanent basis and will not be outside the British Isles.

This protocol sets out the process and considerations required when considering directing leaders to work at a location within the Trust that is not their 'normal place of work' as defined in their contract of employment.

Decisions taken to deploy staff at other locations within the Trust may be taken to address genuine business need including (but not limited to):

- Providing leadership cover for a school which would otherwise be at risk of not operating safely or successfully
- Improving standards of education / quality of education where urgent improvements are required
- Protecting leaders from risk of redundancy where changes in staffing structures are required

Objective and Over-arching principles

All decisions and directions made to leaders regarding work outside of their normal place of work should be:

1. **Safe** – demonstrating compliance with our safeguarding policies and best practice
2. **Fair** – Ensuring leaders are treated fairly and are not subjected to prejudicial or partial judgements. Affording each leader the opportunity to perform to the best of their abilities
3. **Professional at all times** – demonstrating a positive experience for leaders within each school and central team. The process of being directed to work within the Trust (outside of the designated normal place of work) should reflect well on the Trust and the individual schools.
4. **Thorough** – be considered from the perspective of the business need in individual schools and the trust as a whole. Such deployments should also consider things from the perspective of the leader and his/her colleagues.
5. **Relevant** – be based on a sound assessment of the professional skills and personal attributes most required for the deployment.
6. **Developmental** – ensuring leaders benefit from opportunities to develop within Trust in a way that benefits themselves professionally as well as having a positive impact within the Trust.
7. **Collegiate** – demonstrating the ability of Trust schools to work together with a commitment to each other with a shared understanding of how any deployment contributes to this.
8. **Efficient** – using time and resources well and avoiding duplication / waste
9. **Reflective** – ensuring the Trust leadership team, Headteachers and leaders involved and impacted by the deployment take time to review and evaluate the process and make recommendations for future deployment activities within the Trust.

Decision

The decision to deploy a leader to work at other locations within the trust (not their 'normal place of work') must be taken by the CEO. This decision will usually be taken on the recommendation of the EDE (where the deployment is targeted for the benefit of the quality of Education). Before any such decision is taken the CEO/EDE will consult with the relevant Headteachers. Non-executive oversight of such decisions will be provided by the appropriate Trust-board subcommittee (typically the AIMS committee and/or the People and Culture Committee).

Consultation / Deployment Timeline

1. Opportunity for deployment of a leader into a different location within the trust (part time, temporary or permanent etc.) is identified.
2. The reasons for the opportunity and the required impact of the deployment are articulated.
3. The reasons and impact (above) are reviewed and challenged by the SERA panel (where deployment is linked to standards/quality of education) or the Trust executive team (for other proposed deployments). A written record of this review is made and provided for non-executive oversight.
4. Appropriate pre-consultation with headteachers including impact on budget and required 'back fill' of capacity for specific roles and responsibilities.
5. Appropriate consultation with the leader identified for deployment (including length of deployment and objectives of the deployment).
6. Letter detailing deployment (and providing any required assurances) with copy for HR file.

CODE OF GOVERNANCE (BASED ON THE NGA MODEL CODE 2022)

We will abide by the Principles of Public Life:

Selflessness - We will act solely in terms of the public interest.

Integrity - We will avoid placing ourselves under any obligation to people or organisations that might try inappropriately to influence us in our work. We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends. We will declare and resolve any interests and relationships.

Objectivity - We will act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability - We are accountable to the public for our decisions and actions and will submit ourselves to the scrutiny necessary to ensure this.

Openness - We will act and take decisions in an open and transparent manner. Information will not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty - We will be truthful.

Leadership - We will exhibit these principles in our own behaviour. We will actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

***We will apply the highest standards and will:**

1. act within our powers
2. promote the success of our trust
3. exercise independent judgement
4. exercise reasonable care, skill and diligence
5. avoid conflicts of interest
6. not accept benefits from third parties
7. declare all interests in proposed transactions or arrangements

We will focus on our core governance functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its students and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent
4. ensuring the voices of stakeholders are heard

As individuals, we agree to:

Fulfil our role & responsibilities

1. We accept that our role is strategic and so will focus on our core functions rather than involve ourselves in day-to-day management.
2. We will fulfil our role and responsibilities as set out in our Scheme of Delegation
3. We will develop, share and live the ethos and values of our trust.
4. We agree to adhere to trust policies and procedures.
5. We will work collectively for the benefit of the trust.
6. We will be candid but constructive and respectful when holding senior leaders to account.
7. We will consider how our decisions may affect the trust and local community.
8. We will stand by the decisions that we make as a collective.
9. Where decisions and actions conflict with the Seven Principles of Public Life or may place pupils at risk, we will speak up and bring this to the attention of the relevant authorities.
10. We will only speak or act on behalf of the trust board if we have the authority to do so.
11. ***Trustees:** We will fulfil our responsibilities as a good employer, acting fairly and without prejudice.
12. When making or responding to complaints, we will follow the established procedures.
13. We will strive to uphold the trust's reputation in our private communications (including on social media).
14. ***We will have regard to our responsibilities under [The Equality Act](#) and will work to advance equality of opportunity for all.**
15. ***Those governing at local level:** We will act as the local ambassadors for our Trust as well as the local governors of our school.

