Co-operative Education East

Scheme of Delegation

Created: August 2020

Created by: Paul Bunn/Julie Fletcher

Approved by: Trustee Board

Approved on: 10 September 2020

Review date: August 2021

Introduction

Co-operative Education East (CEE) is a Multi-Academy Trust based in the East of England and part of a national group of Co-operative Schools.

As a charity and company limited by guarantee, CEE is governed by its Members and the Board of Trustees who are responsible for, and oversee, the management and administration of the Trust and its schools.

The Board of Trustees are accountable to external government agencies including the Charity Commission and the Department for Education for the quality of the education they provide in addition to having financial accountability. They are required to have systems in place through which they can assure themselves of quality, safety and good practice.

This document outlines the governance structures, principles and processes for Co-operative Education East. It explains the ways in which the Members and Trustees fulfil their responsibilities for the oversight of the Trust and the respective roles, responsibilities and accountability of all those with a governance responsibility. It sets out the commitments to each other to ensure effective leadership and governance.

It is one of the key documents for all colleagues working at all levels in the Trust, from Members and Trustees, the CEO and central staff, to school staff and local governors.

The scheme has been put in place in accordance with the provisions of the Articles of Association. It sits alongside the Financial Operating Procedures Policy which covers all financial delegations and the suite of policies through which the Trust operates that further define collective roles and responsibilities.

About us

Our vision

Built on the values and ethics of the Co-operative movement and supported by the well-established co-operative business model, our vision is to prepare and equip each young person for the next stage of life, allowing them to realise their full potential within a network of well supported schools.

In the changing education landscape, we are pioneering a bold and exciting evolution of the Multi-Academy Trust model that offers an alternative way of educating the next generation.

Our governance structure and co-operative values of equality and democracy ensure that the voices of all stakeholders are heard and influence policy and decision making.

Our values

We are founded on a set of values and principles describing a different, fairer and better way of operating. In the tradition of the co-op founders, in addition to the core values below, members operate according to the ethical values of honesty, openness, social responsibility and caring for others.

- **Self-help** – supporting learners, parents, carers and staff to help themselves
- **Self-responsibility** – we encourage learners, parents, carers and staff to take responsibility for, and answer to their actions.
- **Democracy** – we give our learners, parents, carers and staff a say in the way we run our school.
- **Equality** – one of the key values when making governance decisions, alongside Equity. All members are equal. No matter on what size, shape or Ofsted Status of the school.
- **Equity** – our second key value for decision making, working in a way that is fair and unbiased.
- **Solidarity** – sharing interests and common purposes with our members and other co-operatives. Doing what is right for the group, and not necessarily for ourselves.
- **Openness and Honesty** – establishing mutual Trust and enabling key decisions to be made, even if the conversations and topics are ‘difficult’
- **Social responsibility** – encouraging all stakeholders to take responsibility for their own community and work together to improve it.
- **Caring for others** – treating everyone as we wish to be treated ourselves.

Our ethos

Our Trust shares the same co-operative ethos which is translated into school life as **C.A.R.E**.

Confident	Our children will have their self-esteem nurtured to enable them to be happy in themselves and achieve their full potential. We will ensure children are confident in their ability. We will ensure they are able to recognise the areas in which they are not as strong and are confident in their strategies for progressing. Our children will be given the opportunity to speak in a variety of contexts and to a variety of audiences.
Able to meet future challenges	Our curriculum, both inside and outside the school day, will give the children the skills they need to take to Secondary school and beyond. We will encourage them to have aspirations and ambitions, to 'dream big dreams. Our children will not only learn to ask questions but to research answers, analyse information and question plausibility. We will prepare our children for a world that is changing technologically every day. Our children will understand the value of money, be organised and know how to keep themselves safe and healthy.
Responsible members of the community	Our children will be encouraged to be respectful, polite and tolerant of others regardless of their differences, both within and outside of our school community. Our children will be kind and considerate. They will be able to work in teams and communicate their ideas effectively. They will recognise their place in the variety of communities they are a part of. Older children will be role models for younger children. Their tolerance and consideration will enable them all to make friends happily with all groups, and to deal with disagreements in a sensible way. Our children will be proud of their school, their wider community and the part they play within those.
Effective Learners	We will foster in our children their love of learning, promote their independence and encourage them to ask questions. We will challenge children to 'have a go' and ensure they are not afraid of trying new things or of making mistakes. We will enable them to recognise the value in listening to other people and celebrate their achievements. Above all, our children will be motivated to try their best.

Governance principles

We are committed to a robust, effective, but, above all, user-friendly structure dedicated to setting schools free to do what they do best – teach. In the Co-operative Education model each school is an accountable-autonomous organisation led by its local stakeholders including parents, staff and governors within the framework formed by the Academy Trust.

The Members have established the Trust and are the guardians of the constitution. They must ensure that the Trust fulfils its charitable objects to establish and maintain several Academies in accordance with guidelines laid down in the funding agreement with the DfE.

