



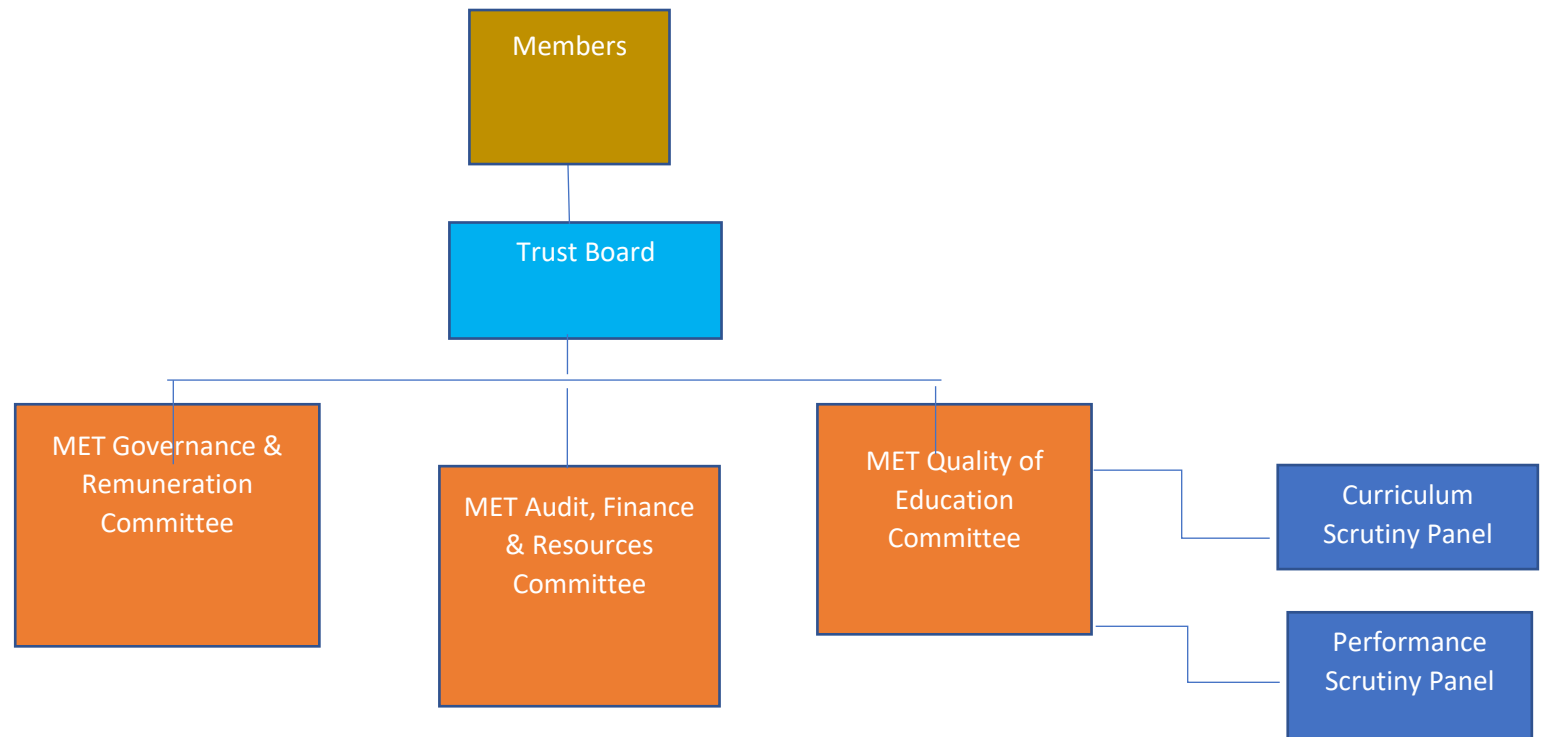
SCHEME OF DELEGATION

January 2021- July 2021

Contents

| | Page |
|---|------|
| Mowbray Education Trust Governance Model | 3 |
| Principles of the Scheme of Delegation | 4 |
| RASCI key | 5 |
| Aims of the Scheme of Delegation matrix | 5 |
| Roles within the governance model | |
| Members and Trustees | 6 |
| Trust Board sub-committee: Audit, Finance & Resources Committee | 6 |
| Trust Board sub-committee: Governance & Remuneration Committee | 7 |
| Trust Board sub- committee: Quality of Education Committee | 7 |
| Scrutiny Panels | 8 |
| Other formal delegated responsibilities | 9 |
| Review Cycle | 9 |
| Scheme of Delegation Matrix | |
| Strategic Leadership | 10 |
| Educational Improvement | 11 |
| Rigorous analysis of educational data | 13 |
| Financial frameworks, monitoring and performance | 13 |
| People and Performance Management | 15 |
| Premises and Insurance | 17 |
| School organisation | 18 |
| Trust organisation | 19 |
| Safeguarding | 19 |
| Governance | 19 |
| IT Services | 21 |

Mowbray Education Trust Governance Model



Principles

1. Mowbray Education Trust (MET), founded in 2014, is an incorporated company and charity that aims to establish and maintain several Academies in accordance with guidelines laid down in its funding agreement with the DfE.
2. Effective governance in our Academy Trust is supported by the following:
 - Trust Members – the guardians of the constitution
 - Trust Board – the Directors / Trustees
 - Trust Audit, Finance & Risk Committee
 - Trust Governance & Remuneration Committee
 - Trust Quality of Education Committee
 - Curriculum Scrutiny Panel
 - Performance Scrutiny Panel
 - The Chief Executive
 - The Executive Team: Executive Head of Primary & Director for Quality of Education, Executive Head of Secondary, Director for Curriculum, Director for Outcomes and CPD, Chief Financial Officer; and HR & Operations Director
 - Head teachers and Heads of School
3. 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.
4. The MET governance model sets out the fundamental principles of the organisation. The model consists of the principles set out here, the Academy Trust Articles of Association and the detail set out in the Scheme of Delegation Matrix.
