Scheme of Delegation

The scheme of delegation sets out who is responsible for which aspects of school leadership and governance within the trust.

Version number	10.0
Consultation groups	All governance tiers / Trust service leads
Approved by	Board of Trustees
Approval date	October 2026
Adopted by	
Adopted date	
Implementation date	October 2026
Policy/document owner	Director of Governance & Compliance
Status	Statutory
Frequency of review	Annual
Next review date	October 2027
Applicable to	Trust-wide - This scheme applies to all Discovery schools

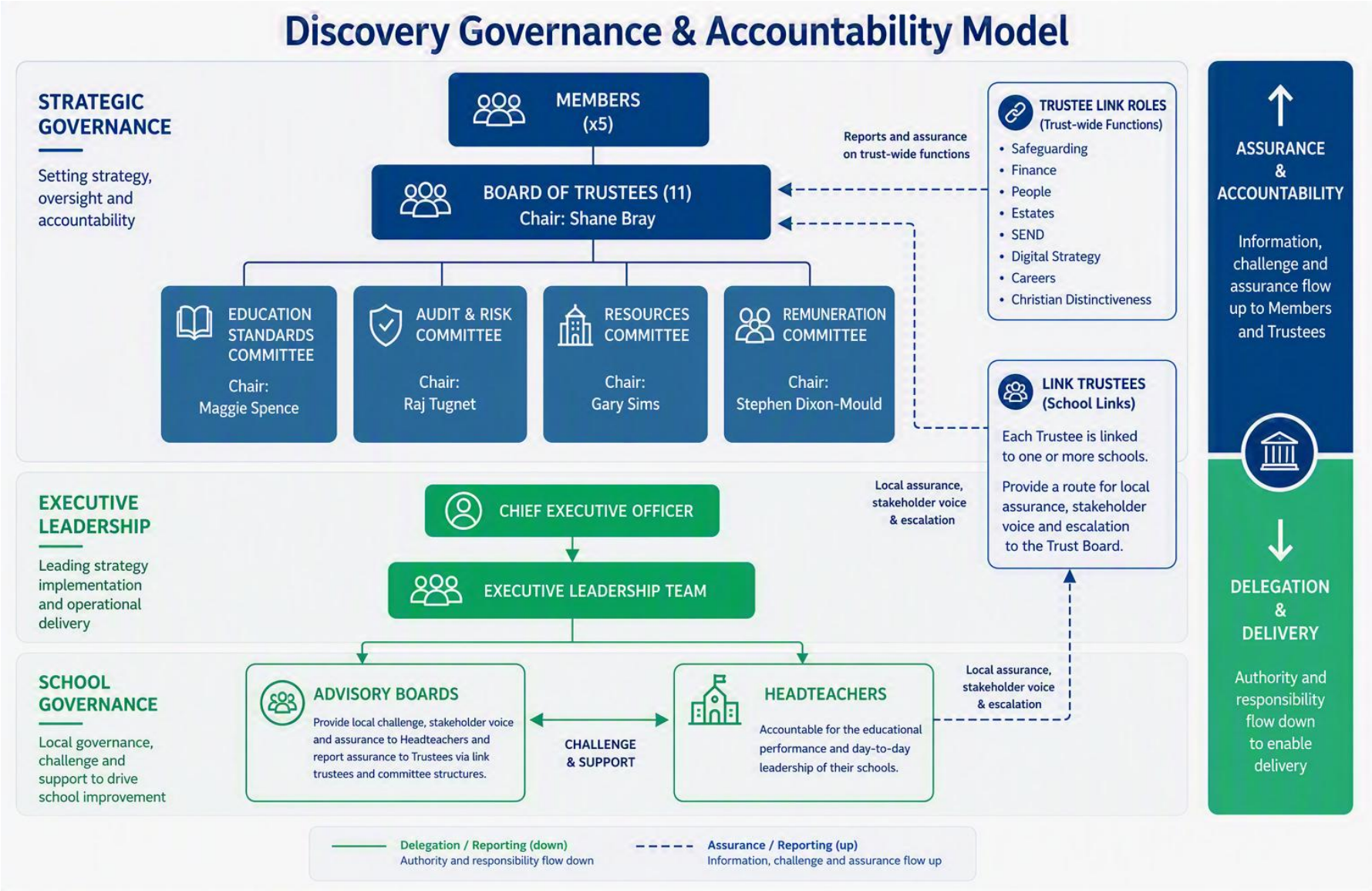
Introduction

The Discovery Trust Board has overall legal responsibility for the operation of the Trust and the schools within it. The Trust Board delegates authority to key groups to ensure and achieve effective leadership and governance of the Trust, this is set out in the Scheme of delegation. This Scheme of Delegation therefore provides for certain functions to be conducted by one or more of the following:

- Board of Trustees - The Board of Trustees may decide to form committees to conduct certain of its functions. The term 'Board of Trustee' will therefore include any such committees that may be formed from time to time.
- Trust Leader (TL)
- Executive Leadership Team (Education & Operations) – CFOO, CTO, CPO, Director of Mainstream Provision & Director of Specialist Provision
- Senior Leadership Team (Department Leads) – Director of Governance, Director of Estates and Place Planning, Director of Operations, Director of Finance, Director of People, Head of Safeguarding and Business Development Manager (Income Generation)
- Advisory Board (AB)
- Headteacher of the school

While the Scheme is designed to be comprehensive it will not cover every task. It is an evolving document which is updated as changes occur to advisory and decision-making responsibilities. Any significant changes are referred to the Board of Trustees for agreement. The Central Executive Team will review the scheme of delegation annually and present it to the Board of Trustees for agreement. Additional information about the governance structure is available in the Governance Strategy on the Trust website.

The model below shows how the governance model and executive leadership works in practice.



Definitions of words in the Terms of Reference

Ensure: A requirement to make certain that a designated action will occur or take place.
Review: A formal assessment of a designated item with the intention of instituting or recommending change if necessary.
Monitor: An observation and check against the progress, performance, or quality of a designated item over a period and/or with a designated frequency.

The role of Members

Members play a limited but crucial role in safeguarding academy trust governance. Members help to ensure that Trustees are exercising effective governance by using a range of powers including:

- Review and amend the Articles of Association
- Appoint and remove Members and Trustees.
- Direct the Board of Trustees to take a course of action if they fail to conduct its core function.
- Change the name of the Academy Trust
- To receive an annual report from the Trustees and the Trust Leader on the Academy Trust's performance.
- To receive statutory accounts at the AGM
- To appoint and remove the external auditors.

The role of Trustees

Trustees are responsible for the general control and management of the trust, and in accordance with the provisions set out in the memorandum and articles of association and its funding agreement. They are legally accountable for all statutory functions and for the performance of all the schools within the trust; they do this by carrying out the core governance functions.

The role of trust board committees

Trustees delegate some governance functions to board committees, one of which is audit and risk which advises on the adequacy of the trust's controls and risks.

