The 3-18 Education Trust

Governance Scheme of Delegation

'Every individual is in a great school.'

www.3-18education.co.uk

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Introduction

An academy's Trust Board is accountable to external government agencies including the Charity Commission, and the Department for Education (DfE) (including any successor bodies) for the quality of the education provided. A Trust Board is required to have systems in place through which it can be assured of quality, safety and good practice.

The DfE has given academy trusts and multi academy trusts (MATs) freedom to set out delegated authorities that fit their needs and that also reflect compliance requirements. A trust's scheme of delegation is a vital document that acts as a bedrock for good governance, as outlined in the Academy Trust Governance Guide (19 November 2025) Section 4.3.6:

> "The scheme of delegation must set out the structure and delegated remit of the trust's members, its board and any committees (including any local committees in a MAT).
>
> An effective scheme of delegation will be written clearly so that everyone in and across the trust can understand the delegations and how this affects their role and that of others. The scheme of delegation will:
>
> - include details of all the board's committees, including the local committee in a MAT (whether decision-making or advisory), and explain the role and remit of each
> - set out which governance powers are retained at board level, and which powers are delegated
> - make clear where all key governance functions including vision and budget-setting, senior executive leader oversight and performance management, are exercised in respect of each academy, where the board governs a number of schools
> - explain how the roles of those in the governance structures relates to that of key executive leaders (such as the senior executive leader, executive principals, regional directors, finance and HR directors) – this will help avoid duplication of work for example between the roles of the MAT executive leadership team and the local committee in holding individual academy leaders to account
> - explain the circumstances in which the arrangements set out in the scheme may vary, including both the timeframe for the overall scheme being reviewed and updated, and any triggers that might lead the board to review or change levels of delegations
>
> Although Directors can choose to delegate certain powers, they cannot give up their legal duties to a third party – even to the members."

The Trust adopted new Articles in June 2026 to accommodate the merger of The Fields MAT which was composed of Church of England schools. The adopted Articles require Directors to be known as directors so not to be confused with Directors who manage school sites, known as site Directors. This Governance Scheme of Delegation refers to Directors who are member of the Trust Board.

Following adoption of the new Articles, the Trust ensures the Ethos Statement of Church Schools and Academies is upheld:
"Recognising its historic foundation, the academy will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The academy aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils."

Delegation and Powers of the Trust Board

Directorship is a personal office of trust and responsibility, and this cannot be transferred to another individual. However, to ensure the proper management of the Trust and schools, the Trust Board is able to delegate specific tasks to assist them in carrying out their duties and obligations.

It is for the Trust Board to determine what decisions it will take for itself, what will be delegated to committees, working groups or individual Directors (e.g. the Chair) and what will be delegated to the Chief Executive Officer (CEO) and the Chief Finance Officer (CFO). The Trust Board must also consider when and from whom, it should take professional advice.

In determining whether delegation is appropriate, the Trust Board shall have regard to the following principles:

- non-executive powers must be exercised by the Directors personally and may not be delegated.
- except when it is impracticable to do so, executive powers should be delegated to the CEO and the CFO, who may authorise further delegation.
- every act of delegation is only a delegation of powers and does not relieve the Trust Board of responsibility.

For governance at school level the Trust Board appoint individuals to serve on a Local Committee. Local Committees are responsible for realising the Trust's vision at the local (school) level and for working with the school's leadership team to set the school's ethos, vision and strategic direction within the overall framework set by the Trust Board

The Trust Board must not delegate any of the powers listed in Appendix 1 which are reserved to the Members and/or the Directors (Reserved Matters).

Chair's Action Between Meetings of the Trust Board

No individual Director is empowered to make decisions on behalf of the Trust outside any specific authority set out in this Governance Scheme of Delegation. However, as an exception, the Chair of the Trust Board can make a decision as a single Director when a delay in doing so would be:

- seriously detrimental to the interests of the Trust and of its schools, and

- it would not be possible to postpone the decision to a meeting of the Trust Board which the Chair can convene with less than seven clear days' notice, if necessary, provided the Directors will have sufficient time to receive and give due considerations to relevant documents relating to the decision.

The following types of decision cannot be made by 'Chair's action': decisions related to admissions, approvals of financial spend over £100,000; decisions on executive pay.

Intervention Rights

Intervention in Times of Concern

The Trust Board remains ultimately responsible for the Trust and the conduct of the schools. The operation of the various elements of governance outlined in the Governance Framework and the Governance Scheme of Delegation are crucial to its success. However, there will be circumstances (more the exception than the norm) where the Trust Board might need to intervene and, for example, grant or withdraw delegated authority for a particular element of governance.

In such circumstances the Trust Board, along with the Governance Professional and CEO, would work closely with any school or schools concerned and those involved in their governance who would be expected to promptly implement any guidance made by the Trust Board and the Governance Professional and CEO.

The Trust Board reserves the right to review or remove any power or responsibility which it has delegated, in particular in circumstances where serious concerns in the oversight of a school or schools are identified (either internally within the Trust or by a third party), including where:

- the safety of pupils or staff is threatened, including a breakdown of discipline; or
- the Trust Board considers such removal of power or responsibility appropriate in all of the circumstances.

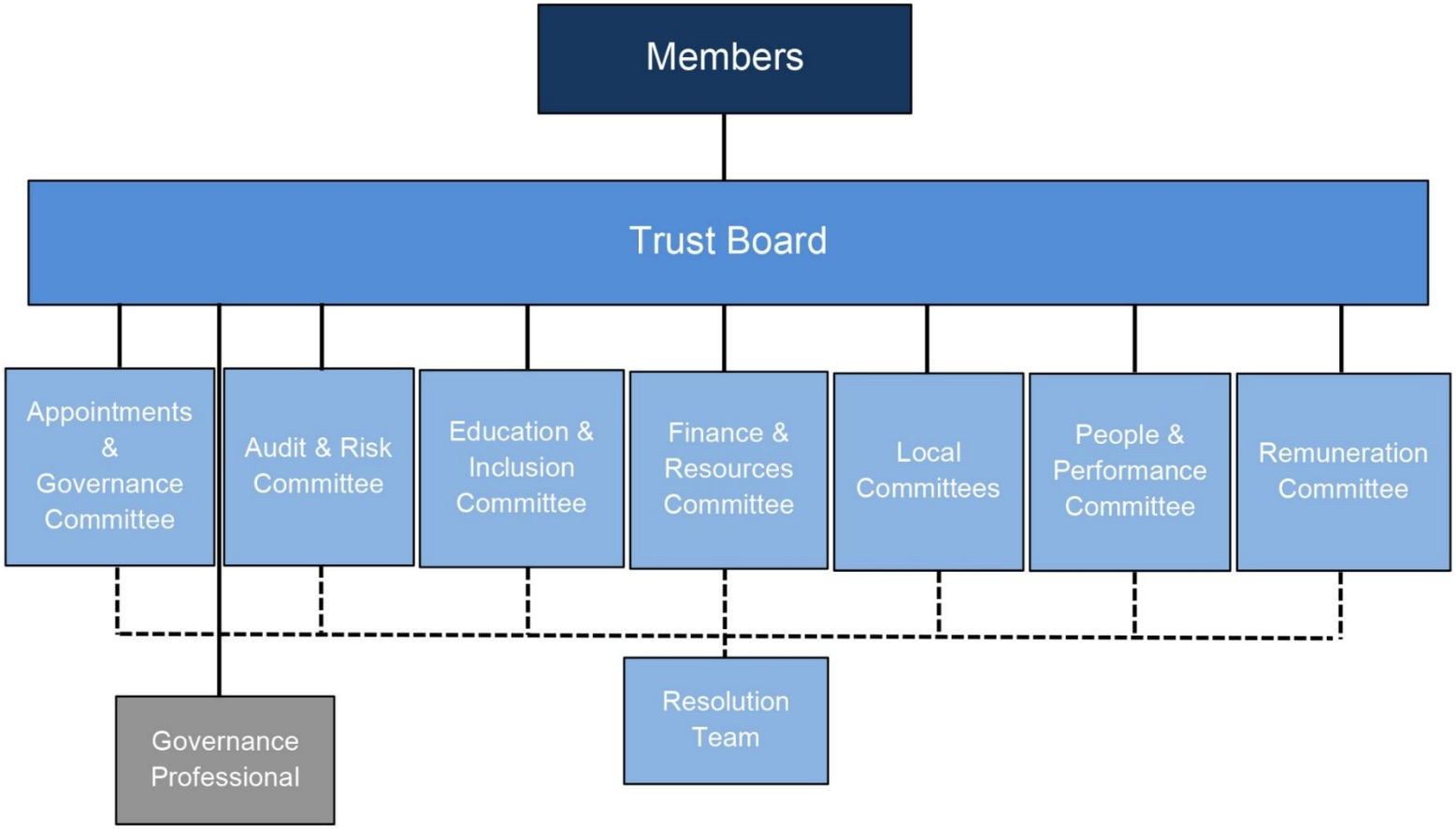
The Delegated Budget

In line with their duties and responsibilities as Directors, and irrespective of the delegations set out in the Governance Scheme of Delegation, the Trust Board shall be entitled to determine that a proportion of the budget in respect of the school be held centrally for the following reasons:

- to be allocated to the provision of central services received by the school;
- in pursuance of the Trust's reserve policy; and / or
- as otherwise may be determined by the Trust Board acting reasonably and in the best interests of the Trust.

Governance Structure

The Trust has 3 layers of governance: Members, Trust Board and Committees.



Overview of Roles

For more information on these roles, please refer to the Trust's Introduction to Governance and Governance Role Description documents.

Members
The Members of the Trust are guardians of the governance of the Trust and must ensure it carries out its charitable objective. The Members agree the Trust's Articles of Association, appoint Directors and appoint the Trust's external auditors.

Directors
Directors are responsible for the general control and management of the Trust, and in accordance with the provisions set out in the Articles of Association and its Funding Agreement are legally accountable for all statutory functions and for the performance of all the schools within the Trust; they do this by carrying out the core governance functions. The Trust Board must approve a written scheme of financial delegation and if they choose to delegate to Committees, must approve a written scheme of delegation and committee terms of reference.

