



# Emmanuel Schools Foundation

## SCHEME OF DELEGATION

All our schools share Emmanuel Schools Foundation's (ESF) Core Values and foster the virtues expressed in our Ethos Statement that are essential to excellent educational progress and the development of good character. This Scheme of Delegation (SoD) is designed to liberate our schools from administrative concerns to focus on student learning and inspiring students to develop a love of learning and make the most of the talents and opportunities they have been given. Local school leaders and governors work together to help their students thrive academically, spiritually, morally, socially, and culturally.

This Scheme of Delegation sets out the process of decision-making and lines of accountability. It lays down and preserves the place of strong and clear leadership from the CEO who is accountable to Trustees for the performance and delivery of the whole organisation and personally responsible to Parliament for ensuring regularity, propriety, and value for money in the use of the Foundation's funding. ESF's CEO is responsible for leading the Trust's focus on Christian ethos and the achievement of educational excellence through the development of good character.

The ESF Executive Team, Chief Executive Officer (CEO), Chief Operating Officer (COO), Principal Leads (Principals who hold additional executive responsibility to that of leading their own school) supported appropriately by the Chief Financial Officer (CFO) and Head of HR, have operational responsibility to deliver the objectives of the Trust and are accountable to Trustees for this.

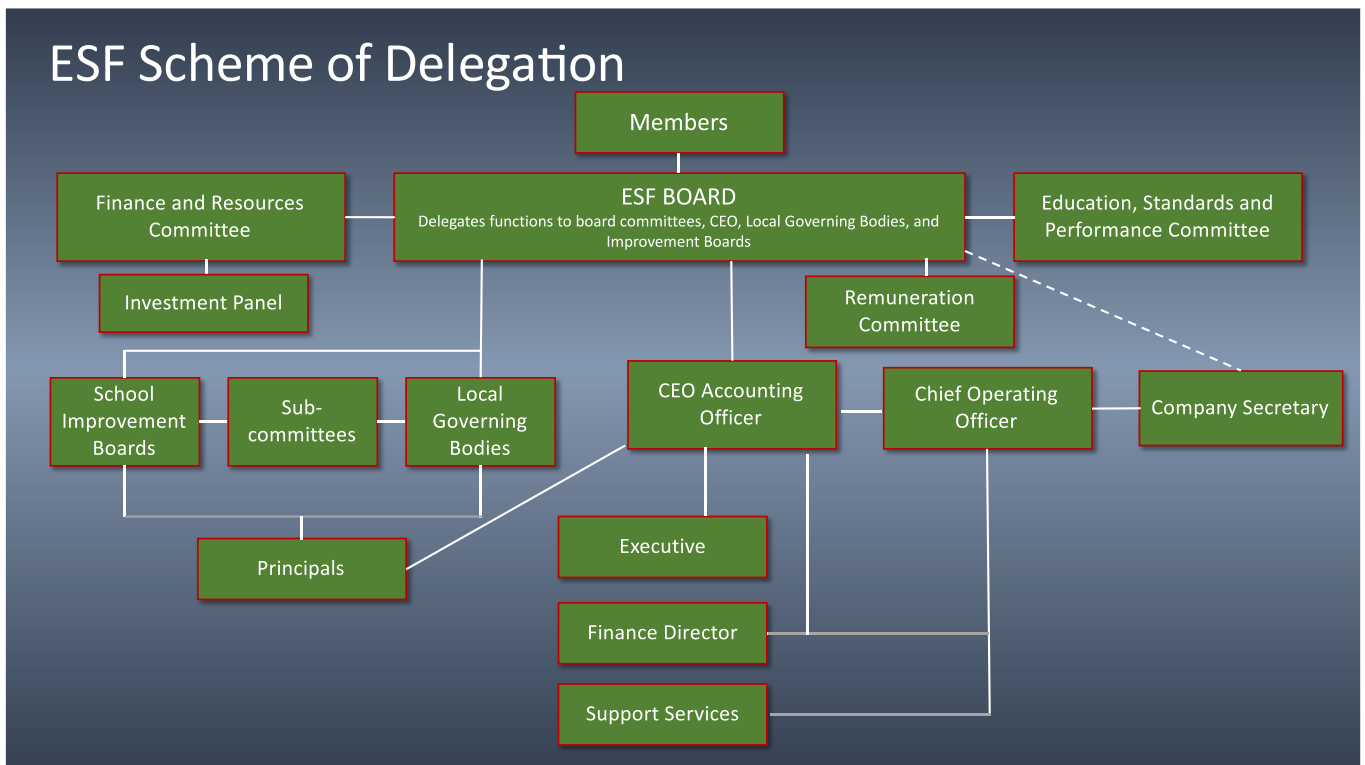
The CEO line-manages the COO who, in turn, manages the Support Services team that enables our schools in delivering the high-quality education deserved by those the Trust serves. The CEO also line-manages School Principals who are, in turn, responsible for the learning and academic progress of students. This Scheme of Delegation emphasises the importance of the Principal of a school as the driving force responsible for achieving excellence in the school they lead and, the role of the Chair and individual Local Governing Board (LGB) members who provide challenge and support to the school in the delivery of this objective as local representatives of the Trust.

