Hadrian Learning Trust

Governance Framework and Scheme of Delegation

Reviewed by Trust Board	8 October 2026
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Introduction

Hadrian Learning Trust is a Multi-Academy Trust, which currently comprises two schools:

- Hexham Middle School
- Queen Elizabeth High School

As a charity and company limited by guarantee (Company Number 1092899446), we are bound by our Articles of Association and the Funding Agreements signed with the Secretary of State for Education. We are regulated by the Department of Education through the Regional Schools Commissioner, the Education Funding Agency and by Ofsted.

This document sets out the governance and leadership arrangements for Hadrian Learning Trust. As required by the Academy Trust Handbook, the Scheme of Delegation sets out the respective roles and responsibilities of Members, the Trust Board, and committees and individuals to whom powers have been delegated.

Ethos

*Outstanding eagerness to promote good learning**

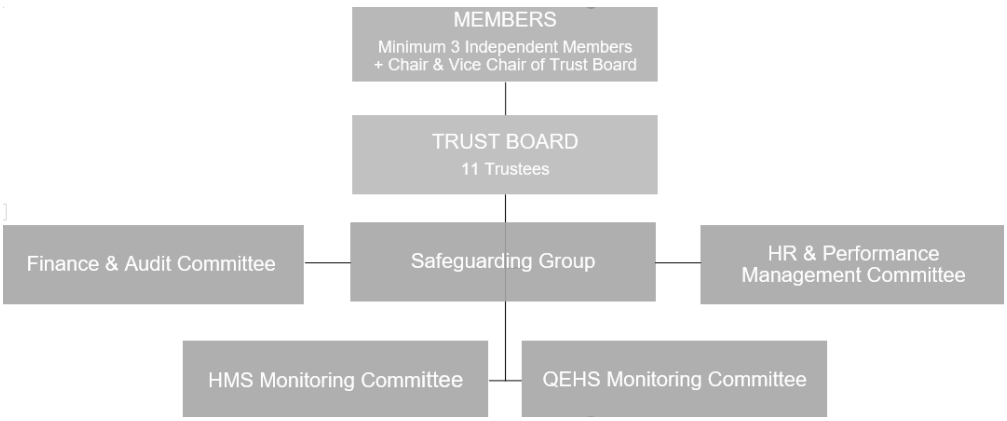
This is a friendly, welcoming school, built on foundations of mutual respect and care for others. We work together to become all we can be.

We share a love of learning and believe in the highest academic standards for everyone. We value education in its broadest sense, knowing that the arts, sport and other opportunities help shape us as individuals and as citizens of the wider world.

We are committed to enabling all of our students to develop their knowledge and understanding, skills and mindset, so that they can take their next steps with confidence. Our aim is that every child will grow into a happy, fulfilled and successful adult.

** From the charter granted to the people of Hexham by Queen Elizabeth I, 1599*

Governance Structure



Members

The Members of the Trust act as custodians of the schools' ethos and must approve any change to the Trust's constitution (known as the Articles of Association). They have the power to appoint and, if necessary, remove Trustees/Directors of the Trust Board.

The role of the Members is set out in the Articles of Association and their Letter of Appointment. It is, for the most part, a hands-off role.

At least three of the Members are independent from the Trust Board. Their appointment was approved by the Regional Schools Commissioner on the basis of their knowledge and experience. The Chair and Vice-Chair also sit as Members, helping to ensure effective communication.

Members have no fixed term of office. They usually meet up to three times a year, including at the Annual General Meeting when they receive the Annual Report & Accounts.

The Trust Board

The Trust Board typically meets each half-term. It fulfills many of the functions of the Governing Body in a maintained school. Some of these functions are delegated to Committees, as set out in the Scheme of Delegation below.

Up to eleven Trustees are appointed or elected on the basis of the knowledge, skills and experience that they can bring to the role. Any gaps or omissions are identified annually with a Skills Audit and filled via training or the co-option of additional Trustees.

The Term of Office is four years. The Chief Executive Officer is a Trustee on an ex officio basis.