Trust Board Committees *(see below for Local Committees)*
The Trust Board delegates some governance functions to Board Committees, one of which must include audit and risk which advises on the adequacy of the Trust's controls and risks. Board committees must have at least three Directors in membership and can co-option members, but Directors must be in the majority for voting purposes. It is usual for the Trust Board appoint Board Committee chairs, members and co-opted members according to their skills.

Local Committees
Local Committees are responsible for realising the Trust's vision at the local (school) level and for working with the school's leadership team to set the school's ethos, vision and strategic direction within the overall framework set by the Trust Board. Local Committees are authorised to monitor and/or investigate any activity within its terms of reference or specifically delegated to it by the Trust Board. Each school in the Trust is accountable to and must serve its community.

All pupils of the Trust deserve and should expect to receive a high standard of education. Whilst the Trust Board has overall responsibility and ultimate decision-making authority for all the work of the Trust, and the standards achieved by the pupils of the schools, Local Committees have been set up to ensure the vision of the Trust is fulfilled. The Local Committee is focused on the day-to-day life of the school for which it has responsibility and is there to ensure the staff working in the school is supported and challenged, when necessary, and the needs of the pupils are met with a particular focus on the context of each school. Local Committee Members are expected to be able to articulate their contribution to the success of the school

The role of those serving on the Local Committee is an important one, fulfilling the Trust's mission and providing feedback to the Trust Board. Those serving on the Local Committee must act independently and in the best interest of the school and the Trust, whilst recognising that the school is part of a family of schools run by the Trust each with collective responsibility. Local Committee Members, will act as ambassadors of the school and the Trust and must be able to demonstrate an understanding of the ethos and values of the Trust and a commitment to fulfilling the Trust's mission and objectives for the school, using their skills and experience and drawing on specialist skills where required.

Local Committees are formed of local volunteers, with clear separation from the Executive. Local Committee Members are not Trust Executives wearing a different hat. The Local Committee Chair plays a meaningful role in Headteacher performance management, through Executive Reviews, and appointment, providing a genuine accountability relationship distinct from the Executive line management the Headteacher holds upwards.

Specific skills may be needed if a Local Committee Member is to take responsibility for and lead on a specific area or statutory requirement. The Lichfield Diocese Board of Education will appoint 25% of members of a Church school Local Committee. An annual skills audit will be undertaken, and Local Committee Members are expected to identify their individual training needs and liaise with the Local Committee Chair and Governance Support Team accordingly.

The Local Committee will comply with any guidance issued from time to time by the Trust Board as to the composition of the Local Committee, the carrying out of elections and any other matter affecting the functioning of the Local Committee, including the holding of meetings and the removal of Local Governors. Minutes of all meetings will be made available to the Trust Board.

Link Directors and Link Local Committee Members.

The Trust Board delegates some functions to individual Directors and, through the Local Committees, Local Committee Members, to take the lead on an area of the Trust's statutory responsibilities or to help monitor a specific area. This can be an opportunity to utilise an individual's experience and skill set. Link Roles do not remove the Trust Board's collective responsibility. As such, the Trust Board should ensure that the reports produced by Link Directors and Local Committee Members following meetings with Trust/school leaders, are items on the agenda of full Trust Board and Local Committee meetings as appropriate, so that all members of the Trust Board and Local Committees remain informed. Details and assignment of Link Roles are available on the Trust website.

Chief Executive Officer

Directors delegate the day-to-day management of the Trust to the Chief Executive Officer (CEO), line managing them in line with the Trust's performance management policies. The CEO will be responsible for the leadership and management of the Trust Central Team and the schools' Headteachers and will report to the Trust Board and its committees.

Executive Headteachers and Headteachers

The CEO delegates the day-to-day management of the Trust's schools to Executive Headteachers and Headteachers, line managing them in accordance with the Trust's performance management policies.

Delegation

The Governance Scheme of Delegation outlines the responsibilities that are delegated by the Trust Board, which is the legally liable body, the Delegation Grid considers the three core functions of governance in trusts, as stated in the Academy Trust Handbook 2025 within section 1.10 on Board purpose:

> "The academy trust is the legal entity with the board having collective accountability and responsibility for the academy trust and assuring itself that there is compliance with regulatory, contractual, and statutory requirements. The academy Trust Board provides:

- Strategic leadership of the academy trust: the board defines the trust vision for high quality and inclusive education in line with its charitable objects. It establishes and fosters the trust's culture and sets and champions the trust strategy including determining what, if any, governance functions are delegated to the local tier
- Accountability and assurance: the board has robust effective oversight of the operations and performance of the academy trust, including the provision of education, pupil welfare, overseeing and ensuring appropriate use of funding and effective financial performance and keeping their estate safe and well maintained
- Engagement: the board has strategic oversight of relationships with stakeholders. The board involves parents, schools and communities so that decision-making is supported by meaningful engagement."

The Delegation Grid is structured using the section headings of the Academy Trust Governance Guide

Delegation Grid

Reading the Grid

ATG	Academy Trust Governance Guide	
ATH	Academy Trust Handbook	
LDBE / DCM / ST	Lichfield Diocese Board of Education / Diocesan Corporate Member / Site Trustees	As stipulated in the Articles of Association

A	Accountable (and approved)	Answerable for the task being delivered. Delegates the task to those responsible. There should be only one group/person accountable for each task/decision.
R	Responsible	Responsible for delivery and does the work to achieve the task. Can be shared between groups/individuals.
C	Consulted	Needs to be involved before the decision is made. Communication is two-way – these are important stakeholders or have relevant specialist knowledge.
CO	Consent	As stipulated in the Articles of Association
CO (CS)	Consent	As stipulated in the Articles of Association for Church Schools
*		Statutory expectation or necessary to comply with articles of association or funding agreement.

	Area of Governance Responsibility	Reference	LDBE DCM ST	Members	Trust Board, Committees & Res Team	CEO	Gov Prof	Local Committee	Headteacher
	Culture and Engagement								
1	Determining the Trust vision	ATH 1.10			A/R	R	C	C	C
2	Determining Trust culture and values	ATG section 1.1.1, ATH 1.10			A/R	R	C	C	C
3	Applying Trust vision, culture and values to individual schools	ATH 1.10			A	R		R	R
4	Setting expectations for Director and Local Committee Member conduct	ATG section 1.1.4, ATH 1.11			A/R		C		
5	Fostering equality, diversity and inclusion	ATG section 1.1.5			*A/R	R	R	R	R
6	Ensuring transparency of information	ATG sections 1.1.6, 1.1.7, ATH 1.49, 1.56			*A	R	R		
7	Publishing governance arrangements on Trust and school websites	ATH 1.55			*A	R	R		

	Area of Governance Responsibility	Reference	LDBE DCM ST	Members	Trust Board, Committees & Res Team	CEO	Gov Prof	Local Committee	Headteacher
8	Ensuring Trust website is compliant and effective	ATG section 1.1.6			*A	R			
9	Ensuring school websites are compliant and effective	ATG section 1.1.6			*A	R			R
10	Engaging with stakeholders regarding vision, values and strategic priorities	ATG section 1. 2, ATH 1.10			A	R	C	R	R
11	Developing stakeholder partnerships across the Trust				A	R	C	C	C
12	Developing stakeholder partnerships at local level					C	C	A	R
	Governance of the Trust								
13	Appointing/removing Members	ATG section 2.1	CO	*A/R					
14	Appointing/removing Directors	ATG section 2.1	CO	*A/R	*A/R				
15	Reviewing Articles of Association		CO		*A/R	C	C	C	
16	Ratifying changes to Articles of Association		CO	*A/R					
17	Changing name of Trust		CO	*A/R					
18	Changing name of a Church school		CO (CS)	*A/R					
19	Changing charitable company status		CO	*A/R					
20	Adhering to the charitable Object		CO	*A/R					

	Area of Governance Responsibility	Reference	LDBE DCM ST	Members	Trust Board, Committees & Res Team	CEO	Gov Prof	Local Committee	Headteacher
21	Adhering to the Articles of Association	ATG section 2.3, ATH 1.12			*A/R		C		
22	Building a diverse Trust Board	ATG section 2.4			A/R				
23	Establishing a high performing governance structure	ATG section 4.1,			*A/R		C		
24	Making rules or bye laws		CO		*A/R	C	C		
25	Altering, add or repeal rules or bye laws		CO	A					
	Strategy								
26	Determining the Trust strategy including growth	ATG section 3.1			A/R	R	C	C	C
27	Championing the Trust strategy	ATG section 3.2 ATH 1.10			A/R	R	R	R	R
28	Applying Trust strategy to individual schools				A	R		R	R
29	Reviewing progress against the Trust strategy	ATG section 3.3,			A/R	R		R	R
30	Setting the Trust improvement plan in line with the Trust strategy	ATG sections 3.1, 3.2,			A	R		C	C
	Non-executive Leadership								
31	Appointing Trust Board Committees including Local Committees following Local Committee Chair's recommendation	ATG sections 4.3.4, 4.3.5,	CO (CS)		*A/R	C	C	C	
32	Appointing and removing Board Committee chairs				*A/R	C	C		