5. The governance principles of MET recognise the importance of developing relationships with common purpose and they are about developing processes and structures in a changing educational landscape. MET conducted a governance review throughout the 2019-2020 academic year, in which it revised its structures and increased or refocused some of its sub-committees. MET intends to continue to develop its governance in an effort to ensure outstanding practice in governance.
6. We will continue to develop our governance arrangements to shape and take account of best practice in the sector. We are compliant with the principles and regulations set out in the Academies Financial Handbook.

7. Governance is underpinned by a common understanding about who is responsible for providing valuable input to decision making and who has the decision-making responsibility or accountability. To this end, the Scheme of Delegation Matrix deploys a RASCI model, explained below.

Although decisions may be delegated, the Trust Board remains responsible for any decision made under delegation and may overrule where appropriate. Each level may delegate specific tasks/responsibilities further to people within their team, however they retain responsibility as per this Scheme of Delegation.

RASCI Key:

Responsible: Those responsible for the deliverable or task, who ensure that it is done.

Accountable: Those ultimately answerable for the correct and thorough completion of the deliverable or task, and the one who delegates the work to those responsible.

Support: Resources allocated to those responsible. They may provide input to the task, support and help complete the deliverable or task.

Consulted: Those whose opinions are sought, and with whom there is two-way communication.

Informed: Those who are kept up to date on progress or developments in train, and to whom finalised policy and practice is cascaded.

Aims of the Scheme of Delegation Matrix

- Clarity for all governance volunteers and staff
- No duplication of governance
- No unnecessary workload

The relationship between the Trust Board and all elements of the governance structure is one of partnership, to realise a common vision and a common purpose.

Roles

Members

Members sit at the top of the governance structure, above the Trust Board.

Their role is:

- To assess whether the Trust Board is performing well; and
- That the purpose of the Trust and its charitable objects are being fulfilled.