Role of the Trust Board

The Senior Leadership Teams of the schools are responsible for their day-to-day operational management. The Trust Board is focused on three core strategic functions:

- Ensuring clarity of ethos, vision and strategic direction;
- Holding the headteacher to account for the educational performance of the schools;
- Overseeing the financial performance of the school, ensuring money is well spent.

The Companies Act 2006 also imposes a general duty on Trustees as Directors to:

- Act within their powers;
- Promote the success of the company;
- Exercise independent judgement;
- Exercise reasonable care, skill and diligence;

- Avoid conflicts of interest;
- Not to accept benefits from third parties;
- Declare any interest in proposed transactions or arrangements.

In addition, the Trust Board must also fulfill its duties and obligations as a charity:

- To ensure compliance with any legal obligations;
- To report on the Trust's activities (the Trust must prepare accounts in accordance with the Statement of Recommended Practice for Charities, the so called "Charity SORP" and any reporting requirements of the Education Funding Agency);
- To fulfil the charitable object of the Trust as set out in its constitution (i.e. the Articles of Association) and to act in a way which is compliant with the rules of the Trust contained in the Articles;
- To act with integrity and to avoid any personal conflicts of interest and not to misuse any charity funds or assets;
- To act prudently in the financial management of the Trust, avoiding putting any assets, funds or reputation of the Trust at undue risk;
- To exercise reasonable care and skill, using personal knowledge and experience to ensure the Trust is well run and efficient; and
- To act responsibly, getting advice from others, including professional advisors, where appropriate.

Trustees and Members are bound by the Nolan Principles of Public Life and the Trust's Code of Conduct.

Scheme of Delegation

The Trustees may delegate such of their powers or functions that they can legally delegate and which they consider would be desirable to delegate. The Directors must not delegate any of their powers listed below under "Reserved Matters".

Delegation can be made to:

- Trust Committees;
- Individual Trustees such as the Chair or Vice-Chair or Clerk to the Trust Board;
- Chief Executive Officer, including such persons as the Chief Executive Officer may determine for operational reasons;
- Headteacher, including such persons as the Headteacher may determine for operational reasons.

However, every act of delegation shall be a delegation of powers and duties, and not a delegation or shedding of responsibilities. The Trust Board may take back any power or duty delegated at its discretion.

Decisions taken or actions made by bodies or individuals under delegation shall be reported back to the Trust Board at its next meeting.

Reserved Matters

The Reserved Matters are:

1. To change the name of the Academies or the Multi-Academy Trust;
2. To change the Objects (which would require Charity Commission and Secretary of State consent in any event);
3. To determine the educational character, mission or ethos of the Academies;
4. To change the structure of the Trust Board or the constitution and Terms of Reference of any Committee of the Trust Board;
5. To alter or amend the Articles or this Scheme;
6. To pass a resolution to wind up an Academy or the Academy Trust;
7. To establish a trading company;
8. To sell, purchase, mortgage or charge any land in which the Academy Trust has an interest;
9. To approve the annual estimates of income and expenditure (budgets) and major projects;
10. To appoint investment advisers;
11. To recommend to Members the appointment of auditors;
12. To sign off the annual accounts;
13. To appoint or dismiss the Chief Executive Officer, Chief Finance Officer, Senior Leaders or the Clerk to the Board;
14. To settle the division of executive responsibilities between the Trustees on the one hand and the Chief Executive Officer, the Headteachers and the Chief Finance Officer on the other hand, and to settle the division of executive responsibilities between those individuals;
15. To do any other act which the Funding Agreement expressly reserves to the Trust Board or to another body (including for the avoidance of doubt, terminating the Funding Agreement or any part thereof);
16. To do any other act which the Articles expressly reserve to the Trust Board or to another body; or
17. To do any other act which the Trust Board determine to be a Reserved Matter from time to time.