Trustees maintain a link to each LGB by designating a "Link Trustee" to each school. The Chair of a LGB reports to this Link Trustee following each LGB Meeting and will seek clarification or raise issues for Trustees appropriately through this direct conversation. LGBs are established as sub-committees of the ESF Board and are accountable to it, governors, although not themselves Trustees, act at the local level at the invitation and on behalf of Trustees with delegated responsibilities described in this Scheme of Delegation. Trustees remain legally responsible and accountable for educational performance and for other statutory functions, they work closely with the ESF Executive Team and with individual LGBs to monitor, assess and challenge the performance of each school. Trustees will also monitor the work of the LGB to ensure that it is functioning as required and is fulfilling delegated responsibility.

Where a LGB does not meet the expectations of Trustees in holding a school to account, an Improvement Board (IB) may be constituted by Trustees. During the time over which an IB operates the LGB will be dismissed and subsequently reconstituted when the Trust's concerns regarding the performance of the school have been addressed. The IB will determine appropriate performance standards and review leadership and management; it will closely monitor and review the achievement of students, the quality of teaching and learning, the behaviour and safety of students and the financial state of the school in a Trust context.

Subject to the Articles of Association, the constitution, membership, and proceedings of any committee will be determined by Trustees. The establishment, terms of reference, constitution and membership of any committee will be reviewed at least every twelve months.

This Scheme identifies the key decisions that are required in connection with the governance and management of the Trust and individual schools within it and should be read in conjunction with the Terms of Reference for the Trust and its Committees, and sub-committees, and the Articles of Association of the Trust, together with the funding agreement and financial handbook.



#### Governance structure and lines of accountability

Trustees are responsible for core governance functions and, appoint the CEO, to whom they delegate responsibility for delivery of vision, strategy and operational activity, they will hold the CEO to account for the conduct and performance of the Trust, including the performance of schools within the Trust, and for financial management. The Trust Executive report to the CEO. Each school’s Principal reports to the CEO who sets their targets and performance manages them; Trustees approve these targets. The Finance Director operates as the Trust CFO and reports to the COO. The Board has constituted committees for Local Governance, Finance and Resources, Remuneration and Education, Standards and Performance. An additional audit committee will be constituted when turnover exceeds thresholds set out in the Academies Financial Handbook. As Board committees, apart from the LGB which is covered in this SoD, at least three trustees must sit on each although other expertise may also be sought from non-voting members.

The Board delegates some school level monitoring and challenge functions to the LGB and requires the Chair of the LGB to report to a designated Link Trustee. The LGB Chair should also liaise with ESF Officers in holding school to account and will receive guidance in performing this function from them. In turn, the CEO will usually seek input from the chair of the LGB when undertaking a Principal’s performance management. The Chair of a LGB may raise with the Link Trustee any issues or concerns with the performance of the school but can also escalate items of particular or immediate concern to the CEO or Chair of the Board.

### **The Role of Members**

Members of the Trust are guardians of the governance of the Trust and have a different function to trustees. The articles of association describe how Members are recruited and replaced. Members appoint trustees to ensure that the Trust's charitable object is carried out and must be able to remove trustees if they fail to fulfil this responsibility. Accordingly, the Trust board submits an annual financial report on the performance of the Trust to Members. Members are also responsible for approving any amendments made to the Trust's articles of association. While Members are permitted to be appointed as trustees, to retain a degree of separation of powers between Members and the Trust board, and in line with DfE expectations, less than half of Members should be trustees.