The Trust is the overall governance body and has accountability for standards of performance and financial security across all schools in the Trust. However, each school is represented by a mix of Local Governors and Trustees to maintain good communication and knowledge.

Local Governing Committees (LGC's) within the individual schools meet to gain a full understanding of what is happening in school by means of learning walks and direct communication with staff. They have a focus on ensuring high standards in curriculum delivery and pupil achievement, supporting the schools through regular monitoring. This provides the detailed knowledge which is then fed into the Trustee level. LGC's will always include parental representation and meet the needs of the individual school.

In cases where there are emerging weaknesses or significant challenges, additional support and intervention will be swiftly secured, drawing upon the wealth of experience and skills across the Trust and through access to high quality partners. Where Local Governing Committee or school leadership team continues to be ineffective or an individual is not making the expected contribution then the Trust Board will intervene to ensure the necessary changes take place swiftly.

The governance principles of CEE recognise the importance of developing relationships with common purpose and they are about developing processes and structures in a changing educational landscape. These principles are:

- The Members underpin the governance of the Trust.
- The Trust Board has overall responsibility and ultimate decision-making authority for all the work of the Academy Trust, including the establishment and maintenance of the Academies.
- The Board of Trustees, the CEO and the Local Governing Committees will always work collaboratively and in partnership.
- The relationship between the three tiers will ensure there is no duplication of governance.
- All those with a governance or leadership responsibility share a common vision and purpose.

- Effective governance relies on trust and understanding and there will be openness and transparency in all matters with appropriate consultation, reporting and feedback to ensure the objectives of the Trust are met.
- The Board of Trustees will ensure clarity for all different levels of decision making.
- The Board of Trustees will promote a culture of honesty and accountability.
- Decisions are to be taken at the level nearest to those affected by those decisions avoiding unnecessary bureaucracy and aiming in so far as possible to make changes to established practices only where it can be demonstrated there is a reasonable need.
- Local Governing Committees and headteachers will have delegation of responsibility and decision making for the strategic direction and day to-day operation of their academies unless there is a cause for concern.
- The Board of Trustees takes risk management seriously and will ensure a framework for identifying and managing risk is in place embedding risk management at every level of governance and operation.
- All those with governance or leadership responsibilities should act with integrity, objectivity and honesty and in the best interests of the Trust/schools, be open about the decisions made and the actions taken and be prepared to explain their decisions and actions to interested parties.
- The Board of Trustees will consult Local Governing Committees on any changes to the principles underpinning this Scheme of Delegation
- The Board of Trustees will ensure the academies are sufficiently accountable to their local communities.
- The Board of Trustees will ensure transparency of decision-making through appropriate communication between all levels and structures of governance and provide mechanisms for enabling the Trust Board to understand and respond to the voices of parents/carers, pupils, staff, local communities and employers.
- The Board of Trustees will ensure procedures are in place to prevent conflicts of interest from affecting decision making at all levels by removing them or managing them as appropriate.

We are compliant with the principles and regulations set out in the Academies Financial Handbook. We will continue to develop our governance arrangements to shape and take account of best practice in the sector.

Key elements of our governance

The role of the Members

The Members are the guardians of the Trusts constitution and are ultimately responsible for the Trust, similar to shareholders in a business organisation. They provide oversight and scrutiny of the work of the Co-operative Education East Board of Trustees and are responsible for ensuring the Trust's charitable objective is being met.

The Members are appointed in accordance with the Trust's Articles of Association, which state that 'at any time the number of Members should not be less than three'. Whilst Members are permitted to be appointed as Trustees, in order to retain a degree of separation of powers between the Members and the Trustee Board, and in line with DfE expectations, not all Members should be Trustees. Members are not permitted to be employees of the Trust.

There is no specific term of office for Members; once a person has been appointed as a Member they remain one indefinitely, until a specific event occurs such as they hand a signed resignation notice to the Trust.

Members have an overview of the governance arrangements of the Trust and the Trust Board submits an annual report on the performance of the Trust to the Members. They attend the Trust's Annual General Meeting (AGM) to enhance their oversight role. They have the power to appoint Trustees and remove these Trustees but as a body, do not take part in any day to day operations of the Trust.

Details of our Members can be found on our website http://cee.coop

Role of the Trustee Board

The Trustees are charity trustees as well as Directors of the company limited by guarantee and are responsible for the general control and management of the administration of the Trust in accordance with the provisions set out in the Memorandum and Articles of Association. The Board of Trustees is the accountable body for the performance of all schools within the Trust and as such must:

- Ensure clarity of vision, ethos and strategic direction
- Hold the executive to account for the educational performance of the schools and their pupils, and the performance management of staff
- Oversee the financial performance of the Trust and make sure its money is well spent.

The Trustees have established Local Governing Committees for each school and delegate certain responsibilities to them. The Trustees however remain legally responsible or accountable for statutory functions.