Delegation Matrix

The table below uses the following abbreviations:

M Members	TB Trust Board	MC Monitoring Committees of Schools
F Finance and Audit Committee	HR HR and Performance Management Committee	C CEO / Executive Headteacher
H Headteachers	CH Chair of the Trust Board	CL Clerk to the Trust Board

	Function/Task	**Decision Level**								
1.	**Governance**	**M**	**TB**	**MC**	**F**	**HR**	**C**	**H**	**CH**	**CL**
1.1	Ensure Trust achieves its charitable objects as set out in Articles of Association	**X**	**X**							
1.2	Ensure Trust has effective governance arrangements, with minimum of 5 Trustees	**X**								
1.3	Short-list candidates for Members		**X**							
1.4	Recommend candidates for Members		**X**							
1.5	Appoint Members	**X**								
1.6	Short-list candidates for Trustees								**X**	
1.7	Recommend candidates for Trustees						**X**		**X**	
1.8	Appoint up to 6 Trustees	**X**								
1.9	Co-opt Trustees (by Trustees not themselves co-opted)		**X**							
1.10	Suspend Trustee for up to 6 months		**X**							
1.11	Remove Trustees	**X**								
1.12	Call, attend and speak at a General Meeting	**X**	**X**							
1.13	Amend Articles of Association, with consent of Secretary of State and the Charities Commission	**X**								
1.14	Dissolve the Trust	**X**								
1.15	Appoint/Remove Clerk to the Trust Board		**X**							
1.16	Elect Chair and Vice Chair of the Trust Board at the first meeting of the academic year		**X**							

	Function/Task	Decision Level								
1.	**Governance (contd.)**	**M**	**TB**	**MC**	**F**	**HR**	**C**	**H**	**CH**	**CL**
1.17	Remove the Chair or Vice–Chair from office in accordance with the Articles		**X**							
1.18	Assess Trust Board skills, experience and development needs, at least annually		**X**							
1.19	Ensure minutes of meetings of the Trust Board and its Committees are recorded and signed by the Chair at the subsequent meeting									**X**
1.20	Review the establishment, terms of reference, membership and constitution of any Committees annually		**X**							
1.21	Appoint Chairs of Committees		**X**							
1.22	Conduct Elections of Parent Trustees or Parent Committee Members, informed by Trust Board's assessment of the skills and experience required						**X**		**X**	**X**
1.23	Appoint Board Advisors, including Legal Advisors		**X**							
1.24	Appoint Auditors, taking into account recommendation of Trust Board	**X**								
1.25	Organise schedule of Trust Board and Committee meetings						**X**		**X**	
2.	**Ethos & Strategic Direction**	**M**	**TB**	**MC**	**F**	**HR**	**C**	**H**	**CH**	**CL**
2.1	Approve any change to the ethos of the Trust recommended by the Trust Board, following consultation with stakeholders	**X**								
2.2	Establish and maintain the ethos of the Trust		**X**							
2.3	Establish the Key Objectives of the Trust		**X**							
2.4	Establish a Strategic Plan to deliver the Key Objectives of the Trust		**X**							
2.5	Maintain a view of the changing educational and policy landscape to frame the Trust's strategic thinking		**X**							
2.6	Assist with the development of the Trust's public persona, including discussions with strategic partners and other stakeholders						**X**	**X**	**X**	

	Function/Task	Decision Level								
3.	**Safeguarding (continued)**	**M**	**TB**	**MC**	**F**	**HR**	**C**	**H**	**CH**	**CL**
3.1	Monitor adherence to statutory guidance and the extent to which staff and students are safe and feel safe		**X**							
3.2	Ensure adherence to the statutory guidance, Keeping Children Safe in Education							**X**		
3.3	Ensure that the schools have regard to the guidance set out in Working Together to Safeguard Children							**X**		
3.4	Ensure that the schools have due regard to the Prevent Duty							**X**		
3.5	Determine, approve and review child protection policy and procedures		**X**							
3.6	Determine, approve and review Trust safeguarding policies and procedures including dealing with allegations of abuse against staff, online safety, anti-bullying, drugs and substance abuse and educational visits (see HR section for recruitment and SCR)						**X**			
3.7	Determine, approve and review policy and procedures for supporting students in school with additional health needs		**X**							
3.8	Determine, approve and review health and safety policy and procedures						**X**			
3.9	Ensure that responsibilities with regards to first aid are met							**X**		
3.10	Ensure that responsibilities with regards to school security are met						**X**			
3.11	Ensure that responsibilities with regards to fire safety are met						**X**			
3.12	Ensure that responsibilities with regards to playground supervision are met							**X**		
3.13	Prohibit political indoctrination and ensure the balanced treatment of political issues and promotion of British values							**X**		
4.	**Educational Outcomes & Experience**	**M**	**TB**	**MC**	**F**	**HR**	**C**	**H**	**CH**	**CL**
4.1	Determine times of the school day		**X**							
4.2	Establish the curriculum for each school							**X**		
4.3	Agree or reject and monitor the curriculum		**X**							
4.4	Ensure high standards of learner attendance, behaviour, teaching and learning, personal development and performance							**X**		