Delegation of Governance Functions

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leadership Team		Senior Leadership Team (Department Leads)	Advisory Board (AB)	Headteacher
			Education	Operations			
Admissions	• Act as the Admission Authority for all academy schools within the Trust. • Ensure compliance with the School Admissions Code and School Admission Appeals Code. • Determine admission arrangements annually in accordance with the School Admissions Code. • Approve proposed changes to Published Admission Numbers (PANs) following statutory consultation where required. • . Receive assurance regarding compliance with the School Admission Appeals Code.	• Ensure that the case for catchment area changes are approved for all schools. • Ensure the case for policy changes are considered and approved.	• Monitor impact of pupil recruitment strategies. • Ensure that the case for catchment area changes is considered for all SEND schools. • To lead on school place commissioning with LA(s) and develop Student Sharing Placement Panel and funding protocols for SEND schools.	• Monitor impact of pupil recruitment strategies. • Ensure the admissions policy for the Trust is consulted on, as required in accordance with the School Admissions and Appeals Codes.	• Develop the admissions policy for all schools for adoption by the Trustees. • Consult on the admissions policy for the Trust as required in accordance with the School Admissions and Appeals Codes. • Manage and coordinate admissions consultations and publication of consultation outcomes. • Procure, coordinate and quality assure independent admission appeal arrangements in accordance with the School Admission Appeals Code. • Coordinate Trust participation in local authority Fair Access Protocols and monitor compliance • Coordinate and oversee in-year admission processes on behalf of the Admission Authority. • Ensure arrangements are made for hearing admission appeals. • To provide oversight and support of the implementation of the admissions arrangements across schools and residential provisions. • Ensure waiting lists are maintained in accordance with the School Admissions Code.	• Contribute to the development of the school prospectus if invited. • Review school arrangements for pupil recruitment.	• Consulted on the admissions policy. • Ensure admissions arrangements are published as required in accordance with the School Admissions and Appeals Codes. • Implement Trust procedures for in-year admissions and provide information required for admission decisions. • Ensure compliance with the Trust-wide admissions and appeals policy . • Participate in the fair access protocol. • Ensure effective arrangements are in place for pupil recruitment. • In partnership with DTL, identify cohorts of SEN and sufficiency data, place planning to inform commissioned places for the following academic year. (SEND Schools). • In partnership with DTL agree residential placement plans for pupils. (SEND schools). • Participate in Student Sharing Placement Panel protocol. (SEND schools).
Attendance (pupils)	• To Approve the Trust Attendance Policy. • Monitor Trust attendance for both pupils and colleagues.	• Monitor the levels of colleague and pupil attendance data	• Develop a Trust wide Attendance Policy for Pupils. • Review and report the levels of pupil attendance and report to Trustees (ESC)	• Monitor Trust wide colleague attendance support and processes.	• Develop a Trust wide Attendance Policy for Colleagues • Monitor and report the levels of colleague attendance and report to ELT and Trustees	• Monitor school attendance and pupil absence data.	• Ensure a register of pupil attendance is maintained. • Report on attendance and absence. • Develop attendance strategy and policy to

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leadership Team		Senior Leadership Team (Department Leads)	Advisory Board (AB)	Headteacher
			Education	Operations			
			• Review impact of strategies to achieve pupil attendance targets. • Review and develop Trust wide pupil attendance support and processes.		(Resources) • Safeguarding Lead (ZM) provides training and strategic oversight of attendance protocols through the lens of safeguarding		promote good levels of attendance.
Curriculum, performance & standards	• To appoint an Education Standards Committee to maintain oversight of educational performance and related strategies for all schools. • Review and evaluate standards of teaching and learning of SEND across the Trust.(ESC). • To appoint a School Improvement working group to have detailed oversight and scrutiny of 'priority' support schools and/or areas. (ESC). • Monitor and evaluate progress and attainment of Trust data for all pupils.	• Monitor the KPI figures relating to school and trust performance. • To approve the Trust strategy for: ○ Quality Assurance ○ School Improvement ○ Curriculum ○ Assessment ○ Teaching and Learning • Monitor the KPI figures relating to school and trust performance. • To monitor any school mitigation plans for underperformance in areas of concern. • Monitor and evaluate the standards of teaching and learning across the trust. • To monitor the standards and curriculum provided for all SEND children with specialist and mainstream provision.	• Develop strategies for: ○ Quality Assurance ○ School Improvement ○ Curriculum ○ Assessment ○ Teaching and Learning • Review the quality of the school curriculum (engaging, ambitious, representative, inclusive and relevant) and its design to meet the needs of all pupils. • Ensure the curriculum is inclusive by design & based on universal design for learning principles so that under-resourced pupils and those with SEND are included from the outset • To agree the (ambitious) targets for pupil achievement and progress by the Headteacher and monitor against targets. • Review the quality and accuracy of the school self-evaluation information. • To support schools to ensure that each individual schools improvement plan addresses school priorities. • To report to the Education Standards Committee the impact and progress of Trust Education improvement effectiveness and performance • Monitor and evaluate progress and attainment of Trust data of all pupils, including groups. • Report on progress towards KPIs from Trust Strategies to the Trustees.			• Monitor progress towards school performance targets and escalate concerns to the Trust Board. (Via chairs report or link trustee). • Monitor progress and attainment data for all pupils. • Monitor school improvement and wider development plans and receive progress on these. • Informed of education strategies for their school. • Review school approaches to assessment, curriculum, and inclusion.	• To ensure the curriculum delivery is consistent with the Trust curriculum strategy. • To ensure all curriculum areas are well led and developed to meet the local needs of their children. • To develop curriculum policies as required by the school (RE, collective worship etc). • To design and implement a curriculum enrichment outside of the school day. • Delivering Early Years Foundation Stage (EYFS) in line with statutory requirements. • To propose targets for pupil attainment and progress and monitor against targets. • To report school performance data to the Advisory Board and Trust in line with reporting requirements. • Inform the AB of SIF/SEF priorities and provide updates against progress on these. • To prepare and implement a school improvement plan. • Monitor and evaluate standards of teaching and learning in school. • Monitor and evaluate progress and attainment of all pupils in school.

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leadership Team		Senior Leadership Team (Department Leads)	Advisory Board (AB)	Headteacher
			Education	Operations			
			• Develop effective processes for ***monitoring*** the quality assurance of teaching and learning, the curriculum, inclusion, and the sharing of good practice across the schools in the trust. • Develop effective systems of ***evaluating*** teaching and learning, the curriculum, inclusion, progress and performance of schools; supporting leaders on a trajectory continuous improvement. • Implement Trust wide education strategies to enhance the experience and outcomes for all pupils, including tackling any gaps in the outcomes of different groups • To identify mitigation plans for underperformance in areas of concern.				

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leadership Team		Senior Leadership Team (Department Leads)	Advisory Board (AB)	Headteacher
			Education	Operations			
Examinations **(Secondary and Special only)**	• Receive assurance that appropriate systems are in place across relevant schools to secure compliance with JCQ regulations and awarding body requirements. • Monitor significant risks relating to examinations, external assessment, malpractice, appeals and contingency arrangements.	• Ensure executive oversight of examination compliance and escalation of significant examination-related risks to the Board.	• Monitor the quality, consistency and compliance of examination and external assessment arrangements across secondary and special schools. • Hold school leaders to account for JCQ compliance, access arrangements, assessment integrity and examination outcomes.	Ensure operational systems support secure examination administration, including data protection, secure storage, premises, ICT and emergency planning.	Develop Trust-wide expectations, guidance and assurance processes for examinations compliance, including links to data protection, SEND/access arrangements, contingency planning and risk reporting.	• Receive assurance that effective arrangements are in place for examinations and external assessments, including JCQ compliance, access arrangements, contingency planning and review of examination outcomes. • Escalate significant concerns through agreed governance channels.	• Ensure school-level compliance with JCQ regulations, awarding body requirements and Trust expectations. • Appoint and support an appropriately trained Exams Officer and ensure secure administration, accurate entries, access arrangements, invigilation, contingency planning, malpractice prevention and timely reporting of risks or incidents.

