

# South Bank Academies

University Academy of Engineering  
South Bank Engineering UTC

## Meeting of the South Bank Engineering UTC Local Governing Body Local Governing Body

4.00 - 6.00 pm on Wednesday, 28 September 2016  
South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

\* *A tour of the school has been arranged for governors, 3.45 - 4.00pm, immediately before the meeting.*

### Agenda

| No. | Item  | Pages   | Presenter |
|-----|---|---------|-----------|
| 1.  | Welcome and apologies   |         | RB        |
| 2.  | Declarations of Interest  | 3 - 4   | RB        |
|     | <ul style="list-style-type: none"><li>• <i>Governors are requested to declare any interest in any item of business</i></li><li>• Declarations of interest (approve)</li></ul> |         |           |
| 3.  | Matters arising   |         |           |
|     | <b>Items to discuss</b>   |         |           |
| 4.  | Principal's Report  | 5 - 14  | DC        |
| 5.  | Budget overview 2016-17   | 15 - 18 | DS        |
| 6.  | Policies - overview of policy portfolio   | 19 - 22 | RB / DC   |
| 7.  | South Bank Academies governance   | 23 - 40 | RB / MB   |
| 8.  | Committee membership and terms of reference **  | 41 - 46 | RB / MB   |
| 9.  | Any other business  |         |           |

\*\* paper to follow

**Date of next meeting**  
**4.00 pm on Wednesday, 15 March 2017**

Members: Rao Bhamidimarri (Chair), Karen Adewoyin, Ian Brixey, Dan Cundy, Natalie Ferer, Richard Parrish, Tony Roberts, Ruth Smith and Joanne Young

Apologies: Lynn Grimes

In attendance: Dan Smith (Business Manager), Michael Broadway (Company Secretary), Pervena Singh (Clerk)

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|                  | CONFIDENTIAL  |
| Paper title:     | Declarations of Interest                                      |
| Board/Committee: | LGB - South Bank Engineering UTC                              |
| Date of meeting: | 28 September 2016   |
| Author:          | Joe Kelly, Governance Officer (interim)                       |
| Purpose:         | To approve  |
| Recommendation:  | The LGB is requested to approve the declarations of interest. |

The Clerk to the LGB is required to maintain a register of business interests of LGB members. The following declarations of interest have been made to the Clerk.

|               |  |
|---------------|--|
| Ian Brixey    | Principal Consultant, Skanska, Maple Cross,<br>Rickmansworth WD3 9SW   |
| Natalie Ferer | Financial Controller, London South Bank University   |
| Joanne Young  | King's College Hospital NHS FT (remunerated); Barts<br>Health (remunerated)  |
| Lynn Grimes   | Chair of Governors, Bourne Primary School, Middx HA4<br>6UJ; Chair of Trustees and Chair of Governing Body, Eivor<br>Hughes Foundation, HA5 5DT; |
| Dan Cundy     | Director, Education Clarified Ltd. (not remunerated but<br>dividend income)  |

The LGB is requested to approve the declarations of interest.

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|                  | CONFIDENTIAL   |
| Paper title:     | Principal's Report   |
| Board/Committee: | LGB - South Bank Engineering UTC                           |
| Date of meeting: | 28 September 2016  |
| Author:          | Dan Cundy, Principal                                       |
| Purpose:         | To note / discuss  |
| Recommendation:  | The committee is requested to note the Principal's report. |

### Opening and operational report

The UTC is sited adjacent to the construction site for the final building in temporary accommodation. This temporary accommodation comprises a refurbished suite of temporary classrooms previously used by Trinity Academy and Lambeth College, along with a two-storey new temporary building. The former has been the responsibility of B&K, the main contractors on site, while the latter has been built and fitted by Actavo. The two buildings are linked by a partly covered corridor and covered staircase.

Following some logistical challenges over July and August 2016, the temporary accommodation was scheduled for completion and handover on 23<sup>rd</sup> August. UTC staff began operations from site on 30<sup>th</sup> August, with works still ongoing at the time of writing. Currently there are leaks in the adjoining corridor roof, drainage and guttering issues and an incomplete fascia on the buildings, the fitting of which has been hampered by access difficulties. There no longer appear to be leaks in teaching spaces following remedial works by both B&K and Actavo. Flooring has now been fitted to all areas, as have appropriately secure doors and a drinking fountain. The UTC has taken on many detailed works such as the printing and fitting of door signage and hand drying facilities in toilets.

The fire system is functional, with a fire plan published in every room and an upcoming student fire drill. Water quality has been tested and certificated via Actavo, although the UTC has yet to view the certificate. Hot water is available in every handwashing location, power points are functional, electric heating is functional in every room and doors and windows are secure. Site security is appropriate, with all entry and exit through a controlled and supervised main reception area. Double

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doors are fitted to control entry if necessary, and the main entrance is within Lambeth College's perimeter which has a security presence.

Teaching spaces are appropriate for the size of classes at the UTC, with an appropriate number of toilet facilities and suitable circulation space. The UTC has been able to secure through negotiation a small outdoor space which is secure and managed.

There are ongoing issues with telephony and connectivity. BT fitted the copper terminal for voice and data to the Lambeth College server room. It has been possible to patch data to the UTC server room to receive ADSL connectivity, although a fibre connection was specified. BT has subsequently fitted a fibre terminal to an incorrect address and terminated the ADSL connection, leaving the UTC with no connectivity. This is as yet not resolved, with staff deploying their personal mobile phones as wifi hotspots in order to use the MIS. Print services are not available due to the lack of connectivity. Likewise UTC staff ran voice line from Lambeth College to the UTC in order to install a telephone to the main office. This now works although the UTC is limited currently to one incoming/outgoing phone line.

Cleaning services are provided through an SLA with Lambeth College. After some initial issues, cleaning is now being carried out daily to an appropriate standard. Catering is provided by JPL catering, with high quality, healthy food provided daily in a community dining format. There is no separate dining or servery space so food is served from a hot trolley in the covered corridor and eaten in classrooms. Systems to charge families for catering through ParentPay are evolving, with UAE providing support. Student data to support free school meals (FSM) claims has recently arrived, supporting the UTC in this area.

Site security will be provided through an SLA with Lambeth. Currently there is an ad-hoc system in place mostly relying on senior UTC staff as keyholders. Refuse collection appears to be an issue, with the UTC working with Lambeth College and contractors to ensure efficient removal and storage.

Systems for ensuring the health and safety of students are strong and undergoing further refinement. Windows have opening limiters. Floors are of a suitable surface to avoid slips. Specialist equipment has emergency stop buttons, with further e-stop buttons being fitted. H&S training for engineering staff has been booked prior to commissioning of key equipment. Tools and chemicals are stored securely. An asset register for electrical equipment is being compiled, with regular PAT testing to be scheduled to ensure electrical safety.

Administrative systems are running smoothly and efficiently. Registers are taken and compiled using the MIS, Schoolbase. Systems for recording positive and negative conduct are in place. Procedures for signing in and out for staff and students are robust. Student contact and medical data has been collected, and the process of

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transferring files from previous schools is underway, improving the UTC's ability to operate effective and targeted support.

## Quality of teaching, learning and assessment

All teaching staff are held to account for meeting a set of expectations every lesson: the South Bank Twelve (see appendix). These articulate the preconditions to ensure that all students are engaged and make rapid progress, regardless of their starting points or backgrounds. All staff are clear of the UTC's culture of transparency – teaching and learning will be regularly monitored both formally and informally, within a supportive and developmental climate. This approach will be particularly important given the unique nature of the UTC's curriculum and approach, combined with the number of unqualified and inexperienced staff.

All lessons begin with a shared and common lesson starter slide using PowerPoint. The use of this slide means all lessons incorporate differentiated learning outcomes linked to grades; key words and development of literacy, numeracy and SMSC (Spiritual, Moral, Social and Cultural development).