	Area of Governance Responsibility	Reference	LDBE DCM ST	Members	Trust Board, Committees & Res Team	CEO	Gov Prof	Local Committee	Headteacher
33	Confirming the election (appointing where required) and removal of Chairs and Vice Chairs at Local Committees				*A/R	C	C	C	
34	Electing a Chair of the Trust Board	ATG sections 4.4.1-4.4.2			*A/R				
35	Determining the powers of Chair of Trust Board in urgent situations	ATG section 4.4.1			A/R	C	C		
36	Electing a Vice Chair of the Trust Board	ATG section 4.4.3			*A/R				
37	Ensuring the election of parent Local Committee Members, appointing where required	ATG, sections 4.4.5-4.4.6			*A/R		C	C	
38	Appointing a Governance Professional	ATG section 4.5.1			*A/R	C			
39	Determining Trust Board and Committee governance support arrangements				*A/R	R	R		
40	Ensuring appointment checks, induction and training of governance appointments	ATG sections 4.6-4.7, ATH 1.58			A/R		R	C	
41	Agreeing Committee terms of reference				*A/R	C	C	C	
42	Completing annual review of the schemes of delegation				*A	C	R	C	
43	Review of Governance Scheme of Delegation to reflect Diocesan Strategy		CO (CS)		*A/R				
44	Appointing Safeguarding Lead Director	ATG section 4.3; Keeping Children Safe in Education			*A/R	C	C		
45	Appointing Inclusion (including SEND) lead Director	ATG section 4.3; in SEN Code of Practice			*A/R	C	C		

	Area of Governance Responsibility	Reference	LDBE DCM ST	Members	Trust Board, Committees & Res Team	CEO	Gov Prof	Local Committee	Headteacher
46	Appointing Careers lead Director	ATG section 4.3; Careers Guidance and Access for Education and Training Providers			*A/R	C	C		
47	Appointing Christian Distinctiveness lead Director				A/R				
48	Ensuring finance skill set on Trust Board	ATG section 2.4 ATH 1.31			A/R	C	C		
49	Submitting annual report on the performance of the Trust to Members and publishing				A	R			
50	Reviewing annual Trust Board effectiveness	ATG sections 4.8		C	A/R	C	R/C		
51	Reviewing of Local Committee effectiveness				A/R	C	R/C	R	
52	Commissioning external review of Trust Board effectiveness every three years	ATG sections 4.9			A/R	C	C		
	Executive Leadership								
53	Appointing (CO), dismissing and performance managing the senior executive leader (CEO)/ Accounting Officer	ATG sections 5.1, 5.2,1 ATH 1.27-1.29	CO		*A/R				
54	Determining CEO remuneration	ATH 2.27-2.29			*A/R				
55	Determining executive team staffing structure				A	R			
56	Conducting executive team performance management	ATG section 5.3			A/R	C			

	Area of Governance Responsibility	Reference	LDBE DCM ST	Members	Trust Board, Committees & Res Team	CEO	Gov Prof	Local Committee	Headteacher
57	Setting executive team pay levels	ATG section 5.5, ATH 2.31-2.33			A/R	C			
	Accountability								
58	Ensuring strategic oversight of operations and performance of the Trust	ATG section 6.1, ATH 2.1, 2.2			A/R	C			
59	Ensuring education performance	ATG section 6.2			A	R		C	R
60	Establishing Trust approach to curriculum and assessment, with regard to statutory requirements	Governance Guide, part 6.2; refer also to academy funding agreement(s) for curriculum information to be published on the school's website			A	R			C
61	Delivering Early Years Foundation Stage (EYFS), in line with statutory requirements				A	R			R
62	Setting and delivering school curriculum and assessment in line with Trust approach				A	R		C	R
63	Establishing curriculum policies as required by school (including religious education, relationships, sex & health education, collective worship)				*A	R		C	R
64	Establishing processes for the production and analysis of data	ATG section 6.2			A	R		C	R
65	Establishing careers guidance, with regards to statutory requirements				*A	R		C	C

	Area of Governance Responsibility	Reference	LDBE DCM ST	Members	Trust Board, Committees & Res Team	CEO	Gov Prof	Local Committee	Headteacher
66	Ensuring high standards of teaching and learning				A	R		C	R
67	Establishing targets for Trust/school outcomes				A	R		C	R
68	Planning and delivering individual school improvement interventions and strategies				A	R		C	R
69	Ensuring financial performance which is sustainable and a going concern	ATG section 6.3, ATH 2.8			A/R	R			
70	Appointing CFO	ATH 1.44			*A/R	R			
71	Establishing financial scheme of delegation including authority limits for financial transactions	ATH 2.4			*A/R	R			
72	Establishing processes for procurement and spending	ATH 2.24-2.30			*A/R	R			
73	Acquiring, alteration, improvement, charge or dispose of property /academies		CO (CS)	A	*A/R	R			
74	Borrowing / raising funds for the furtherance of the Object		CO (CS)		*A/R	R			
75	Establishing subsidiaries to trade to raise funds for the Trust		CO (CS)		*A/R	R			
76	Establishing processes and policy for investment	ATH 2.23			*A/R	R			
77	Establishing a control framework including internal audit	ATH 2.6, 3.1-3.21			*A/R	R			
78	Setting a budget to support delivery of Trust strategic priorities	ATH 2.9-2.14			A	R			
79	Setting a budget to support delivery of individual school strategic priorities	ATH 2.9-14			A	R		C	R

	Area of Governance Responsibility	Reference	LDBE DCM ST	Members	Trust Board, Committees & Res Team	CEO	Gov Prof	Local Committee	Headteacher
80	Agreeing reporting and monitoring arrangements for Trust and school budgets and forecasts				*A/R	R		C	R
81	Monitoring monthly management accounts and forecasts at Trust/school level	ATH 2.18-2.21			A/R	R		R	R
82	Managing cash position	ATH 2.22			A	R			
83	Appointing and removing external auditor	ATH 4.5-4.8		*A/R	C	C			
84	Receiving external auditor's report			*A/R					
85	Actioning recommendations made arising from external audit	ATH 4.14, 4.15			*A	R			R
86	Producing annual report and financial statements, as required by DfE	ATH 4.1-4.4			*A	R			
87	Establishing finance policies (e.g. charging and remission, procurement)				*A	R			
88	Establishing processes to protect against fraud, theft, irregularity and cybercrime	ATH 6.9-6.14			*A	R			
89	Ensuring adequate insurance cover is in place	ATG section 6.4, ATH 2.45-2.46			*A	R			
90	Establishing and monitoring Trust/school risk register	ATG section 6.4, ATH 2.43-2.44			*A	R		C	R
91	Managing conflicts of interest and related party transactions	ATG section 6.5, 6.6, ATH 5.36-5.44			*A/R	R	R	R	R
92	Ensuring compliance with DfE requirements including reports and returns	Throughout ATG compliance section; ATH 2.53			*A	R			

	Area of Governance Responsibility	Reference	LDBE DCM ST	Members	Trust Board, Committees & Res Team	CEO	Gov Prof	Local Committee	Headteacher
93	Carrying out benchmarking and Trust-wide value for money evaluation				A	R			
94	Establishing equality information and objectives (public sector equality duty) statement and monitoring of delivery				*A/R	R	C	C	C
	Compliance and Statutory Policies for Trust								
95	Determining Trust wide policies				*A	R		C	C
96	Determining individual school policies				*A	R		C	R
97	Establishing published admissions number, admissions policies and appeals process	ATG section 7.1	CO (CS)		*A/R	R		C	C
98	Keeping admission and attendance register	ATG section 7.2			*A/R	R			R
99	Ensuring compliance with SEND Code of Practice	ATG section 7.4.1			*A/R	R		C	C
100	Delivering support for looked after children	ATG section 7.4.2			A	R			R
101	Determining and monitoring of funding premiums spend inc. pupil premium and PE and sport premium	ATG section 7.5			A	R		C	R
102	Establishing health and safety policies	ATG section 7.6, ATH 1.19			*A/R	R		C	C
103	Attending Trust/school inspection	ATG section 7.7			A/R	R		R	R
104	Ensuring political impartiality	ATG section 7.8			*A	R			C
105	Establishing Trust policies and processes in respect of data protection, information sharing, cyber security, Freedom of Information (FOI), code of conduct, complaints, whistleblowing	ATG sections 7 and 9, particularly part			*A	R			C

	Area of Governance Responsibility	Reference	LDBE DCM ST	Members	Trust Board, Committees & Res Team	CEO	Gov Prof	Local Committee	Headteacher
		7.3 7.9; ATH 2.48-2.52,							
106	Establishing Trust safeguarding practices, with regard to statutory guidance, including appointing designated safeguarding lead (DSL)	ATG section 7.10			*A	R		C	C
107	Carrying out disclosure and barring service (DBS) and other appropriate checks	ATG section 7.10, ATH 1.58			*A	R			C
108	Establishing Trust safeguarding policies (safeguarding and child protection, pupil mental health and wellbeing, the Prevent Duty, looked after children, safer recruitment, supporting pupils with medical conditions)	ATG section 7.10			*A	R		C	C
109	Establishing processes for Panel Hearings				A	C	R		
110	Establishing Trust pupil behaviour and welfare policies (behaviour, exclusions)	ATG section 7.11			*A	R			C
111	Reviewing headteacher decision to suspend / exclude / off site directions of pupils				*A	R			
112	Monitoring rates of suspension / exclusion / off site directions / separation due to safeguarding concerns across the Trust/individual school				*A/R	R		R	R
113	Setting approach to directing pupils offsite,	ATG section 7.11, Articles of Association			A	R			R
114	Setting the school day and school year	ATG section 7.13			A	R		C	C
115	Establishing sustainability leadership and climate action plans	ATG section 7.14			A	R		C	C
116	Establishing estates management strategy and documents	ATG section 7.15			*A	R	C		
117	Monitoring Trust estates to ensure safe and well maintained	ATG section 7.15			*A	R			R

	Area of Governance Responsibility	Reference	LDBE DCM ST	Members	Trust Board, Committees & Res Team	CEO	Gov Prof	Local Committee	Headteacher
118	Responsibility for academy sites and community use	ATG section 7.16			*A	R		C	C
119	Establishing a school uniform policy	ATG section 7.17			*A	R		C	C
120	Determining individual school staffing structure				A	R		C	C
121	Establishing the approach to staff appointment, conduct, suspension and dismissal, with regard to statutory requirements	ATG section 7.18			*A	R			
122	Establishing the approach to pay, appraisal and performance	ATG section 7.18			A	R			C
123	Establishing HR policies (safer recruitment, pay, conduct, grievance appraisal, capability disciplinary)	ATG section 7.18			*A	R			
124	Appointing (CO) and dismissing headteacher		CO (CS)		C	A/R		C	
125	Conducting headteacher performance management				C	A/R		C	
124	Overseeing staff wellbeing, workload and working conditions	ATG section 5.4			*A	R			R
126	Approving exit payments / early retirement / pension discretion (above a certain threshold)				*A/R	C			
127	Establishing a whistleblowing procedure	ATG section 7.19, ATH 2.48-2.52			*A/R	R			

Other Areas of Delegation

Policies

Policies and/or procedures, where required, are approved by the Trust Board but will be delegated to the CEO where possible. The Policy Scheme of Delegation will confirm the delegation of all policies and procedures.