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leadership Team		Senior Leadership Team (Department Leads)	Advisory Board (AB)	Headteacher
			Education	Operations			
Careers (secondary and special)	• Ensure careers provision aligns with the Trust's vision, values and strategic priorities. • Receive assurance that statutory careers responsibilities are being met across the Trust. • Monitor Trust-wide careers performance through agreed KPIs.	• Approve the Trust's Careers Education, Information, Advice and Guidance (CEIAG) strategy. • Promote a culture where careers education is recognised as a key component of educational excellence. • Hold Trust leaders accountable for the quality and impact of careers provision. • Report significant risks or areas of concern relating to careers provision to the Trust Board.	• Develop a Trust-Wide Careers Strategy • Ensure implementation of the Trust's careers strategy. • Hold school leaders accountable for the quality and impact of careers provision. • Review Careers data across the Trust. • Report significant risks or areas of concern relating to careers to the CEO and Trust Board.			• Receive reports regarding careers provision and outcomes within the school. • Appoint a Careers Lead Role on the Advisory Board. • Monitor the effectiveness of careers education from a local perspective. • Consider pupil voice relating to careers education and guidance. • Escalate significant concerns regarding careers provision to the Trust Board through agreed governance channels.	• Ensure the effective delivery of careers education within the school. • Implement the Trust's careers strategy and framework. • Appoint and support an appropriately trained Careers Leader. • Ensure compliance with statutory careers guidance and Provider Access Legislation. • Ensure careers provision meets the needs of all pupils, including disadvantaged and vulnerable learners.
Christian Ethos	• Approve the Trust's Christian Distinctiveness Strategy. • Ensure the Trust's mission, values and culture reflect it's Christian Foundation. • Monitor the impact of Christian Distinctiveness across the Trust. • Review Trust-wide reports on Christian Distinctiveness, including SIAMs inspections. • Appoint a Christian Distinctiveness Lead Role Trustee.	• Develop the Trust's Christian Distinctiveness Strategy • Ensure Christian Distinctiveness is embedded within Trust Strategy. • Maintain effective partnerships with Diocesan partners and church stakeholders. • Hold leaders accountable for promoting and developing Christian Distinctiveness. • Report significant strengths and risks to the Trust Board.	• Ensure Christian Distinctiveness is reflected in the community design and educational provision. • Support Leaders in embedding Christian values within teaching, learning and pupil development. • Review the impact of Christian Distinctiveness on pupil outcomes. • Monitor the impact and effectiveness of Christian Distinctiveness at school and trust level.	• Monitor the impact and effectiveness of Christian Distinctiveness at school and trust level.	• Coordinate Trust-wide initiatives that promote the Christian vision and values. • Facilitate partnerships with diocesan bodies and church communities. • Develop the Trust-wide strategy on Christian Distinctiveness at Advisory Board level. • Monitor the effectiveness of Foundation Committee meetings at Advisory Board level.	**Church Schools Only** • Monitor the school's Christian vision is lived out and understood by stakeholders. • Receive updates regarding collective worship, religious education and Christian ethos. • Review progress against SIAMs-related priorities. • Support school with SIAMs inspections where required. • Escalate concerns relating to Christian ethos through governance channels.	**Church Schools Only** • Lead and promote the Christian vision and values. • Foster an inclusive community where all valued. • Promote opportunities for spiritual, moral and spiritual development. • Ensure collective worship is delivered and evaluated. • Ensure Religious Education is effectively planned, taught and monitored. • Develop and monitor progress against SIAMs priorities.
Behaviour & Exclusions	**Behaviour** • Approve a Trust Behaviour Policy for all schools. • To review behaviour data and trends across the Trust.	• Monitor Trust Behaviour KPIs and initiatives. • To review data and trends across the Trust and report to the trustees. • To review data on barred parents.	• Evaluate the effectiveness of the Trust Ready to Learn Behaviour policy. • To review data and trends across the Trust and report to the Trustees. • Review data on barred parents. • Develop a Trust (Behaviour) Ready to Learn Strategy and			• Review Behaviour Data and therefore the effectiveness of the behaviour policy for their school.	• Develop the behaviour policy and anti-bullying policy for the school for review and adoption by the Advisory Board. • Publish the school's behaviour policy and anti-bullying policy online.

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leadership Team		Senior Leadership Team (Department Leads)	Advisory Board (AB)	Headteacher
			Education	Operations			
			report its effectiveness to the trustees. • Develop Trust Behaviour initiatives for all phases. • Power to bar parents from the school site for unreasonable conduct.				
	Exclusions • Approve a Trust Exclusion policy (Education Standards). • Review exclusions data • Participate in child discipline panels	• Monitor the exclusion rates across the phases and schools.	• Review the pattern of exclusions and to report to the Trustees. • Case review pupils at risk of permanent exclusion. • To be the lead expert for the permanent exclusion panels • Power to suspend a pupil for a fixed term or exclude permanently.		• Convene a child discipline panel to review exclusion of a pupil. • Arrange an Independent Review Panel. • Develop a Trust Exclusions policy	• Participate in child discipline panels. • Review the pattern of exclusions (termly).	• Comply with DfE guidance - *Exclusion from maintained schools, Academies and pupil referral units in England* and trust Exclusion Policy. • Publish the exclusion policy online. • Report exclusion decisions to the Advisory Board, Trust, and LA. • Refer 'potential' permanent exclusions for case review prior to exclusion.
Communications	• Chair to be consulted on all press responses identified as a risk to Trust reputation (school and Trust level).	• Approve all press responses identified as a risk to school and/or Trust reputation. • Approve the content and style of all Trust Website Content. • Approve the Trust communications strategy.	• Provide Trust Marketing content for Education Effectiveness relevant to individual phase. • Monitor communication effectiveness and stakeholder engagement across the Trust.	• Monitor communication effectiveness and stakeholder engagement across the Trust.	• Develop a Trust Communications Strategy.	• Chair to be consulted on all press responses at school level.	• Approve all press responses at school level under advice of Executive Team & consult with AB Chair. • Be responsible for all communications with stakeholders within the school and establish a communication schedule.
Complaints Stage 1: Class teacher Stage 2: Head Stage 3: AB Chair Stage 4: Panel	• Approve a Trust Complaints Policy. • Review complaints trends across the Trust. • Participate in stage 4 complaints panel.	• Monitor complaint trends and remedial strategies to address common issues.	• Review complaint trends and agree remedial strategies to address common issues. • Review on-going school complaints and provide support and guidance where necessary. • Participate in panel to review escalated complaints (Stage 4).	• Review complaint trends and agree remedial strategies to address common issues. • Participate in panel to review escalated complaints (Stage 4).	• Develop a Trust Complaints Policy and Procedure for schools. • Review complaints trends across the Trust report to the Trust Board. • Convene a complaints panel for stage 4 complaints. • Participate in panel to review escalated complaints (Stage 4).	• Review complaints trends for school and report concerns to the Board of Trustees (termly). • Review complaints escalated to the Advisory Board (Stage 3). • Participate in panel to review escalated complaints (Stage 4).	• Consulted on the Trust Complaints Policy and Procedure for schools. • Publicise complaints policy on school website. • Manage complaints in line with the Trust Complaints Policy and Procedure. (Stage 1-2). • Upload complaints to Education Companion and Report trends to the AB and Trust (stage 2, 3 & 4).

