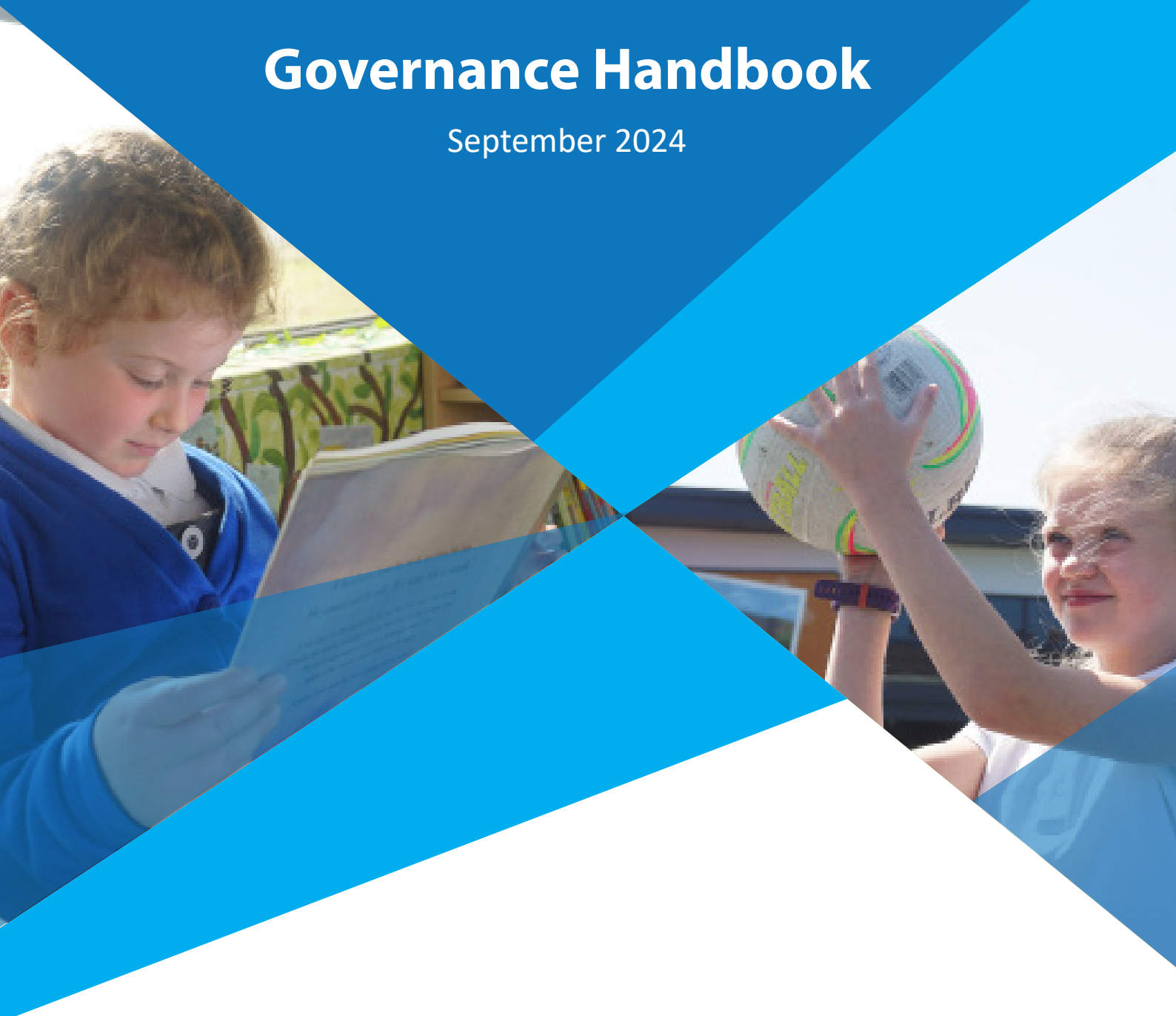




**LEADING THE WAY
FOR GENERATIONS**

Governance Handbook

September 2024



Reviewed annually: Trustee Review September 2025

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**LEADING THE WAY
FOR GENERATIONS**

Governance Structure 2024 -2025

1. Introduction

The Members of Stanley Learning Partnership (SLP) are required to approve a governance structure for the Trust on an annual basis.

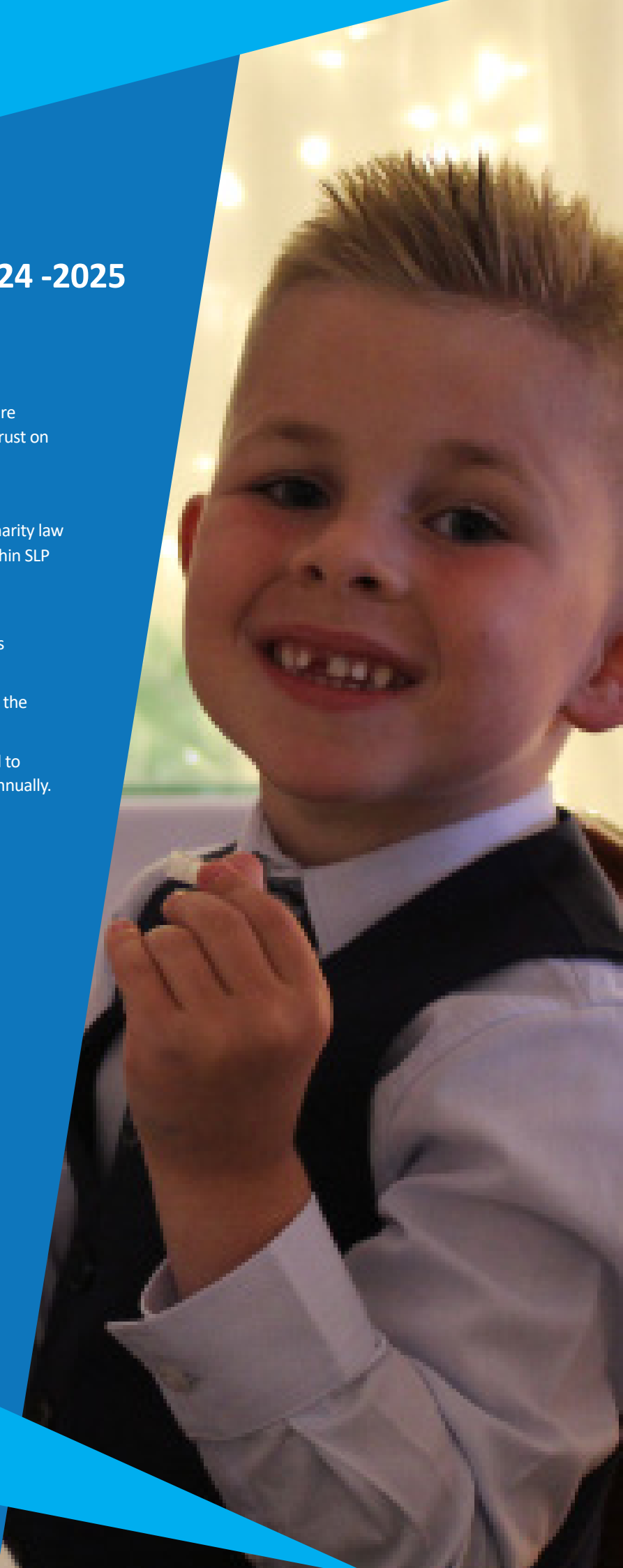
The governance structure must be;

- compliant with DfE requirements, company and charity law
- scalable and so adaptable to growth or change within SLP
- reviewed annually by members

The proposed structure complies with the Academies Financial Handbook and the Articles of Association.

All members, trustees and governors must adhere to the 'Nolan Principles' of public life.

All members, trustees and governors are encouraged to attend training regularly and review training needs annually. This training will be arranged by the Trust.



Central Office Team



Mark Stewart
Chief Executive
Officer



Neil Burn
Director of
Education



Janet Willis
Chief Financial
Officer



Wendy Nichol
Human Resources
Manager



Dan Coombe
Marketing and
Communications
Manager



Ian French
Assets and Capital
Projects Manager



Ruth Slavin
Catering Manager

Central Office Team



Michelle Johnson
Executive Support



Connor Price
School Games
Organiser



Kev Hall
Maintenance
Technician



Neil Willis
IT Technician



Kay McArdle
Executive Support



Nadia Huntrod
HR Support

2. Constitution and Remit of the Trustee Board

The Trustee Board will have trustees made up as follows:

- A chair of trustees
- A vice chair of trustees
- A finance trustee
- A school improvement trustee
- The chief executive officer (CEO)
- Trustees holding responsibilities as in the scheme of delegation, health and safety/assets/ early years, behaviour, staff wellbeing, curriculum and children's personal development, attendance, SEND and safeguarding.

The DOE is a member of the schools standards committee.

The CEO is also the accounting officer.

Standard agenda items at all full Trustee Board meetings will include: safeguarding, health and safety, standards and progress, quality of teaching and learning, behaviour and attendance, admissions, school reviews and any proposed restructures, monitoring, reports from sub-committees, strategic leadership team reports.

The Headteachers may attend all meetings of any committee established by the Trust but in some instances this may only be in an advisory capacity. When an issue is being discussed which directly affects a headteacher, he/she must, as with any other trustee/governor in a similar position, declare an interest and physically withdraw from the meeting.

Any trustee may attend meetings of any of the Trust, local governing (LGBs) and committees.

The legal minimum quorum for committee meetings is three voting trustees.

Co-opted strategic leadership representatives may

be appointed to a committee by the trust board and may be given voting rights although a majority of the members serving on the committee must always be trustees.

The appointed clerk (the governance employee) will undertake the clerking of the board and its committees.

The minutes shall be included as an agenda item for consideration at the next meeting of the full board where appropriate.

All decisions made by committees with delegated powers must be reported to the next full meeting of the board. If the minutes are not finalised, a brief statement of the conclusions reached should be given.

The chair of each sub-committee will be elected at the first meeting of the academic year. This appointment must be ratified by the trustees before taking up the post.

