



ST. BART'S
MULTI-ACADEMY TRUST

SCHEME OF DELEGATION 2026 / 2027

June 2026

Details

Title: Scheme of Delegation

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Owner: Sarah Cope

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Date	Section Amended	Signature
10 June 2024	New document in line with updated Academy Trust Governance Guide	Mrs S Cope
15 July 2024	Amended to reflect change in Trust Board Committee organisation	Mrs S Cope
01 June 2025	Updated Sections 2, 7 and 12. Matrix updated in sections Culture and Engagement, Non-Executive Leadership, Executive Leadership, Accountability and Compliance	Mrs S Cope
16 July 2025	Updated Matrix – Culture and Engagement	Mrs S Cope
September 2025	Updated Section 4 Chairs Action / Section 6 Local Governing Committees / Section 7 Senior Executive Leadership / Section 10 Delegations / Section 12 Matrix including – Culture & Engagement / Governance of the Trust / Executive Leadership / Non-Executive Leadership, Accountability and Compliance sections	Mrs S Cope
01 June 2026	Updated Section 7 – Senior Executive Leaders – added Director of Education / Section 12 Matrix including- Non Executive Leadership - added KPIs to LGC contribution, Compliance – Stage 3 Complaints panel and Review decision to suspend / exclude pupil added R to Principal if acting in local governor capacity, amended wording to include both Academy staffing structure and (re)structure and added R to LGC in line with Trust policy, Set Term dates added R to Principal / Added IMF Inclusion Strategy.	Mrs S Cope

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Flourishing Together Releasing Potential Inspiring Futures

St. Bart's Mission

We ensure that every academy is a flourishing community, dedicated to releasing potential and inspiring ambitious futures through exceptional education.

St. Bart's Vision and Values

Releasing potential together through **PEACE**:



PASSION

We pursue excellence with energy and purpose, releasing the potential within every child and adult.



ENCOURAGEMENT

We nurture confidence and resilience, supporting each individual so that they can thrive.



AMBITION

We set high expectations, striving for fairness and opportunity so that potential is not limited by circumstance.



COLLABORATION

We work together in partnership, recognising that flourishing comes when we share strengths and support one another.



ENJOYMENT

We celebrate learning and community life, creating joy-filled environments where potential can flourish.



Our Trust Christian ethos is captured by the **PEACE** values and all schools work in close partnership (*whether C of E or community*) to ensure that all children, adults and the communities they serve flourish just as Jesus encouraged us to do in John 10:10 – ***“I have come that they may have life, and have it to the full.”***

St. Bart's vision includes a strong commitment to preparing our children for a world impacted by climate change, through learning and practical experience. We encourage pupils and staff to consider the impact of their actions locally and globally, while embedding climate change education across our curriculum, and sustainability into our ethos and Trust-wide practice.



Scheme of Delegation

1. Introduction

St Bart's Multi-Academy Trust is a single legal entity. It is a charitable company limited by guarantee, governed by a Board of Trustees who are responsible for, and oversee the strategic control, management and administration of the Trust and all its academies. The Trustees are accountable to external government agencies including the Department for Education (DfE) and Charity Commission for the quality of the education they provide and they are required to have systems in place through which they can assure themselves of quality, safety and good practice.

However, this does not mean that the Board is required to carry out all the Trust's governance functions and many can and should be delegated, including to the Chief Executive Officer and other Executive Leaders, Principals /Heads of School, Board Committees and Local Governing Committees. The decision to delegate a function is made by the Board of Trustees at their sole discretion and is recorded. Without such delegation, the Committee or individual has no power to act.

The Scheme of Delegation (SOD) is the key document defining the lines of responsibility and accountability in our Multi-Academy Trust. It is a simple yet systematic way of ensuring that the Members, Trustees, Board Committees, Trust and Academy Leaders are all clear about their roles and responsibilities to ensure the success of the Trust and its academies. It considers the Articles of Association, Master Funding Agreement, Supplemental Funding Agreements, Corporate and Charity law, the Academy Trust Handbook, CIPFA guidance and other DfE guidance.

This SoD applies to all the academies within the Trust. From time to time the Trustees may need to intervene to determine bespoke governance arrangements and individualised support for an academy to ensure the objectives and outcomes set for that academy are achieved.