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leadership Team		Senior Leadership Team (Department Leads)	Advisory Board (AB)	Headteacher
			Education	Operations			
Data Protection	• Accountable for meeting statutory requirements around data protection and security. • Approve Data Protection Strategy and associated policies. • To review Data breaches, Freedom of Information, Subject Access Requests and statutory training completion rates. • Review GDPR audit trends and mitigations	• Receive reports on data protection compliance and agree remedial strategies to address issues. • To approve data breaches that need reporting to the ICO.	• Receive reports data protection compliance and agree remedial strategies to address issues. • Support investigation procedures in the event of a breach incident.	• Appoint a Data Protection Officer. • Receive reports on data protection trends and agree remedial strategies to address issues. • To approve the involvement of legal in high-risk data protection cases and associated costs.	• Develop data protection strategy and associated policies and privacy notices. • Provide data protection guidelines and standards and oversee schools approach to data protection controls. • Report to the Trust Board on the effectiveness of the data protection strategy. • Audit data protection compliance across the trust. • Report on the effectiveness of data protection controls to the Board.	• Review data on subject access rights requests and data breaches. • Report data protection concerns to the Executive Team/Board. • Review the GDPR Audit	• Ensure required data protection policies are in place and communicated to all colleague and volunteers. • Ensure schools meets and implements data protection requirements and standards at school level. • Ensure completion of mandatory data protection training for all school colleagues. • Report to the Trust and AB data breaches and subject access requests.
Estates	• Approve the Trust Capital Strategy: criteria for allocation of the annual capital budget and the associated annual capital improvement programme. • Monitor delivery against the capital improvement programme. • Appoint a lead Trustee for Estates • Approve/reject proposals for the acquisition/disposal of land/buildings.	• Agree the Trust Capital Strategy and annual capital improvement programme. • Monitor delivery against the capital improvement programme.	• Input into long term educational strategic site / capital priorities. • Monitor delivery against the capital improvement programme.	• Agree the Trust Capital Strategy and annual capital improvement programme. • Monitor delivery against the capital improvement programme.	• Develop the Trust Capital Strategy and annual capital improvement programme. • Commission school condition surveys and associated inspections to inform capital priorities. • Develop and maintain a building maintenance plan to ensure that all property remains 'fit for purpose'. • To specify project management arrangements for major capital projects. • Review the school's routine compliance audits and the implementation of action plans. • To submit all DFE annual returns e.g. land and building condition tool and annual estates compliance return. • Maintain a 3-year School Estate Asset Management Plan and ensure proposed capital expenditure priorities are submitted to the Trust.	• Informed of capital build project updates.	• Provide education provide priorities to the Health and Safety & Estates Team to inform a 3-year School Estate Asset Management Plan. • Liaise with ongoing maintenance and capital works in line with the Estates strategy. • Seek views of Advisory Board on educational priorities and developments for the school site. • Engage in capital build projects as required. • Ensure compliance with procurement and building maintenance and construction regulations at school level.
Equalities	• Approve an Equality strategy and review progress against objectives. • Review annual Gender Pay	• Monitor the effectiveness of Trust equality initiatives. • Agree the Equality Strategy	• Provide EDI information to ECG group for review. • Ensure there is a SEND cluster representation on	• Monitor the effective delivery of the Equality Strategy for colleagues.	• Develop an Equality Strategy and objectives. • Support schools to comply with requirements of	• Review compliance with Public Sector Equality Duty – equality	• Headteacher is the EDI school champion or to identify a school champion. • Comply with Public Sector

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leadership Team		Senior Leadership Team (Department Leads)	Advisory Board (AB)	Headteacher
			Education	Operations			
	Gap report and action plan.	and Objectives. • Monitor the effective delivery of the Equality Strategy for colleagues.	ECG. • Monitor the effective delivery of the Equality Strategy for children within their phase. • Develop, Implement and Monitor the effective delivery of the Equality Strategy for children. • Report to the ESC the equity and effectiveness of equality initiatives for children.		Equality Act 2010. • Publish annual Gender Pay Gap report and action plan. • Develop reporting and tracking procedures for the effective delivery of the Equality strategy for Colleagues. • Report to the Resources Committee on the effectiveness of our Equality strategy and relevant data.	information and objectives. • Review the school Accessibility Plan.	Equality Duty – publish equality information and objectives consulting with the AB. • Prepare, publish, and review an Accessibility Plan consulting with the AB.
Finance – Compliance and Risk **Also see risk management & business continuity section**	• Appointment of Accounting Officer. • Appoint committees with responsibility for finance and for audit, and risk. • Approval of audited financial statements. • Approve annual Trustee report and governance statement as part of statutory accounts. • Approve Budget Forecast Return and Budget Forecast Outturn Return submission. • Receive, review and challenge monthly consolidated financial performance. • Review and challenge Trust financial risks. • Accountable for ensuring adequate insurance arrangements are in place.	• Appointment of Chief Finance & Operating Officer (Chief Financial Officer).		• Review and challenge schools on financial risks. • Complete statutory financial returns to include audited accounts, annual statement on regularity, propriety and compliance, Land and Buildings Return, Annual Accounts Return, Union Facilitation reporting Payment Practices and Gender Pay Gap Reporting, Budget Forecast Return and Budget Forecast Return Outturn. • Publish annual accounts on website and file annual account with Companies House. • Develop, monitor, and mitigate Trust Financial Risk Register. • To maintain a register of business interests. • To ensure adequate insurance arrangements are in place.	• To maintain a register of business interests.	• Review sports and pupil premium spending and strategy, evaluating the impact of this additional funding.	• Ensure effective deployment of the sports and pupil premium and monitor and report on impact. • Review and mitigate against school financial risks. See Pupil Premium section for additional details.
Finance policies	• Approve financial regulations and key finance policies as detailed in the Trust Policy Framework.	• Agree financial policies as detailed in the Trust Policy Framework, to include reserves and investment, conflicts of interests, expenses, fraud, gifts and hospitality, whistleblowing (this is not an exhaustive list).		• Develop Financial Regulations Manual. • Develop financial policies as detailed in the Trust Policy Framework, to include reserves and investment, conflicts of interests, expenses, fraud, gifts and hospitality, whistleblowing (this is not an exhaustive list).	• Ensure financial policies are uploaded to the Trust Artefact Library.		• Read and comply with all financial policies.

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leadership Team		Senior Leadership Team (Department Leads)	Advisory Board (AB)	Headteacher
			Education	Operations			
Finance – Budgets	• Annual approval of budgets Trust-wide. • Ensure effective financial management of the Trust. • Agree budget virement in line with the financial regulations. • Agree the mechanism for schools' central contribution charge to schools.	• Authorise expenditure in line with policy. • Monitor core Trust budget.		• Analyse, benchmark and agree annual school budget for each school for submission to Board. • Approve annually all school structure proposals. • Monitor schools against budget and address variances swiftly. • Set, monitor, and challenge progress towards financial targets. • Forecast financial budget outcomes. • Authorise expenditure in line with policy. • Develop and monitor core Trust budget and recommend central contribution charging mechanism. • Calculate and inform schools of Trust wide purchased goods/services. • Identify cross school efficiencies. • Authorise expenditure in line with policy.		• To be regularly appraised on the financial performance of the school.	• Work in partnership with the Central Finance Team to set a budget (for Trust Board approval annually). • Maintain expenditure within budget, identifying and delivering financial efficiencies. • Seek Executive Team approval for expenditure out of approved budget or if in deficit position. • Review school staffing structure for efficiency and affordability. • Meet financial targets and report any financial vulnerabilities to Central Executive team. • Authorise expenditure in line with policy. • Agree budget virement of up to in line with the financial regulations.
Finance –Assets	• Approve Disposal of Assets Policy (part of Financial Regulations). • Authorise disposal of assets in line with the financial regulations.	• Authorise disposal of assets in line with the financial regulations.		• Develop and implement a Disposal of Assets Policy (Financial Regulations). • Maintain and manage the Trust asset register. • Authorise disposal of assets in line with the financial regulations.	• Proposal & source purchase of new assets linked to Education Development projects.		• Maintain and manage the school asset in line with the requirements of the Financial Regulations and Disposal of Assets Policy. • Authorise disposal of assets in line with the financial regulations.
Finance - Investment	• Approve a Trust Investment Policy and subsequent investments.	• Approve treasury deposits in line with Investment Policy.		• To recommend investment opportunities in line with the principles of the investment policy.			
Finance - Audit	• Recommend appointment and removal of external auditor to Members (ARC). • To approve internal scrutiny programme of work (ARC). • To appoint internal			• Recommend internal scrutiny and external audit requirements. • Lead and coordinate internal and external audits. • Establishing and maintaining procedures for effective audit in accordance with Trust and	•		• Comply with requirements of internal and external audits and internal quality assurance audits. • Respond and action audit recommendations.