The term of office for any trustee shall be as per the scheme of delegation - Appendix A.

The terms of reference for each committee will be presented to the board for approval at its first meeting in the new academic year.

The membership of the sub-committees of the board must contain at least three trustees.

Additional sub-committees or working parties may be convened to deal with particular projects that arise.

The board of trustees will have the following sub-committees:

- Finance resources and appointments panel
- Audit and risk
- School standards

Members



Mr Tom Harpe
Chair of Trustees



**Mrs Rose
Bainbridge**



Mr Stephen Down



Mr Harry Broome

Trustees



Mr Alan Gibson
Chair of Trustees



Mrs Jeanine Marshall



Mr Eric Dodd



Mr Richard Parnell



Mrs Vicky Atkinson



Mrs Laura Tullock

Trustees



Mrs Clare O'Keeffe



**Mr Mark Stewart
(CEO)**



LEADING THE WAY
FOR GENERATIONS



3. Delegated Powers of Stanley Learning Partnership (SLP)

The Executive Leadership Team (CEO, DoE, CFO) has a strategic role in the running of the schools that make up SLP Multi-Academy Trust.

The Trust may (subject to the articles of association) delegate to any committee (including LGBs) and any trustee holding an executive office, such of their powers or functions as they consider desirable to be exercised by them.

The Trust has approved a scheme of delegation in the appendices below.

Any delegated decision must be reported to the next full trustee meeting.

4. Powers and Responsibilities retained by the Trustee Board

In exercising their strategic role, the trustee board will retain exclusive responsibility for the following:

- Delivery of the Trust's charitable objects for the public benefit.
- Ensuring compliance with the Trust's duties under company law and charity law and agreements made with the DfE, including the Funding Agreement.
- The determination of the educational character and mission of the Trust.
- Ensuring the solvency of the Trust company and charity, safeguarding its assets and delivering its charitable outcomes.
- The appointment or dismissal of the following roles: CEO, Deputy CEO, Headteacher or Head of School (where appointed). In the case of Headteachers, representatives from the LGBs will also be involved.
- Ensuring the continued charitable status of the Trust.
- Setting key strategic objectives and targets and reviewing performance against these.
- Determining the Trust development plan and reviewing school development plans.
- Determination of the establishment, constitution, membership, proceedings and delegated powers and functions of the governing body and committees and their annual review and revision.
- The approval of all statutory policies across the Trust as well as those additional policies that are common to all schools within the Trust.
- The approval of annual estimates of income and expenditure for the Trust at the beginning of the academic year.
- Approve the appointment/resignation of the auditors for the Trust on an annual basis.
- The approval of the Trust year end accounts.
- Delegate power to the CEO and SLP employees for entering into all contracts on behalf of SLP.
- Authorise expenditure or income in line with the scheme of delegation.
- Authorise the opening of a bank account.
- Approve the pay structure for SLP.
- Trustees retain the right to intervene as appropriate in any school at risk of underperformance.
- Delegate the power to the CEO and headteachers to network and liaise with other potential schools for conversion or sponsor school status and will receive relevant information in which to ratify findings.
- Delegate the power to the CEO to handle any media or marketing/promotional strategies in relation to general trust business (including during the process of acceptance of newly converted or sponsored schools).
- Any other duties that may arise.

5. Finance, Resources and Appointments committee structure

5.1 Purpose

The finance, resources and appointments committee will be responsible for the day to day financial management, as well as the appointment of volunteer governance positions of the school to include:

- Assisting the decision making process of the trustees by enabling more detailed consideration to be given to the school's finances and resources.
- Ensuring the annual accounts are produced in accordance with the requirements of company and charity law and regulation.
- Reporting directly to the Trustee Board.
- Compliance with financial regulations and standing orders of the Trust.
- Considering all personnel management procedures.
- To determine the salary of the leadership members of staff.
- To make recommendations on these matters to the Board of Trustees.
- To ratify any relevant governance appointments at Trustee Board and Local Governing Body Level.

5.2 Membership

The membership of the committee will be agreed on an annual basis. The CEO of the school is an ex-officio member of the committee.

The membership shall be made up of initially 3 named trustees including ex-officio members with capacity to grow as more schools join the Trust:

- The chair and/or vice chair of the trustee board
- Trustees (three) nominated by the Trustee board
- CEO

5.3 Attendance at finance, resources and appointments committee meetings

The committee may invite attendance at meetings from persons who are not trustees to assist or advise on a particular matter or range of issues.

The Chief Financial Officer or his/her representative will attend all finance and resources committee meetings as an adviser.

5.4 Quorum

The quorum is the majority of the trustee members of the committee.

5.5 Voting at committee meetings

Only members of the committee may vote at committee meetings.

The chair will have a casting vote.

5.6 Appointment of chair

The chair of each sub-committee will be elected at the first meeting of the academic year. This appointment must be ratified by the trustees before taking up the post. No trustee who is employed by SLP will act as chair to the committee. In the absence of the chair, the committee will elect a temporary replacement from among the trustees present at the meeting subject to the above.

5.7 Clerk

The clerk of the committee will be provided by SLP. In the absence of the clerk, the committee will appoint a replacement clerk for the meeting. The clerk will circulate an agenda and papers for each meeting at least one week before the committee meeting.

5.8 Recording and reporting the proceedings of committee meetings

The clerk will record attendance at meetings, issues discussed and recommendations for decisions. The written record will be forwarded by the clerk to the committee, to the clerk to the trustee board, in sufficient time for it to be included in the agenda and papers for the next meeting of the trustee board. This is to meet the statutory requirement to provide information to the whole trustee board and to seek ratification of decisions and recommendations in line with the scheme of delegation.

The chair of the committee will be responsible for giving an oral summary of the committee's deliberations if necessary at meetings of the trustee board.

5.9 Frequency of meetings and programme of work

The committee will meet as often as is necessary to fulfil its responsibilities and at least once each term.

The chair of the committee should meet with the chair of the trust and the CEO in conjunction with the CFO to plan work in relation to the Trust Development Plan.



5.10 Appointments panel

Trustees are appointed to the finance resources and appointments committee by the full trustee board and will serve a term of four years. After which they must re-apply.

5.11 Review date

This committee's meeting arrangements and terms of reference will be reviewed annually by the Trust Board.



6. Audit and Risk committee structure

6.1 Purpose

The audit and risk committee is responsible for providing assurance to the trust board over the suitability of and compliance with, its financial systems and operational controls. It is responsible for ensuring the adequacy and effectiveness of the Trust's systems of internal control, risk management, informing the statement of internal control of the Trust, and agreeing a programme of internal audit work, to provide assurance to the external audit process.

The committee has delegated responsibility from the trust board for ensuring that there is a framework for accountability; for examining and reviewing all systems and methods of control both financial and otherwise including risk analysis and risk management; and for ensuring the charitable trust is complying with all aspects of the law, relevant regulations and good practice.

6.2 Membership

The membership of the committee will be agreed by the board on an annual basis.

The committee will comprise at least three trustees.

Committee members will be appointed by the board.

The committee will comprise of all independent non-executive members of the board. Ideally at least one should have some recent and relevant financial experience.

No employee of SLP may be a member of this committee.

The chair of the board and the chair of the finance and resources committee may not be members of the audit committee.

6.3 Attendance at audit committee meetings

The accounting officer (CEO) and other relevant senior staff should routinely attend the committee to provide information and participate in discussions but should not participate as a member.

The committee may invite attendance at meetings from persons who are not members of the committee such as, CFO, HR manager, and auditors to assist or advise when appropriate.

6.4 Quorum

The quorum is the majority of the trustee members of the committee.

6.5 Voting at committee meetings

Only members of the committee may vote at committee meetings. The chair will have a casting vote.

6.6 Appointment of chair

The chair of each sub-committee will be elected at the first meeting of the academic year. This appointment must be ratified by the trustees before taking up the post.

In the absence of the chair, the committee will elect a temporary replacement from among the members present at the meeting.

No trustee who is employed by SLP will act as chair of the committee.

6.7 Clerk

The clerk of the committee will be provided by SLP. In the absence of the clerk, the committee will appoint a replacement clerk for the meeting. The clerk will circulate an agenda and papers for each meeting at least one week before the committee meeting.

6.8 Recording and reporting the proceedings of committee meetings

The clerk will record attendance at meetings, issues discussed and recommendations for decisions. The written record will be forwarded by the clerk to the committee, to the clerk to the trustee board, in sufficient time for it to be included in the agenda and papers for the next meeting of the trustee board. This is to meet the statutory requirement to provide information to the whole Board of Trustees and to seek ratification of decisions and recommendations. in line with the scheme of delegation.

The chair of the committee will be responsible for giving an oral summary of the committee's deliberations if necessary at meetings of the trustee board.

6.9 Frequency of meetings

The committee will meet as often as is necessary to fulfil its responsibilities and at least twice per year. For example, meeting once at the beginning to agree the programme of work and once at the end to review.

The external auditors and/ or responsible officer may request a meeting of the committee at any time.

6.10 Review date

This committee's meeting arrangements and terms of reference will be reviewed annually by the trustee board.

6.11 Authority

The audit committee is authorised to;

- obtain appropriate external legal and other professional advice in order to fulfil its responsibility to the trustee board
- investigate on behalf of the trustee board anything that threatens or adversely affects the accomplishment of the charity's aims and objectives; its assets; the reliability of all records and information; and its compliance with all relevant laws, regulations, policies and its governing instruments
- obtain, at the company's expense, outside legal or other professional advice on any matter within its terms of reference.
- All Trust members and staff are directed to co-operate with any request made by the audit committee.

7. School Standards Committee

7.1 Purpose

The principal function of this committee is to monitor the progress and attainment of children taught within SLP schools.

The principal aim is to ensure that progress and attainment is consonant with, and approximate to, an Ofsted grading of at least “Good” for every school.

In pursuing this aim, the committee shall construct key performance indicators (KPIs) for a variety of target outcomes. The committee shall gather and interpret evidence and data relating to these outcomes.

A subsidiary outcome is that the body of evidence allows SLP to construct a picture of its overall performance and to identify differences between schools.