	Function/Task	Decision Level								
4.	**Educational Outcomes & Experience (continued)**	**M**	**TB**	**MC**	**F**	**HR**	**C**	**H**	**CH**	**CL**
4.5	Ensure pupils' participation in education in its broadest sense, including the arts, sport and other extra-curricular opportunities							**X**		
4.6	Ensure that the functions relating to legal duties that relate to pupils with SEN are carried out in accordance with statutory guidance							**X**		
4.7	Ensure that the functions relating to legal duties that relate to looked after children are carried out in accordance with statutory guidance							**X**		
4.8	Ensure schools are meeting responsibilities relating to RE and collective worship							**X**		
4.9	Determine, approve and review a relationships, sex and health education policy							**X**		
4.10	Determine, approve and review an accessibility plan							**X**		
4.11	Ensure that the schools meet the School Food Standards						**X**			
4.12	Monitor school performance in relation to progress and attainment outcomes			**X**						
4.13	Monitor school performance in relation to student destinations			**X**						
4.14	Monitor the quality of teaching			**X**						
4.15	Monitor each school's arrangements for providing parents and carers with information regarding their child's progress			**X**						
4.16	Monitor appropriate deployment of resources and their impact in relation to the pupil premium and the primary PE and sport premium			**X**						
4.17	Determine school uniform policy		**X**							
4.18	Determine and review behaviour policy							**X**		
4.19	Approve behaviour policy						**X**			
5.	**Staffing and Performance**	**M**	**TB**	**MC**	**F**	**HR**	**C**	**H**	**CH**	**CL**
5.1	Determining staffing structure		**X**							
5.2	CEO / Executive Headteacher appointment (selection panel)		**X**							
5.3	Headteacher appointment (selection panel)		**X**				**X**			

	Function/Task	Decision Level								
5.	**Staffing and Performance (continued)**	**M**	**TB**	**MC**	**F**	**HR**	**C**	**H**	**CH**	**CL**
5.4	SLT appointments (selection panel)						**X**	**X**		
5.5	Appoint other teaching and support staff						**X**	**X**		
5.5	Dismissal of CEO / Executive Headteacher		**X**							
5.6	Dismissal of Headteacher and members of the SLT Executive						**X**			
5.7	Dismissal of other staff							**X**		
5.8	Suspension of CEO / Executive Headteacher								**X**	
5.9	Suspension of Headteacher and members of the SLT Executive						**X**			
5.10	Suspension of other staff							**X**		
5.11	Ending suspension of CEO / Executive Headteacher								**X**	
5.12	Ending suspension of Headteacher and members of the SLT Executive						**X**			
5.13	Ending suspension of other staff							**X**		
5.14	Ensure fulfilment of responsibilities regarding statutory induction arrangements for ECTs							**X**		
5.15	Determine, approve and review relevant staffing policies and procedures including pay, appraisal, staff discipline, conduct, grievance, capability and recruitment					**X**				
5.16	Ensure establishment of up-to-date Single Central Record						**X**	**X**		
5.17	Application of pay discretions up to limit set by Audit and Finance Committee						**X**	**X**		
5.18	Application of pay discretions beyond limit set by Audit and Finance Committee					**X**				
5.19	Appraisal of CEO / Executive Headteacher					**X**				
5.20	Appraisal of Headteacher and SLT Executive						**X**			
5.21	Appraisal of other staff							**X**		
5.22	Consider applications from headteachers and SLT Executive for leave of absence						**X**			

