Emmanuel Schools Foundation

SCHEME OF DELEGATION

All our schools share Emmanuel Schools Foundation's (ESF) Core virtues and foster the values expressed in our Ethos Statement that we believe 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), Director of Education 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 Central 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 (LGL) 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 local governance layer (LGL) by designating a "Link Trustee" to each school. The Chair of a LGL reports to the Link Trustee following each LGL Meeting and will seek clarification or raise issues for Trustees appropriately through this direct conversation. LGLLGLs 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 LGLs to monitor, assess and challenge the performance of each school. Trustees will also monitor the work of the LGL to ensure that it is functioning as required and is fulfilling delegated responsibility.

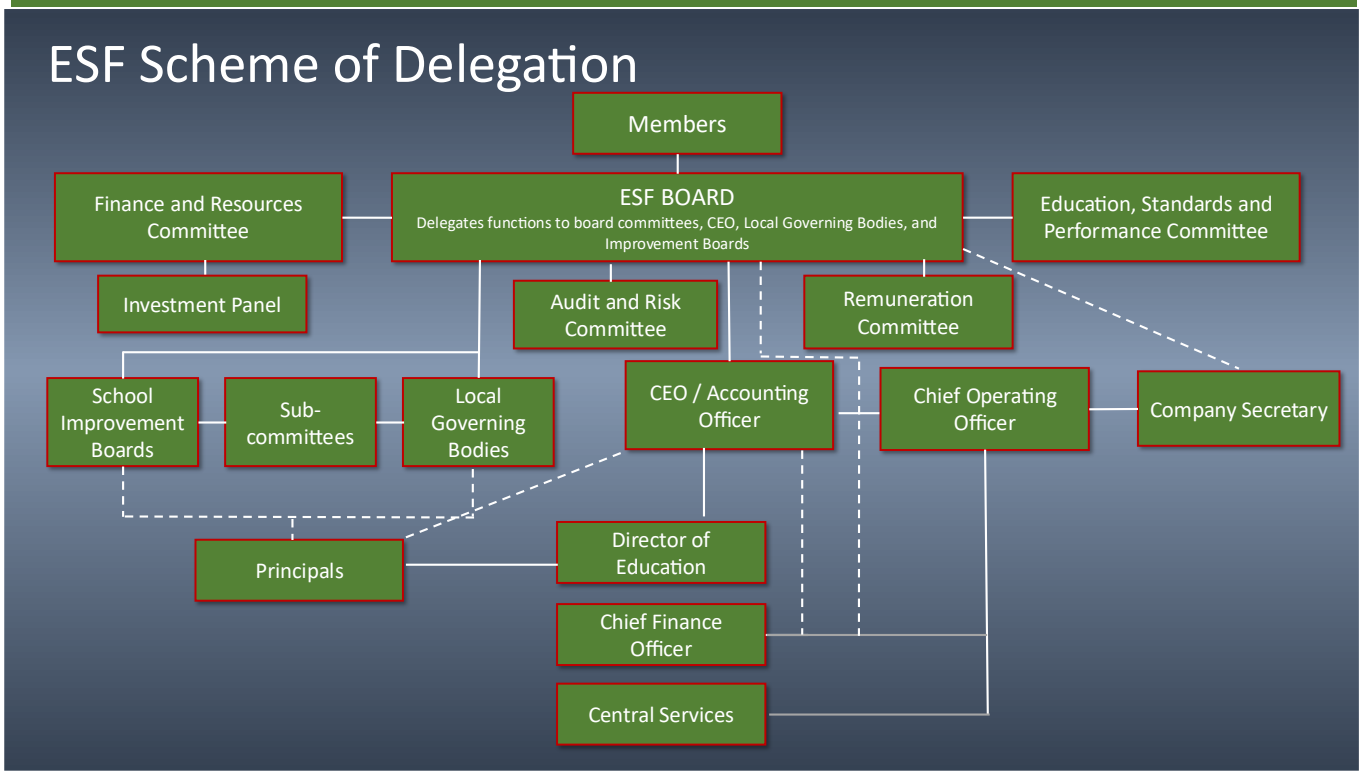
Where a LGL does not meet the expectations of Trustees in holding a school to account, an Improvement Board (IB) may be constituted by Trustees. During the time over which an IB operates the LGL will be dismissed and subsequently reconstituted when the Trust's concerns regarding the performance of the 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.

