



Emmanuel Schools Foundation

SCHEME OF DELEGATION

All our schools share ESF's 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 is designed to liberate our schools to lead on student learning and to inspire students so that they 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 spiritually, morally, socially and culturally.

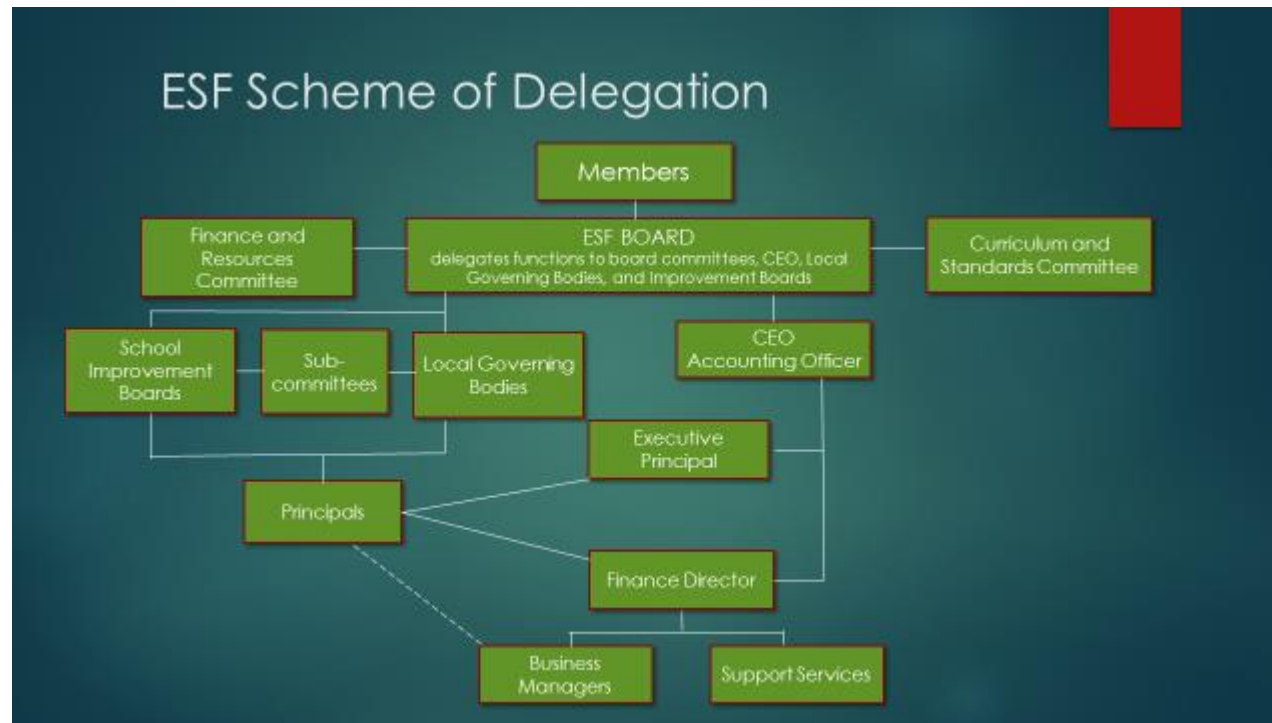
This Scheme of Delegation sets out the processes of decision-making and lines of accountability. It lays down and preserves the place of strong and clear leadership from the CEO who is accountable to Trustees for the performance and delivery of the whole organisation and personally responsible to Parliament for ensuring regularity, propriety, and value for money in the use of the Trust's funding and is accountable to the Trustees. ESF's CEO is responsible for ESF's Christian ethos and the achievement of educational excellence through the development of excellence of character. The CEO line-manages the CFO who on a day-by-day basis manages our Support Services team that enable our schools to deliver high quality education for those we serve. The CEO line-manages the Executive Principal (Education) who is responsible for the learning and academic progress of all students and who in turn line-manages each school Principal. This Scheme acknowledges the importance of the Principal of each school as the vision-holder and driving force responsible for achieving excellence for those in the school which s/he leads and manages. The importance of the Chair of each Local Governing Body (LGB) and of LGB members as 'critical friends' in carrying out their governance function is recognised.

