Scheme of Delegation

Policy: Scheme of Delegation
Legal Status: Statutory
Updated: September 2025
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Responsible SLT: BYN

Key points and summary

This document outlines:

- The requirements of the Articles of Association regarding delegation;
- The principles of decision making within the academy trust;
- The scheme of delegation within the academy trust; and
- The respective roles of the Trustees, Chief Executive (Executive Headteacher), Headteachers / Heads of School, and Local Governing Bodies.

Approved by:	Board of Trustees
Approved on:	September 2025
Next Review date:	Autumn 2026
Responsibility for review:	Executive Headteacher to recommend to Board of Trustees

1. Introduction and statement of intent

1. The Academy Trust believes that:

    a. Members of the Trust should appoint effective Trustees and hold them to account for the performance of the Trust;
    b. The Board of Trustees should focus upon strategy and policies for the overall trust that would enhance student performance, operational efficiency, or learning between academies;
    c. A Local Governing Body should focus upon the educational performance of the school(s) that it is responsible for;
    d. Operational and managerial decisions should be delegated to the Executive Headteacher and Headteachers; and
    e. The Executive Headteacher and Headteachers should delegate operational decisions among their staff with a view to keeping decision making as close as possible to the operational impacts as possible.

2. Scope and applicability

2. This policy outlines the framework for decision making within the Academy Trust. It applies to all members, trustees, governors, and staff.

3. The Articles of Association

3. The following are the relevant clauses from the Articles of Association that outline what can, and cannot, be delegated. The Articles of Association are DfE standard documents where the following clauses are not adjusted by individual academy trusts.

- Article 93: “Subject to provisions of the Companies Act 2006, the Articles and to any directions given by special resolution, the business of the Company shall be managed by the Trustees who may exercise all the powers of the Company.”

- Article 100: “Subject to these Articles, the Trustees:

    - may appoint committees to be known as Local Governing Bodies for each Academy (and the same Local Governing Body may be appointed for more than one Academy); and
    - may establish any other committee.”

- Article 101: “Subject to these Articles, the constitution, membership and proceedings of any committee shall be determined by the Trustees. The establishment, terms of reference, constitution and membership of any committee of the Trustees shall be reviewed at least once in every twelve months. The membership of any committee of the Trustees may include persons who are not Trustees, provided that (with the exception of the Local Governing Bodies) a majority of members of any such committee shall be Trustees. Except in the case of a Local Governing Body, no vote on any matter shall be taken at a meeting of a committee of the Trustees unless the majority of members of the committee present are Trustees.”

- Article 105: “The Trustees may delegate any of their powers or functions (including the power to sub-delegate) to any Trustee, committee (including any Local Governing Body), the Executive Headteacher Officer or Principals or any other holder of an executive office. Any such delegation shall be made in writing and subject to any conditions the Trustees may impose, and may be revoked or altered.”

- Article 105A: “A Trustee, committee (including any Local Governing Body), the Executive Headteacher Officer, the Principals or any other holder of an executive office to whom a power

or function of the Trustees is delegated under Article 105 may further sub-delegate those powers or functions (or any of them) to a further person. Where any power or function of the Trustees is sub-delegated by any person to whom it has been delegated, that person must inform the Trustees as soon as reasonably practicable which powers and functions have been further delegated and to whom, and any such sub-delegation shall be made subject to any conditions the Trustees may impose, and may be revoked or altered."

- Article 106: "Where any power or function of the Trustees has been exercised by any committee (including any Local Governing Body), any Trustee, the Executive Headteacher Officer or Principals or any other holder of an executive office, or a person to whom a power or function has been sub-delegated under Article 105A, that person or committee shall report to the Trustees in respect of any action taken or decision made with respect to the exercise of that power or function at the meeting of the Trustees immediately following the taking of the action or the making of the decision."

- Article 107: "The Trustees shall appoint the Executive Headteacher Officer and the Principals of the Academies. The Trustees may delegate such powers and functions as they consider are required by the Executive Headteacher Officer and the Principals for the internal organisation, management and control of the Academies (including the implementation of all policies approved by the Trustees) and for the direction of the teaching and curriculum at the Academies."

4. The Board of Trustees will not delegate to any individual or committee the following functions about the operation of trust governance:

   - the constitution of the Trust;
   - the appointment or removal of the chair and vice-chair of the Board;
   - the appointment of the clerk to the Board;
   - the suspension of Trustees;
   - the establishment of trust-wide committees.

5. The Academy Trust uses the terms:

   - Members to describe individuals who have the right to vote at General Meetings held in accordance with the Articles of Association;
   - Trustees to describe individuals who have the right to vote at Board meetings and who are registered as Directors at Companies House;
   - Governors to describe individuals who have the right to vote at Local Governing Body meetings; and
   - Headteacher rather than Principal.

4. Responsibilities under the policy

Members

6. In accordance with Article 46, the Members will appoint the majority of Trustees. The key roles of the members are therefore to:

   - Appoint Trustees who have the skills, knowledge and experience to enable the Board to fulfil its obligations effectively
   - Hold the Chair of Trustees to account for the performance of the Board, and expect the Chair to manage the other Trustees effectively.

7. When there is a vacancy for a Member appointed Trustee, the Board will undertake a skills and experience audit, identify the skills / experience desired in a new Trustee in order for the Board to have appropriate skills to meet its obligations / responsibilities and to deliver the

medium term strategy for the trust, and identify a suitable shortlist of candidates. The Members will then interview and appoint the individual that they consider to be most appropriate.

Board of Trustees

8. In accordance with Article 93, the Board of Trustees is able to exercise all of the powers of the Academy Trust. It is responsible for the performance of the Trust.

9. The Board of Trustees will always seek to arrive at the best solution for the Trust. To achieve this it will challenge, scrutinise, ask questions, and seek information and options from itself, other committees (including Local Governing Bodies), and employees in order to ensure effective oversight of the Trust and to improve the performance of the Trust. The Board will also offer support, constructive advice, and act as a sounding board for ideas for governors and employees.

10. The Board must designate a named individual as its accounting officer. The accounting officer is responsible to the Board for the overall management of the Trust and personally responsible to Parliament for the resources under their control. Nicki Hyde-Boughey shall be the accounting officer of the Academy Trust and will fulfil the role of Executive Headteacher.

11. In accordance with the requirements of the Academies Financial Handbook, the Trust shall appoint a Chief Finance Officer (CFO) to lead the Finance Department. Adam Reid will be the CFO.

12. The Board expects Members (and Trustees when co-opting Trustees) to appoint individuals with appropriate skills and expertise to enable the Board to discharge its functions effectively. It anticipates that it will include many of the following skills / experiences:

    - Leadership / governance of secondary education [this is fulfilled by the Executive Headteacher]
    - Leadership / governance of primary education [this is proposed to be fulfilled by a primary Headteacher serving on the Board; when there is more than one primary school within the trust, the primary headteacher on the Board will rotate annually]
    - Special educational needs and disabilities
    - Financial management / oversight, accountant / auditor
    - Procurement / commercial expertise
    - Property management / capital project / construction
    - Human resources
    - Law
    - Broader children's services (including safeguarding)
    - Marketing / communications
    - Programme / change management
    - Non-executive / governance experience
    - Local community expertise

13. All Headteachers within the Trust shall have a right to attend any Board of Trustees meeting.

Committees and sub-committees

14. The Board of Trustees may establish a structure of Committees as appropriate. These Committees will act in an advisory capacity to the Board of Trustees except where powers have been specifically delegated to them by the Board of Trustees.

15. The Board of Trustees shall establish the following committees:

    a. A Finance and Resources Committee;

b. An Audit and Risk Committee;
c. A Local Governing Body for Claremont High School; and
d. A Local Governing Body for Sudbury Primary School.

16. The terms of reference for each committee is outlined in Appendix One. Appendix Two outlines Panels that will be convened as required.

17. The Board of Trustees and each LGB will each meet at least three times a year, with additional meetings if required. The functions and proceedings of the committees are subject to regulations made by the Trustees from time to time pursuant to the powers contained in the Articles of Association.

18. Each committee and sub-committee will elect a Chair from amongst its number. The Chair of any committee established at 'Trust level' must be a Trustee. Each committee will establish its clerking arrangements.

19. The Board expects that each Local Governing Body will aim to include individuals who bring a variety of suitable skills and experiences that enable the LGB to discharge its responsibilities effectively. It also expects each LGB to include individuals drawn from staff and parent bodies of the school. The following table outlines in the first column the skill sets that may be considered to be beneficial, and in the second column an indication of the type of composition that may be adopted. It is more important to secure the right skill sets, than secure people from particular stakeholder constituencies.

