



# Scheme of Delegation

Excellence | Belonging | Opportunity | Respect

Version 8: September 2018

**Contents:**

1. Introduction ..... 2

2. Governance Framework..... 2

3. Core Organisational Structure for the Board and its Sub-Committees ..... 5

4. Powers Retained and Delegated to sub-committees and LGCs ..... 6

5. Delegation..... 14

## 1. Introduction

1.1. This scheme of delegation has been developed to clarify the responsibilities and powers of Trustees and Local Governing Boards at the academy in respect of key aspects of the leadership and management of the Trust and its Academies and to ensure compliance with legal requirements.

1.2. It sits alongside the MAT Financial Policies and Procedures manual which covers all financial delegations and the suite of policies through which the Trust operates that further define individual and collective roles and responsibilities.

1.3. The delegations set out in this scheme are delegated to the specific committees and any individuals unless otherwise directed or agreed by the Board of Trustees.

1.4. Delegations cannot be exercised other than by the designated committee or individual unless otherwise directed or agreed by the Board.

1.5. The Chair, or in the absence of the Chair, Vice-Chair has power to carry out functions of the Trust Board or Local Governing Board in extreme circumstances where a delay in exercising a function is likely to be seriously detrimental to the interests of the Trust or Academy, a pupil at the Academy or their parents, or a person who works at the Academy. However, this power does not include matters relating to the alteration and closure of the Academy, a change of academy category, approval of budget, discipline policies and admissions.

## 2. Governance Framework

2.1. In a Multi-academy trust (MAT) there is only one legal entity accountable for all the academies (schools) within the Trust, i.e. the multi academy trust (MAT). The MAT has one set of Articles which govern all the academies in that trust. The MAT has a master funding agreement with the Secretary of State. Each academy also has a Supplemental Funding Agreement.

2.2. The academy trust is a charitable company and is responsible for the strategic direction of the academy and has 4 layers of governance: the members of the trust, the board of trustees, trustee scrutiny/advisory committees and Local Governing Boards.

### Members

2.3. The members ensure the charitable company achieves its objectives, sign off the financial accounts and annual report, and appoint some of the Trustees.

### Trustees

2.4. The Trustees have delegated responsibility for the 3 core strategic functions (strategic direction, holding the head teachers to account for educational performance and overseeing the financial performance and compliance of the academies).

2.5. Trustees are responsible for governance within each academy. A trustee must also ensure compliance with charity and company law and the academy trust's funding agreement.

2.6. The MAT Board of Trustees can delegate to any committee (scrutiny, advisory committees), Local Governing Boards, the Headteacher or any other holder of an executive office, any of its powers or functions, subject to any prescribed restrictions imposed by the MAT and management of conflicts of interest.

2.7. The MAT board will establish scrutiny committees who report to the Trustees and advise Local Governing Boards. The constitution, membership and proceedings of the scrutiny committees are decided by the Trustees. MAT scrutiny committees may co-opt governors from Local Governing Boards who have specific skills related to the needs of the committee. The establishment, terms of reference, constitution and membership of any committee must be reviewed every 12 months.

2.8 The MAT board is influenced through the Trust structure, the Headteacher's Strategy Board, the Chair's Forum and through representation on the Trust board of three representatives of the Local Governing Boards.

### **Local Governing Boards**

#### **2.9. Structure of Local Governing Boards**

The Trust encourage all their academies to be self-governing. The structure of each Local Governing Board will be agreed taking into consideration the unique status of each individual academy. The number of each LGC will be either 8 or 12. Most LGCs will be formed following the structures listed below:

##### **Church Academies:**

8 governor: 2 foundation, 2 Trust appointed, 2 parents, 1 staff, 1 HT/HofS

12 governors: 3 foundation, 3 Trust Appointed, 3 parents, 1 staff, 1 HT/HofS

##### **Community Academies:**

8 governors: 4 Trust Appointed, 2 parents, 1 staff, 1 HT/HofS

12 governors: 6 Trust Appointed, 3 parents, 2 staff, 1 HT/HofS

##### **WHCT and other endowed academies**

12 governors: 3 foundation, 3 Trust Appointed, 3 parents, 1 staff, 1 HT/HofS

##### **VA Church Academies:**

7 foundation, 2 parent, 2 staff, 1 HT/HofS

5 foundation, 1 parent, 1 staff, 1 HT/HofS

2.10. Local Governing Boards and their advisory (scrutiny) Committees are committees of the trust's board. Their members are not trustees of the academy trust - unless they are also members of the trust's board of trustees. The Governors of a Local Governing Board are appointed members of a sub-committee and are referred to as Governors.

2.11. The Board emphasises its commitment (wherever possible and appropriate) to individual academies sustaining their distinctive ethos and character, with strong and effective governing Committees working to support their Headteachers. In the case of an Academy designated with a C of E religious character, the Academy shall be conducted in accordance with the principles, practices and tenets of the C of E, preserving and developing its religious character.

2.12. It is important to remember, however, that even where responsibility is delegated to a local level, it is the academy trust as the legal entity (not the Local Governing Board) that is ultimately accountable, for example in terms of finance and performance, and as the employer of staff.

2.12. The Board emphasises its commitment (wherever possible and appropriate) to individual academies sustaining their distinctive ethos and character, with strong and effective governing Committees working to support their head teachers.

2.13 To achieve this it also recognised the need for an effective Board of Trustees with strong sub-committees to –

- Provide support on strategy,
- business planning and direction
- Support financial planning
- Enable resources to be used more effectively
- Seek efficiencies in e.g. procurement
- Provide “umbrella” services more efficiently
- Ensure compliance with legal and statutory obligations
- Ensure that the outcomes and experiences of children and young people are as good as they can be.

2.14. **Framework:** The governance framework of the Trust is built upon the ethos of ensuring that governors govern and managers manage. This framework enables all parties to fulfil their roles and responsibilities, and provides clarity on individual and collective responsibilities, and delegated responsibilities, as outlined below.

2.15. **Ethos:** The Local Governing Board will govern with an emphasis on:

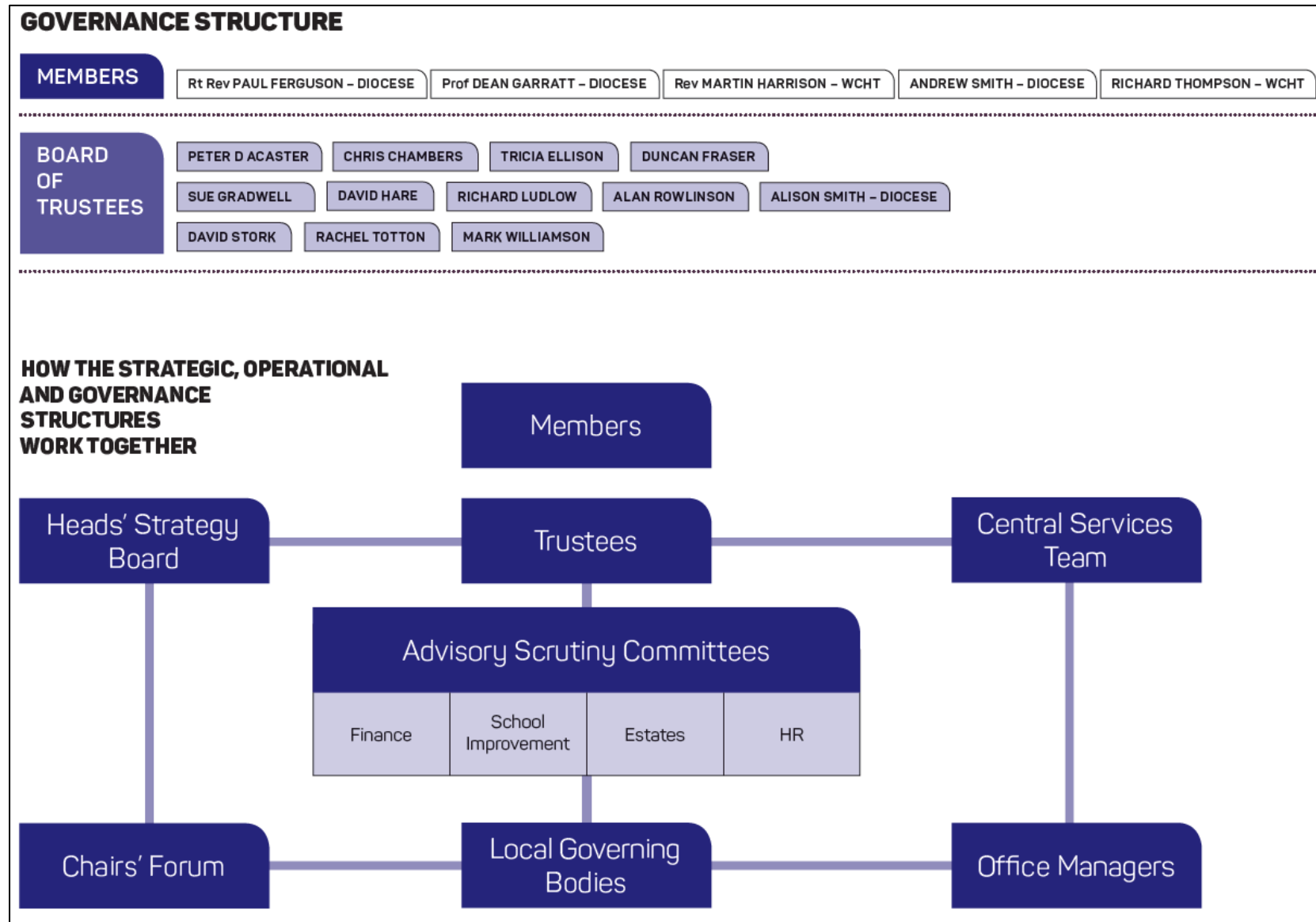
- a) Outward vision rather than internal preoccupation.
- b) Encouragement of equality and diversity.
- c) Strategic leadership over administrative detail.
- d) Distinction between Governing Committee and executive roles.
- e) Decision making that is collective rather than individual
- f) A focus on the future, as well as the present.
- g) Pro-activity rather than reactivity.
- (h) Promoting, at all times and through all its actions, positive academic and social outcomes and vibrant experiences for children and young people.

## 2.16 Measures for academies at risk:

- a) Academies may be judged at risk if:
  - The academy has been judged RI or put in a category by Ofsted
  - The data trends have been highlighted by the Performance and Effectiveness Scrutiny Committee as cause for concern
  - The review of teaching and/or leadership has been highlighted by the Executive Lead as cause for concern
  - The review of governance has been highlighted as cause for concern
- b) Measures may include:
  - Establishing an interim governing Committee
  - For sponsored academies (RI, Special Measures) an Executive Headteacher will be identified who will approve all staffing appointments, Leadership structure and Academy Improvement strategy.
  - For other academies at risk, the Trust will decide whether accountability will be given to an Executive Headteacher.
- c) Measures will be determined by the Board of Trustees on recommendation from the CEO.

### 3. Core Organisational Structure for the Board and its Sub-Committees

3.1 The diagram below sets out the core structure for the Board and its sub-committees.



3.2 Additionally the following panels will be formed as and when required, on a skills/knowledge basis. All panels will refer all decisions to the LGC for confirmation, and where required to the MAT Board for endorsement.

<b>LGC Panels</b>	<b>Remit</b>
Complaints	Consideration of complaints made under the MAT formal complaints procedure
Discipline and Grievance	To carry out investigations into staff matters
Pupil Discipline and Exclusions	To carry out investigations into pupil matters and determine on discipline and exclusions
Admissions appeal Panel	To hear appeals against decisions made by the head on admissions in relation to the admissions policy

3.3 The MAT Board Chair will convene an appeals panel to consider all appeals regarding decisions of the LGC Panels and any Board decisions as and when required.