The Trustees maintain a direct link to each LGB within the Trust. The LGBs are able to raise issues they feel need to be escalated to the Trustees through this direct consultation. The LGBs act as sub-committees of the MAT Board. Governors, although not themselves Trustees, act at the local level on behalf of Trustees with delegated responsibilities. LGBs are accountable to the Trustees. The Trustees have delegated areas of responsibility to the LGBs and (subject to law) have complete discretion regarding the scope and extent of delegated responsibilities. The Trustees remain legally responsible and accountable for educational excellence and the statutory functions, however, and work closely with the Executive Team and individual LGBs to assess the progress of each school to ensure they are satisfied that individual LGBs can successfully carry out the responsibilities delegated to them. Many of these functions are carried out at an operational level on behalf of the Trust Board by the Executive Team, which comprises a Chief Executive Officer (CEO), an Executive Principal responsible for educational outcomes and a Director of Support Services (who is also Finance Director). A SIB (School Improvement Board) will be constituted by the Trustees when a school or LGB is underperforming. In such circumstances the LGB may be suspended or reconstituted as is appropriate to the circumstances. The SIB will

determine the appropriate standards and targets to be met, review leadership and management, closely monitor and review the achievement of pupils, the quality of teaching and learning, and behaviour and safety of pupils.

Subject to the Articles of Association, the constitution, membership and proceedings of any committee is determined by the Trustees. The establishment, terms of reference, constitution and membership of any committee are reviewed at least once in every twelve months. Each LGB sub-committee is made up of LGB members who may be joined by non-voting associate members. The 'Curriculum and Standards Sub-committee' focuses on teaching, learning and assessment as well as the personal development, welfare and outcomes of all students. The 'Finance and Resources Sub-committee' considers each of its assigned areas in depth. The sub-committees will hold to account the Principal and the Senior Leadership Team and will also ensure that best practice is effectively embedded. Both sub-committees report back to the LGBs.

Emmanuel Schools Foundation (ESF) is a charitable trust regulated by the DfE. As a multi academy trust members, directors/trustees, and governors of the Trust have different but complementary roles, responsibilities, and duties within the Trust to safeguard the Trust's financial resources, ensure public money is well spent, and avoid real or perceived conflicts of interest. The Chief Executive Officer of the Trust is the Trust's accounting officer and is supported by the Director of Finance and Support Services. The Trust's Board of Directors, whilst remaining responsible for the proper use of the Trust's funding, is committed to ensuring schools in the Trust should be as autonomous as possible, and have as much freedom as possible, and have maximum delegation of responsibility and decision making in the use of their budget. The Trust operates in line with its articles of association and funding agreement with the DfE and complies with all financial guidance issued by the EFA. This Scheme identifies the key decisions that are required in connection with the governance and management of the Trust and the individual schools within it, and should be read in conjunction with the Terms of Reference for the Trust and its Committees, and LGB sub-committees, and the Articles of Association of the Trust, together with the funding agreement and financial handbook.



Governance structure and lines of accountability

The Trustees are responsible for the three core governance functions (vision, ethos and strategic direction; holding the Executive to account for the educational performance of the Trust schools and the performance management of its staff; financial performance). The Trustees appoint the Chief Executive (CEO), to whom they delegate responsibility for delivery of its vision and strategy, and will hold the CEO to account for the conduct and performance of the Trust, including the performance of the schools within the Trust, and for its financial management. The Executive Principal (Education) reports to the CEO. Each school's Principal reports to the Executive Principal(s) who sets their targets and performance manages them. Trustees approve these KPI targets. SIBS are appointed by the Trustees where the LGB or school is underperforming in the opinion of the Trustees. The Finance Director operates as the Trust's Chief Financial Officer and reports to the CEO. The Board has constituted committees for Finance and Resources and Education, Standards and Performance; these look in detail at resources and progress and attainment across the Trust. An additional audit committee will be constituted when turnover exceeds the thresholds as set out in the Academies Handbook. As Board committees, at least three trustees must sit on each. The Board delegates some of its school level monitoring and scrutinising functions to LGB sub-committees. It is usual for the CEO to seek input from the chair of the LGB sub-committee when undertaking the Executive Principal's performance management. Chairs of LGBs discharge the governance function in respect of their Principal and will liaise with the CEO, CFO, Executive

Principal(s) and Trustees to ensure that the Trust's performance management and accountability systems are working effectively. LGBs may raise with the CEO, or with the Chair of the Board any issues concerning the performance of Executive Principal(s).