Governance Documentation
Preparation of the Governance Framework and general governance guidance based on the Trust's Articles of Association, legislation, DfE statutory and informal guidance is delegated to the Chair and Vice Chair of the Trust Board, and Governance Professional.

Trust Committee Chairs
The Chair for each Trust Committee will:

- Give the Committee clear leadership and direction, and keep it focused on its core functions
- Lead the Committee meetings and ensure that they are conducted efficiently and effectively
- Make a casting vote in the event of a tie.
- Assist the Trust Board Chair in their area of responsibility, to make decisions on behalf of the Trust in cases of urgency
- Make sure everyone is actively contributing their skills and experience and actively participating in meetings.
- Ensure the Committee receives the right timely information from school leaders, working with the CEO if necessary

Local Committee Chairs
The Local Committee Chair for each school will:

- Give the Local Committee clear leadership and direction, and keep it focused on its core functions
- Ensure the Trust Board, through liaison with the Link Director for the school, is kept appraised of Local Committee performance and activities.
- Lead the Local Committee meetings and ensure that they are conducted efficiently and effectively
- Make a casting vote in the event of a tie.
- Provide a summary of key areas of discussion and recommendation within 72 hours of the Local Committee meeting to the Link Director, Trust Board Chair, Governance Professional and CEO.
- In consultation with the Trust Board Chair, make decisions on behalf of the Local Committee in cases of urgency
- Recommend appointments of Local Governors to the Trust Board/Appointments and Governance Committee
- Develop an effective team
- Make sure everyone is actively contributing their skills and experience and actively participating in meetings and Committees
- Have honest conversations with ineffective Local Committee Members as required
- Work with the Governance Support Team to make sure new members are properly inducted and all Local Committee Members receive appropriate training, development and experience
- Monitor Local Committee Members participation in training with the support of the Governance Support Team.
- Ensure the Local Committee receive the right timely information from school leaders, working with the Trust Executive if necessary.
- Attend the termly Executive Review, when possible, or arrange for an appropriate deputy to attend..

- Contact the Headteacher at least every 2 weeks to build a good working relationship that is clear to all colleagues and will:
  - Allow both to work well together, prioritising the best interests of the school.
  - Encourage a culture of openness, support and challenge throughout the school.
  - Allow the Chair to act as a critical friend, offering challenge and support.
  - Help everyone to recognise the role of the Local Committee in the school's leadership.
  - Monitor the Headteacher's and Senior Leadership Team's wellbeing.

Link Directors for Schools

The Link Director for each school will:

- Attend the termly Executive Review, when possible.
- Read each Local Committee meeting agenda, supporting papers and resulting minutes providing feedback as required to Local Committee Chair and Trust Board.
- Attend at least one Local Committee meeting per academic year.
- Be part of the circulation of any Local Committee notification.
- Visit the school during the school day at least once per academic year and complete a School Visit Report.

Link Roles

Appointments to the following Link Roles are agreed by the Trust Board and Local Committee annually. At least one Local Committee Member should be allocated to a link area depending on the context of the school. It is recommended that certain link areas have more than one Local Committee Member, for example Inclusion, or a deputy, for example, Safeguarding.

- Safeguarding: Director and Local Committee Member(s) in each school
- Whistleblowing: Director
- Inclusion (including SEND): Director and Local Committee Member(s) in each school
- Careers: Director
- Community (Stakeholder Voice and Community Engagement): Local Committee Member(s) in each school
- Sustainability Local Committee Member(s) in each school
- Christian Distinctiveness Director and Local Committee Member(s) in each Church school
- Governance Training: Director

The Link Role holder will monitor the appointed area and report to the Trust Board/Local Committee as agreed. At Local Committee level, it is expected that 3 monitoring meetings will be held during the year per area, unless the school circumstances necessitate differently. A link meeting does not necessarily have to take place during the time when pupils are in school and could be just as effective at the end of the day.

Terms of Reference Members, Trust Board, Committees, and Resolution Team

Members

- Appoint and remove Members.
- Appoint and remove Directors.
- Agree and review the Articles of Association.
- Review the performance of the Trust Board.
- Appoint the External Auditors.

Trust Board

Strategic Leadership

- Ensure clarity of vision, ethos and strategic direction at Trust and school levels
- Determine corporate planning, strategy and growth for the Trust and its schools
- Ensure alignment between educational, financial and operational strategies
- Promote the Trust's reputation and values
- Prevent, address and monitor bullying and harassment by setting culture and standards, ensuring robust policies and oversight are in place, holding leaders to account for protecting staff wellbeing and safety and fulfilling their statutory duties with regard to the Equality Act, health and safety and staffing regulations
- Oversee strategic relationships with external stakeholders, including parents/carers, pupils, staff, local communities, employers, and (where relevant) dioceses authorities or charitable site trustees to ensure effective communication..
- Ensure the Trust is responsive to stakeholder feedback and concerns.

Governance and Legal Compliance

- Conduct activities in accordance with the Articles of Association and safeguard Trust assets
- Ensure management of the Trust in accordance with Articles of Association, Funding Agreements, legislation and DfE guidance (i.e. Academy Trust Governance Guide and Academy Trust Handbook)
- Submit statutory returns to the DfE and Companies House
- Ensure the Trust and schools are conducted in compliance with the general law
- Ensure effective governance structures are in place across the Trust.
- Adopt and monitor the Schemes of Delegation for governance, policies, financial control and educational performance and withdraw delegated powers if necessary.

- Ensure processes are in place for appointment/election of Committee members, including Local Committees

Accountability and Assurance

- Determine standards of conduct and values, monitor performance and the achievement of objectives, and ensure that plans for improvement are acted upon.
- Hold the CEO to account for educational performance and staff performance management
- Identify, quantify and devise systems to minimise major risks;
- Maintain oversight of the Trust risk register and ensure appropriate mitigation strategies are in place, including in relation to health and safety, safeguarding, data protection, AI and cyber security.
- Ensure adequate emergency and major incidents planning is in place including business continuity.
- Maintain oversight of cybersecurity, UK GDPR and Data Protection Act 2018 compliance
- Ensure AI-related risks are identified and managed, particularly regarding automated decision-making, pupil data and staff systems
- Approve the annual budget and oversee financial performance; ensure Trust-wide value for money
- Approve the Trust's annual report and financial statements
- Ensure the Trust remains financially sustainable and compliant with the Academy Trust Handbook.
- Receive and review the management accounts on a regular basis (including monthly for the Chair).
- Determine financial controls and management in accordance with all relevant legal and statutory requirements and guidance
- Receive and act on external auditor reports

Education and Pupil Welfare

- Ensure the Trust fulfils its statutory responsibilities under Keeping Children Safe in Education (KCSIE) and related legislation
- Determine schools' admissions policies and arrangements in accordance with legislation and DfE codes of practice
- Monitor the impact of Initial Teacher Training (ITT), CPD and school improvement services
- Ensure the Trust meets its obligations under the Public Sector Equality Duty (PSED)
- Monitor implementation of the Trust's Equality Objectives and ensure publication of progress
- Review data and reports on pupil and staff diversity; challenge any disparities in outcomes or access

People and Leadership

- Appoint and appraise the CEO and hold them accountable for Trust-wide performance.
- Approve the Trust's approach to Executive pay, based on recommendations from the Remuneration Committee.
- Ensure effective succession planning and leadership development, including for those involved in governance.

Other Responsibilities

- Appoint time-limited Working Parties to explore specific issues and make recommendations
- Conduct regular self-evaluation of Trust Board effectiveness; commission external reviews as appropriate

- Ensure that the Trust Board and its Committees receive high-quality governance support, including administrative services, professional advice, and compliance assurance, enabling effective and compliant decision-making across the Trust.
- Remove a Local Committee Member, following review, if considered in the best interests of the Trust
- Approve and monitor the strategic plan for the teaching school,
- Ensure the teaching school aligns with the Trust's improvement priorities.

Appointments and Governance Committee
Recruitment and Appointment

- Ensure the delivery of the Trust's vision through quality of appointments to governance roles
- Advise and act on behalf of the Trust Board in relation to membership of the Trust Board, Board Committees and Local Committees
- Appoint Local Committee Members, including confirmatory appointments of elected parent members
- Advise the Trust Board on Director appointments and co-options; advise Members on Director appointments if requested
- Make recommendations to the Trust Board on governance appointments.
- Ensure appointment checks, induction and appropriate training are completed for all governance appointments
- Ensure recruitment processes are transparent, inclusive, and aligned with the Trust's values and Equality Objectives.
- Review the composition, skills, and diversity of the Trust Board, Board Committees and Local Committees and Identify current and future skills.
- Develop and maintain a succession plan for Directors, Committee and Local Committee Chairs, and the Trust Board Chair.
- Oversee succession planning for governance roles across the Trust.
- Appoint members to the Resolutions Team.