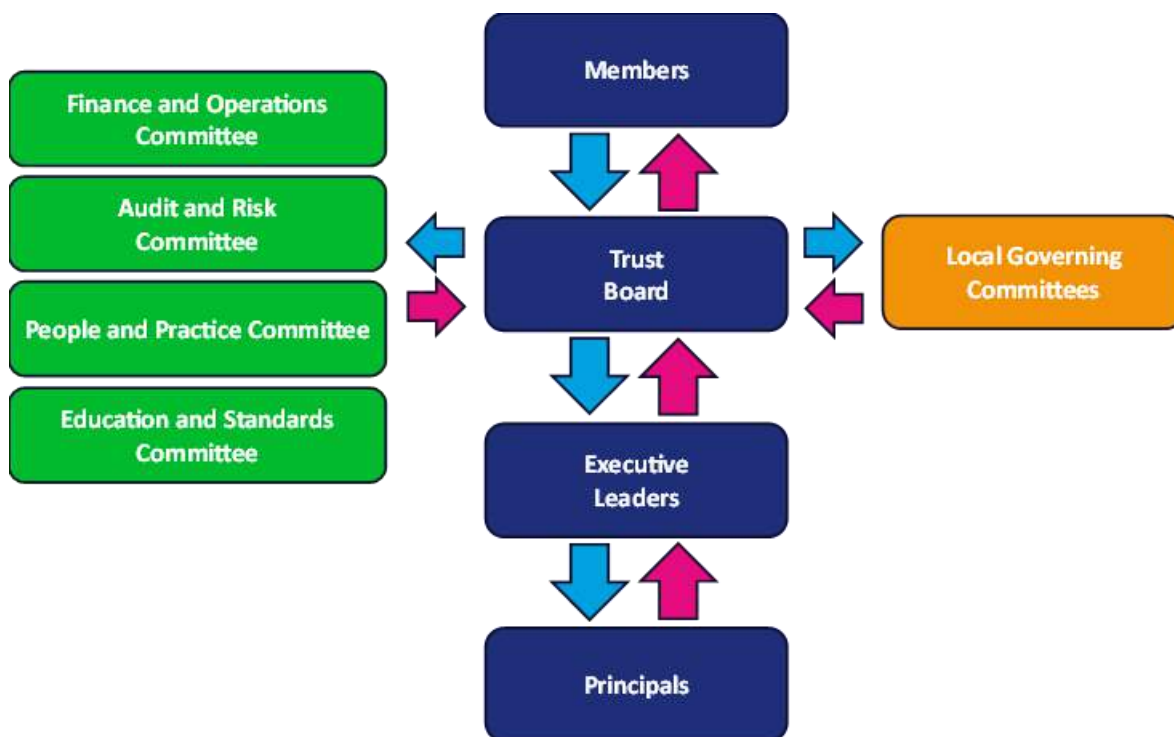
2. Summary of Governance Structure

Within our Trust, the purpose of governance is to provide:

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

2.1. Trust Governance Structure

St Bart's Multi-Academy Trust governance structure can be illustrated by the following diagram:



3. Members

Trusts are founded by members who have a general duty to exercise their powers to further the Trust's charitable object which is "to advance for the public benefit, education in the United Kingdom." Members' powers are set out in the Trust's Articles of Association and in company law. They determine the Trust's constitution and governance structure, appointing, and removing Trustees and hold the Trust Board to account in relation to the governance and operation of the Trust. The Members operate independently of the Trustees and have a financial liability to the Trust in the event that it is wound up. The members must also ensure that the religious character of the church academies within the Trust is preserved and developed.

4. Trust Board

The Trust 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. Trustees are bound by both charity and company law. The Trust Board is legally responsible and accountable to the Department for Education (DfE).

The Trust Board is determined to support a high performing and successful Multi Academy Trust that delivers the best educational experiences for all pupils. The Board is committed to all our academies through:

- Retaining and celebrating their distinctive identity, and the enduring Christian distinctiveness of our church schools, whilst benefiting from being part of the Trust;
- Harnessing our collective expertise to drive school improvement and realise the best for all children and adults working and learning in our schools;
- Continuously improving through mutual support and collaboration so that every child meets their full potential;
- Celebrating and communicating successes to encourage aspiration and innovation;

- Being financially sustainable and legally compliant.