Demonstrate our commitment to the role

1. We will involve ourselves actively in the work of the board and accept our fair share of responsibilities, serving on committees or working groups where required.
2. We will make every effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
3. We will arrive at meetings prepared, having read all papers in advance, ready to make a positive contribution and observe protocol.
4. We will get to know the school/s well and welcome opportunities to be involved in school activities.
5. We will visit the school/s and when doing so will make arrangements with relevant staff in advance and observe school and board protocol.
6. When visiting a school in a personal capacity (for example, as a parent or carer), we will continue to honour the commitments made in this code.
16. We will participate in induction training and take responsibility for developing our individual and collective skills and knowledge on an ongoing basis.

Build and maintain relationships

1. We will develop effective working relationships with leaders, staff, parents and other relevant stakeholders from our local communities.
2. ***Those governing at local level:** We will champion the voices of our school community and stakeholders.
3. ***Those governing at local level:** We will establish and commit to effective working relationships with trustees and executive leaders within the Trust beyond our school.
4. ***Trustees:** We will engage with and make ourselves accountable to those governing at local level as well as those governing at trust-level.
5. We will express views openly, courteously and respectfully in all our communications with board members and staff both inside and outside of meetings.
6. We will work to create an inclusive environment where each board member's contributions are valued equally.
7. We will support the chair in their role of leading the board and ensuring appropriate conduct.

Respect confidentiality

1. We will observe complete confidentiality both inside and outside of the trust when matters are deemed confidential or where they concern individual staff, pupils or families.
2. We will not reveal the details of any governing board vote.
3. We will ensure all confidential papers are held and disposed of appropriately.
4. We will maintain confidentiality even after we leave office.

Declare conflicts of interest and be transparent

1. We will declare any business, personal or other interest that we have in connection with the board's business, and these will be recorded in the [register of business interests](#).
2. We will also declare any conflict of loyalty at the start of any meeting should the need arise.
3. If a conflicted matter arises in a meeting, we will offer to leave the meeting for the duration of the discussion and any subsequent vote.
4. We accept that the Register of Business Interests will be published on the trust's website.
5. ***We will act as a trustee/committee member/local governor; not as a representative of any other group.**
6. We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the trust board, attendance records, relevant business and pecuniary interests, category of governor/trustee and the body responsible for appointing us will be published on the trust website.
7. We accept that information relating to board members will be collected and recorded on the DfE's national database (Get information about schools), some of which will be publicly available.

We understand that potential or perceived breaches of this code will be taken seriously and that a breach could lead to formal sanctions.

TRUST POLICIES

Trust Policies are approved on the following basis of the table below with the person responsible listed.

CEO Dan Parkes, CFO Andrew Paulson, EDE Lois Kelly, CD Sharlene Smith, DPL & ITL James Fendek

The relevant non-executive committee will be consulted on policies related to their areas of responsibility.

DFE - Statutory policies for schools and Academy Trusts

(Updated March 2022)

Policy	Review Cycle	Person Responsible	Approval Board
Equality information and objectives (public sector equality duty) statement for publication	Every 4 years	CEO	Trust 1
Trust Pay Policy	Annually	CEO	Trust 4
Charging and remissions	Annually	CFO	FRC 1
Protection of biometric information of children in schools and colleges	Recommended annually	DPL	FRC 2
Data protection	Recommended annually	DPL	FRC 2
Health and safety	Annually	CFO	FRC 2
Register of business interests inc. headteachers and governors	Recommended annually	CFO	FRC 2
School complaints	Recommended annually	EDE	AIMS 2
Special educational needs and disability	Annually	EDE	AIMS 1
Staff discipline, conduct and grievance (procedures for addressing) inc. Code of Conduct	Recommended annually	CEO	AIMS 3
Capability of staff	Recommended annually	CEO	AIMS 3