Trustees

The Trustees are responsible for the general control and management of the administration of the Trust in accordance with the provisions set out in the Articles of Association.

The Trust Board is required to:

- Ensure clarity of vision, ethos and strategic direction
- Hold executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and
- Oversee the financial performance of the organisation and making sure its money is well spent.

Trust Board sub-committees:

Audit, Finance & Resources Committee

The Audit, Finance & Resources Committee will make recommendations to the Trust Board for consideration and ratification. This will include the strategic and operational direction of the Trust as a whole in respect of financial, operational, staffing and use of other resources to meet priorities set by the Trust Board.

The Committee's deliberations and actions should include proper planning, monitoring, probity and business professionalism in overseeing sound management of both the Trust's and individual Academies' finance and resource management.

The key areas of delegation from the Trust Board cover:

- Financial management of the Trust
- Setting the budget for each academy in the Trust
- Recommending to the Trust Board the annual top-slice of funding cover responsibilities of the Trust.
- Determination of capital and building works
- Procuring all service contracts and goods
- Establishing HR policies for the Trust and all academies
- Appointments to the Executive Team
- Risk Management
- Internal & external audit
- Due diligence for potential schools joining the Mowbray Education Trust

Governance & Remuneration Committee

The Governance & Remuneration Committee works in support of the full range of governance structures and functions across the Trust. The Governance & Remuneration Committee will make recommendations to the Trust Board for consideration and ratification.

The key areas of delegation from the Trust Board cover:

- Trust governance – policies, structure, capacity, effectiveness and impact
- Governance Search – responsibility for succession planning and recruitment of governance volunteers
- Performance review and remuneration of senior executive team
- Performance review of the Chair and Deputy Chair of the Trust Board & Senior Independent Director

Quality of Education Committee

The Quality of Education Committee works in support of the primary and secondary academies across the Trust. The Quality of Education Committee will make recommendations to the Trust Board for consideration and ratification. As well as Trustees, the Chairs of Scrutiny Panels will also sit on this Committee as voting members. All Head teachers and Heads of School across the Trust, attend these Committee meetings, as non-voting members.

The key areas of delegation from the Trust Board cover:

- Holding to account the performance of all the Trust' primary and secondary schools
- Challenging and monitoring educational, behavioural and pastoral standards.
- Considering, reviewing and approving all related policies, and to monitor the implementation of these policies.
- Feeding into and implementing the Trust's Strategic Plan
- Monitoring achievement towards the Trust's KPIs throughout the year
- Ensuring effective use of specific targeted resources across the Trust, e.g. Sports funding and Pupil Premium

The Quality of Education Committee will have oversight of schools' statutory responsibilities. It has a remit to develop Ofsted readiness and assessment across the Trust, with a focus on areas outlined within the Education Inspection Framework, in order to shape policy, practice and evaluation Trust-wide. The Committee will deliver some aspects of its brief via the Curriculum and Performance Scrutiny Panels.

Scrutiny Panels

There are two Scrutiny Panels in MET's governance structure. The focus and work of the Scrutiny Panels is overseen by the Quality of Education Committee. There is no representation from Trustees at this level of the structure. Scrutiny Panellists comprise members of the local community or parents of pupils being educated in one or more of the Trust's Academies.

The purpose of Scrutiny Panels is:

- **To collect, check, and channel**
Scrutinising policies, procedures and appraising work at grass roots in schools, channelling findings through the Quality of Education Committee
- **To challenge and critique**
Act as a critical friend: look at curriculum intent, implementation and embedding, challenge practice and its relationship to outcomes
- **To compare and contrast work across the Trust**
Evaluate consistency and creativity across the Trust, determine if information, curriculum planning and staff skills are shared to maximise benefit to children
- **To collaborate across the Trust**
Affiliate with one school and investigate it; Panellists will work in partnership with their Panel to evaluate and develop trust-wide provision
- **To champion the Trust in the community**
Act as the eyes and ears of the Trust in the local area; act as an ambassador, highlighting strengths and debugging myths

Curriculum Scrutiny Panellists will look at curriculum intent and implementation. Performance Scrutiny Panellists will focus on curriculum impact by evaluating pupil outcomes.