High expectations around progress depend on accurate and regular assessment, grounded in baseline and prior attainment data. The slow transfer of prior data along with connectivity issues have resulted in the UTC not having all baseline data available from which to plan and set challenging targets. However, initial maths, English and science baseline tests have been set for Year 10 students, aiding planning.

Ongoing assessment is vital, with emphasis to be placed on rigour and accuracy. There is a risk in small schools of inaccurate data skewing predictions, with some UTCs nationally with poor experiences in this area. To mitigate this risk we have local and regional collaborations in place: UTC Reading for technical subjects and tracking systems generally, supported by £20,000 teaching schools grant, and City Heights for English, maths and science GCSE in Lambeth. Joint planning, assessment and moderation will yield real benefits to the UTC in terms of the reliability of assessments. Assessments will be recorded on the UTC's MIS and communicated to families on a regular basis.

Systems of marking are evolving. Subject areas will be given licence to use systems best suited to their needs. However, all subjects will be expected to ensure that marking and feedback is regular, high quality and appropriate so that students are aware of how well they are doing and what they need to do in order to make further

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progress against their targets. Students will be expected to respond to marking so that it becomes a meaningful, formative dialogue.

All staff are teaching specialist subjects, with high levels of expertise in all subject areas including the spread of A level subjects. The exception is physics, although other staff with strong mathematics skills are front-loading physics teaching with units which cross over with maths in Year 12. The lack of a specialist PE teacher for two lessons of Year 10 is mitigated with an SLA with Trinity for Adam Doherty, their PE teacher, who delivers a planned curriculum at Brixton Recreation Centre. Early feedback is very positive.

## **Personal development, behaviour and welfare**

Early presentations to students centred around the vision and mission of the UTC developing students' employability skills through enabling them to become effective self-managers. Consequently, professional expectations have been shared and explained, with the frequent use of role models, inspirational quotes, pastoral input and site displays designed to reinforce the key messaging.

Conduct (as opposed to 'behaviour', as the chosen term at the UTC) is outstanding amongst Year 12 students. High degrees of motivation, engagement, maturity and self-management are the norm, with students all highly invested in the UTC model, remaining positive in the face of challenges with regard to accommodation and facilities.

Year 10 as expected has provided more of a challenge: the cohort is far more diverse in terms of previous school experience, background, ability and need. Allied to a lack of maturity in line with their ages (14 on entry), the cohort has required a more hands-on approach. Staff have received training in the UTC's expectations with a simple four-step system for rewards and sanctions clearly communicated. Systems are in place to support staff in the rare event of serious misconduct. Sanctions are in place to deal with infractions, including the Banned List and internal suspension. These sanctions are counterbalanced by strong systems to recognise, praise and reward students for meeting professional expectations.

In-built into the UTC's way of working is a range of opportunities for healthy competition. There are two Companies (similar to houses in other schools) and six coaching groups all competing on key measurables including attendance, punctuality and conduct, with incentives and rewards for top performers.



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Fiona Sydney, the UTC's SENDCO has had some useful early input, observing Year 10 students with identified learning and/or behaviour needs and devising strategies for UTC staff to put in place to enable their needs to be met. Her focus will be on two Year 12 students with considerable learning needs, along with a group of Year 10 students with diverse needs.

As performance and conduct data is gathered, so it will be presented in future governors' reports with analysis and evaluation of impact. Once baseline data is all complete and analysed, and once all student files are received from predecessor schools, UTC leaders will be able to further refine strategies to ensure the needs of all individuals and groups of learners are met.

Additional support for high-needs learners is provided in the form of Ellie Keightley (English and literacy), Samad Arshad (engineering, physics and maths from October) and Najib, the UTC's Yipiyap gap year maths tutor.

Pupil premium data is yet to be compiled: the UTC will assist with the application process for disadvantaged families in order to ensure the provision of free school meals and 6<sup>th</sup> form bursaries are dispensed appropriately and in line with need. The use of ParentPay helps to destigmatise FSM students.

## **Outcomes for children and learners**

Key to the drive for high standards is the ability of all teaching staff to provide constant challenge in a supportive, engaging environment with high-quality feedback to assist learners. As baseline data is received and analysed, so the UTC will be able to set targets for learners in both cohorts. These targets will be set on a 'flight plan' so learners will be able to track their own performance over time.

The UTC will analyse performance with moderation and quality assurance built in, as described above. Senior staff will always evaluate performance by individual and by group in the light of national accountability measures. For Key Stage 4, this means a move away from expected levels of progress towards a Progress 8 score. The UTC's curriculum is designed to enable all learners to meet Progress 8 expectations.

Each Principal's Report will present detailed analysis of performance by cohort and key group against targets, based on robust and quality-assured data. Targets will be aspirational but achievable. A key focus will be to ensure that there are no gaps in the performance of students regardless of deprivation. This is partly in response to national scrutiny over the relative underperformance of disadvantaged students but is in line with the UTC's own mission to drive high standards regardless of background.

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## Effectiveness of leadership and management

All staff started at the appropriate date and underwent an appropriate induction process. This included training for safeguarding including child protection, child sexual exploitation, the Prevent agenda and female genital mutilation. All staff are aware of the designated safeguarding lead (Kam Bains), and all staff have received Level 1 training. The DSL has also received Level 2 and 3 training.

Training in the induction period also covered teaching and learning, effective lesson planning, cross-curricular strands (literacy, numeracy and SMSC), expectations on staff, student management including rewards and sanctions, the MIS and in the vision and values of the UTC and sponsors. All staff have received the Staff Handbook, which outlines the main operational systems of the UTC, in advance of their formally joining the payroll.

All staff have had fresh, clean DBS certificates which the UTC has seen. A small number of DBS certificates have yet to be received, but previous certificates and a risk assessment is in place where appropriate. The Single Central Register is comprehensive and updated. Appropriate vetting took place for all appointments.

The staffing structure is as follows:

|                   |                                   |
|-------------------|-----------------------------------|
| Tasha Padmore     | Front Desk Officer                |
| Jacqui Collins    | Communications Manager            |
| Ellie Keightley   | Learning Support Officer          |
| Luca Pasini       | Technical Support Officer         |
| Delma Russell     | Pastoral Support Officer          |
| Sonya Waller      | Pastoral Leader                   |
| Carlos Boyano     | Teacher of Engineering and Maths  |
| Mark Martin       | Teacher of Computing              |
| Francis Affram    | Science Teacher                   |
| Shane Beckford    | Engineering Teacher (unqualified) |
| Samad Arshad      | Learning Support Officer          |
| David Bell        | Director of Engineering           |
| Subroto De        | Maths teacher                     |
| Han-Sun Park      | Maths teacher                     |
| Lettie Tang       | Engineering Teacher (unqualified) |
| Ruth Vandenhautte | English teacher                   |
| Dan Cundy         | Principal                         |
| Kam Bains         | Vice Principal                    |

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All teaching staff are on contact ratios (the number of lessons taught vs lessons on the timetable) slightly higher than average, although as the UTC does not customarily set homework, the marking and assessment burden will be lower. Staff duties are timetabled in order to secure sufficient supervision at breaktimes. Lunch supervision relies on voluntary duties supported by the provision of staff lunches. All staff both teaching and support have opted in, resulting in both a strong community 'feel' at the UTC and high levels of supervision for students.

All students have been spoken to by the Principal, with the system of 'professional expectations' rather than school rules clarified and explained. Systems to encourage self-management are promoted through 'virtual assemblies' and the structured pastoral system delivered by coaches and pastoral leaders. Any poor conduct is picked up quickly through internal systems and swift, robust sanctions put in place, balanced by pastoral support and intervention to support students' personal development.

Data on individual, coaching group and company performance will be shared in order to foster a climate of healthy competitions, linked to rewards. Democratic representation ('student voice') systems have been rolled out, with student decision-making integral to UTC improvement planning. An early decision was to create a short afternoon break on long afternoons and shorten lunch in order to finish the taught curriculum slightly earlier.