Governance Structure and Effectiveness

- Lead the annual review of the Governance Scheme of Delegation and recommend changes to the Board
- Review the overall governance structure to ensure it remains fit for purpose as the Trust grows
- Commission and oversee the external review of Board effectiveness (at least every three years)
- Lead the annual self-evaluation of Board and Committee effectiveness
- Maintain oversight of governance documentation, including the Governance Framework. and Articles of Association compliance

Governance Training and Development

- Oversee the Trust's governance training programme for Directors and Local Committee Members
- Ensure training plans are in place for Directors and Local Committee Members covering general governance skills and role-specific requirements
- Monitor completion of mandatory and recommended training across the Trust

- Develop and maintain Trust governance quick reference guides and induction materials
- Liaise with the Board's nominated Training Link Director to agree training priorities and relevant content
- Consider the development of bespoke and Hub-based training as the Trust grows
- Ensure guidance and training are provided periodically to Directors and Local Committee Members to equip those involved in Ofsted inspections including Adams House (boarding) and Statutory Inspection of Anglican and Methodist Schools inspections (Church schools), inspections.

Governance and Legal Compliance

- Conduct activities in accordance with the Articles of Association, Funding Agreements, legislation and DfE guidance (i.e. Academy Trust Governance Guide and Academy Trust Handbook).
- Maintain oversight of the Trust's Register of Interests and Register of Gifts and Hospitality and ensure appropriate declarations are made.

Other Responsibilities

- Escalate immediately to the Trust Board, through the Trust Board Chair, any serious concerns or misconduct
- Liaise and collaborate with other Committees and external partners as appropriate to fulfil the Committee's remit and the Trust's objectives.
- Undertake regular reviews of the Committee's own effectiveness, benchmarking against best practice

Policies

- Ensure that all Trust policies and procedures related to the Committee's terms of reference are effectively implemented, monitored, and reviewed in line with legal requirements and best practice and recommend any improvements to the Trust Board

Reporting:

- Report to the Trust Board every term including providing minutes of Committee meetings for review.

Audit and Risk Committee

Internal Control and Assurance

- Maintain oversight of the Trust's and internal control systems
- Take delegated responsibility for examining and reviewing all systems and methods of control, both financial and otherwise, including risk analysis, as specified in the Academy Trust Handbook
- Review and approve the internal audit mandate; monitor and review effectiveness annually; approve the annual programme of work
- Review internal audit findings and actions taken by the Trust Executive and school SLTs in response
- Consider the appropriateness of executive action following internal audit reviews; advise the Trust Board on any additional steps required
- Review findings from third-party assurance activities including DfE financial management and governance reviews
- Ensure appropriate registers of assets are maintained.

External Audit

- Review and agree the External Auditor's plan each year

- Meet with External Auditors without executive management present to discuss the audit and any arising issues
- Review the External Auditors' draft letter of representation; recommend signature by the Trust Board Chair
- Review the management letter and management's proposed response to audit findings
- Undertake annual review of external audit effectiveness; recommend re-appointment or re-tendering to the Trust Board
- Review the Directors' Report and draft accounts at completion of the annual audit; recommend adoption by the Trust Board in conjunction with the Finance and Resources Committee.

Risk Management

- Maintain oversight of the Trust's risk management
- Advise the Board in agreeing the Trust's overall risk appetite, tolerance and strategy and the principal and emerging risks the Trust is willing to take to achieve its long-term strategic objectives.
- Oversee the annual review of the Trust Risk Register; conduct a review at each meeting
- Advise on the likelihood and impact of principal risks, including reputational damage, loss of funds, government policy changes, compliance and regulatory risks, and risks arising from expansion.
- Ensure adequate insurance is arranged to comply with the Trust's legal obligations, Trust and schools' assets and activities.
- Ensure the Trust has adequate fraud prevention and detection systems.
- Monitor the effectiveness of risk management policy and processes.
- Consider appropriate actions following any serious incidents, including fraud, which are reportable to the DfE or would have a major financial or reputational risk to the Trust.
- Review and monitor the Trust's response to emergency and major incidents and business continuity planning
- Advise on the risk aspects of proposed strategic changes, ensuring appropriate due diligence

Compliance

- Ensure the Trust fulfils its compliance obligations under the Academy Trust Handbook, funding agreements, legislation and DfE statutory guidance
- Monitor compliance with UK GDPR and the Data Protection Act 2018, including data breach reporting and data subject rights
- Monitor compliance with and implementation of the DfE's Digital and Technology Standards by 2030.
- Oversee the Trust's approach to cybersecurity; ensure robust systems protect digital infrastructure and sensitive data
- Review and monitor the Trust's use of Artificial Intelligence (AI) and emerging technologies; ensure ethical use, transparency, and alignment with safeguarding and data protection principles
- Ensure AI-related risks are identified and managed, particularly regarding automated decision-making, pupil data and staff systems
- Monitor compliance with political impartiality requirements

Whistleblowing

- Oversee the Trust's whistleblowing arrangements, ensuring they are fit for purpose and accessible to all staff

- Receive reports on whistleblowing concerns and ensure appropriate action has been taken
- Act as the designated escalation route for whistleblowing concerns where internal management channels are inappropriate
- Ensure the whistleblowing policy is reviewed regularly

Health & Safety

- Ensure Health and Safety Regulations are followed throughout the Trust and schools.
- Review the Trust's and schools' accessibility plan.
- Receive an annual Health and Safety audit report and monitor any arising actions.
- Receive regular reports on accident statistics, near misses, incidents of violence or aggression, First Aid /medical treatment of staff and pupils.
- Ensure that a process is in place to approve educational visits, ensuring that Health and Safety planning and risk assessments have been undertaken for them.
- Monitor the Health and Safety training that Directors, Local Committee Members and staff undertake.
- Ensure preparation of disability statement (to meet requirements of DDA or 3-year DDA plan)
- Ensure that inspections of the Trust's equipment take place (annually and at appropriate intervals) and a report is received identifying any issues

Safeguarding

- Receive a termly safeguarding report from the Director of Inclusion, covering effectiveness of safeguarding arrangements across all schools; significant safeguarding concerns or trends; compliance with Keeping Children Safe in Education and Working Together to Safeguard Children; the single central record position; and Prevent Duty compliance
- Receive an annual safeguarding report drawing on the cross-Trust DSL review and internal and third-party audits.
- Receive assurance on the quality and regularity of safeguarding training for staff, Directors and Local Committee Members
- Monitor the Trust's approach to supporting looked-after children (LAC) and previously looked-after children (PLAC).

Inspections

- Receive assurance on Trust readiness for Ofsted inspections across all schools including Adams House (boarding) and Statutory Inspection of Anglican and Methodist Schools inspections (Church schools); monitor recent inspection outcomes and any arising recommendations.
- Monitor the Trust's civic responsibilities as required by Ofsted's inspection framework and the DfE Schools White Paper

Sustainability

- Oversee the Trust's approach to environmental sustainability and its Climate Change Action Plans
- Monitor progress against sustainability targets and the Trust's obligations under relevant environmental reporting requirements
- Ensure sustainability considerations are embedded in estates, procurement and operational decision-making

Other Responsibilities

- Escalate immediately to the Trust Board, through the Trust Board Chair, any serious concerns of suspected fraud or misconduct

- Encourage a culture of probity across the Trust; ensure individuals can raise concerns through appropriate channels
- Liaise and collaborate with other Committees and external partners as appropriate to fulfil the Committee's remit and the Trust's objectives.
- Undertake regular reviews of the Committee's own effectiveness, benchmarking against best practice

Policies

- Ensure that all Trust policies and procedures related to the Committee's terms of reference are effectively implemented, monitored, and reviewed in line with legal requirements and best practice and recommend any improvements to the Trust Board

Reporting:

- Report to the Trust Board every term including providing minutes of Committee meetings for review.
- Provide an annual summary report of areas reviewed by internal audit/scrutiny covering key findings, recommendations, and conclusions

Education and Inclusion Committee

Educational Standards and Outcomes

- Monitor and evaluate standards of education and outcomes for all pupils across the Trust, including statutory assessment data
- Receive and scrutinise termly data on the performance and progress of all pupils and pupil groups, benchmarked against national comparators
- Identify areas of strength and weakness across Trust schools; challenge senior leaders on plans for improvement and intervention
- Hold leaders to account for the impact of school improvement strategies and targeted interventions
- Monitor the impact of CPD programmes and school improvement services on pupil outcomes
- Oversee quality assurance and self-evaluation processes, including School Development Plans, Self Evaluation Forms and the Standards Review cycle; ensure they are robust, consistent and evidence-based
- Attend (one representative) the termly Executive Reviews for each school, where possible, to observe and question directly

Curriculum, Teaching and Learning

- Ensure the curriculum across the Trust is broad, balanced, relevant and meets National Curriculum requirements and the Trust's vision and ethos
- Receive assurance that statutory curriculum requirements are met, including religious education, RSE, health education and collective worship where applicable
- Monitor careers education, information, advice and guidance in line with statutory requirements, including the Gatsby Benchmarks
- Ensure the curriculum reflects the Trust's commitment to cultural capital, British values and global citizenship
- Receive assurance that high standards of teaching and learning are maintained across the Trust, informed by Standards Reviews, QA visits and Executive Reviews
- Scrutinise the Trust's approach to assessment, including formative and summative assessment to track pupil progress
- Monitor the quality of Early Years Foundation Stage (EYFS) provision across relevant schools

Attendance

- Receive termly reports on pupil attendance, broken down by school, year group and key pupil groups, including persistently absent (PA) and severely absent (SA) pupils
- Hold leaders to account for attendance improvement strategies in line with the DfE's Working Together to Improve School Attendance (2024)
- Receive assurance that schools are fulfilling statutory duties regarding attendance registers, local authority referrals and fixed-penalty notice frameworks

Behaviour, Personal Development and Wellbeing

- Monitor pupil behaviour data, including rates of suspension, permanent exclusion, off site direction and separation for safeguarding purposes ensuring the Board fulfils its statutory oversight responsibilities
- Scrutinise the impact of behaviour policies and pastoral systems on pupil outcomes and wellbeing
- Monitor the effectiveness of personal development provision including PSHE, character education and enrichment, ensuring equity of access
- Monitor the approach to online safety across the Trust, including implementation of filtering and monitoring standards

Inclusion

- Monitor the Trust's strategic approach to inclusion, ensuring all pupils, regardless of need or background, have equitable access to high-quality education
- Receive termly reports on SEND provision and outcomes, including the effectiveness of the graduated approach
- Ensure compliance with the SEND Code of Practice 2015, including the timeliness and quality of EHCP processes: requests, assessments, plans and annual reviews
- Receive assurance on the qualifications, capacity and development of SENCos across the Trust, including compliance with the National Award for SEN Coordination
- Monitor outcomes for key inclusion groups: pupils with SEND, disadvantaged pupils, LAC/PLAC, pupils from minority ethnic backgrounds, EAL pupils, other groups at risk of disadvantage and most able pupils.
- Ensure that statutory guidance is followed and arrangements are in place to support pupils with medical conditions and such children can access and enjoy the same opportunities at school as any other child.
- Ensure compliance with the Public Sector Equality Duty (PSED) in relation to pupils, including monitoring of equality objectives

Pupil Premium

- Scrutinise the Pupil Premium Strategy: quality of the strategy statement, rationale for spend, monitoring of eligible pupils' progress and evaluation of impact; ensure spend is evidence-informed and ambitious
- Receive sufficient evidence to be assured that pupil premium funding is used effectively and in line with the Education Endowment Foundation (EEF) evidence base

Sports Premium

- Scrutinise the Sports Premium Strategy: quality of the strategy statement, rationale for spend and evaluation of impact so to encourage all pupils, regardless of ability or background, to lead healthy, active lives, ensure spend is evidence-informed and ambitious
- Receive sufficient evidence to be assured that sports premium funding is used effectively to improve the quality of physical education, physical activity, and sport.