The Trust Board has overall responsibility and ultimate decision-making authority for all the work of the Academy Trust, including the establishment and maintenance of the academies. It has a focus on ensuring the Trust delivers an excellent education to pupils while maintaining effective financial management and must ensure compliance with:

- the Trust's charitable objects
- regulatory, contractual and statutory requirements
- funding agreement(s)

The Trust Board also has:

- strategic and statutory responsibility for safeguarding and special educational needs and disabilities (SEND) arrangements within (and across) the Academy Trust ensuring the promotion of pupil welfare and for keeping their estates safe and well-maintained
- a role in making sure that it delivers its commitment to other schools and academies, however it is done.

The Trust Board can delegate most operational matters. It can also delegate aspects of decision-making to a committee, but it cannot delegate responsibility and must retain overall control.

4.1. Trust Board Chair's actions between meetings

The Chair of the Trust Board may only take Chair's action in exceptional circumstances where delay would be seriously detrimental to the Trust, its pupils, or staff. Any Chair's action must be reported in writing to the full Board at the earliest opportunity and formally ratified at the next meeting. This provision is to be reviewed on a regular basis and may be revoked at any time.

5. Trust Board Committees

The Trust Board is supported by four committees. These are the **Audit and Risk Committee**, the **Finance and Operations Committee**, the **People and Practice Committee** and the **Education and Standards Committee**.

The committees' specific function is to support the Trust Board, CEO and relevant members of the Executive Leadership Team in their responsibilities for the educational performance of the Trust and its pupils in the context of the Trust's strategy.

The constitution, membership and scope of each of these committees are established within the terms of reference which are reviewed at least annually. The Trust Board reserves the right to amend the terms of reference for all committees and the powers delegated to each committee at any time to best serve the charitable and / or strategic objectives of the Trust.

The **Audit and Risk Committee** advise on the adequacy and effectiveness of the Trust's systems of internal control, audit arrangements, risk management and governance processes, securing economy, efficiency, and effectiveness (value for money).

The **Finance and Operations Committee** is responsible for financial oversight and scrutiny, ensuring Trust compliance with its policies and procedures, and with a focus on financial planning and risks, reporting, and monitoring. It supports the Board in maintaining the Trust as a going concern. In addition, the committee oversees the development of the Trust's estates strategy, Health and Safety, IT strategy and digital infrastructure so that they reflect the Trust's current and future educational requirements.

The **People and Practice Committee** ensures that the remuneration policy and practices of the Trust (including executive pay) reward fairly and responsibly, with a clear link to Trust and individual performance, having regard to statutory and regulatory requirements. The committee will consider, keep under review and make recommendations

to the Board on the impact and implementation of any Trust-wide strategies and policies for human resources and organisational development, the impact and implementation of Trust-wide strategy and policy in all matters relating to the recruitment, reward, retention, motivation and development of the Academy Trust staff. The committee will review workload and well-being and develop/review a robust resourcing and talent management succession planning process for staff.

The **Education and Standards Committee** is responsible for approving, reviewing, and challenging educational provision and standards across the academies, including; curriculum, attainment and progress data of all groups of pupils, attendance, the personal behaviour and development of pupils at and across all of the Trust's academies, and leadership & management of academies within the Trust. By monitoring and reviewing the provision, curriculum and attainment of all groups of pupils, the committee aims to address and identify any areas of success, development or concern. The goal of the committee is to work to ensure pupils' needs are met and that they can reach their academic potential, regardless of their background.

6. Local Governing Committees

A Local Governing Committee (LGC) is a committee of the Trust Board that is established under the Trust's Articles of Association. Each LGC is made up of representatives from the Trust, its academies and their local communities, including two elected parent governors. Within our Church of England academies, the LGC will also consist of at least two foundation governors. These individuals have a special responsibility; to preserve the religious character of the academy.

The powers and responsibilities that a LGC has, are determined by the Trust Board who has complete discretion over what it delegates. Even where functions have been delegated to the LGC, the Trustees remain accountable and responsible for those functions. Therefore, they must be satisfied and confident that the LGC has the skills and experience to be able to perform the tasks delegated to it.