Line and performance management structures are in place, with close but supportive line management across all staff. Performance management systems have been communicated to all staff; formal targets will be agreed once student target data is finalised. All staff targets are cascaded from central performance targets, ensuring all staff are 'pushing in the same direction'.

The UTC's draft three year strategy has been shared with staff and students: formal targets are again yet to be finalised due to the current lack of baseline and target data. The early sharing of strategic focus areas is in line with the culture of transparency in management and with the focus of making sure all work drives the UTC forward in the same direction, with no redundant, irrelevant or conflicting initiatives.

## Marketing and recruitment

Jacqui Collins, Director of Communications, under the direction of the Principal, is working to deliver the marketing strategy according to the marketing calendar

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produced in pre-opening. Early initiatives have included numerous branding and printing activities, the publication and printing of an updated prospectus, advertising in local press and online media and displays on site hoardings. Promotion of the 22<sup>nd</sup> September open event and Brixton Design Trail features have been trailed extensively in the local area including on a banner in Windrush Square.

Social media is being developed, with Facebook and Twitter activity. Next steps in social media include the harnessing of Snapchat through advertising, aiming to reach our demographic of 14-19 year olds. The website has been extensively updated to reflect news and current content, with strong links to social media.

Next steps in marketing include a professional photoshoot to enable the team to update all elements of the marketing brief with our own, updated images and branding. The UTC is securing invitations to present at a range of schools, with a goal of wider geographical spread and greater access to Year 9 students.

The application window for 2017 is open, with one application already received and a number of early enquiries to process in the coming days as applications for 2016 intake slow.

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## Appendix

### The South Bank Twelve



1. Sessions start and end on time with a calm, orderly entry and exit.
2. UTC policies, procedures and systems are followed and applied consistently and fairly. The Management Information System is used appropriately.
3. All sessions are characterised by high expectations, engagement, purpose, challenge and professionalism, based around expertly planned, resourced and delivered learning activities.
4. Students are grouped in a planned manner, dictated by staff, published in Class Data Packs (CDPs)
5. Class Data Packs are kept updated and available on the network.
6. The Starter Slide is used in every formal session, with differentiated and graded learning outcomes shared with learners.
7. Staff are able to demonstrate that all key groups including those with SEND, disadvantage and the most able are supported and challenged to make strong progress.
8. Cross-curricular strands including Literacy, Numeracy and SMSC are developed and exemplified in every session.
9. All students are aware of their current performance based on regular, thorough and robust assessment.
10. All students are given feedback which assists them in improving their performance.
11. Student work evidences developmental dialogue between students and teachers.
12. The sequence of learning (the 'big picture') and real-world links are clear to students.

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|                  | CONFIDENTIAL   |
| Paper title:     | Finance Report September 2016                        |
| Board/Committee: | LGB - South Bank Engineering UTC                     |
| Date of meeting: | 28 <sup>th</sup> September 2016                      |
| Author:          | Dan Smith, Business Manager                          |
| Purpose:         | To discuss   |
| Recommendation:  | The LGB is requested to note and discuss the report. |

### Executive Summary

The purpose of this report is to provide information to the South Bank Engineering UTC LGB and give an indication of the 2016/17 forecasted financial position of the UTC.

The South Bank Engineering UTC has operated upon Department for Education Lead-in monies that are paid on demonstration of expenditure and therefore the surplus/deficit should be nil at the year end.

The UTC Budget has been set and ratified for the forthcoming year and shows a surplus. This will be monitored and reviewed throughout the year. When current pupil numbers are fully known a full review of the budget will take place and a revised budget agreed.

The audit for the financial year is to begin on the 15<sup>th</sup> October and an audit timetable has been agreed to satisfy the authorisation of the Trustees' Report and Financial Accounts by South Bank Academies Board of Directors in December.

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The table below shows the budget for the financial and academic year 2016/17.

| Current Forecast for September 2017    |          |                  |                  |          |  |                    |         |
|--|----------|------------------|------------------|----------|--|--------------------|---------|
| Income                                 | Current  | Forecast         | Budget           | Variance |  | Current/Forecast % | Comment |
| GAG Income                             | -        | 1,161,429        | 1,161,429        | -        |  | 0%                 |         |
| Start Up Grants                        | -        | 229,500          | 229,500          | -        |  | 0%                 |         |
| Other Government Income                | -        | 33,781           | 33,781           | -        |  | 0%                 |         |
| Other Income                           | -        | 27,647           | 27,647           | -        |  | 0%                 |         |
| Capital Grant                          | -        | -                | -                | -        |  |                    |         |
| <b>Income Total</b>                    | <b>-</b> | <b>1,452,357</b> | <b>1,452,357</b> | <b>-</b> |  |                    |         |
| Expenditure                            | Current  | Forecast         | Budget           | Variance |  | Current/Forecast % | Comment |
| Teaching Salaries                      | -        | 619,654          | 619,654          | -        |  | 0%                 |         |
| Other Salaries                         | -        | 210,622          | 210,622          | -        |  | 0%                 |         |
| Other Staff Costs                      | -        | 20,684           | 20,684           | -        |  | 0%                 |         |
| Building Maintenance & Occupancy Costs | -        | 63,958           | 63,958           | -        |  | 0%                 |         |
| Curriculum Budgets                     | -        | 79,214           | 79,214           | -        |  | 0%                 |         |
| Consultancy/Professional Services      | -        | 110,000          | 110,000          | -        |  | 0%                 |         |
| Catering Costs                         | -        | 68,845           | 68,845           | -        |  | 0%                 |         |
| Exams                                  | -        | 3,600            | 3,600            | -        |  | 0%                 |         |
| IT Costs                               | -        | 30,000           | 30,000           | -        |  | 0%                 |         |
| Capital Costs                          | -        | -                | -                | -        |  | 0%                 |         |
| Other Costs                            | -        | 53,586           | 53,586           | -        |  | 0%                 |         |
| <b>Expenditure Total</b>               | <b>-</b> | <b>1,260,162</b> | <b>1,260,162</b> | <b>-</b> |  |                    |         |
| <b>Surplus/(Deficit)</b>               | <b>-</b> | <b>192,196</b>   | <b>192,196</b>   | <b>-</b> |  |                    |         |

## Notes:

Variance Column: A positive number indicates a positive variance, this shows a better forecasted financial result against the original budget.

A negative (bracketed) number indicates an adverse variance, this shows a poorer forecasted financial result against the original budget

## Introduction

Please find above the finance report for September 2017 for the South Bank Engineering UTC. Within this report you will find the forecast and budget for 2016/17, additional sensitivity analysis relating to pupil numbers and a summary of the lead-in costs which were covered by income from the Department for Education (DfE).

## Budget

The budget has been agreed by the South Bank Academies Board of Directors and issued to the DfE. The budget shows a surplus of £192k. This amount allows for differences between the pupil numbers submitted to the DfE for funding and the actual number of students that are on roll during the statutory Autumn census (October 6<sup>th</sup>).

Any reductions in numbers will be subject to clawback, where the school will need to return income related to the overstated number of students. Therefore it is important



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that a review of the budget is made when census numbers are known and a revised budget agreed.

## Scenario Analysis

The budget was based on the following pupil numbers

Pre 16: 45

Post 16: 99

To ensure financial viability the following pupil numbers were also completed for the following pupil number scenarios and they produced the following surpluses.

Pre 16: 36

Post 16: 60

Surplus £27,536

Pre 16: 39

Post 16: 66

Surplus £51,907

Pre 16: 43

Post 16: 72

Surplus £85,251

## Lead in Costs

Costs borne before the UTC opened in September 2016 were financed by the lead-in budget supplied by the DfE. Any cost was claimed and funded by submitting a claim form. The last claim form will be submitted w/c 26<sup>th</sup> September 2016. At present all costs have been funded.

## Audit Timetable

The auditors Kingston Smith LLP will start their onsite fieldwork on the 5<sup>th</sup> October working on the Trust's schools; this should take 5 days, and 1 day of this will be spent on the UTC's lead in accounts.