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leadership Team		Senior Leadership Team (Department Leads)	Advisory Board (AB)	Headteacher
			Education	Operations			
	auditors and agree programme of work (ARC). • Receive reports (including an annual report) from audit inspections and then review the resulting Action Plan.			ESFA requirements. • Action and respond to external and internal audit report requirements. • Complete annual quality assurance audits. • Report the Board annually on key findings recommendations and conclusions from the internal audit programme. • Review and monitor progress against actions and timescales for implementation from Audits.			
Finance – Procurement	• Agree expenditure in line with policy.	• Ensure procurement policies are adhered to across the Trust.	• Comply with Procurement guidance in Financial Regulations Manual.	• Develop a procurement and tendering process. • Achieve value for money by purchasing at a Trust level. • Ensure procurement policies are adhered to across the Trust. • Agree expenditure in line with policy. • Comply with Procurement guidance in Financial Regulations Manual. • Arrange the provision of central services including finance package, payroll and pensions, insurances, HR, Governance and Safeguarding support.	• Comply with Procurement guidance in Financial Regulations Manual.		• Ensure value for money is achieved at all times. • Agree expenditure in line with policy. • Comply with Procurement guidance in Financial Regulations Manual.
Finance – Income Generation	• To approve the Income Generation Strategy	• To review/approve income generation initiatives within approved strategy.		• To develop the Trust's income generation strategy. • To monitor performance against the income generation strategy. • To identify income generation opportunities for review and scrutiny. • To report to the Audit and Risk committee progress towards income generation targets.	• To implement approved income generation initiatives. • To monitor performance against the income generation strategy. • To identify income generation opportunities for review and scrutiny.		• To engage and support with the achievement of the Trust's income generation strategy.

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leadership Team		Senior Leadership Team (Department Leads)	Advisory Board (AB)	Headteacher
			Education	Operations			
Governance	**Strategy** • To approve: o Governance Strategy and Scheme of Delegation. o Terms of reference for the Trust Board and committees. o Lead Role Descriptors • To establish and appoint board committees. • To establish lead roles for Trustees. • To establish link school Trustees. • To maintain a Board skills audit that informs recruitment and training needs. • To undertake an annual review of Board effectiveness and identify priorities for governance development. • To read and respond to issues and concerns raised by Advisory Boards (through the Chairs Report). • Propose changes to the Articles of Association to Members.	• To review and agree the Governance Strategy and Scheme of Delegation before board approval. • To review the effectiveness of the Trust's governance systems and processes. • To attend meetings of the Trustees and provide a Trust Leader report. • To present challenges in education to the Board of Trustees. • To liaise with the Diocese on governance matters	• Consulted on the Governance Strategy and scheme of delegation. • To attend meetings of the Board and report on educational strategy, activities and impact. • To provide annual Ofsted training and updates. • To provide annual Inclusion and SEND updates and training • To review the effectiveness of the Trust's governance systems and processes.	• Consulted on the Governance Strategy and scheme of delegation. • To attend meetings of the Board and report on operations strategy, activities and impact. • To review the effectiveness of the Trust's governance systems and processes.	• Review and develop: o Governance Strategy and Scheme of Delegation. o Terms of reference for the Trust Board and committees. o Lead Role Descriptors • To attend meetings of the Trustees. • Co-ordinate governance reviews and report governance development priorities to Trustees. • Report on the effectiveness of the Trust's governance systems and processes. • To make clerking arrangements for the Trust Board. • To secure professional advice on behalf of the Trustees as may be requested. • Establish and maintain a register of all interests (pecuniary business and loyalty) of the senior Executive Team and publish this in accordance with regulation. • Provide induction and training support for all lead Trustees and Advisory Board members. • To liaise with the Diocese on governance matters • To update GIAS and Companies House where necessary.	• Consulted on the Governance Framework and Scheme of Delegation. • To carry out a skills audit and annual self-review of Advisory Board performance setting out priorities for improvements in the next academic year. • Establish and maintain a register of all interests (pecuniary business and loyalty) of Advisory Board Members and publish this in accordance with regulations. • Report to the Trust Board following each meeting through the Chairs Report and Minutes. • All Advisory Board members to ensure they carry out their link role.	• Consulted on the Governance Strategy and scheme of delegation. • To engage the Advisory Board and ensure they are consulted on key decisions. • To attend meetings of the Advisory Board and to provide information and reports as required. • Establish and maintain a register of all interests (pecuniary business and loyalty) of colleague and publish this in accordance with regulation.

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leadership Team		Senior Leadership Team (Department Leads)	Advisory Board (AB)	Headteacher
			Education	Operations			
	Appointments & removal • Elect a Chair and Vice-Chair of the Board each academic year and remove in accordance with Articles of Association. • Recommend trustees for appointments to Members or the Board. • Appoint and remove co-opted committee members and trustees. • Establish and appoint link & lead trustees. • Powers to remove Advisory Board Members (other than non-attendance). • Power to disband an ineffective AB.	• Propose the disbandment of an ineffective Advisory Board. • Propose removal of an Advisory Board Member.	• Support recruitment to the Trust Board, and Advisory Boards.	• Support recruitment to the Trust Board, and Advisory Boards.	• Lead on recruitment to the Trust Board, and Advisory Boards. • Monitor the effectiveness of local governance. • Propose the disbandment of an ineffective Advisory Board. • Propose removal of an Advisory Board Member.	• Elect a chair and vice chair of Advisory Board. • Appoint lead ABM roles. • To support the recruitment and induction of new AB members. • Remove Advisory Board members for non-attendance.	• Establish and maintain a register of all interests (pecuniary business and loyalty) of colleague and publish this in accordance with regulation. • Ensure parent and colleague elections are conducted. • Support the induction of new Board members.
HR: Appraisal	• Approve trust-wide appraisal arrangements. • Review the effectiveness of the appraisal arrangements. • Approve the People Strategy.	• Agree the People Strategy before presenting to the Board. • Monitor Trust KPIs for the Trust Appraisal process. • Review the effectiveness of the appraisal arrangements.	• Oversight of the implementation of the appraisal and coaching model in schools. • Appraise Headteachers and colleague with cross-trust responsibility. • Review the effectiveness of appraisals for specialist SEND colleagues within all schools.	• Monitor Trust KPIs for the Trust Appraisal process. • Review the effectiveness of the appraisal arrangements.	• Develop the appraisal policy and consult with recognised Trade Union groups through the Joint Consultative Committee. • Monitor the effectiveness and engagement of the appraisal process at local level. • Quality assures the appraisal process to ensure consistent approach, providing training as required. • Report on the effectiveness of the appraisal policy to the Board. • Implement the appraisal policy in respect of central colleague.	• Advisory Board Chair] invited to comment on Headteacher appraisal process.	• Comply with Trust appraisal policy. • Ensure the appraisal policy for all school-based employees is conducted. • Delegate the appraisal process to suitably trained leaders in line with Trust policy. • Report to Director of Primary Education/Deputy Trust Leader on the effectiveness of the appraisal and coaching model.
HR: Pay	• Approve pay policy annually including determining pay ranges, pay point values. • Approve and monitor special colleague severance payments above the statutory or contractual entitlement. (Payments over £50k must be authorised by ESFA). • Conduct Trust Leader	• Agree the Trust pay policy and consult with recognised Trade Union groups through the Joint Consultative Committee.		• Agree the Trust pay policy and consult with recognised Trade Union groups through the Joint Consultative Committee.	• Develop pay policy and consult with recognised Trade Union groups through the Joint Consultative Committee.		