- Amended October 2025 Executive = Trust Strategic Leadership Group, comprising of CEO, COO, HR, Director of Education, CFO

Subject to the Articles of Association, the constitution, membership, and proceedings of any committee will be determined by Trustees taking into account equality, diversity and inclusion including the building of a diverse board. 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, Audit and Risk, and Education, Standards and Performance. As Board committees, apart from the local governance 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 LGL and requires the Chair of the LGL to report to a designated Link Trustee. The LGLL 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 LGL when undertaking a Principal's performance management. The Chair of a LGL 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.

Roles and responsibilities

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 LGLs 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 ensuring transparency of information at all times. 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, such decisions will be deemed to be 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 and, for Trusts the size of ESF, a separate audit and risk committee.

The Role of the Link Trustee
Link Trustees will work with the LGL of their nominated school to achieve effective communication between Board and LGL. They will normally hear from the Chair of the LGL subsequent to any meeting and receive either a template-based report or a verbal summary of the LGLs 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 LGL may wish to highlight regarding Trust Officer support and may raise issues that the Board seeks to clarify directly with the Chair of the LGL.

The Role of the Nominated Safeguarding/SEND Trustee
The Trust Board has an appointed Trustee who works with from time to time with external safeguarding consultants contracted by the Trust with subject expertise to achieve a strategic oversight of safeguarding across Trust schools. The nominated Trustee will also conduct termly safeguarding meetings with school designated safeguarding leads and each school's designated safeguarding and SEND governor are invited. The LGL governance professional will raise issues that arise either in local governing meetings, link governor reports or as reported elsewhere by the school, to the Company Secretary who will inform the Nominated Safeguarding/SEND Trustee following governing body meetings.

The Role of the Chief Executive Officer (CEO)
The CEO will advise the Board, if any action it is considering is incompatible with the articles, funding agreement or ATH, or fails to act where required by them. The CEO has the delegated responsibility for the operation of the Trust including but not limited to the performance of Trust schools.; The CEO will performance manage the Director of Education and the COO. In ESF the CEO is the Accounting Officer for the Trust and retains overall responsibility, for the operation delivery of the Trust's financial accountabilities and must ensure that the organisation has the capability and capacity to 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 (COO)

Chief Operating Officers (COOs) in multi-academy trusts (MATs) play a crucial role in the efficient and effective running of the trust. They are responsible for operational priorities including infrastructure, estate management, financial sustainability, workforce issues, health and safety, and procurement.

The COO of ESF has delegated responsibility for leading the central 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. Should the COO be absent at the same time as the CEO, then the Deputy COO will deputise.

The COO takes the lead on operational areas, ensuring that the trust delivers upon its strategic aims in line with its vision and values.

The Role of the Chief Financial Officer (CFO)
The statutory role of the CFO in Multi-Academy Trust (MAT) involves a range of responsibilities that are crucial for

the financial health and governance of the trust. These include:
Financial Strategy and Long-Term Planning: The CFO collaborates with the CEO to shape the trust's financial strategy and long-term plans, which includes financial modelling, setting budgets, and conducting due diligence on potential new schools.

Financial Oversight: The CFO ensures the trust's finances are sound by overseeing budget preparation, monitoring across all schools, managing procurement, internal and external audits, VAT and tax compliance, and safeguarding the trust's assets.

Compliance: The CFO ensures the trust complies with the Academies Financial Handbook, company law, and charity regulations.

Statutory Reporting: The CFO manages central finance teams and supports school-based finance staff, ensuring consistency, training, and resilience across the MAT. They also manage systems, payroll processes, insurance, contracts, and use data to drive value-for-money decisions.