Other policies – not listed on DFE statutory list

General	Review Cycle	Person Responsible	Approval Board
Employment			
Allegations against staff	Annually	CEO	Trust 1
Performance Management Policy	Annually	CEO	
Confidential Reporting (whistle blowing)	Annually	CFO	Trust 2
Flexible Working Policy	2 years	CEO	
Probationary Period Policy	2 years	CEO	
Safer Recruitment Policy	2 years	CEO	Trust 3
Redundancy and Reorganisation Policy	2 years	CEO	
Staff grievance inc bullying & harassment	2 years	CEO	Trust 4
Family Leave Policy inc. maternity/paternity/adoption	2 years	CEO	
Attendance Management Policy	2 years	CEO	Trust 5
Time Off	2 years	CEO	

General	Review Cycle	Person Responsible	Approval Board
Health and Safety			
Asbestos Policy	Annually	CFO	FRC 2
Business Continuity Plan	Annually	CFO	ARC 2
Educational Visits	Annually	EDE	AIMS 2
Minibus Policy	Annually	CFO	FRC 2
Computers & ICT			
Acceptable use of computers (All users)	Annually	ITL	FRC 2
Acceptable use of computers (Staff & other adult users)	Annually	ITL	
Electronic Devices	Annually	ITL	
E-safety	Annually	ITL	
Social Networking	Annually	ITL	
Information, Data Protection and GDPR			
Subject Access Request	Annually	DPL	FRC 2
Data Breach	Annually	DPL	
CCTV	Annually	DPL	
Privacy Notices	Annually	DPL	
Retention and Distribution	Annually	DPL	
Freedom of Information publication scheme	Annually	CFO	
Finance			
Financial Handbook	Annually	CFO	FRC 1
Charging and remissions	Annually	CFO	
Anti-Bribery	Annually	CFO	
Expenses	Annually	CFO	
Fraud	Annually	CFO	
Gifts and Hospitality	Annually	CFO	
Lettings	Annually	CFO	
Central Funding, Reserves and Appeals Policy	Annually	CFO	
Curriculum			
Trust Curriculum Intent	Annually	EDE	AIMS 2

School Policies

School policies are recommended by the Head Teachers/Principals and approved by LGB.

* live documents only require LGB to record that the school leaders are following any new statutory guidance

DFE - Statutory policies for schools and Academy Trusts

(Updated March 2022)

Policy	Review Cycle	Approval Board
Safeguarding Policy- based on Walsall policy: <ul style="list-style-type: none"> Child protection Preventing radicalisation Statement of procedures for dealing with allegations of abuse against staff 	Annually	LGB 1
Single central record of recruitment and vetting checks	Live document*	LGB 1
Behaviour in schools inc: <ul style="list-style-type: none"> Behaviour principles written statement School exclusion Substance abuse 	Recommended annually	LGB 1
Admission arrangements	Annually	LGB 2
Register of pupils' admission to school and attendance	Live document*	LGB 2
Children with health needs who cannot attend school (link with attendance policy)	Recommended annually	LGB 2
Newly qualified teachers' Early Careers Framework (ECF)	Recommended annually	LGB 3
Designated teacher for looked-after and previously looked-after children (link to safeguarding policy)	Recommended annually	LGB 1
School information published on a website	Live document	LGB 1
Supporting pupils with medical conditions (link to attendance policy)	Recommended annually	LGB 2
Relationships, Health and Sex Education (RHSE policy) (link to PHSE policy)	Recommended annually	LGB 2
Accessibility plan	Every 3 years	LGB 4
Premises management documents	Recommended annually	LGB 4
Careers guidance: details of your careers programme and a provider access statement inc: work related learning	Recommended annually	LGB 3
First Aid in schools	Recommended annually	LGB 4

Other School Policies – not listed on DFE Statutory list

School policies are recommended by the Head Teachers/Principals and approved by LGB

Policy	Review Cycle	Approval Board
General		
Anti-bullying policy (link to behaviour policy)	Annually	LGB 2
Attendance and Punctuality including pupils returning to school following illness, accident or surgery	Annually	LGB 2
Home school agreement	Annually	LGB 4
Curriculum		
Curriculum Policy to include: <ul style="list-style-type: none"> • Curriculum Statement • Teaching & Learning • Assessment • Extended Learning – Homework • Literacy & Numeracy 	Annually	LGB 3
PSHE Policy to include: <ul style="list-style-type: none"> • PSHE & Citizenship • SMSC • Substance Abuse • RE (& collective worship) 	Annually	LGB 3
Examinations		
Examination Policy	Annually	LGB 3
Suite of JCQ Policies		
Health and Safety		
Emergency Plan	Annually	LGB 4
Emergency Procedures (Fire & Bomb threat)		
Fire Safety Policy		