	Function/Task	Decision Level								
5.	**Staffing and Performance (continued)**	**M**	**TB**	**MC**	**F**	**HR**	**C**	**H**	**CH**	**CL**
5.23	Consider applications from staff for leave of absence							X		
5.24	Determine settlement payments, early retirement, voluntary redundancy (except under Section 188 which would be delegated to a hearing body)					X				
5.25	Determine and appoint external advice and guidance relating to human resources						X			
6.	**Financial & Risk Management**	**M**	**TB**	**MC**	**F**	**HR**	**C**	**H**	**CH**	**CL**
6.1	Produce annual budget for approval by Trust Board				X					
6.2	Approve annual budget and significant revisions		X							
6.3	Monitor the budget and report on variances				X					
6.4	Prepare an annual report and accounts, incorporating accounting policies approved by the board of trustees, and have them audited by a statutory auditor				X		X			
6.5	Approve annual report and accounts		X							
6.6	Determine, approve and review policies including an investment policy, a tendering policy, an expenses policy, risk policy and register, reserves policy				X					
6.7	Determine, approve and review a charging and remissions policy				X					
6.8	Non-payroll expenditure up to £5,000							X		
6.9	Non-payroll expenditure up to £20,000						X			
6.10	Non-payroll expenditure up to £100,000				X					
6.11	Utilities contracts of up to three years' duration				X					
6.12	Unlimited non-payroll expenditure		X							
6.13	Payroll: routine payments up to £600,000						X	X		
6.14	Payroll: unlimited routine payments		X							
6.15	Payroll: discretionary payments up to £5,000						X	X		
6.16	Payroll: discretionary payments up to £10,000				X	X				

	Function/Task	Decision Level								
6.	**Financial & Risk Management (continued)**	**M**	**TB**	**MC**	**F**	**HR**	**C**	**H**	**CH**	**CL**
6.17	Payroll: unlimited discretionary payments		**X**							
6.18	Asset disposal up to £10,000 (with note to be sent to F&A Cttee)						**X**			
6.19	Asset disposal up to £25,000				**X**					
6.20	Unlimited asset disposal		**X**							
6.21	Bad debt write-off up to £1,500						**X**			
6.22	Bad debt write-off up to £5,000				**X**					
6.23	Unlimited bad debt write-off		**X**							
6.24	Budget virement up to £10,000						**X**			
6.25	Budget virement up to £20,000				**X**					
6.26	Unlimited budget virement		**X**							
6.27	Recommend appointment and dismissal of auditors		**X**							
6.28	Appoint and dismiss auditors, taking into account recommendations of Trust Board	**X**								
6.29	Ensure adherence to requirements relating to financial oversight as stipulated in the Academy Trust Handbook						**X**			
6.30	Ensure adherence to requirements relating to financial planning, monitoring and reporting as stipulated in the Academy Trust Handbook						**X**			
6.31	Ensure appropriate internal financial control and security in accordance with requirements stipulated in the Academy Trust Handbook						**X**			
6.32	Ensure adherence to requirements relating to proper and regular use of funds as stipulated in the Academy Trust Handbook						**X**			
6.33	Ensure adherence to requirements relating to audit requirements as stipulated in the Academy Trust Handbook						**X**			
6.34	Monitor adherence to requirements stipulated in the Academy Trust Handbook		**X**							
6.35	Approve policy for and monitor implementation of Sixth Form Bursary				**X**					

