



**Inspiring Primaries  
Academy Trust**

Inspiring all to flourish and succeed

# Scheme of Delegation

**March 2025**

## 1. Summary

The Scheme of Delegation is the key document defining the lines of responsibility and accountability in our Multi-Academy Trust. It is a simple yet systematic way of ensuring that the Members, Trustees, Board Committees, Trust and School Leaders are all clear about their roles and responsibilities. Our Local Governing Body (LGC) functions are different to those of a maintained school governing body with the Local Governing Committees constituted as “Committees” of the Trust Board pursuant to our Articles of Association.

The Scheme of Delegation is a working document that the Trust Board and Trust Leaders are able to revise and adapt in response to context and circumstance. The Scheme is reviewed at least annually, with changes made as the context changes, if necessary, each year.

Where a power is not expressly delegated by the Trustees it will be deemed to have been retained by the Trustees regardless of whether it is, or is not, specified in the Scheme.

We believe, as a Trust, our Scheme:

- Promotes a culture of honesty and accountability
- Ensures the Trust Leadership is clear about which decisions the Trust Board remain in control of
- Identifies responsibility for the appointment and performance management of the Executive and School Leaders
- Ensures that the role of the Trust Leadership is fully understood throughout the Trust
- Identifies responsibility for policy and practice in each school
- Identifies responsibility for oversight of each school’s budget
- Identifies responsibility for assessment of risk in each school

All actions must be carried out and adhere to the Governance Handbook, the Academy Trust Handbook and the established and approved policies of the Trust.

The Scheme of Delegation covers the following areas:

- Strategy
- Education
- Safeguarding
- Governance
- Finance, Audit and Risk
- Land and Asset Management
- People

## 2. Principles of Public Life

The seven principles of public life defined by the Nolan Committee (The Committee on Standards in Public Life) apply to all in public service. This includes people who are elected or appointed to public office, nationally and locally. The following are the seven principles of conduct that underpin the work of public authorities and are to be adopted throughout Inspiring Primaries Academy Trust.

**Selflessness** - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

**Integrity** - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

**Objectivity** - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

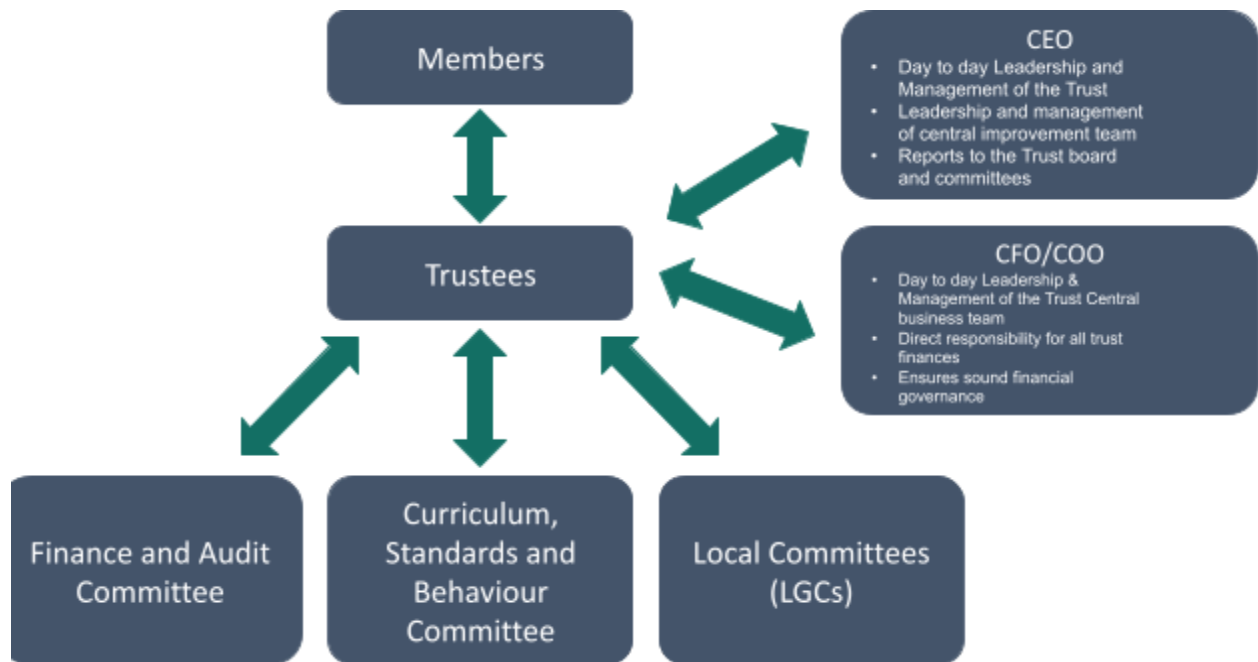
**Accountability** - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

**Openness** - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

**Honesty** - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

**Leadership** - Holders of public office should promote and support these principles by leadership and example.

### 3. Roles and Responsibilities



#### 3.1. The Role of Members

Members play a limited but crucial role in safeguarding the integrity of our Trust's governance. While they must ensure they do not stray into undertaking the Trustees' role, they should assure themselves that the governance of the Trust is effective, that Trustees are acting in accordance with the Trust's charitable object(s) and that they, the Members, use their powers to step in if governance is failing.

Trusts are founded by Members, who may then appoint additional Members to join them. The first Members are the signatories to the Memorandum of Association which is drawn up when the Trust is first established. These first Members agree the Trust's first Articles of Association, which include the Trust's charitable purpose.

Members should not be involved in the day-to-day business of the Trust and must ensure they do not assume the powers of the Trustees. However, they do have an important role in the Trust, based on a number of key powers set out in the Department for Education's model Articles of Association and in company law. These include powers to appoint and remove the Board and direct the Trustees to act in certain circumstances.

Members have a general duty to exercise their powers to further the Trust's charitable object, which is "to advance for the public benefit education in the United Kingdom". It is essential that Members are aware of the powers available to them and know when and how to use those powers effectively. It is an expectation that the majority of our Members will have:

- an understanding of the doctrines and tenets of the Church of England and the importance of Church of England schools to the mission of the Church;
- a commitment to the Trust and its objects;
- a willingness to devote the necessary time and effort to Trust business;
- an understanding and acceptance of the legal duties, responsibilities and liabilities of Members within company and charitable law.

### 3.1.1. The Power of Members

Members help to ensure that Trustees are exercising effective governance by utilising a range of powers including:

- **Appointing and removing Members:** There must always be a minimum of three Members. Members can appoint new Members or remove existing Members.
- **Appointing and removing Trustees:** Members can appoint Trustees and remove any or all serving Trustees.
- **Directing Trustees:** Members can, by special resolution, direct Trustees to take a specific action where Trustees are unable, or unwilling to act in the best interests of the Trust. Members should consider using this power if they believe the Trust Board is failing to carry out its core functions, or is acting unlawfully. Other examples of when Members might consider issuing a direction to Trustees include where they believe an external review of governance should be carried out and the Trustees have not done so, where the Board has failed to act on child safeguarding, and where the Trust is in breach of its Funding Agreement.
- **Amending the Trust's Articles of Association:** Members can amend the Articles of Association (including the objects clause), subject to any restrictions in the Articles, the Funding Agreement or charity and company law. Members can also change the name of the Trust and wind it up. Trusts must gain permission from the Charity Commission for changes to some clauses and these are known as "regulated amendments". These clauses relate to the Trust's charitable object, benefits, and arrangements on dissolution or winding up of the Trust.
- **Appointing and removing Auditors:** Members appoint the Trust's auditors and will receive and review (but do not have to sign off) the Trust's annual audited accounts (subject to the Companies Act).