## **4. Powers Retained and Delegated to sub-committees and LGCs**

Delegation of Financial powers is dealt with in the MAT Finance and Procedures Manual

### **4.1 Powers to be exercised by the Members only**

- i. Change the articles of association
- ii. Amendments to the Funding Agreement

### **4.2 Powers to be exercised only by the MAT Board are: -**

#### **i. Strategy**

- a. Agree a long term strategy, vision and mission for the Trust, and communicate this to stakeholders
- b. Establish and monitor a strategic risk register
- c. Agree a five-year asset management plan
- d. Develop a marketing and communications plan to promote the academies as the destination of choice for local parents, and to increase income

#### **ii. Governance**

- a. Establish and maintain a register of business interests for the board
- b. To review annually and consider the establishment, terms of reference and membership of committees and effectiveness.
- c. Appoint and remove internal and external auditors, company secretary,
- d. Approve the co-option, appointment and removal of persons and Chairs to the Local Governing Boards
- f. Elect (or remove) the Chair and Vice-Chair of the Board Annually



- g. Approve the Scheme of Delegation of powers and responsibilities
- h. Decide any changes in the times of academy sessions and dates of terms and holidays
- i. To review the Ebor Academy Trust Risk Register annually.

### **iii. Finance**

- a. Approve the annual budget, allocating finance to individual academies, using the funding formula allocations.
- b. Approve the annual report, returns and accounts
- c. Ensure all insurances are in place
- d. Informing the appropriate government agency if it suspects any irregularity affecting resources, and approvals of any write-offs and other requirements of the EFA/DFE
- e. Confirm the appointment of contractors/tenders for capital build projects.

### **iv. People and Leadership**

- a. Approve the Terms and Conditions of Employment
- b. Approve staff discipline, conduct, and grievance policy
- c. Confirm appointments of a Head Teacher and Deputy Head Teacher roles
- d. Review effectiveness of management structure
- e. Workforce remodelling/ seeking and ensuring cross-academy collaborations for efficiency and effectiveness
- f. Establish and implement a performance review process for Board and LGCs.
- g. LGCs to conduct self-assessment and performance review

### **v. Standards**

- a. Ensure that the achievement of standards, delegated to LGCs, is planned, resourced, tracked and continuously improved, with outcomes reported, within agreed frameworks, to the MAT Trustees.
- b. Policies: Establish, monitor and review statutory policies and procedures as per the Scheme of Delegation

## **4.3 Powers delegated to the MAT scrutiny committees**

### **HR Scrutiny Committee**

- i. Medium term manpower and succession planning to enable the outcomes set by the board to be met.
- ii. To establish disciplinary, complaints and staff grievance procedures and to take appropriate steps to make them known to members of staff.
- iii. To confirm any recommendations for dismissal of an employee, ensuring correct processes have been followed.
- iv. To approve pay awards of the Trust Central Team and Headteachers.
- v. To approve all HR policies and ensure these are being implemented consistently.
- vi. To ensure positive relationships and working practises with trade unions.
- vii. Ensure appropriate union negotiating arrangements are in place.
- viii. Influence and shape to trust's CPD strategy
- iv. To ensure all relevant risk are included in the risk register which is reviewed by the Governance Scrutiny committee.

## **Finance and Facilities Scrutiny Committee**

**Finance (including audit):** - see financial policy and procedures manual for financial matters

- i. To ensure the annual internal and external audit has been completed and subsequent recommendations acted upon
- ii. To agree Budget Setting for all academies
- iii. To ensure Financial Monitoring processes are in place and advise LGC on aspects which need attention
- iv. Approval levels of expenditure
- v. To approve Risk Management processes
- iv. To ensure all relevant risk are included in the risk register which is reviewed by the Governance Scrutiny committee.