Roles and responsibilities

The Role of the Members

The members of the Trust are guardians of the governance of the Trust and as such have a different status to trustees. The articles of association describe how members are recruited and replaced, and how many of the trustees the members can appoint to the Trust board. The members appoint trustees to ensure that the Trust's charitable object is carried out and so must be able to remove trustees if they fail to fulfil this responsibility. Accordingly, the Trust board submits an annual report on the performance of the Trust to the 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, in order to retain a degree of separation of powers between the members and the Trust board, and in line with DfE expectations, less than half of the members should be trustees. Members are not permitted to be employees of the Trust.

The Role of the Trustees

The MAT 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 MAT, for its reputation, educational performance and financial compliance. Trustees hold the CEO to account with regard to the CEO's leadership and management. The Trustees 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, for the performance of all schools within the Trust, and 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:

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 pupils, 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

The Role of Board committees

The Trustees may 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 (there must be at least three trustees) and responsibilities of board committees are set out in the committee's 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 2016 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 board committees are listed in Appendix 1 together with the terms of reference.

The Role of the Chief Executive Officer (CEO)

The CEO has the delegated responsibility for the operation of the Trust including the performance of the Trust's schools and so the CEO will performance manage the Executive Principal. The CEO will have oversight of the Executive Principal's performance management of each school's Principal and will join annual reviews. As there is the delegation of governance functions to governing bodies/improvement boards, wherever possible this is normally with the LGB chair alongside. Reporting to the CEO, the CFO will manage financial matters and ensure value for money and efficient operation of Support Services, implementing the strategic decision-making of Trustees. The CEO is the accounting officer so has overall responsibility 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 management team of the Trust. The CEO will delegate executive management functions to the executive management team and is accountable to the Trust board for the performance of the executive management team. In conjunction with the Executive Principal and principals, the CEO is responsible for Christian ethos.

The Role of the Chief Financial Officer (CFO)

The CFO 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. Reporting 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 Principal (Education)

The Executive Principal(s) is effectively the "director of education" of the MAT and is accountable for academic standards and progress, and student character development. The Executive Principal(s) and the schools' Principals lead on Christian ethos. The Executive Principal(s) performance manage(s) the Principals who are responsible for the curriculum, teaching and learning, and the day to day management of their schools. The Executive Principal(s) liaise with and seek feedback from LGB Chairs and CEO in performance managing the Principals who are responsible for the vision, leadership and management of their schools. The Executive Principal reports to the LGB on functions that have been delegated to it which may include an element of monitoring and scrutiny of a school's management processes.

The Role of the Local Governing Boards

The Trustees will usually establish governing bodies to carry out some of its school level governance functions in which case the LGB has considerable delegated decision-making power within the parameters set by Trustees. The Trustees will appoint the Chair of the LGB and in line with statutory requirements ensure that the requisite number of parents/carers of students at the school are appointed to the LGB. LGB members are responsible for discharging the local governance function and acting as 'critical friends'; they advise their Principal who makes decisions on operational matters in conjunction with the Executive Principal(s). Operating within agreed policies and metrics, defined by the Trustees, LGBs build an understanding of how the school is led and managed, agreeing school budgets and resource plans, local targets and KPIs and school strategy. They oversee the school's safeguarding policies and practises and ensure practices are effective and compliant. Monitoring is an important function of the LGB and members monitor the schools working within agreed policies, meeting its targets and managing its finances as well. 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, 6th Form, Careers, Health and Safety etc). LGB members will engage effectively with students, parents/carers, community and other stakeholders, being a point of consultation and representation and reporting to the Trustees.

The Role of the school Principal(s)

The school Principal is responsible for the day to day management and strategically lead their school. They are managed by the Executive Principal but report to the governing body on matters which have been delegated to it which may include an element of monitoring and scrutiny of the school's management and performance processes. The Principal is first and foremost an educator responsible for the learning and progress of all children and young people within his/her school. The Principal leads on Christian ethos and the character and academic development of students. The Principal is the school's leader and ESF's ambassador in the local community. S/he is responsible for ensuring positive relations with parents and gaining parental support for and engagement with the school. The Principal is accountable for educational results and the school's OFSTED rating and also for external liaison with local politicians, church leaders, businesses and charities and will meet external stakeholders.