These responsibilities are essential for the trust to operate effectively, manage risks, and maintain a strong financial position. The CFO's role is integral to the trust's ability to turn aspirations into achievable plans and to ensure that the trust remains legally and ethically on track.

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. 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, but not limited to:

- compliance with the Academies Financial Handbook,
- setting delegated authority limited for financial transactions,
- establishing a controls framework including internal audit,
- managing conflicts of interest and related party transactions,
- managing novel, contentious and repercussive transactions,
- ensuring compliance with ESFA requirements,
- ensuring adequate insurance cover is in place,
- delivery of monthly management accounts and forecast
- managing the cash position, and
- line managing business managers

The Role of the Executive (Trust Strategic Leadership Group TSLG)
Members of the TSLG have delegated responsibility for specific areas of strategic responsibility notably, education, support services. In fulfilling this responsibility, collaboratively with the rest of TSLG they will develop provision and improve outcomes for young people including, but not limited to, improved academic performance and character development. The TSLG supports and advises the CEO to develop strategies that foster and strengthen relationships between ESF schools and the collective capability of the ESF Staff Team. The TSLG, 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 LGL delegated responsibility within parameters set by the Board. Trustees will appoint a Chair and Vice-Chair for the LGL and work with the Company Secretary to recruit further membership to the LGL consistent with any statutory requirements and guidance relating to good governance from the DFE. LGLs are responsible for providing constructive challenge to a school SLT; Principals have full responsibility for local operational matters and should report regularly and appropriately to the LGL such that it might fulfil its obligation. Operating within agreed policies and metrics, defined by the Trustees, LGLs build an understanding of how a school is led and managed, monitoring school spending against the budget 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 LGL 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 LGLs 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). LGL 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 LGL Chair to report to the Trust through the LGLs nominated Link Trustee.

Improvement Boards

Where schools or LGLs 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 LGL 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 LGL/IB

The Chair is responsible for oversight of the work of the LGL/IB. They should be in attendance at all meetings of the LGL/IB (with a minimum expectation of 66% (4/6) attendance in a year and that no more than two consecutive meetings should be missed), however in their absence the Vice-Chair would take their place.

Chairs provide support to individual LGL/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 professional 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 LGL/IB meeting to the nominated Link Trustee.

The Chair is appointed (and may be removed) by the Trust. The Chair of the LGL/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 Link Trustee and Trust officers will use information collected from LGL/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 central services.

Given the close working between the Chair and the Link 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 LGL 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 LGL on the strengths and areas for development they observe. The Board asks LGLs to arrange a link governor in the following areas Safeguarding, SEND, Careers Education, Health and Safety. To facilitate a deep understanding of the school a LGL working with the Governance Team may choose to add additional specialisms.

The role of the Governance Professional supporting the LGL

The Trust provides to the LGL a Governance Professional, lined managed by the Company Secretary, who will advise them on the nature of their functions and duties and ensure the governing body operates efficiently and effectively. The Governance Professional will provide advice and guidance to the LGL on governance, constitutional and procedural matters including, but not limited to: -

- organising meetings of the LGL according to a calendar agreed with the Chair of the LGL
- drafting, with the LGL Chair, an agenda prior (to be distributed 7 days in advance to the full LGL) 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 Chair/Governors,
- 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 to recruit membership to the LGL appropriately

The Role of school Principal(s)

The school Principal is responsible to the Trust for the management and strategic leadership of all aspects relating to the educational experience and academic development of students and the learning, progress, and attainment of all learners within their school. Principals are line managed by the Director of Education but report appropriately and regularly to a LGL because this body is empowered, on behalf of Trustees, to hold the school and the Principal to account as they monitor the activities of the school against the expectations of the Trust.

The Principal is responsible for the expression, and development, of the Trust's Christian ethos and the character development of students within their school.

The Principal is responsible for the performance management of designated staff and for recruitment to approved vacancies at the school and is expected to use the systems and processes of the Trust to achieve this. Responsible for operational financial management of the school's delegated budget they report to the CFO and work with the trust Finance Team to set and monitor budgets in accordance with the requirements of the Trusts Financial Handbook. They also work in collaboration with other Trust officers who deploy specialist resource at their locality to support the delivery of core educational goals; applying and complying with, agreed Trust policy.

