

## A. Overview of responsibilities and powers

Level	General role overview	Responsibilities/authorities within the Quality First Education Trust
<b>Members</b>	<p>In the most effective trusts, the members hold the trustees to account. Members have few obligations, however, and this is therefore a largely “hands-off role”, with few meetings required.</p>	<ul style="list-style-type: none"> <li>• <b>To appoint/remove trustees:</b> The members will appoint/remove trustees by ordinary resolution (a vote passed by a simple majority of members).</li> <li>• <b>To change the Articles:</b> The members can control changes in the constitution, subject to DfE approval, and other fundamental decisions relating to the trust.</li> <li>• <b>To monitor/challenge the Q1E structure:</b> The members maintain an overview of the effectiveness of the trust's structure.</li> <li>• <b>To ensure the Q1E keeps to its charitable objects:</b> The members ensure that the trust's charitable objects are being met: primarily, to advance education for the public benefit (secondarily, to provide recreational/leisure time activities for the community, in the interest of social welfare)</li> </ul>
<b>Trustees</b>	<p>The trustees are responsible and accountable for the trust's operation.</p> <p>They may choose to delegate some responsibilities and tasks to the CEO, LGBs, committees, schools or others (see the <b>scheme of delegation overleaf</b>), but they remain formally accountable.</p>	<ul style="list-style-type: none"> <li>• <b>To ensure quality of educational provision:</b> The trustees are responsible for the quality of provision in all the schools within the Q1E.</li> <li>• <b>To challenge and monitor performance:</b> The trustees are responsible for the performance of all the schools within the Q1E.</li> <li>• <b>To manage finances, property and staff:</b> The trustees are responsible for the funds, assets and contracts held by the Q1E and all the schools within it.</li> <li>• <b>To fulfil duties as a charity trustee:</b> duty of compliance, duty of prudence and duty of care.</li> <li>• <b>To fulfil duties as a company director:</b> duty to act within powers; duty to promote the success of the company; duty to exercise independent judgement; duty to exercise reasonable care, skill and diligence; duty to avoid conflicts of interest; duty not to accept benefits from third parties; duty to declare an interest in a proposed transaction or arrangement.</li> </ul>
<b>Local Governors</b>	<p>Local governing bodies (LGBs) are <b>committees</b> of the trust board. As with all committees, their only powers are those that are delegated to them by the board.</p>	<ul style="list-style-type: none"> <li>• To be the local “eyes and ears” of the trust board.</li> <li>• To assess whether the school is working within agreed policies and meeting agreed targets.</li> <li>• To scrutinise delegated areas in greater depth than the trust board.</li> <li>• To provide information to the trustees in a timely and succinct manner.</li> <li>• To engage with pupils, parents, staff and the wider school community as required.</li> </ul>

## B. Terms of Reference

	<b>Members</b>	<b>Trust Board</b>	<b>Local Governing Body (LGB)</b>
<b>Number</b>	5 (never less than 3)	9 trustees (never less than 3)	Between 9 and 11 local governors (including at least 2 parents/carers of a pupil at the school, the head, and up to 2 staff members) Associate LGs in addition, with trust permission.
<b>Chair appointment</b>	Elected from within their number, each meeting	Elected annually by trustees	Proposed by the LGB and ratified annually by the trustees
<b>Vice chair</b>	N/a	Elected by trustees annually	Elected by the LGB annually (optional if there are co-chairs)
<b>Lead/ link roles</b>	N/a	Leads for Safeguarding, Inclusion, Health & Safety, Data protection, Finance, Audit & Risk.	Standards, Safeguarding, Inclusion, Health & Safety.
<b>Terms of office</b>	Ongoing	Four years	Four years (N.B. Staff LGs only hold office as long as they continue to work at the school. Parent/carer LGs whose child(ren) leave the school may continue to hold office until end of their term if they wish)
<b>Appointment</b>	By the Members, by special resolution	CEO ex-officio. Others appointed by the Members, by ordinary resolution, following clear recruitment process.	Parent governors elected by the parents/carers of the school. Staff governors elected by the employees of the school. Co-opted governors proposed by LGB chair, approved by trust chair. Headteacher ex-officio.
<b>Reappointment (at the end of a term of office)</b>	N/A	i) Written statement of impact; ii) supporting statement from chair; iii) approval by Members.	Parent/staff governors must stand again for election. Co-opted governors: i) written statement of impact; ii) agreement by the chair. LGBs must advise the trust of any changes/reappointments.
<b>Other attendees at meetings</b>	CEO; Dir of Finance; Dir of Operations. AGM open to trustees.	Heads and directors invited by trustees as appropriate.	School staff may be invited, as appropriate, as contributors or observers. Trustees and Accounting Officer (CEO) may attend LGB meetings as appropriate and necessary.
<b>Termination of appointment</b>	A member can be removed by special resolution by the Members	Trustee may be removed by ordinary resolution of the Members if his/her presence or conduct is not in best interests of the trust, or he/she is absent for 6 months.	A local governor may be removed by the trustees if his/her presence or conduct is not in the best interests of the trust, or he/she is absent from meetings for 6 months.
<b>Resignation</b>	In writing to trust chair or CEO	In writing to trust chair	In writing to LGB chair (or the trust chair, in the case of the LGB chair themselves)
<b>Chair's action, if needed – where urgent between meetings</b>	N/A	Chair must consult with CEO. Decisions taken and reasons for urgency will be minuted and explained fully at next meeting.	Chair must consult with head, CEO and trust chair. Decisions taken and reasons for the urgency will be minuted and explained fully at the next meeting.