At academy level, the Local Governing Committees (LGCs) are responsible for:

- Holding academy leaders to account for the educational performance and progress of the academy through robust and appropriate support and challenge
- Undertaking regular monitoring visits in the academy and providing the LGC with a written report
- Monitoring the Principal's termly report and reports provided by other Trust / academy leaders as part of their academy education performance monitoring
- Monitoring key educational resource spend to support the delivery of the academy strategic priorities
- Monitoring and challenging pupil attendance
- Reviewing safeguarding and inclusion / SEND / (previously) LAC arrangements throughout the academy and receiving regular monitoring reports ensuring compliance and demonstrating robust procedures and practice.
- Monitoring health and safety practice in the academy through the review of internal and external health and safety monitoring visit reports
- Monitoring the impact of funding including Pupil Premium, PE and Sports Premium Grant and Inclusive Mainstream Fund
- Supporting any hearing and/or appeals panels in relation to HR matters, suspension and exclusion and parental complaints in line with statutory guidance and pursuant to Trust policies
- Approving the academy admissions policy and overseeing appeals
- Approving and reviewing academy-specific statutory policies
- Reviewing and monitoring the impact of strategies/actions in place to support academy staff wellbeing and workload

- Supporting the Professional Growth conversation with the Principal (LGC Chair only)
- Providing local insight and knowledge to the Trust Board on community strengths, concerns, and risks through the agreed reporting process
- Ensuring stakeholder voice (pupil, parent, staff, and community) is actively sought, listened to, and influences decision-making at academy level
- Monitoring the Christian Distinctiveness and church ethos (Church academies)

More detail on the role and responsibilities of each of the Trust Board committees can be found under the relevant Committee Terms of Reference.

7. Senior Executive Leaders

This is the central team of the Trust consisting of the senior executive leaders responsible for the operational running of the organisation, supporting individual academies with operational matters to meet the both the core object of the Trust, to advance education for public benefit, and to achieve strategic targets as set by the Trust Board.

The membership of the Executive Team includes the Chief Executive Officer/Accounting Officer, Deputy Chief Executive Officer, Director of Education, Chief Operating Officer and Chief Finance Officer. The Trust Board appoint the Chief Executive (CEO), to whom it delegates responsibility for delivery of the vision and strategy of the Trust. The CEO is held to account for the conduct and performance of the Trust, including the performance of the academies within the Trust, and for financial management. 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 Team of the Trust.

7.1. CEO and Executive Leaders Performance and Pay

Decisions about levels of executive pay, including CEO, must be evidence-based, transparent, and proportionate. The Trust Board retains responsibility for approving executive pay and conditions, with benchmarking against sector data based on the recommendations of the People and Practice Committee (acting as the Remuneration Committee). These decisions will be recorded with clear rationale in Board minutes, in line with Academy Trust Handbook.

7.2. Principal Performance and Pay

The CEO is accountable for Principal professional growth conversations and pay, supported by Remuneration Committee oversight. The LGC Chair is delegated to support the Professional Growth conversation with the Principal.

8. Principals

The Academy Principals within the Trust are responsible for all aspects of the day to day running of their setting and operational delivery of Academy strategic improvement plans. Principals share information about the academy with the Local Governing Committees (LGCs) so that Governors build an understanding about how the academy operates and are enabled to monitor and scrutinise how key policies and improvement plans are working in practice.

9. Governance Support

Every Trust Board must have a Governance Professional, who is someone other than a Trustee, Principal or Senior Executive leader of the Trust. The role is a discrete and independent function who receives direction from and remains accountable to the Trust Board. The role of the Governance Professional is to:

- provide independent governance advice, guidance and effective administrative support to the Trust Board
- support the Trust Board to meet high standards of governance, including fulfilling legal or regulatory requirements and decision-making
- help the Trust Board to understand its role and legal duties
- support the Trust Board Chair to facilitate strategic debate and decision-making
- promote the flow of information throughout the governance structure, including between the Trust Board, its committees including Local Governing Committees and Members

10. Delegations

Subject to the provisions in the St Bart's Multi-Academy Trust Articles of Association and relevant legislation, the Trust Board may delegate any of their powers or functions to any Trustee, committee or holders of executive office.

Any such delegation must be in writing and subject to any conditions the Trustees may impose and may be revoked or altered.

All delegated authority must be exercised in accordance with written instructions within this Scheme of Delegation. Those to whom delegated responsibility is given must acknowledge the limitations on their authority and must not act outside their authority.

Any delegated authority must be exercised reasonably and with due care and attention.

All actions and decisions exercised under delegated authority must be reported back to the Trustees; this will usually be through the records or minutes of the relevant committee.

10.1. Financial Delegation

The Scheme of Delegation outlines roles, but detailed financial authority thresholds are set out in the Trust's Financial Scheme of Delegation (Tendering and Procurement Table), which must be reviewed annually by the Board in line with the Academy Trust Handbook.