7.2 Membership

Membership is made up of the Chair, Director of Education and two trustees.

8. Pay Review Committee at Local Governing Body Level

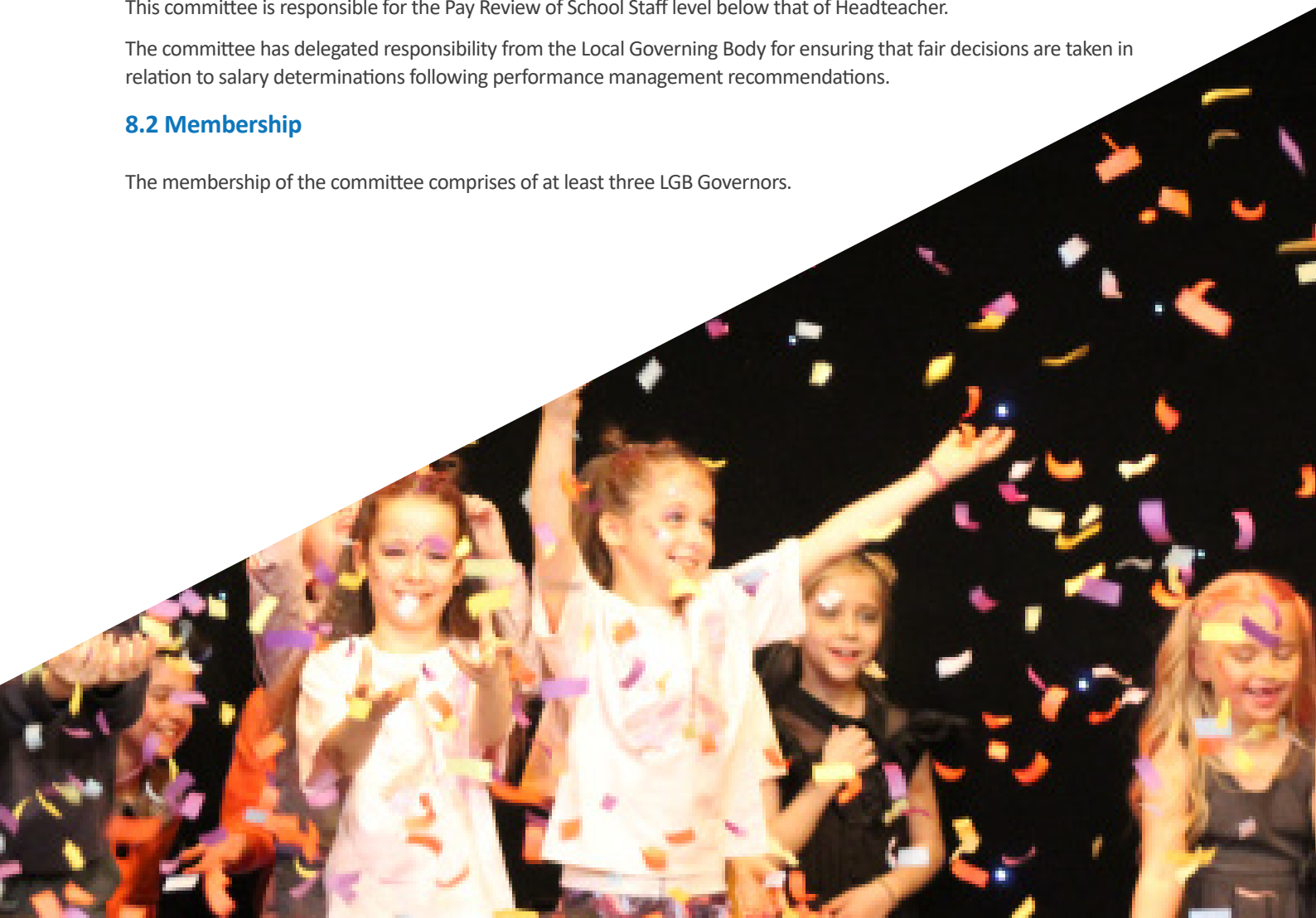
8.1 Purpose

This committee is responsible for the Pay Review of School Staff level below that of Headteacher.

The committee has delegated responsibility from the Local Governing Body for ensuring that fair decisions are taken in relation to salary determinations following performance management recommendations.

8.2 Membership

The membership of the committee comprises of at least three LGB Governors.



9. Relationship between the Trustee Board and the Local Governing Body

The Trust Board will delegate some power to its sub-committees and LGBs

LGBs will have delegated power to monitor the role of their school at an operational day to day level and to monitor and review:

- The management and organisation of the school.
- The implementation of the decisions of the board and school standards committee.
- Performance in relation to targets approved by the trustee board.
- The implementation of policies as stated in the policy schedule approved by the trustee board.

Every meeting of the LGB will consider, as a minimum, the well-being of the children, health and safety, safeguarding, standards and progress, staffing or other issues, data analysis, curriculum, attendance, behaviour and finance.

They will also be in receipt of any statutory updates.

Finance issues which require further detailed consideration will be referred by the LGB to the CFO, who will consult with the relevant staff, in line with the scheme of delegation, to determine whether the matter is referred to the relevant Trust sub-committee.

It is not proposed that the LGB will have any standing sub-committees. However, it may be necessary from time to time by agreement with the chair to establish a single purpose working party of the LGB in order to deal with an issue that cannot be dealt with adequately in one of its scheduled meetings.

The 'normal' termly schedule of meetings across the Trust will be agreed centrally in order to ensure all relevant people can attend and that all reports are available.

The LGB will report to the board (via the school standards committee if appropriate) its advice and recommendations.

10. Local Governing Body structure (LGB)

Membership & Composition

The membership of the LGB will be agreed on an annual basis as per the scheme of delegation. The Headteacher for a school is an ex-officio member of the LGB.

10.1 Attendance at LGB meetings

The LGB may invite attendance at meetings from persons who are not trustees/governors to assist or advise on a particular matter or range of issues.

Composition

The minimum size is 6 and the maximum size is 8, unless there are exceptional circumstances. Such circumstances would be where a school joins the MAT with an established and successful governing body (this will reduce to 8 over an appropriate period of time).

Roles

Headteacher, staff governor (either one teaching or one non teaching), minimum two parent governors, minimum two trust appointed governors.

The local governing body will be responsible for electing a Chair and Vice Chair. A staff governor cannot be the Chair or Vice Chair. These roles will look to cover the following areas: Human resources, health and safety, buildings and premises, teaching and learning.

10.2 Quorum

The quorum is half of the governors in post on the LGB.

10.3 Voting at LGB meetings

Only members of the LGB may vote at its meetings. The chair will have a casting vote.

10.4 Appointment of chair

The chair of each LGB will be elected at the first meeting of the academic year. This appointment must be ratified by the members before taking up the post.

No trustee/governor who is employed by the Trust will act as chair to the LGB.

In the absence of the chair the LGB will elect a temporary replacement from among the trustees/governors present at the meeting subject to the above.

10.5 Clerk

The clerk of the LGB will be the a member of the governance team or school staff. In the absence of the clerk the LGB will appoint a replacement clerk for the meeting. The clerk will circulate an agenda and papers for each meeting at least a week before the LGB meeting.

10.6 Recording and reporting the proceedings of LGB meetings

The clerk will record attendance at meetings. Issues discussed and recommendations for decisions will be recorded. The written record will be forwarded by the clerk of the LGB to the clerk to the Trustee Board within seven working days for it to be included in the agenda and papers for the next meeting of the Trustee Board. This is to meet the statutory requirement to provide information to the whole Trustee Board and to seek ratification of decisions and recommendations.

10.7 Frequency of meetings and programme of work

As there is a decline in the number of Committee Meetings that Governors will attend, there is an expectation that the Local Governing Body will meet at least 6 times a year. There will be 3 termly meetings and at least 3 additional 'Special Meetings' held over the course of the academic year.

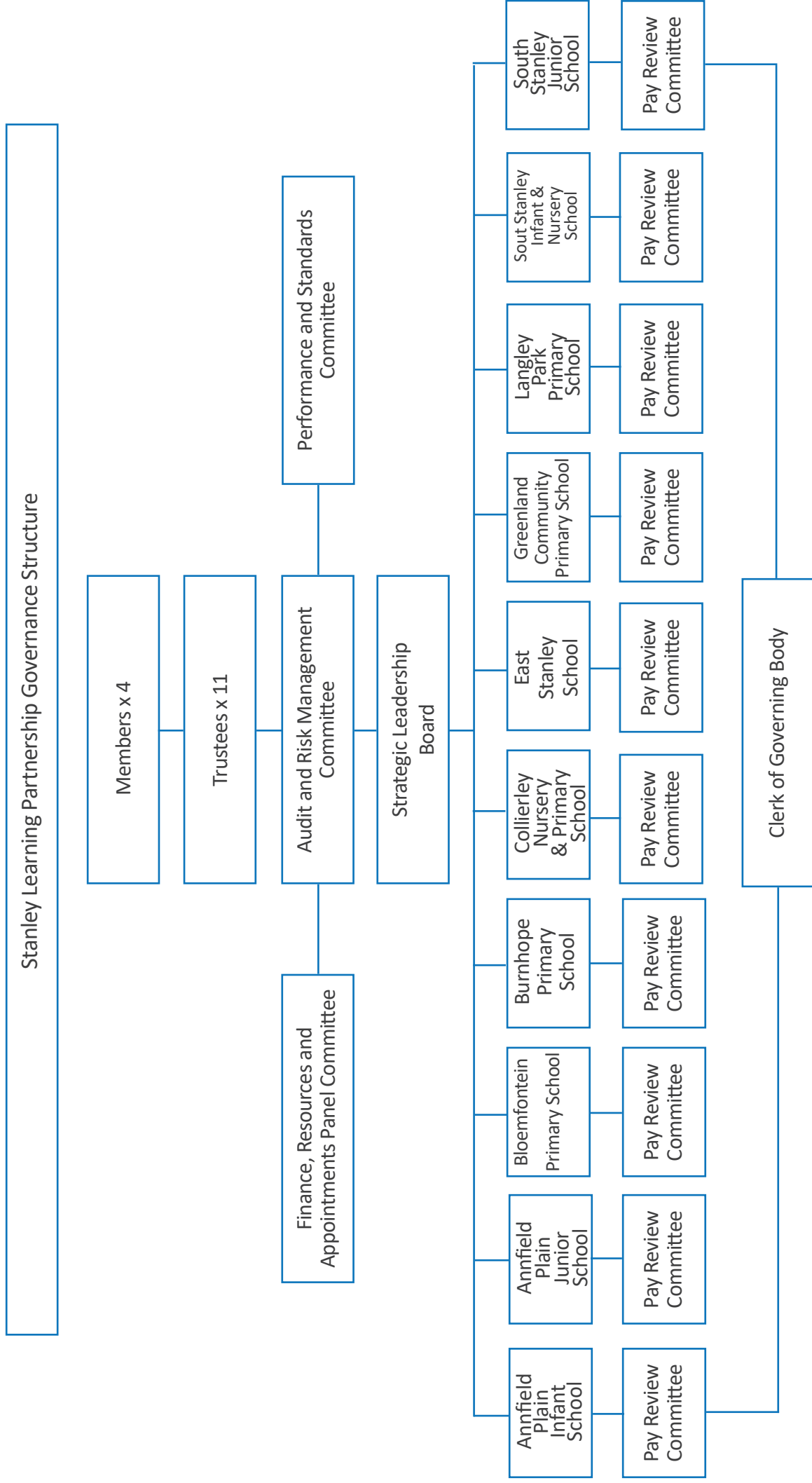
The 3 additional meeting will very much focus on the key areas of Curriculum, Performance and Data and will also help Governors to become fully acquainted with the ethos and general environment of the school.