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|                  |   |
|------------------|---|
|                  | CONFIDENTIAL  |
| Paper title:     | Policies – overview of policy portfolio                             |
| Board/Committee: | LGB – South Bank Engineering UTC                                    |
| Date of meeting: | 28 September 2016   |
| Author:          | Dan Cundy, Principal  |
| Purpose:         | For information   |
| Recommendation:  | The committee is requested to read the policy list for information. |

### Executive Summary (Arial 12 point)

In the period pre-opening, the UTC produced a large number of policies. Many of these are statutory for all schools and/or for academies, although a number are designed to ensure systems and routines are in place and in line with best practice.

All policies were submitted to the Department for Education in April for scrutiny and again to Ofsted for the pre-opening inspection visit in June 2016, with positive comments and no gaps identified.

All policies have been ratified, having been scrutinised by the UTC Project Steering Group under Rao Bhamiddimarri.

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| Name of policy                                       | Statutory? | Ratified? |
|--|------------|-----------|
| 1. Absence Management Policy                         |            | yes       |
| 2. Access to Employee Records Policy                 |            | yes       |
| 3. Access to Student Records Policy                  |            | yes       |
| 4. Accident Reporting Procedure                      |            | yes       |
| 5. Admission Policy                                  | yes        | yes       |
| 6. Allegations of Abuse Against Staff Policy         |            | yes       |
| 7. Anti-Bullying Policy                              |            | yes       |
| 8. Appraisal Policy                                  |            | yes       |
| 9. Assessment Policy                                 |            | yes       |
| 10. Attendance Policy                                |            | yes       |
| 11. Behaviour Policy                                 | yes        | yes       |
| 12. Business Continuity Plan                         |            | yes       |
| 13. Bursary Scheme Policy                            |            | yes       |
| 14. Capability Procedure                             | yes        | yes       |
| 15. Charging and Remissions Policy                   | yes        | yes       |
| 16. Child Protection Policy                          |            | yes       |
| 17. Citizenship Policy                               |            | yes       |
| 18. Coaching Policy                                  |            | yes       |
| 19. Community Use Policy                             |            | yes       |
| 20. Complaints Procedure                             | yes        | yes       |
| 21. Controlled Assessment Policy                     |            | yes       |
| 22. Crisis Management Policy                         |            | yes       |
| 23. Critical Incidents Policy                        |            | yes       |
| 24. Curriculum Partnership Policy                    |            | yes       |
| 25. Curriculum Policy                                |            | yes       |
| 26. Data Management Policy                           |            | yes       |
| 27. Data Protection Policy                           | yes        | yes       |
| 28. Disability Access Statement                      | yes        | yes       |
| 29. Disciplinary Procedure                           |            | yes       |
| 30. Drugs Policy                                     |            | yes       |
| 31. Educational Trips and Visits Policy              |            | yes       |
| 32. Employee Cover Policy                            |            | yes       |
| 33. Employee Pay Policy                              | yes        | yes       |
| 34. Employee Pensions Policy                         |            | yes       |
| 35. English as an Additional Language (EAL) Policy   |            | yes       |
| 36. Enrichment Policy                                |            | yes       |
| 37. Equality Policy                                  |            | yes       |
| 38. Examination Policy                               |            | yes       |
| 39. Exclusion Policy                                 |            | yes       |
| 40. Fire Safety and Evacuation Policy and Procedures |            | yes       |
| 41. First Aid Policy                                 |            | yes       |
| 42. Flexible Working Policy                          |            | yes       |

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|   |     |     |
|---|-----|-----|
| 43. Fraud Policy  |     | yes |
| 44. Gifted and Talented Policy                                    |     | yes |
| 45. Governors Allowance Policy                                    | yes | yes |
| 46. Grievance Policy  | yes | yes |
| 47. Harassment Policy   | yes | yes |
| 48. Health and Safety Policy                                      | yes | yes |
| 49. Home SBE UTC Agreement  | yes | yes |
| 50. Independent Learning Policy                                   |     | yes |
| 51. Individual Needs Policy                                       |     | yes |
| 52. Initial Teacher Training                                      |     | yes |
| 53. Literacy Policy   |     | yes |
| 54. Maternity Leave Policy  |     | yes |
| 55. Meals Policy  |     | yes |
| 56. Mentoring Policy  |     | yes |
| 57. Online-Safety Policy  |     | yes |
| 58. Paternity Leave Policy  |     | yes |
| 59. Personal Social Health Cultural Education (PSHCE) Policy      |     | yes |
| 60. Preventing Extremism and Radicalisation Policy                |     | yes |
| 61. Professional Conduct Policy                                   |     | yes |
| 62. Professional Development Policy                               |     | yes |
| 63. Protocol for Partnership Working                              |     | yes |
| 64. Publication Scheme  |     | yes |
| 65. Quality Assurance Policy                                      |     | yes |
| 66. Recycling Policy  |     | yes |
| 67. Religious Education Policy                                    |     | yes |
| 68. Risk Assessment Policy  |     | yes |
| 69. Safer Recruitment Policy                                      | yes | yes |
| 70. Safeguarding policy   | yes | yes |
| 71. Scheme of Financial Delegation                                |     | yes |
| 72. Sex and Relationship Policy                                   | yes | yes |
| 73. Special Educational Needs and Disability (SEND) Policy        | yes | yes |
| 74. Spiritual, Moral, Social and Cultural Education (SMSC) Policy |     | yes |
| 75. Staff Absence and Sick Pay Policy                             |     | yes |
| 76. Statement of Delegated Authority                              |     | yes |
| 77. Student Dress Policy  |     | yes |
| 78. Student Voice Policy  |     | yes |
| 79. Target setting Policy   |     | yes |
| 80. Teaching and Learning Policy                                  |     | yes |
| 81. Travel in London  |     | yes |
| 82. Visitors policy   |     | yes |
| 83. Whistle blowing   | yes | yes |

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## South Bank Academies

University Academy of Engineering  
South Bank Engineering UTC

|                  |  |
|------------------|--|
|                  | CONFIDENTIAL   |
| Paper title:     | South Bank Academies governance  |
| Board/Committee: | LGB - South Bank Engineering UTC   |
| Date of meeting: | 28 September 2016  |
| Author:          | Michael Broadway, Company Secretary  |
| Purpose:         | To note  |
| Recommendation:  | The LGB is requested to note the Board and committee structure and key responsibilities of local governors under the Scheme of Delegation. |

### 1. South Bank Academies Trust – Board and committee structure

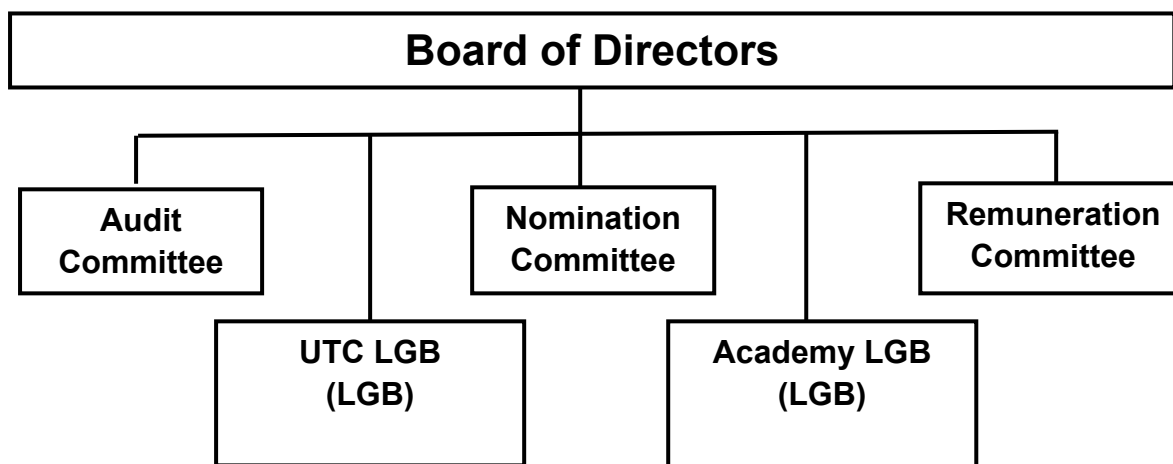
South Bank Academies is a company limited by guarantee. It is constituted as a multi-academy trust (MAT). It is responsible for the oversight of University Academy of Engineering South Bank (opened 2014) and South Bank Engineering UTC (opened 2016). In the future it may be responsible for other academy schools. As a company it is governed by its articles of association which follow the Department for Education model for multi-academy trusts.