DECLARATION OF PRINCIPLES

SCHEME OF DELEGATION

<p>INTRODUCTION</p>	<p>While our scheme of delegation seeks to set out the responsibilities and delegated powers of bodies and individuals this declaration of principles sets out <i>how</i> those responsibilities should be undertaken. In our Trust it is just as important <i>how</i> delegated powers are carried out (not just <i>what</i> is undertaken).</p> <p>We respect the traditions and unique identities of each of our schools and while our schools serve very different students and communities, as a family of schools we share a common purpose and mission to increase opportunities and improve outcomes. We always seek to ‘put students first’ doing all we can to understand and respond to them in their context.</p>
<p>COMMON PURPOSE (OUR MISSION)</p>	<p>Increasing Opportunities, Improving Outcomes.</p>
<p>LIFE TO THE FULL (OUR VISION)</p>	<p>Equipping our students to (1) realise their potential (2) thrive in the world of work (3) make a positive contribution to the local, national and international community.</p>
<p>GOOD RIGHT & TRUE (OUR APPROACH)</p>	<p>Good: Honesty, integrity, and positivity in our approach to people and tasks. Right: Professionalism, teamwork, and a pioneering spirit (innovation). True: Accuracy, precision and sincerity in our work.</p>
<p>DECLARATION</p>	
<p>GOOD CHARACTER</p>	<p>We value and foster the development of good character. We expect all Mercian staff (and students) to become the best of themselves.</p> <p>We set and model high expectations and aspirations for every student and member of staff.</p>
<p>EQUALITY, FAIRNESS AND SOCIAL MOBILITY</p>	<p>Empowering social mobility and delivering social justice is part of our DNA and a key thread throughout our strategic plan as a trust. Our commitment to equity on behalf of those more likely to face discrimination as a result of any protected characteristic must be clear throughout all aspects of our work.</p> <p>We commit to treat all staff and students with respect ensuring we are fair, just and equitable in our decision making. We follow the School Teachers and Support Staff Pay and Conditions and National Joint Council conditions of service.</p> <p>We recognise contexts of privilege and disadvantage and seek to provide staff and students with every fair chance to be successful. Our schools participate in fair access and inclusion protocols to demonstrate our commitment to all students in our communities.</p>
<p>COLLABORATIVE COMMUNITY</p>	<p>We recognise that collaboration is ‘<i>the start of all good things</i>’ and that working interdependently with others means we invest in our community.</p> <p>We equip our staff (and students) to engage as local and global citizens who strive to create and contribute to a better society.</p>
<p>TIMELY SPECIFIC FEEDBACK</p>	<p>We commit to take every opportunity to evaluate and improve what we do. We are committed to cultivating a culture of critique in order to improve and excel.</p>
<p>PROFESSIONAL RELATIONSHIP PRINCIPLES</p>	<p>We invest into forming and sustaining good relationships (which are at the heart of everything we do). We recognise that there is always the potential for professional relationships to break down therefore we expect all our staff to adhere to our published Mercian Professional Relationship Principles (overleaf) in working together, navigating disagreement and managing conflict.</p>



MERCIAN PROFESSIONAL RELATIONSHIP PRINCIPLES

INTRODUCTION

These principles set out our approach to team and resolving conflict when it arises between colleagues, leaders, governors, schools and communities.

These principles are written from the perspective of any and all individual members of staff and volunteers within the Trust and our schools (including executive and non-executive leaders, trustees and governors).

PROFESSIONAL RELATIONSHIP PRINCIPLES



The Relationship Principle – our starting point.

1. I will value and prioritise our professional relationship above the problems that would divide us. To me our professional relationship outweighs the issues.
2. I will first address the health of our relationship before dealing with the issues in our professional relationship.



The Time Principle – quality not quantity.

3. I will not judge our professional relationship based on the quantity of time, but the quality of time we spend together.
4. I will value our time together based on the common purpose we share together.



The Lazarus Principle – dead for no more than 4 days.

5. I will take no more than **4 days** to process any offence, confusion or unresolved issue that threatens the health of our professional relationship.
6. If I have not come to peace about such things after 4 days, I will communicate my concern to you directly (and you alone).



The Integrity Principle – protecting innocent parties.

7. I will not share my problem concerning you with anyone else before I first go to you and I will first go to you in private concerning any problem I have with you.
8. If the problems are not resolved between us, I commit to have someone else in leadership / responsibility come to help us find a resolution.
9. If any problem is solved between us, I commit not to distort or corrupt any other innocent party with that which has already been taken care of between us.



The Last Word Principle.

10. I commit to believe the last thing you said *to* me, *about* me, to determine the health of our professional relationship (not any unsubstantiated feeling or emotional gauge).
I will function on the last word you tell me concerning our relationship.