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leadership Team		Senior Leadership Team (Department Leads)	Advisory Board (AB)	Headteacher
			Education	Operations			
	performance management and salary review. • Convene appeals panels Trust Leader pay appeals.						
HR Policies: Disciplinary & Capability Attendance Management Dignity at Work / Grievance/ Leave of Absence and Organisational Change	• Approve HR policies as delegated in the Trust Policy Framework. • Implement policy in respect of the Trust Leader. • Convene panels for hearing and/or appeals in respect of Trust Leader and colleague where required.				• HR policy development and consultation with recognised Trade Union groups. • Implement policy in respect of central Trust colleague. • Convene panels for hearings and appeals. • Give guidance and support to individual schools. • Lead organisational change and restructuring proposals. • At the request of the ET, give representation on hearing panels and support investigation procedures.	• Representative on hearings and appeals panels.	• Implement the specified HR policies for all colleagues. • Communicate significant HR matters to the ET for further support and guidance.
HR: Recruitment	• Approve terms and conditions of employment. • Approve Trust executive leadership structure. • Appoint the Trust Leader and support the recruitment of other senior central posts. • Succession plan for the Trust Board and ET.	• Approve all colleague staffing structures. • To succession plan for the Executive Team. • Approve all Interim & Permanent Headteacher arrangements for schools.	• Representative in recruitment process for deputy appointments. • Lead the recruitment process for headteacher & DHT appointments and for all specialists SEND colleagues. • Advise and engage the Advisory Board in Headteacher recruitment plans. • Approve the deployment of colleague with cross trust responsibilities. • To succession plan for Head Teachers and senior school leaders. • Propose any interim or permanent headteacher arrangements for schools to the Trust Leader. • To propose the staffing structure of the central services education team.	• Lead the recruitment process for all senior Central Team Members • To propose the staffing structure of the central services operations team. • Approve any exceptions to the staffing model.	• Develop terms and conditions of employment and conduct formal consultation with recognised Trade Unions and affected stakeholders. • Develop Colleague Handbook. • Develop school staffing structure models and approve exceptions to the model. • Recruit for central & Headteacher, DHT roles. • Recruit colleague with cross Trust responsibilities.	• At the request of the headteacher, support in the recruitment of another colleague. • Representative on recruitment panel for headteacher appointments (Chair).	• Design school colleague structure. • Propose changes to model colleague structure to ET in consultation with the Director of Primary and Executive Heads. • Update the advisory board on key colleague changes and appointments. • Appoint deputies in conjunction with ET with support from the AB (where applicable). • Appoint teaching and support colleague within agreed school staffing structure ensuring safeguarding and pre-employment checks are completed and recorded.
ICT & cyber	• Approve the Trust ICT &	• Monitor the level and scale	• Monitor and develop the	• Develop and implement the	• Develop Acceptable	• Ensure completion of	• Comply with the principles

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leadership Team		Senior Leadership Team (Department Leads)	Advisory Board (AB)	Headteacher
			Education	Operations			
security	cyber security strategy. • Review the effectiveness of the Trust's Digital Transformation Strategy. • Receive assurance regarding cyber resilience and digital compliance arrangements. • Review significant cyber incidents and associated lessons learned. • Review progress of the Trust's IT against the DfE's Digital Standards.	of threats to the organisation. • Approve the Trust's Digital Transformation Strategy • Approve the IT team staffing structure. • Ensure digital transformation supports the delivery of the Trust's strategic objectives. • Ensure cyber risks are appropriately escalated and managed.	Trust's Digital Transformation Strategy. • Propose and contribute to ICT strategy and cyber security strategy. • Develop and lead on the Trust's Educational Digital Transformation Strategy.	Trust ICT & cyber security strategy and associated policies. • Develop and implement the ICT team staffing structure. • Report to Audit and Risk the effectiveness of the ICT & cyber security strategy. • Report to the Trust Leader any significant cyber risks. • Lead on IT procurement for whole trust initiatives. • Provide IT services effectiveness reports for review. • Develop and lead on the Trust's Technical Digital Transformation Strategy. • Ensure the Trust is compliant against the DfE's Digital Standards and report the progress to the Trust Leader and Audit and Risk.	Use Policy for colleague and pupils. • Provide IT technical support services.	mandatory Cyber-Security Training.	in the Trust ICT & cyber security strategy and associated policies. • Implement the Acceptable Use Policy with pupils and colleague. • Ensure sufficient technical support to meet the school needs.
Operations: Health & Safety (H&S)	• Accountable for meeting statutory H&S requirements. • Approve a Trust Health and Safety policy. • Have oversight of all Health and Safety related policies. • Monitor compliance and effectiveness of H&S policy (ARC) • Appoint a link role for H & S • Appoint a named trustee responsible for Allergies.	• Responsible and accountable for strategy, policy, monitoring, and compliance. Includes: ○ Review H&S audits and progress towards actions. ○ Monitor health and safety issues and incidents, provide support at Trust level when necessary. ○ Monitor compliance and effectiveness of H&S policy	• Oversight and approval of residential education visits – Evolve. • Monitor H&S incidents and provide support within all education provisions.	• Monitor H&S incidents and provide support within all provisions. • Monitor compliance and effectiveness of Health and Safety Policy.	• Responsible for strategy, policy, monitoring, and compliance. Includes: ○ Create and maintain schedule for Health and Safety policy review. ○ Develop and maintain Health and Safety policy and associated policies, procedures and linked risk assessments and consult with recognised Trade Union groups. ○ Review external H&S audits and progress towards actions. ○ Conduct internal H&S audits and provide recommendations and actions. ○ Monitor health and safety issues and incidents, provide support at Trust level when necessary. ○ Develop and coordinate suitable external training for H&S for key operational staff.		• The Headteacher is accountable for the H&S for all colleague, pupils, and visitors at their location. • Personalise Trust Health & Safety policy for adoption by the AB. • Personalise any associated Health and Safety Policies. • Implement Health and Safety policy and associated policies and procedures and ensure that appropriate risk assessments are carried out. • Ensure all colleagues are aware of their Health and Safety responsibilities and complete appropriate training. • Ensure statutory compliance checks are undertaken (asbestos, legionella, fire, PE equipment etc). • Ensure Health and Safety action plans are actioned from workplace inspections & audits.

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leadership Team		Senior Leadership Team (Department Leads)	Advisory Board (AB)	Headteacher
			Education	Operations			
					○ Review and report on H&S training completion. ○ Escalate any H&S concerns or risks to the Executive Leadership team.		• Ensure National Minimum Standards in residential and extended day provision. • Appoint Educational Visits Co-ordinator to manage trips and activities. • Ensure all accidents, incidents and near misses are recorded appropriately. • Ensure serious incidents are escalated to the Trust Health and Safety & Estates Team.
Partnerships/ central services	• Review and challenge the performance of partnership/central services against KPIs and strategic priorities.	• To determine the scope of central services to be delivered by the Trust. • Approve the staffing structure for the central services team.	• Propose the in-tact services business model and scope of service. • Enter, or withdraw from, a formal partnership.	• Enter, or withdraw from, a formal partnership.			• Assess the need of their school to ensure effective procurement/subscription to Trust partnerships and services each year.
Pupil Premium	• Review the effectiveness of the use of the pupil premium across Trust.		• Review the impact on outcomes of pupil premium strategies & funding. • Monitor and report – to the Board on the effective use of the pupil premium across their phase in terms of educational outcomes and narrowing the achievement gap. • Develop a Trust Pupil Premium Strategy.	•	•	• Review and challenge the school strategy for pupil premium expenditure, evaluating the impact of the additional funding.	• Determine and ensure the effective deployment of the pupil premium and monitor and report on impact. • Publish a pupil premium strategy on the school website in compliance. with DfE requirements.
Risk management & business continuity **Also see compliance & risk section**	**Risk** • Approve Trust-wide Risk Policy and risk appetite statement. • Oversee, review and challenge Trust risk register and mitigation plans. • Receive notification of any matter presenting significant risk to the Trust. • Review the management and resolution of high-risk and significant incidents.	• Review the Trusts risk registers. • Ensure escalation of any issue that presents a significant risk, regulatory breach, safeguarding concern, financial concern or reputational risk to the Trust to the Board of Trustees. • Review the management and resolution of high-risk and significant incidents. • Ensure a culture of active risk managements across the Trust.	• Oversee the school's risk register and mitigation plans to ensure appropriate action is taken. • Ensure trust wide risks are identified from all school's risk registers and report them to the ESC. • Ensure escalation of any issue that presents a significant risk, regulatory breach, safeguarding concern, financial concern or reputational risk to the Trust to the Trust Leader.	• Develop risk framework and policy. • Review and monitor the Trusts risk register and mitigations and present to the Trustees. • Ensure department risk registers are evaluated and risks moved onto Trust risk register where appropriate. • Ensure escalation of any issue that presents a significant risk, regulatory breach, safeguarding concern, financial concern or reputational risk to the Trust to the Trust Leader.	• Review and update risk register for their department. • Ensure escalation of any issue that presents a significant risk, regulatory breach, safeguarding concern, financial concern or reputational risk to the Trust to the Trust Executive Leadership Team.	• Review school risk register and mitigation plans.	• Maintain a school risk register and implement effective mitigations. • Ensure escalation of any issue that presents a significant risk, regulatory breach, safeguarding concern, financial concern or reputational risk to the Trust to the Trust Executive Leadership Team.