	Function/Task	Decision Level								
7.	**Premises & Estates (continued)**	**M**	**TB**	**MC**	**F**	**HR**	**C**	**H**	**CH**	**CL**
7.1	Ensure maintenance of up-to-date premises management documents						**X**			
7.2	Determine, approve and review lettings policy				**X**					
7.3	Determine, approve and review plans for building maintenance and capital investment up to £20,000						**X**			
7.4	Determine, approve and review plans for building maintenance and capital investment over £20,000 and up to £100,000				**X**					
7.5	Determine, approve and review plans for building maintenance and capital investment over £100,000		**X**							
7.6	Develop long-term school buildings strategy		**X**							
8.	**Stakeholder Engagement: Students, Parents & Community**	**M**	**TB**	**MC**	**F**	**HR**	**C**	**H**	**CH**	**CL**
8.1	Ensure a deep, accurate understanding of the school's effectiveness is informed by the views of pupils, parents and staff		**X**							
8.2	Ensure that the trusts ethos, strategy and policies are effectively communicated to stakeholders		**X**							
9.	**Other statutory requirements**	**M**	**TB**	**MC**	**F**	**HR**	**C**	**H**	**CH**	**CL**
9.1	Determine, approve and review complaints procedure		**X**							
9.2	Seek to address formal complaints at stage 2 of the complaints procedure							**X**		
9.3	Ensure adherence to data protection/retention requirements						**X**			
9.4	Determine, approve and review admissions policy including for the sixth form		**X**							
9.5	Determine Freedom of Information publication scheme						**X**			
9.6	Respond to requests under the Freedom of Information Act 2000 (FOIA)						**X**			
9.7	Act as qualified person under the FOIA								**X**	
9.8	Hear complaints in regard to handling of any FOIA request							**X**		
9.9	Determine policy on governors' allowances		**X**							
9.10	Publish equality information and objectives (public sector equality duty)							**X**		

	Function/Task	Decision Level								
9.	**Other statutory requirements**	**M**	**TB**	**MC**	**F**	**HR**	**C**	**H**	**CH**	**CL**
9.11	Publish school information on website in accordance with DfE requirements							**X**		
9.12	Maintain and publish register of interests									**X**
9.13	Maintain register of admissions							**X**		
9.14	Maintain register of attendance							**X**		
9.15	Appoint trustee panels to hear complaints, grievances and other matters as required								**X**	

HADRIAN LEARNING TRUST

Monitoring Committees

Membership

The Committee shall consist of three non-staff trustees, the Chief Executive Officer and the Headteacher. Other individuals may attend meetings at the Committee's invitation.

Quorum

No vote on any matter shall be taken at a meeting of a committee unless there are at least two non-staff members present.

Chair

To be appointed by the Trust Board but excluding the Chair of the Trust Board.

Clerk

To be appointed by the Committee.

Frequency of Meetings

At least once per term.

Terms of reference

General

1. Advise the Trust Board on pertinent issues arising from the Committees' monitoring of education provision and impact.
2. Be familiar with and understand the school's performance data published by the Department for Education and Ofsted.
3. Be familiar with and understand internal school data relating to the quality of teaching, student learning and progress, student personal development and behaviour, attendance and exclusions, and leavers' destinations.

Outcomes

4. Monitor school performance in relation to:

- the progress of current students throughout each year group and across the curriculum;
- the progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities;
- the progress of students in English and mathematics in comparison to national figures;
- the progress of those on level 3 qualifications;
- the attainment of groups of students in relation to national averages;
- the proportions of students and of disadvantaged students that progress on to a range of higher and further education establishments, apprenticeships, employment or training in comparison with the national average for all students;
- rates of retention in the sixth form;

- destinations of those leaving Year 11 and the sixth form.

Teaching, learning and assessment

5. Monitor the quality of teaching, using external expertise as well as attainment and progress outcomes to validate senior leaders' evaluation of:

- overall standards;
- the embedding of reading, writing and communication and, where appropriate, mathematics across the curriculum;
- the impact of marking and feedback;
- the management of behaviour;
- attitudes to learning;
- the extent to which students are able to articulate their knowledge and understanding clearly in an age-appropriate way.

6. Monitor the school's arrangements for providing parents with clear and timely information on how well their child is progressing in relation to the standards expected, and how they can support their child to improve.

Student personal development and behaviour

7. Monitor

- the extent to which students are confident, self-assured learners who are proud of their school and show respect for others' ideas and points of view;
- the quality of impartial careers advice and the extent to which students are prepared for the next stage of their education, employment, self-employment or training;
- the extent to which students understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life;
- attendance;
- standards of behaviour;
- students' spiritual, moral, social and cultural development and the promotion of fundamental British values;
- participation in extra-curricular opportunities that enable pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities.