The Trustees retain authority and responsibility for the following:

- Compliance with the provisions of the funding agreements Agreement of the school's annual funding.
- Compliance with the Academies Financial Handbook including, but without limitation, determination of procurement policies for the Trust.
- Annual approval of the Trust budget including those of each school.
- As the legal employer of all staff, responsibility for Human Resource policies and procedures and terms and conditions of service.
- Appointment of the internal auditor.
- Appointment, job description, remuneration, approval and dismissal of Head Teachers.
- Maintenance of the fixed asset register.
- Compliance with all statutory regulations and Acts of Parliament governing the operation of the school.
- Determination of the admissions policy and arrangements for the school in accordance with admissions law and Department for Education's (DfE) codes of practice.

The Board of Trustees will ensure the following are in place:

- An effective chair and vice-chair with the ability to provide strategic non-executive leadership
- Processes for self-evaluation and review of individuals' contribution to the Trust Board as well of the Trust Board's overall operation and effectiveness, commissioning external reviews where appropriate.
- Active succession planning to ensure the Trust Board and whole organisation continues to have the people and leadership it needs to be effective. It will carry out regular skills audits to identify skill and knowledge gaps, define recruitment needs and inform a planned cycle of continuous professional development (CPD) including appropriate induction for those new to governance or to the Trust Board.
- An effective, robust and transparent recruitment process against clearly defined required skills which are set out in a role profile.
- Clear separation between strategic non-executive oversight and operational executive leadership which is supported by positive relationships that encourage a professional culture and ethos across the organisation.
- Significant separation between members and trustees to enable members to exercise their powers objectively.

Chairs have no additional functions or responsibilities above any other Trustee or Governor and cannot act in isolation. However, in certain situations the Board of Trustees delegates to its Chair and to the Chairs of Governors power to act on its behalf. Chairs are permitted to act in urgent situations where a delay in taking action or making a decision would cause a serious, detrimental effect to the Trust or one of its schools, a pupil, parent or member or staff.

The Articles state that the number of Trustees 'should not be less than three but not subject to any maximum.' The composition and method of appointment is as follows:

- Executive Director, by virtue of the position
- Up to four Trustees may be appointed by the Members
- Up to four Trustees may be appointed by the Trustee Board. This may include appointing individuals from a Local Governing Committee.
- Where possible, up to two Co-operative Trustees who demonstrate the Values and Principles.

Trustees may also appoint Co-opted Trustees or Parent Trustees if required. They may appoint employees of the Trust provided the number does not exceed one third of the total number of Trustees. Trust meetings will be considered quorate for voting reasons if there are a minimum of three Trustees, or one-third of the total Trust Board (where greater).

As per requirements from the Department of Education, Trustees are appointed for their skills and knowledge. When a position becomes vacant, the Trust will wherever possible try to ensure the correct mix of skills is maintained. The term of office for a Trustee is four years, unless otherwise specified and they may be eligible for re-appointed at the end of this period.

Details of our Trustees can be found on our website http://cee.coop

The role of the Trust Board Sub-Committees

The Trustees may establish committees either with delegated authority to make decisions or for the purpose of providing advice and support informing the overall work of the Trust Board. However, these committees are not legally responsible or accountable for these statutory functions – the Trust Board retains overall accountability and responsibility.

The Trust Board have one direct Sub Committee, accountable for **Finance, Audit & Risk**. Its members include Trustees, the Chief Executive Officer and the Operations and Business Manager. The objective of the committee is to assist the board in meeting its responsibilities of:

- monitoring financial performance and forecasts
- ensuring the adequacy and effectiveness of the financial reporting
- value for money of resources, capital projects, and risk management.
- internal and external auditing.

All Local Governing Committees are also effectively sub-committees of the Board of Trustees.

The Trust Board may appoint committee members and committee chairs. The terms of reference for the committees can be found on the CEE Trust website.

The role of Local Governing Committees (LGC)

The Local Governing Committee (LGC) provide focused governance for the Trust at a local level, providing oversight and leadership to the school. It will work in collaboration with the Trustees and Executive Leadership Team to set high standards by planning for the school's future and by contributing to the setting of performance targets. Governors are key to carrying the Trust vision forwards, based on the specific qualities and community characteristics of the individual school

Governors monitor key performance indicators and should actively support, question and challenge school leaders to ensure high standards of achievement for all children. The LGC has the following specific duties:

- Supporting the Chief Executive Officer in holding the Head Teacher to account for the educational performance of the school and its pupils.
- Holding the Head Teacher to account for the performance management of staff.
- Monitoring progress towards targets and the effectiveness of the school development and improvement plan (SDIP).
- Monitoring the implementation of the behaviour policy through the number and reasons for fixed term and permanent exclusions.
- Determining attendance and punctuality protocols and procedures and monitor their implementation.
- Ensuring the provision of a broad and balanced curriculum and monitor and challenge pupils' attainment, progress and quality of learning.
- Implementation of the policies agreed by the Trustees with regard to admissions and to the educational vision of the school.
- Ensuring the school staff have the resources and support they require to do their jobs well
- Monitoring the school's budget, including the expenditure of the pupil premium and sports premium allocation.
- Oversight of the maintenance of the school buildings and premises in accordance with the guidelines established by the Trust's procurement policies.
- The appointment, job description, appraisal and dismissal of all members of staff of the school excluding the Head Teacher.