Members are not permitted to be employees of the Trust. Members should not normally be members of the LGBs of Trust Schools to reduce the risk of any potential conflict of financial responsibility.

### **The Role of the Trustees**

ESF is a charitable company and so Trustees are both charity trustees (within the terms of section 177(1) of the Charities Act 2011) and company directors. Because trustees are bound by both charity and company law, the terms 'trustees' and 'directors' are often used interchangeably. The term trustee is used as it avoids the possible confusion caused when executive leaders are called directors but are neither company directors nor trustees. The Trustees are responsible for the vision and values of the Trust for its reputation, educational performance, and financial compliance. Trustees hold the CEO to account for their leadership and management of the Trust. They are responsible for the general control and management of the administration of the Trust and, in accordance with the provisions set out in the memorandum and articles of association and the Trust's funding agreement, they are legally responsible and accountable for all statutory functions and, for the performance of all schools within the Trust. Trustees must approve a written scheme of delegation of financial powers that maintains robust internal control arrangements, in addition, they must carry out the three core governance functions listed below.

1. Ensure clarity of vision, ethos, and strategic direction.
2. Hold the Executive to account for the educational performance of the Trust's schools and their students, and the performance management of staff.
3. Oversee the financial performance of the Trust and make sure its money is well spent.

The Board of Trustees will review the governance structure every two years or in the event of a significant change in the organisation.

### **Chair of Trustees**

The Chair of Trustees should be elected annually by the Board of Trustees. The Chair must not be an employee of the MAT. The Chair or, in the absence of the Chair, the Vice Chair, has the power to carry out the functions of the Trust Board in extreme circumstances where a delay in exercising a function is likely to be seriously detrimental to the interests of the Trust, a student or their parents/carers, or an employee. However, this power does not include matters relating to the alteration or closure of an academy, a change of school category/significant change, approval of budget, discipline policies and admissions.

### **The Role of Board committees**

Trustees will establish committees to carry out some of the governance functions which may include making decisions, although any decisions made will be deemed decisions of the Trust board. The membership and responsibilities of board committees are set out in committee terms of reference. It is usual for the Trust board to appoint board committee chairs and committee members according to their skills. The Academies Financial Handbook makes it clear that the board of trustees should have a finance committee to which the Trust board delegates financial scrutiny and oversight. In trusts with income above a certain level, there must also be a separate audit committee.

### **The Role of the Link Trustee**

Link Trustees will work with the LGB of their nominated school to ensure effective communication between Board and LGB. They will normally hear from the Chair of the LGB subsequent to any meeting and receive either a template based report or a verbal summary of the LGBs activity in holding school to account, they will also be in receipt of the meeting minutes. The Link Trustee will report on this conversation to the Board; they will also communicate to the Board or to the Trust CEO/COO any concerns/issues that the LGB may wish to highlight regarding Trust Officer support and may raise issues that the Board seeks to clarify directly with the Chair of the LGB.

### **The Role of the Chief Executive Officer (CEO)**

The CEO has the delegated responsibility for the operation of the Trust including the performance of Trust schools; the CEO will performance manage Principals and the COO. The FD will manage financial matters and ensure value for money, implementing the strategic decision-making of Trustees and will be accountable to the COO in this function, however, the CEO is the accounting officer for the Trust and so retains overall responsibility, even while delivered by the COO and FD, for the operation of the Trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability, avoiding waste and securing value for money. The CEO leads the executive team of the Trust. The CEO delegates strategic management functions to the executive management team, notably, school improvement and, is accountable to the Trust board for the performance of the executive management team. In conjunction with the Executive and principals, the CEO is responsible for leading the Trusts commitment to the vision of Trustees for a Trust of Christian-ethos schools of character for the whole community.

### **The Role of the Chief Operating Officer**

The COO has delegated responsibility for leading the support service teams of the Trust and working with the Executive and Principals to develop streamlined services that support the Trust's objectives efficiently and effectively. Developing cross Trust consistency across a multi-disciplinary team, driving efficiencies, effective utilisation of data and appropriate financial process and deputising, when required, for, the CEO.