<b>Quorum</b>	Two members	Three trustees	Three non-conflicted local governors
<b>Vacancies</b>	The members, trust board or LGB may continue to meet and act if there are any vacancies, though they will be expected to fill these vacancies as soon as practicable.		
<b>Formal voting, where needed</b>	One vote each. Votes by proxy are allowed at the AGM.	One vote each. No votes by proxy. If there is an equal division of votes, chair has a second (casting) vote.	One vote each. No votes by proxy. If there is an equal division of votes, the chair has a second (casting) vote.
<b>Meeting frequency</b>	At least once a year	At least six times a year.	Twice a term. Additional or more frequent meetings may be held as circumstances require.
<b>Meeting format</b>	Normally in person (special exemptions for Covid-19)	May be in person or remote (as long as within government guidelines). Any trustee or LGB member shall be able to participate in meetings by telephone or video conference if they have given reasonable notice to the clerk.	
<b>Agenda</b>		The chair will set the agenda for meetings in conjunction with the clerk and relevant staff.	
<b>Chairing</b>	Elected from within their number, each meeting	Meetings will be chaired by the chair (vice chair, in absence of the chair).	Meetings will be chaired by the chair (vice chair, in the absence of the chair).
<b>Clerk</b>	Clerk is appointed by trust and shall attend and service meetings, circulate agenda and papers, and prepare minutes.	Clerk is appointed by trustees and shall attend and service meetings, circulate agenda and papers, and prepare minutes. In absence of the clerk, the board will approve a replacement for the meeting.	Clerk is appointed by the LGB and shall attend and service meetings, including circulating agenda and papers, and preparing the minutes. In the absence of the clerk, the LGB will approve a replacement for the meeting. This cannot be one of the staff local governors.
<b>Notice</b>	At least 14 days' notice – shorter if agreed by majority of Members	The clerk will circulate agenda, papers and joining instructions to trustees at least 7 full days before the meeting.	The clerk will circulate agenda, papers and joining instructions to local governors at least 7 full days in advance of the meeting.
<b>Minutes</b>	To record attendance, matters discussed and decisions taken		
<b>Submission of minutes</b>	Circulated to members following meeting	Submitted to the next board meeting.	Submitted to the next meeting of the LGB and to the trust board.
<b>Actions</b>	Attendees should take their own note of any actions required of them and ensure that they have expedited these actions as required.		
<b>Publication on website</b>		Trust website: Names of trustees, terms of office, key roles, business/pecuniary interests. Annual record of attendance at meetings.	School website: Names of local governors, short 'pen portraits', their terms of office, key roles, business/pecuniary interests. Annual record of attendance at meetings.

## C. Scheme of Delegation

The scheme does not intend to provide a full job description for each level. It presents key responsibilities and their delegation by the Board where applicable.