Delegation grid 1 – Local Governing Boards

Key

Column 1: Members

Column 2: Board of Trustees of the Multi Academy Trust

Column 3: Trust board finance and resources committee

Column 4: Trust board performance, standards and education committee

Column 5: Chief Executive Officer

Column 6: Chief Financial Officer

Column 7: Executive Principal

Column 8: Local Governing Body

Column 9: Chair of LGB

Column 10: School Principal

Blue box Function **cannot** be legally carried out at this level.

✓ Action to be undertaken at this level

✓ Action to be undertaken at this level

✓ Action to be undertaken at this level

A Provide advice and support to those accountable for decision making

<> Direction of advice and support

Delegation grid 2 – LGB's with School Improvement Boards

Key

Column 1: Members

Column 2: Board of Trustees of the Multi Academy Trust

Column 3: Trust board finance and resources committee

Column 4: Trust board performance, standards and education committee

Column 5: Chief Executive Officer

Column 6: Chief Financial Officer

Column 7: Executive Principal

Column 8: LGB with Improvement Board

Column 9: Chair of LGB

Column 10: School Principal

Blue box Function **cannot** be legally carried out at this level.

✓ Action to be undertaken at this level

✓ Action to be undertaken at this level

✓ Action to be undertaken at this level

A Provide advice and support to those accountable for decision making

<> Direction of advice and support

The bodies identified in the Scheme are as follows:-

- Members
- Trust Board
- Trust Board Finance and Resources Committee
- Trust Board Education, Standards and Performance Committee
- Chief Executive Officer (CEO)
- Chief Financial Officer (CFO)
- Executive Principal
- Chair of LGB
- School LGB
- School Principal

Delegation grid 1 – Local Governing Bodies											
Area	Decision	Delegation									
		Members	Trust Board	TB Finance and Resources Committee	TB Education Standards and Performance Committee	CEO	CFO	Executive Principal	Chair of LGB	Governing Body (LGB)	School Principal
Governance framework											
People	Members: Appoint/Remove	✓									
	Trustees: Appoint/Remove	✓	✓								
	Role descriptions for members	✓									
	Role descriptions for Trustees/chair/specific roles/committee members: agree		✓			<A					
	Committee member: selected		✓						✓		
	Board committee chairs: appoint and remove		✓	✓	✓	<A					
	Governing body chairs: appoint and remove		✓			<A					
	Clerk to board: appoint and remove		✓				<A				
	Clerk to governing body/committees: appoint and remove		✓				<A			<A	
	Articles of association: review and agree	✓	<A			<A					
Governance structure (committees) for the Trust: establish and review annually		✓			<A						

Delegation grid 1 – Local Governing Bodies											
Area	Decision	Delegation									
		Members	Trust Board	TB Finance and Resources Committee	TB Education Standards and Performance Committee	CEO	CFO	Executive Principal	Chair of LGB	Governing Body (LGB)	School Principal
Systems and structures	Terms of reference for board committees and scheme of delegation for school sub-committees: agree annually		✓			<A					
	Skills audit: complete and recruit to fill gaps		✓			<A>		<A		✓	<A
	Annual self review of Trust board and committees: complete annually		✓								
	Annual self review of governing body/sub-committees: complete annually		✓			<A		<A		✓	
	Chair's performance: carry out 360 review periodically		✓							✓	<A
	Trustee / governing body/committee member contribution: review annually		✓							✓	
	Succession: plan		✓			<A>		A>		✓	<A
	Annual schedule of business for Trust board: agree		✓	✓	✓	<A					
	Annual schedule of business for governing body/sub-committees: agree								A>	✓	<A