### 3.1.2. Structure

The Academy Trust **must** have at least three Members, although the Department for Education's preference is for Trusts to have at least five Members. Having more Members increases the range of perspectives represented and ensures that Members can take decisions via special resolution without requiring unanimity. Employees of the Trust must not be Members.

### 3.1.3. Independence of Trust Board

As the responsibility to conduct the Trust's business sits with the Trustees, it is important Members do not overstep their powers or undermine the Trust Board's discretion when exercising its responsibilities. The Department for Education's strong preference is therefore for at least the majority of Members to not sit on the Trust Board.

It is important for Members to be kept informed about Trust business so they can be assured that the Trust Board is exercising effective governance. This must include providing the Members with the Trust's audited annual report and accounts

### **3.2. The Role of the Board of Trustees**

The Trust is a charitable company and so Trustees are both Charity Trustees [within the terms of section 177(1) of the Charities Act 2011] and Company Directors. As Trustees are bound by both charity and company law, the terms 'Trustees' and 'Directors' are often used interchangeably. Our Trust uses the term "Trustee".

As set out in the Governance Handbook, all Trust Boards have three core functions:

- Ensuring clarity of the vision, ethos and strategic direction.
- Holding the Executive Leaders to account for the educational performance of the school(s) and its pupils and the effective and efficient performance management of staff.
- Overseeing the financial performance of the school(s) and making sure that its money is well spent.

The Trust Board is the decision-making body of the Trust and is accountable and responsible for all of the schools equally in the Trust. The Trust is also the employer of all employees both those carrying out central team roles and school staff.

The [Academy Trust Governance Guide](#) provides essential information on the Trust Board's roles and legal responsibilities. The Charity Commission's ['Essential Trustee'](#) gives further detail about the key duties of all Trustees of charities in England and Wales, and what Trustees need to do to carry out these duties competently. Companies House also publish ['Being a Company Director'](#) which gives further details on the duties of all Company Directors.

The Trust Board must operate and make decisions to further the Trust's charitable object and Trustees are responsible for the general control and management of the administration of the Trust. Subject to the provisions of the Companies Act, the Trust's Articles of Association and the Members' ability to direct the Trust Board by special resolution, the Trustees may exercise all the powers of the Trust. They have statutory duties to exercise care, skill and diligence and avoid conflicts of interest.

As a condition of our Funding Agreement, the Trust must also comply with all requirements and best practice as laid down in the "[Academy Trust Handbook](#)" which provides an overarching framework for the implementation of effective financial management and other controls consistent with our obligations as a publicly funded body.

As the strategic leading body of the Trust, it is vital that the Trust Board is connected with, and engages, the communities and stakeholders it serves. Trust Boards should also have regard to the need for the Trust Leaders and all Trust staff to be able to achieve a satisfactory work life balance, and through their strategic role, should provide support and challenge to help reduce unnecessary burdens.

#### **3.2.1. Decision Making**

The Board of Trustees is the Trust's key strategic decision-maker. It may delegate certain responsibilities to Executive Leaders (in certain circumstances) and, in accordance with this Scheme of Delegation, a Committee or an individual. However, the Trust Board remains

accountable and is responsible for all decisions made. The Trust Board must make decisions in the best interest of pupils, not personal interests, and welcome a diverse range of viewpoints when debating decisions. Good decision-making is well informed by both available evidence of what works or is likely to be effective and by the views and needs of key stakeholders, particularly parents and carers.

Boards should play a strategic role and avoid routine involvement in operational matters. They should focus strongly on holding the Trust Leaders to account for exercising their professional judgement in these matters and all of their other duties. However, since the Board is responsible in law for the schools, it may need to intervene in operational matters if a circumstance arises where, because of the actions or inactions of the Executive Leaders, the school may be in breach of a statutory duty. Having advised the Board, Trust Leaders must comply with any reasonable direction given by Trustees.

### **3.2.2. Structure**

The Trust Board must include at least two Parent Trustees unless there are at least two parent representatives on each Local Governing Body. Our Trust Board has constituted the Local Governing Committees to include up to two Parent Governors.

### **3.2.3. Role of the Committees**

The Trust Board may establish Committees and may choose to delegate functions to them. Where the Trust Board does delegate functions, the Trust Board remains responsible and accountable for decisions made. The Articles of Association set out the reporting requirements that support Trustees to exercise their accountability where delegated powers are used.

Committee constitution is largely at the discretion of the Trust Board, but the Articles of Association set out that all Committees (with the exception of Local Governing Bodies) must have a majority of Trustees on them. At meetings of the Committees (except the Local Governing Committees), a vote may only be taken when Trustees form the majority of members present.

The Academy Trust Handbook makes it clear that the Board of Trustees should have a Finance Committee to which the Board delegates financial scrutiny and oversight and which can support the Board in maintaining the Trust as a going concern along with an Audit and Risk Committee which is responsible for directing the Trust's programme of internal scrutiny. Our Trust Board has established a Finance and Audit Committee.

The Board of Trustees has established the following Committees:

- **Finance and Audit Committee**

The role of the Committee is to support the Board in maintaining the Trust as an ongoing concern. The committee has delegated responsibility from the board for financial scrutiny and oversight of the systems and operational control, advising the board on the adequacy of the Trust's internal control framework, including financial and non-financial control and risk management arrangements, to direct a program of internal scrutiny and consider the results and quality of external audits.

- **Curriculum, Safeguarding and Behaviours Committee**

The role of the Curriculum, Safeguarding and Behaviours Committee is to monitor, evaluate and report on: curriculum matters; pupil achievement, attendance and behaviour; wider

outcomes; safeguarding.

- **Local Governing Committee (LGC for each school in the Trust)**

The powers and responsibilities of the LGCs are determined by the Trust Board which has complete discretion over what it delegates. Even where functions have been delegated to the LGCs, the trustees remain accountable and responsible for those functions. All decisions made therefore must be in line with those delegated powers. As a committee of the Trust, LGCs do not have the power to set up sub-committees.

The main delegated responsibilities of the LGCs are: safeguarding; SEND; standards; stakeholder engagement. These areas of responsibilities are explained in detail in the **Governance Framework: The Local Governing Committee**.

This requires that each LGC will hold the Headteacher/Head of School to account for the educational performance of the school and support the school in relation to pupil discipline, complaints and other responsibilities that may be delegated to them.

The LGC considers and oversees the implementation of the school's strategic documents, which set the school's aims and objectives along with the policies and targets for achieving those aims and objectives. It monitors the school's progress and acts as a source of challenge and support to the leadership.

The membership and responsibilities are set out in the Committee's Terms of Reference which can be viewed on the Trust website.

### **Role of the Local Governing Committee (LGC)**

The Trust Board has established a Local Governing Body (LGC) for each of its schools to carry out some of its school-level governance functions. The constitution, membership and proceedings of the LGCs, as with all of their committees are determined by the Trustees.