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, workload and working conditions, 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**

LGL Summary of Key Responsibilities

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

Area	Decision	Delegation											
		Members	Board	Audit and Risk Committee	Finance and Resources Committee	Education Standards and Performance Committee	RemCo	CEO/ COO	CFO	Director of Education	Chair of LGL/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										
	Appoint safeguarding, SEND and careers link trustee(s)		A/I										
	Board committee chairs: appoint and remove		A/I		R	R							
	LGL and IB chairs/vice chairs: appoint and remove		A/I					R				R	
	LGL and IB members inc: parent governors: appoint and remove		A					R			R/D	I	
	Company Secretary to board: appoint and remove		A					R/I	D				
	Governance Professional to LGL/ committees: appoint and remove		A					R/I			D		
	Delivery of DBS and S128 checks for all appointments, volunteers, and contractors, induction and training			A/I/M				R/I				M	I

	Members of school disciplinary panels for students: appoint							R/I			D	D	I

Area	Decision	Delegation											
		Members	Board	Audit and Risk Committee	Finance and Resources Committee	Education Standards and Performance Committee	RemCo	CEO/ COO	CFO	Director of Education	Chair of LGL/ IB	Governing Body (LGL)/IB	School Principal
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 LGL/IB and other committees: agree annually		A					D/R/M					
	LGL/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							D/R				I/M	
	Chair's performance: carry out 360 reviews periodically		I					M/R/D				I	
	Trustee / committee member contribution: review bi-annually		I/A	M	M	M	M						
	Succession: plan of LGL Chair/Vice Chair		A/I					D/R				D	
	Succession: plan of Trust Chair	M/A	I					D/R					

Area	Decision	Delegation											
		Members	Board	Audit and Risk Committee	Finance and Resources Committee	Education Standards and Performance Committee	RemCo	CEO/COO	CFO	Director of Education	Chair of LGL/IB	Governing Body (LGL) /IB	School Principal
	Annual schedule of business for Trust board: agree		A/I	M/I	M/I	M/I		D/R/M					
	Annual schedule of business for LGL/IB/sub- committees: agree							R		R	R	D/I	R
	Review pupil premium and sports premium strategies and impact							M		D		M/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		M	R
	Compliance and Reporting												
Reporting	Publication on Trust and schools' websites of all required details on governance arrangements: ensure compliance with DfE and legal requirements		M					A/M/R		M		M	I/D
	Annual report on performance of the Trust: submit to members and publish		A					D/R/M	D/R	D			

	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	M			D/R/I	D/R				
	Annual review/update of Scheme of delegation	M	A					D/I	I				
	Annual report work of school LGL/IB: submit to Trust and publish		M					M			R	I/M/D	I
	Being Strategic												
Being Strategic Vision and Development	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; whistleblowing; safeguarding and child protection; RSE, sex and health, collective worship, equalities legislation, staffing policies including appointment, capability, discipline, dismissal, conduct and grievance, safer recruitment		A/I	M/I	M/I	M/I		D/R		D		M/I	I
	Determine school level policies and procedures which reflect and are aligned with the Trust's policies to include e.g. admissions; SEND; safeguarding and child protection, appointment of DSLs; curriculum; RSE, sex and health, collective worship, behaviour:							M/R		M/R		M/I	I