Food Standards and Healthy Eating

- Ensure that school food standards are met across Trust schools.
- Receive assurance that schools promote a whole-school approach to healthy eating and pupil wellbeing

Other Responsibilities

- Escalate immediately to the Trust Board, through the Trust Board Chair, any serious concerns of educational risk or regulatory non-compliance or misconduct
- Liaise and collaborate with other Committees and external partners as appropriate to fulfil the Committee's remit and the Trust's objectives.
- Undertake regular reviews of the Committee's own effectiveness, benchmarking against best practice

Policies

- Ensure that all Trust policies and procedures related to the Committee's terms of reference are effectively implemented, monitored, and reviewed in line with legal requirements and best practice and recommend any improvements to the Trust Board

Reporting:

- Report to the Trust Board every term including providing minutes of Committee meetings for review.

Finance and Resources Committee

Strategic and Financial Planning

- Consider and make recommendations on the financial strategy for the Trust
- Monitor and make recommendations on the financial affairs of the Trust, in the light of the financial effectiveness of the schools and their progress, achievements, objectives, performance indicators, opportunities and threats and any other relevant matters.
- Review and recommend approval of a realistic three-year financial plan, taking into account the Trust's vision, known risks and opportunities
- Present an annual balanced budget to the Board for approval
- Review and act upon issues identified by benchmarking against similar trusts or through internal/external scrutiny
- Develop a strategy for revenue generation for the Trust which includes the Trust's Charging and Remissions Policy
- Oversight of the DfE School Resource Management Self-Assessment Checklist

Financial Monitoring and Scrutiny

- Regularly monitor actual expenditure and income against budget; consider and challenge significant variances
- Monitor the application of DfE designated and ringed fenced funding to ensure expenditure is in accordance with statutory and DfE guidance.

- Ensure regularity and propriety in use of the Trust's funds, achieves economy, efficiency and effectiveness and makes sure the Trust spends money well, uses resources effectively and prioritises spend on the activities that add most value for pupils.
- Review pupil number estimates that underpin revenue projections
- Recommend to the Board proposals for the use of any budget surplus, including investments
- Receive and review monthly management accounts and forecasts at Trust and school level
- Monitor the Trust's cash position and treasury management
- Ensure the Annual Report and Accounts are produced in accordance with relevant legislation and DfE guidance and recommend adoption by the Trust Board in conjunction with the Audit and Risk Committee.

Financial Control and Compliance

- Monitor that the Trust's financial procedures are complied with
- Ensure the Trust has adequate fraud prevention and detection systems
- Consider appropriate actions following serious financial incidents, including fraud, reportable to the DfE or carrying major financial or reputational risk
- Establish and maintain the financial scheme of delegation, including authority limits for financial transactions
- Ensure processes and policies are in place for investment and related party transactions

Procurement and Value for Money

- Ensure the Trust follows basic procurement rules and achieves best value for money when acquiring goods and services
- Authorise the award of contracts within agreed levels; oversee the Trust's procurement framework
- Carry out Trust-wide value for money benchmarking and evaluation
- Oversee the effectiveness of centrally provided services
- Monitor arrangements and costs of cleaning, grounds maintenance and catering services across the Trust

Estates and Premises

- Develop and oversee an estate management strategy identifying the suitability of buildings and facilities, long-term needs and capital investment requirements
- Monitor progress against the DfE's Estate Management standards
- Approve/recommend allocation of School Condition Allocation funds within agreed authorisation levels; monitor projects to completion
- Ensure annual inspections of the Trust's estate and premises take place and reports are received

Digital and Technology

- Oversee the Trust's digital infrastructure, including investment in technology and systems
- Monitor the Trust's use of AI and emerging technologies from a resource and infrastructure perspective

Other Responsibilities

- Escalate immediately to the Trust Board, through the Trust Board Chair, any serious concerns of financial risk, regulatory non-compliance or misconduct
- Liaise and collaborate with other Committees and external partners as appropriate to fulfil the Committee's remit and the Trust's objectives.
- Undertake regular reviews of the Committee's own effectiveness, benchmarking against best practice

Policies

- Ensure that all Trust policies and procedures related to the Committee's terms of reference are effectively implemented, monitored, and reviewed in line with legal requirements and best practice and recommend any improvements to the Trust Board

Reporting:

- Report to the Trust Board every term including providing minutes of Committee meetings for review.

Local Committees

General Responsibilities

- Serve as ambassadors for the Trust, the local embodiment of the Trust's values, mission and vision.
- Promote the 'Trust dividend', whether it is enhanced professional development and progression opportunities for staff, or the sharing of resources and outstanding practice.
- Raise the Trust's profile through its links with community groups.
- Understand and highlight what is great and unique about their school, its history and the local community.
- Knowledge of key local assets and community groups: parks, community centres, sports clubs, places of worship, schools, businesses, charities, local councils, Police Safer Neighbourhood Team.
- Understand the challenges and threats facing their community.
- Comply with all guidance issued from time to time by the Trust Board as to composition, elections, the conduct of meetings and training

School Context

- Receive and consider the Headteacher's termly report, covering: the term's challenges and successes; Standards Review update and areas of development; complaints; staffing changes, capacity, workload and wellbeing; premises updates; and technology/AI/cyber security developments
- Receive and consider the standard data analysis report to understand the school's performance in context
- Ensure the Local Committee has a full understanding of the school's School Improvement Category
- Monitor the school's approach to developing pupils' knowledge, skills and attributes, including cultural capital, British values and careers education to ensure a broad and balanced curriculum offer
- Monitor current and emerging patterns in pupil attendance and behaviour, including levels of suspensions, permanent exclusions, off site direction and separation for safeguarding purposes at a local level

School Community Wellbeing and Celebration

- Monitor the health and emotional wellbeing of pupils and staff to ensure proper support is in place.
- Celebrate and praise the successes of staff, pupils, and all the school community internally and externally.
- Help raise the profile of the school and Trust.
- Share innovation and ideas with the Trust's governance community.

Safeguarding

- Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school
- Designate a Link Member(s) to take leadership responsibility for Safeguarding
- Work in partnership with the Designated Safeguarding Lead (DSL) and other stakeholders to ensure pupils are kept safe
- Seek assurance that staff are appropriately trained to keep children safe
- Ensure that adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school
- Monitor the implementation of safeguarding policies and statutory requirements and the effectiveness of procedures at school level
- Ensure the school contributes to the Trust's cross-trust DSL safeguarding review
- Provide assurance reports to the Audit and Risk Committee on safeguarding arrangements

Inclusion

- Foster a culture that Ensure inclusion of all pupils, irrespective of background and ability.
- Designate a Link Member(s) to take leadership responsibility for Inclusion
- Work in partnership with the SENCO and other stakeholders to ensure pupils with SEND are well-supported and included in all aspects of school life
- Seek assurance that staff are appropriately trained to implement pupil strategies, support plans and reasonable adjustments
- Ensure the Trust's Inclusion (Belonging) strategy and SEND policy is implemented and adapted to the specific school context where necessary
- Monitor the overall effectiveness of the school's SEND provision, using pupil outcomes and relevant data
- Provide assurance reports to the Education and Inclusion Committee on SEND provision and outcomes

Stakeholder Voice and Community Engagement

- Act as the bridge between the Trust Board and the pupils and communities the school serves, ensuring local voices are heard
- Foster a supportive, welcoming, and transparent culture (building trust).
- Help to ensure that the school is at the heart of the local community and that all stakeholders feel a sense of belonging (strong, inclusive and active partnerships).
- Designate a Link Member(s) to take leadership responsibility for Stakeholder Voice and Community Engagement
- Work in partnership with the school leadership team.

- Consult all stakeholders, actively seeking views on key policies and decisions and use insights to inform school leadership and to feed up to the Trust Board (consultation).
- Organise and monitor methods of stakeholder engagement including parent forums, pupil clinics, staff engagement, business links and community partnerships.
- Ensure information flows both to and from stakeholders (two-way communication).
- Support the school in meeting the Trust's requirement to hold an annual parental forum in line with the DfE Schools White Paper
- Provide the Trust Board with insight into the challenges and opportunities faced by the school's local community
- Promote diversity and inclusion on the Local Committee by engaging with local religious, cultural and community organisations
- (consultation).
- Share innovation and ideas with the Trust's governance community.