#### Structure of the UTC/Academy Governance

The Board of Directors is responsible for overseeing the business of the company and may exercise all the powers of the company (article 93). The Board has delegated a number of responsibilities to the Local Governing Bodies of each school in the company. This is set out in a Scheme of Delegation approved by the Board at its meeting of 7 January 2016.

There will be representation from the Board of Directors on each of the Local Governing Bodies to ensure smooth communication between the Board and the Local Governing Bodies.

Under the Scheme of Delegation, the Board has delegated decisions regarding the curriculum, learning and teaching strategy and performance management to Local Governing Bodies to oversee. Although local control is delegated, the Board will remain responsible for ensuring that standards and compliance are maintained across all academies. The Board with its oversight of all the academies will ensure sharing of best practice, professional development and effective resource management delivering best value for money.



### UTC

- Finance & General Purposes
- Learning and Teaching
- (Personal Development and Welfare - link governor)

### Academy

- Finance & General Purposes
- Learning and Teaching
- Personal Development and Welfare

## 2. Scheme of Delegation – Particular responsibilities of local governors

The following are the key headings defining the responsibilities of local governors. The full Scheme of Delegation is appended.

### Monitoring and evaluation

- Monitoring of UTC or Academy key performance indicators.
- Ensuring effective processes are in place for monitoring the quality assurance of teaching and learning, the curriculum, inclusion and the sharing of good practice across the UTC or Academy.

### Risk, finances and asset management

- Ensuring adequate financial and asset management systems are in place across the UTC or Academy.
- Monitoring the UTC's or Academy's delegated budget and ensuring that any variances are reported to the Trustees' Finance Committee for approval.



- Monitoring the local arrangements for the effective supervision of building maintenance and minor works.
- Monitoring the implementation of the UTC's or Academy's health and safety policy in the Academy and the local arrangements for the effective supervision of health and safety matters.

## **Governance**

- Ensuring there is effective communication between SBA and the LGB.
- Making arrangements for the appointment of Staff, Parent and Local Governors (as appropriate).
- Appointing from its number, Local Governors with specific responsibilities for special educational needs, child protection and financial matters.
- Establishing an Exclusions Committee for reviewing decisions of the Principal in that respect.
- Establishing an appeals panel in respect of staff redundancies or disciplinaries as required.
- Consulting with the Trustees on any proposals to establish any sub-committees other than temporary, ad hoc sub-committees required to deal with specific issues.

## **Staffing**

- Supporting the Principal in the appointment of UTC or Academy staff to ensure that the UTC or Academy is fully staffed.
- Ensuring SBA's policies on all HR matters are implemented in the UTC or Academy.
- Making recommendations to the HR Committee in relation to the Principal.
- Monitoring the implementation of SBA's policies at the UTC or Academy for HR matters including the appointment, induction and performance management of staff, pay review process and procedures for dealing with disciplinary matters, grievances and dismissal.

## **Students**

- Ensuring effective arrangements are in place for student support and representation at the UTC or Academy.
- Ensuring the admission arrangements in the UTC or Academy conform to the code of practice.
- Ensuring effective arrangements are in place for student recruitment.
- Ensuring student attendance and monitoring systems are in place to maintain access to education at all times.
- Establishing arrangements for reviewing decisions of the Principal regarding exclusions.

## **Safeguarding**

- Reviewing and maintaining a safeguarding and child protection policy for the UTC or Academy (consistent with SBA policy).
- Appointing from its number, a Local Governor with specific responsibility for safeguarding.
- Ensuring the completion of the single central record.

## **Community and parents**

- Contributing to the development of the UTC or Academy prospectus.
- Supporting SBA and the Principal in the extended school provision in the UTC or Academy.
- Ensuring systems are in place in line with SBA's strategy at the UTC or Academy for effective communication with students, parents or carers, staff and the wider community including the establishment and support of a local parent teacher association.
- Implementing a means whereby the UTC or Academy can receive and react to parental feedback.
- Establishing and maintaining a relationship with the local elected community representatives.

### **3. Other responsibilities for local governors**

Under the Scheme of Delegation, each LGB shall appoint from among its members individuals with specific responsibilities which shall include:

- a Local Governor with responsibility for special educational needs;
- a Local Governor with responsibility for safeguarding;
- a Local Governor with responsibility for finance;
- a Local Governor with responsibility for the pupil premium; and
- a Local Governor with responsibility for health and safety.

## Appendix: Scheme of Delegation

# Scheme of Delegation for Local Governing Bodies

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## South Bank Academies

7 January 2016

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## Appendix

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## 1 Introduction

This Scheme of Delegation has been made by the Trustees of South Bank Academies (the "SBA") pursuant to Article 100 of its Articles of Association.

## 2 Remit

Broadly, the role of each of SBA's Local Governing Bodies (each an "LGB") is to provide focused governance for South Bank Engineering UTC (the "UTC") and the University Academy of Engineering South Bank (the "Academy") at a local level. Each LGB monitors the UTC's and Academy's key performance indicators and acts as a critical friend to their respective Principals, providing challenge where appropriate.

The LGBs carry out their functions in relation to their respective UTC and Academy on behalf of the Trustees and in accordance with policies determined by the Trustees. The act of delegation by the Trustees to each LGB is a delegation of powers and duties, and not a delegation or shedding of responsibilities.

In this Scheme:

- each member of an LGB is a "**Local Governor**";
- those members of an LGB who are parents or guardians of pupils at the UTC or the Academy are referred to as "**Parent Local Governors**";
- those members of the LGB for the Academy who are members of teaching or non-teaching staff at the Academy are referred to as "**Staff Local Governors**"; and
- references to the "**Chief Executive Officer**" are to the Chief Executive officer of SBA.

## 3 Composition of Local Governing Bodies

### 3.1 South Bank Engineering UTC

The LGB for South Bank Engineering UTC comprises a maximum of twelve members who are known as **Local Governors** and will include:

- up to 5 members appointed by the University Sponsor;
- 2 members appointed by the Employer Sponsors;
- the Principal of the UTC;
- 2 elected parents or guardians of a pupil at the UTC; and
- up to 2 such other members as may be appointed by the Trustees from time to time;

provided that at all times, more than one half of the total members of the LGB shall be appointed by the University Sponsor and the Employer Sponsors in accordance with Article 102.

### 3.2 University Academy of Engineering South Bank

The LGB for the Academy comprises a maximum of twelve Local Governors and will include:

- the Principal of the Academy;
- 2 elected parents or guardians of a pupil at the UTC;
- up to 2 employees of the Academy; and
- up to 7 such other members as may be appointed by the Trustees from time to time.

### **3.3 Terms of office and declarations**

Each LGB shall have an LGB Chairman and an LGB Vice-Chairman.

The length of service of all Local Governors shall be three years. Subject to remaining eligible to be a Local Governor, any Local Governor may be reappointed or re-elected at the end of his or her term.

Every person wishing to become a Local Governor will be required to sign a declaration of acceptance and of willingness to act as a Local Governor, in the form set out in Appendix 1 or as prescribed by the Trustees from time to time, and shall make disclosures for the purposes of a criminal records check by the Disclosure and Barring Service.