The Local Governing Committee will normally meet once each half-term. Meetings will focus on key areas of governance including teaching and learning, leadership and management issues. Governors are expected to undertake monitoring visits in line with the school's priorities including a Learning Walk once per term focusing on a specified area, as agreed in the school monitoring plan. Governors are required to participate in training to enable the effective discharge of their duties.

The Trust operates a skills-based approach when recruiting the right governors for each school. Our approach aims to increase the effectiveness of the governing body ensuring that it sets the vision and direction for the future and holds the school to account for its standards and conduct.

The Local Governing Committee should consist of up to nine members, including:

- The Head Teacher
- At least one but no, more than two elected Staff Governors
- At least one, but no more than two Parent Governors
- At least one member co-opted by Governors and representing the local community
- Any other members as appointed by the Trustees.

No more than one third of the Governors of the LGC shall be employees of the Trust. The term of office of each governor is four years.

The LGC may also appoint optional Associates to provide specific skills, knowledge and/or experience. Associates may attend (but may not vote at) Local Governing Committee meetings.

Trustees are entitled to attend meetings of the Local Governing Committee provided that they have first informed the Chair of the LGC of their intention to attend. Any Trustee attending a meeting of the LGC will not be entitled to vote. LGC meetings will be considered quorate for voting reasons if there are a minimum of three Governors, or one-third of the total LGC (where greater).

One member should be elected as Chair who will be responsible for ensuring that the business of the LGB is appropriately organised and being a 'critical friend' to the Head Teacher. The Chair will also be responsible for reporting to the Board of Trustees where applicable

.

Local Governing Committees will assign Governors with a specialist role and responsibility within the committee structure to support school priorities and statutory requirements. Roles include (but are not limited to):

- Safeguarding
- SEND
- Pupil Premium
- School Development and Improvement Plan (SDIP) priorities

Governors will be expected to visit the school during working hours and/or meet with members of staff outside of school hours to ensure full knowledge and understanding is gained for their specialist area. A brief report of the school visit is produced for review by the full Local Governing Committee and the Trustee Board (as required). The LGC will provide any other information required by the Trustee Board on the operation and performance of the school.

The role of the Trust Executive Leadership Team

The CEE Executive Leadership Team carries out the executive management function of the Academy Trust. The team focuses on strategic and operational matters within the Trust and the performance and standards of each region. They operate under the leadership and direction of the Chief Executive Officer (CEO), who is by virtue of the position, a Trustee of the Academy Trust. The team consists of each Academy Head Teacher, the Trust Deputy Head Teacher and the Business and Operations Manager. Other Senior Leaders may attend meetings by invitation.

Each Head Teacher is line managed by the Executive Director alongside a senior local governor, usual the Chair of the Local Governing Committee.

Intervention

Co-operative Education East is required by the Department for Education to intervene where underperformance is identified. The Trustees will directly oversee, or stand down a Local Governing Committee in one or more of the following circumstances:

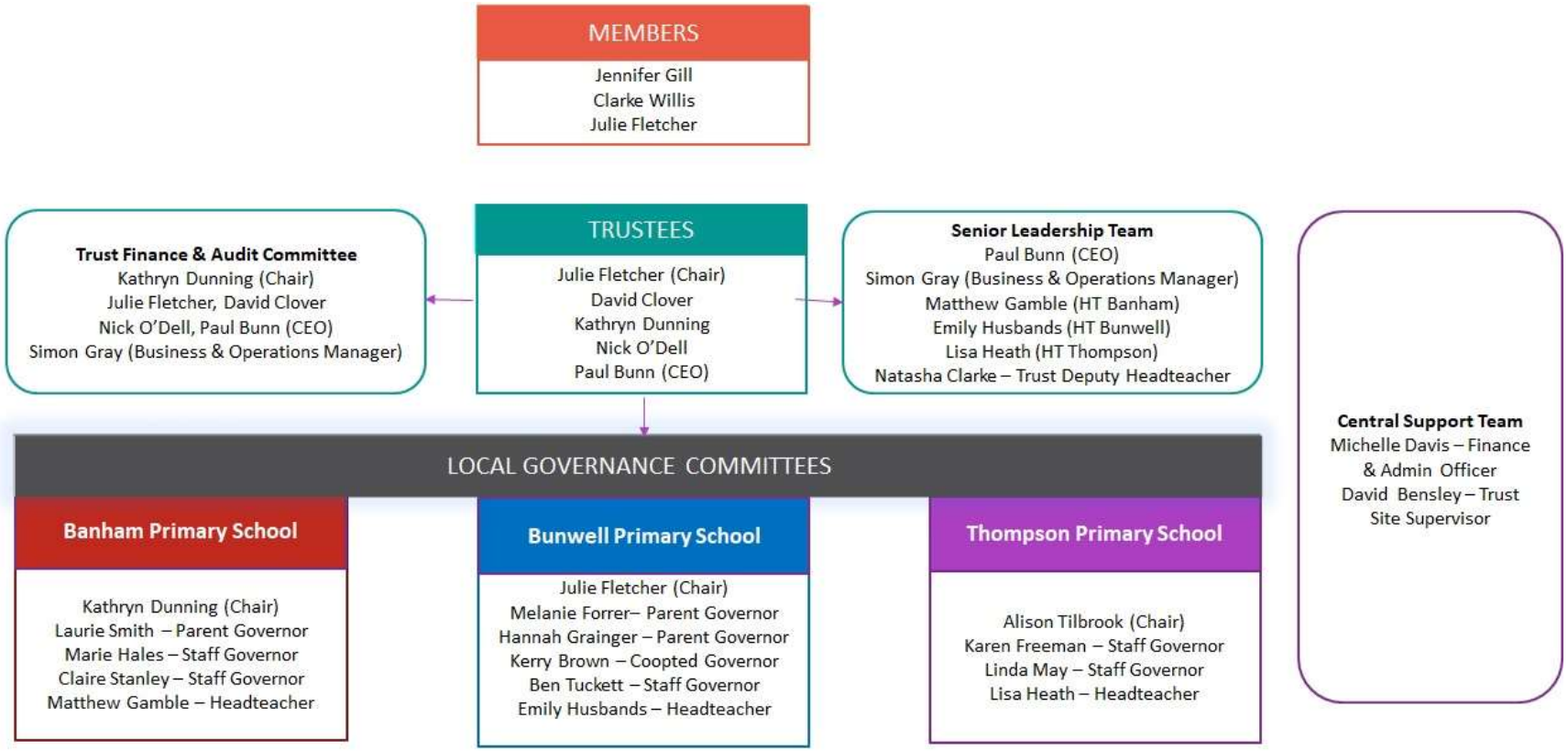
- In response to the negative outcome of an annual review of governance or Ofsted inspection.
- In response to the outcome of an Ofsted inspection where there is a rating decline, or an Academy moves into a category of serious weakness or requiring improvement.
- A sudden or unexpected dip in the academies mid-term performance.
- Any identified safeguarding concern within the Academy.

CEE do not adopt a one size fits all approach to intervention, but it would be policy to appoint a small, focused Working Group to lead improvement of the Academy and development of governance. Members will be chosen on a case-by-case basis in accordance with the skill and knowledge and the needs of individual academies.

The Working Group will be responsible for the monitoring the quality of provision and standards of achievement within the Academy by:

- Monitoring performance against targets set by the Trustees.
- Monitoring the implementation of the policy framework set by the Trustees and its impact on standards of achievement.
- Monitoring the Academy self-evaluation and satisfying itself to the accuracy of this, including via external support as determined by the Trustees.
- Ensuring the Academy complies with statutory requirements.
- Providing robust challenge and support to the Head Teacher and SLT.
- Monitoring and evaluating progress towards post-inspection or review action points.
- The Working Group will hold the Head Teacher and SLT to account, and be accountable to any interested party for the Academy's
- Conducting the performance management of the Head Teacher and monitoring progress towards agreed targets.
- Ensuring that the annual Academy prospectus meets statutory requirements.
- Monitoring the implementation of the CEE complaints policy.
- Receiving appeals on issues relating to staff grievance, capability, complaints and exclusions.
- Determining how the Academy's relationships with key stakeholders will be managed including what will be communicated, in what medium and how frequently.

Our structure



Scheme of delegation

This scheme of delegation is structured in line with the requirements of the Governance Handbook, as follows:

1. Strategic Leadership that sets and champions vision, ethos and strategy
2. Accountability that drives up educational standards and financial performance
3. People with the right skills, experience, qualities and capacity
4. Structures that reinforce clearly defined roles and responsibilities
5. Compliance with statutory and contractual requirements

The table overleaf is coded using the following Key to demonstrate responsibility and accountability in each key area:

A	**Accountable:** Those ultimately answerable for the correct and thorough completion of the deliverable or task, and the one who delegates the work to those responsible.
R	**Responsible:** Those responsible for the task, who ensure that it is done
S	**Support:** Resources allocated to responsible. Unlike consulted, who may provide input to the task, support help to complete the task
C	**Consulted:** Those whose opinions are sought, and with whom there is two-way communication
I	**Informed:** Those who are kept up to date on progress