LGCs function as school-specific Committees and include members who represent the community, including parents and staff. As Trustees are not required to sit on LGCs, decision making is limited. Individuals who sit on the LGCs are known as members and they are not Trustees, unless they also sit on the Board of Trustees.

Unless the Trust Board has at least two Parent Trustees each LGC must include at least two Parent members. Arrangements for the election of Parent Governors are laid down by the Trustees and follow the National Governance Association guidance. Parent members bring an important perspective but have the same responsibilities as all Governors and need the same skills. Their role is to support the school rather than act as parent representatives. Having parents on LGCs is not a replacement for engagement with parents more broadly and all Trust Boards should assure themselves that mechanisms are in place for the schools to engage meaningfully with all parents and carers.

The powers and responsibilities that an LGC are also determined by the Trust Board which has complete discretion over what it delegates. Even where functions have been delegated to local committees, the Trustees remain accountable and responsible for those functions. Therefore, they must be satisfied and confident that the LGC has the skills and experience to be able to perform the tasks delegated to it. Details of what has been delegated to Local Committee are set out within this Scheme of Delegation and if there is any uncertainty over the constitution or

responsibilities of an LGC, committees should raise this with the Governance Professional and/or the Chair of the Board of Trustees.

### 3.3. Role of the Chief Executive Officer and Accounting Officer

The Trust's Chief Executive Officer (CEO) has the delegated responsibility from the Trust Board for the day-to-day operational management of the Trust including the performance of the Trust's schools and performance manages the Headteachers/Heads of School.

The CEO is the Accounting Officer of the Trust and therefore has overall responsibility for the operation of the MAT's financial responsibilities. It includes a personal responsibility to Parliament, and to the Education Skills and Funding Agency for the Trust's financial resources. Accounting Officers must be able to assure Parliament, and the public, of high standards of probity in the management of public funds, particularly regularity, propriety and value for money.

The appointment of the Accounting Officer does not remove the Board of Trustees' responsibility for the proper conduct and financial operation of the Trust. The CEO is supported by the Director of Finance and Operations (DFO) of the Trust who is also the Chief Finance Officer (CFO).

The DfE's strong preference is for no employee other than the CEO to serve as a Trustee to secure clear lines of accountability through the Trust's single Executive Leader. No members of staff, including the CEO are appointed to either the Board of Trustees or any of its Committees (excluding the Local Governing Bodies who have elected Staff Governors) in our Trust.

The CEO leads the Trust's centrally employed staff and delegates executive management functions to this team and is also accountable to the Trust Board for their performance. The CEO performance manages the following staff with support from the governing body:

<b>Staff Member</b>	<b>Performance Management</b>
Chief Executive Officer	Panel of Trustees
Director of Finance and Operations/Chief Finance Officer	Chief Executive Officer Chair of the Finance Committee (Trustee)
Executive Leadership Team (School Improvement)	Chief Executive Officer Chair of the Curriculum, Standards & Behaviour Committee (Trustee)

The role of the CEO is to support the Board in developing and implementing the strategic framework. Crucially, it is the CEO, not the Trust Board, who is responsible for the operational and day-to-day running of the Trust, although the Trust Board may intervene in certain circumstances.

One of the CEO's responsibilities is to provide information so the Trust Board can meet their three core objectives. Trustees agree with the CEO the data and information they need in order to fulfil their duties. The aim should be to avoid duplication and unnecessary additional workload for Trust and School Leaders and teachers, while ensuring Trustees receive the information, they need to assist them in meeting their legal duties.

The CEO's report to the Board provides management information and data relating to the whole Trust pupil performance, priority areas for improvement and staffing updates therefore supporting the Trust Board to undertake their strategic function. Trustees use the information to inform their discussions and challenge the CEO. All financial information is provided by the

Chief Finance Officer.

### **3.4. Role of the Chief Finance Officer (CFO)**

The Trust's Director of Finance and Operations (DFO) is the appointed Chief Financial Officer (CFO) who has direct responsibility for the Trust's detailed financial procedures in order that the Trust can run efficiently and effectively in delivering its vision, aims and objectives.

The CFO works with the Board, the Accounting Officer and the Executive Leadership Team to establish the vision for the future financial management of the Trust. The CFO contributes to the Board's strategic decision making, whilst taking advantage of economies of scale by centralising contracts and by rationalising the accounting function as appropriate to the Trust's structure.

The CFO ensures that sound and appropriate financial governance and risk management arrangements are in place across the Trust, that budgets are prepared and monitored and that annual accounts are delivered in accordance with the Academy Trust Handbook, the EFSA guidelines and with all statutory requirements. The CFO leads the promotion and delivery of good financial management so that public money is safeguarded at all times and used appropriately, economically, efficiently and effectively.

### **3.5. Role of the Head of School (HOS)**

The Heads of School are responsible for the day-to-day operational management of their individual schools. They report to their LGC on matters which have been delegated to it in relation to pupil performance and any other statutory reporting e.g. pupil suspensions/exclusions. The School Business Managers are directly managed by the DFO and their responsibilities are detailed within the Scheme of Delegation.

### **3.6. The Governance Professional**

The Trust Board must appoint a Governance Professional whose role is to support the Board to understand its role, functions, and legal duties and to provide clear impartial advice. The role is a discrete and independent function, receiving direction from and remaining accountable to the Trust Board.

The Governance Professional is also responsible for supporting the Chair to enable and facilitate strategic debate and decision making. This is crucial in helping the Trust Board exercise its functions appropriately and confidently, so that it can stay focused on its core functions.

Trust and School Leaders cannot act as a Governance Professional in their absence. In their absence, a Trustee or Governor can step in, providing they have the necessary skills and knowledge, but this should not happen on a regular basis.

**Delegated Operational Responsibilities in the Absence of Trust and Senior Leaders**  
In the absence of the Chief Executive Officer, the Director of Finance and Operations will assume full delegated operational responsibility for the Trust in terms of business and finance and the Deputy CEO will assume full delegated responsibility in relation to the education provision across all schools in the Trust.

## **4. Policies**

All tiers of governance, Trust and Senior Leaders must adhere to the policy cycle of review and approval as laid down by the Board of Trustees. The Board follows the Department for Education's recommended cycle and delegations.