Delegation grid 1 – Local Governing Bodies											
Area	Decision	Delegation									
		Members	Trust Board	TB Finance and Resources Committee	TB Education Standards and Performance Committee	CEO	CFO	Executive Principal	Chair of LGB	Governing Body (LGB)	School Principal
Reporting											
Reporting	Publication on Trust and schools' websites of all required details on governance arrangements: ensure		✓			<A		A>		✓	<A
	Annual report on performance of the Trust: submit to members and publish		✓			<A	<A				
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit		✓	<A		<A	<A				
	Annual report work of school governing body: submit to Trust and publish							A>		✓	<A
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		✓	✓	✓	<A	<A	<A			

Delegation grid 1 – Local Governing Bodies											
Area	Decision	Delegation									
		Members	Trust Board	TB Finance and Resources Committee	TB Education Standards and Performance Committee	CEO	CFO	Executive Principal	Chair of LGB	Governing Body (LGB)	School Principal
Being Strategic	and FOI; staffing policies including capability, discipline, conduct and grievance: approve										
	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		✓		✓	A>		A>	A>	✓	<A
	Management, delivery and compliance of admissions and appeals									✓	✓
	Compliance with and management of complaints falling under the Complaints Policy								A>	A>	✓
	Central spend: agree		✓	<A		<A	<A	<A		<A	<A
	Management of risk: establish register, review and monitor		✓	<A	<A	<A>	<A>			✓	<A
	Engagement with stakeholders	✓	✓	✓	✓	✓	✓		✓	✓	✓
	Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		✓				<A	<A	<A		

Delegation grid 1 – Local Governing Bodies											
Area	Decision	Delegation									
		Members	Trust Board	TB Finance and Resources Committee	TB Education Standards and Performance Committee	CEO	CFO	Executive Principal	Chair of LGB	Governing Body (LGB)	School Principal
Being Strategic	Schools vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		✓			A>	<A>	<A>	A>	A>	✓
	Chief Executive Officer: appoint and dismiss		✓								
	School Principal : appoint and dismiss		✓			<A		<A>		<A	
	Budget plan to support delivery of Trust key priorities: agree		✓	<A		<A	<A				
	Budget plan to support delivery of school key priorities: agree					✓	<A>	<A>	<A>	<A	<A
	Trust's staffing structure: agree		✓	<A	<A	<A	<A				
	School staffing structure: agree					✓	<A>	<A>	✓		✓
Holding to account											

Delegation grid 1 – Local Governing Bodies											
Area	Decision	Delegation									
		Members	Trust Board	TB Finance and Resources Committee	TB Education Standards and Performance Committee	CEO	CFO	Executive Principal	Chair of LGB	Governing Body (LGB)	School Principal
Holding to account	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree		✓	✓	✓	<A>	<A>			✓	<A>
	Ensure that British Values are embedded in the curriculum and in the practices of the schools.		✓		✓	<A>			<A>	<A>	✓
	Ensure that safeguarding procedures are embedded in all areas of the schools.		✓			<A>			<A>	<A>	✓
	Reporting arrangements for progress on key priorities: agree		✓	<A>	<A>	<A>	<A>	<A>		✓	<A>
	Performance management of the Chief Executive Officer: undertake		✓								
	Performance management of school Principal : undertake					A>		✓	<A>	<A>	
	Performance management of Executive Principals : undertake					✓			<A>		
	Trustee monitoring: agree arrangements		✓			<A>					

Delegation grid 1 – Local Governing Bodies											
Area	Decision	Delegation									
		Members	Trust Board	TB Finance and Resources Committee	TB Education Standards and Performance Committee	CEO	CFO	Executive Principal	Chair of LGB	Governing Body (LGB)	School Principal
	Local governing body sub-committee member monitoring: agree arrangements									✓	<A
	Local governing body overall performance monitoring: agree arrangements		✓			<A			<A		
Ensuring financial probity											
Ensuring financial probity	Appoint Chief Financial Officer for delivery of Trusts detailed accounting processes		✓	<A		<A					
	Trust's scheme of financial delegation: establish and review		✓	✓		<A	<A				
	Appoint external auditors	✓	<A	<A		<A	<A				
	School's scheme of financial delegation: establish and review		✓	✓		<A	<A				
	External auditors' report: receive and respond	✓	✓	<A		<A	<A>				<A