10.2. Risk

Local Governing Committees maintain oversight of risks at academy level, particularly safeguarding, attendance, health and safety, and community relations. Risks will be formally reported termly to the Trust Board. The Trust Board retains oversight of strategic and Trust-wide risks.

10.3. Policies and Compliance

Trust-wide statutory policies are approved by the Trust Board and applied across all academies. LGCs approve and monitor certain academy-specific policies, including admissions policies, curriculum policies, RE and collective worship (for church academies), safeguarding and welfare procedures, and other non-DfE statutory requirements as detailed in their Terms of Reference.

LGCs also play a role in compliance through HR panels, exclusion panels, Stage 3 complaints panels, monitoring SEND provision, pupil premium and sports premium spend, and ensuring equality duties are met.

In addition to the delegations set out in this document, some functions may be further delegated, for example by the Chief Executive Officer to members of the Executive Team or from one of the academy Principals to senior academy staff. The Trust Board retains overarching responsibility for all decisions made.

For the avoidance of doubt, where a power is not expressly delegated by the Trustees it will be deemed to have been retained by the Trustees regardless of whether it is, or is not, specified in the Scheme.

11. Approval and Renewal

The Scheme of Delegation will be formally reviewed and approved by the Trust Board on an annual basis to ensure it remains current and effective.

The Trust Board reserves the right (in its absolute discretion) to review and alter this Scheme of Delegation and the level of delegated responsibility at any time. This includes the right to remove any delegated responsibilities or temporarily put in place transitional supervisory arrangements to any specific committee including Local Governing Committees or any role.

The Scheme will be reviewed and, if necessary, revised when there are significant changes to the Trust or its academies. Examples include (but are not limited to):

- **Structural changes** – such as the addition of new academies, mergers, or re-brokerage.
- **Performance changes** – where an academy's Ofsted outcome or internal performance assessment indicates the need for increased or reduced delegation.
- **Financial position** – where financial performance or audit outcomes require enhanced oversight or intervention.
- **Leadership changes** – where adjustments may be needed to ensure continuity and clarity of accountability.
- **Governance effectiveness reviews** – following internal or external governance reviews recommending changes to the delegation model.
- **Changes in statutory or regulatory requirements** – including updates to the Academy Trust Handbook, Governance Handbook, or other DfE documentation.
- **Diocesan direction** (for Church of England academies) – where changes are required to ensure alignment with diocesan expectations or Articles of Association.

Any such variation will be recorded and communicated clearly to all governance layers.

12. Scheme of Delegation Matrix 2026 - 27

The Department for Education has published 5 pillars of academy trust quality which cover:

1. Governance and leadership - *Passion*
2. Finance and operations - *Encouragement*
3. High-quality and inclusive education - *Ambition*
4. School improvement - *Collaboration*
5. Workforce - *Enjoyment*

The Trust has aligned its vision to each pillar with the scheme of delegation structured around the governance and leadership pillar. It has been written according to the 'RACI' framework, based on the various operational areas of activities across St Bart's Multi-Academy Trust.

Key:

R	Responsible	Responsible for delivering the area of activity/decision in line with agreed policies. Several individuals / bodies can be either jointly responsible or responsible for delivering a specific aspect of the task. For example, while one person may be responsible for delivering an objective, others may be responsible for monitoring or scrutinising that delivery or preparing information and reports.
A	Accountable	This is usually the Trust Board as the legally accountable and liable body, there is only one person/group accountable for each item.
C	Consulted	Consulted on the area of activity/decision and entitled to give/receive feedback. While those responsible and accountable are not obliged to accept the views put forward, they must be actively considered.
I	Informed	Informed of the area of activity/decision through agreed communications channels. They need updates on progress or decision, but they do not need to be formally consulted, nor do they contribute directly to the task or decision. No feedback is required from this tier of governance.

NB Our Church Academies do in certain circumstances need to consult / seek consent from the Diocesan Board of Education as the Religious Authority. Throughout the matrix any such requirement for consultation / consent is indicated by this symbol *.

There are some circumstances where a former VA school needs to seek additional consent. Within the Trust this applies to Stoke Minster CofE Academy only, these areas are marked by this symbol **.