10.8 Review date

The LGB meeting arrangements and terms of reference will be reviewed annually.



Appendix A - Delegation of responsibilities: Scheme of Delegation



Members

Responsibility and Remit

Members are responsible for:

- Sign off the articles of association.
- Power to appoint and remove the trustees and governors.
- Secure the highest standards of accountability from trustees for the provision of education for all pupils in the MAT.

Composition

Three or five members at any one time.

How appointed

By agreement of the current members.

Trustees

Responsibility and Remit

Trustees are responsible for:

- Delivering the charitable objects of the Trust
- Strategically controlling the organisation and managing the charitable assets

Composition

Maximum eleven although co-opted members can be appointed to the board in line with identified business needs on an as needs basis with agreement of members. No more than one third of trustees can be employees of the Trust.

Roles

- Chair including vision and ethos, community
- Vice chair
- CEO (ex-officio)
- Deputy CEOs (ex-officio) if applicable
- Leadership of achievement and standards including achievement of pupils in receipt of pupil premium
- Leadership/design/cost of the curriculum
- Leadership of teaching and learning
- Leadership of safeguarding, pastoral care and personal development
- Leadership of the provision for pupils with SEN and those who are in the care of the local authority.
- Financial management/business, human resources and health and safety
- Buildings and premises

How appointed

The CEO and Deputy CEOs are ex-officio members of the Trustee Board. The Trustee Board will nominate one chair of a LGB to apply to the appointments committee to become a co-opted trustee. The remaining trustees will be recruited according to skills and expertise. All trustees are appointed by members.

Term of Office

Strategic Leadership representatives are appointed by the trustees to the board as co-opted members for one year. All other trustees appointed by the board will have terms of office for 4 years and may be re-appointed a maximum of three times. In exceptional circumstances, the members may allow this to be extended.

Local Governing Bodies

Responsibility and Remit

The trustees are responsible for the performance of each of the schools in the MAT. However a range of responsibilities may be delegated to its committees. The level of responsibility delegated is highly dependent upon the strength and capacity of the school. Powers will be delegated to the LGB dependent on either their most recent Ofsted grade or internal review by the MAT.

Delegated Powers

All schools within the MAT will be subject to annual review. Where a school joins the MAT with grade four from Ofsted/MAT review, the governing body will be replaced by an interim executive board (IEB). The governors appointment panel within the Finance and Resources Committee will be responsible for determining the members of the IEB and some members may be from the original governing body of the school where their skills will add to capacity.

Where a school joins the MAT with grade three or grade two from Ofsted/MAT review, with some significant elements of weakness, then the LGB will have some delegated responsibilities and a clear remit to provide support and advice to the head of school/headteacher. All governors of a school joining the MAT will re-apply to be governors within 12 months of joining.

Where a school joins the MAT and the most recent Ofsted/MAT review grade is two with no significant areas of weakness or grade one, then the LGB will have fully delegated responsibilities with the exception of finance, although they will be invited to work in partnership with the financial team and trustees in planning the school budget.

Composition

Maximum size is 8, unless there are exceptional circumstances. Such circumstances would be where a school joins the MAT with an established and successful governing body (this will reduce to 8 over an appropriate period of time).

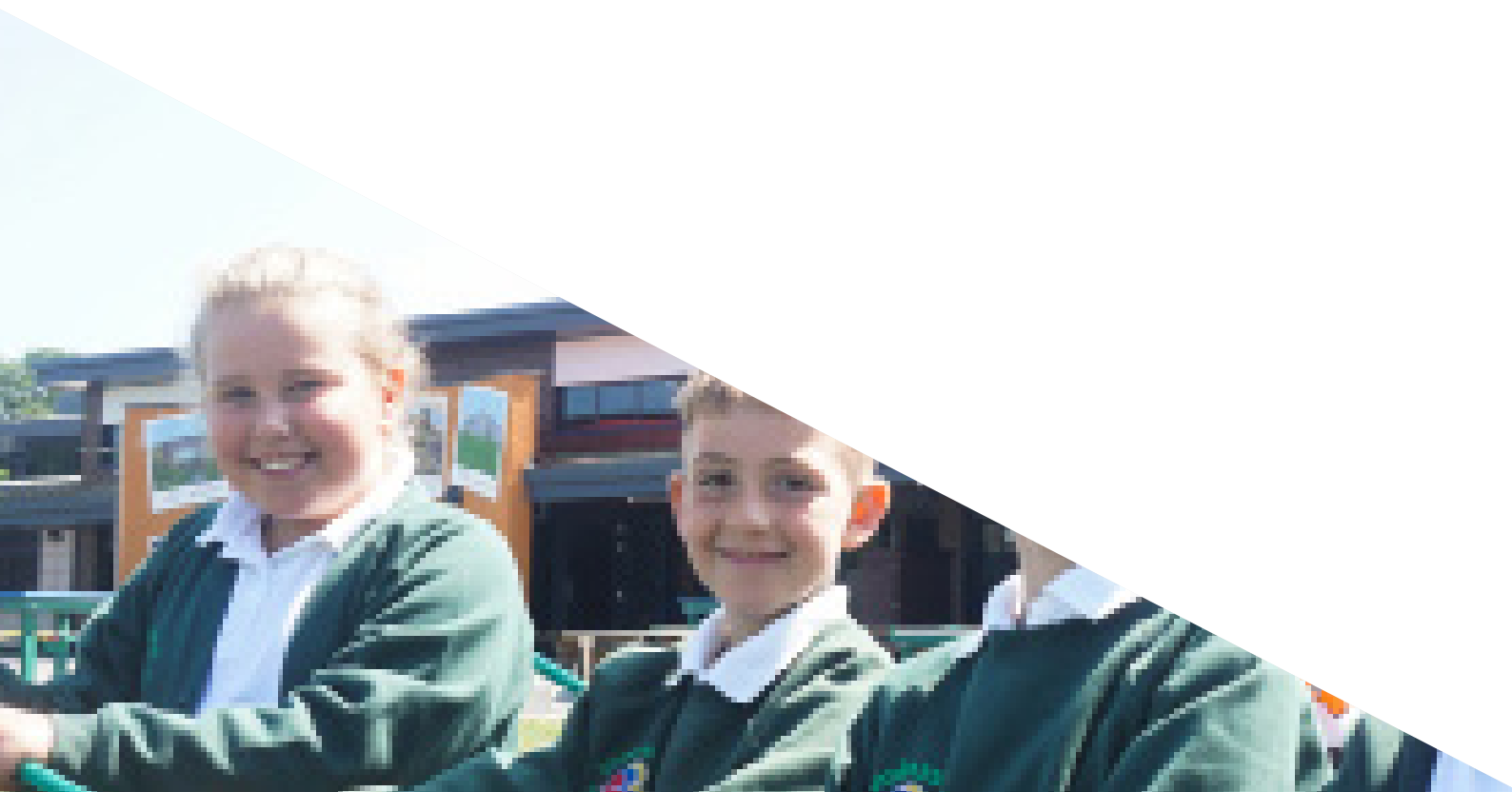
Roles

- Chair including vision and ethos, community
- Vice Chair
- Headteacher
- General governors
- 2x parent governor
- 2 x staff governors (one teaching and one non-teaching) in schools with more than 150 students. If the number of students is less than 150 then schools may appoint one staff governor.

These roles will look to cover the following areas:

- Human resources
- Safeguarding / health and safety
- Buildings and premises
- Teaching and learning
- Safeguarding
- Special educational needs
- School and community engagement
- Attendance and behaviour

The LGB may appoint persons who are employed at the school as staff governors to serve on the LGB, provided that the total number of such persons (including the headteacher) does not exceed one third of the total number of persons on the LGB. The positions held by those employed at the school (e.g. teaching and non-teaching) may be taken into account when considering appointments.