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leadership Team		Senior Leadership Team (Department Leads)	Advisory Board (AB)	Headteacher
			Education	Operations			
	Business continuity • Gain assurance that appropriate structures are in place to implement effective emergency planning including incident management, business continuity management arrangements, recovery, and resumption. • Review evaluated critical incident reports.		• Monitor and support schools who are experiencing a critical incident.	• Monitor and support schools who are experiencing a critical incident.	• Responsible for Trust Emergency Planning and Recovery. • Review and advise schools on emergency planning and recovery. • Approve decision for school closure on H&S grounds/critical incident. • To provide support for critical incidents. • To contribute to the evaluation of school critical incidents and report to trustees. • Monitor and support schools who are experiencing a critical incident.	• Review critical incident reports at their school.	• Develop and maintain a school Emergency Planning and Recovery document. • Report critical incidents to the AB and Trust.
Safeguarding	• Approve Trust-wide Safeguarding/Child Protection Policy/Supporting Pupils with Medical Conditions, Visitors, Safer Working Practice for colleagues. • Manages safeguarding allegations against the Trust Leader (Chair of the Board). • Appoint a designated Board member for safeguarding. • Appoint a designated Board member for Residential. • Ensure safeguarding and residential care is a high priority on all board agenda items. • Review safeguarding compliance effectiveness across the Trust. • Complete mandatory training as expected. • Review safeguarding trends, mitigations and actions (Education Standards).	• Review safeguarding compliance effectiveness across the Trust. • Review safeguarding trends, mitigations and actions.	• Line Manages Head of Safeguarding and provides support where appropriate. • Consult with the Trust Head of Safeguarding to tackle and target areas of poor practice or non-compliance. • Consult with the lead Trustee for Residential and extended day provision lead and challenge through tackling targeted areas of poor practice or non-compliance. • Review safeguarding training completion rates. • Approve the Safeguarding Strategy	•	• Be the Trust DSL for safeguarding. • Develop and deliver training for Trust School DSLs. • Develop key policies to include Safeguarding/Child Protection Policy. • Conduct bi-annual compliance and effectiveness audit within each school. • Conduct an annual compliance and effectiveness of residential and extended day provision. • Analyse trends and concerns across the trust, report findings to trustees and direct remedial action. • Provide rapid response support for colleague safeguarding allegations. • Support safeguarding allegations against Headteachers and central team. • Provide oversight and support to school designated safeguarding leads (DSL). • Monitor schools are dealing	• Adopt Trust Safeguarding/Child Protection and Online Safety Appendix. • Appoint Safeguarding Lead ABM. • Review the school's Single Central Record once a year (Safeguarding ABM Lead) • Review the effectiveness of safeguarding procedures. • Review safeguarding issues that are affecting the operation and development of the school. • Review Safeguarding Audit report and monitor progress of the action plan. • To review the looked after children, report annually and act on any issues that the report raises. • Review and complete mandatory training for their individual school.	• Ensure safer recruitment requirements are completed and the single central record (SCR) is maintained. • The headteacher and other recruiting colleagues must complete and update safer recruitment training. • To ensure the school complies with the safeguarding policies and reports all serious incidents to the LA, children's social care or LSCB as appropriate. • Ensure escalation process is followed and serious incidents, trends, referral frequency and training are reported to the Head of Safeguarding and the AB. • To appoint a designated safeguarding lead ensuring the role is compliant with statutory guidance. • To appoint a designated teacher to support looked after children and to ensure the role is compliant with statutory guidance. • Establish a robust colleague training plan.

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leadership Team		Senior Leadership Team (Department Leads)	Advisory Board (AB)	Headteacher
			Education	Operations			
					with issues appropriately and provide support to headteachers, and Designated Safeguarding Leads. • Ensure mandatory safeguarding training is completed Trust-wide. • Monitor all residential arrangements and safeguarding procedures		• Complete safeguarding self-review and formulate action plan and report progress to the AB. • Develop a targeted safeguarding curriculum aligned to key areas of need locally and nationally.
Safeguarding – residential (Ash Field)	• Accountable for ensuing residential provision meets the National minimum standards and weakness are addressed.		• To ensure the effectiveness of the residential and welfare provisions and report key risks to the Board (ESC Committee). • To provide oversight of the implementation of the National minimum standards for residential special schools.			• Appoint a Residential Lead ABM.	• To implement the National minimum standards for residential special schools. • Provide an annual report including, statement of purpose and compliance to NMS. • To conduct an annual review of the residential welfare provision and report to the DTL and AB. • To appoint an 'independent person' to review the effectiveness of the boarding and welfare provision to ensure weaknesses are addressed & risks are escalated to the Board of Trustees.
School Organisation	• Approve significant changes to age range, capacity, extended school provision (pre-school, SEND).	• Approve changes to all school's organisation' relating to: ○ School meals ○ School hours – start & finish times ○ Length of school day ○ Term dates ○ Age range* ○ Capacity increase* ○ Extended provision*	• Propose changes to all school's organisation' relating to: ○ School meals ○ School hours – start & finish times ○ Length of school day ○ Term dates ○ Age range* ○ Capacity increase* ○ Extended provision*	• Propose changes to all school's organisation' relating to: ○ School meals ○ School hours – start & finish times ○ Length of school day ○ Term dates ○ Age range* ○ Capacity increase* ○ Extended provision*	• Develop and submit business case for significant changes (to be agreed by the board). **Classed as significant changes*	• Consulted changes on 'school organisation' proposals.	• Propose changes to school organisation to the ET following consultation with the Advisory Board. • Lead consultation with stakeholders. • Provide a Statement of Purpose and annual report of residential and extended day.
SEND/Inclusion	• Review and assess the impact of SEND provision across the Trust and the effectiveness of the SEND Strategy. • Appoint an individual or committee to provide oversight of school	• To review KPIs across the Trust for identification of any areas of concern for referral to the Trustees. • Review the effectiveness of the Inclusion & SEND Strategy.	• To review KPIs across schools for identification of any areas of concern and address. • Develop a Trust wide Inclusion Strategy and report to the Trustees on		Inclusion leads to provide strategic and practical support to schools to build inclusive practice Specialists (EP, SaLT, OT) provide expertise to school	• To provide oversight of the school's arrangements for Inclusion & SEND, to include: ○ Review and adopt the school SEND policy. ○ To monitor the impact	• Make provision for SEND pupils in line with the SEND Code of Practice. • Develop the school SEND policy for review by AB prior to adoption. • Report to the AB on the