Further information can be found on the Diocesan website. [Guidance for schools on when to consult/seek consent from the Diocesan Board of Education as Religious Authority | LDBE](#)

Link to Trust Quality Descriptor Leadership and Governance		Members	Trust Board	CEO / Executive Leaders	LGC	Principal
Culture and Engagement	Approve overall Trust vision and strategy	I	A	R	I	I
	Set the culture and values of the Trust fostering the individuality of each Academy	I	A/R	R	R	R
	Create and maintain a Code of Conduct for all levels of Governance		A/R	R	R	R
	Foster Equality, Diversity and Inclusion – including building a diverse board. Ensure compliance with Public Sector Equality Duty legislation and the effective implementation of the published Trust equality objectives		A	R		
	Monitor the Academy's compliance with the Public Sector Equality Duty and the effective implementation and impact of its published equality objectives		A		R	R
	Ensure up to date Trust Governance details (and Executive leaders' information where required) are published on Get Information about Schools, Companies House and the Trust and Academy websites		A	R		R
	Ensure up to date LGC members details are published on Get Information About Schools and the Academy websites		A			R
	Ensure Engagement with stakeholders and religious authorities		A	R	R	R
Governance of the Trust	Hold Trustees to account for achieving the Trusts objectives, effective governance and working with the law and any guidance on the governance of Academy Trusts	A/R				
	Regularly review and adhere to the Articles of Association	A	R			
Strategy	Approve, champion, and review the Trust's strategy and key priorities	I	A/R	C	I	I
	Agree and review the progress of Trust Strategic and Operational Plan including growth model		A	R		
	Ensure Strategic Development Plans (Academy) are in place in line with Trust priorities and regularly reviewed		A	R	R	R

Link to Trust Quality Descriptor Leadership and Governance		Members	Trust Board	CEO / Executive Leaders	LGC	Principal
Non-Executive Leadership	Establish a high performing governance structure including appointing / dismissing Trust Board committees and Local Governing Committees		A/R	R		
	Appoint / remove Members (*Appointment of Diocesan Corporate Member)	A/R	I			
	Appoint / remove Trustees (*Foundation Trustee)	A/R	R/C (may appoint/dismiss co-opted Trustees)			
	Appoint / remove Chair / Vice Chair of Trust Board	I	A/R			
	Appoint and remove Governance Professional to the Trust Board		A/R		I	I
	Appoint / remove Board Committee Chairs (incl. Chairs at LGC level)		A/R	C	I (LGC Chair)	I (LGC Chair)
	Appoint / Remove Committee members (incl. LGC Level)		A/R	C		I
	Determine LGC Composition Local Governing Committee (LGC): appoint members (with the exception of Parent / Staff / Foundation LGC members *)		A/R	R	I	I
	Determine and allocate specific Trustee roles (including Safeguarding, SEND and Careers lead trustees or providing oversight of SEND through a committee)		A/R			I
	Ensure financial skill set on Trust Board		A/R			
	Allocate governor specific roles at LGC level (including Safeguarding, SEND and Careers (secondary only) link roles)		A	I	R	
	Establish Governance structure for the Trust and review annually		A/R		I	I
	Agree Scheme of Delegation and review annually		A/R	R	I	I
	Review and Agree Terms of Reference for Trust Committees including LGC		A/R	R	I	I
	Approve annual Schedule of Governance Business inclusive of appointing board committees		A/R	R	I	I
	Arrange regular External Reviews of Governance: submit to Members	I	A/R	R	I	I

Non-Executive Leadership	Complete annual self-review of member contributions / impact on Trust Board and committees (including Trust Board and Trustee Effectiveness / training plans)	I	A/R			
	Complete annual Governing Committee Effectiveness Tool		A		R	
	Evaluate and analyse Local Governing Committee member contribution (including Governing Committee Effectiveness tool/training plan/ KPIs)		A/R	R	I	R
	Ensure appointment checks, induction and training are undertaken.		A	R		R
	Chair's performance: carry out the 360° review periodically		A/R	R		
	Approve a scheme for paying Trustee and Governors allowances		A	R	I	
Executive Leadership	Appoint / suspend / dismiss Chief Executive Officer (CEO) / Accounting Officer	I	A/R		I	I
	Undertake panel hearings for disciplinary, grievance and capability matters relating to the CEO		A/R			
	Appoint / suspend / dismiss Trust Executive leaders and Trust centrally employed Senior Leaders (excluding the CEO)	I	A/R	R Only CEO has responsibility		
	Undertake panel hearings for disciplinary, grievance and capability matters relating to Trust Executive Leaders and Trust centrally employed Senior Leaders		A/R	R		
	Appoint / suspend / dismiss Principals *		A/R	R	I	
	Undertake panel hearings for disciplinary, grievance and capability matters relating to Principals		A/R	R		
	Agree CEO pay levels and award		A/R			
	Agree Executive Leaders and Principals pay levels and award		A/R	R		
	Undertake Performance and Professional Development review with the Chief Executive Officer / Accounting Officer		A/R			
	Undertake Professional Growth conversation with the Executive Leaders and Trust centrally employed Senior Leaders		A	R		
	Undertake Professional Growth conversation with the Principals		A	R	LGC Chair supports process	
	Ensure the wellbeing, work-life balance and working conditions of staff		A	R	R	R