Composition of Local Governing Bodies

| Type of Member | Number | Term of Office | How They Are Elected |
|---|----------|----------------|--|
| Trustee (Can attend LGB meetings but must give prior notice to LGB) | Up to 11 | Ex Officio | Has the right to attend. Not officially part of the Instrument of Government |
| Headteacher of relevant school | 1 | Ex Officio | N/A – by appointment as Headteacher. |
| General governors including chair and vice chair | 3 | 4 years | Once established. LGBs can appoint |
| Teaching staff Governor | 1 | 4 years | Teacher election – secret ballot to be organised by the relevant school. |
| Support staff Governor | 1 | 4 years | Support staff election – secret ballot to be organised by the relevant school. |
| Parent Governor | 2 | 4 years | Parent election – secret ballot to be organised by the relevant school. |

Appointments and Establishment Control

All appointment panels must contain at least one member who has undertaken Safer Recruitment Training. The CEO may nominate an alternative representative if they are unavailable to make up a panel. All applications will be processed through the HR function of the Trust.

| Matter involving | Appointed By |
|--|---|
| CEO | Full Trustee Board |
| Director of Education / CFO | CEO, Trustees |
| Headteacher | CEO, Director of Education, Trustee, LGB |
| Deputy Head / Assistant HTs | Director of Education, Headteacher and LGB. |
| Senior Managers within Central Services | CEO / DoE / CFO |
| All teaching and pupil/classroom-based support posts | Headteacher (or nominated representative), LGB. |
| Central Service team support roles (ESO, catering, cleaning, site, etc.) | Senior Manager / CFO |
| Establishment Control | Delegated to |
| Establishing a permanent post with annual salary of less than £50,000 pa | CEO / CFO |
| Establishing a permanent post with an annual salary at or exceeding £50,000 pa | CEO / Trustee |
| Establishing a temporary/fixed term role up to 2 years | Headteacher / CFO / HRM |

| the following delegation model shall apply: | | |
|--|---|------------------------------|
| <p>Capability (professional competence)</p> <p>Capability (Ill-health)</p> <p>Conduct (Disciplinary)</p> <p>Grievance</p> <p>Redundancy (Trustees will have determined that there are grounds for redundancy)</p> | | |
| Matter involving | Delegated Authority | Appeal |
| CEO | 3 Executive Trustees | Trustees (new panel) |
| Directors (Education; CFO) | CEO | Trustees |
| Headteachers/ Deputy Headteachers | Director of Education & Chair of Governors | CEO / Trustees |
| All other school-based posts | Headteacher / DoE | Local Governing Body members |
| Senior Managers within Central Services | CFO / CEO | Trustees |
| All other Central Service Team support roles | Senior Manager / CFO | CEO / Trustees |
| Matter involving | Delegated Authority | |
| Restructures & Reorganisation | CEO / Trustees | |
| Revisions to Pay and Conditions | CEO / Trustees | |
| Authorisation of redundancy and/or early retirement payments | CFO / CEO | |
| Regrading / redesignation / increase in hours | CFO / CEO | |
| Statutory provisions (policy compliance; People & Place) | HRM / C&AM / CEO | |

EXIT PROVISIONS

| Ex-gratia/Termination Payments | Delegated Authority |
|--|-------------------------------------|
| <i>Non-contractual</i> ex-gratia payments up to and including: £ 20,000 | CEO & CFO |
| <i>Non-contractual</i> ex-gratia payments in excess of: £ 20,000 | CEO and CFO, plus Chair of Trustees |
| <i>Non-contractual</i> ex-gratia payments including and in excess of: £ 50,000 | As above, plus ESFA/HM Treasury |

DISCIPLINARY CASES AND DISMISSALS

| Performance Management | Delegated Authority |
|---|---|
| Trustees | Performance Management Sub-Committee |
| CEO | 3 of Executive Trustees / Trustees |
| COO/ MCM/Finance Director/HR lead | CEO |
| Headteacher | CEO plus Chair of Governors |
| Deputy Head | CEO, Headteacher, plus trustees and Director of Education. |
| All other School posts | In accordance with the list of agreed Reviewers approved by the school headteacher. |
| Staffing restructures | Trustees, CEO, Headteacher, HR, Chair of LGB (working within financial parameters) |
| Re-grading/Re-designation/increase in hours | Trustee Board on recommendation of CEO & CFO |
| Creation of permanent new posts with salary above £55,000 | Trustees |
| Creation of permanent new posts with salary between £20,000 and £55,000 | CEO |
| Creation of permanent new posts with salary below £20,000 | Headteacher |
| Creation of temporary new posts of up to 1 year | Headteacher on recommendation from CEO or HR manager |
| Revisions to Pay and Conditions | Trustees |
| Decision to make Redundancies | Trustees on recommendation from school LGB, CEO and HR manager |
| Authorisation of redundancy/early retirement payments | CEO with HR manager so long as redundancies were approved by Trustee Board |
| Administration of employment contracts, pay and conditions of services (with the exception of previous delegated authorities) | HR manager or CEO in infancy stages |

N.B – Any other delegated Authority not described above would need to be referred to the Trustees. The term ‘Headteacher’ will include Acting Headteacher

Appendix B - Scheme of financial delegation

FINANCE

The Trust financial model – The centralised financial model has been developed to maximise efficiency and greater value for money through economy and effective management of resources providing complete transparency and accurate financial management throughout the trust. Central costs and professional services are managed by SLP allowing individual schools to manage and control delegated funding to focus on key educational outcomes.

The Trust's financial handbook will determine financial policies, responsibilities and levels of authority which will reflect the nature/context of each school within the Trust. All matters in relation to capital, insurance, investments, leases and land will be reserved for the Trust and any specific income generation or school specific grant funding will be invested in the education of the applicable school. Financial support will be delivered through business support partners who will directly support schools with the budget setting process, management accounts including long term strategic planning ensuring local school objectives are achievable.

Budget responsibility and setting process - All school and consolidated group accounts must be submitted to the Trustee Board for approval by 30 June each year. Indicative budgets must be in place by March each year. All budget information is to be provided using the Trust model template and will include a five year medium term plan reflecting future development aims and known revenue streams. The Trust CFO and finance team will support local schools during the budget setting process and will be ultimately responsible for the presentation of the consolidated group accounts to the Trustee board.





FINANCIAL LEVELS OF AUTHORITY

| Delegated Duty | Value | Delegated Authority | Comment |
|-------------------|---|------------------------------------|---|
| | As agreed by Trustees | As agreed by Trustees | As agreed by Trustees |
| School level | Up to £5,000 – to be agreed dependent on size of school budget | Headteacher & CFO | If within approved budget level Orders up to £10,000 at least a single written quotation is required Orders over £10,001 and up to £25,000 require 3 written quotations schools with significant budgeting pressure will be required to consult with the CFO for orders over £5,000. |
| School level | £10,000 - £49,999 | CEO, CFO, Headteacher | If within approved budget level. Orders over £50,000 to be put out to tender |
| Whole Trust level | £50,000 - £99,999 | CEO, Trustees, CFO | Three written quotations |
| Whole Trust level | £100,000 and above | Trust Board (2 signatures), CEO | Orders over £1,000,000 to be put out to tender |

| Delegated Duty | Value | Delegated Authority | Comment |
|---|---------------|--|--|
| Authorising monthly salary payments | Unlimited | CEO or CFO | Report to Board on any anomalies |
| Delegated Duty | Value | Delegated Authority | Comment |
| Signatures for Cheques | Any amounts | Any two signatures in accordance with the Bank Mandate | Headteachers, Deputy Headteachers, CEO & CFO |
| Delegated Duty | Value | Delegated Authority | Comment |
| Signatories for grant claims and DfE Returns | Unlimited | CFO and one of the following: Chair of Trustees CEO | Two signatories, or as required by DfE / ESFA. |
| Delegated Duty | Value | Delegated Authority | Comment |
| Virement of budget provision between budget heads | Within Trust | CEO if virement from Trust | All virements to be reported in monthly Management accounts Trustee Board meetings. |
| | Up to £50,000 | CEO & CFO | Reported to trustee finance meeting. |
| | Over £50,000 | Trustee Board member & CEO & CFO | Reported to Trustee Board. |

| Delegated Duty | Value | Delegated Authority | Comment |
|--------------------|---------------|----------------------------------|---|
| Disposal of assets | Up to £20,000 | CEO and CFO | CFO to report to Trustee Board |
| | Over £20,000 | CEO, Trustee Board, CFO, and DfE | DfE approval required for disposal of assets funded with more than £20,000 of DfE grant or transferred from the LA at nominal consideration |

| Delegated Duty | Value | Delegated Authority | Comment |
|---------------------|-------------|-----------------------|----------------------------|
| Write-off bad debts | Up to £1000 | CEO and CFO | Report to finance trustees |
| | Over £1,000 | CFO and Trustee Board | Report to Trustee Board |

| Delegated Duty | Value | Delegated Authority | Comment |
|---------------------------------|-------------|----------------------------|---|
| Write-off overpayments to staff | Up to £1000 | CEO and CFO | Report to HR who reports to Trustee Board |
| | Over £1000 | CEO, CFO and Trustee Board | Report to Trustee Board |

| Delegated Duty | Value | Delegated Authority | Comment |
|---|-------|---|--------------------------|
| Purchase or sale of freehold property | Any | Trustee Board, CEO & CFO plus DfE approval required | Report to Trustee Board. |
| Granting or taking up of any leasehold or tenancy agreement exceeding 3 years | Any | Trustee Board, CEO & CFO plus DfE approval required | Report to Trustee Board. |
| Any guarantees, indemnities and letters of comfort entered into | Any | Trustee Board, CEO & CFO plus DfE approval required | Report to Trustee Board. |
| Ex-gratia payments | Any | Trustee Board, CEO & CFO plus DfE approval required | Report to Trustee Board. |



Appendix C - Guidance: the role and remit of the Local Governing Body (LGB)

This document for the local governing body (LGB) supplements the overarching scheme of delegation for Stanley Learning Partnership (SLP).

The LGB will play a crucial part in both supporting and challenging the school through their role as critical friend to the senior leadership team. LGBs that are able to fulfil this role are a vital component in demonstrating the effective leadership of the school and through their work, local governors must know if all the pupils at the school are making progress at least at the rate that is expected of them.

The LGB will be supported and developed by SLP to ensure that governance is judged to be at least good by Ofsted. This is because we know that where governance is strong, standards of attainment are likely to be higher because pupils are well known and supported to be their best, the quality of teaching is a constant focus of attention, and the leadership of the school is held to account for the performance and well-being of the children at the school.