Desirable skills and experiences	Target composition
• Educational leadership / governance expertise, ideally from both primary and secondary phases, including SEND expertise • Expertise in other public services delivering to our community (i.e. health, children's services) • Financial understanding • Legal expertise • Commercial / contracts expertise • Property expertise (such as surveyor, construction, architect) • Human Resources expertise • Marketing and business development expertise • Local community knowledge and expertise This list is not exhaustive.	• 1 Headteacher (ex-officio) • 1 member of staff (via nomination / election / appointment) • 2 parents with appropriate skill sets (nominations sought, then election from a shortlist of suitable nominees) • 3 appointed by the Board based on ensuring a breadth of suitable skills • 2 co-opted by the LGB based on having skills and experience that will assist the LGB

20. The following LGB structure will apply:

Claremont LGB	1 Headteacher 2 parents Up to 2 staff Up to 4 Board appointed Up to 3 co-opted by the LGB
Sudbury LGB	1 Headteacher 2 parents Up to 2 staff Up to 4 Board appointed Up to 3 co-opted by the LGB

21. All Trustees and Governors are expected to share the values of the Trust, including a commitment to ensuring every child reaches their potential, and a commitment to safeguarding. All Trustees and Governors are also expected to have a commitment to working as an active member of their committee, establish professional relations, to be willing to learn, and to undertake appropriate training to ensure that they can fulfil their responsibilities.

22. A Local Governing Body may choose to establish Working Groups for specific tasks; any such Working Group will act in an advisory capacity to the LGB that established it.

23. It is expected that the Chairs of each LGB will collectively meet with the Chair of Trustees at least annually.

Annual Meeting Schedule

24. The following is the anticipated annual schedule of meetings. Annex Three sets out the anticipated timing and main agenda items for each meeting.

Autumn term	**Spring term**	**Summer term**
LGB 1 Board of Trustees 1	Board of Trustees 3	Board of Trustees 5
Half-term		
LGB 2 BoT A&R 1 Board F&R 1 Board of Trustees 2 Members 1	Board of Trustees 4 BoT A&R 2 Board F&R 2 LGB 3	LGB 4 BoT A&R 3 Board F&R 3 Board of Trustees 6 Members 2

Each committee and sub-committee will determine the dates and timings of its meetings for the academic year to maximise attendance and effectiveness.

Executive Headteacher, Headteachers and staff

25. The Executive Headteacher is responsible for the internal organisation, management and control of the Academy Trust, for advising on and implementing the Trust's strategic framework, and for the implementation of all policies approved by the Trustees.

26. Headteachers are responsible for the internal organisation, management and control of their academy, for implementing policies approved by the Trustees or the relevant LGB, and for the direction of the teaching and the curriculum within the academy.

27. The Executive Headteacher will work with Headteachers to recommend trust-wide strategy and policy to the Trustees and to ensure that the trust fulfils its charitable objects.

28. The Headteacher will formulate aims and objectives and policies and targets for the academy in consultation with the Executive Headteacher, and these will be considered by Trustees and Governors as appropriate. The Headteacher will report to the Executive Headteacher, Governors and Trustees on progress.

29. The Executive Headteacher, Headteachers and staff are all accountable to governors and Trustees for the performance of each academy and the trust overall.

30. Governors and Trustees will be prepared to explain their decisions and actions to anyone who has a legitimate interest. This may include staff, pupils and parents as well as the local authority or the Secretary of State.

31. The Executive Headteacher will comply with any direction by the Board. Headteachers will comply with any direction by the Board, Executive Headteacher, or LGB (in that order of priority).

32. The Executive Headteacher and Headteachers will agree and monitor appropriate delegations of authority with other staff.

5. Performance and Risk based approach to delegation

33. The Academy Trust believes that delegation of functions and levels of delegation should relate to the performance and risk associated with the delegation. High performing schools, with strong and stable leadership, should have the higher levels of delegation.

34. Accordingly, Appendix Four includes 'standard' delegations and 'variable' delegations. Schools that are performing well and with normal levels of risk will receive the 'standard' delegation. If schools are not performing as well, or are considered higher risk, they may have reduced delegation in specified areas to reflect their current situation.

35. The Board may vary the level of financial delegation from the 'standard' delegation that is set out in Appendixes Four and Five.

36. The Board will determine the appropriate levels of delegation for each LGB or postholder.

37. The Board will make its decisions based upon any or all of the following:

    a. External evaluations, which may be of educational performance (such as Ofsted), financial management (such as audit processes or the ESFA), or operational management (such as Health and Safety inspections).

    b. Information available within the academy trust, such as student progress, financial monitoring, staffing information etc

    c. Changes in staffing at a school, in particular of its senior leadership – for example, the change from an experienced Headteacher to a first-time Head of School could increase the risk associated with the school for a period while the new Head of School becomes established.

    d. The advice of the Executive Headteacher.

38. The table below details the current areas of 'variable delegation' applying to each school. These will be reviewed as appropriate, and at least annually through the review of this Scheme of Delegation.

School	**Areas of variable delegation**
Claremont High School	None
Sudbury Primary School	None

6. Appendices

Appendix One: Committee Terms of Reference

Appendix Two: Panels

Appendix Three: Meeting agendas

Appendix Four: Expectations of Members, Trustees, and Governors

Appendix Five: Decision and Responsibility Matrix

Appendix Six: Summary of financial delegations

Appendix Seven: Policy Schedule

Appendix One: Committee Terms of Reference

General notes

All committees have the following responsibilities. To:

- receive reports about matters relating to any of the issues listed in their terms of reference;
- contribute to, monitor and evaluate relevant parts of the academy or Trust self-assessment and improvement / development plans;
- contribute to, monitor and evaluate the policies allocated to them, reporting or making recommendations to the LGB or Board of Trustees as appropriate;
- consider recommendations from relevant external reviews for example audit, Ofsted or local authority review, to agree the actions needed to address any issues identified and to monitor and evaluate regularly the implementation of any plan agreed, reporting or making recommendations to the LGB or Board of Trustees as appropriate;
- consider the views of students when these have been sought;
- consider the impact on equality, and act with regard to the equality duty at all times;
- act in accordance with the requirements of the Articles of Association, Funding Agreements, statutory DfE guidance, and the Nolan principles of public life at all times;
- take appropriate action on any other relevant matter.

The General Equality Duty

In accordance with the Equality Act, whereby the Academy Trust is a public body, all committees must have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The following are the protected characteristics within the Equality Act:

- Age (not pupils)
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

Nolan 7 principles of public life

1. Selflessness – holders of public office should act solely in terms of the public interest.
2. Integrity – holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.
3. Objectivity – holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

4. Accountability – holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. Openness – holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.
6. Honesty – holders of public office should be truthful.
7. Leadership – holders of public office should exhibit these principles in their own behaviours. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

a) Board of Trustees

Purpose

The Board of Trustees is accountable for the performance of the Trust. To discharge this accountability it will retain responsibility for:

- setting the vision and strategy for the Trust;
- ensuring the quality of educational provision within the Trust;
- challenging and monitoring the performance of each school within the Trust;
- managing the Trust's resources effectively;
- appointing the Executive Headteacher, Headteachers, and Chief Finance Officer;
- ensuring that the Trust complies with charity and company law;
- ensuring that the Trust and each school complies with the Funding Agreements; and
- exercising reasonable skill and care in carrying out its duties.

Membership, Meetings and Quorum

Membership: As set out in Articles 46 and 58 of the Articles of Association. Headteachers have a standing right of attendance but are not Trustees.

Quorum: As set out in Articles 117 and 119 of the Articles of Association.

Meetings: Article 109 of the Articles of Association requires at least three a year; the Board shall meet at the frequency set out in Appendix 3 with additional meetings as required.

Reserved Decisions

The following Reserved Decisions will not be delegated to any Committee or individual:

- Approval of the vision and strategy for the Trust;
- Approval of the annual budget for the Trust;
- Approval of the accounts for the previous financial year and Annual Report;
- Approval of acquisition or disposal of freehold or leasehold interests in land;
- Approval of any proposals for other schools to join the Trust (whether these are existing schools or Free School applications), or for any school to leave the Trust;
- Appointment of the Executive Headteacher and Chief Finance Officer, and the appointment decision about Headteachers on the advice of the appropriate selection panel; and
- Approval of the policies reserved to the Board, including this Scheme of Delegation, Financial Regulations / Policies, employment policies, and policies relating to child protection / safeguarding and health and safety.

Terms of Reference

The Board will make strategic and key financial / operational decisions to enable the Trust to perform as effectively and efficiently as possible. The Board will make decisions and receive monitoring / evaluation reports (with actions / decisions as necessary) regarding:

- The leadership and management of the trust, including the effective deployment of resources (including money, staff, and infrastructure such as site / buildings and ICT);
- The performance of the trust, including targets and measures of educational, financial, and operational performance; and
- The compliance of the trust with its legal and contractual obligations, including safeguarding (including prevent), health and safety, equalities, and the approach to risk identification and management.

Chair's Action

In accordance with Article 102 of the Articles of Association it is recommended that in the event that the Chair, or Vice Chair if the Chair is unavailable, is of the opinion that a matter of urgency exists and a delay in exercising the function would likely be seriously detrimental to the interests of the Trust, any school within the Trust, any pupil or their parent or a person who works at the Trust, then they may exercise any function of the Company which can be delegated to an individual or any function relating to the exclusion of pupils.

b) Finance and Resources Committee of the Board of Trustees

Purpose

The role of the Finance and Resources Committee is to ensure that the staffing, financial, and infrastructure (buildings and ICT) resources of the Trust are effective, efficient, and support the objective of maximising student outcomes at every school.

The Finance and Resources Committee operational responsibilities/duties as set out in Appendix 5.

Membership, Meetings & Quorum

The membership will consist of at least three Trustees, including the Executive Headteacher, and a representative from each LGB (nominated by that LGB).