Area	Decision	Delegation											
		Members	Board	Audit and Risk Committee	Finance and Resources Committee	Education Standards and Performance Committee	RemCo	CEO/ COO	CFO	Director of Education	Chair of LGL/IB	Governing Body (LGL)/IB	School Principal
Being Strategic Vision and Development	Management, delivery, compliance of admissions & appeals										D	M/I	I/D/R
	Compliance with/management of complaints falling within Complaints Policy			M				M/R/I				M/I	I/D
	Trust establish and monitor any growth plan		A					D/R	D/I				
	Approves admission of any new schools to the Trust	M	A					D	D				
	Central Budget		A		R/D/M	R/D/M		D/R/I	D/I				
	School capital spends over £5k				A							M/R	D/I
	Application for grant funding							A	D/M/R				D/I
	Management of risk: establish register, review, and monitor		A/M	R/M		R/M		D/M/I /R	D/M/ I	D		M/I	D/I
	Engagement: stakeholders		A	M	M	M		D/M/R			M	M/I	D/M/I
	Facility hires – agreement and management								D/M			M	D/I/R
	Trust's vision, culture and values/strategy, agreeing key priorities and KPIs against which progress towards achieving vision can be measured: determine		A/M					D/I/R	D/I				
	School priorities and KPIs against which progress can				M	M		A	D/R	D		M	D/I/R

	be measured.												
	Setting the length of the school day and school year		A/M					I/R		D			D/I/M
	Setting approach to directing students off site, exclusions							A/I/R/ D				M	
	Setting of uniform policy											M	D/I/R/A

Area	Decision	Delegation											
		Members	Trust Board	Audit and Risk Committee	Finance and Resources Committee	Education Standards and Performance Committee	RemCo	CEO/ COO	CFO	Director of Education	Chair of LGL /IB	Governing Body (LGL) /IB	School Principal
	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

Area	Decision	Delegation											
		Members	Board	Audit and Risk Committee	Finance and Resources Committee	Education Standards and Performance Committee	RemCo	CEO/ COO	CFO	Director of Education	Chair of LGL /IB	Governing Body (LGL) /IB	School Principal
	Define Trust organisational structure and design taking into account stated strategic goals, required data analysis, financial and other key skill sets, budgetary and statutory constraints; and the degree to which operational functions are best centralised or disaggregated; and ensuring transparency of information		A		R/M	R/M	M	R/M/I D	I				
	Define school teaching compliment by reference to CLFP and agreed budget						M	R/M/I	R/A			M/D	D/I
	Curriculum and Standards												
	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree		A	M	M	M		D/M/ R	D/M/I			M	I
Curriculum and Standards	Establish, monitor, and review the curriculum intent of each school in line with trust approach					M		M		M		M/I	I/R/D

	Establishing and delivering Early Years Foundation Stage (EYFS) in line with statutory requirements for the primary cohorts					M		M		M		M/I	I/R/D
	Delivery of careers guidance, with regards to statutory requirements					M		M		M		M/I	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		M/I	I/R/D
	Ensure that safeguarding procedures and the delivery of support for looked after children are embedded in all areas of the schools.		M		M	M		R/M/D		R/M		M/I	I/R/D
	Reporting arrangements for progress on key priorities: agree		A	M	M	M		M/D/R	M/D/R	D/R		M	I
	Trustee monitoring: agree arrangements		A					M/D/R/I					
	LGL/IB overall performance monitoring: agree arrangements		A					M/R/D			M/R	I	

Area	Decision	Delegation											
		Members	Board	Audit and Risk Committee	Finance and Resources Committee	Education Standards and Performance Committee	RemCo	CEO/ COO	CFO	Director of Education	Chair of LGL /IB	Governing Body (LGL) /IB	School Principal
	Ensuring financial probity												
Performance management	Appoint Chief Financial Officer for delivery of Trusts detailed accounting processes		A	R	R			D/R/I					
	Appoint external auditors	A	R	R	R			R	D/R/I				
	External auditors' report: receive and respond		A/M	M/I	M/I			R/D	I				
	CEO appraisal by Chair, pay award: agree		A				R/D/M		I				
	Performance management of the Chief Executive Officer: undertake / Chair implements		A/M		R	R	R						
	Performance management of school Principal: undertake		M					A		I		D	
	Performance management of Executive (not CEO): undertake							A/M/I					
	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
	Central Services Senior Team appraisal by COO/CFO, pay award: agree							A/D	R/I				
	Staff appraisal procedure review and agree		A					A/D/R				M/R	I/D
	Benchmarking and Trust wide value for money: ensure robustness			A	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