

School Governing Bodies: Constitution and Terms of Delegation

King Edward VI Academy Trust Birmingham

July 2026

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1 Introduction

This constitution and terms of delegation has been made by the Trustees of King Edward VI Academy Trust Birmingham (**Academy Trust**) in respect of King Edward VI Aston School, King Edward VI Balaam Wood Academy, King Edward VI Camp Hill School for Boys, King Edward VI Camp Hill School for Girls, King Edward VI Five Ways School, King Edward VI Handsworth School, King Edward VI Handsworth Grammar School for Boys, King Edward VI Handsworth Wood Girls' Academy, King Edward VI King's Norton School for Boys, King Edward VI Lordwood School for Girls, King Edward VI Northfield School for Girls, King Edward VI Sheldon Heath Academy and any schools that join the Academy Trust in the future (collectively the **Academies** and separately the **Academy**).

This constitution and these terms of delegation may only be altered, added to, or repealed by the Trustees at a meeting held in accordance with articles 111A, 119A and 120A of the Academy Trust's articles of association (the **Articles**).

This means that this Scheme can be altered, added to, or repealed only where:

- each Trustee has been given twenty-one clear days' written notice (to include the agenda) of the meeting at which the revision of the Scheme is to be considered.
- a quorum of 75% (rounded up) of the Trustees holding office and entitled to vote is present.
- the greater of seven or two-thirds (rounded up) of those Trustees present and voting approve the alteration; and
- a majority of the Members in office approve the decision of the Trustees.

2 Remit

Broadly, the role of a School Governing Body (**SGB**) is to provide focussed governance for the Academy at a local level. More particularly, the role of the SGB is set out in the Academy Trust's Delegation Matrix (as defined in the Articles) and the Terms of Reference (Appendix 3). The SGBs carry out their functions in relation to their respective Academy on behalf of the Trustees and in accordance with policies determined by the Trustees. The act of delegation from the Trustees to the SGBs is a delegation of powers, and not a delegation or shedding of responsibilities, and is in accordance with the Delegation Matrix adopted by the Trustees.

3 Composition of School Governing Bodies

Each SGB comprises a minimum of ten and a maximum of eighteen members (**School Governors**), including:

- the Headteacher of the Academy.
- seven members appointed by the Trustees.
- one parent or guardian of a pupil at the Academy (**Parent School Governor**) elected by the parents or guardians in accordance with paragraph 5.4.1.
- up to three Parent School Governors appointed by the Trustees in accordance with paragraph 5.4.2.
- at least one, and up to three, employees of the Academy elected by the employees at the Academy (**Staff School Governors**); and

- up to four members appointed by the School Governors (**Co-Opted Governors**).

Each SGB shall have a Chair and a Vice Chair.

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

Those persons who were on the School Governing Body of any predecessor academy or on the governing board of any predecessor maintained school shall be deemed to have been appointed School Governors at the date of transfer (or conversion as the case may be) for the purposes of these terms of delegation, but with any necessary reallocation of titles between the categories of governors being determined by the Chair of the SGB. Such persons shall be deemed to have been appointed subject to their existing terms of office.

Every person wishing to become a School Governor will be required to sign a declaration of acceptance and of willingness to act as a School 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 School Governors

School Governors are asked to:

- prepare for and make an active contribution at meetings of the SGB;
- champion the Academy in the local community;
- familiarise themselves with the Academy's policies;
- visit the Academy both during school hours (with prior arrangement with the Headteacher) and for evening and weekend events to get to know the Academy and to be visible to the Academy community; and
- attend training sessions for School Governors, where possible.

5 Appointment and particular responsibilities of School Governors

5.1 Chair

The Chair is nominated by the SGB and appointed by Trustees. The term of office of the Chair is one year, but the Chair is eligible for reappointment by Trustees at the end of that term.

The School Governors are entitled to remove the Chair from office at any time, although this would be without prejudice to the individual's position as a School Governor.

The Chair will ordinarily meet with the Headteacher and the Clerk to the SGB before the start of the academic year to plan the work of the SGB for the year within the framework set by the Academy Trust.