Area of responsibility	No.	Element	Members	Trustees	LGC	CEO	HT
Strategic Leadership: that sets and champions vision, ethos and strategy							
Setting direction	1	Ensure each school in the Trust is a happy, healthy, safe and stimulating environment for all young people to learn, develop and thrive	A	A	C	S	R
	2	Ensure the Co-operative Values and Principles underpin all interactions, strategies and decision making as the Trust core vision.	A	A	C	S	R
	3	Set a clear and explicit vision for the Trust	A	R	C	S	C
	4	Setting out the medium and long term strategic goals for achieving this vision.	A	R	C	S	C
	5	Decisions on whether to form, join or grow a group of schools, underpinned by robust due diligence	I	A	C	R	C
Culture, values and ethos	6	Create clear values and ethos	A	R	C	S	C
	7	Establish processes to monitor and review progress against agreed strategic goals and to refresh the vision and goals	A	R	C	S	C
Decision Making	8	Update and amend the Trust Articles of Association	AR	C	C	C	C
	9	Responsibility for Safeguarding arrangements	I	A	C	S	R
	10	Oversight of school SEND arrangements	I	A	C	S	R
	11	Ensure an effective approach to managing conflicts of interest	I	A	S	R	C
	12	Develop a framework for identifying and managing risk and explicitly set and manage their risk appetite and tolerance.	I	A	C	R	S
Parental and community engagement	13	Regular communication with parents to support them in understanding the structure of the school, how it operates and how they can support their child's education	I	A	S	C	R
	14	Seek the views of parents, carers and the local community	I	A	C	C	R
	15	Show how those views have influenced decision making	I	A	C	C	R
	16	Set up School Council/Parents Forum	I	A	C	C	R

Area of responsibility	No.	Element	Members	Trustees	LGC	CEO	HT
Accountability that drives up educational standards and financial performance.							
Holding school leaders to account	17	To hold a Trustee meeting at least three times per school year	A	R	I	S	C
	18	To hold a Local Governing Committee meeting at least three times per school year	A	R	I	S	C
	19	Recruitment of the Chief Executive Officer	A	R	I	I	C
	20	Performance management of the Chief Executive Officer	A	R	I	I	C
	21	Performance management of Headteacher	I	A	S	R	I
	22	Agree Auditing and reporting arrangements for matters of compliance (eg safeguarding, H&S, employment)	I	A	C	R	C
	23	Agree reporting arrangements for progress on key priorities	I	A	C	R	C
	24	Establish Trustee monitoring arrangements	A	R	C	S	C
	25	Establish LGC monitoring arrangements	I	A	R	C	S
Educational performance	26	To provide a broad and balanced curriculum to all children	I	A	C	S	R
	27	To develop and implement a curriculum policy	I	I	A	C	R
	28	Establishing in depth subject knowledge and leadership	I	I	A	C	R
	29	Monitoring subject leadership and specific action plans	I	A	R	C	C
	30	Production of the School Development & Improvement Plan	I	I	A	S	R
	31	Approve the School Development & Improvement Plan	I	A	R	S	I
	32	Overseeing and monitoring school improvement plans	I	A	R	C	C
	33	Undertaking school visits to monitor and review SDIP priorities	I	A	R	C	C
	34	To propose targets for pupil achievement	I	I	A	S	R
	35	To agree targets for pupil achievement	I	A	R	S	C
	36	Assemble data for pupil assessment and other returns	I	I	A	S	R
	37	Analysis of pupil progress and attainment with comparison against local and national benchmarks	I	A	R	C	S
	38	To ensure a high quality of teaching	I	I	A	S	R
	39	To ensure a high level of pupil outcomes	I	I	A	S	R

Area of responsibility	No.	Element	Members	Trustees	LGC	CEO	HT
	40	Set monitoring and evaluation cycle	I	A	R	S	R
	41	Post-Inspection action plan	I	A	S	R	C
Financial performance	42	Appoint a Chief Financial Officer for delivery of the Trust's detailed accounting processes	I	A	I	R	C
	43	Establish Trust's financial operating processes to establish financial decision levels and limits	I	A	I	R	C
	44	Ensure compliance with the Education & Skills Funding Agency	I	A	C	R	S
	45	Determine the scope of central services to be delivered by CEE to and on behalf of the Academy	I	A	C	R	S
	46	To ensure centrally produced services provide value for money	I	A	C	R	S
	47	To identify additional services to be procured on behalf of the school	I	A	C	R	S
	48	Plan, manage and monitor monthly expenditure and financial reports, and identify actual or potential items of budget overspend/underspend	I	A	C	R	S
	49	Setting the procurement rules and monitoring compliance	I	A	C	R	S
	50	Agree Central spend for each school	I	A	I	R	C
	51	Develop and propose the individual school budget	I	I	A	S	R
	52	Agree budget plan to support delivery of school key priorities	I	A	C	R	S
	53	Approve budget spend at specified levels	I	A	S	C	R
	54	Ensure Academies have relevant insurance policies in place	I	A	S	R	R
	55	To establish a charging and remissions policy for the school	I	A	C	R	C
	56	To enter into additional contracts which exceed the agreed annual budget allocation within limits specified in the Financial Operations Manual	I	A	C	R	C