Delegation grid 1 – Local Governing Bodies											
Area	Decision	Delegation									
		Members	Trust Board	TB Finance and Resources Committee	TB Education Standards and Performance Committee	CEO	CFO	Executive Principal	Chair of LGB	Governing Body (LGB)	School Principal
	CEO pay award: agree		✓								
	Executive Principal(s) pay award: agree		✓								
	CFO pay award: agree		✓								
	School Principal pay award: agree					✓		<A	<A>	<A	
	Staff appraisal procedure and pay progression: review and agree		✓			✓	<A		<A		<A
	Benchmarking and Trust wide value for money: ensure robustness			✓		<A	<A				
	Benchmarking and school value for money: ensure robustness			✓			<A>				<A
	Develop Trust wide procurement strategies and efficiency savings programme					✓	<A				
	Review and approve Trust wide procurement strategies and efficiency savings programme			✓							

Delegation grid 2 – LGB’s with Improvement Boards											
Area	Decision	Delegation									
		Members	Trust Board	TB Finance and Resources Committee	TB Education Standards and Performance Committee	CEO	CFO	Executive Principal	Chair of LGB	Governing Body (LGB)	School Principal
Governance framework											
People	Members: Appoint/Remove	✓									
	Trustees: Appoint/Remove	✓	✓								
	Role descriptions for members	✓									
	Role descriptions for Trustees/chair/specific roles/improvement board/cluster members: agree		✓			<A					
	Improvement board/cluster member: elected		✓						✓		
	Improvement board chairs: appoint and remove		✓	✓	✓	<A					
	Improvement board/cluster chairs: appoint and remove		✓			<A					
	Clerk to board: appoint and remove		✓				<A				
	Clerk to improvement board: appoint and remove		✓				<A				<A
Articles of association: review and agree	✓	<A			<A						

Delegation grid 2 – LGB’s with Improvement Boards											
Area	Decision	Delegation									
		Members	Trust Board	TB Finance and Resources Committee	TB Education Standards and Performance Committee	CEO	CFO	Executive Principal	Chair of LGB	Governing Body (LGB)	School Principal
Systems and structures	Governance structure (committees) for the Trust: establish and review annually		✓			<A					
	Terms of reference for board committees and scheme of delegation for improvement boards: agree annually		✓			<A					
	Skills audit: complete and recruit to fill gaps		✓			<A>		A>	A>	✓	<A
	Annual self review of Trust board and committees: complete annually		✓								
	Annual self review of improvement boards: complete annually		✓							✓	
	Chair’s performance: carry out 360 review periodically		✓							✓	
	Trustee / improvement board member contribution: review annually		✓							✓	
	Succession: plan		✓			<A>		A>		✓	<A
	Annual schedule of business: agree		✓	✓	✓	<A			<A		
	Annual schedule of business for improvement board: agree		✓	✓	✓	A>				<A	<A

Delegation grid 2 – LGB’s with Improvement Boards											
Area	Decision	Delegation									
		Members	Trust Board	TB Finance and Resources Committee	TB Education Standards and Performance Committee	CEO	CFO	Executive Principal	Chair of LGB	Governing Body (LGB)	School Principal
Reporting											
Reporting	Publication on Trust and schools’ websites of all required details on governance arrangements: ensure		✓	✓	✓	<A		<A			
	Annual report on performance of the Trust: submit to members and publish		✓			<A	<A				
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit		✓	<A		<A	<A				
	Annual report on work of improvement board: submit to Trust and publish						A>			✓	<A
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;		✓	✓	✓	<A	<A	<A			

Delegation grid 2 – LGB’s with Improvement Boards											
Area	Decision	Delegation									
		Members	Trust Board	TB Finance and Resources Committee	TB Education Standards and Performance Committee	CEO	CFO	Executive Principal	Chair of LGB	Governing Body (LGB)	School Principal
Being Strategic	complaints; expenses; health and safety, premises management; data protection and FOI; staffing policies including capability, discipline, conduct and grievance: approve										
	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				✓	A>			A>	A>	<A
	Management, delivery and compliance of admissions and appeals									✓	✓
	Compliance with and management of complaints falling under the Complaints Policy					A>		A>	✓	A>	✓
	Central spend / top slice: agree		✓	<A		<A	<A				<A
	Management of risk: establish register, review and monitor		✓	<A	<A	<A>	<A>			<A	<A
	Engagement with stakeholders	✓	✓	✓	✓	✓	✓			✓	✓
	Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which		✓			<A	<A	<A			