DfE	Department for Education
ESFA	Education and Skills Funding Agency
MAT	Multi-Academy Trust
ATH	Academy Trust Handbook
SoD	Scheme of Delegation
ToR	Terms of Reference
KPIs	Key Performance Indicators
LGC	Local Governing Committee
SEND	Special Educational Needs and Disability
CEO	Chief Executive Officer
DCEO	Deputy Chief Executive Officer
AO	Accounting Officer
DFO	Director of Finance & Operations
CFO	Chief Financial Officer
EHT	Executive Headteacher
HT	Headteacher
HoS	Head of School
DHT	Deputy Headteacher
BP	Business Partner

## Strategy

	Members	Board of Trustees	Finance & Audit Committee (FAC)	Curriculum & Standards Committee (C&S)	CEO/DFO	HOS	LGC
Setting the overall vision and mission for the MAT, agreeing key priorities and KPIs against which progress towards achieving the vision can be measured		<b>Determines</b> and sets the vision and strategic direction of the Trust			(CEO) <b>Advises</b> the Board on the vision and strategic direction of the Trust		
Budget plan to support the delivery of the Trust's key priorities		<b>Approves</b> the 3 year forecast Trust budget plan	<b>Scrutinises</b> the budget plan and submits a recommendation for approval to the Board of Trustees		(DFO) <b>Submits</b> the 3 year forecast draft Trust budget plan to the Board of Trustees for approval		
Setting the school's vision and strategy, agreeing key priorities and KPIs within the framework set by the Trust Board against which progress towards achieving the vision can be measured and determined							<b>Ensures</b> the vision and strategic direction of the school within the framework set by the Board of Trustees
Trust Business Plan		<b>Approves</b> the Trust Business Plan followed by monitoring and regular review			(CEO) <b>Submits</b> the Trust Business Plan to the Board of Trustees and provides regular updates		
Budget planning to support the delivery of school key priorities within the framework set by the Trust Board		<b>Approves</b> the 3 year forecast individual school budget plans	<b>Scrutinises</b> the budget plan and submits a recommendation for approval to the Board of Trustees		(DFO) <b>Submits</b> the individual school forecast 3 year budget plans for submission to the Board of Trustees for approval		<b>Receives</b> financial updates that impact the delivery of key priorities (CIF bids, staffing structures) annually
Partnering arrangements		<b>Approves</b> the amendment or termination of partnering arrangements			(CEO) <b>Recommends</b> to the Board of Trustees the amendment or termination of formal partnering arrangements		
Other major strategic decisions to include the adoption of new schools into the Trust		<b>Approves</b> any major strategic proposals			(CEO) <b>Submits</b> recommendations to the Board of Trustees after carrying out due diligence and review of any strategic proposals		

## Education

	Members	Board of Trustees	Finance & Audit Committee (FAC)	Curriculum & Standards Committee (C&S)	CEO/DFO	HOS	LGC
<b>Holding Executive and School Leaders to account for the educational performance of the Trust and its schools</b>		<b>Accountable</b> for holding the CEO to account for the educational and overall performance of the Trust		<b>Evaluates</b> the overall standards and achievement of pupils and the impact of the quality of education and equality of provision for all schools in the Trust	(CEO) <b>Submits</b> key Trust performance outcomes and pupil achievement data to the C&S Cttee and the Board of Trustees at agreed times throughout the year	<b>Submits</b> school performance and pupil achievement data to the LGC and C&S Cttee at agreed times throughout the year	<b>Monitors</b> school performance data and holds leaders to account for the educational performance of their respective schools
<b>The Provision of Remote Learning/Education</b>		<b>Accountable</b> for holding the CEO to account for the quality and equality of the remote learning provision across the Trust		<b>Evaluates</b> all schools' remote education provision in the event of pupils accessing remote learning	(CEO) <b>Ensures</b> a framework for remote learning provision is in place across all of the schools in the Trust	<b>Ensures</b> the quality of remote learning provision in each school and the equality of access for all pupils	<b>Monitors</b> the quality and effectiveness of the remote learning provision on offer by their respective school
				<b>Evaluates</b> the data reports as part of their education standards evaluation across all schools in the Trust			<b>Monitors</b> the HT/HoS data reports as part of their school education performance monitoring
<b>Trust aims</b>		<b>Agrees</b> the Trust aims		<b>Evaluates</b> pupil progress and levels of attainment for all schools and for all vulnerable groups within the Trust  <b>Evaluates</b> the equality of provision across each school and across the Trust and ensuring that all children have equality of opportunity	(CEO) <b>Submits</b> regular pupil performance data reports for specific groups of pupils for all school in the Trust to the C&S Cttee at agreed times throughout the year	<b>Submits</b> school specific pupil performance data reports for specific groups of pupils to the LGCs at agreed times throughout the year	<b>Monitors</b> pupil progress and levels of attainment for all schools and for all vulnerable groups within the Trust  <b>Monitors</b> the equality of provision across each school and across the Trust and ensuring that all children have equality of opportunity
<b>Pupil Admissions</b>		<b>Determines</b> the annual admission arrangements which fully comply with the School Admissions Code			(CEO) <b>Submits</b> the proposed Trust Admissions Policy to the Board of Trustees for approval	<b>Ensures</b> the Admissions Policy is published on the school website and provided to the Local Authority by the statutory deadline	<b>Convenes</b> a panel to consider admissions and applications as necessary
<b>Pupil Discipline (fixed- term suspensions and exclusions)</b>						<b>Ensures</b> the school's Behaviour Policy promotes good behaviour, has clear rules and is applied, along with sanctions issued, consistently and fairly across the school	<b>Monitors</b> the number of suspensions/exclusions on a termly basis  <b>Convenes</b> a panel of Governors to review any permanent exclusion or other suspension as directed by the DfE statutory guidance
<b>Complaints</b>		Chair of the Board of Trustees <b>manages</b> complaints pursuant to the Complaints Procedure  <b>Convenes</b> a Panel of Trustees pursuant to the Complaints Procedure			(CEO and EHT) <b>Manages</b> complaints pursuant to the Complaints Procedure	<b>Carries out</b> investigations pursuant to the Complaints Procedure	Chair of the LGC <b>manages</b> complaints pursuant to the Complaints Procedure  <b>Convenes</b> a Panel of Governors pursuant to the Complaints Procedure
<b>Term Dates and School Hours</b>		<b>Determines</b> the terms dates and school hours and carries out consultation, when necessary			(CEO) <b>Recommends</b> to the Board of Trustees any proposed changes to school hours and/or term dates taking into consideration the respective views of HTs/HoSs and statutory and other requirements		<b>Consults</b> stakeholders on proposed changes to school hours and/or term dates

<b>Significant changes to the branding of a Trust school</b>		<b>Approves</b> any proposed change and considers all recommendations and written representations made			(CEO) <b>Recommends</b> to the Board of Trustees any proposed significant change after consulting the HT/HoS and after taking into account any statutory or other requirements		<b>Contributes</b> to proposals of significant change
<b>Parental Engagement</b>		<b>Receives</b> reports on parental engagement activities in each school			(CEO) <b>Submits</b> reports to the Board of Trustees on the parental engagement activities in each school	<b>Engages</b> with parents to gain a wide range of views	<b>Reviews</b> analysis of parental views through reports by the HT, HoS, questionnaires and <i>dialogue with parents</i>
<b>Information published on the Trust and school websites</b>		<b>Reviews</b> the termly audit of the Trust website to ensure statutory compliance			(CEO) <b>Ensures</b> the Trust website publishes all required statutory information	<b>Ensures</b> the school website publishes all required statutory information	