## **4 Commitment of Local Governors**

Local Governors are asked to:

- prepare for and make an active contribution at meetings of the LGB;
- champion the UTC or Academy in the local community;
- familiarise themselves with the UTC's or Academy's policies;
- visit the UTC or the Academy both during school hours (with the prior agreement of the relevant Principal) and for evening events to get to know the UTC or the Academy and to be visible to the UTC or Academy community; and
- attend, where possible, training sessions for Local Governors.

## **5 Appointment and particular responsibilities of Local Governors**

### **5.1 LGB Chairman**

The LGB Chairman is appointed by the Trustees. The term of office of the LGB Chairman is three years, but the LGB Chairman is eligible for reappointment at the end of that term.

The Trustees are entitled to remove the LGB Chairman from office at any time, although this is without prejudice to the individual's position as a Local Governor.

The LGB Chairman will ordinarily meet with the Chairman of the Trustees, the Chief Executive Officer and the Principal of the UTC or the Academy and the Clerk to the LGB before the start of the academic year to plan the work of the LGB for the year.

The responsibilities of the LGB Chairman include the following:

- to chair meetings of the LGB;
- to set the agenda for meetings with the Principal and LGB Vice-Chairman;
- to report to the Trustees in writing following each LGB meeting, if requested to do so by the Trustees;
- to give an oral summary of the LGB's deliberations if requested at meetings of the Board of Trustees; and
- to provide a direct link between the LGB and the Trustees.

In the event of a need to make urgent decisions between meetings on matters falling within the remit of the LGB, the chairman of Trustees, in consultation with the LGB Chairman (or the LGB Vice-Chairman in his or her absence) and the Chief Executive Officer, shall take appropriate action on behalf of the LGB. The decisions taken and the reasons for urgency shall be explained fully at the next meeting of the Board of Trustees and of the relevant LGB.

## 5.2 LGB Vice-Chairman

The LGB Vice-Chairman is appointed by the Trustees. The term of office of the LGB Vice-Chairman is three years, but the LGB Vice-Chairman is eligible for reappointment at the end of that term.

The Trustees are entitled to remove the LGB Vice-Chairman from office at any time, although this is without prejudice to the individual's position as a Local Governor.

The responsibilities of the LGB Vice-Chairman include the following:

- to deputise for the LGB Chairman in his or her absence;
- to set the agenda for meetings of the LGB with the LGB Chairman, if requested; and
- to provide a link between the LGB and the Trustees.

In the event that both the LGB Chairman and the LGB Vice-Chairman are absent from a meeting of the LGB (or otherwise), the LGB will elect a temporary chairman from among their number.

## 5.3 Staff Local Governors

Teaching members of the LGB for the Academy shall be elected by the teaching staff at the Academy.

Non-teaching staff members of the LGB for the Academy shall be elected by the non-teaching members of staff of the Academy.

The role of the Staff Local Governors includes reflecting the interests and opinions of staff at the Academy to the LGB.

## 5.4 Parent Local Governors

Parent Local Governors for each LGB shall be elected in accordance with the process set out below:

- When a vacancy arises, the LGB will write to all parents, or individuals exercising parental responsibility, of pupils at the UTC or the Academy seeking nominees for the vacancy. Nominees will be asked to provide a short statement about why they are interested in being a Parent Local Governor and their background and experience that makes them suitable for the role.
- In the event that the number of nominees equals or is less than the number of vacancies on the LGB, the LGB can choose to appoint all (or any) of those nominated).
- If there are more nominees than places available, the LGB will write to all parents, or individuals exercising parental responsibility, of pupils at the UTC or the Academy asking them to vote for their preferred candidate.

A Parent Local Governor should be a parent, or individual exercising parental responsibility, of a registered pupil at the UTC or the Academy or where this is not reasonably practical, a person who is the parent of a child of compulsory school age.

The role of the Parent Local Governor includes reflecting the interests and opinions of the parent body of the UTC or the Academy to the LGB.

## 5.5 Other responsibilities

Each LGB shall appoint from among its members individuals with specific responsibilities which shall include:

- a Local Governor with responsibility for special educational needs;
- a Local Governor with responsibility for safeguarding;

- a Local Governor with responsibility for finance;
- a Local Governor with responsibility for the pupil premium; and
- a Local Governor with responsibility for health and safety.

#### **5.6 Clerk to the Local Governing Body**

The Trustees shall appoint a Clerk to the LGB. In the absence of the Clerk, the LGB shall elect a replacement for the meeting.

The responsibilities of the Clerk to the LGB are as follows:

- to convene meetings of the LGB including sending notices and papers of meetings;
- to attend meetings of the LGB and ensure minutes are produced;
- to maintain a register of members of the LGB including their terms of office and report any vacancies to the LGB;
- to maintain a register of business interests of LGB members;
- to maintain a register of Local Governors' attendance at meetings and report on non-attendance to the LGB;
- to report to the LGB as required on the discharge of the Clerk's functions; and
- to perform such other functions as shall be determined by the LGB from time to time.

#### **5.7 Ceasing to be a Local Governor**

A Local Governor's term of office will be terminated if:

- any event or circumstance occurs which would disqualify him or her from the office of Trustee under the Articles were he or she to hold such office;
- he or she has, without the consent of the LGB, failed to attend LGB meetings for a continuous period of six months, beginning with the date of the first such meeting he or she failed to attend and the LGB Chairman and the LGB Vice-Chairman agree that the term of office should be terminated;
- he or she resigns from office by written notice to SBA;
- he or she is removed by the person or persons who appointed him (but this does not apply in respect of a person who is serving as a Parent Local Governor);
- he or she is a Staff Local Governor who has ceased to be employed by SBA; or
- he or she is removed by the Trustees in circumstances where they consider (acting reasonably) that it is in the best interests of SBA to remove the Local Governor.

### **6 Convening meetings of the Local Governing Body**

Meetings of the LGB will be held in each term.

The Clerk to the LGB shall give written notice of each meeting and circulate an agenda at least seven clear days in advance of each meeting and shall circulate reports or other papers to be considered at the meeting as soon as reasonably practicable thereafter. However, where the LGB Chairman determines there are matters demanding urgent consideration, it shall be sufficient if the written notice of the meeting states that fact and the notice, copy of the agenda and other papers are given within such shorter period as the LGB Chairman directs.



Any two Local Governors may call a meeting by giving written notice to the Clerk, which includes a summary of the business they wish to carry out. It shall be the duty of the Clerk to convene a meeting as soon as reasonably practicable.

The Local Governors may invite persons who are not Local Governors (such as a member of a committee, any employee, any pupil, any professional adviser and any experts of any kind) to attend the whole or part of any meeting for purposes connected with the meeting.

The convening of a meeting and the proceedings conducted at meetings shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda.

## **7 Voting at meetings of the Local Governing Body**

The quorum for meetings of the LGB and for any vote on a matter at such meetings is one third of the total number of Local Governors in office at that time (rounded up to the nearest whole number).

A meeting shall be terminated if the number of Local Governors present ceases to constitute a quorum. Where a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the Clerk as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was so terminated.

Any Local Governor shall be able to participate in, and be counted as present at for the purposes of the quorum, meetings by telephone or video conference provided that:

- he has given notice of his intention to do so detailing the telephone number on which he can be reached and/or appropriate details of the video conference suite from which he shall be taking part at the time of the meeting at least 48 hours before the meeting; and
- the LGB has access to the appropriate equipment;

and provided that, if after all reasonable efforts it does not prove possible for that Local Governor to participate by telephone or video conference, the meeting may still proceed with its business provided it is otherwise quorate.

As determined by the LGB Chairman, questions to be decided upon at a meeting of the LGBs shall be determined by a majority of the votes of Local Governors present and voting on the question. Votes tendered by proxy shall not be counted.

Where there is an equal division of votes on a question determined by the LGB Chairman to be decided by a vote, the LGB Chairman has a casting vote.