### **The Role of the Chief Financial Officer (CFO)**

The Finance Director of the Trust acts as CFO and has delegated responsibility for leading and directing the financial strategy and operations. The CFO will play an important role in supporting and advising the Trust on all financial matters, as well as acting with professional responsibility to highlight issues and intervene to ensure compliance with financial regulations, proper use of public funds and financial stability of the foundation. Responsible to the COO and reporting also to the CEO but with direct access to Trustees, the CFO will ensure financial matters and value for money are at the heart of operational and strategic decision making, whilst advising the Trust on matters of financial strategy, resource allocation and risk management. The CFO will prepare financial statements and other budgets and forecasts to inform the Trustees about the viability of the business, as well as maintaining financial systems and procedures. The CFO has operational responsibility for ensuring compliance with the Academies Financial Handbook, and line managing business managers, and support services.

### **The Role of the Executive**

The Executive have delegated responsibility for specific areas of strategic responsibility notably, school improvement and support services. In fulfilling this responsibility, it will develop provision and improve outcomes for young people including, but not limited to, improved academic performance and character development. The Executive supports the CEO to develop strategies that foster and strengthen relationships between ESF schools and the collective capability of the ESF Staff Team. The Executive, along with all Principals, has a responsibility to support the CEO in developing relationships which support the development and potential for growth of the Trust.

### **The Role of the Local Governing Board**

Trustees will usually establish governing bodies to carry out some school level governance functions and give to the LGB delegated responsibility within parameters set by the Board. Trustees will appoint a Chair for the LGB and work with the School Principal to recruit further membership to the LGB consistent with any statutory requirements and guidance relating to good governance from the DFE. LGBs are responsible for providing challenge and support to a school SLT; Principals have full responsibility for local operational matters and should report regularly and appropriately to the LGB such that it might fulfil its obligation. Operating within agreed policies and metrics, defined by the Trustees, LGBs build an understanding of how a school is led and managed, monitoring school budgets and resource plans, local targets, performance standards and the effectiveness of school strategies. They oversee the school's safeguarding policies and practices with nominated link governors and ensure these policies and practices are effective and compliant with any required legislation or Trust expectation. Monitoring is an important function of the LGB and members monitor that the school is working to Trust policies, meeting targets, and managing finances appropriately. As ESF has a distinct Christian mission and mandate to serve disadvantaged communities LGBs will closely monitor student character development, the quality of teaching and learning, the performance of student cohorts (especially disadvantaged, SEN, HA/MA/LA, data, 6<sup>th</sup> Form, Careers, Health and Safety etc). LGB members will, periodically, engage with students, parents/carers, community, and other stakeholders and may do this through the auspices of the school. A report based on this consultation will be included as part of the wider responsibility of the LGB Chair to report to the Trust through the LGBs nominated Link Trustee.

### **Improvement Boards**

Where schools or LGBs are of concern to the Trust, to secure improvement and appropriate change, the Trust Board reserves the right to remove any delegated authority from and dismiss a LGB and instate for a time-limited period, usually no more than 12 months, earlier if improvement can be recognised, a local Improvement Board. If there is insufficient improvement in a reasonable timescale, the Trust will re-evaluate the effectiveness of the IB and may choose to replace it with an even closer level of local governance scrutiny and operational intervention that will be defined in the Trusts School Improvement Framework.

### **The role of the Chair of the LGB/IB**

The Chair is responsible for oversight of the work of the LGB/IB. They should be in attendance at all full meetings of the LGB/IB, however in their absence the Vice-Chair would take their place.

Chairs provide support to individual LGB/IB members including new member induction and periodic evaluation and skills audits for all. The Chair should work with Trust Officers and the School to ensure that members are prepared and have the capacity to support and challenge school appropriately in the delivery of their responsibility.

The Chair will work with the Trust governance officer to set an agenda who will liaise, prior to the meeting, with the school Principal regarding reports to be prepared by school that support the agenda. The Chair has responsibility to report following each LGB/IB meeting to the nominated Link Trustee.

The Chair is appointed (and may be removed) by the Trust. The Chair of the LGB/IB is accountable to the Trust and is required to work, on behalf of the Trust, with the Principal and Trust officers in holding an individual school to account. The Linked Trustee and Trust officers will use information collected from LGB/IB Chairs to report any serious issues or risks back to the Trust Board. The Chair will also work with the Link Trustee to challenge the work of the Trust Executive in providing support to the school, ensuring there is accountability for the work of the Trust support services.