## Safeguarding

	Members	Board of Trustees	Finance & Audit Committee (FAC)	Curriculum & Standards Committee (C&S)	CEO/DFO	HOS	LGC
<b>Safeguarding</b>		<p><b>Ensures</b> all safeguarding policies are fit for purpose and are implemented and reflected in each school's day-to-day practice</p> <p><b>Appoints</b> the named Trustee for Safeguarding</p> <p><b>Ensures</b> all Trustees attend safeguarding training and read the Trust Safeguarding Policy and Keeping Children Safe in Education (KCSIE) Parts 1 and 2</p> <p><b>Ensures</b> the Chair and Vice-Chair attend safer recruitment training</p>			<p>(CEO)</p> <p><b>Carries</b> overall safeguarding responsibility across the Trust and specifically for the Trust's Executive and all centrally appointed employees</p> <p><b>Ensures</b> all staff have access to, and have received, safeguarding training and have read Keeping Children Safe in Education (KCSIE) and the Trust Safeguarding Policy</p>	<p><b>Carries</b> overall safeguarding responsibility for the overall safeguarding of the pupils and adults at the school</p> <p><b>Ensures</b> a Designated Safeguarding Lead (DSL) is appointed</p> <p><b>Ensures</b> the DSL has sufficient resources and has received training to enable them to successfully undertake their role</p> <p><b>Ensures</b> all staff receive safeguarding training and have read Keeping Children Safe in Education [KCSIE] guidance as well as the Trust Safeguarding Policy</p> <p><b>Ensures</b> the CEO and DSL are immediately notified of any allegation made against a member of the school's staff</p>	<p><b>Reviews</b> safeguarding arrangements in the school and receives regular monitoring reports ensuring compliance and demonstrating good practice</p> <p><b>Appoints</b> one of the LGC members to be the LGC Safeguarding Lead</p> <p><b>Ensures</b> all Governors attend safeguarding training and read the Trust Safeguarding Policy and Keeping Children Safe in Education (KCSIE) Parts 1 and 2</p> <p><b>Ensures</b> the Chair and Vice-Chair attend safer recruitment training</p>
<b>Allegations against staff</b>		<p><b>Manages and investigates</b> any allegation against the CEO</p>			<p>(CEO)</p> <p><b>Manages and investigates</b> any allegation against a member of staff of the Trust Central Team</p>	<p><b>Manages and investigates</b> any allegation against any member of school staff</p>	
<b>Health and Safety (H&amp;S)</b>		<p><b>Carries</b> overall responsibility and accountability for approving and ensuring that H&amp;S policies are in place and fully implemented</p>	<p><b>Investigates</b> any concerns raised by the LGC</p>		<p>(DFO)</p> <p><b>Provides</b> model H&amp;S procedures to assist the HT/HoS/SBM with the implementation of specific school H&amp;S practice</p>	<p><b>Develops</b> a H&amp;S culture throughout the school and ensures that staff are fully aware of their responsibilities in relation to H&amp;S</p> <p>(SBM) With the support of the DFO draws up robust H&amp;S procedures Updates documentation and facilitates regular H&amp;S monitoring visits Provides regular H&amp;S reports to the LGC</p>	<p><b>Reports</b> any concerns to the appropriate Cttee and/or Board of Trustees</p>
<b>Educational Visits</b>					<p>(CEO)</p> <p>Trust-wide visits:</p> <p><b>Ensures</b> adherence to the Trust Educational Visits Policy and DfE guidance</p> <p><b>Ensures</b> best value to parents and the school for all visits</p> <p><b>Identifies</b> any cases of hardship or disability that would otherwise prevent any pupil from participation</p>	<p><b>Approves</b> all school visits</p> <p><b>Adheres</b> to the Trust Educational Visits Policy and DfE guidance</p> <p><b>Approves</b> all risk assessments, following Trust Policy</p> <p><b>Ensures</b> best value to parents and the school for all visits and approves the cost</p> <p><b>Identifies</b> any cases of hardship or disability that would otherwise prevent any pupil from participation</p>	<p><b>Monitors</b> the success and impact of all school visits through HT/HoS reports</p> <p><b>Gains</b> assurance that no child will be prevented from attending because of hardship or disability</p>

						<p><b><i>Informs</i></b> through the HT/HoS report the success and impact of such visits to the LGC</p>	
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## Governance

	Members	Board of Trustees	Finance & Audit Committee (FAC)	Curriculum & Standards Committee (C&S)	CEO/DFO	HOS	LGC
Articles of Association	<i>Approves and adopts</i> the Articles subject to ESFA ratification	<i>Submits</i> recommendations to Members to amend, approve and adopt the Articles of Association					
Model of Trust Governance		Annually <i>reviews and approves</i> the overall governance structures of the Trust					
Scheme of Delegation		Annually <i>reviews and approves</i> the Scheme of Delegation or immediately when there has been a significant change in Trust Management or organisational structure					
Annual Plan of Governance		<i>Agrees</i> the annual plan and cycle of governance meetings					
Annual Governance Statement		<i>Approves</i> the annual statement for submission alongside the financial accounts					
Committees of the Board of Trustees		<p><i>Constitutes</i> Committees of the Board including Local Governing Bodies</p> <p><i>Appoints</i> Trustees to Committees (with the exception of Local Governing Bodies)</p> <p>Annually <i>reviews and approves</i> the Terms of Reference for all committees</p>					
Appointments to the Board of Trustees	<i>Appoints</i> and can <i>remove</i> Trustees	<i>Appoints</i> and can <i>remove</i> Trustees pursuant to the Articles of Association					
Appointment of a Governance Professional		<p><i>Appoints</i> a Governance Professional in consultation with the CEO</p> <p><i>Carries</i> out the annual performance management of the Governance Professional</p>			(CEO) <i>Supports</i> the Board of Trustees in the recruitment, appointment and performance management of the Governance Professional		
Appointment of Chairs, Vice Chairs and Governors		<p>Annually <i>appoints</i> the Chair and Vice Chair of the Board of Trustees</p> <p>Has the power to <i>appoint</i> and <i>remove</i> members from the LGC</p> <p><i>Establishes</i> processes for Parent Trustees in the absence of Parent Governors</p>					<p>Annually <i>appoints</i> the Chair and Vice Chair of the LGC</p> <p><i>Appoints</i> Governors within the parameters laid down by the Board of Trustees</p> <p><i>Ensures</i> that elections for Parents and Staff Governors foundation governors (if appropriate) take place and conform to a process as laid down by the Board of Trustees</p>

Evaluation of Governor and Trustees attendance and contribution		<b>Conducts</b> regular self-evaluation of its performance and <b>monitors</b> the performance of all tiers of governance across the Trust					<b>Conducts</b> biennially (or when there are significant membership changes within the LGC) self-evaluation of its performance with the outcome formally communicated to the Board
Training and Development of Governors		<b>Ensures</b> a core CPD programme of training is in place for Trustees and Governors		<b>Facilitates</b> and <b>evaluates</b> support and training for Local Governing Bodies particularly in relation to internal and external reports  <b>Ensures</b> that all Trustees and Governors have an improved understanding of pupil progress and attainment across the Trust and within individual schools			<b>Ensures</b> strong attendance and engagement with all training opportunities
Emergency decisions undertaken by the Chair of the Board of Trustees and the Chair of the LGC (“Chair’s Action”)		Chair’s action can take place where the Chair of the Board of Trustees is clear that a matter of urgency exists, an emergency meeting of the Board is not possible and any delay would be seriously detrimental to the interests of the Trust, its staff, parents/carers and pupils. The Board of Trustees is required to ratify such a decision as soon as is practicable					Chair’s action can take place (after consultation with the Chair of the Board) where the Chair of the LGC is clear that a matter of urgency exists, an emergency meeting of the LGC is not possible and any delay would be seriously detrimental to the interests of the Trust, its staff, parents and pupils. The LGC is required to ratify such a decision as soon as is practicable
Trust Governance Handbook		<b>Ensures</b> annual review of the Trust Governance Handbook					<b>Contributes</b> views to the annual review of the Trust Governance Handbook
General Data Protection Regulation [GDPR]		<b>Carries</b> ultimate responsibility and accountability for data protection and is legally responsible for the processing of personal data and lawful data protection compliance	<b>Ensures</b> that schools conform to statutory and Trust policy and guidance by receiving annual reports from the DFO		(CEO) <b>Ensures</b> the external Data Protection Officer (DPO) provides an annual report and submits to both the Board of Trustees (Trust level) and the LGC (school level)  [DFO as the Data Protection Lead (DPL)] <b>Oversees</b> day-to-day data protection issues and escalates such issues to the Data Protection Officer [DPO] for the Trust as and when appropriate		<b>Receives</b> the annual report and raises any concerns with the Board of Trustees