Leadership and management

8. Ensure a deep, accurate understanding of the school's effectiveness is informed by the views of pupils, parents and staff and that this is used to keep the school improving by focusing on the impact of actions in key areas.

9. Monitor the deployment of resources and their impact in relation to the pupil premium, the primary PE and Sport premium and the inclusion strategy

10. Ensure that the functions relating to legal duties that relate to safeguarding, SEND and pupil wellbeing are carried out in accordance with the relevant guidance for academy trust governance.

HADRIAN LEARNING TRUST

Finance and Audit Committee

Membership

The Committee shall consist of three non-staff trustees, the Chief Executive Officer (CEO)/Accounting Officer (AO) and the Chief Financial Officer (CFO). The CEO/AO and CFO shall not participate as members when audit matters are discussed, but they may remain in attendance to provide information and participate in discussions. Other individuals may attend meetings at the Committee's invitation.

Quorum

No vote on any matter shall be taken at a meeting of a committee unless there are at least two non-staff members present.

Chair

To be appointed by the Trust Board but excluding the Chair of the Trust Board.

Clerk

To be appointed by the Committee but excluding the Accounting Officer and the Chief Financial Officer.

Frequency of Meetings

At least one meeting each school term and as required.

Terms of reference

1. Advise the Trust Board on financial matters.

2. Fulfil delegated responsibilities as per the Scheme of Delegation, including the following:
    - Review and recommend the annual budget for approval by Trust Board.
    - Monitor budget and report on variances.
    - Review and recommend for approval by trustees an annual report and accounts, incorporating accounting policies approved by the board of trustees, and have them audited by a statutory auditor.
    - Determine, approve and review policies including an investment policy, a tendering policy, risk policy and register, reserves policy, lettings policy.
    - Approve non-payroll expenditure up to between £20,000 and £100,000.
    - Approve payroll discretionary payments between £5,000 and £10,000.
    - Approve utilities contracts of up to three years' duration.
    - Approve asset disposal between £10,000 and £25,000.
    - Approve bad debt write-off between £1,500 and £5,000.
    - Approve budget virement between £10,000 and £20,000.
    - Determine, approve and review plans for building maintenance and infrastructure investment beyond £20,000 and up to £100,000.

3. Ensure adherence to the Academy Trust Handbook Schedule of Requirements (Schedule of 'musts'), across the following elements:
    - Governance and financial oversight
    - Financial planning, monitoring and reporting
    - Internal control and internal scrutiny

- Proper and regular use of funds
- Audit requirements

4. Monitor student number projections and the implications for medium to long term budgeting.

5. Recommend the re-appointment (or otherwise) of the external auditors to the Trust Members for consideration at the AGM.

HADRIAN LEARNING TRUST

HR and Performance Management Committee

Membership

The committee shall consist of at least two non-staff trustees and the Trust's Chief Executive Officer (CEO), and they may co-opt professional non-trustee expertise onto the committee as deemed necessary. The CEO shall not participate as a member when matters relating to the CEO's pay are discussed and decided upon**.** Other individuals may attend meetings at the Committee's invitation.

Quorum

No vote on any matter shall be taken at a meeting of a committee unless there are at least two non-staff members present.

Chair

To be appointed by the Trust Board but excluding the Chair of the Trust Board.

Clerk

To be appointed by the Committee but excluding the CEO.

Frequency of Meetings

Three meetings each year and as required.

Terms of reference

General

1. Advise the Trust Board on pertinent issues arising from human resource and performance management matters.
2. To have delegated power to approve relevant staffing policies and procedures, including pay, appraisal, staff discipline, conduct, grievance, capability and recruitment.
3. Consider applications from staff for leave of absence and secondment that the CEO feels necessary to refer to the Committee.
4. Determine and appoint external advice and guidance relating to human resources.