Other formal delegated responsibilities

The Trust Board delegates authority to a Board of Directors who oversee the operations of a separate limited company – Mowbray Education Services Ltd. The scope of the limited company is specifically in relation to the Trust’s pre-school SEND provision called The Retreat, and its pre-school called the Oasis Family Centre. Directors of the limited company are found from within the Board of Directors for Mowbray Education Trust and whilst legally and financially responsible for the operation of the limited company, defer strategic decision-making to the Board of Trustees. This is due to the fact that the Trust bears the liability for any loss incurred by the limited company.

Review cycle

MET’s Scheme of Delegation is reviewed annually in readiness for the start of a new academic year. The review is conducted by the Governance & Remuneration Committee, in conjunction with the Governance Manager & Clerk to Board, the Board Chair and the Chief Executive. All elements of the governance structure are consulted on the fitness for purpose of the Scheme of Delegation as part of the annual review process.

| Key Functions of Governance | Tasks | Scrutiny Panels | Audit, Fin & Res Committee | Governance & Remuneration Committee | Quality of Education Committee | Board | Members | CEO | Heads | Exec team |
|-----------------------------|-------|-----------------|----------------------------|-------------------------------------|--------------------------------|-------|---------|-----|-------|-----------|
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| | | | | | | | | | | |
|----------------------|---|---|---|---|---|---|---|---|---|---|
| Strategic Leadership | Setting the Trust's vision | | | | | A | C | R | C | C |
| | Setting the Trust's strategic direction | | | | | A | C | R | C | C |
| | Implementing and evaluating strategic plans at school level | S | | | A | I | I | R | R | S |
| | To make strategic decisions which provide the foundation for creativity, innovation and improvement in the organisation | | R | | R | A | I | R | C | C |
| | To set the culture, values and ethos of the organisation | | | | | A | C | R | C | C |
| | To seek and respond to, the views and needs of key stakeholders, particularly parents and carers | C | I | | S | A | I | R | R | S |
| | To develop risk management strategies | | C | | | A | | R | S | S |
| | To manage and review a risk register | | C | C | | A | I | R | C | R |
| | To develop, manage and review a critical incident plan | | | | | A | | R | C | R |
| | Approve admissions policy | | I | | | A | | R | C | S |
| | Consult on change to admissions policy | | | | | A | I | R | C | R |
| | Follow & implement approved admissions policy | | | | | I | | A | R | S |

| Key Functions of Governance | Tasks | Scrutiny Panels | Audit, Fin & Res Committee | Governance & Remuneration Committee | Quality of Education Committee | Board | Members | CEO | Heads | Exec team |
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|--------------------------------|---|---|---|--|---|---|--|---|---|---|
| | To ensure admissions & attendance registers adhere to compliance arrangements | | | | R | | | A | R | S |
| Educational Improvement | Ensuring national curriculum taught to all students & to consider any disapplication | | | | A | I | | A | R | R |
| | Responsibility for each child's education | S | | | S | | | A | R | R |
| | Determination of which subject options are to be taught, given the available resources | I | S | | C | I | | A | R | S |
| | Establish a curriculum policy | I | | | A | C | | R | S | S |
| | Implement curriculum policy | | | | C | I | | A | R | R |
| | Evaluate impact of curriculum policy | S | | | A | I | | A | R | R |
| | Developing curriculum policies as required by schools (RE, sex & relationships education, collective worship) | I | | | A | | | C | R | S |
| | Responsibility for ensuring provision of RE in line with school's basic curriculum | | | | A | I | | C | R | S |
| | Delivering EYFS in line with statutory duties | | | | A | | | R | R | S |
| | To create a Careers Education Policy | | | | A | | | A | R | S |
| | To ensure access to careers guidance | | | | R | I | | A | R | C |
| | Implement a remote learning policy | | | | A | C | | A | R | R |