Area of responsibility	No.	Element	Members	Trustees	LGC	CEO	HT
	57	To authorise acquisition of assets within limits specified in the Financial Operations Manual	I	I	AR	S	I
	58	To authorise disposal of assets within limits specified in the Financial Operations Manual	I	I	AR	S	R
	59	To appoint internal and external auditors	I	A	C	R	R
	60	To receive, review and respond to the internal and external auditors' report	I	A	I	R	C
	61	To collect income due to the school	I	I	A	C	R
	62	To maintain proper financial records for the school	I	I	A	S	R
	63	To prepare monthly accounts for the school	I	I	A	S	R
	64	To monitor compliance with approved financial procedures	I	I	A	R	R
	65	Establish processes to register, review and monitor risk	I	I	A	R	C
	66	To institute a health and safety policy	I	I	A	S	R
	67	Ensure schools have relevant insurance policies in place	I	A	S	R	R
	68	Ensuring maintenance of buildings, including developing properly funded maintenance plan	I	I	A	S	R
People with the right skills, experience, qualities and capacity.							
Building an effective governance team	69	Appoint/Remove Members	A	AR	I	S	C
	70	Appoint/Remove Trustees	A	AR	I	S	C
	71	Appoint/Remove Local Governors	I	A	R	S	C
	72	Agree role descriptions for members	A	AR	I	S	c
	73	Agree role descriptions for trustees/chair/specific roles/committee members	I	AR	C	S	I
	74	Appoint/Remove Trust Committee chairs	I	AR	I	S	I
	75	Appoint/Remove LGC chairs	I	A	R	S	C
	76	Establish and implement a governance code of conduct	I	AR	C	S	C
	77	Undertake regular skills audits to define recruitment needs and inform training needs	I	A	R	C	I

Area of responsibility	No.	Element	Members	Trustees	LGC	CEO	HT
	78	Identifying training needs, finding course, monitoring attendance	I	A	R	C	C
	79	Provide an appropriate induction for new to governance or Trustees	I	AR	R	S	C
	80	Ensure effective succession planning is in place	I	AR	R	S	C
	81	To appoint the Working Group and disband an ineffective governing body	I	A	S	R	C
	82	Appointing and managing performance of the Clerk	I	A	I	R	C
Training and development	83	To ensure that an approved appraisal policy is in place	I	A	C	R	C
	84	Review the performance management policy annually	I	A	C	S	I
	85	Ensure the statutory appraisal of all school staff	I	I	A	S	R
	86	Performance management of Trust employees	I	A	I	R	I
	87	Monitor staff appraisal procedure and pay progression	I	A	R	S	C
	88	Reviewing whether senior leaders (including the CEO and finance director) are getting appropriate CPD	I	AR	R	S	C
	89	Reviewing the school's staffing structure and agreeing changes	I	A	C	S	R
	90	Monitoring whether teachers and support staff are being used as effectively and efficiently as possible	I	A	R	S	C
	91	Monitoring whether teaching staff are getting the most appropriate CPD	I	A	R	S	C
	92	Maintain accurate and effective and secure employee records	I	A	C	R	C
	93	Establishing disciplinary/capability procedures	I	A	C	R	C
	94	Sitting on disciplinary/grievance/capability panel or appeals panels	I	A	R	S	C
Recruitment	95	Recruitment of the Headteacher	I	A	C	R	I
	96	Recruitment of a Trust Deputy Head Teacher	I	A	C	R	S
	97	Recruitment of Senior Leadership Team staff	I	I	A	S	R

Area of responsibility	No.	Element	Members	Trustees	LGC	CEO	HT
	98	Recruitment of Teachers	I	I	A	C	R
	99	Recruitment of Teaching Assistants	I	I	A	C	R
	100	Recruitment of Support Staff	I	I	A	C	R
	101	Pre-recruitment checks	I	I	A	S	R
	102	Dismissal of Head Teacher	I	A	S	R	I
	103	Suspension/Reinstatement of Head Teacher	I	A	S	R	I
	104	Dismissal of staff other than Head Teachers	I	A	I	S	R
	105	Suspension/Reinstatement of staff	I	A	I	S	R
	106	Determining staff complement within agreed budget	I	I	AR	S	R
	107	Determining dismissal payment/early retirement of the Head Teacher	I	A	C	R	I
	108	Determining dismissal payment/early retirement of others	I	A	C	S	R
Pay	109	To agree a pay policy for school staff which sets out clearly the basis on which all decisions that determine pay will be made and communicated	I	A	C	R	C
	110	Make decisions on pay reviews	I	A	C	R	S
	111	Agree pay award for Headteacher	I	A	C	R	I
	112	Agree pay award for CEO	I	AR	I	I	C
	113	Agreeing pay structure and conditions of service	I	A	I	R	C
	114	Maintain accurate and effective and secure employee records	I	A	I	R	S
	115	To approve and set up a Governors' Expenses Scheme	I	A	C	R	C
Structures that reinforce clearly defined roles and responsibilities							
Accountability and delegation	116	Create and review annually the Trust's Scheme of Delegation	I	AR	C	S	C
	117	Ensure significant separation between members and trustees to enable members to exercise their powers objectively	I	AR	I	S	I