## **Facilities:**

- i. Monitor the contracts for building maintenance and estates management for all academies
- ii. Establish and recommend to the Board a medium/long term estates management plan and strategy
- iii. To agree a health and safety policy, monitor risk assessments and set up arrangements to manage health and safety.
- iv. Ensure all statutory inspections and health and safety procedures and policies are implemented and that all academies and the Trust are compliant with statutory legislation.
- v. Recommend all capital programmes.
- vi. To monitor PFI contracts
- vii. To ensure all relevant risk are included in the risk register which is reviewed by the Governance Scrutiny committee.

## **Governance Scrutiny Committee**

- i. To ensure all Statutory Policies and Procedures are in place and communicated to academies
- ii. To ensure systems are in place to meet compliance regulations
- iii. To review the effectiveness of the governance of the Trust.
- iv. To communicate levels of delegation for academies in difficulty or sponsored.
- v. To approve the structure and appointment of LGC
- vi. Bi-annual review of Risk Register

## **Performance and Effectiveness Scrutiny Committee**

- i. Monitor at MAT level pupil progress and attainment in each academy.
- ii. Monitor at MAT level quality of learning and teaching in each academy.
- iii. Monitor at MAT level outcomes and issues relating to pupil personal development and well-being.
- iv. Advise the Local Governing Boards on the curriculum, taking into account Academy and statutory obligations.
- v. Identify any areas that would benefit from a MAT wide approach, including sharing of teaching and learning resources and approaches, and learning from practice.
- vi. Report where vulnerabilities are identified in relation to OFSTED and SIAMS benchmarks.

- vii. Review Academy's' self-evaluation summary reports to ensure the robustness of judgements made, including annual Chair of Governors report.
- viii. To scrutinise the outcomes of peer-review and the resources that are being directed to support academy improvement.
- ix. To protect the individual ethos of both church and community academies (see attached Terms for Reference for Church academies)
- x. To ensure all relevant risk are included in the risk register which is reviewed by the Governance Scrutiny committee.

## 4.4 Powers delegated to the Local Governing Boards (LGB)

4.41 Subject to provisions of these Terms of Reference, the Companies Act 2006, the Articles and to any directions given by special resolution of the Trustees, the business of the Academy shall be managed by the Local Governing Board who may exercise all the powers of the Company, other than matters reserved to the Board of Trustees and its subcommittees which either are strategic in nature or cannot legally be delegated.

4.42 The Trustees delegate the running of the Academy to the Local Governing Board to take responsibility for supporting the Academy and its leadership and management team in improving the:

- i. Effectiveness of leadership and management
- ii. Quality of teaching, learning and assessment
- iii. Personal development, behaviour and welfare
- iv. Outcomes for children and learners

Clarification of the roles and responsibilities of the Trust and the Local Governing Board

### **Responsibility and accountability**

The Local Governing Board acts in accordance with the Trust Code of Conduct for governors, and is accountable to the Board of Trustees, who hold the legal accountability for the standards and effectiveness of the Academy. In order for the Trust to exercise its accountability with due diligence, it delegates responsibility for the oversight of key actions to the Local Governing Board, who provide local intelligence through the minutes of meetings of the LGB, minutes of sub-committees and records of governor visits which demonstrate how they fulfil the three key roles of governors:

- Giving strategic direction to the academy
- Acting as a critical friend
- Ensuring that all expenditure represents value for money
- Promoting the school in the local community.

In addition, three members of Local Governing Boards are appointed to the Board of Trustees.

## Discharging the responsibilities of the Local Governing Board

The work of school leaders, including governors, is driven by a series of considerations, which together make up the design and delivery of learning in the academy. These considerations each have associated tasks, which are delegated to the academy head to undertake in collaboration and consultation with the Local Governing Board. During inspection, governors will be held to account for their knowledge of the elements contained within this document.