Delegation grid 2 – LGB’s with Improvement Boards											
Area	Decision	Delegation									
		Members	Trust Board	TB Finance and Resources Committee	TB Education Standards and Performance Committee	CEO	CFO	Executive Principal	Chair of LGB	Governing Body (LGB)	School Principal
Being Strategic	progress towards achieving the vision can be measured: determine										
	Schools vision and strategy, agreeing key priorities and performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		✓	✓	✓	<A	<A	<A	<A	<A	<A
	Chief Executive Officer: appoint and dismiss		✓								
	School Principal : appoint and dismiss		✓			<A		<A			
	Budget plan to support delivery of Trust key priorities: agree		✓	<A		<A	<A				
	Budget plan to support delivery of school key priorities: agree					✓	<A>	<A>	<A>	<A	<A
	Trust's staffing structure: agree		✓	<A		<A	<A				
	School staffing structure: agree					✓	<A	<A	<A		<A

Delegation grid 2 – LGB’s with Improvement Boards												
Area	Decision	Delegation										
		Members	Trust Board	TB Finance and Resources Committee	TB Education Standards and Performance Committee	CEO	CFO	Executive Principal	Chair of LGB	Governing Body (LGB)	School Principal	
Holding to account												
Holding to account	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree		✓	✓	✓	<A	<A					
	Ensure that British Values are embedded in the curriculum and in the practices of the schools.		✓		<A	<A>			<A	<A>	✓	
	Ensure that safeguarding procedures are embedded in all areas of the schools.		✓				<A>			<A	<A>	✓
	Reporting arrangements for progress on key priorities: agree		✓	<A	<A	✓	<A	<A				
	Performance management of the Chief Executive Officer: undertake		✓									
	Performance management of school Principal : undertake						A>		✓	<A>	<A	

Delegation grid 2 – LGB’s with Improvement Boards											
Area	Decision	Delegation									
		Members	Trust Board	TB Finance and Resources Committee	TB Education Standards and Performance Committee	CEO	CFO	Executive Principal	Chair of LGB	Governing Body (LGB)	School Principal
	Performance management of Executive Principals : undertake					✓			<A		
	Trustee monitoring: agree arrangements		✓			<A					
	Improvement board member monitoring: agree arrangements									✓	
	Improvement board overall performance monitoring: agree arrangements		✓			<A					
Ensuring financial probity											
Ensuring financial probity	Appoint Chief Financial Officer for delivery of Trusts detailed accounting processes:		✓	<A		<A	<A				
	Trust's scheme of financial delegation: establish and review		✓	✓		<A	<A				
	School's scheme of financial delegation: establish and review			✓		<A	<A				

Delegation grid 2 – LGB’s with Improvement Boards

Area	Decision	Delegation									
		Members	Trust Board	TB Finance and Resources Committee	TB Education Standards and Performance Committee	CEO	CFO	Executive Principal	Chair of LGB	Governing Body (LGB)	School Principal
	Appoint external auditors	✓	<A	<A		<A	<A				
	External auditors' report: receive and respond	✓	✓	<A		<A	<A>				<A
	CEO pay award: agree		✓								
	Executive Principal(s) pay award: agree		✓								
	CFO pay award: agree		✓								
	School Principal pay award: agree					✓		<A	<A>	<A	
	Staff appraisal procedure and pay progression: review and agree		✓				A>		<A		<A
	Benchmarking and Trust wide value for money: ensure robustness			✓		<A	<A				
	Benchmarking and school value for money: ensure robustness			✓			✓				<A
	Develop Trust wide procurement strategies and efficiency savings programme					✓	✓				

Delegation grid 2 – LGB’s with Improvement Boards											
Area	Decision	Delegation									
		Members	Trust Board	TB Finance and Resources Committee	TB Education Standards and Performance Committee	CEO	CFO	Executive Principal	Chair of LGB	Governing Body (LGB)	School Principal
	Review and approve Trust wide procurement strategies and efficiency savings programme			✓			✓				

APPENDIX 1

Board Committees are:-

Finance and Resources Committee

Education, Standards and Performance Committee

Terms of Reference can be located on the Emmanuel Schools Foundation's website