Given the close working between the Chair and the Linked Trustee, the Chair will not normally be a Trustee and, where this is the case, a succession plan and timetable for succession will be agreed at the next available meeting of the Trust. Conversely, given that the function of an IB is to provide an increased level of scrutiny and intervention in the governance and operation of a school, the Chair of an IB may be a Trustee and in these

circumstances, there will not be a Link Trustee and the Chair of the IB will report directly to the Trust Board.

### **The role of the Link Governor**

A link governor develops an area of 'special interest' in a particular area of the school's work and provides a link between the school and the LGB in that area. They ensure that the systems are in place at the school to address important responsibilities and requirements in their link area, reporting back to the LGB on the strengths and areas for development they observe. The Board asks LGBs to arrange a link governor in the following areas Safeguarding, SEND, Careers Education, Health and Safety. In order to facilitate a deep understanding of the school a LGB may choose to add additional specialisms.

### **The role of the Clerk to the LGB**

The Trust provides to the LGB a clerk that will advise them on the nature of their functions and duties and ensure the governing body operates efficiently and effectively. The Clerk will provide advice and guidance to the LGB on governance, constitutional and procedural matters including, but not limited to:-

- organising meetings of the LGB according to a calendar agreed with the Chair of the LGB
- drafting, with the LGB Chair, an agenda prior (to be distributed 7 days in advance to the full LGB) to each meeting and invite input from the school to that agenda
- supporting the operational delivery of a meeting including making sure the meeting is properly constituted, taking and publishing minutes and other reports
- receiving written notice of the resignation of the Chair/Vice Chairs/Governor,
- receiving written notice that a governor has been disqualified from membership,
- maintaining and making available on request, a register of interests of members,
- working on behalf of the Trust and with the Chair and the Principal to recruit membership to the LGB appropriately

### **The Role of school Principal(s)**

With the Trust the school Principal is responsible for the operational management and strategic leadership of their school. They are line managed by the CEO but report appropriately and regularly to an LGB such that this body is empowered to hold the school and the Principal to account on behalf of Trustees. The Principal is responsible for the educational experience, the learning, the progress, and attainment of all learners within their school. The Principal leads the Christian ethos of the school and the character and academic development of students. The Principal is responsible for the performance management of designated staff and for recruitment to approved vacancies at the school. The Principal is responsible for the operational financial management of the school, working with the FD and the business support team to set and monitor budgets consistent with the requirements of the Trusts Financial Handbook. The Principal is the school's leader and ESF's ambassador to the local community. They are responsible for ensuring positive relations with the community and parents and gaining parental support for and engagement with the school. The Principal is accountable for educational results and the school's OFSTED rating, the well-being of Trust staff based at the school and for external liaison with local stakeholders such as politicians, faith leaders, businesses and charities and will arrange to meet these external stakeholders when appropriate.

KEY		
Approves	A	Provides full authorisation
Recommends	R	Proposes (e.g. a policy of procedure) for approval
Implements	I	Puts in place the necessary actions across the Trust, or within individual academies, following approval
Develops	D	Supports, and/or consulted during the development of items for Approval
Monitors	M	Reviews actions taken, the impact of these, in achieving the vision, objectives and the statutory requirements of the Trust

### LGB Summary of Key Responsibilities

Area /Focus	Description	Key Responsibility
People	LGB membership Committee membership Succession: plan of LGB Chair Performance management of school Principal School Principal/Head of School Appraisal by CEO Staff appraisal procedure and pay progression Benchmarking and school value for money	Develop, Recommend, Implement Develop Develop/Implement Recommend Develop Monitor, Recommend Monitor
Systems and structures	Governance Committee structure Trust's scheme of financial delegation LGB Skills audit and follow up Annual self-review of committees LGB Chair's performance data collection Annual schedule of business for LGB Review pupil premium and sports premium Agree reporting/monitor progress of school priorities (SDP/SEF)	Implement Implement Implement, Develop Implement, monitor Implement Development, Implement, Action, Action, Implement Action, Implement
Reporting	Compliance of schools' websites Annual report on the work of the school LGB/IB	Monitor Develop, action, monitor
Strategic, vision and development	Knowledge of Trust policies Regarding delegated school policies e.g., admissions; SEND; safeguarding, child protection; curriculum; behaviour Dealing with admissions and appeals Dealing with complaints under the Trust Complaints Policy Management of risk Engagement of stakeholders Schools vision and strategy School Principal: appoint and dismiss* Budget School staffing structure	Monitor, Implement Monitor, action  Monitor, action Monitor, action Monitor, action Monitor, action Monitor Recommend Monitor Monitor, develop
Curriculum and Standards	Auditing and reporting arrangements (e.g., safeguarding etc) Curriculum intent British Values are embedded Safeguarding procedures are embedded Reporting progress on key priorities LGB overall performance monitoring	Monitor Monitor, action Monitor, action Monitor, action Monitor Implement