	Q1E Board of Trustees	Q1E Executive	Q1E Heads	Local Governing Body (LGB)
<b>Strategy and governance</b>	<p><b>Overall responsibility for strategy and governance</b></p> <p>Review, challenge and approve:</p> <ul style="list-style-type: none"> <li>- Q1E vision, values and long-term strategic plan</li> <li>- annual Q1E development plan and KPIs</li> <li>- annual school improvement plans and KPIs</li> <li>- any Q1E-wide policies</li> </ul> <p>Determine level of delegation to LGBs</p> <p>Monitor statutory compliance and risk management for Q1E, scrutinising and intervening where necessary</p> <p>Review and approve new schools wishing to join Q1E</p> <p>Set schedule of Board meetings, set agendas, approve minutes</p> <p>Set committee structures and terms of reference</p>	<p>Develop and make recommendations to trustees about:</p> <ul style="list-style-type: none"> <li>- Q1E vision, values and long-term strategic plan</li> <li>- annual Q1E improvement plan and KPIs</li> <li>- annual school improvement plans and KPIs</li> <li>- any Q1E-wide policies.</li> </ul> <p>Consider requests from new schools to join Q1E and make recommendations to the trustees about these.</p> <p>Work collaboratively, ensuring all schools have a voice, and act as a key conduit between individual schools and the trustees.</p> <p>Oversee statutory compliance and risk management for Q1E</p> <p>Ensure governance information /policies etc are updated and published as required</p> <p>Keeping heads and LGBs updated on decisions and policy changes</p> <p>Arrange clerking and support for Board meetings</p>	<p>(With LGB) set the vision and strategic direction of the school, within Q1E's overarching strategy</p> <p>Ensure the LGB/Q1E board have the information they need to be well informed about the school, including via a twice-termly head's report, written in line with Q1E policy</p> <p>Develop long term strategic plan for the school, ensuring this aligns with the Q1E's strategic plan</p> <p>Develop annual school improvement plan</p> <p>Develop and implement school-level policies</p> <p>Arrange clerking and support for LGB meetings</p>	<p>(With head) set the vision and strategic direction of the school, within Q1E's overarching strategy</p> <p>Work with Board to approve school annual development plan</p> <p>Support Board with the approval of annual KPIs for the school</p> <p>Monitor school's implementation of the Q1E vision, values, strategy and policies, as appropriate</p> <p>Review, challenge and approve school-level policies and monitor their implementation</p> <p>Appoint local governors, including at least two parents/carers, and monitor and record attendance</p> <p>Set schedule of full LGB meetings (at least twice a term), set agendas and approve minutes, in line with Q1E policy</p> <p>Set LGB sub-committee structures and terms of reference, as required locally</p>

	Q1E Board of Trustees	Q1E Executive	Q1E Heads	Local Governing Body (LGB)
<b>Educational provision</b>	<p><b>Overall responsibility for the performance of all Q1E schools</b></p> <p>Review, challenge and <b>approve</b> the overall Q1E educational model, including the broad approach to teaching and learning and curriculum</p> <p>Monitor school performance, scrutinising and intervening where necessary</p> <p><b>Determine</b> admissions policies for all trust schools</p>	<p>Develop and make recommendations to trustees about:</p> <ul style="list-style-type: none"> <li>- the overall Q1E educational model, including the broad approach to teaching and learning and curriculum</li> <li>- Q1E educational policies, where appropriate</li> <li>- School admissions policies (the trust is the admissions authority for all the schools)</li> </ul> <p>Make individual admissions decisions, where the admissions policy allows discretion</p> <p>Develop strategy for cross-Q1E collaborative working to share and develop practice</p> <p>Develop strategy for cross-Q1E school improvement</p> <p>Support the Board to develop overall Q1E education policy</p> <p>Support schools to develop educational provision</p> <p>Monitor school performance, pupil data and compliance with statutory duties &amp; Q1E policy</p> <p>Develop model policies &amp; checklists</p> <p>Facilitate professional learning teams/ communities (PLTs/PLCs) to develop provision across the Q1E for core subjects and SEND</p> <p>Support schools prior to and during inspections and GPEs</p>	<p><b>Responsible for quality of provision</b></p> <p>Set school curriculum, within the broad approach set by the Q1E</p> <p>Undertake school self-evaluation</p> <p>Take action to improve performance and address issues</p> <p>Manage admissions and exclusions, referring to the CEO for any individual decisions where the policy allows discretion</p> <p>Ensure appropriate policies are in place, kept updated and followed by all staff</p> <p>Ensure the school contributes to cross-Q1E collaborative working, to share and develop practice</p> <p>Be 'inspection ready'</p>	<p>Scrutinise and monitor the school development plan and its implementation</p> <p>Scrutinise and monitor the school's attainment and progress reports, admissions and exclusions and statutory compliance (<i>supported by the Executive</i>)</p> <p>Contribute to and evaluate school systems and structures regarding educational provision</p> <p>Nominate a lead or link local governor for <b>SEND/inclusion</b></p> <p>Nominate a <b>standards lead</b> (and ideally a deputy lead) who is able to articulate the key data, and explain the process for monitoring data at local level</p>
<b>Safeguarding and wellbeing</b>	<p><b>Overall responsibility for safeguarding across Q1E</b></p> <p><b>Accountability for health &amp; safety of Q1E staff</b></p> <p>Review, challenge and <b>approve</b> Q1E policies, systems and structures for safeguarding</p> <p>Nominate a <b>safeguarding</b> and a <b>health &amp; safety</b> lead trustee</p> <p>Ensure all trustees complete annual safeguarding training</p> <p>Ensure systems and processes in place for identifying possible mental health problems (pupils)</p>	<p>Develop overall Q1E policies, systems and structures regarding safeguarding and care, and make recommendations to trustees</p> <p>Provide support to schools and the Board on safeguarding, child protection and health &amp; safety</p> <p>Facilitate a professional learning team to develop safeguarding across the schools</p> <p>Ensure all central team staff complete annual safeguarding training</p>	<p>Responsible for day-to-day safeguarding, child protection and health &amp; safety in the school</p> <p>Ensure all school staff complete annual safeguarding training</p>	<p>Review, challenge and monitor school systems and structures regarding safeguarding and care</p> <p>Nominate a <b>safeguarding lead</b> (and ideally a deputy safeguarding lead) and a <b>health and safety lead</b> who are able to articulate the processes for ensuring school practice is in line with Q1E policy</p> <p>Ensure all local governors complete annual safeguarding training</p>