Sustainability

- Support, drive and embed the Trust's culture change relating to Sustainability and Climate Change within the school.
- Designate a Link Member(s) to take leadership responsibility for Sustainability.
- Work in partnership with the designated school leads for sustainability

For church schools:

Christian Distinctiveness

- Designate a Link Member(s) to take leadership responsibility for Christian Distinctiveness
- Work in partnership with the designated school leads for Christian Distinctiveness
- Ensure the school's work is driven by a contextually appropriate theologically rooted Christian vision for education that reflects its foundation as a Church school.
- Meets the needs of the school community and enables individuals to flourish.
- Monitors the provision of religious education, collective worship, and pupils' spiritual, moral, social, and cultural (SMSC) education.

Other Responsibilities

- Escalate immediately to the Trust Board, through the Trust Board Chair, any serious concerns of regulatory non-compliance or misconduct
- Liaise and collaborate with other Committees and external partners as appropriate to fulfil the Committee's remit and the Trust's objectives.
- Undertake regular reviews of the Local Committee's own effectiveness, benchmarking against best practice

Policies

- Ensure that all Trust policies and procedures related to the Local Committee's terms of reference are effectively implemented, monitored, and reviewed in line with legal requirements and best practice and recommend any improvements to the Trust Board

Reporting:

- Report to the Trust Board every term including providing minutes of Local Committee meetings for review.

Local Committee Members Term of Office

- Local Committee Members serve a term of 3 years, agreed by Directors on appointment/confirmation of election. The term commences either on appointment or completion of compliance documents/actions. Refer to Framework for Governance for details of appointment/election and re-appointment/re-election. Appointed Local Committee Members are eligible for reappointment at the end of their term.
- A Local Committee Member's shall cease to hold office if they are absent without the permission of the Local Committee from all its meetings held within a period of six months and the Directors resolve that the Local Committee Member's office be vacated.

Local Committee Chair and Vice Chair

- For good/outstanding schools, subject to approval by the Trust Board, the Local Committee Chair and Vice Chair are elected by the Local Committee; otherwise, the Local Committee Chair and Vice Chair are appointed by the Directors.
- The term of office of the Local Committee Chair and Vice Chair is a maximum of two years. The Local Committee Chair and Vice Chair are eligible for reappointment at the end of that term.
- The Directors are entitled to remove the Local Committee Chair and / or Vice Chair from office at any time, without prejudice to the individual's position as a Local Governor.

People and Performance Management Committee.

Employment Law Compliance

- Advise the Trust Board on changes to employment legislation and their implications for the Trust
- Ensure staffing procedures (including recruitment) comply with equality legislation and safer recruitment practice
- Ensure legal requirements for Early Career Teacher (ECT) induction are complied with
- Comply with statutory requirements to publish Trust staff rates of pay and benefits
- Monitor staff discretionary payments and consider payments requiring DfE approval
- Ensure exit payment processes comply with regulatory requirements, including DfE approval thresholds

Workforce Strategy

- Consider and advise the Trust Board on the Trust's overall people and workforce strategy including recruitment, retention, succession planning, and talent development
- Review the staffing structure of the Trust Central Team in liaison with the Finance and Resources Committee, ensuring affordability and alignment with the Trust development plan
- Monitor the Trust's approach to pay and benefits for all staff below executive level; ensure it is transparent, proportionate and justifiable
- Oversee the Trust's approach to staff recruitment, retention and succession planning
- Monitor staff induction and CPD provision; ensure sufficient budget is allocated and that CPD is having the intended impact
- Review minutes of the Joint Consultative and Negotiation Committee (JCNC) meetings; report to the Board where necessary

Workforce Management

- Monitor staffing levels, structures, and deployment across the Trust

- Monitor staff work-life balance, working conditions, wellbeing and workload, including staff absence rates
- Receive reports on staff diversity and inclusion; challenge any disparities in outcomes or access
- Monitor the effectiveness of the staff appraisal and performance management process for all staff below executive level
- Consider proposals for amendments to the Trust's HR policies and procedures
- Determine annually the recommendations to the Remuneration Committee for pay progression and gradings for teaching and support staff, within the scope of the adopted Performance Management and Pay Policies and the approved salaries budget

Equality, Diversity and Inclusion

- Ensure compliance with the Public Sector Equality Duty (PSED) and employment legislation
- Monitor progress against the trust's Equality Objectives relating to staff
- Review workforce diversity data and challenge any disparities in recruitment, retention, or progression

Other Responsibilities

- Escalate immediately to the Trust Board, through the Trust Board Chair, any serious concerns of regulatory non-compliance or misconduct
- Liaise and collaborate with other Committees and external partners as appropriate to fulfil the Committee's remit and the Trust's objectives.
- Undertake regular reviews of the Committee's own effectiveness, benchmarking against best practice

Policies

- Ensure that all Trust policies and procedures related to the Committee's terms of reference are effectively implemented, monitored, and reviewed in line with legal requirements and best practice and recommend any improvements to the Trust Board

Reporting:

- Report to the Trust Board every term including providing minutes of Committee meetings for review.

Remuneration Committee

Pay Policy

- Oversee the Executive Pay Policy and Trust Pay Policy, ensuring they comply with the Academy Trust Handbook, the Academy Trust Governance Code and relevant employment legislation
- Ensure the Executive Pay Policy is underpinned by the Seven Principles of Public Life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership
- Ensure Executive pay is transparent, proportionate and defensible, and that no individual is involved in deciding their own pay
- Recommend the Executive Pay Scale and 3-point pay ranges for Executive roles to the Board for approval
- Review and recommend the pay range for any new Executive post prior to appointment
- Ensure publication obligations are met, including the number of employees with benefits exceeding £100,000 and executive pay disclosures in the annual accounts

Executive Performance Review

- Select and appoint an external adviser to support the CEO's performance management process
- Take advice from the appointed external adviser when setting objectives and reviewing the CEO's performance
- Agree annual performance objectives with the CEO and determine the standards against which performance will be assessed
- Conduct the annual review of the CEO's performance
- Receive the CEO's contribution to the performance review of all other Executives (direct reports)
- Conduct or oversee the annual review of all other Executives in scope of the Executive Pay Policy: Deputy CEO, CFO and Directors of HR, IT and Inclusion

Pay Determination and Progression

- Consider cost of living increases for all staff annually, considering nationally agreed increases and contractual entitlements in liaison with the Finance and Resources Committee, ensuring affordability and alignment with the Trust development plan. Note: cost of living increases are not automatic.
- Ensure Executive pay does not increase at a faster rate than that of teachers, in individual years and over the longer term, in accordance with ATH requirements
- Determine annual pay progression for Executives; progression is performance-related and not automatic
- Complete pay reviews by 31 December each year, backdated to 1 September
- Commission external benchmarking of Executive pay at least every three years (or earlier following a material change) and for non-executive staff as considered appropriate to the role.
- Consider proportionality metrics annually, including: CEO to median staff salary ratio; CEO to Early Career Teacher salary ratio; executive pay cost per academy; executive pay cost per pupil
- Ensure pay decisions reflect Trust size, complexity, geographic context, level of educational and financial challenge, and public sector values

Documentation

- Ensure all pay decisions and supporting documentation are properly recorded and retained to withstand external scrutiny

Other Responsibilities

- Escalate immediately to the Trust Board, through the Trust Board Chair, any serious concerns of regulatory non-compliance or misconduct
- Liaise and collaborate with other Committees and external partners as appropriate to fulfil the Committee's remit and the Trust's objectives.
- Undertake regular reviews of the Committee's own effectiveness, benchmarking against best practice

Policies

- Ensure that all Trust policies and procedures related to the Committee's terms of reference are effectively implemented, monitored, and reviewed in line with legal requirements and best practice and recommend any improvements to the Trust Board

Reporting:

- Provide a written report to the Trust Board for each executive pay decision, including summary of recommendations and rationale; evidence sources used; benchmarking analysis; proportionality assessment; teacher pay comparison and Academy Trust Handbook compliance; financial affordability assessment; and risk assessment
- Report to the Trust Board after each meeting including providing minutes of Committee meetings for review.

Resolution Team

Purpose

- The Resolutions Team (Team) will provide two or three members, depending on the nature of the process and which of the Trust's policies is being followed, to form a panel which will have delegated powers to determine the outcome of all human resources processes, complaints processes and exclusions, and suspensions processes in the Trust, where such a panel is required.
- The specific nature of each panel will be determined by which of the Trust's policies is being followed.
- Members must have suitable skills and/or experience which ensure they will be able to give a fair hearing to both sides in any process and will be able to understand and analyse the issues involved prior to be allocated to a panel.
- Where an appeal is made against the decision of a panel, and where this is consistent with the relevant Trust policy, a further panel will be formed with from the Team's membership, with delegated authority to determine the outcome of the appeal; this panel will not include any members who were responsible for the original decision being appealed against.

Membership

- The membership of the Team will be approved by the Appointments and Governance Committee.
- Recruits to the Team will be recommended by the Governance Professional and /or Chief Executive Officer, before being recommended to the Appointments and Governance Committee for appointment
- Membership will not be time limited, but all members will be asked to confirm their willingness to continue to serve on the Team on an annual basis in the autumn term.

Training

- The Team will be supported by the Governance Professional, who will oversee recruitment and training of its members with assistance from the Appointments and Governance Committee and Training Link Director.
- The training requirements and expectations of Team members will be reviewed on an annual basis; all training will be provided/commissioned by the Trust and at the Trust's expense.
- Members will be required to demonstrate appropriate experience or undertake training prior to undertaking work on the Team's behalf.

Remuneration

- Team members will not be remunerated for their time but reasonable out of pocket expenses will be reimbursed.

Scope of Pupil Suspension/Permanent Exclusion Review Panels

- Consider whether it would be appropriate to exercise its discretion to allow a suspended or permanently excluded pupil onto the school's premises for the sole purpose of taking an examination or test.
- Consider the reinstatement of a permanently excluded pupil.
- Review a suspension which would bring the pupil's number of school days suspension to more than 15 in a term.
- Consider representations from parents/carers following a suspension.
- Reconsider the reinstatement of an excluded pupil following recommendations from Independent Review Panel.
- Where serious concerns are raised about the level of discipline and behaviour in a school, to review evidence, action and policies which cover pupil discipline.