## Finance, audit and risk

	Members	Board of Trustees	Finance & Audit Committee (FAC)	Curriculum & Standards Committee (C&S)	CEO/DFO	HOS	LGC
<b>Appointment of the Accounting Officer (AO)</b>		<b>Appoints</b> a Senior Executive Leader as Accounting Officer of the Trust					
<b>Appointment of a Chief Financial Officer (CFO)</b>		<b>Appoints</b> a CFO who must be appropriately qualified and/or experienced  <b>Obtains</b> ESFA approval if the appointed CFO is not an employee of the Trust					
<b>Financial controls ensuring regularity, probity and value for money in relation to public funds</b>		<b>Ensures</b> the Trust is financially viable, that public money is used appropriately through robust monitoring, agreed financial delegation, clear processes and systems ensuring financial probity			CEO as Accounting Officer and DFO as Chief Financial Officer:  <b>Conforms</b> to all requirements of the Academy Trust Handbook and other requirements  <i>Works</i> within the parameters set by the Board of Trustees  <b>Provides</b> the Board of Trustees with regular financial reports both internal and external		
<b>Day-to-day financial management and accounting and management of the Trust's financial position</b>		Chair of the Board of Trustees <b>receives</b> the management accounts on a monthly basis which are also made readily accessible to all Trustees	Chair of the Cttee <b>receives</b> the management accounts on a monthly basis which are also made readily accessible to all Trustees		(DFO as CFO) <b>Manages</b> the Trust's financial position and reports to the CEO (as the Accounting Officer) and the Board of Trustees <i>Adheres</i> to the full delegations of the Trust's detailed financial procedures as laid out in the Finance and other policies  <b>Prepares and reports</b> monthly management accounts to the CEO as Accounting Officer, Chair of Trustees, Chair of the FAC and reports to the Board in accordance with the Academy Trust Handbook	<b>Manages</b> the delegated school budget for areas under their direct control	
<b>Financial Reserves</b>		<b>Approves</b> the level of reserves held and allocation of the financial reserves	<b>Monitors</b> the level of the reserves		(DFO as CFO) <b>Submits</b> financial reserves information to the FAC and the Board of Trustees		
<b>Statutory reporting of the annual financial accounts</b>	<b>Receives</b> the audited and approved accounts at the AGM	<b>Approves</b> the consolidated financial accounts and the governance statement ensuring all submissions to the ESFA are sent within statutory timescales	<b>Scrutinises</b> the draft financial accounts prior to the submission to the board		(DFO as CFO) <b>Submits</b> the consolidated accounts to the board of trustees for approval and meets the ESFA deadlines for statutory reporting requirements		
<b>Maintenance of effective systems of internal financial control</b>		<b>Receives</b> reports from the FAC to confirm statutory requirements	<b>Reviews</b> the financial systems to ensure statutory compliance and financial probity		(DFO as CFO) <b>Carries</b> oversight for all systems of internal financial control		

Submission of all finance related returns to ESFA & HMRC within statutory timescales		<b>Ensures</b> all submissions to the ESFA are sent within statutory timescales			(DFO as CFO) <b>Submits</b> all returns as per the timescales		
Authorising the external payroll provider					(DFO as CFO) <b>Ensures</b> adherence to the process laid down in detailed financial procedures as laid out in the Finance and other policies		
Central Spend		<b>Approves</b> the central spend to be applied to all schools in the Trust	<b>Monitors</b> the central spend budget throughout the year		(DFO as CFO) <b>Annually</b> recommends to the Board of Trustees Board an central spend and reports the budget spend to the FAC throughout the year		
Preparation and submission of individual school and Trust budgets		<b>Approves</b> the budgets for the Trust and individual schools for submission to the ESFA	<b>Scrutinises</b> the budgets and submits a recommendation for approval to the Board of Trustees		(DFO as CFO) <b>Produces</b> the draft budget, in consultation with the CEO and HTs/HoS, for the schools and Trust for submission to the Board of Trustees		<b>Receives</b> financial information that may impact delivery of key priorities
School Condition Allocation Funding Capital Funding Allocation		<b>Approves</b> the allocation of School Condition Allocation Funding and Capital funding	<b>Scrutinises</b> proposals for the allocation of both School Condition Allocation Funding and Capital Funding <b>Submits</b> recommendations to the Board of Trustees		(DFO) <b>Submits</b> recommendations for the allocation of funding to the FAC and provides external advice/reports for objectivity and equality of allocation across the school	<b>Submits</b> application for funding to the DFO	
High Needs/Special Educational Needs and Disability (SEND) Funding		<b>Considers</b> whether further strategic action and/or resource is required to support and meet the needs of SEND pupils	<b>Considers</b> any recommendations/concerns raised by the C&S Cttee and LGCs in relation to funding	<b>Evaluates</b> the impact of SEND funding across all of the schools in the Trust to ensure pupils' SEND needs are met and reports any concerns to the FAC and/or Board of Trustees	(DFO as CFO) <b>Monitors</b> the expenditure and impact of the funding in meeting the needs of SEND pupils	<b>Allocates</b> high needs and other SEND funding to ensure pupils' SEND needs are met <b>Submits</b> termly reports on the impact of funding to LGC	<b>Monitors</b> the impact of SEND funding in their respective school to ensure pupils' SEND needs are met and reports any concerns to the appropriate Cttee
Pupil Premium Grant Funding (PPG)		<b>Considers</b> whether further strategic action and/or resource is required to close the gap in performance between disadvantaged and other pupils	<b>Considers</b> whether further resources are required to close the gap in performance between disadvantaged and other pupils based on LGC monitoring	<b>Evaluates</b> the impact of PPG funding on closing the gap for disadvantaged pupils across all of the schools in the Trust and reports any concerns to the FAC and/or Board of Trustees	(CEO) <b>Monitors</b> the impact of that expenditure for its intended purpose  (DFO) <b>Monitors</b> PPG expenditure	<b>Allocates</b> funds to support targeted actions that will impact on raised standards for disadvantaged pupils  <b>Submits</b> termly reports on the impact of the funding to the LGC	<b>Monitors</b> the impact of PPG funding on closing the gap for disadvantaged pupils in their respective school and report any concerns to the appropriate Cttee
Sports Premium Funding Grant			<b>Considers</b> any recommendations/ concerns raised by the C&S Cttee and LGCs in relation to funding		(CEO) <b>Monitors</b> the impact of that expenditure for its intended purpose  (DFO) <b>Monitors</b> Sports Premium Funding expenditure	<b>Allocates</b> funds and submits termly reports on the impact of the funding to the LGC	<b>Monitors and evaluates</b> the impact of sports premium funding and reports any concerns to the appropriate Cttee
Purchases, orders and contracts		<b>Awards</b> contracts/purchases within the parameters clearly laid out within the delegated limits within the Finance Policy	<b>Scrutinises and submits</b> recommendations to the Board for contracts/purchases pursuant to the Finance Policy		(CEO and DFO) <b>Approves</b> spend within the parameters clearly laid out within the delegated limits within the Finance Policy	<b>Approves</b> spend within the parameters clearly laid out within the delegated limits within the Finance Policy	
		<b>Approves</b> statements of assurance in relation to related party contracts/goods/services on an annual basis	<b>Scrutinises and submits</b> recommendations to the Board for the approval of related party		(DFO) <b>Submits</b> all statements of assurance to the FAC and the		