The Local Governors may act notwithstanding any vacancies, but, if the number of Local Governors is less than the number fixed as the quorum, the continuing Local Governors may act only for the purpose of filling vacancies.

A resolution in writing, signed by all Local Governors entitled to receive notice of a meeting shall be valid and effective as if it had been passed at a meeting duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more Local Governors and may include an electronic communication by or on behalf of the LGB indicating his or her agreement

to the form of resolution providing that the Local Governor has previously notified the LGB in writing of the email address or addresses which the Local Governor will use.

## **8 Personal interests of Local Governors**

Local Governors shall complete a register of their business and other interests (including any post or office held by them), which shall be reviewed annually.

Any Local Governor who has any duty or personal interest that conflicts or may conflict with his or her duties as a Local Governor shall:

- disclose that fact to the LGB as soon as he or she becomes aware of it. A Local Governor must absent himself or herself from any discussions of the LGB in which it is possible that a conflict will arise between his or her duty to act solely in the interests of the UTC or the Academy and such duty or personal interest;
- withdraw from any meeting for that item unless expressly invited to remain in order to provide information;
- not be counted in the quorum for that part of any meeting; and
- withdraw during the vote and have no vote on the matter.

## **9 Committees of the Local Governing Body**

The LGB may establish committees to carry out certain functions of the LGB. The LGB must determine the constitution, membership and terms of reference of any committee it decides to establish and review them annually.

The establishment of any committees, other than temporary, ad hoc committees required to deal with specific issues, must be agreed in advance with the Trustees.

## **10 Minutes**

Attendance at each LGB meeting, issues discussed and recommendations for decisions shall be recorded and the minutes signed by the LGB Chairman at the next meeting of the LGB. The written record (once approved by the relevant LGB Chairman ) shall be forwarded by the Clerk to the LGB to the Clerk to the Trustees as soon as is reasonably practicable.

## **11 Delegation to the LGB**

The governance of the UTC and the Academy is delegated to the respective LGB who may exercise the powers of SBA in so far as they relate to the Academy and the UTC, SUBJECT TO:

- any restrictions in the Companies Act which requires a decision of the Members or the Trustees of SBA;
- the Articles;
- Policies and Procedures set by the Trustees;
- A specific decision of the Trustees;
- The budget set by the Trustees; and
- The reserved matters as set out in Appendix 2.

The LGB shall have the roles set out in this section and any other role that the Trustees agree shall be carried out by the LGB and that is communicated in writing to the LGB Chairman.

**a) Monitoring and evaluation**

- Monitoring of UTC or Academy key performance indicators.
- Ensuring effective processes are in place for monitoring the quality assurance of teaching and learning, the curriculum, inclusion and the sharing of good practice across the UTC or Academy.

**b) Risk, finances and asset management**

- Ensuring adequate financial and asset management systems are in place across the UTC or Academy.
- Monitoring the UTC's or Academy's delegated budget and ensuring that any variances are reported to the Trustees' Finance Committee for approval.
- Monitoring the local arrangements for the effective supervision of building maintenance and minor works.
- Monitoring the implementation of the UTC's or Academy's health and safety policy in the Academy and the local arrangements for the effective supervision of health and safety matters.

**c) Governance**

- Ensuring there is effective communication between SBA and the LGB.
- Making arrangements for the appointment of Staff, Parent and Local Governors (as appropriate).
- Appointing from its number, Local Governors with specific responsibilities for special educational needs, child protection and financial matters.
- Establishing an Exclusions Committee for reviewing decisions of the Principal in that respect.
- Establishing an appeals panel in respect of staff redundancies or disciplinaries as required.
- Consulting with the Trustees on any proposals to establish any sub-committees other than temporary, ad hoc sub-committees required to deal with specific issues.

**c) Staffing**

- Supporting the Principal in the appointment of UTC or Academy staff to ensure that the UTC or Academy is fully staffed.
- Ensuring SBA's policies on all HR matters are implemented in the UTC or Academy.
- Making recommendations to the HR Committee in relation to the Principal.
- Monitoring the implementation of SBA's policies at the UTC or Academy for HR matters including the appointment, induction and performance management of staff, pay review process and procedures for dealing with disciplinary matters, grievances and dismissal.

**d) Students**

- Ensuring effective arrangements are in place for student support and representation at the UTC or Academy.
- Ensuring the admission arrangements in the UTC or Academy conform to the code of practice.
- Ensuring effective arrangements are in place for student recruitment.
- Ensuring student attendance and monitoring systems are in place to maintain access to education at all times.

- Establishing arrangements for reviewing decisions of the Principal regarding exclusions.

**e) Safeguarding**

- Reviewing and maintaining a safeguarding and child protection policy for the UTC or Academy (consistent with SBA policy).
- Appointing from its number, a Local Governor with specific responsibility for safeguarding.
- Ensuring the completion of the single central record.

**f) Community and parents**

- Contributing to the development of the UTC or Academy prospectus.
- Supporting SBA and the Principal in the extended school provision in the UTC or Academy.
- Ensuring systems are in place in line with SBA's strategy at the UTC or Academy for effective communication with students, parents or carers, staff and the wider community including the establishment and support of a local parent teacher association.
- Implementing a means whereby the UTC or Academy can receive and react to parental feedback.
- Establishing and maintaining a relationship with the local elected community representatives.

## 12 Intervention Rights

### Intervention

The Trustees remain ultimately responsible for SBA and the conduct of the UTC and the Academy. Delegation to the LGBs is important to SBA's effective governance. However, there will be circumstances (more the exception than the norm) where the Trustees might need to intervene and, for example, withdraw delegated authority for a particular element of governance from an LGB.

In such circumstances, the Trustees, along with the Chief Executive Officer and his or her team (the "**Central Team**") would work closely with the UTC or the Academy (as relevant) and those involved in their governance who would be expected to promptly implement any advice or recommendations made by the Trustees and the Central Team.

The Trustees reserve the right to review or remove any power or responsibility which it has delegated, in particular, in circumstances where serious concerns in the running of the UTC or the Academy are identified (either internally within SBA or by a third party), including where:

- there are concerns about financial matters;
- insufficient progress is being made against educational targets (including where intervention by the Secretary of State is being considered or carried out);
- there has been a breakdown in the way the UTC or the Academy is managed or governed;
- the safety of pupils or staff is threatened, including a breakdown of discipline; or

- the Trustees consider such removal of power or responsibility appropriate in all of the circumstances.

### **The delegated budget**

In line with their duties and responsibilities as trustees and directors, the Trustees shall be entitled to determine that a proportion of the budget in respect of the UTC or the Academy be held centrally for the following reasons:

- to be allocated to the provision of central services received by the UTC or the Academy;
- in pursuance of SBA's reserve policy; and/or
- as otherwise may be determined by the Board acting reasonably and in the best interests of SBA.

### **13 Alterations**

This Scheme of Delegation may be altered at any time by a majority resolution of the Trustees of SBA provided that in respect of any alterations which affect the UTC, SBA will first consult with the Chief Executive of the Baker Dearing Educational Trust in accordance with Article 137 of the Articles of Association. Any such alteration shall be promptly notified to the relevant LGB by the Trustees.

### **14 Circulation list**

This Scheme of Delegation will be circulated to Trustees of SBA, all Local Governors, the Clerk to the LGB and others at the discretion of the Chairman of the Trustees of SBA or an LGB Chairman.

This Scheme of Delegation was approved and adopted by a resolution of the Trustees of SBA passed at a meeting held on [• 00 month year] and takes effect from [• 00 month year].

**Date of next review:** [ ]

**Appendix 1 Local Governor declaration**

The Clerk to the Trustees  
South Bank Academies

[• 00 month year]

Dear Sirs

**South Bank Academies ("SBA") - appointment as a Local Governor**

I confirm that I wish to be a Local Governor in respect of SBA in accordance with the Scheme of Delegation for Local Governing Bodies prescribed by the Trustees of SBA from time to time.