The responsibilities of the Chair include the following:

- to chair meetings of the SGB.
- to liaise with the Clerk as necessary in setting the agenda for meetings.
- to report to the Trustees in writing following each SGB meeting, if requested.

- to give an oral summary of the SGB's deliberations if requested at meetings of the Board of Trustees; and
- to provide a direct link between the SGB and the Trustees.

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

5.2 Vice Chair

The Vice Chair is nominated by the SGB and appointed by Trustees. The term of office of the Vice Chair is one year, but the Vice Chair is eligible for reappointment at the end of that term.

The School Governors are entitled to remove the Vice Chair from office at any time, although this would be without prejudice to the individual's position as a School Governor.

The responsibilities of the Vice Chair include the following:

- to deputise for the Chair in his or her absence,
- to set the agenda for meetings of the SGB within the framework set by the Academy Trust with the Chair, if requested; and
- to provide a link between the SGB and the Trustees.

In the absence of both the Chair and the Vice Chair at a meeting, the SGB will elect a temporary Chair from among their number.

5.3 Staff School Governors

The Staff School Governors shall be elected by the staff at the Academy.

The responsibilities of the Staff School Governors are to reflect the interests and opinions of teaching and support staff at the Academy to the SGB.

5.4 Parent School Governors

A Parent School Governor should be a parent of a registered pupil at the relevant Academy or where this is not reasonably practical, a person who is the parent of a child of compulsory school age.

The responsibilities of the Parent School Governor are to reflect the interests and opinions of the Parent Body of the Academy to the SGB.

5.4.1 One Parent School Governor for each SGB shall be elected in accordance with the process set out below:

- when a vacancy arises, the SGB will write to all parents of pupils at 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 School Governor and their background and experience that makes them suitable for the role.
- in the event that the number of nominees equals the number of vacancies on the SGB, the SGB can choose to appoint any of those nominated.

- if there are more nominees than places available, the SGB will write to all parents of pupils at the Academy asking them to vote for their preferred candidate for the vacancy.
- 5.4.2 Up to three Parent School Governors shall be appointed in accordance with the process set out below:
- when a vacancy arises the Headteacher and Clerk will determine potential nominees whose names shall be put to the Trustees for appointment to the SGB ;
 - in the event that no potential nominees are identified by the Headteacher and the Clerk and notified to the Trustees, an election may take place in accordance with paragraph 5.4.1 to fill any vacancies arising.

5.5 Other responsibilities

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

- a School Governor with responsibility for special educational needs,
- a School Governor with responsibility for safeguarding; and
- a School Governor with responsibility for health and safety.

5.6 Clerk to the School Governing Body

The SGB shall appoint a Clerk to the SGB. The Clerk to the SGB may not be a School Governor. In the absence of the Clerk, the SGB shall elect a replacement for the meeting.

The responsibilities / functions of the Clerk to the SGB are as follows:

- to set the agenda for meetings with the Headteacher and Chair with the framework set by the Academy Trust,
- convene meetings of the SGB including sending notices and papers of meeting,.
- attend meetings of the SGB and ensure minutes are produced,
- maintain a register of members of the SGB including their terms of office and report any vacancies to the SGB,
- maintain a register of business interests of SGB members,
- maintain a register of policies and their review dates,
- maintain a schedule of annual activity of the SGB,
- maintain a register of School Governors' attendance at meetings and report on non-attendance to the SGB,
- report to the SGB as required on the discharge of the Clerk's functions; and
- perform such other functions as shall be determined by the SGB from time to time.

5.7 Ceasing to be a School Governor

A School 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 SGB, failed to attend SGB 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 Chair and the Vice Chair agree that the term of office should be terminated,
- he or she resigns from office by notice to the Academy Trust and the SGB,
- he or she is removed by the person or persons who appointed him. This does not apply in respect of a person who is serving as a Parent School Governor,
- he or she is a Staff School Governor who has ceased to be employed by the Academy Trust,
- he or she is a Staff School Governor who continues to be employed by the Academy Trust but has ceased to work in the Academy for whom he/ she has been elected to the SGB; or
- he or she is removed by the Trustees in circumstances where they consider (acting reasonably) that it is in the best interests of the Academy Trust to remove the School Governor.