Question	Associated Task
What is our moral purpose? What kind of learner do we want to produce?	1. Determine the educational vision and ethos of the Academy 2. Set the aims and objectives of the Academy in the context of the overall aims and objectives of the Trust
What curriculum do we need in order to deliver this vision?	3. Establish and implement a local, relevant curriculum
What kind of pedagogy do we need to deliver this curriculum?	4. Ensure high quality teaching, learning and assessment takes place and is continuously improved
What kind of learning environment do we need to deliver this pedagogy? (Physical and emotional)	5. Oversee the quality of the built environment, including health and safety 6. Oversee child protection and safeguarding, including e-safety 7. Oversee the health and well-being of all members of the school community 8. Ensure the implementation and embedding of British values 9. For Church academies, a. Ensure the implementation and embedding of Christian values b. Ensure a high quality of religious education, and that arrangements for daily collective worship are in place,
How do we know if we are achieving our vision?	10. Contribute to the research and preparation of the academy's annual Self Evaluation including the analysis of performance data or information directed from the trustee's Performance and Effectiveness Committee.
How do we secure the effectiveness of the LGB?	11. Conduct an annual skills audit 12. Complete an annual self-review of the structures and procedures of the LGB 13. Act upon the outcomes of the evaluation process
What do we do about the outcomes of self-evaluation?	14. Set the priorities of the Academy 15. Develop, implement and monitor a fully costed academy improvement plan, and any OFSTED (or SIAMS) improvement plan
How do we secure the implementation of the academy improvement plan?	16. Ensure that academy staff receive a regular appraisal of their performance. 17. Appoint one (or two) governor(s) (usually to include the Chair, and in a Church school, a Foundation Governor), to be part of the panel for carrying out all aspects of the Head of School/Head Teacher's appraisal. 18. Recommend the annual budget to the MAT Board that meets all statutory requirements and when approved monitor expenditure against it. 19. The LGB must ensure compliance documents are in place annually for Pupil Premium and Sports Funding.

## 4.5 Local Governing Board Sub-Committees and Panels and Statutory Roles

Elements of these associated tasks may be undertaken by one or more **sub-committees**, **should the LGB so choose**.

The Local Governing Board may establish such sub-committees as it considers desirable to carry out its responsibilities. If it chooses to do so:

- The powers of any such sub-committees, their terms of reference and membership shall be determined by the Local Governing Board.
- Sub-committees may include eligible members who are not Governors.
- Except where it is otherwise constrained within its terms of reference, a sub-committee may invite attendance by persons who are not Governors or committee members, where such attendance is considered by the members of the committee to benefit its deliberations. This can include teachers with specific responsibilities who can report on their areas of responsibility.
- Outcomes of sub-committees should be reported to the next of the six full LGB meetings. The Trust only requires LGBs to meet and report though minutes of meetings six times per year. Minutes of sub-committees should therefore be submitted to the next full meeting of the LGB and submitted to the Trust alongside the minutes of that meeting. The Trust only requires copies of minutes from full LGB meetings.

LGBs will also be required to convene **panels** for specific purposes on an ad-hoc basis. Examples of panels include disciplinary, complaints, grievance etc. These panels will usually consist of any three governors with no prior knowledge of the situation to be considered.

LGB do not hear appeals against the outcome of panel hearings. Any appeals are heard by a panel convened by the MAT Board.

The LGB must identify responsible individual **governors** from among their membership to take statutory roles in

Safeguarding,  
SEND and  
Health & Safety.

In addition, LGB may identify such other roles for individual governors as may assist them in exercising their responsibilities, particularly in the realm of monitoring and evaluation. This may include governors with links to year groups, curriculum areas or classes; these links will depend on the size of the school, the size of the governing body and the nature of the curriculum to be monitored.