Link to Trust Quality Descriptor Leadership and Governance		Members	Trust Board	CEO / Executive Leaders	LGC	Principal
Accountability	Ensure strategic oversight and accountability		A/R	R	R	
	Appoint External Auditors based on the recommendations of the Trust Board	A	R			
	Establish controls framework including internal audit		A	R		
	Receive and respond to External and Internal Audit reports	I	A/R	R		
	Deliver Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit to members and Companies House with regard to accounts consolidation exercises required by the DfE	A	R	R		
	Benchmark Trust wide value for money to ensure robustness		A	R		
	Ensure Trust's continuing compliance with all requirements of DfE and Funding Agreement (including DfE mandatory returns)		A	R		
	Develop finance policies (charging and remission, procurement)		A	R		I
	Manage conflicts of interest and related party transactions		A	R		
	Manage novel, contentious and repercussive transactions		A	R		
	Develop Trust wide procurement strategies and efficiency savings programme		A	R		I
	Approve Trust's Scheme of Financial Delegation – setting delegated authority limits for financial transactions		A	R		I
	Approve and monitor Budget plan to support delivery of Trust key priorities		A	R		
	Agree and monitor key education resource spend to support delivery of Academy key priorities		A	R	R Monitor	R
	Approve and deliver monthly management accounts and forecasts		A	R		
	Manage cash position		A	R		
	Ensure investment risk is properly managed		A	R		
	Ensure the Trust is adequately insured (RPA)		A	R		I
	Approve and maintain the risk process/register and approve the risk appetite		A	R		

Link to Trust Quality Descriptor Leadership and Governance		Members	Trust Board	CEO / Executive Leaders	LGC	Principal
Accountability	Oversight of strategic and Trust-wide risks		A/R	R		
	Oversight of academy level operational risks (safeguarding, attendance, H&S, community)		A	R	R	R
	Ensure risk assessments are in place to safeguard and promote pupils' and staff welfare		A	R		R
	Review and evaluate performance across the MAT through production and rigorous analysis of education data		A	R	R Academy level	R Academy level
	Ensure data analysis skill set on Trust Board		A/R			
	Establish, publish and keep under regular review Member and Trustee Register of Interests	R	A/R	R		
	Establish, publish and keep under regular review LGC Members Register of Interests		A		R	R
	Ensure Gift and Hospitality policy and register is in place and annually reviewed		A	R		R
	Set the Trust approach to curriculum and assessment, with regard to statutory requirements		A	R	I	I
	Set the Academy approach to curriculum and assessment in line with statutory requirements and context of the Academy and in line with Trust approach		A	R	R	R
	Deliver Early Years Foundation Stage (EYFS), in line with statutory requirements where applicable		A	R	R	R
	Ensure adherence with keeping children safe in education, relating to safeguarding and safer recruitment		A	R	R	R
	Deliver career guidance with regards to statutory requirements (Secondary Academies only)		A	R	I	R
	For Church Academies, monitor and support the Christian distinctiveness and church ethos of the Academy		A	R	R	R