Area of responsibility	No.	Element	Members	Trustees	LGC	CEO	HT
	118	Provide complementary and non-duplicative roles for the Trustees, committees or Local Governing Committees (LGC's) in holding school-level leaders to account	I	AR	I	S	I
	119	Decide upon committee structures that reflect the scale and structure of the organisation and ensure robust oversight of key priorities	I	AR	C	S	C
	120	Decide on size and constitution of Local Governing Committees	I	AR	I	R	C
	121	Publish details of governance arrangements	I	A	C	R	S
Systems and structures	122	Agree annually Terms of reference for trust committees and LGC's	I	A	C	R	S
	123	To draw up governing documents and any amendments thereafter	I	A	C	R	S
	124	Agree annual schedule of business for Trust board and LGC's	I	AR	C	R	S
	125	Review annually Trustee / committee member contribution	I	AR	C	R	S
Compliance with statutory and contractual requirements							
Charity and company law	126	Ensure the Trust is carrying out its purpose and towards it defined objectives	AR	A	I	R	C
	127	Ensure the requirements of the Academies Financial Handbook are being fulfilled	I	A	I	R	C
Equality	128	Ensure adherence to the responsibilities under the Equalities Act, promoting equality and diversity throughout the organisation including in relation to its own operation.	I	A	I	R	S
Government requirements	129	Determine trust wide policies which reflect the trust's ethos and values	I	A	C	R	S
	130	Determine school level policies which reflect the school's ethos and values	I	A	R	C	S
	131	Formulation of Staff Handbook	I	A	C	S	R

Area of responsibility	No.	Element	Members	Trustees	LGC	CEO	HT
	132	To set the times of school sessions and the dates of school terms and holidays	I	A	C	R	S
	133	To ensure that the school meets the statutory requirement for [380] sessions in a school year	I	A	C	R	I
	134	To publish proposals to change category of school	I	A	C	R	S
	135	To prepare and publish the school prospectus	I	I	A	S	R
	136	To ensure school website is fully compliant	I	I	A	S	R
	137	Agreeing the school Admission Policy	I	A	C	S	R
	138	Make decisions on admission applications	I	A	C	S	R
	139	If appropriate, appeal against LA directions to admit pupil(s)	I	I	AR	S	R
	140	To provide a Complaints Procedure policy	I	A	C	R	C
Statutory education requirements	141	Establish a school behaviour policy	I	I	A	S	R
	142	Reinstatement of excluded pupils	I	A	R	S	C
	143	Monitoring the school's record on attendance, behaviour and bullying	I	A	R	C	S
	144	To develop a safeguarding policy in line with statutory requirements and best practice	I	A	C	S	R
	145	To implement the Trust's safeguarding policy	I	A	C	S	R
	146	To monitor the implementation of the Trust's safeguarding policy	I	A	R	S	C
	147	To prohibit radicalisation, and promote equality and diversity, and tolerance and ensuring the balanced treatment of political issues	I	A	AR	S	R
	148	To ensure the Wellbeing of all pupils	I	A	C	S	R
	149	To discharge duties in respect of pupils with special educational needs and disabilities	I	A	C	S	R
	150	Provision of healthy school food that is popular and compliant with the School Food Standards	I	A	C	C	R

Area of responsibility	No.	Element	Members	Trustees	LGC	CEO	HT
	151	To ensure provision of free school meals to those pupils meeting the criteria	I	I	A	C	R
	152	To decide how to apply Pupil Premium	I	I	A	C	R
	153	Monitor and evaluate usage Pupil Premium funding and the impact of interventions	I	A	R	S	C
	154	Monitoring PE funding spending and whether the school is encouraging the development of healthy, active lifestyles	I	A	R	S	C
	155	Monitoring the school's extra curriculum offering	I	A	R	S	C
	156	Ensuring provision of RE in line with school's basic curriculum	I	I	A	C	R
	157	To ensure that all pupils take part in a daily act of collective worship	I	I	A	C	R
	158	Provision of sex education - to establish and keep up to date a written policy	I	I	A	C	R
	159	Maintain accurate and effective and secure pupil records	I	I	A	S	R
	160	Comply with all Data Protection legislation and good practice	I	A	C	S	R
	161	Have a designated member of the board for Looked After Children.	I	A	C	S	R
Evaluation to monitor and improve the quality and impact of governance.							
Reporting	162	Ensure Trust governance details are up to date on Trust and schools' websites	I	A	C	R	S
	163	Establish and publish a register of all interests, business, pecuniary, loyalty for members/trustees/committee members	I	A	S	R	C
	164	Produce an annual report on performance of the Trust for members and publish	I	A	C	R	I
	165	Produce an annual report work of LGC for Trustees and publish	I	A	R	C	I

Area of responsibility	No.	Element	Members	Trustees	LGC	CEO	HT
Internal governance reviews	166	Annual self-review of trust board and committee performance and effectiveness	I	AR	C	S	I
	167	Annual self-review of LGC performance and effectiveness	I	A	R	C	I
External governance reviews	168	Commission external reviews of board effectiveness, particularly at key growth or transition points, to gain an independent expert assessment of strengths and areas for development	I	A	C	R	I