## 4.6 The role of Local Governing Board in Recruitment and Selection

1. General principles: Ebor is a single organisation, and as such can recruit to the organisation. This may involve the (re)deployment of staff within the Trust. The Board of Trustees is ultimately accountable for the standards of teaching and learning in the Trust, and therefore, as a matter of principle, all recruitment should be referred to the Executive.
2. Recruitment and Selection of the Headteacher
  - a. Schools classified as at risk or sponsored: The Ebor Executive team will lead, involving the LGB
  - b. Schools which are classified as 'good': the Hub Executive Lead will lead the process, working in partnership with the LGB in the appointment.
  - c. In either situation, the final decision on the appointment rests with the Trust.
3. Teaching and non-teaching Staff, including members of the Senior Leadership Team:
  - a. In the event of restructuring: Restructuring involves the creation or alteration of posts and will usually have a financial implication. The creation or deletion of posts should therefore be discussed with, and agreed by, the Executive. Subsequent recruitment may be then managed by the Headteacher/Head of School or managed within the overall recruitment strategy of the Trust, with the involvement of the LGB. The degree of subsequent autonomy will be determined by the status of the school.
  - b. Like-for-like replacements: are usually handled locally, with the involvement of the LGB, but may be assisted by the overall Trust strategy.
  - c. Where the Trust brokers the redeployment or reallocation of a staff member to another school within the Trust, the Trust will consult with the LGB.
4. Newly qualified Teachers: Ebor is a training provider for NQT, and as such, produces annually a cohort of teachers ready for deployment within the Trust. Where schools are actively recruiting a member of teaching staff at main scale, access to this pool may be sought. The final decision on appointment rests with the Head teacher/Head of School.

## 4.7 Headteacher Appraisal

In line with its statutory duties, Ebor MAT has evolved a model of Headteacher appraisal, which ensures that there is consistency across the MAT, and that all Headteachers and Heads of School receive appropriate career development and support following appraisal of their performance.

To this end, the process is a triangulation of views between the Headteacher/Head of School, the Executive Hub Lead, and the Local Governing Board. The LGB will provide at least one, but possibly more than one governor to attend a formal appraisal meeting with the Headteacher/Head of School and the Executive Hub Lead. The assigned governor will usually be, but not necessarily, the Chair. In a Church of England School, it would be usual

to involve a Foundation Governor. This meeting should be scheduled, of an appropriate duration and take place in a suitable location in private and uninterrupted.

The appraisal process will be carried out in accordance with the Ebor appraisal policy, which can be found at:

<http://www.eboracademytrust.co.uk/wp-content/uploads/2016/05/Ebor-PM-document-proforma-Version-2-Sept-2017.docx>

## 5. Delegation

KEY			
✓	Approve and Accountable	A	Provide advice and support
✓REC	Recommend	<>	Direction of advice and support
✓RES	Responsible		

AREA			FUNCTION	DELEGATION			
				Members	Trustees	Scrutiny Committees	Local Governing Board
			The Governance Framework				
PEOPLE	1.	Members: Appoint/Remove	✓				
	2.	Member Trustees: Appoint/Remove	✓				
	3.	Other Trustees: Appoint/Remove		✓			
	4.	Role descriptions for Trustees/Chair/ specific roles/committee members: agree		✓			
	5.	Local Governing Board Trust appointed Member: approve and remove Other LGB members approve and remove		✓		✓ REC ✓ RES	
	6.	Local Governing Board Chairs: approve and remove		✓	<A	✓RES	



AREA		FUNCTION	DELEGATION			
			Members	Trustees	Scrutiny Committees	Local Governing Board
			The Governance Framework			
SYSTEMS AND STRUCTURES	1.	Governance structure (committees) for the Trust: establish and review annually		✓	<A	
	2.	Terms of reference for Trust scrutiny committees (including audit if required, and scheme of delegation for Academy committees): agree and review annually		✓	<A	
	3.	Terms of reference for Local Governing Board: agree and review annually		✓	<A>	
	4.	Skills Audit for Trust Board: complete and recruit to fill gaps		✓	<A	
	5.	Annual self-review of Trust Board performance: complete annually		✓		
	6.	Local Governing Board members’ skills audit: complete and recruit to fill gaps			A>	✓RES
	7.	Annual self-review of Local Governing Board performance: complete annually				✓RES
	8.	Annual schedule of business for Trust board: agree		✓	<A	
	9.	Annual schedule of business for committees: agree		✓	<A	
	10.	Annual schedule of business for Local Governing Board: agree		✓	<A	✓RES