Link to Trust Quality Descriptor Leadership and Governance		Members	Trust Board	CEO / Executive Leaders	LGC	Principal
Compliance	Ensure compliance with the Data Protection legislation and handling personal data in line with it		A	R		R
	Ensure compliance with the Freedom of Information Act, including publication of a Freedom of Information scheme		A	R		R
	Ensure adequate preparation if a cyber incident occurs and there is an awareness of cyber risks		A	R		R
	Set Data Protection, Cyber Security, Freedom of Information policies		A	R		I
	Adopt a Trust-wide complaints procedure reviewing any complaints when delegated, and monitor complaints		A	R	R	R
	Be a member of a Stage 3 Complaints Committee if required		A/R	R	R	R (in local governor capacity)
	Set safeguarding and pupil welfare policies, procedures and practices (including training), with regard to legislation and statutory guidance, inclusive of disclosure and barring service checks (DBS) and including appointing designated safeguarding lead (DSL)		A	R	R	R
	Set HR policies and procedures (professional growth, pay, conduct, disciplinary, grievance, capability, safer recruitment)		A	R		
	Undertake panel hearings for disciplinary, grievance and capability matters relating to centrally employed support staff (<i>see Executive leadership section for matters related to Trust CEO / Executive Leaders and Trust centrally based senior leaders</i>)		A/R	R		R May be called to support HR panels
	Undertake panel hearings for disciplinary, grievance and capability matters relating to academy-based staff (<i>see Executive leadership section for matters related to Principals</i>)		A/R	R	R May be called to support HR panels	R May be called to support HR panels
	Agree and publish Whistleblowing procedures		A	R	I	I

Link to Trust Quality Descriptor Leadership and Governance		Members	Trust Board	CEO / Executive Leaders	LGC	Principal
Compliance	Agree and Implement Health and Safety policies complying with all relevant health and safety legislation to ensure that all pupils, staff and visitors are kept safe at all times within the procedures and practices of the Trust		A	R	R	R
	Ensure the Estates Strategy is fit for purpose		A	R		
	Manage the Trust estate and Academy premises		A	R	R	R
	Develop and implement uniform policies in line with DfE guidance and with regard to ensure the costs of school uniforms is ensure the cost of school uniforms is reasonable and secures the best value for money		A	R		R
	Ensure all other statutory policies and procedures are in place, approved and reviewed in line with DfE guidance. (Trust Level)		A	R	I	I
	Ensure statutory policies are in place, approved and reviewed in line with DfE guidance including behaviour and welfare policies. (Academy Level)		A		R	R
	Formally approve and review non DfE statutory Academy specific policies (Curriculum policies as required Collective Worship/Religious Education)		A		R	R
	Maintain the attendance and admissions registers		A			R
	Ensure pupil attendance is monitored and challenged in line with statutory guidance		A	R	R	R
	Approve Admissions policy and arrangements and oversee appeals **		A		R	R
	Set the approach to and approve direction of pupils offsite (Alternative Provision)		A	C		R
	Review the decision to suspend or permanently exclude a pupil / direct reinstatement of a pupil in line with statutory guidance		A	I	R	R (in local governor capacity)
	Set approach to staff appointment and dismissal, with regard to statutory requirements		A	R		I
	Appoint Vice Principal & Assistant Principal (Academy)		A	R	I	R
	Suspend / dismiss Vice Principal & Assistant Principal (Academy)		A/R	R	C if acting as HR panel member	R

Link to Trust Quality Descriptor Leadership and Governance		Members	Trust Board	CEO / Executive Leaders	LGC	Principal
Compliance	Appoint centrally employed support staff (excludes Trust Executive and Trust centrally employed Senior Leaders)		A	R		
	Suspend / dismiss centrally employed support staff		A/R	R		C if acting as HR panel member
	Appoint Academy based staff		A	I		R
	Suspend / dismiss Academy based staff		A/R	R	C if acting as HR panel member	R
	Agree Trust staffing structure		A	R		
	Agree Academy staffing (re)structure		A	R	R	R
	Moving of staff within the Trust to meet local need		A	R		C
	Set pay and conditions of service for Academy and centrally employed staff		A	R		I
	Set the approach to professional growth of all staff		A	R		R
	Ensure compliance with SEND Code of Practice		A	R	R	R
	Ensure that there is a designated member of staff identified and deliver support for (previously) Looked after Children		A	R	R	R
	Monitor, review and challenge the strategy and spend of pupil premium/ PE and sports premium in terms of educational outcomes and narrowing the achievement gap		A		R	R
	Ensure compliance with Inclusive Mainstream Fund conditions of grant, including the development, publication and review of academy Inclusion Strategies		A		R	R
	Attend Trust inspections		A	R	R	R
	Set length of academy day		A	C		R
	Set Term dates		A	R	I	R
	Ensure Trust Website Content and Compliance is in line with DfE guidance		A	R		
	Ensure Academy Website Content and Compliance is in line with DfE guidance		A	R		R



ST. BART'S

MULTI-ACADEMY TRUST

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