Scope of Complaints Panels

- Consider on behalf of the Trust any formal complaints which have not been resolved under Stage 2 of the Trust's Complaints Policy following the process outlined in that Policy.

Scope of Appeal Panels

- Hear relevant appeals arising from the decision by the Trust Board, Committee, Local Committee, individual Director, the CEO, Headteacher or a member of Trust Central Team, in whom any executive power has been vested, which it is not the responsibility of any other committee to hear.
- The process and procedure will be determined by the Governance Professional following reference to relevant policies and procedures.

Members/Trust Boad/Committee/Panel Composition

Members	Membership	In Attendance
	Minimum of 3 and maximum of 5 Members, subject to natural turnover. Membership should be in accordance with the Articles as follows: • the Diocesan Corporate Member; • three individual Members who held office at 29 June 2026 subject to Article 12C; and • any person appointed under Article 15A.	Directors, CEO, DCEO and CFO Governance Professional
Trust Board	**Membership**	**In Attendance**
	Maximum of 11 Directors, subject to natural turnover. Membership should be in accordance with the Articles as follows:	CEO, DCEO and CFO Governance Professional

	• Directors appointed by the Members; • Directors appointed by the Diocesan Corporate Member, and • such other Directors as the Trust Board decide.	
Committee	**Membership**	**In Attendance**
Appointments & Governance	4 – 7 Directors: to include Chair and Vice Chair unless due to the position, specific expertise held by a Directors is relevant to an appointment being considered. (Quorum 3 Directors)	Governance Professional
Audit and Risk	4 – 7 Directors (Quorum 3 Directors) 1 Co-opted Member	CEO, DCEO and CFO Governance Professional
Education and Inclusion	4 - 7 Directors (Quorum 3 Directors) 1 Co-opted Member	CEO and DCEO Governance Professional
Finance and Resources	4 – 7 Directors (Quorum 3 Directors) 1 Co-opted Member	CEO, DCEO and CFO Governance Professional
Local Committees	Each LGC normally consists of between 6 and 8 Local Committee Members, subject to natural turnover. Membership comprises the following: • two elected parents or guardians of a pupil at the school (parent Local Committee Members); • two foundation Local Committee Members with the consent of the Diocesan Corporate Member • such other Local Committee Members as the Trust Board decide. Any staff Local Committee Members in post at the time of approval of this Scheme shall remain is post until the end of their term. (Quorum: one third of the total number of Local Governors in office at that time (rounded up to the nearest whole number).)	Governance Support Coordinator / Governance Support Administrator / Minute Taker. Headteacher Senior Leadership Team. School Link Director / Trust Board |Chair / CEO / Deputy CEO / Representative of the Trust Board.

People and Performance Management	4 – 7 Directors (Quorum 3 Directors) 1 Co-opted Member	CEO, DCEO and HR Director Governance Professional
Renumeration Committee	5 Directors (Quorum 3 Directors) TB Chair and Chair of each Trust Board Committee (not Appointment & Governance)	
Resolution Team	**Membership**	**In Attendance**
	Internal volunteers (Directors, Local Committee Members) External volunteers (e.g. members of the local community, governance professionals or directors/trustees of other trusts)	
Resolution Team Panels	**Membership**	**In Attendance**
Pupil Suspension/Permanent Exclusion Review	3 Local Governors or Directors (no Local Governor who is employed at the Trust shall be a member)	Governance Support Coordinator/Governance Support Administrator. Others in accordance with statutory DfE guidance
Complaints	3 Directors or Local Governors ensuring one panel member Is independent of the management of the school (no Local Governor who is employed at the Trust shall be a member)	Governance Support Coordinator or Governance Support Administrator. Others in accordance with the Complaints Policy
Appeals	3 Directors or Local Governors (excluding any Local Governor who is employed at the Trust shall be members)	Governance Support Coordinator or Governance Support Administrator Others in accordance with the relevant Policy/Procedure

Membership of the Appointments and Governance, Audit and Risk, Education and Inclusion, Finance and Resources, People and Performance Management and Remuneration Committees shall be appointed annually at the Summer 2 meeting of the Trust Board. Applications for co-opted position can be considered at any time. Refer to the Co-option Appointment Process within the Governance Framework.

The Chair of Appointments and Governance, Audit and Risk, Education and Inclusion, Finance and Resources, and People and Performance Management and Remuneration Committees shall be appointed annually at the Summer 2 meeting of the Trust Board.

Should a vacancy arise on the Education and Inclusion, Finance and Resources, and People and Performance Management and Remuneration Committees a successor shall be appointed by the Trust Board Chair in consultation with the CEO and Governance Professional and serve until the next annual review.

Quorum of a Board Committee shall be 3 members unless stated above.

For all Committees, the Chair of the Committee may invite a Director, Local Committee Member, member of the Trust Central Team or school Senior Leadership Team to attend a specific meeting.

Membership of Panels shall be agreed by the Trust Chair/Governance Professional/Governance Support Coordinator considering the reason for the meeting and conflicts of interests of potential members.

For Pupil Suspension/Permanent Exclusion Review, Complaints and Appeals Panels the most experienced member shall be nominated as Chair by the Governance Professional or Governance Support Coordinator.

Executive Reviews

Monitoring Process

Throughout each term there will be three main monitoring activities from the Trust Executive: Standards Review, Line management or check in meetings and Executive Review. The outcome of this monitoring will determine the level of school support needed to drive improvement. The three categories of support will be: Exceeding, Meeting or Working Towards

- Standards Review takes place in the first few weeks of each term. It involves a minimum of one whole day on site carrying out informal and formal observations and meetings. There will be a combination of learning walks and book scrutiny. This review will inform Check in discussions with Headteachers and provide evidence to support Executive reviews.
- Line management or check ins will take place on a regular basis. The regularity may vary depending on current need in school. The level of need will be determined in the Executive review. A written record is expected for each Check In and should be available to both the CEO and Headteacher.
- The Executive Review is a meeting after the half term holiday in each term. The meeting should be attended by the CEO/Deputy CEO, Headteacher, and if available the Local Committee Chair and representatives from the Trust Board. In the meeting the Headteacher will present their reflections on the school’s performance. They will at the end of their presentation state what level of support they feel they need under three categories. Exceeding, Meeting, Working Towards. The Executive may challenge the level of support based on the Standards Review and Check ins

Structure of the Executive Review
Attendees: Headteacher, Local Committee Chair or nominated deputy where possible, CEO and/or Deputy CEO, and Director representatives.
Date: The Executive Review should be completed in the second half of each term.
Roles:
Headteacher - will present the current performance of the school based on their review of the school over the course of the preceding term/year. There is no set format for the presentation, it could be verbal but may also have slides or visuals that support points being made. The Headteacher may ask for questions to be left until the end of each section of their presentation or throughout. At the end of the presentation the Headteacher should state the support category they feel the school requires.
Local Committee Chair – Support for the Headteacher and an observer to ensure that the full picture for the school is fully understood. The Chair may provide supporting comment or challenge points if unclear.
CEO/Deputy CEO – To ask questions to gain clarity on points made during the presentation and under each area of the Ofsted Framework.
Director - To ask any supplementary questions to gain clarity on points made during the presentation and under each area of the Ofsted Framework.
Timing: The meeting should take around 90 minutes.

Scheme Monitoring and Review

Monitoring
The Trust Board Chair and Governance Professional will monitor the outcomes and impact of this Governance Scheme of Delegation on an annual basis.

Review
The Trust Board reserve the right (in its absolute discretion) to review and alter this Governance Scheme of Delegation and the level of delegated responsibility at any time, noting that it is reviewed annually. Whilst the Scheme cannot take the form of a legally binding contract between the Trust and schools and is subject to the overriding duty on the Trust Board to act freely and in the best interest of the Trust and schools, in so far as the Trust Board is able, it agrees to abide by the provisions of it and will consult on any significant changes, for example, following the addition/merger of schools/trusts.

Responsible Persons	Trust Board Chair and Governance Professional
Relevant Guidance/Advice/Legal Reference	Articles of Association DfE Statutory and Informal Guidance eg Governance Guide

	Academy Trust Handbook
Governance Scheme of Delegation Adopted By	Trust Board
Consultation	Chairs Forum
Date of Governance Scheme of Delegation	Autumn 2026
Review Period	Annually
Date of Next Review	Summer 2027

Appendix 1: Reserved Matters

Members

(Subject to such other consents / requirements as might be required by law, the Funding Agreement or the Articles of Association (Diocesan Authority or Diocesan Corporate Member.))

- Change the name of the Trust.
- Change the Objects (which would require Charity Commission and Secretary of State consent in any event).
- Change the structure of the Trust Board.
- Amend the Articles of Association.
- Pass a resolution to wind up the Trust or schools.
- Appoint the auditors (save to the extent that the Directors may make a casual appointment).

Directors

(Subject to such other consents / requirements as might be required by law, the Funding Agreement or the Articles of Association (Diocesan Authority or Diocesan Corporate Member.).)

- Change the name of a school.
- Determine the educational character, mission or ethos of the Trust and school.
- Adopt or alter the terms of reference and constitution of any committee of the Trust Board.
- Terminate a supplemental funding agreement for a school.
- Establish a trading company.
- Sell, purchase, mortgage or charge land.
- Approve the annual estimates of income and expenditure (budgets) and major projects.
- Appoint investment advisors.
- Sign off the Annual Report and Accounts.
- Appoint or dismiss the Company Secretary and the Governance Professional.
- Settle the division of executive responsibilities between the Directors on the one hand and CEO, the Headteachers and the CFO on the other hand, and to settle the division of executive responsibilities between those individuals.
- Review and approve Executive Pay Decisions
- Do any other act which the Funding Agreement expressly reserves to the Trust Board or to another body (including for the avoidance of doubt, terminating the Funding Agreement or any part of it).
- Do any other act which the Articles expressly reserve to the Trust Board or to another body.
- Do any other act which the Trust Board determine to be a Reserved Matter from time to time.