The Committee will be quorate if three members are present and a majority of the members present are Trustees.

The clerk for the Board of Trustees will clerk this committee.

The Committee shall meet at the frequency set out in Appendix 3 with additional meetings as required.

Terms of Reference

The duties of the Finance and Resources Committee are to:

- Approve the banking arrangements for the Trust, including keeping the bank mandate and credit cards under regular review;
- Approve the budget framework for the development of the budget for the following financial year;
- Challenge the proposed Trust budget for the following financial year and then recommend the budget to the Board of Trustees for approval;
- Regularly receive, review, and challenge budget monitoring reports detailing the financial position of the Trust and the schools within it, including actual income and expenditure, commitments, virements and current budget, forecast outturns, and any decisions taken by LGBs or staff under delegated authority;
- Make financial decisions regarding expenditure and virements in accordance with Appendicies 4 and 5;
- Review and recommend treasury management to the Board;
- Maintain the stability of the Trust's financial position by monitoring cashflow;
- Ensure insurance arrangements are in place for the Trust
- Oversee capital expenditure plans and theTrust's strategy for the management of assets; and
- Approve policies as required by the Scheme of Delegation.

c) Audit and Risk Committee of the Board of Trustees

Purpose

The role of the Audit and Risk Committee is to maintain an oversight of the Trust's governance, risk management, internal control and value for money frameworks. It will report its findings to the Board of Trustees and the Accounting Officer as appropriate.

The Audit and Risk Committee has no executive powers or operational responsibilities/duties.

Membership, Meetings & Quorum

The membership will consist of at least three Trustees, excluding the Chair of Trustees and the Accounting Officer who may not be members of the Committee. The committee may co-opt up to two external members.

The Audit and Risk Committee will be quorate if three members are present and a majority of members present are Trustees.

The clerk for the Board of Trustees will clerk this committee.

The Committee shall meet at the frequency set out in Appendix 3 with additional meetings as required.

Terms of Reference

The duties of the Audit and Risk Committee are to:

- Regularly receive, review and challenge the Risk Register for the trust, ensuring that it reasonably captures major risks and has appropriate strategies in place for their mitigation and that these strategies are evaluated for their effectiveness.
- Advise the Board of Trustees and Accounting Officer on the adequacy and effectiveness of the Trust's governance, risk management, internal control and value for money systems.
- Advise the Board of Trustees on the appointment, re-appointment, dismissal and remuneration of the external auditor and responsible officer.
- Advise the Board of Trustees on the need for, and then, where appropriate, the appointment, re-appointment, dismissal and remuneration of individual(s) and / or organisation(s) to provide assurance programmes in any area of trust operations to ensure that the Trust meets its legal and contractual requirements and reflects best practice in the academy sector.
- Advise the Board of Trustees on an appropriate programme of work to be undertaken through the audit and assurance processes, derived from the Risk Register and consideration of the current assurance framework in place.
- Investigate in more detail any major risks identified on the Risk Register to ascertain the adequacy of the Trust's evaluation of and response to the risk.
- Review the external auditor's annual planning document and approve the planned audit approach.
- Receive reports (annual reports, management letters etc) from the external auditor, responsible officer and other bodies, for example the ESFA and NAO, and consider any issues raised, the associated management response and action plans.
- Monitor outstanding recommendations from whatever source.
- Review the Trust's fraud response plan and ensure that all allegations of fraud or irregularity are managed and investigated appropriately.
- Consider any additional services delivered by the external auditor or other assurance provider and ensure appropriate independence is maintained.
- Meet with the external auditor, without management present, at least annually.

d) Local Governing Body

Purpose

- To set the curriculum for the school and monitor standards to ensure that every pupil makes good progress and achieves well.
- To set the School Development Plan and monitor its implementation to ensure that provision continues to improve.

Membership, Meetings & Quorum

Membership: As approved by the Board. The Executive Headteacher has a standing right of attendance, but is not a voting governor. The LGB may invite other members of staff to attend in a non-voting capacity. There must always be at least two governors who were, at the time of their appointment, parents of children at the school; if the LGB is unable to recruit parent governors in two consecutive processes of seeking nominations, the Board shall be entitled to appoint individuals in the accordance with Articles 54A and 56.

Appointment:

- Headteacher – ex-officio
- Parents: Parent governors shall be appointed by the following process:
    - Seeking nominations from all parents based upon skill sets that the LGB's skills audit and the school improvement plan indicate are most important for effective governance of the school;
    - If there are fewer nominations than vacancies, and if the nominees have appropriate skills sets, the nominees are appointed by the LGB, and the LGB then seeks to appoint additional parents with appropriate skills as parent governors to fill any vacancies (posts can be held vacant until the following term where the LGB considers this appropriate, such as to enable parents of an incoming year group to be eligible);
    - If there are more nominations than vacancies, Governors will develop a shortlist of the nominations who have appropriate skill sets (and this process may involve meeting nominees), and an election will be held where the parents / carers of each child attending the school on the date that the election starts are entitled to vote (one vote per child) for the shortlisted nominees. The nominee with the largest number of votes will be appointed by the LGB; if there was more than one vacancy this process shall be repeated until all vacancies are filled (i.e. if two vacancies, the two nominees with the most votes shall be appointed).
- Staff: The Board shall appoint following nominations being sought on the basis of required skill sets. If there are not suitable nominees, the Board may approach and, with their consent, appoint eligible individuals. If there are more nominations, the Board shall determine which individual shall join the LGB.
- LGB Co-opted: Co-opted by ordinary decision of those Governors who are not themselves co-opted based on the skills / experience that is required by the LGB to ensure its effectiveness.
- Board appointed: Appointed by ordinary resolution of the Board based on the skills / experience that is required by the LGB to ensure its effectiveness.

Term of office:

- Headteacher: Ex-officio
- Parent / Staff Governors: 4 years
- LGB Co-opted: LGB to specify a term of not longer than 4 years
- Board appointed: 4 years. The Board may remove a 'Board appointed governor' at any time (even during their term of office) if they believe that the person has not adequately fulfilled the role of Governor.

Individuals will be eligible for re-election or re-appointment.

All Governors must comply with the provisions within the Articles of Association for ineligibility as if they were Trustees of the Trust.

Governors of the school must declare conflicts of interest in accordance with the Articles of Association as if they were Trustees of the Trust.

Meetings: As set out in Appendix 3 with additional meetings as required.

Meetings of the LGB will be quorate if 5 or one-half of Governors are present (whichever is the greater); this provision applies to every part of the meeting.

Each Governor shall have one vote and shall be able to vote by proxy if they have notified the Chair in advance of their views. All decisions require a majority of the persons present and entitled to vote. The Chair will have a second and casting vote if necessary. Resolutions can be passed in writing, signed by all eligible Governors, and this will be as effective as if the resolution had been passed at a meeting.

Chair and Vice-Chair: Elected by the LGB at the first meeting each school year. The Chair and Vice-Chair must not be employees of the Trust. The Chair and Vice-Chair would be appointed for a two year term.

Terms of Reference

Subject to the provisions of the Articles, this Scheme of Delegation and the Reserved Decisions, the LGB may make any decision necessary to provide high quality education within the school. The objectives of the LGB are to ensure that:

- Student performance, progress and outcomes are maximised;
- Resources of the school are used effectively; and
- The school complies with statutory regulations and the Funding Agreements.

Specifically, the LGB is to:

- Approve the School Development Plan and monitor its implementation, ensuring that it focuses upon:
    - Maintaining and, where necessary, improving the quality of teaching;
    - Closing any identified gaps in performance, be these subjects or identified groups of students;
    - Continuous Professional Development of staff;
- Approve the curriculum and monitor its delivery;
- Recommend educational targets to the Board of Trustees and, once approved, monitor progress towards those targets;
- Determine and implement the admissions policy and arrangements for the school in accordance with admissions law and DfE codes of practice;
- Monitor staff and financial resources in accordance with this Scheme of Delegation;
- Ensure that Governors have the appropriate skills and knowledge to perform their role, including undertaking training as required; and
- Review and adopt policies in accordance with this Scheme of Delegation.

Regarding educational provision and quality, the LGB will:

- review and advise on the school's curriculum policy;
- receive regular reports on progress towards achieving performance targets;

- monitor school based, local and national performance data and reports (e.g. Raiseonline), evaluating levels of progress, attainment and achievement and analysing the performance of different groups and subjects;
- monitor provision to ensure that the school fulfils its responsibilities for pupils with special educational needs and with disabilities;
- monitor the provision for and evaluate the progress and attainment of vulnerable groups e.g. children eligible for FSM (including use of pupil premium), looked after children, young carers, and evaluate the effectiveness of intervention strategies;
- monitor the quality of teaching and learning and evaluate its impact;
- determine, monitor and evaluate the range and the impact of extended activities on pupil learning;
- monitor application of child protection and other policies relevant to safeguarding;
- monitor incidences of bullying, discrimination, etc and advise on appropriate strategies;
- monitor attendance, punctuality and exclusions;
- monitor application of the school's behaviour and discipline policies;
- ensure students are supported to make informed decisions for a healthy lifestyle – physically, emotionally and socially; and
- Review and approve policies as set out in the Scheme of Delegation.