AREA		FUNCTION	DELEGATION			
			Members	Trustees	Scrutiny Committees	Local Governing Board
			The Governance Framework			
REPORTING	1.	Ensure academy websites are compliant			✓	✓RES
	2.	Register of all interests, business, pecuniary, loyalty for members/Trustees/committee members: establish and publish		✓		✓RES
	3.	Annual report on performance of the Trust: submit to members and publish		✓		
	4.	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit		✓	<A	
BEING STRATEGIC	1.	Agree Trust’s vision, strategy, ethos and values		✓		
	2.	Agree Academy’s vision and strategy, within the overall aims and objectives of the Trust				✓RES
	3.	Determine Trust wide policies which reflect the Trust’s ethos and values, to include e.g. SEND, safeguarding and child protection; curriculum; behaviour.			✓	✓REC
	4.	Determine any appropriate Academy level policies which reflect the Trust’s ethos and values.			✓A>	✓RES for academy level
	5.	Central spend: agree		✓	<A	
	6.	Management of risk: establish register, review and monitor		✓	<A	
	7.	Engagement with stakeholders	✓	✓		✓RES
	8.	Agree key priorities and key performance indicators (KPIs) against which progress towards achieving the Trust’s vision can be measured at Trust and A.		✓	<A>	

AREA		FUNCTION	DELEGATION			
			Members	Trustees	Scrutiny Committees	Local Governing Board
			The Governance Framework			
BEING STRATEGIC	9.	Agree key priorities against which progress towards achieving the Academy’s goals (within the Trust’s vision) can be measured.				✓RES
	10.	Chief Executive Officer: Appoint and dismiss		✓		
	11.	Academy Heads: Appoint and dismiss Church Academy Headteachers: Whether a candidate is required to be a practising Christian will be decided by the Local Governing Board in the first instance. If an LGB is not in place this will be decided in consultation with the diocese.		✓		<A
	12.	Budget plan to support delivery of Trust key priorities: agree		✓	<A	
	13.	Budget plan to support delivery of Academy key priorities: agree			A>	✓RES
	14.	Trust’s staffing structure: agree		✓	<A	
	15.	Academy’s’ staffing structure: agree			A>	✓REC
NOTES:	Items 3&4: The trust will determine in consultation with relevant experts the Trust policies. It’s the responsibility of the LGB to adopt these policies and accept, monitor and implement within their academy. This would refer to policies which are statutory, or require consultation with Trades Unions or professional Associations, such as HR policies. In addition, there will be policies for which the Trust allows latitude to individual schools to develop at local level, such as those referring to site-specific issues or aspects of teaching and learning which it is the responsibility of the LGB to approve and adopt.					

AREA			FUNCTION			DELEGATION			
						Members	Trustees	Scrutiny Committees	Local Governing Board
						The Governance Framework			
HOLDING TO ACCOUNT	1.	Accounting and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree		✓					
	2.	Reporting arrangements for progress on key priorities: agree		✓					
	3.	Performance Management of Chief Executive Officer: undertake		✓					
	4.	Performance Management of academy heads: undertake		✓		<A			
	5.	Trustee monitoring: agree arrangements			✓				
	6.	Local Governing Board member monitoring: agree arrangements			A>	✓RES			
ENSURING FINANCIAL PROBITY	1.	Finance Director for delivery of trust’s detailed accounting processes: appoint			✓				
	2.	Trust’s scheme of financial delegation: establish and review		✓	<A				
	3.	External auditors’ report: receive and respond			✓				
	4.	CEO pay award: agree		✓					
	5.	Academy head/Executive roles: agree		✓					
	6.	Staff appraisal procedure and pay progression: monitor and agree			✓	<A			
	7.	Benchmarking and Trust wide value for money: ensure robustness			✓	<A			
	8.	Develop Trust wide procurement strategies and efficiency savings programme			✓				