SLP is fully committed to the development of effective governance through LGBs and will provide training to assist governors in meeting the expectations below. In addition and where applicable, additional governors will be sought to add to the expertise of the LGB of any particular school.

Discussion will take place with the existing school governing body on the right membership, size and structure for the new school LGB using the model structure in the scheme of delegation.

Expectations of the LGB and governors:

- The LGB will act at all times within the guidelines set down by the Board of Trustees.
- The LGB, with SLP, sets the strategic direction of the school and has a central and significant role in its leadership.
- The chair plays a significant role within the LGB and, in providing a lead to other members, is a critical factor in its overall effectiveness.
- Governors hold a shared vision for the school which is clear, understood and well communicated to staff, parents/carers and pupils and also reflects the fundamental values and objectives of LGB.
- Governors have a clear understanding of the strengths and strategic priorities for the school and ensure an appropriate plan is in place and implemented effectively.
- Governors engage effectively with parents/carers, pupils and staff and are well informed about their views and use this to inform strategic priorities for development planning.
- Governors ensure that all statutory requirements and responsibilities are met and that well developed procedures are in place to ensure the health, safety and well-being of pupils, staff and visitors.
- Governors are confident in providing high levels of professional challenge to hold the headteacher to account.

- The LGB is successfully focused on raising standards and promoting the personal development and well-being of all learners. Governors ensure that school targets are both achievable and sufficiently challenging to lead to sustainable improvement.
- The LGB understands the school's performance data and has an accurate overview of how well all pupils are achieving in relation to their potential and in relation to other schools, as well as how different groups of pupils within the school are performing.
- The LGB has a good understanding of the quality of provision within the school and how its performance compares locally and nationally.
- Governors have a good understanding of the barriers to learning, including attendance and behaviour issues, and what the school is doing to overcome these.
- Governors are fully and systematically involved in the evaluation process, keeping the work of the school under review and acting upon their findings.
- Governors must ensure that the school self-evaluation document is updated at least annually and that the school improvement plan accurately reflects improvement priorities.
- The LGB adopts a rigorous approach to the self-review of its own skills and performance. This includes a plan for improvement and the commitment as individuals and as a group to improvement.
- Works with SLP to manage the budget delegated by the trust to ensure efficient value for money. Issues that arise and requiring further detailed discussion, for example an increase in pupil numbers that needs building project hence capital expenditure, will be referred to the CFO in line with the scheme of delegation, to determine whether the matter is referred to the relevant trust sub-committee.
- It is proposed that the LGB will hold special meetings, particularly focusing on school performance and improvement. However it may be necessary from time to time by agreement with the chair to establish a single purpose working party of the LGB in order to deal with an issue that cannot be dealt with adequately in one of its scheduled meetings.
- The trust will seek to ensure high quality of governance so that the LGB is able to carry out its responsibilities as above. This may include 'supporting' a LGB where there are serious and growing concerns. This will include reviewing governance in terms of both skills and effectiveness and adding to capacity through the appointment of new governors.
- If the school is deemed to be at risk of failing its pupils, then as part of its responsibility to take action, the trust may exercise the right to reconstitute the LGB and appoint the majority of its members to ensure that the apparent weaknesses can be effectively addressed. This may include replacing the governing body with an interim executive board.

Appendix D - Local Governing Bodies (LGB) Terms of Reference

Strategic direction and vision

The LGBs, together with SLP, sets the strategic direction and vision for the school and has a central and significant role in its leadership. They are responsible for ensuring that this is clear, understood and well communicated to staff, parents/carers and pupils and reflects the fundamental values and objectives of SLP.

Review and monitor the performance of the school including:

- Ensuring the school is meeting any statutory curriculum requirements.
- Monitoring and reviewing national data (including all school data and governor dashboards) and internal data relating to the standards reached and progress made by pupils and groups of pupils in all year groups.
- Monitoring and reviewing attendance and exclusions data for all year groups.
- Monitoring and reviewing progress towards school targets.

Planning for Improvement

Ensure that the school self-evaluation document is an incisive document which accurately reflects the school. It should be updated at least annually following external results. This self-evaluation and arising priorities must inform the school improvement plan.

Provide both challenge and support to the senior leadership team of the school in order to secure:

Continuous school improvement for all groups of pupils in order to secure high quality educational provision (quality of teaching, learning and assessment and curricular provision)

High levels of attendance and outstanding behaviour

Excellent achievement for all pupils including those with special educational needs and those who are disadvantaged

Highly effective personal development

A safe and secure learning environment where pupils are safe and know how to keep themselves safe.

Engagement with stakeholders

Engage effectively with parents/carers, pupils and staff. Keep well informed about their views and use this to inform strategic priorities for development planning.

Undertake regular visits to the school in order to verify progress and support the school in its work.

Finance

Work with SLP to manage the budget delegated by the Trust to ensure efficient value for money. Issues that arise and requiring further detailed discussion, for example an increase in pupil numbers that needs building project hence capital expenditure, will be referred to the CEO initially in line with the scheme of delegation, to determine whether the matter is referred to the relevant Partnership sub-committee.

Ensure that pupil premium funding and primary sports funding grants are used effectively for the purposes for which they are intended.

Executive summary

Report to the School Standards Committee (SSC). This should include the executive summary from the Headteacher's report and make clear to the SSC, areas of weakness/need where identified support/action/planning is needed in order to secure strong outcomes for pupils. This report will inform the SLB and enable it to fulfil its functions.





Appendix E - Finance, Resources and Appointments committee Terms of Reference

- Approve the initial budget for the next academic year and make recommendations to the trustees.
- Contribute to the formulation of the Trust's development plan.
- Ensure the annual budget plan has been prepared in line with the principles of best value established by the Trust.
- Receive details of the Trust's actual surplus/deficit and to report recommendations to the trustees.
- Approve medium term financial projections in accordance with the requirements of the Trust's financial regulations.
- Receive, quarterly, budget monitoring reports which enable the current and predicted end of financial year situation of the Trust to be determined.
- Approve or recommend to the trustees appropriate action on changes to the budget during the financial year.
- Receive bids for external funding for approval.
- Receive financial information which will enable the committee to ensure that school financial regulations are being complied with. This to be done in conjunction with the audit committee.
- Monitor compliance with the Trust's scheme of financial delegation as approved by the trustees.
- Assess the financial progress in achieving the objectives in the Trust's development plan.
- Annually ensure that the insurance cover held by the Trust provides adequate protection against risks.
- Prepare a scale of charges for Trust activities for approval by the trustees.
- Review the annual report of the directors and financial statements for the year end in accordance with the Companies Act (2006) and Charity Commission requirements and make recommendations to the trustee board. This in conjunction with the audit committee.
- Ensure a register of business interests is kept for all trustees/governors and staff.
- Ensure an equipment inventory and an asset register is maintained for all Trust assets.
- Approve the disposal of surplus equipment in accordance with the Trust's regulations up to £20,000. In the case of items of value in excess of £20,000 purchased using capital grant, secure prior permission from the DfE in writing.
- Authorise the write off of debts in accordance with prevailing DfE rules.
- Recommend the finances for the Trust's pay policy for approval by the trustees.

Appendix F - Audit and Risk committee Terms of Reference

Financial reporting

The committee will:

- Monitor the financial statements of the Trust, including its annual and interim reports and management statements, reviewing significant financial reporting issues and judgements which they contain.
- Ensure that regular audits are carried out in respect of financial, legal, risk, health and safety, investments, insurance, and the asset register via the performance of a supplementary programme of work by the Trust's external auditor whose reports will be received by the committee.
- Monitor annually the consistency of, and any changes to, accounting policies.

Internal controls and risk management systems

The committee will:

- Keep under review and report on a regular basis to the trustees on the adequacy and effectiveness of the Trust's internal financial controls and internal control and risk management systems.
- Review and approve the statements to be included in the annual report concerning internal controls and risk management.

Compliance, whistleblowing and fraud

The committee will:

- Review the adequacy and security of the Trust's arrangements for its employees and contractors to raise concerns, in confidence, about possible wrong doing in financial reporting or other matters. The committee will ensure that these arrangements allow proportionate and independent investigation of such matters and appropriate follow up action.
- Review the Trust's procedures for detecting fraud.
- Review the Trust's systems and controls for the prevention of bribery and receive reports on non-compliance

Internal audit

The committee will:

- Monitor and review the effectiveness of the Trust's internal audit function in the context of the Trust's overall risk management system.
- Consider and approve the remit of the internal audit function.
- Review and assess the annual internal audit plan.
- Review reports addressed to the committee resulting from internal audit.
- Review and monitor management's responsiveness to the findings and recommendations of the internal audit.

External audit

The committee will:

- Make recommendations to the Board, for Members' approval at the AGM, in relation to the appointment, re-appointment and removal of the Trust's external auditor and the frequency of tendering.
- Oversee the selection process for a new auditor and if an auditor resigns the committee will consider the issues leading to this and decide whether any action is required.
- Oversee the relationship with the external auditor including recommendations on their remuneration, level of fees or non-audit fees. They will agree auditor engagement annually
- Confirm that there are no conflicts of interest between the auditor and the Trust (other than in the ordinary course of business).
- Seek to ensure co-ordination with the activities of the internal audit function.
- If necessary meet the external auditor at least once a year, without management being present in order to discuss the auditor's remit and any issues arising from the audit.
- Review and approve the annual audit plan and ensure that it is consistent with the scope of the audit engagement.
- Review the findings of the audit with the external auditor. This shall include but not be limited to:
 - A discussion of any major issues which arose during the audit
 - Any accounting and audit judgements
 - Levels of errors identified during the audit
 - The effectiveness of the audit.
- Review and monitor management's responsiveness to the findings and recommendations of the Internal Auditor and external assurance provider or auditor.
- Review any representation letter(s) requested by the external auditor before they are signed by management.
- Review the management letter and management's response to the auditor's findings and recommendations.
- Ensure that the ESFA is informed of any irregularities in financial issues.