Regarding leadership, management and resources, the LGB will:

- Monitor the school's financial position, including developing a proposed school budget for the next year, preparing three year forecast budget, receiving reports detailing the financial performance and situation of the school (including management accounts and in-year outturn forecasts, details of any virements and decisions taken by the HT or staff under delegated authority), benchmarking the performance of the school, and ensuring compliance with the Trust's financial procedures;
- Authorise expenditure / virements as required by the Scheme of Delegation;
- Monitor staffing information, including ensuring that the staffing structure is effective and efficient, monitoring vacancy / agency levels and recruitment, monitoring staff leaving and the reasons for this, monitoring staff attendance, and monitoring the implementation of performance management and the pay policy;
- Monitor the infrastructure at the school, including that the site and buildings are safe and fit for purpose (and seek funds for any necessary works), that the ICT infrastructure and equipment functions and improves the effectiveness and / or efficiency of the school, and monitoring major service contracts (such as catering, cleaning, grounds maintenance); and
- Review and approve policies as set out in the Scheme of Delegation.

e) Executive Headteacher Performance Review Committee

Two trustees to meet annually with an external reviewer to set and review objectives for the Executive Headteacher and review the Executive Headteacher's salary.

f) Headteacher Performance Review Committee

Two trustees to meet annually with the Executive Headteacher and School Improvement Partner to set and review objectives for the Headteacher and to make a recommendation to Trustee's regarding the Headteacher's salary.

g) Pay Committee (one per LGB)

Purpose

The Committee is responsible for determining the pay and undertaking the pay review for staff in accordance with the trust's Pay Policy.

Membership, Meetings and Quorum

Membership: 5 Governors, with no Governors who are employees being eligible for this Committee due to conflicts of interest.

Quorum: 3 Governors who are entitled to vote.

Meetings: As required.

Terms of Reference

The committee's principal duty is to determine the pay and undertake the pay review for staff (except Headteacher / Head of School) in accordance with the trust's Pay Policy. In order to carry out this duty, the committee will:

1. Determine as set out in the Pay Policy:
    a. taking account of the recommendation of the Headteacher, the pay progression of each eligible teacher at the annual review carried out by the Pay committee in accordance with the Pay Policy;
    b. the award of points on the Leadership Pay Spine for the Headteacher and leadership team;
    c. progression on to and on the Upper Pay Range;
    d. all other discretionary payments as set out in the Pay Policy;
2. Report to the Trust Finance and Resources Committee:
    a. that a meeting has taken place and the general purpose and outcome of that meeting without identifying specific individuals;
    b. in respect of its decisions in relations to staff pay without identifying specific individuals so that the annual pay budget can be determined from time to time;
3. Have regard to the School Development Plan and any budget information (including views of the Trust Finance and Resources Committee) when determining discretionary payments;
4. Minute clearly the reasons for all decisions and report the fact of these decisions (on an anonymised basis) to the next meeting of the Trust Finance and Resources Committee;
5. Provide anonymised information to the LGB and Trust Finance and Resources Committee from the last three years, which shows the patterns of progression of teachers.

Appendix Two: Panels

The following Panels may be convened as required.

1. Complaints Panel – convened as required and subsequent report to the next LGB meeting, including any lessons learned for the school and / or recommendations for policies or procedures.
2. Employment Appeals Panels – convened as required for grievance, dismissal, or dismissal appeal hearings and report and report to the next LGB / Board meeting as appropriate, including any lessons learned for the school and / or recommendations for policies or procedures.
3. Executive Headteacher / Headteacher / Head of School / Deputy Headteacher appointment Panel – convened as required and report to the next LGB / Board meeting as appropriate, including any lessons learned for the school and / or recommendations for policies or procedures.
4. Pupil Exclusions Panel – convened as required and report to the next LGB meeting, including any lessons learned for the school and / or recommendations for policies or procedures.

In each situation, the Panel will include the appropriate number of Governors (as specified in the relevant policy or, if not specified, three Governors) who have not previously been involved with the incident and have no prior knowledge of the incident concerned. For complaint hearings, the panel shall include an individual who is independent from the management and running of any school within the Trust.

Each committee will have an appropriately qualified clerk.

The committee will follow procedures as set down in the relevant policy or as set out in law as appropriate.

If a second or appeal panel is required, this shall include three different Governors.

If a Headteacher or the Executive Headteacher is the subject of the staffing issue or complaint, the roles above undertaken by governors will instead be undertaken by Trustees.

Appendix Three: Meeting agendas

Autumn term	Spring term	Summer term
LGB 1 Board of Trustees 1	Board of Trustees 3	Board of Trustees 5
Half-term		
LGB 2 BoT A&R 1 Board F&R 1 Board of Trustees 2 Members 1	Board of Trustees 4 BoT A&R 2 Board F&R 2 LGB 3	LGB 4 BoT A&R 3 Board F&R 3 Board of Trustees 6 Members 2

Meeting	Agenda items
Board of Trustees 1 By end of Sep	Elect chair and vice chair Review exam / national test results for previous academic year Review any contextual changes (DfE policy, Ofsted framework etc) Review progress against previous Trust Improvement Plan Approve Trust educational targets for this academic year Approve Trust Improvement Plan Approve Trust Evaluation Form Budget Monitoring
LGB 1 By end of Oct	Elect chair and vice chair Review exam / national test results for previous academic year Review any contextual changes (DfE policy, Ofsted framework etc) Initial outturn for previous financial year Review progress against previous School Improvement Plan Approve educational targets for this academic year Approve School Improvement Plan (inc LGB objectives) Approve School Evaluation Form (SEF) Whether to consult on changes to admissions policy
LGB 2 2nd / 3rd week Nov	First half-term safeguarding, absence / exclusions, behaviour data New cohort pupil profile Previous year accounts and any issues from audit Month 2 Finance Report; staffing data
Board F&R 1	Initial outturn for previous financial year (by school and for trust overall) End of Year Accounts programme DfE / ESFA policy update (including latest AFH)
Board Audit and Risk Committee (1) 4th week Nov	Annual Report and Accounts Auditor Report / Management Letter Risk register
Board of Trustees 2 By 2nd week of December	Annual Report and Accounts First half-term safeguarding, absence / exclusions, behaviour data Month 2 Finance Report; Staffing data
Members 1/AGM	Annual Report and Accounts Any Member decisions required (Trustee appointments, Special Resolutions)
LGB 3 By end of March	Term 1 safeguarding, absence / exclusions, behaviour RaiseOnline / comparative performance data Month 4 Finance Report; staffing data Term 1 extended assurance report

	Term 1 HT and SIP reports Approve Admissions Policy for next year + 1 (by 18/2) Updated SEF / SIP following validated data SEN review / policy Pupil premium review
Board of Trustees 3 1st/ 2nd week February	Term 1 performance data (educational and operational) Safeguarding Update SEND Policy review and update Month 6 Finance Report
Board of Trustees 4 By end of March	Staffing for next year Safeguarding Update SEND Policy review and update Capital Projects Update Month 7 Finance Report
Board F&R 2 3rd / 4th week March	Month 6 Finance Report (half-year full review) Initial budget framework for next year (Central Service Charge, assumptions regarding costs etc)
Board Audit and Risk Committee (2) 3rd / 4th week March	Auditor Report / Management Letter Recommendations Update Risk register Update GDPR
Board of Trustees 5 Early May	Finance Report Policy Review Capital Projects Budget Monitoring
LGB 5 By end of June	Review of major school contract performance (catering, cleaning, grounds) Initial budget for next financial year Term 2 extended assurance report Term 2 HT and SIP reports Curriculum / staffing changes for next academic year Updated SEF Safeguarding, absence / exclusions, behaviour data Month 9 Finance Report; staffing data Term 3 extended assurance report Review of the school year
Board F&R 3 End of June	Review full year financial outturn predictions for the Trust Review Trust and draft individual school budgets for next financial year
Board A&R Committee 3 End of June	Extended assurance programme for next year Risk register H&S review (including statutory inspections)
Board of Trustees 6 2nd week of July	Review of the school year Month 9 Finance Report; staffing data Pay policy Scheme of Delegation for next year Budget Monitoring Budget for next year External assurance programme
Members 2 By end of term	Trust performance (educational, financial, operational), including following year budget / priorities Review of Board and Trustee performance Any Member decisions required (Trustee appointments, Special Resolutions)

Appendix Four: Expectations of Members, Trustees, and Governors

The Role of a Member

The Members fulfil a role similar to that of shareholders - their main role is to appoint Trustees, but they also have to approve changes to the name of the Academy Trust and the Articles of Association.

Each Member is liable for up to £10 if the Trust becomes insolvent.

Obligations of Members

To use their skills, knowledge, and experience to:

1. Ensure that Members are actively involved in their decision making, including that General Meetings are quorate, and that Members who are inactive and so hinder the ability of Members to act are removed;
2. Appoint additional suitable individuals as Members if required to ensure that there are five Members;
3. Appoint individuals as Trustees in accordance with the Articles of Association who bring skills, knowledge and / or experience to the Board of Trustees that will improve the ability of the Board to lead the Trust effectively;
4. Remove Member appointed Trustees where they cease to be eligible to remain as Trustees in accordance with the Articles of Association;
5. Review performance of the Board of Trustees, including Member appointed Trustees, and challenge, and if necessary remove, Member appointed Trustees where those individuals have not, in accordance with the Articles or in the reasonable opinion of the Members, contributed sufficiently to the leadership of the trust;
6. Consider requests from the Board for decisions reserved to Members (such as changing the name of the trust, changing the Articles of Association of the trust); and
7. Challenge the strategy and performance of the Board through General Meetings.