I confirm that I am not disqualified from becoming a Local Governor by reason of any provision in the Scheme of Delegation or the Articles of Association of SBA.

I also confirm that I understand that I must disclose any personal interest I may have in any matter to be discussed at a meeting of the Local Governors in accordance with paragraph 8 of the Scheme of Delegation (or as prescribed by the Trustees of SBA from time to time).

Yours faithfully

Signed .....

Name .....

Date .....

## Appendix 2 Reserved matters

The Reserved Matters are:

### Members

(subject to such other consents/ requirements as might be required by law or the Funding Agreement)

- 1 to change the name of SBA
- 2 to change the Objects (which would require Charity Commission and Secretary of State consent in any event)
- 3 to change the structure of the Board of Trustees
- 4 to amend the Articles of Association
- 5 to amend this Scheme
- 6 to pass a resolution to wind up SBA
- 7 to appoint the auditors (save to the extent that the Trustees may make a casual appointment)

### Trustees

(subject to such other consents/ requirements as might be required by law or the Funding Agreement)

- 8 to change the name of the Academies
- 9 to determine the educational character, mission or ethos of the Academies
- 10 to adopt or alter the constitution and terms of reference of any committee of the Board of Trustees
- 11 to terminate a supplemental funding agreement for an Academy
- 12 to establish a trading company
- 13 to sell, purchase, mortgage or charge any land in which SBA has an interest
- 14 to approve the annual estimates of income and expenditure (budgets) and major projects
- 15 to appoint investment advisors
- 16 to sign off the annual accounts;
- 17 to appoint or dismiss the Finance Director, the Chief Executive Officer, the

Principals, the Company Secretary or the Clerk to the Trustees;

- 18 to settle the division of executive responsibilities between the Trustees on the one hand and Chief Executive Officer, the Principals and the Finance Director on the other hand, and to settle the division of executive responsibilities between those individuals
- 19 to do any other act which the Funding Agreement expressly reserves to the Board of Trustees or to another body (including for the avoidance of doubt, terminating the Funding Agreement or any part of it)
- 20 to do any other act which the Articles expressly reserve to the Board of Trustees or to another body
- 21 to do any other act which the Board of Trustees determine to be a Reserved Matter from time to time



|                  |   |
|------------------|---|
|                  | CONFIDENTIAL  |
| Paper title:     | Sub-committee terms of reference                              |
| Board/Committee: | LGB - South Bank Engineering UTC                              |
| Date of meeting: | 28 September 2016   |
| Author:          | Rao Bhamidimarri, Chief Executive                             |
| Purpose:         | To approve  |
| Recommendation:  | The committee is requested to approve the terms of reference. |

## Executive Summary

In order to the LGB meet its responsibilities as set out in the Scheme of Delegation, the following sub-committees have been established:

- Learning and Teaching
- Finance and General Purposes

The Purpose of each of the sub-committees was approved by South Bank Academies Board of Directors at its meeting on 14 September 2016. The LGB is requested to approve the terms of reference.

For the school year 2017-18, a Personal Development and Student Welfare sub-committee will be established. Due to the small number of pupils, during the current school year, 2016-17, this work will be covered by a Link Governor who will report to the LGB.

Membership of the sub-committees will be discussed at the meeting.

The timetable for sub-committees meetings is:

| <b>FGP and Learning &amp; Teaching</b> | <b>LGB</b> | <b>SBA Board of Directors</b> |
|--|------------|-------------------------------|
|  |            |                               |
| 16 Nov                                 | 28 Sept    | 8 Dec                         |
| 1 Mar                                  | 15 Mar     | 30 Mar                        |
| 14 Jun                                 | 5 July     | 11 Jul                        |

## **Learning and Teaching Committee**

### **Purpose**

- To challenge and support the school on behalf of the Local Governing Body to provide a curriculum which provides employers informed and cutting edge learning experience to students, and to monitor how it is taught evaluated and resourced.
- To ensure that the student learning support is designed and implemented to ensure that all students receive appropriate support to progress and achieve to their full potential.
- To consider the statutory guidance issued by the DfE from time to time and to ensure that the curriculum, learning and teaching, and student support are aligned.

Membership: three governors and the Principal.

Quorum: two governors and the Principal.

Meetings: once a term (three times a year)

### **Terms of Reference**

#### Overall responsibilities

- To monitor employers' involvement in curriculum development and delivery;
- To review the curriculum implications of the school development plan;
- To review learning and teaching policies on behalf of the LGB.

#### Progress and attainment

- To monitor progress, attainment and targets in learning and teaching;
- To monitor delivery of the curriculum;
- To monitor and evaluate implementation of curriculum policies;
- To review learning and teaching policies on behalf of the governing body.

#### Quality and provision

- To monitor and evaluate provision for all students including those with SEN and those from vulnerable groups;
- To monitor learning and teaching support.
- To meet academic team leaders annually to support self-evaluation and action planning

## **Finance and General Purposes Committee**

### **Purpose**

- To assist the decision making of the Local Governing Body, by undertaking detailed consideration of all matters relating to finance, premises, health and Safety and other matters.
- To ensure, on behalf of the Local Governing Body, that proper planning, monitoring and probity are in place and that appropriate operating mechanisms exist.

Membership: three governors and the Principal. Business Manager to attend.

Quorum: two governors and the Principal.

Meetings: once a term (three times a year)

### **Terms of Reference**

#### **Overall responsibilities**

- To consider, review and monitor the school's annual budget;
- To ensure the school meets the requirements of independent audit process;
- To consider recommendations from external reviews, make recommendations to the LGB on action, and monitor and evaluate implementation.
- To monitor and evaluate the use of resources, including long term financial plans;

#### **Budgeting and monitoring**

- To review and agree on behalf of the LGB the system of financial controls, including audit, and monitor implementation;
- To ensure expenditure is consistent with the school's financial policies;
- To consider and recommend approval of expenditure not included in the approved budget according to the limits set in the financial delegations;
- To ensure that an annual check of the inventory and of fixed assets is carried out.

#### **Premises**

- To consider any reports on premises -related issues including relevant contracts for facilities management and procurement;
- To recommend approval of costs and arrangements for facilities management within the budget allocation.

#### **Staffing**

- To review issues relating to the staffing costs.

**Reporting**

- To report termly on management accounts, and on the agreed annual budget to the LGB;
- To report on the annual audit of all public funds to the LGB.

## **Personal Development and Student Welfare Committee**

### **Purpose**

- To provide personal development and welfare support for all students which transforms the life chances of students, and to monitor how it is delivered, evaluated and resourced
- To develop relationships within and beyond the school community which support progress and attainment

Membership: three governors and the Principal.

Quorum: two governors and the Principal.

Meetings: once a term (three times a year)

### **Terms of Reference**

- To ensure all compliance related to safeguarding and student welfare is enacted;
- To monitor and evaluate views of learners, parents/carers and other stakeholders regarding personal development and welfare;
- To review the pastoral, SEND and EAL implications of the school action plans and any other relevant plans and policies;
- To take into account statutory requirements to improving access, equality and inclusion in all consideration and decisions;
- To review, monitor and evaluate the implementation of race, gender and disability policies;
- To consider recommendations from external reviews of the school.

### **Personal development and welfare**

- To monitor and evaluate safeguarding policy and procedures;
- To monitor and evaluate provision for young carers and looked after children;
- To monitor links with local authority services and other external agencies;
- To review the school's Prevent strategy and ensure appropriate policies and procedures are in place;
- To monitor and evaluate implementation of pastoral policies, including on sex education and SMSC, behaviour, bullying, attendance and absence, and related school action plan priorities;
- To ensure there is sufficient capacity to deliver safeguarding and student welfare policies;
- To meet with students at risk of permanent exclusion and with poor attendance and their parents, to agree positive ways to help these students.

**Communications and partnerships**

- To review monitor and evaluate the home-school agreement;
- To meet pastoral team leaders annually to support self-evaluation and action planning in matters relating to safeguarding and student welfare.