Local Governing Boards													
Area	Decision	Delegation											
		Members	Trust Board	Trust Chairman	Trust Finance and Resources Committee	Trust Education Standards & Performance Committee	RemCo	CEO/COO	CFO	School Improvement Lead	Chair of LGB/IB	Governing Body/IB	School Principal
Governance framework													
People (Appoint and Remove)	Members: Appoint/Remove	A	R/I										
	Trustees: Appoint/Remove	A	R/I										
	Role descriptions for members	A											
	Role descriptions for Trustees/chair/specific roles/committee members: agree		A/I				R						
	Trust Committee member: selected		A/I										
	Board committee chairs: appoint and remove		A/I		R	R							
	LGB and IB chairs: appoint and remove		A/I				R						
	LGB and IB members: appoint and remove		A					R			R/D	I	D
	Clerk/Company Secretary to board: appoint and remove		A					R	R/I				
	Clerk to LGB/committees: appoint and remove		A					R	R/I		D	D	
Members of school disciplinary panels for students: appoint										A	R	I	



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Systems and structures	Articles of association: review/agree	A	R/M/I					D					
	SoD, Governance structure (committees) for the Trust: establish/review annually		A/M/I					D/R/I/M				I	
	Trust's scheme of financial delegation: establish/review		A		M/R			D/R/M	D/R			I	
	Review and adopt terms of reference for board committees: agree annually		A/M/I					D/R/M					
	Review/adopt terms of reference for LGB/IB and other committees: agree annually		A					D/R/M					
	LGB/IB Skills audit: complete/ recruit to fill gaps/ address training requirements		M					M/R/				I/D	
	Annual self-review of Trust board and committees: bi-annually		I					M/R					
	Annual self-review of sub-committees: bi-annually											I/M	
	Chair's performance: carry out 360 review periodically		I					M/R/D				I	
	Trustee / committee member contribution: review bi-annually		I/A		M	M	M						
	Succession: plan of LGB Chair		A					D/R				D/I	D
Succession: plan of Trust Chair	M/A	I					D/R						

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	Annual schedule of business for Trust board: agree		A/I		M/I	M/I		D/R/M					
	Annual schedule of business for LGB/IB/sub-committees: agree							R		R	R	D/A/I/M	R
	Review pupil premium and sports premium strategies and impact							M		D		A/I	D/R
	Agree Trustee monitoring processes and designated Trustee roles		A/I					M/R					
	Agree reporting arrangements for, and monitor progress against, school priorities (including school Development Plans/ School Evaluation Forms)							M/R		D/R		A/I	D/R
Compliance and Reporting													
	Publication on Trust and schools' websites of all required details on governance arrangements: ensure		M					A/M		M		M	I/D
	Annual report on performance of the Trust: submit to members and		A					D/R/M	D/R	D			

Reporting	publish												
	Annual report and accounts including accounting policies, signed statement on regularity, propriety, and compliance, incorporating governance statement demonstrating value for money: submit	M	A		M			D/R/I	D/R				
	Annual report work of school LGB/IB: submit to Trust and publish		M					M			R	A/M/D	I
Being Strategic													
Being Strategic	Determine Trust wide policies which reflect the Trust's ethos and values (facilitating discussions with unions where appropriate) including: admissions; charging and remissions; complaints; expenses; health and safety, premises management; data protection and FOI; staffing policies including capability, discipline, conduct and grievance: approve		A/I		M/I	M/I		D/R		D		M/I	I
Vision and Development	Determine school level policies which reflect the school's ethos and values to include e.g. admissions; SEND; safeguarding and child protection; curriculum; behaviour: approve							M/R		M/R		A/M	D/I