Requirements of Members

The five requirements of Members are to:

1. To understand the strategy of CMAT and the broader educational context that it is operating within;
2. To understand the requirements of the Member role and appoint suitable individuals as Members, or remove Members if that is necessary;
3. To understand the requirements of the Trustee role and appoint suitable individuals as Member appointed Trustees, or remove Member appointed Trustees if that is necessary. Members' are expected to take account of the skills, knowledge and experience already on the Board when appointing Trustees, and also to consider the skills that are most necessary in order to deliver the strategy of CMAT;
4. To attend General Meetings, and ensure that they have read any associated reports in advance and so are able to contribute effectively; and
5. To be involved in other processes that require Member decisions, whether by General Meeting or written resolution.

Likely Time Commitment for Members

In terms of the time commitment, it is likely to be:

1. Attendance at two scheduled General Meetings a year

2. Involvement in processes for appointing or removing Members or Trustees, which may involve attending a General Meeting or completion of written resolutions – this is likely to have a limited time requirement.
3. Involvement in other processes that require Member resolutions – this is likely to have a limited time requirement.

Person Specification for Members

An effective Member will demonstrate:

1. A commitment to securing the best educational outcomes for all children;
2. A commitment to the vision, values, and objectives of the trust;
3. An ability to question effectively;
4. An ability to appoint effective trustees, with appropriate skill sets, to ensure the success of the trust; and
5. The decisiveness to remove Trustees where they are ineffective.

The Role of a Trustee

The individuals on the Board of Trustees are called Trustees (while the individuals on a Local Governing Body are called Governors).

The Board of Trustees is accountable for the performance of the Trust. It is responsible for the leadership of the Trust, and for establishing delegations to LGBs and to Headteachers for the day to day operational management of the schools within the Trust.

To discharge its accountability the Board will retain responsibility for:

1. setting the vision and strategy for the Trust;
2. ensuring the quality of educational provision within the Trust;
3. challenging and monitoring the performance of each school within the Trust;
4. managing the Trust's resources effectively;
5. appointing the Executive Headteacher / Executive Headteacher, Headteachers, and Chief Finance Officer;
6. ensuring that the Trust complies with charity and company law;
7. ensuring that the Trust and each school complies with the Funding Agreements; and
8. exercising reasonable skill and care in carrying out its duties.

The role of a Trustee is not to manage operations – that is the role of Executive Headteacher and senior staff; the role of Trustees is to set strategy and hold the Executive Headteacher to account for delivery of that strategy and performance (including compliance).

Obligations of Trustees

It is important that Trustees understand their responsibilities under company and charity law, as well as the role of being the legal Governing Body for all schools within the trust.

The latest version of the DfE 'Governance Handbook' (https://www.gov.uk/government/publications/governance-handbook) identifies the three key roles of the Governing Body as being:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
3. Overseeing the financial performance of the school and making sure its money is well spent.

The responsibilities for Trustees / Directors under charity and company law are to:

Trustee responsibilities are to:	Director responsibilities are to:
• ensure the charity is carrying out its purposes for the public benefit; • comply with the charity's governing document and the law; • act in the charity's best interests; • manage the charity's resources responsibly; • act with reasonable care and skill; and • ensure the charity is accountable	• act within their powers; • promote the success of the company; • exercise independent judgment; • exercise reasonable care, skill and diligence; • avoid conflicts of interest; • not to accept benefits from third parties; and • declare any interest in proposed transactions or arrangements.

Requirements of Trustees

There are three key requirements for each Trustee:

Be prepared

1. Get to know the Trust through reading, discussion, and meeting the Executive Headteacher and Chair of Trustees.
2. Read the legal framework for the Trust and the operations of the Trust by reading material issued to you (Articles of Association, Funding Agreement, Scheme of Delegation, Ofsted inspection framework) and seek clarification where necessary.
3. Reading educational news articles in the press.
4. Commit to training and development opportunities organised by or through the Trust.

Actively participate

1. Attend meetings of the Board of Trustees, and any committees or working groups that you are part of.
2. Read all papers for meetings in advance of the meetings and then ask questions that are either clarifications or that aid further understanding of the issues and so help discussion about the decisions required.
3. Contribute at meetings, ensuring that you speak, act, and vote in what you believe to be the best interests of the Trust.
4. Agree to undertake a 'Lead Trustee' role and fulfil it diligently.

Act appropriately

1. Work as a member of a team.
2. Respect confidentiality of information and opinions and the need for the Board to have in-depth and private discussions.
3. Act within the framework of the policies of the Trust and its legal obligations.
4. Respect all Board decisions and support them in public.

Lead Trustee roles

In addition to being part of the Board, Trustees will be expected to have a 'Lead Trustee' role which will involve developing a greater understanding of a particular aspect of the Trust. The Trustee will be expected to meet relevant staff and ask questions and seek evidence (including dip-sampling / audit of information) to ensure that policies and procedures are being followed and that performance is as reported to the Board and is acceptable.

The anticipated Lead Trustee roles are:

1. Chair of the Board – to support and challenge the Executive Headteacher and liaise with Headteachers and Chairs of LGBs; to be responsible for relationships with major partners.
2. SEND and vulnerable pupils – to review provision for and progress of pupils with SEND or who are vulnerable to underperformance, and contribute to reviews of trust policies to ensure that provision remains effective; to co-ordinate an annual workshop / training session for Lead Governors with oversight of for SEND and vulnerable pupils.
3. Child protection and safeguarding – to review child protection issues / cases, to ensure that statutory and trust policies are being followed, and contribute to reviews of trust policies to ensure that they remain effective, and understand and challenge the Trust's relationship with external agencies; to co-ordinate an annual workshop / training session for Lead Governors with oversight of child protection and safeguarding.
4. Finance – to understand the Trust budget, to understand and challenge Management Accounts, to seek evidence of the compliance, effectiveness and efficiency of significant procurements / contracts of the trust (including capital projects); to co-ordinate an annual workshop / training session for Lead Governors with oversight of finance.
5. HR – to understand the staffing establishment, issues, and opportunities for the Trust, including seeking evidence for any trends, to be involved in engagement with the recognised trade unions and professional associations, and to contribute to the review of HR policies.
6. Chair of Audit and Risk Committee – to lead the Committee in identifying, considering, and responding to strategic risks facing the trust, ensuring that adequate inspection and audit

regimes are in place for the management of risks (including financial risks); to co-ordinate an annual workshop / training session for Lead Governors with oversight of risk.
7. Equality – to be familiar with the school's Equality targets and objects. To liaise with the Equality link Deputy Head at the school regarding any concerns raised in relation to the Equality targets and objectives.

The role of the Chair of Trustees

The Chair of Trustees has a key strategic role. In addition to the obligations and requirements upon all Trustees that are outlined above, the Chair of Trustees will:

1. Meet with the Executive Headteacher monthly to understand current performance, issues and opportunities;
2. Be available for the Executive Headteacher as required in the event of urgent situations, and – where necessary – authorise Chairs' Action;
3. Liaise with the Executive Headteacher and Clerk to set the agenda for Board meetings and to ensure that decisions taken at meetings are implemented and that actions are undertaken *;
4. Support the Executive Headteacher in engagement with major partners, such as the Local Authority, including attendance at and contribution to events organised for Chair of Governors / Trustees *;
5. Support the Executive Headteacher in engaging with schools that may join the Trust *;
6. With the Executive Headteacher, lead engagement with the Members, including regarding any vacancies on the Board to ensure that Members' understand the necessary skills / knowledge / experience that the Board requires;
7. Meet with each new Trustee as part of their induction and ensure that they are able to quickly add value to the Board;
8. Agree annual priority areas for focus for each of the Trustees, and have an individual annual meeting with each Trustee to review their contribution and agree areas for focus and development during the following year;
9. Meet with the Chairs and Vice Chairs of each LGB with appropriate regularity to ensure effective engagement, understanding, support and challenge within the Trust *
10. Items marked with an asterisk (*) may be undertaken by or with the Vice Chair by agreement. All items may be undertaken by the Vice Chair in the absence of the Chair.

Likely Time Commitment for Trustees

In terms of the time commitment, for those Trustees other than the Chair and Vice Chair it is likely to be:

- Attendance at approximately six to eight Board or Committee meetings as well as two meetings a year with the Members;
- Attendance at any additional ad-hoc Trustee meetings required during the year;
- A half-termly visit as part of your Lead Trustee role to meet with the relevant member(s) of staff (monthly for the Chair to meet with the Executive Headteacher);
- Attendance at any agreed training sessions;
- Attendance at any necessary Trustee Panels – these are set up as required and are not expected to be required often; and
- The Executive Headteacher may request attendance from Trustees at events for staff or students and Trustees at one school or combined between several schools within the Trust and Trustees are encouraged to attend if possible.