6 Convening meetings of the School Governing Body

Meetings of the SGB will be held in each term.

The Clerk to the SGB shall give written notice of each meeting and circulate an agenda and any reports or other papers to be considered at the meeting at least seven clear days in advance of each meeting. However, where the Chair 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 Chair directs.

Any two School 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.

With the approval of the Chair, the School Governors may invite persons who are not School 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 School Governing Body

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

A meeting shall be terminated if the number of School 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 School 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 or she 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 SGB has access to the appropriate equipment;

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

Every question to be decided upon at a meeting of the SGBs shall be determined by a majority of the votes of School Governors present and voting on the question. Votes tendered by proxy shall not be counted.

Where there is an equal division of votes, the Chair has a casting vote.

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

A resolution in writing, signed by at least 75% of the Governors entitled to receive notice of a meeting, shall be valid and effective as if it had been passed at a meeting of Governors or (as the case may be) a committee of Governors duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more School Governors and may include an electronic communication by or on behalf of the SGB indicating his or her agreement to the form of resolution providing that the School Governor has previously notified the SGB in writing of the email address or addresses which the School Governor will use.

8 School Governors shall complete a register of their business interests, which shall be reviewed annually.

The income and property of the Academy must be applied solely towards the provision of the Objects as detailed in the Articles. The restrictions and procedures which apply to the Trustees in the Articles with regard to having a Personal Financial Interest shall also apply to the School Governors.

Any School Governor who has any duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with his or her duties as a School Governor shall:

- disclose that fact to the SGB as soon as he or she becomes aware of it,
- absent himself or herself from any discussions of the SGB in which it is possible that a conflict will arise between his or her duty to act solely in the interests of the Academy and any duty or personal interest (including but not limited to any Personal Financial Interest) 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 Sub-Committees of the School Governing Body

Trustees may decide to establish SGB sub-committees from time to time. The Terms of Reference of these Committees will be set by Trustees.

The Academies may establish from time to time Working Groups to deal with specific issues and/or projects which the Chair can authorise and report subsequently to the Trustees.

10 Minutes

All meetings will be electronically recorded by Clerks and the minutes will capture attendance at each SGB meeting, issues discussed and recommendations for decisions shall be recorded. The minutes will be signed by the Chair at the next meeting of the SGB. The written record (once approved by the Chair of the relevant SGB meeting) shall be forwarded by the Clerk to the SGB to the Clerk to the Trustees as soon as is reasonably practicable.

11 Delegation to the SGB

The SGB shall have the roles set out in the Delegation Matrix and any other role that the Trustees agree shall be carried out by the SGB and that is communicated in writing to the Chair of the SGB.

For the avoidance of any doubt, Appendix 2 contains a list of reserved matters which are matters for consideration and determination by the Members and Board of Trustees and are not issues for determination by the School Governors.

12 Intervention Rights

Intervention in times of concern

The Board of Trustees remains ultimately responsible for the Academy Trust and the conduct of the Academies. The operation of the various elements of governance outlined in this Scheme and the Delegation Matrix are crucial to its success. However, there will be circumstances (more the exception than the norm) where the Board of Trustees might need to intervene and, for example, withdraw delegated authority for a particular element of governance.

In such circumstances, the Board of Trustees, along with the Foundation and Academy Trust Executive Committee (which includes the Chief Executive Officer), would work closely with any Academy or Academies concerned and those involved in their governance who would be expected to promptly implement any advice or recommendations made by the Board of Trustees and the Foundation and Academy Trust Executive Committee.

The Board of Trustees reserves 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 an Academy or Academies are identified (either internally within the Academy Trust 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 Academy is managed or governed,
- the safety of pupils or staff is threatened, including a breakdown of discipline; or
- the Board of Trustees considers such removal of power or responsibility appropriate in all of the circumstances.