Teacher, headteacher and CEO appraisal

5. Approve the appraisal policy reviewing as necessary to ensure that it will support effective appraisal in the school. Be satisfied:
    - with the provision that is made for the appraisal of teacher performance against the Teachers' Standards and their objectives;
    - with the arrangements being made for classroom observation, now that there is no annual limit on the amount of observation that can take place;
    - with any arrangements for the CEO to delegate the duty of managing the performance of teachers to others;

- that the appraisal policy is being implemented effectively and fairly in the school, challenging the CEO on how objectives and assessments are quality assured and moderated;
- that appraisal evidence informs other decisions for example, on professional development and pay.

6. Ensure that the CEO carries out their duties in respect of overseeing the appraisal process for teachers (including headteachers' decisions on pay).
7. Appraise the performance of the CEO, assessing their performance of their role and responsibilities against the relevant standards and their objectives, and assess the CEO's professional development needs and action needed to address them. Give the CEO a written report of their appraisal which includes the assessments and recommendation above.

Pay

8. Approve and annually review the pay policy.
9. Ensure that pay progression decisions are based on robust performance management.
10. Determine the Trust and schools' headteacher groups to determine the CEO's pay range and the pay ranges of the headteachers.
11. Make a decision on the CEO's pay, where relevant.
12. Determine settlement payments, early retirement, voluntary redundancy (except under Section 188, which would be delegated to a hearing body).

Recruitment

13. Approve recruitment policy and procedures, reviewing where necessary.

Statutory induction for early career teachers (ECTs)

14. Be satisfied that the trust is fulfilling its responsibilities regarding statutory induction arrangements for ECTs.

Discipline, grievance and capability procedures

15. Approve procedures for addressing staff discipline, conduct, capability and grievance, reviewing where necessary.
16. End suspension of CEO and other staff where applicable.

HADRIAN LEARNING TRUST

Governance of safeguarding and student wellbeing

Membership

The group shall consist of at least one non-staff trustee (the designated trustee with responsibility for safeguarding), the Chief Executive Officer (CEO), the Headteachers, the Designated Safeguarding Leads, the Online Safety Lead, the Business and HR Manager.

Quorum

N/a

Clerk

To be appointed by the group.

Frequency of Meetings

One per term covering both schools.

Terms of reference

1. Advise the Trust Board on pertinent issues arising from the committees' monitoring of safeguarding and student wellbeing.
2. Ensure that the Trust and its schools adheres to the statutory guidance, Keeping Children Safe in Education, covering:
   - Safeguarding information for all staff
   - The management of safeguarding
   - Recruitment
   - Allegations of abuse made against teachers and other staff

   and ensure that the schools have regard to the guidance set out in Working Together to Safeguard Children and the Prevent Duty.
3. Ensure that the Trust and its schools have effective safeguarding policies and procedures in place that take into account local risks, any statutory guidance issued by the Secretary of State, any local authority guidance and locally agreed inter-agency procedures, and that these policies and procedures are adhered to. These policies and procedures must include the following:
   - Child protection (to be annually reviewed and approved by Trust Board)
   - Dealing with allegations of abuse against staff
   - Supporting students in school with medical conditions (to be approved by the Trust Board).
   - Health and safety
   - Accessibility (to be reviewed by the CEO every 3 years)

- Relationships and sex education

And should also include

- Safe recruitment
- Online safety
- Anti-bullying
- Educational visits
- Drugs and substance abuse

4. Ensure that the schools meet their responsibilities with regards to the following:
    - school food standards
    - first aid
    - school security
    - fire safety
    - playground supervision
5. Monitor provision and impact of each school's PSHE curriculum.
6. Monitor bullying, including online and prejudice-based bullying and the effectiveness of staff and students in dealing with instances of bullying behaviour and/or the use of derogatory or aggressive language
7. Monitor the extent to which students: are safe and feel safe; understand how to keep themselves and others safe in different situations and settings, and trust leaders to take rapid and appropriate action to resolve any concerns they have
8. Monitor the extent to which students: can explain accurately and confidently how to keep themselves healthy; make informed choices about healthy eating, fitness and their emotional and mental well-being; have an age-appropriate understanding of healthy relationships, and are confident in staying safe from abuse and exploitation.
9. Monitor students' understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
10. Monitor the promotion of equality of opportunity and diversity for students so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory or prejudiced behaviour.