Person Specification for Trustees

An effective Trustee will demonstrate:

- A commitment to securing the best educational outcomes for all children;
- A commitment to the vision, values, and objectives of the trust;
- Strong communication skills in listening, speaking and writing;
- An ability to evaluate and make use of a wide range of information and data;
- The capacity to develop specific knowledge and understanding of the trust and its community;
- The ability to question in a manner that encourages reflection and helps move discussion forward;
- A sense of fairness;
- A commitment to equalities;
- Tact and diplomacy;
- An ability to work as a member of a team;
- An ability to respect confidentiality; and
- A commitment to participate in training and self-evaluation.

The Role of a Governor

The individuals on a Local Governing Body are called Governors (while the individuals on the Board of Trustees are called Trustees).

The Local Governing Body is collectively accountable to the Trustees for the performance of the school that it oversees, and is accountable for decisions that it makes under delegated authority from the Trustees.

The objectives of the LGB are to ensure that:

- Student performance, progress and outcomes are maximised;
- Resources of the school are used effectively; and
- The school complies with statutory regulations and the Funding Agreements.

Specifically, the LGB is to:

1) Approve the School Development Plan and monitor its implementation, ensuring that it focuses upon:
   a) Maintaining and, where necessary, improving the quality of teaching;
   b) Closing any identified gaps in performance, be these subjects or identified groups of students;
   c) Continuous Professional Development of staff;
2) Approve the curriculum and monitor its delivery;
3) Recommend educational targets to the Board of Trustees and, once approved, monitor progress towards those targets;
4) Determine and implement the admissions policy and arrangements for the school in accordance with admissions law and DfE codes of practice;
5) Monitor staff and financial resources in accordance with this Scheme of Delegation; and
6) Review and adopt policies in accordance with this Scheme of Delegation.

The role of a Governor is not to:

- Manage operations – that is the role of the Headteacher and senior staff; the role of Governors is to set strategy and hold the Headteacher to account for delivery of that strategy and performance
- Assess the quality of teaching, or the quality of individual staff – that is the role of the Headteacher through teaching and learning and performance management processes; the role of Governors is to ensure that students are making appropriate progress and that educational and HR policies are appropriate and being implemented

Requirements of Governors

There are three key requirements for each Governor:

Be prepared

1. Get to know the school through reading, discussion, and meeting the Headteacher and Chair of Governors.
2. Read the legal framework for the school and the operations of the Trust by reading material issued to you (Articles of Association, Funding Agreement, Scheme of Delegation, Ofsted inspection framework) and seek clarification where necessary.
3. Reading educational news articles in the press.
4. Commit to training and development opportunities organised by or through the Trust.

Actively participate

1. Attend meetings of the Local Governing Body, and any working groups that you are part of.
2. Read all papers for meetings in advance of the meetings and then ask questions that are either clarifications or that aid further understanding of the issues and so help discussion about the decisions required.
3. Contribute at meetings, ensuring that you speak, act, and vote in what you believe to be the best interests of the school (while some Governors are elected by a particular part of our community, the responsibility of all Governors is to the school as a whole).
4. Agree to undertake a 'Lead Governor' role and fulfil it diligently.

Act appropriately

1. Work as a member of a team.
2. Respect confidentiality of information and opinions and the need for the LGB to have in-depth and private discussions.
3. Act within the framework of the policies of the Trustees, Local Governing Body and legal requirements.
4. Respect all Local Governing Body decisions and support them in public.

Lead Governor roles

In addition to being part of the LGB, Governors will be expected to have a 'Lead Governor' role which will involve developing a greater understanding of a particular aspect of school life. The Governor will be expected to meet relevant staff and ask questions and seek evidence (including dip-sampling / audit of information) to ensure that policies and procedures are being followed and that performance is as reported to the LGB / Board and is acceptable.

The anticipated Lead Governor roles would be:

- Chair of the LGB – to support and challenge the Headteacher and liaise with the Board of Trustees
- Child protection and safeguarding – to review child protection issues / cases, to ensure that statutory and trust policies are being followed, and contribute to reviews of trust policies to ensure that they remain effective
- Vulnerable pupils and SEND – to understand the strategy/ies for supporting vulnerable pupils including those with SEND; to monitor performance of those pupils and seek evidence for the effectiveness of the school support for these pupils; and to contribute to the review of SEND provision and strategies.
- Finance – to understand the school budget, to understand and challenge Management Accounts, to have oversight of significant procurement processes, to seek evidence about the management of contracts
- Risk Management – to have oversight of, and undertake auditing of, approach to Risk Management and risk assessments, including those for educational visits, health and safety, and premises inspections; to seek evidence of implementing recommendations and learning lessons.

The role of the Chair of Governors

The Chair of Governors has a key role within the LGB. In addition to the obligations and requirements upon all Governors that are outlined above, the Chair of Governors will:

1. Meet with the Headteacher monthly to understand current performance, issues and opportunities;
2. Be available for the Headteacher as required in the event of urgent situations;
3. Liaise with the Headteacher and Clerk to set the agenda for LGB meetings and to ensure that decisions taken at meetings are implemented and that actions are undertaken *;
4. Support the Headteacher in engagement with major partners, such as the Local Authority, including attendance at and contribution to events organised for Chair of Governors *;

5. With the Headteacher, lead engagement with the Trustees, including regarding any Board appointed vacancies on the LGB to ensure that Trustees' understand the necessary skills / knowledge / experience that the LGB requires;
6. Meet with each new Governor as part of their induction and ensure that they are able to quickly add value to the LGB;
7. Agree annual priority areas for focus for each of the Governors, and have an individual annual meeting with each Governor to review their contribution and agree areas for focus and development during the following year;
8. Meet with the Chairs and Vice Chairs of the other LGBs and the Chair and Vice Chair of Trustees with appropriate regularity to ensure effective engagement, understanding, support and challenge within the Trust *
9. Items marked with an asterisk (*) may be undertaken by or with the Vice Chair by agreement. All items may be undertaken by the Vice Chair in the absence of the Chair.

Likely Time Commitment for Governors

In terms of the time commitment, for those Governors other than the Chair and Vice Chair it is likely to be:

- 4 or 5 LGB meetings a year, which will probably be in the evening;
- A half-termly visit into school as part of your Lead Governor role to meet with the relevant member(s) of staff;
- Attendance at any agreed training sessions;
- Attendance at any necessary Governor Panels (such as for staff or student matters) – these are set up as required and are not expected to be required often; and
- The Headteacher may request attendance from Governors at school events for staff or students and Governors are encouraged to attend if possible (such as new parents' evenings, school shows, staff training days).

Person Specification for Governors

An effective Governor will demonstrate:

- A commitment to securing the best educational outcomes for all children;
- A commitment to the vision, values, and objectives of the school;
- Strong communication skills in listening, speaking and writing;
- An ability to evaluate and make use of a wide range of information and data;
- The capacity to develop specific knowledge and understanding of the school and its community;
- The ability to question in a manner that encourages reflection and helps move discussion forward;
- A sense of fairness;
- A commitment to equalities;
- Tact and diplomacy;
- An ability to work as a member of a team;
- An ability to respect confidentiality; and
- A commitment to participate in training and self-evaluation.

Appendix Five: Decision and Responsibility Matrix

This Appendix sets out significant decisions and responsibilities. For each thematic section, text introduces the philosophy and ethos of the trust, which sets the context for the subsequent decisions / accountabilities.

The key to the table is:

BoT – Board of Trustees or a committee with delegated powers
BoT F&R – Finance and Resources Committee of the Board of Trustees
LGB – Local Governing Body or a sub-committee with delegated powers
CEO – Executive Headteacher
AO – Accounting Officer
HT – Headteacher of an academy within the Trust
CFO – Chief Finance Officer via the Accounting Officer
BM - Business or Finance Manager at an academy via the Headteacher or CFO.

A = Accountable via delegated powers from Board of Trustees
R = Responsible for undertaking the activity and reporting to the Accountable individual / Committee

Note: Actions taken by a properly constituted committee, or delegated to an individual director or to CEO / Headteacher, are taken on behalf of the Board of Trustees.

Governance

The Board is accountable for all decisions of the Trust, and the performance of all schools within the Trust. The executive Headteacher is accountable to the Board for performance of the Trust and effective use of public funds. Each LGB and Headteacher is responsible for the performance of their school(s).

The Board of Trustees approves the Scheme of Delegation for the Trust, and this details the committee structure along with terms of reference and membership, and outlines who is able to make what decisions (including approving policies). The Scheme of Delegation is reviewed at least bi-annually. The Scheme of Delegation allows for the Trustees to vary the delegation to each LGB or office holder in response to the performance of and risk associated with that school.

Each committee (such as Board or LGB) elects its own chair and determines its detailed working arrangements within the framework set by the Scheme of Delegation.