The intervention rights may only be exercised by the Trustees at a meeting held in accordance with articles 111A, 111B, 119A and 120A of the Academy Trust's Articles. This means that the intervention rights can be exercised only where:

- each Trustee has been given twenty-one clear days' written notice (to include the agenda) of the meeting at which the exercise of the intervention rights is to be considered,
- a quorum of 75% (rounded up) of the Trustees holding office and entitled to vote is present,
- the greater of nine or two-thirds (rounded up) of those Trustees present and voting approve the exercise of the intervention rights; and
- a majority of the Members in office approve the decision of the Trustees.

In accordance with Article 111B, if the Chair or the Vice Chair in his or her absence determines on the ground that the exercise of the intervention rights required urgent consideration, it shall be sufficient if the written notice and the copy of the agenda are given within such shorter period as he shall direct.

13 Funding

The delegated budget

Within a multi academy trust, the trustees are entitled to determine that a proportion of the budget of each academy is held centrally (often known as 'top slicing') for the following reasons:

- to be allocated to the provision of central services received by the academies,
- in pursuance of the trust's reserve policy; and / or

as otherwise may be determined by the trustees acting reasonably and in the best interests of the trust and the academies within it.

The Foundation and Academy Trust Executive Committee will arrange for the provision of services to the Academy Trust in respect of the Academies in accordance with the provision of services agreement (the **PSA**) which will cover the following areas:

- Accounting Officer function
- Strategic and Educational Support
- Finance
- HR and Payroll
- Admissions
- Insurance
- Capital Bids
- Contract Management
- Governance and Governing Body support
- Company Secretarial Support
- Risk Management

- Internal Audit
- Marketing and Communications
- Widening Access

The PSA will be reviewed annually by the Executive Committee (including the Chief Executive Officer) and the Board.

Transitional arrangements for new joiners will be determined on a case-by-case basis.

14 Circulation list

This constitution and these terms of reference shall be circulated to Trustees of the Academy Trust, all School Governors, the Clerk to the SGB, the Chief Executive Officer, the Executive Committee, and others at the discretion of the Chair of the Trustees of the Academy Trust or the Chair of an SGB. This constitution and these terms of reference were approved and adopted by a resolution of the Trustees of the Academy Trust passed at a meeting held on 17 July 2017 and take effect from 1 September 2017.

Date of next review: May 2027

Appendix 1 School Governor declaration

The Trustees

King Edward VI Academy Trust Birmingham

Foundation Office

Edgbaston Park Road

Birmingham

B15 2UD

[• 00 month year]

Dear

King Edward VI Academy Trust Birmingham (**Academy Trust**) - appointment as a School Governor [at [Academy]]

I confirm that I wish to be a School Governor in respect of the King Edward VI Academy Trust Birmingham in accordance with the 'Local Governing Bodies: Constitution and Terms of Delegation' prescribed by the Trustees of the Academy Trust from time to time in accordance with the Articles of Association.

I confirm that I am not disqualified from becoming a School Governor by reason of any provision in the 'Local Governing Bodies: Constitution and Terms of Delegation' (and by extension the Articles of Association of the Academy Trust).

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 School Governors in accordance with paragraph **Error! Reference source not found.** of the 'School Governing Bodies: Constitution and Terms of Delegation' (or as prescribed by the Trustees of the Academy Trust from time to time in accordance with the Articles).

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 the Academy Trust
- 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 (subject to complying with the Articles of Association)
- 6 To pass a resolution to wind up an Academy or the Academy Trust
- 7 To appoint the auditors ordinarily on the recommendation of the Trustees (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 Academy Trust
- 10 To adopt or alter the constitution and terms of reference of any committee of the Board of Trustees (subject to complying with the Articles of Association)
- 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 the Academy Trust has a proprietary interest which for the avoidance of doubt excludes any land in which the Academy Trust has a contractual interest only (e.g. a licence to occupy)
- 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 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 Headteachers and the Chief Financial Officer 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 |

Appendix 3

SGB TERMS OF REFERENCE

Standards

L1: Ensure that the trust's vision, ethos and strategy are enacted consistently in practice by school leaders and are securing measurable impact on pupils' achievement over time.