	Q1E Board of Trustees	Q1E Executive	Q1E Heads	Local Governing Body (LGB)
<b>Staffing</b>	<p><b>Appoint CEO</b></p> <p><b>Agree appointment process for other key roles</b></p> <p>Performance management of the CEO</p> <p>Monitor the performance management of heads, deputy heads, assistant heads and DofO &amp; DofF</p> <p>Review, challenge and <b>approve</b> pay and performance policies and decisions across the trust</p>	<p>Make recommendations to trustees on the criteria/ process/ panel for key appointments</p> <p><b>CEO: Appoint heads (with involvement of trustees and LGB)</b></p> <p><b>CEO: Appoint leadership staff (with involvement of head)</b></p> <p><b>CEO: Appoint central team staff</b></p> <p><b>CEO:</b> Development and performance management of heads (with LGB) and central team</p> <p>Develop strategy and plans for cross-Q1E staff development, e.g. through Teaching School programmes, joint INSET etc</p> <p>Develop Q1E recruitment strategy and staff succession planning strategy</p> <p>Develop Q1E pay and performance policies (recommend to trustees)</p> <p>Operational management of recruitment for Q1E roles and senior school roles</p> <p>Operational support for induction, training, professional development, succession planning and HR across Q1E</p> <p>Approve all recruitment plans and decisions, where schools have in-year deficits</p>	<p><b>Appoint all school staff below leadership level</b></p> <p>Set the school's staffing structure, within budget parameters</p> <p>Staff induction, training and performance management</p> <p>Succession planning at school level</p> <p>Manage staff issues</p> <p><b>Maintain Single Central Record</b></p> <p>Consult CEO on all recruitment plans</p>	<p>Review, challenge and monitor school staff structure for quality, efficiency and affordability</p> <p>Monitor the accuracy and compliance of the Single Central Record of staff</p> <p>Monitor staff matters/issues</p> <p>Support Q1E Executive to make recommendations on pay and performance</p>
<b>Finance</b>	<p><b>Overall responsibility for finance across the Q1E</b></p> <p><b>Approve</b> Q1E budget, annual report and accounts, financial planning and reporting procedures and intervention rules</p> <p>Set financial targets for the trust</p> <p>Set financial operating targets and guidelines for schools</p> <p><b>Approve</b> overall school budgets</p> <p><b>Determine</b> levels of financial authority for CEO, Director of Finance, Heads and others</p>	<p>Develop budget setting processes and priorities across Q1E, and make recommendations to trustees</p> <p>Develop the details of financial intervention rules across Q1E, and make recommendations to trustees</p> <p>Finance support and advice to schools and the Board</p> <p>Accounting, financial planning, treasury and financial systems services for schools</p> <p>Prepare Q1E budget, annual report and accounts</p> <p>Monitor and challenge schools' budget management</p> <p>Proactively seek cost reduction, funding &amp; income generation opportunities for Q1E</p> <p>Ensure consistency of financial management and reporting</p> <p>Scenario planning to inform future financial management</p>	<p>Develop and manage school budget within set parameters (as part of Executive Finance Team)</p> <p>Manage strategic spending priorities</p> <p>Control costs and ensure budget commitments are met</p>	<p>Recommend and challenge the school's spending priorities, within parameters set by the trust</p> <p>Monitor and challenge the impact of the school's spending decisions</p>