	Standard delegation						Potential variation
	BoT	**LGB**	**EHT / AO**	**HT**	**CFO**	**Other**	
Appointing / removing Members						Members	
Appointing / removing Trustees (besides CEO)						Members	
Approving the Articles of Association						Members and Sec of State	
Approving a change of name of the Trust						Members	
Appointing / removing the Chair and Vice-Chair of Board of Trustees	✓						
Appointing / dismissing the clerk to the Board	✓						
Appointing / dismissing the clerk to a Committee						Each committee	
Appointing the Chair of a committee, Local Governing Body, or sub-committee						Each committee	Board appoint Chair of LGB / Committees
Appointing and removing co-opted Trustees	✓						
Establishing additional committees or Working Groups etc (including Terms of Reference and membership)	✓ Trust level	✓ School level					Board remove LGB ability to sub-delegate / create committees etc.
Approving the Scheme of Delegation (including the committee structures, delegations, and “policy grid”)	✓						
Approving the Annual Report and Accounts	✓					Members receive	
Determine whether other school(s) should join, or whether any school(s) should leave, the Trust	✓						
Approving the ‘role description’ for Trustees and Governors	✓						

Financial management

The Board is accountable for the financial performance of the Trust, including receipt of all income due to the Trust and for the effective and efficient expenditure of public funds. The Accounting Officer is accountable to the Board and DfE for expenditure of public money, and the Chief Finance Officer leads the finance function to ensure that the financial policies and procedures approved by the Board are implemented consistently. The Board will approve assurance work to verify that these controls operate appropriately.

It is expected that the budget setting and budget monitoring processes are a combination of 'bottom up' and 'top down' processes – ie the Board would set the approach to central service charge and the delegated funds for each school (which would be expected to be the remainder of the funds provided for that school via the GAG and other government funding streams), each school would then develop a budget within its delegated funds in conjunction with the CFO and EHT, and the overall budget for the Trust would then be approved by the Board. Budget monitoring would similarly be undertaken at school and Trust level and reported to CFO/EHT, LGBs and the Board throughout the year, with a focus upon any potential variances and actions required to ensure that expenditure is within approved levels.

The Accounting Officer is accountable to the Board for compliance of the Trust with the Funding Agreements and the Academies Financial Handbook; the CFO is responsible for ensuring this compliance.

	Standard delegation							Potential variation
	BoT	**BoT F&R**	**LGB**	**EHT / AO**	**HT**	**CFO**	**Other**	
Maintaining a register or pecuniary and business interests of staff, governors, trustees and members						✓ for Staff	Clerk for BoT / LGB / Members	
Approving financial procedures (including treasury and accounting policies) in accordance with Appendix 7	✓	✓						
Adhering to accounting policies and guidelines issued by the ESFA	✓	✓	✓	✓	✓	✓	✓	
Maintaining accurate, reconciled and up-to-date records that provide financial and statistical information				✓	✓	✓		
Availability of records and documents for inspection by external auditor and responsible officer						✓	Finance Departments	
Approving appointment of external auditors	✓ (A&R)							
Approving programme of extended assurance	✓							
Approving actions following external audit recommendations / findings	✓ (A&R)	✓	✓ (for relevant academy)			✓		

	Standard delegation							Potential variation
	BoT	**BoT F&R**	**LGB**	**EHT / AO**	**HT**	**CFO**	**Other**	
Approving banking arrangements including bank mandates and credit cards	✓	✓						
Oversight and maintenance of all cash across the Trust	✓	✓				✓		
Approving the approach to cross-charging / central service charge		✓						
Approving the budget each financial year in accordance with DfE timeframes (including use of any historic accumulated reserves)	✓							
Monitoring actual year-to-date income and expenditure against budget, including variants (at least termly for BoT, BoT F&R, LGB, at least monthly for EHT, HT, CFO)	✓	✓	✓	✓	✓	✓		
Approving the submission of applications for revenue or capital grants	✓							
Approving lettings policy and fees			✓					
Approving applications for business / procurement cards						✓		
Submitting HMRC returns as required						✓		
Authorising expenditure for approved budgets, where financial procedures (such as procurement) have been followed							As set in Appendix 6 and financial procedures	Alter level of financial authority of Headteacher and / or LGB
Approving procurement waivers							As set in Appendix 6 and financial procedures	Alter level of financial authority of Headteacher and / or LGB
Approving the use of a projected in year underspend (Vs approved budget)	✓ if Trust		✓ if school					Board to retain decisions
Approving virements between budgets							As set in Appendix 6 and financial procedures	Alter level of financial authority of Headteacher and / or LGB
Approving expenses							Line manager for staff, Chair for HT and CEO	Alter level of financial authority of Headteacher and / or LGB

	Standard delegation							Potential variation
	BoT	**BoT F&R**	**LGB**	**EHT / AO**	**HT**	**CFO**	**Other**	
Approving any disposal of non-land assets							As set out in financial procedures	Alter level of financial authority of Headteacher and / or LGB
Approving any writing off of debts							As set out in financial procedures	Alter level of financial authority of Headteacher and / or LGB
Entering into or granting a freehold or leasehold interest in land	✓							
Investigating potential financial irregularities (not involving a Headteache, or CFO or EHT)				✓				
Investigating financial irregularities (involving a Headteacher, or CFO or EHT)	✓							
Complying with VAT and Corporation Tax regulations						✓		
Reviewing Insurance cover in response to risk assessment and analysis	✓			✓	✓	✓		

HR / Staffing

For Headteachers, the Articles require that Trustees appoint a Headteacher, but it is expected that the selection panel would include the EHT, Governors and Trustees, and that this selection panel would make a recommendation to the Trustees about whether to appoint and, if so, who. Similarly, Headteacher performance management would involve the EHT and Governors with a salary recommendation to Trustees. EHT performance management would be undertaken by Trustees, seeking input from Headteachers / Heads of School.

For Leadership and TLR posts, it is expected that any posts that become vacant would be discussed by the Trust SLT to consider the needs of the school and the overall trust. It would be the EHT's decision about whether to recruit for the same or a different post, and to instigate any consequent changes to budgets. Headteachers would make recruitment decisions for other staff within their schools, with an expectation that they would – through Trust SLT – collaborate with other schools to ensure a staffing structure that is as effective, efficient, and resilient as possible; this may include establishing new joint posts across two or more schools.

For other HR decisions, the principle is that decisions should generally be made by Headteachers where they affect that school only, and by the EHT where they affect the overall Trust, with Governors and Trustees involved for decisions regarding leadership posts or staff in those posts.

	Standard delegation						**Potential variation**
	BoT	**LGB**	**CEO / AO**	**HT / HoS**	**CFO**	**Other**	
Approving the staffing establishment for the Trust	✓						
Approving the staffing establishment for a school		✓					Require Board approval
Appointing the EHT and CFO	✓						
Appointing Headteachers / Heads of School	Decision	Involved	Involved				
Performance management of the EHT	✓						
Performance management of the Headteachers / Heads of School (including salary)	✓ Salary	✓ Involved	✓ Involved				SIP involved
Performance management of the CFO			✓				
Approving the commencement of recruitment for posts on Leadership scale, TLR 1 or 2 scales, or support staff on the Leadership Team of a school			✓				
Approving the commencement of recruitment for posts other than posts appointed by the Board or EHT that are within the approved staffing establishment (i.e. like for like replacements or approved new posts)			Involved	✓			EHT decision
Appointing staff who directly report to the EHT or Headteacher	Involved if trust	Involved if school	✓				

	Standard delegation						Potential variation
	BoT	**LGB**	**CEO / AO**	**HT / HoS**	**CFO**	**Other**	
Appointing other teaching staff (including ECTs)				✓			EHT decision
Appointing other support staff			✓ Trust	✓ School		CFO / FM involved as necessary	EHT decision
Approving HR policies	✓						
Authorising payroll provision					✓	FM	
Authorising payroll					✓ For Trust payroll	Business Manager for each school	
Initiating a review of staffing structures / arrangements			✓	✓			EHT or HT to initiate as appropriate (EHT approval if include Leadership / TLR posts)
Approval to implement changes to staffing structures / arrangements	✓	✓	✓	✓			Board if include redundancies within Leadership / TLR; LGB if include other redundancies; EHT or HT if no redundancies (EHT if includes Leadership / TLR)
Suspending or dismissing the EHT, CFO or a Headteacher(s)	✓	Involved				LGB involved as appropriate	
Suspending staff besides the EHT, CFO or a Headteacher			Involved	✓			EHT decision
Dismissing staff besides the EHT, CFO, or a Headteacher			✓ if Leadership / TLR	✓		This includes during probation period	
Approving any leaving payments (redundancy, dismissal, early retirement) in accordance with trust policy			✓	✓		Report to LGB / BoT as appropriate	EHT decision

Educational provision and student matters

It is expected that the LGB and Headteacher of a school will determine the educational provision and student matters, with accountability to the EHT and Board for progress and performance of students. The LGB will recommend targets to the Board.