L2: Work with senior leaders to identify areas for improvement and the strategies and resources required to address them by evaluating barriers to learning, quality of provision and the effectiveness of improvement strategies, and by identifying and assessing associated risks to delivery and outcomes, in line with the trust's and school's strategic objectives.

L3: Monitor and evaluate school performance and improvement through regular reviews of performance data, including exam results, attendance rates, pupil progress and spend on priorities; assess achievement trends for different pupil groups and the risks to performance and delivery of improvement priorities, with particular focus on progress from starting points and value added.

L4: Ensure that the curriculum is being provided to pupils in an appropriate manner for the school's context and within the trust's framework and that it is ambitious, coherently sequenced, and supports pupils to secure knowledge, skills and confidence.

L5: Ensure that the required school policies and procedures are in place and that the school is operating effectively in line with these policies and statutory requirements, with a clear focus on consistency and impact rather than compliance alone.

L6: Establish a strong relationship with the headteacher in order to provide effective support and challenge, including contributing to their performance appraisal and development process and assuring the strength and sustainability of leadership capacity.

L6a: Scrutinise how teaching enables pupils to learn the intended curriculum effectively, including how well misconceptions are identified and addressed in practice.

L6b: Review the School Evaluation Framework (SEF) to ensure it is evidence-led, aligned to Ofsted evaluation areas, and reflects lived experience rather than stated intent.

Stakeholder Engagement

L7: Ensure consultation takes place with stakeholders – parents, staff and pupils – and use insights to evaluate areas such as behaviour, inclusion, wellbeing and personal development and to inform decision-making and school improvement priorities.

L8: Help stakeholders to understand the trust's values and vision for the future and how these are reflected in curriculum, behaviour expectations and culture.

L9: Provide the trust board with insight into the challenges and opportunities faced by the school's stakeholders including contextual factors relevant to inspection, such as deprivation, vulnerability and inclusion pressures.

Safeguarding and Health and Safety

L10: Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school and ensures pupils feel safe, welcome and able to learn.

L11: Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school and meet statutory requirements.

L12: Monitor the implementation of safeguarding policies and the effectiveness of procedures with particular focus on culture, staff vigilance and timely response to concerns.

L13: Designate a link governor to take oversight responsibility for safeguarding and any required health and safety matter and provide focused scrutiny on behalf of the SGB.

L14: Monitor the school's estate and ensure that adopted policies and procedures including health and safety, security arrangements and educational visits reflect the context of the school and are followed in order to keep pupils and staff safe.

L15: Monitor the processes to promote staff wellbeing and manage workload recognising staff wellbeing as a contributor to safeguarding and school effectiveness.

L15a: Monitor attendance, punctuality and behaviour as key safeguarding indicators, including how leaders identify and address persistent absence.

L15b: Ensure that safeguarding is effective and would meet the Ofsted judgement of "met", noting that safeguarding is evaluated as a stand-alone judgement underpinning all other areas.

SEND and Inclusion

L16: Ensure that educational provision supports pupils with special educational needs and disabilities (SEND), socioeconomically disadvantaged pupils, pupils known or previously known to social care, and pupils who may face other barriers to their learning and/or wellbeing so that they can achieve, belong and thrive.

L17: Ensure that the trust policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary and is effective in practice.

L18: Monitor the school's pupil premium strategy and evaluate its impact on outcomes, attendance and pupils' experiences, not solely expenditure.

L19: Seek assurance that staff are trained to implement pupil strategies and support plans and that leaders understand the impact of this training on classroom practice.

L20: Ensure pupils in the above groups have the resources they need to succeed and that adaptations and support remove barriers to learning rather than lower expectations.

L21: Designate a link governor to take oversight responsibility for SEND and inclusion.

L22: Work in partnership with the Special Educational Needs Coordinator (SENCO) and other stakeholders across the trust to ensure that pupils with SEND are well supported and included in all aspects of school life and that inclusion is embedded as a golden thread across school practice.

L23: Monitor the overall effectiveness of the school's inclusive provision, referring to pupil outcomes and other relevant data and evaluating lived experience through case sampling where appropriate.