	Q1E Board of Trustees	Q1E Executive	Q1E Heads	Local Governing Body (LGB)
<b>Procurement</b>	<b>Approve</b> Q1E-wide procurement plans and decisions	Develop strategy and plans for procurement of larger contracts across Q1E Manage Q1E-level/ cross-school procurement and contract management Monitor school procurement for efficiency and value	School-level procurement – in line with the procurement thresholds specified in the full scheme of delegation of financial powers	Recommend and challenge the school's procurement decisions, and monitor and challenge their impact
<b>Community</b>	Support marketing and PR for Q1E where appropriate	Develop Q1E strategy and plans for communication e.g. Q1E website, social media Undertake Marketing and PR for Q1E Help schools with parent, carer and community relations, marketing and PR Support with handling serious complaints Facilitate a professional learning team to develop citizenship/ enrichment provision across the schools	<b>Responsible for relationships with parents/ carers/ community</b> Undertake school marketing and PR Deal with school complaints (with support from Q1E central team for serious issues as required)	Help develop parent, carer and community relations Support school marketing and PR Support local forums and groups
<b>Premises</b>	<b>Approve</b> major building plans and decisions <b>Approve</b> bids for Condition Improvement Funding	Develop strategy and plans for major building work Manage building projects Monitor and review bids for Condition Improvement Funding Facilitate a professional learning team to develop premises across Q1E	Maintenance of school premises and facilities Recommend premises improvement projects	Monitor maintenance of school premises and facilities
<b>Other</b>	Take responsibility for own professional development, as individual trustees and as a board Monitor trust's arrangements for data protection and ensure a DPO is appointed Maintain trust board register of business and pecuniary interests Nominate a <b>data protection lead trustee</b>	Take responsibility for own professional development individually and as a team of senior professionals Develop strategy and plans for other projects Manage other major projects	Take responsibility for own professional development as headteacher Ensure school staff are aware of and follow all Q1E and school policies	Take responsibility for own professional development as local governors Maintain LGB register of business and pecuniary interests

## D. Financial delegation

A detailed financial scheme of delegation exists as a separate document (and should be read and understood by all trustees and by any local governors with a lead/link finance role). The summary below aims to capture the key authorisation levels.

Authorisation	Trust Board	Finance Committee	CEO	Director of Finance	Headteacher
Approve annual school budget	✓				
Approve year end accounts	✓				
Approve virements between budget headings	£50k+	£20k-50k	£10k-20k		Under £10k
Approve any borrowing	✓*				
Open any bank account and approve/vary signatures	✓				
Signatories for cheques, BACS payments, bank transfers, ESFA grant claims and returns (2 signatories)				✓	✓
Authorise invoices	£100k+		£30k-£100k	£10k-30k	Up to £10k
Bank cards and online banking up to £5,000				✓	✓
Approve payments to heads, i.e. reimbursement for purchases on behalf of school or personal expenses			✓	✓	
Novel or contentious payments	✓*				
Special payments, incl. severance and compensation	Up to £49,999 (£50k+*)				
Sign contracts	£100k up to EU threshold: 4 tenders			Up to £5k (1 quote); £5k-10k (2 quotes); £10k-50k (3 quotes); £50k-£100k (3 tenders)	
Official orders for the purchase of goods and services	£50k+		£30k-50k	£10k-£30k	Up to £10k (school budget holders up to £2k)
Unbudgeted expenditure	£30k+ (within trust's reserves)		£5k-30k	Up to £5k	
Approve capital projects	✓				
Collection of income			£100k+**	£10k-100k	Up to £10k (SBM up to £5k)
Write off bad debts	£10k+		£1k-10k	Up to £1k	
Authorise items (assets) for disposal	£45k+		£10k-45k	£1k-10k	Up to £1k

\* must gain ESFA approval    \*\* must be reported to trust board