	Standard delegation						Potential variation
	BoT	**LGB**	**CEO / AO**	**HT / HoS**	**CFO**	**Other**	
Propose and determine changes to the school age-range, or the addition / removal or nursery or SEN provision		✓					Board make these decisions
Approving the school day and year		✓					Board make these decisions
Excluding a pupil (fixed term)				✓			EHT decision or require EHT involvement
Excluding a pupil (permanently)			Notified	✓			
Consulting on and determining an admissions policy for the school		✓					
Determining who will be offered a place in accordance with the admissions policy for the main entry year (ie YR, Y7, or Y12)		✓					
Approving in-year admissions in accordance with the admissions policy				✓			
Objecting to a SEN Statement / EHCP naming the school				✓			EHT decision or require EHT involvement
Approving any actions required following any external assessments of school performance	✓	✓					
Approving the attendance, progress and attainment targets for the school	✓ Approve	✓ Propose					

Appendix Six: Summary of financial delegations

Role	Forms and returns	Cheque signing/ BACS approval	Purchasing, procurement and contract processing	Budget
Board of Trustees	• Funding Agreement • Annual Accounts • Confirmation Statement • Accounting Return • Budget Forecast ESFA		• Chair: Approve expenses of the EHT • Ensure orders in excess of £122,976 follow Procurement Act 2023 procedures and are approved by the ESFA • Approve waivers requiring the specified number of quotations/tenders for contracts of any value • Approve annual staffing establishment	• Approve and monitor budget
Board Finance and Resources Committee	• Approve government returns • Approve banking arrangements (and mandates for Trust account)		• Oversight of all tendering process undertaken by constituent academies for all contracts with a value between £25,000 to £122,976. Selecting preferred contract and making recommendation to F&R for approval of winning tender. • Oversight of tendering process for constituent academies in excess of £122,976 ensure Procurement Act 2023 procurement practices are adhered to	• Approve budget planning framework
LGB			• Chair of LGB: Approve expenses of the Headteacher • Approve school staffing establishment • Approve any necessary procurement waivers for urgent contracts for the same values as for orders and contracts	• Monitor revenue and capital budgets
EHT and HT	• Approval of VAT and Corporation tax returns pension returns	• Cheque/BACS approver/ signatory	• To approve purchase orders • Approve staff expenses • Authorise new starts/payroll amendments • Authorise monthly payroll • Approve establishment of new temporary staff posts	

CFO	• Prepare and submit returns inc. Corporation Tax returns, Confirmation Statement, Accounting return, ESFA budget forecast	• Cheque/BACS approver/ signatory	• Authorise invoices accompanied by authorised purchase order • Sign off on contracts • Authorise requisitions over £10,000 and check 3 quotes were obtained • Authorise weekly supplier payment run	
Finance Manager	• Prepare and submit returns inc. VAT and pension returns	• Cheque/BACS approver/ signatory	• Authorise weekly supplier payment run • Approve staff expenses • Approve purchase orders in absence of EHT/Headteacher	

Type of contract	Thresholds (including VAT): 1 January 2024 to 31 December 2025
Utility works contract	£5,372,609
Utility contract that is not a works contract, a defence and security contract or a light touch contract	£429,809
Concession works and services contract	£5,372,609
Works contract	£5,372,609

Contract for the supply of goods or services (which may be mixed contracts that contain some works elements) to a central government authority not within any other row	£139,688
Contract for the supply of goods or services (which may be mixed contracts that contain some works elements) to a sub-central government authority not within any other row	£214,904

* All cheques/BACS approval must have two signatories. These provisions apply to all accounts, public or private, operated by or on behalf of the Trust. Authorised signatories must not sign a cheque / authorise a payment relating to goods or services for which they have also authorised the expenditure.
** Any person who receives goods and certifies invoices for payment shall be independent of those who negotiated prices and terms and placed the official order
*** There needs to be a separation of duties between processing payroll adjustments and authorising payroll; if the CFO is to process adjustments then authorisation needs to be by a AHT/DHT.

Appendix 7 – Policy Schedule

Policy Schedule 2025-2026

Chrysalis Multi Academy Trust				
Policy	**Staff in charge**	**Frequency of review**	**Date of next review**	**Website (S= Statutory to be on website Y= Non-statutory requirement but on website N= Not statutory, not on website)**
Scheme of Delegation	Nicki Hyde-Boughey	Annually	Sept 2025	**Y**
Disciplinary	Nicki Hyde-Boughey & Marilyn Francis	Annually	Sept 2025	**N**
Conflict of Interest	Nicki Hyde-Boughey	Annually	Sept 2025	**Y**
Management & Retention of Records	Adam Skordi & Luke Webber	Annually	Sept 2025	**Y**
Early Career Teachers Policy	Leigh Beauchamp & Davita Grafstein	Annually	Sept 2025	**Y**
Anti-Racism Policy	Alice Toft & Luke Webber	Annually	Sept 2025	**N**
Premises Management	Adam Reid & Manpreet Anand	Every 3 years	Sept 2025	**Y**
Guidance for Dealing with Abusive Parents	Danielle Conroy & Kamini Mistry	Every 2 years	Sept 2025	**N**
Parent Code of Conduct	Danielle Conroy & Kamini Mistry	Every 2 years	Sept 2025	**Y**
Child Protection, Safeguarding & Safer Recruitment	Danielle Conroy, Luke Webber & Marilyn Francis	Annually	Nov 2025	**S**
Health & Safety	Vikesh Wagjiani & Manpreet Anand	Annually	Nov 2025	**S**
Appraisal	Eddie Crust & Kamini Mistry	Annually	Nov 2025	**N**
Pay Policy	Nicki Hyde-Boughey & Marilyn Francis	Annually	Nov 2025	**N**
Managing Capability	Nicki Hyde-Boughey & Marilyn Francis	Annually	Nov 2025	**N**
Allegations of Abuse Against Staff	Nicki-Hyde Boughey & Marilyn Francis	Annually	Nov 2025	**N**
Complaints	Kathryn Tora & Kamini Mistry	Annually	Nov 2025	**S**
CCTV	Adam Skordi & Luke Webber	Every 2 years	Dec 2025	**Y**
Whistleblowing	Nicki Hyde-Boughey & Marilyn Francis	Every 2 years	Dec 2025	**Y**
Attendance & Children Missing in Education Policy	Jack Nicolaou & Luke Webber	Every 2 years	Dec 2025	**Y**

ICT & Internet Acceptable Use Policy	Adam Skordi & Luke Webber	Every 2 years	Feb 2027	S
Equality Information and Objectives	Alice Toft & Kamini Mistry	Every 2 years	Feb 2027	S
Biometric Data Policy	Adam Skordi & Luke Webber	Every 2 years	Feb 2027	N
Data Protection	Adam Skordi & Luke Webber	Every 2 years	Feb 2027	S
Pupil Premium	Alice Toft & Luke Webber	Annually	March 2026	S
Supporting Pupils with Medical Needs	Jack Nicolaou & Luke Webber	Annually	March 2026	Y
First Aid in Schools	Jack Nicolaou & Luke Webber	Annually	March 2026	Y
Online Safety	Danielle Conroy & Luke Webber	Annually	March 2026	Y
Children that are Looked After	Danielle Conroy & Eleanor Rea	Annually	March 2026	S
PSHE & Collective Worship	Leo West, Lorraine Granger & Saranjit Rai/Bhavna Chohan	Every 3 years	March 2026	S
Relationships & Sex Education	Leo West & Lorraine Granger	Every 3 years	March 2026	S
Lettings	Adam Reid & Manpreet Anand	Every 3 years	March 2026	Y
Sabbatical Policy	Nicki Hyde-Boughey & Marilyn Francis	Every 3 years	March 2027	N
Gifts & Hospitality	Nicki Hyde-Boughey & Kamini Mistry	Every 3 years	March 2027	N
Trustees & Governor Allowances	Nicki Hyde-Boughey	Every 2 years	March 2027	Y
Grievance	Nicki Hyde-Boughey & Marilyn Francis	Annually	May 2026	N
SEND	Andrew Page & Eleanor Rea	Annually	May 2026	S
Children with Health Needs who Cannot Attend School	Jack Nicolaou & Eleanor Rea	Annually	May 2026	Y
Admissions	Danielle Conroy & Eileen Mellet	Annually	May 2026	S
Teaching & Learning	Shalina Patel, Sophie Duffy & Tom Davey	Every 3 years	May 2026	Y
Probation Policy	Marilyn Francis	Every 2 years	May 2027	N
Parental Bereavement Policy	Marilyn Francis	Every 2 years	May 2027	N
Staff Code of Conduct	Marilyn Francis, Kathryn Tora & Luke Webber	Annually	June 2026	N
Social Media Policy	Adam Skordi & Luke Webber	Annually	June 2026	Y
Business Continuity Plan & Incident Management Plan	Nicki Hyde-Boughey & Kamini Mistry	Annually	June 2026	N
Finance Policy & Procedures	Adam Reid	Annually	June 2026	N
Charging & Remissions	Adam Reid	Annually	June 2026	S
Use of Artificial Intelligence (AI) Policy	Adam Skordi & Luke Webber	Annually	June 2026	N
GDPR Privacy Notices: Pupils & Parents	Adam Skordi & Luke Webber	Every 2 years	June 2026	S
Staff Sickness & Absence Management	Marilyn Francis	Every 2 years	June 2026	N
Flexible Working Policy	Marilyn Francis	Every 2 years	June 2026	N

Menopause Guidance	Marilyn Francis	Every 2 years	June 2026	**N**
Suspension & Permanent Exclusion Policy	Melinda Woolford & Luke Webber	Every 2 years	June 2027	**Y**
Home School Agreement	Danielle Conroy & Sophie Duffy	Every 2 years	June 2027	**Y**
Staff Discretionary Leave of Absence Policy	Marilyn Francis	Every 2 years	June 2027	**N**
New Parental Leave Support Policy	Marilyn Francis	Every 2 years	June 2027	**N**
Accessibility	Vikesh Wagjiani, Andrew Page, Manpreet Anand & Eleanor Rea	Every 3 years	June 2028	**S**