Supply of related-party goods/services		<b>Ensures</b> value for money by <i>considering</i> additional due diligence documentation every three years for ongoing contracts	contracts/goods/services on an annual basis		Board for approval on an annual basis  <b>Submits</b> due diligence documentation to the Board of Trustees every three years for ongoing contracts		
Authority to write-off bad debts		<b>Approves</b> the write -off debts to the DfE/ESFA limit (in accordance with the ATH)	<b>Scrutinises and submits</b> recommendations to the Board of Trustees for the writing off of any debts		(CEO as AO) <b>Ensures</b> appropriate actions have been taken to collect debts  <b>Submits</b> recommendations to the Board of Trustees to write off debts to the DFE/ESFA limit (in accordance with the ATH)		
Catch up /Recovery Premium Funding			<b>Monitors</b> the allocation of funding as part of their regular financial monitoring	<b>Evaluates</b> the impact on pupil progress in relation to the use of the catch-up premium for SEND, PPG and vulnerable pupils for all schools in the Trust	(CEO) <b>Monitors</b> the impact of that expenditure for its intended purpose  (DFO) <b>Monitors</b> expenditure	<b>Allocates</b> funds and submits termly reports on the impact of the funding to the LGC	<b>Monitors</b> the impact of the catch up/ recovery premium funding and reports any concerns to the appropriate Cttee
External Audit	<b>Appoints</b> External Auditors  <b>Can remove</b> External Auditors  <b>Adheres</b> to the ATH in terms of re- tendering	<b>Reviews</b> external audit reports  <b>Approves</b> recommended management responses or other actions as appropriate	<b>Reviews</b> the quality of all external audit reports and <b>submits</b> recommendations for management responses or other actions to the Board of Trustees  <b>Receives and monitors</b> reports from those undertaking the work and addresses any recommendations  <b>Ensures</b> the external audit reports are submitted to the ESFA		(CEO) <b>Provides and signs</b> the annual probity, regularity and value for money statement (signed off by the Accounting Officer)  (DFO) <b>Provides</b> access to all information to support the external audit process  <b>Submits</b> all external audit reports to the FAC <b>Submits</b> the external audit reports to the ESFA	<b>Provides</b> such information and assistance in relation to reporting and internal or external auditing to the DFO	
Internal Audit/Scrutiny	<b>Appoints</b> Internal Auditors  <b>Can remove</b> Internal Auditors  <b>Adheres</b> to the ATH in terms of re- tendering	<b>Reviews</b> internal audit reports  <b>Approves</b> recommended management responses or other actions as appropriate	<b>Reviews</b> the quality of all internal audit reports and <b>submits</b> recommendations for management responses or other actions to the Board of Trustees  <b>Agrees and sets</b> the annual programme of internal scrutiny ensuring the scope covers both financial and non-financial controls  <b>Receives and monitors</b> reports from those undertaking the work and addresses any recommendations		(DFO) <b>Provides</b> access to all information to support the internal audit process  <b>Submits</b> all internal audit reports to the FAC		
Risk registers and mitigation		<b>Approves</b> the Trust risk register on an annual basis	<b>Reviews</b> the ratings and responses on the risk register to inform the programme of work at every meeting including financial and non-financial controls and risk management arrangements		(DFO) <b>Establishes</b> the Trust Risk Register and submits it to every meeting of the FAC and annually to the Board of Trustees  <b>Ensures</b> that risks are mitigated and reports recommendations		

			<i>Reviews and approves</i> the Trust's risk management policy, strategy, processes and procedures for the identification, assessment, evaluation, management and reporting of risks		and actions to the Board of Trustees as appropriate		
<b>Legal claims [Trust and Schools]</b>		<i>Instructs</i> the CEO to take such action as it may reasonably require in relation to the defence or prosecution of any claim or proceedings			(CEO) <i>Seeks</i> appropriate legal advice <i>Directs</i> the HT/HoS in line with the guidance received  Keeps the Board of Trustees <i>informed</i> and acts on any instructions received from the Board of Trustees <i>Settles</i> all legal claims on behalf of the Trust	<i>Notifies</i> the CEO of any potential or actual claims or proceedings affecting the school as soon as becoming aware of them  Acts on any instructions received from the CEO	
<b>Value for money</b>		<i>Considers</i> all reports that include benchmarking, consider any recommendations presented and ensure that any variance in expenditure is not substantially out of line with national levels of expectation	<i>Scrutinises</i> the benchmarking reports and submits any recommendations to the Board of Trustees		(DFO as CFO) <i>Carries out</i> benchmarking and reports to the FAC and Board of Trustees to ensure value for money robustness		

## Land and asset management

	Members	Board of Trustees	Finance & Audit Committee (FAC)	Curriculum & Standards Committee (C&S)	CEO/DFO	HOS	LGC
Acquisition and disposal of land		<b>Approves</b> the acquisition or disposal of land and must be agreed in advance with the Secretary of State	<b>Considers</b> the business case submitted by the CEO and makes recommendations to the Board of Trustees		(CEO) <b>Submits</b> any recommendations concerning land acquisition or disposal to the FAC		
Expansion of existing facilities/taking on new capital assets		<b>Approves</b> business cases concerning the expansion or development of facilities at any Trust school and carries out any consultation, where necessary	<b>Considers</b> business cases submitted by the CEO and makes recommendations to the Board of Trustees		(CEO) <b>Assesses</b> the viability of any proposal to expand existing facilities at any Trust school prior to the development and submitting a Business Case to the FAC		
Asset Register					(DFO) <b>Establishes</b> and maintains a fixed asset register		
Disposal of assets		<b>Obtains</b> approval from the DFE/ESFA when any asset to be disposed of exceeds the amount specified in the ATH	<b>Approves</b> the disposal of assets pursuant to the Finance Policy		(CEO) <b>Approves</b> disposal of assets pursuant to the Finance Policy		
					(DFO) <b>Oversees</b> the effectiveness of the estates management function of the Trust and provides termly updates to the Board of Trustees on the quality and level of compliance of the Trust estates management controls and processes  <b>Oversees</b> the annual CIF bid process, identifies potential CIF bids and reports to the CEO and submits recommendations to the FAC	(BP) <b>Ensures</b> that a premises maintenance programme is constructed taking account of the most recent condition survey <b>Ensures</b> that the H&S management system is kept up-to-date and is compliant <b>Identifies</b> potential CIF bids and reports to the DFO. <b>Reviews</b> the H&S management and premises maintenance programme	Reports any and all concerns to the FAC