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leadership Team		Senior Leadership Team (Department Leads)	Advisory Board (AB)	Headteacher
			Education	Operations			
	Inclusion & SEND arrangements.		its' effectiveness. • Review and Assess impact of Inclusion in Mainstream Fund (IMF) and report effectiveness to Trustees • Review and assess the impact of SEND provision and Inclusive practice across the Trust.		colleagues ensuring all pupils can access high-quality learning	and effectiveness of the SEN policy. ○ Monitor impact of Inclusion Mainstream Fund in mainstream schools ○ Review and approve the SEN Information Report and ensure compliance with the SEND Code of Practice. ○ Review school accessibility plan and its implementation, ensuring compliance with the requirements of the Equality Act.	impact and effectiveness of the SEN policy at least annually. • Designate a teacher to be responsible for the operation of the SEND policy and co-ordination of SEND provision. • Produce the school 'School Information Report' for review by the AB and publication. Ensure compliance with the relevant SEND legislation including the SEND Code of Practice and Equality Act 2010.
Stakeholder engagement	• Review trends from colleague, parent and pupil survey results and trust wide action plans. • Accountable for ensuing mechanism are in place to engage parents.	• Manage external relationships with the Regional School Commissioner. • Manage external relationships with local authorities. • Monitor progress of Trust wide parent, pupil and colleague satisfaction surveys and follow-up Trust wide actions. • Manage relationships with the Diocese of Leicester • Manage relationships with other MATs or Education Establishments.	• Support school engagement with parents and the wider community. • Monitor progress of Trust wide parent, pupil and colleague satisfaction surveys and follow-up Trust wide actions. • Manage external relationships with local authorities SEND Officers and SEND partners.	• Support school engagement with parents and the wider community. • Monitor progress of Trust wide parent, pupil and colleague satisfaction surveys and follow-up Trust wide actions. • Develop and implement trust-wide strategy for stakeholder engagement.	• Facilitate annual colleague survey and report results and actions to the Board. • Facilitate trust wide parent and pupil survey and report results and actions to the Board. • Support school engagement with parents and the wider community. • Report progress against colleague survey actions plans to Executive Leadership Team.	• Review results of colleague survey and action plan. • Support engagement with parents, pupils, community, and LA. • Provide local intelligence regarding stakeholder perceptions and emerging concerns. • Review results of parent and pupil surveys and action plans. • Monitor pupil engagement strategies. • Attend parent's evenings if agreed with headteacher.	• Implement annual colleague survey and subsequent action plan. • Maintain effective engagement and communication with parents and the wider community. • Maintain effective pupil engagement strategies (surveys, pupil council and pupil parliament etc). • Manage external relationships with local authorities SEND Officers and SEND partners. • Ensure effective mechanisms are in place to gather and respond to stakeholder and pupil feedback.
Vision, values & strategy	• Approve the Trust vision and values *Kibworth CofE and any other cofE school* • Preserve and promote the religious character of the school as determined by the Diocese of Leicester.	• Preserve and promote the religious character of the school as determined by the Diocese of Leicester. • Develop Trust Values & Aims.	• Contribute to the revision and development of school and Trust vision, values & strategy through consultation. • Develop and communicate the SEND vision to all schools •	• Contribute to the revision and development of vision, values & strategy through consultation. • Develop and refine the culture book.	• Develop and communicate the TRUST vision and values to all schools.	• Contribute to the revision and development of the school vision, values & strategy. • Informed of any changes to the Trust vision, values and strategy. • Promote and support the implementation of the vision and ethos of the school and the Trust at local	• Contribute to the revision and development of vision, values & strategy through consultation. • Develop, propose, and implement the TRUST mission and vision strategy in the school context. • Develop school ethos and values in consultation with the AB and wider

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leadership Team		Senior Leadership Team (Department Leads)	Advisory Board (AB)	Headteacher
			Education	Operations			
						level *Kibworth CofE and any other CofE school* • Preserve and promote the religious character of the school as determined by the Diocese of Leicester. • Ensure that the school continues to strongly demonstrate its distinctiveness as a Church School as evaluated by SIAMS.	stakeholders *Kibworth CofE* • Preserve and promote the religious character of the school as determined by the Diocese of Leicester. • Attend any diocesan induction training as required by the Diocese. • Ensure that the school continues to strongly demonstrate its distinctiveness as a Church School as evaluated by SIAMS.
	• Approve Trust strategic objectives. • To set and approve the Trust's KPIs • Review progress of the Trust against its strategic objectives and KPIs. • Approve Trust-wide strategies. • Approve Trust growth decisions (free schools, sponsored schools, and convertors).	• Develop and report Trust-wide strategic objectives for the Trust to the Board of Trustees. • Recommend trust growth opportunities following agreed due diligence protocols.	• Development and execution of a strategy area for Primary and SEND. • Approve school strategic objectives and improvement plans. • Review and challenge progress of the school against its strategic objectives and KPIs.	• Deliver strategic objectives for the Trust in partnership with schools. • Report progress against strategy and KPIs to the Board.	• Develop a Trust Policy Framework.	• Informed on school strategic objectives annually. • Review progress against school strategy and KPIs. • Comply with requirements of the Trust Policy Framework.	• Develop school strategic objectives and improvement plans. • Report progress to the Advisory Board. • Comply with requirements of the Trust Policy Framework. • To tailor trust-wide policies to school policy as recommended by the ET.
	New Schools • Approve school applications to join the Trust. • Approve any merger, transfer or significant change involving the Trust. • Receive and review due diligence findings prior to any growth decision.	• Agree school expansion and free school applications. • Lead discussions relating to trust growth, strategic partnerships and school transfers. • Ensure appropriate educational, financial, operational, governance, safeguarding and estates due diligence is completed before recommendations are made to the Board.	• Conduct due diligence within their area of responsibility and provide recommendations to the Trust Leader.	• Conduct due diligence within their area of responsibility and provide recommendations to the Trust Leader.	• Provide a due diligence report to the executive leadership team for their department.		
Website compliance	• Monitor the compliance effectiveness of Trust and school websites.	• Review website compliance audit report.	• Review website compliance audit report.	• Review website compliance audit report.	• Ensure the Trust website is compliant. • Develop a website compliance audit to ensure websites are up to date and compliant. • Audit Trust and school	• Review compliance of the school website in line with DfE requirements by using the web Audit. • Review the school website and consider if accessible to all.	• Ensure statutory information is published on the school website and maintain its compliance, including required details of governance arrangements, performance, financial and equality data.

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leadership Team		Senior Leadership Team (Department Leads)	Advisory Board (AB)	Headteacher
			Education	Operations			
					websites to produce a report for the Education and Executive Leadership Teams.		• Report on website compliance to AB

Revision History

Version	Version Date	Author	Summary of Changes
V0.1	May 2017	Helen Stockill – Head of Governance	Creation of guidance document
V1.0	6 September 2017	Helen Stockill – Head of Governance	Approved by Trust Board
V2.0	June 2018	Helen Stockill – Head of Governance	Draft version of 2018/19 scheme
V2.0	28 June 2018	Helen Stockill – Head of Governance	2018/19 version approved by Trust Board. See annotated version for changes.
V3.0	26 June 2019	Helen Stockill – Head of Governance	2019/20 version approved by Trust Board. See annotated version for changes.
V4.0	June 2020	Helen Stockill – Head of Governance	2020/21 version approved by Trust Board. See annotated version for changes.
V5.0	June 2021	Helen Stockill – Head of Governance	2021/22 version approved by Trust Board. See annotated version for changes.
V6.0	June 2022	Helen Stockill – Head of Governance	2022/23 version approved by Trust Board. See annotated version for changes
V7.0	June 2023	Marie Bannatyne – Head of Governance	2023/24 - Merged Primary & SEND, additional delegations and roles added for clarity. Approved by Trust Board.
V8.0	September 2024	Marie Bannatyne – Head of Governance	2024/25 Updated governance accountability model and reallocated Deputy Trust Leader delegations to CEO and Director of Phase.
V9.0	September 2025	Marie Bannatyne – Head of Governance	2024/25 Updated governance accountability model and Director of Phase and reflected changes in delegation.
V.10	August 2026	Adam Lapidge – Director of Governance	2025/2026 – Updated accountability model to reflect executive leadership (education & operations) and senior leadership (department leads). Added new section for Careers and Christian Distinctiveness. Reviewed and updated all sections accordingly. See notes of changes report for full details.