Appendix G - School Standards Committee Terms of Reference

David Wooff (Chair)

Neil Burn (Director of Education)

Laura Tullock

Janine Marshal

Dave Rylance

Vicky Atkinson

Michelle Johnson (Clerk to the Committee)

This Committee reserves the right to invite any Headteacher or relevant stakeholder to this meeting.

Remit

The principal function of this committee is to monitor the progress and attainment of children taught within SLP schools.

The principal aim is to ensure that progress and attainment within each school is consonant with, and approximates to, an Ofsted grading of at least "Good" for every school.

In pursuing this aim, the committee shall construct key performance indicators (KPIs) for a variety of target outcomes.

The committee shall gather and interpret evidence and data relating to these outcomes. On the basis of the evidence, the committee shall bring to the attention of the CEO any concerns arising.

A subsidiary outcome is that the body of evidence allows SLP to construct a picture of its overall performance and to identify differences between schools. An important outcome is that with evidence systems in place, it is easier to identify the effects over time of any interventions.

Duties

- Formulate KPIs.
- Use internal and external attainment and progress evidence, including predictions, to evaluate the impact of teaching and learning on outcomes. This is disaggregated in terms of schools, year cohorts, disadvantaged/non-disadvantaged, and SEND groups.
- Compare attainment and progress KPIs to national norms.
- Monitor the impact of interventions and strategies on outcomes by evaluating changes in KPIs over time.
- Assess performance trends across the Trust and within schools.
- Challenge apparent underperformance in individual schools and across the Trust.
- Feedback on evidence analysis, where appropriate using a traffic light system for KPIs for each school.

Key Performance Indicators

These are Key Performance Indicators and Targets (to be discussed, expanded, and refined continually over time as the Educational landscape adjusts)

- Ofsted 'Good' at least.
- School performance outcomes:
- External published data
- Internal data demonstrates attainment within core areas and progress against starting points (using AC *measure for 'grading' progress).
- All attainment data measured against national**
- All data to include disadvantaged (and SEND where appropriate), and be measured against the same parameters as all pupils.
- Safeguarding is effective.
- School and Trust SEF is at least good in all areas:
- Overall effectiveness
- Quality of Education (inc curriculum breadth and coverage)
- Behaviour & Attitudes
- Personal Development
- Leadership & Management (inc SDP, PP strategy effective)
- Early Years (where appropriate)
- Staff wellbeing measured through absence and turnover.
- Curriculum – width, appropriateness, cohesion with Government directives.
- Pupil Premium
- Attendance (Overall, disadvantaged and SEND) is an improving trend over time and/or within 4% of national.

| PARAMETERS | Points Progress - Model 2 | | |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| PROGRESS | Autumn (1 term) | Spring (2 terms) | Summer (3 terms - 1yr) |
| Inadequate | <0.7 | <1.5 | <2.6 |
| Requires Improvement | between 0.7 and 0.85 | between 1.5 and 1.85 | between 2.6 and 2.85 |
| Good | between 0.85 and 1.2 | between 1.85 and 2.2 | between 2.85 and 3.4 |
| Outstanding | 1.2+ | 2.2+ | 3.4+ |

| | |
|--|--------------------------------|
| | In line with national or above |
| | Within 10% of national |
| | Beyond national by 10% |

Evidence

Appropriate evidence will be sought to address each KPI. The evidence includes routine tracking data on child attainment and progress collected termly. Predicted outcomes and relevant teacher assessments form an important part of the evidence.

Evidence should include reports arising from visits by internal (inc SLP staff) or external personnel.

Each school is subjected to regular visits by CEO and DoE and these include reviews, deep-dives, and focused meetings pertaining to the KPIs in the form school improvement.

If available evidence does not exist to address a KPI, it should be decided how that evidence might be obtained.

Evidence will be collated and presented through both data summary and the DoE report.

Authorisation

This committee is authorised by the Trustee Board to seek any information that it requires from any employee, with all employees directed to cooperate with any request made by this committee.

This committee will also obtain any outside legal or independent professional advice where it deems it appropriate and necessary.

Policies

This committee should also respect that the following are the responsibilities of the CEO:

- Managing any interventions or ensuring that interventions are made.
- Deciding funding priorities.
- Be responsible for evaluating any changes in legislation that may affect delivery of the curriculum.

- Set attendance targets and monitor each school's performance against these targets.
- Ensure the Partnership has a curriculum policy that meets pupils' needs.
- Ensure the Partnership has policies on Race and Equalities Act.
- In general terms, monitor teaching and learning and the progress of pupils.
- Monitor the provision of extra-curricular activities including overnight stays provided to encourage recreation and social development.
- Ensure the quality of education, teaching and learning.
- Plan to raise standards of achievement and monitor the performance of each school.
- Consider out-of-hours provision (wrap around provision, study support, extended schools).
- Ensure that each school works well with its community, parents and other schools.
- Ensure that each school meets the requirements of the SEN and relevant disability legislation.
- Ensure that each school works effectively with other agencies to support vulnerable children and their families.
- Ensure that the Partnership has an effective behaviour and anti-bullying policy. Monitor the implementation of this policy and its impact.
- Monitor the development of pupils' attitudes, values and other personal qualities.
- Ensure aims and values for the Trust are agreed and positive ethos for each school is promoted. Policy decisions are consistent with the agreed aims, values and ethos.
- Ensure that each school has an effective school council. Allow the Local Governing Body to listen to the school council in determining the way in which the school is conducted.
- The Partnership and individual school promotes inclusive policies that allow for the achievement of all pupils.
- Ensure that adequate provision is made for transition between key stage 1 and key stage 2 and or primary and secondary education.
- Ensure that the Partnership and individual school fulfils its statutory responsibilities in terms of Race discrimination.
- Ensure each child is able to reach their potential including the gifted and talented (differentiation).

Appendix H - Pay Review Committee Terms of Reference

- To make any decisions in line with the Trust's Pay Policy regarding recommendations by the Headteacher on incremental progression/salary increases.
- To act in accordance with the Trust's Pay Policy adopted by the Governing Body to include matters relating to additional payments, e.g. teaching and learning responsibility payments (Special Educational Needs allowances, recruitment and retention payments, regrading of roles).
- To make any decisions relating to a member of staff (other than the Headteacher) under the Trust procedures adopted by the Governing Body (unless delegated to the Headteacher).
- To report to the Finance, Resources and Appointments Panel Committee on Pay Review-related expenditure.

Membership: The committee will comprise of at least three LGB Governors.

Meetings: Autumn term, plus as and when necessary.

Appendix I - Long term leadership staffing structure

The CEO will be the accounting officer for all schools within the trust and will also lead employees of the Stanley Learning Partnership.

The Senior Leadership of both converter schools and sponsored schools should remain the same providing that at least 'GOOD' performance is taking place in those schools

Backroom capacity of the Partnership will grow with Managers being appointed in the following areas:

- Finance
- Human Resources Manager
- Governance Manager
- Assets Management
- Marketing Communications
- IT

Please see organograms on the next page, outlining both the School and Head Office Staffing Structures.

Appendix J - School Details



| Annfield Plain Infant School | | | | |
|--|-------------------|--------------------|-------------------|--|
| Conversion Date: April 2021 | | Infant | | Last Ofsted grade: Good, May 2024 |
| Capacity: 120 | PP: 46.88% | FSM: 40.79% | EAL: 5.21% | SEND: 14.58% |
| Headteacher: Ann Kane | | | | |
| <p>Annfield Plain Infant School is set in beautiful grounds at the heart of Annfield Plain, a small, former mining village near Stanley. Our busy and exciting school teaches children from the age of 3 up to 7 years old.</p> <p>Our aim is to provide a caring community which is based on mutual trust and respect for the values and beliefs of others. We provide a safe and stimulating environment, which enables children to achieve their personal, creative and academic potential in order to become lifelong learners. We enjoy working in partnership with parents and other schools across our trust.</p> <p>The children are at the heart of all our decision making and, as an academy, we are committed to providing all of them with a vibrant, hands-on learning experience, which enables them to develop tools for future learning through a creative, stimulating curriculum.</p> <p>We have a family focussed ethos, supporting and collaborating closely with our families, valuing and nurturing the relationship between home and school.</p> <p>By guiding and inspiring our children, they flourish and achieve to become lovable, respected members of their communities, embracing and contributing to the world around them.</p> | | | | |



"Together We Achieve"

| Annfield Plain Juniors | | | | |
|---|----------------|-----------------|----------------|--|
| Conversion Date: April 2021 | | Junior | | Last Ofsted grade: Good, Nov 2023 |
| Capacity: 168 | PP: 56% | FSM: 55% | EAL: 5% | SEND: 32% |
| Acting Headteacher: Tracey Dorwood | | | | |
| <p>At Annfield Plain Junior School, we believe in empowering everyone to achieve their full potential: socially, emotionally and academically. "Together We Achieve" incorporates this belief. We collaborate closely with our local community and with local partnerships to provide a safe, stimulating and challenging learning environment; prioritising quality learning and teaching, whilst emphasizing rights and responsibilities, resilience and independence. We deliver an engaging, broad and balanced curriculum, which fosters logical and creative thinking.</p> <p>Annfield Plain Junior School provides pupils with a diverse range of experiences and opportunities, to develop their talents and interests. We believe prioritising personal development, as in our Vision and Values Programme, ensures that all pupils develop a belief that they can succeed both at our school and in their next stages of education and life. Integral to the programme are our values of honesty, integrity, self-discipline, respect, tolerance, equality, diversity and inclusion. Bobby Brain's "MAGIC" (Motivation/Attitude/Gumption/ I-Learn/Communication) habits for learning and life are a child-friendly tool pupils use to engage fully in school life and learning, as well as supporting each pupil to experience success.</p> | | | | |