## Workforce

	Members	Board of Trustees	Finance & Audit Committee (FAC)	Curriculum & Standards Committee (C&S)	CEO/DFO	HOS	LGC
<b>Staffing of the Trust and schools</b>		<i>Evaluates</i> termly staff data reports			(DFO) <i>Submits</i> termly staff data reports to the P&D Cttee including: staff sickness, staff turnover/retention, staff wellbeing, salary benchmarking, gender pay gap	<i>Submits</i> staff data to the LGCs on a termly basis	<i>Receives</i> school- specific staff data as part of the termly HT/HoS report
<b>Staff Wellbeing</b>		<i>Holds</i> overall responsibility for the wellbeing of all staff in the Trust  <i>Reviews and monitors</i> the impact of the range of strategies/ initiatives in place to support staff wellbeing and workload across all schools in the Trust			(CEO) <i>Establishes</i> a range of strategies/initiatives in place to support staff wellbeing and workload in consultation with the HT/HoS	<i>Monitors</i> the strategies in school and reports to the LGC	<i>Reviews and monitors</i> the impact of the range of strategies/initiatives in place to support staff wellbeing and workload in their respective schools
<b>Recruitment (Advertising and Shortlisting)</b>		<i>Oversees</i> the process for the recruitment of the CEO			(CEO) <i>Adheres</i> to all statutory requirements for the internal and external advertising of all roles across the Trust (apart from the role of CEO)	<i>Shortlists</i> candidates for all roles within their school	<i>Shortlists</i> candidates for the position of HT/HoS
<b>Recruitment (Appointment)</b>		<i>Provides</i> Trustees to sit on the appointment panel for a CEO and makes recommendation to the Board of Trustees for the CEO's appointment  <i>Appoints</i> the CEO  <i>Provides</i> Trustees to sit on the appointment panel for HTs/HoSs  <i>Ratifies</i> the appointment of the Deputy CEOs and HTs/HoSs			(CEO) <i>Manages</i> all processes concerned with recruitment to the Trust's Executive, HT/HoS, school SLT and centrally appointed employees  <i>Joins</i> all appointment panels for the Trust's Executive, HT/HoS, School SLT and centrally appointed staff	<i>Appoints</i> teaching and non-teaching staff in consultation with, and approval by, the CEO	<i>Provides</i> a LGC representative to sit on interview panels for the HT/HoS and Senior Leader appointments
<b>Reductions in staffing and Permanent Revisions to Trust staffing structures</b>		<i>Approves</i> any changes to agreed staffing structures and all decisions concerning redundancy			(CEO) <i>Notifies</i> the Board as soon as possible when reductions in staffing may be necessary  <i>Submits</i> revised staffing structures, in consultation with the DFO, to the Board of Trustees  <i>Leads and manages</i> any redundancy processes if required  <i>Supports</i> any necessary restructuring process in a Trust school including attendance at consultation meetings, if appropriate		

<p><b>Performance management and salary reviews</b></p>		<p><b>Convenes</b> a panel of Trustees to undertake the performance management of the CEO and submits a recommendation to the Board of Trustees</p> <p><b>Approves</b> the recommendations for the annual pay review for all in the Trust</p> <p><b>Hears</b> any appeals in relation to the annual pay review decisions</p> <p><b>Chair/Vice-Chair joins</b> the performance management review panel for the DCEO, Governance and Community</p>	<p><b>Chair joins</b> the performance management review panel for the DFO</p>	<p><b>Chair joins</b> the performance management review panel for the DCEO, School Improvement</p>	<p>(CEO) <b>Quality assures</b> all pay review recommendations for all staff employed by the Trust</p> <p>(DFO) <b>Submits</b> recommendations to the P&amp;D Cttee and Board of Trustees</p> <p>(CEO and DFO) <b>Carries out</b> performance management reviews in the agreed parameters</p>	<p><b>Leads</b> the performance management and the annual salary review process for all staff within the school</p>	<p><b>Chair/Vice Chair contributes</b> to the performance management review for the HT/HoS</p>
<p><b>Terms of employment (individual requests regarding individual members of staff)</b></p>		<p><b>Hears</b> any appeals pursuant to policies and procedures</p>			<p>(CEO) <b>Approves</b> changes to terms and conditions of employment and reports to the Board</p>	<p><b>Makes recommendations</b> regarding any change in the terms of employment for any member of staff to the CEO</p>	<p><b>Hears</b> any appeals pursuant to policies and procedures</p>
<p><b>Grievance and Disciplinary Procedures (including gross misconduct)</b></p>		<p><b>Dismisses</b> the CEO</p> <p><b>Provides</b> Trustees to sit on disciplinary or grievance panels that involve allegations of gross misconduct for all staff</p> <p><b>Hears</b> appeals from Trust centrally employed staff pursuant to policies and procedures</p>		<p><b>Hears</b> any appeals pursuant to policies and procedures</p>	<p>(CEO) <b>Dismisses</b> any Trust employee</p> <p><b>Organises</b> investigations when circumstances arise under the disciplinary or grievance policy</p> <p><b>Informs</b> the Board of Trustees when a grievance/disciplinary process is invoked</p>	<p><b>Notifies</b> the CEO when any circumstance may need to be dealt with under the disciplinary or grievance procedure which may or may not be deemed to be gross misconduct in relation to the school staff</p> <p><b>Ensures</b> the CEO is informed at all stages of the procedure</p> <p><b>Organises</b> investigations when circumstances arise under the grievance or disciplinary policy</p>	<p><b>Provides</b> Governors to sit on any disciplinary or grievance panel that falls short of gross misconduct</p> <p><b>Hears</b> appeals from school staff pursuant to policies and procedures</p>
<p><b>Probation</b></p>		<p><b>Terminates</b> the employment of the CEO who has failed to satisfactorily complete the probation period</p>		<p><b>Hears</b> any appeals pursuant to policies and procedures</p>	<p>(CEO) <b>Terminates</b> the employment of a member of staff who has failed to satisfactorily complete their probationary period</p> <p><b>Informs</b> the Board of Trustees when a probation process is invoked</p>	<p><b>Terminates</b> employment of school staff</p> <p><b>Adheres to</b> the probation procedure and notifies the CEO of the staff member's progress</p> <p><b>Informs</b> the CEO as and when the probation period is unlikely to be, or has not been, satisfactory completed</p>	
<p><b>Capability</b></p>		<p><b>Terminates</b> the employment of the CEO who has failed to satisfactorily complete the capability process</p>		<p><b>Hears</b> any appeals pursuant to policies and procedures</p>	<p>(CEO) <b>Terminates</b> the employment of a member of staff who has failed to satisfactorily complete the capability process</p> <p><b>Informs</b> the Board of Trustees when a capability process is invoked</p>	<p><b>Follows</b> the capability procedure and notifies the CEO of the staff member's progress</p> <p><b>Informs</b> the CEO as and when the capability period is unlikely to be, or has not been, satisfactory completed</p>	