## Local Governing Boards

### Delegation

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Being Strategic  Vision and Development	Management, delivery, compliance of admissions & appeals											M/A	I/D/R
	Compliance with/management of complaints falling within Complaints Policy							M/R/I				M/A	I/D
	Establish and monitor growth plan		A					D/M/R	D/M/I	D			
	Approves admission of new schools to the Trust	M	A					D/M/I/R	D/M/I	D/M/I			
	Central spend: agree		A		R/D/M	R/D/M		D/R/I	D/R/I	D/R			
	Management of risk: establish register, review, and monitor		A/M		R/M	R/M		D/M/I/R	D/M/I	D		A/M	D/I
	Engagement: stakeholders		A		M	M		D/M/R		D	M	M	M/I
	Trust's vision/strategy, agreeing key priorities and KPIs against which progress towards achieving vision can be measured: determine		A/M					D/I/R	D/I	D/I			
	School vision/strategy, agreeing key priorities and KPIs		A		M	M		D/R	D/I	D/I		M	D/I/R

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	towards achieving the vision can be measured: determine												
	Chief Executive Officer: appoint and dismiss		A/I										
	School Principal: appoint and dismiss*		A				R/M/I		R		R		
	Vice Principal/Head of School/Other senior leadership positions – Appoint/Select:  Applying an OR to any post (leadership or not) requires the approval of the CEO prior to advertising.						A/M				R		I/R/D
	Budget plan to support delivery of Trust key priorities: agree		A		R/M	R	D/M/R	D/M/I	D/R				D
	Budget plan to support line items designated by the CFO		A		R/M		D/M/R	D/M/I/R				M	D
	Budget plan to support delivery of school key priorities: agree						M/R	A	M/R			M	D/I

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	Trust's staffing structure: agree*		A		R/M	R/M	M	R/M/I D	I				
	School staffing structure: agree						M	R/M/I	R/A	R		M/D	D/I
Curriculum and Standards													
Curriculum and Standards	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree		A		M	M		D/M/R	D/M/I			M	I
	Establish, monitor, and review the curriculum intent of each school					M		M		M		A/M	I/R/D
	Ensure that British Values are embedded in the curriculum and in the practices of the schools.		M			M		R/M/D		R/M		A/M	I/R/D
	Ensure that safeguarding procedures are embedded in all areas of the schools.		M		M	M		R/M/D		R/M		A/M	I/R/D

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	Reporting arrangements for progress on key priorities: agree		A		M	M		M/D/R	M/D/R	D/R		M	I
	Trustee monitoring: agree arrangements		A					M/D/R/I					
	LGB/IB overall performance monitoring: agree arrangements		A					M/R/D			M/R	I	

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Ensuring financial probity													
Performance management	Appoint Chief Financial Officer for delivery of Trusts detailed accounting processes		A		R			D/R/I					
	Appoint external auditors	A	R		R			R	D/R/I				
	External auditors' report: receive and respond		A/M		M/I			R/D	I				
	CEO appraisal by Chair, pay award: agree		A	I			R/D/M		I				
	Performance management of the Chief Executive Officer: undertake		A/M	I	R	R	R						
	Performance management of school Principal: undertake		M					A/I				D	
	Performance management of Executive (not CEO): undertake							A/M/I					



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	Executive(s) appraisal by CEO, pay award: agree						A	R/I					
	COO appraisal by CEO, pay award: agree *						A	R/I	R	R			
	School Principal/Head of School appraisal by CEO pay award: agree						A	R/I/D	R		D	D	
	Vice Principal appraisal by Principal, pay award: agree							A	I				R/D
	Support Services Senior Team appraisal by COO/CFO, pay award: agree *							A/D	R/I				
	Staff appraisal procedure and pay progression: review and agree		A					A/D/R				M/R	I/D
	Benchmarking and Trust wide value for money: ensure robustness				A	M		R/D	R/I/M				
	Benchmarking and school value for money: ensure robustness				A	M		M	R/I/M			M	D/I
	Develop and review Trust wide procurement strategies and efficiency savings programme				A/M			D/R/I/M	D/R/I	R			I