Collierley Nursery & Primary School

| | | | | | |
|--|------------------|-------------------|------------------|--|--|
| Conversion Date: June 2023 | | Primary | | Last Ofsted grade: Good, Oct 2022 | |
| Capacity: 164 | PP: 35.2% | FSM: 35.2% | EAL: 4.2% | SEND: 21.1% | |
| Headteacher: Angela McDermid | | | | | |
| <p>Our small school functions as a close-knit 'family,' fostering a sense of community for each child. Dedicated to a friendly and caring atmosphere, we prioritize providing an outstanding primary education. Embracing the identity of a 'Village School,' we aim to offer every opportunity for children to excel.</p> <p>Our three school rules are simple: Be Safe, Be Respectful, Be Ready.</p> <p>Our overarching goal is to give all children a strong start in life, ensuring they feel safe, cared for, and enjoy learning. Situated atop Dipton hill, our school boasts a rich heritage and expansive grounds along the historic Pont Valley. We actively engage with the outdoors, continually seeking improvement and planning further development to enhance our curriculum. Our educational approach encourages children to be ambitious, connected, and active.</p> | | | | | |



East Stanley School

| | | | | | |
|---|-------------------|------------------------------|-------------------|--|--|
| Conversion Date: April 2021 | | Primary/Infant/Junior | | Last Ofsted grade: Good, Oct 2023 | |
| Capacity: 238 | PP: 47.21% | FSM: 48.22% | EAL: 1.52% | SEND: 19.29% | |
| Acting Headteacher: Tracey Storey | | | | | |
| <p>Whether you are a visitor, parent/carer or pupil, you will find a warm welcome at East Stanley School. Our vision is to create a school that is at the heart of the community - a place where we encourage independence and creative thinking, and by providing our children with the skills that will enable them to succeed in our constantly changing world.</p> <p>Our overall aim is to provide a safe, supportive, stimulating and challenging environment where everyone has the opportunity to reach their full potential as learners. We believe that this can only be achieved if a child feels happy and secure, and our staff work hard to provide the right environment, whilst delivering a broad and engaging curriculum.</p> | | | | | |



| Greenland Community Primary School | | | | |
|---|----------------|-----------------|----------------|--|
| Conversion Date: January 2017 | | Primary | | Last Ofsted grade: Good, Nov 2019 |
| Capacity: 366 | PP: 44% | FSM: 42% | EAL: 5% | SEND: 20% |
| Headteacher: Anne-Marie Lewis | | | | |
| <p>'Aspiration Without Limit'</p> <p>Situated in South Moor, Greenland is committed to serving its community with high expectations for staff, children, and parents. After moving into a state-of-the-art building in 2013, the school continues to sit at the heart of the local community it has served for over 100 years.</p> <p>Greenland aims to deliver the best education through a challenging curriculum, fostering a sense of pride for everyone involved. The ethos emphasises providing a welcoming, secure and caring environment in which all children have the opportunity to succeed irrespective of their ability or social background. 2024 will see the opening of an Enhanced Learning Provision, further demonstrating Greenland's commitment to inclusivity.</p> <p>Through the implementation of the IDEA Curriculum and offering an extensive range of enrichment opportunities, Greenland supports children to develop academically, socially, morally, spiritually and culturally.</p> <p>The IDEA behind the curriculum is to teach children to:</p> <ul style="list-style-type: none"> • 'Investigate' the world around them, • 'Develop' into kind and thoughtful global citizens, have the ability to • 'Express' themselves in a number of ways • 'Acquire' the knowledge and skills necessary to succeed in later life. | | | | |

Langley Park Primary School



Langley Park Primary School

Conversion Date: April 2022

Primary

Last Ofsted grade: Requires Improvement, July 2024

Capacity: 282

PP: 42.7%

FSM: 42.7%

EAL: 3.6%

SEND: 23.1%

Headteacher: Dan Walton

About Us:

First opened in 1910, we have over 150 EYFS, KS1 & KS2 pupils with a further 50 children within our school-based nursery and remain an integral part of the community as much today as we did in 1910.

It is a huge privilege to be Headteacher at Langley Park Primary School and lead the superb team that supports and guides our children, ensuring they reach their full potential every day.

We pride ourselves on seeing each child individually and encouraging them to share, develop, and take pride in their many talents in or outside of the classroom.

We have high expectations of children both academically and socially and firmly believe that our children can achieve and excel in both. While we challenge and direct them, we support and encourage them in equal measures.

Our vast, well-developed outdoor space enables our children to enjoy an alternative to classroom-based learning, while our extensive library encourages a love for reading. A passion for sport and the arts, well balanced with the traditional teaching of maths, English, science, and selected topics, enables us to provide a curriculum that meets the needs of all of our pupils. With a deep-rooted history and a respect for our heritage and community, Langley Park Primary School is more than just a school.

Our self-contained nursery is an integral part of our school and enjoys the many facilities we have to offer. From the day your child joins us in our nursery setting, they will enjoy a careful blend of learning and child-led play. In ensuring they are Reception ready both socially and in line with age-related expectations, we can fully support your little one's smooth transition into the next phase of their learning.

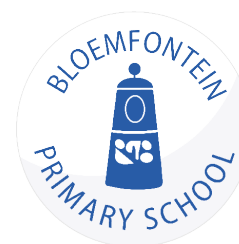
At Langley Park Primary School, we appreciate fully the importance of establishing close family links and endeavour to ensure that immediate and extended families are an integral part of school life.

Our aim is always to work together to have safe, happy learners, and both the team and I look forward to you and your family becoming part of this.



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|---|----------------|-----------------|----------------|--|
| Burnhope Primary School | | | | |
| Conversion Date: June 2022 | | Primary | | Last Ofsted grade: Good, Jan 2019 |
| Capacity: 129 | PP: 43% | FSM: 42% | EAL: 0% | SEND: 28% |
| Headteacher: Lisa Bryson | | | | |
| <p>Burnhope Primary School, strives to create a nurturing environment where each child feels valued. Being a small school means we know our families and children as individuals. Located in a former pit village, only 8 miles from Durham, we value our rich heritage and have close links with our community.</p> <p>Our Burnhope values are: Be Kind, Have Courage and Show Respect.</p> <p>School aims to provide a safe and stimulating environment which fosters positive attitudes, tolerance, and respect for others. At Burnhope we value cultural capital and our children have many enriching experiences through trips, visitors in school, residential and a broad curriculum. With our extensive outdoor provision and careers learning we develop independence, resilience and raise aspirations which set children up for a successful future.</p> | | | | |



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|--|----------------|-----------------|----------------|--|
| Bloemfontein Primary School | | | | |
| Conversion Date: July 2018 | | Primary | | Last Ofsted grade: Good, April 2024 |
| Capacity: 186 | PP: 57% | FSM: 63% | EAL: 2% | SEND: 23% |
| Headteacher: Alex Armstrong | | | | |
| <p>Bloemfontein Primary School is a happy, friendly and hardworking institution with strong community links. Our traditional building was built in 1910 and is complimented by extensive grounds, including woodlands, a den building area, an allotment and a fire pit (complete with pizza oven!). Our staff and governors strive to create an exciting, caring, safe and secure environment whilst providing an education that fosters a love and thirst for learning. We focus on good manners, respectful behaviours and positive relationships where each child feels respected, valued and encouraged to achieve their full potential socially, emotionally and academically so they are ready for the next stage of their education.</p> | | | | |



South Stanley Infant & Nursery School

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|--------------------------------------|----------------|-----------------|----------------|--|--|
| Conversion Date: January 2017 | | Infant | | Last Ofsted grade: Good, Nov 2019 | |
| Capacity: 206 | PP: 63% | FSM: 63% | EAL: 3% | SEND: 22% | |
| Headteacher: Louise Thompson | | | | | |

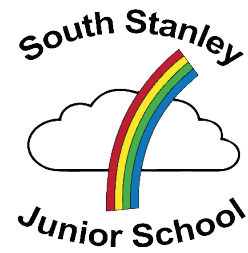
'Laughing and Learning Together'

At the centre of our ethos here at South Stanley Infant and Nursery School is the simple belief that all of our pupils deserve the very best educational opportunities available to them. We believe that our pupils are entitled to an education that allows them to develop a sense of curiosity about the wider world, enables them to develop into responsible, caring citizens and importantly...ensures that they love coming to school to learn.

Our **SSIN** values are at the centre of what we do. In all we do in school, we encourage our pupils to be the very best versions of themselves and to:

Stay safe, Show respect, Include everyone, Never give up

As a small, cheerful, nurturing school with a 'family feel' we welcome everyone. As our most recent Ofsted report notes: *'The 'laughing and learning together' school motto can be felt all around. Pupils thrive, growing in confidence and independence, as they move through school.'*



South Stanley Junior School

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|--------------------------------------|-------------------|--------------------|-------------------|--|--|
| Conversion Date: October 2017 | | Junior | | Last Ofsted grade: Good, May 2024 | |
| Capacity: 208 | PP: 65.92% | FSM: 65.92% | EAL: 4.47% | SEND: 25.6 | |

Headteacher: Rachel Bell

At South Stanley Junior School, we offer a caring, supportive and stimulating environment for children aged 7–11 years. Our KS2 provision enables our children to develop and grow into thoughtful and capable individuals with a sense of independence and self-worth.

Our learning opportunities are engaging and our teaching inspirational. This enables pupils to connect with, and relate to, their learning experiences. We also enhance our curriculum with regular visits to places such as Nissan in Sunderland and local museums so that the children gain ‘hands on’ cultural experiences. Our high expectations of children elevate their aspirations and desire to succeed.

Our school is a community where people come together to work and learn in a safe and caring environment. Each person within the community is treated with consideration and respect, and their value as members of the school are recognised. Pupils are encouraged to have consideration for one another and to support each other to succeed. They are given responsibility in line with their maturity and expected to take an active role in making our school community the best that it can be. Our silver award status for ‘Rights Respecting Schools’ is an illustration of our commitment to this.

The social and emotional development of our pupils is just as important to us as their academic progress. We highly value the ‘Thrive Approach’ and use this to support our pupils individually, in groups and as a whole class to develop their resilience and achieve their maximum potential in all areas of life.



LEADING THE WAY
FOR GENERATIONS

**Stanley Learning Partnership LTD
(SLP Stanley Learning Partnership)**

Registered office:

SLP Head Office
Langley Park Primary School
Co Durham
DH7 9XN