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|-----------------------------|---|-----------------|----------------------------|-------------------------------------|--------------------------------|-------|---------|-----|-------|-----------|
| | Ensure adequate resources & infrastructure are allocated to face to face & remote learning delivery | | R | | | A | | A | C | C |
| | Evaluate the impact of remote learning | S | | | R | I | | A | R | R |
| | Ensure compliance with SEND Code of Practice | | | | C | I | | A | R | R |
| | Creating a Looked After Children Policy | | | | R | I | | A | C | C |
| | Production of the Academy Improvement Plan | | | | C | C | | A | R | S |
| | Agree the Academy Improvement Plan | I | | | R | C | | A | R | S |
| | Post-Inspection action plan | I | | | A | C | | A | R | S |
| | Implement action to maintain teaching standards | | | | C | I | | A | R | R |
| | Monitor action to maintain teaching standards | S | | | R | I | | A | R | R |
| | Setting the Trust's approach to assessment | I | | | A | C | | A | R | R |
| | Implementing assessment practice | | | | A | | | I | R | S |
| | Evaluating assessment practice | S | | | C | I | | A | R | R |
| | To set and publish targets for student achievement | I | | | A | I | | R | C | S |
| | To establish a student discipline policy | I | | | A | I | | R | C | S |
| | To review the level of exclusions in each school | | | | A | I | | R | R | S |

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| | To review any permanent and fixed term exclusions | | | | R | | | A | C | I |
| | To direct reinstatement of excluded pupils | | | | C | | | A | R | S |
| | To set and monitor pupil welfare policies | I | | | R | | | A | C | C |
| | Review pupil wellbeing data | S | | | A | I | | A | R | S |
| Rigorous analysis of educational data | Produce educational data | | | | R | | | I | R | S |
| | Scrutinise and evaluate educational data | S | | | A | I | I | R | R | R |
| Financial frameworks, monitoring and performance | Appointing senior executive leader as accounting officer | | | C | | I | | A | | R |
| | Appointing Chief Financial Officer | | | C | | I | | A | | R |
| | Appointing Company Secretary | | C | | | A | | R | | |
| | Oversight of the funding agreement | | R | | | A | | A | | R |
| | Oversight of requirements of Academies Financial Handbook | | R | | | I | I | A | | R |
| | Establish financial decision levels and limits and delegations | | R | | | A | | C | S | S |
| | Establishing controls framework including internal audit | | C | | | A | | R | I | S |
| | Developing budget | | C | | | A | | A | C | R |
| | Delivering monthly management accounts and forecasts | | C | | | A | | R | C | R |
| | Managing cash position | | C | | | A | | R | | R |
| | Make payments at | | | | | | | A | R | R |

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| | school or Trust level | | | | | | | | | |
| | To make miscellaneous financial decisions | | A | | | | | R | I | R |
| | To approve amounts to be transferred between budget headings and/or likely budget overspends within MET rules | | A | | | | | R | I | R |
| | To authorise acquisition of assets within limits specified in the Financial Regulations Manual | | R | | | A | | C | C | S |
| | Oversight of Trust Reserves | | R | | | A | | R | C | S |
| | Approval of grant submissions | | R | | | C | I | A | C | R |
| | To authorise disposal of assets within limits specified in the Financial Regulations Manual | | C | | | A | | R | I | S |
| | To appoint external auditors | | C | | | A | | R | I | S |
| | To deliver annual report & accounts, with regards to accounts consolidation exercises required by DfE | | C | | | A | | A | | R |
| | To approve the annual accounts | | C | | | A | I | R | | S |
| | Developing finance policies | | R | | | A | | A | | R |
| | To collect income due to the academy | | I | | | A | | R | C | R |
| | To maintain proper financial records for the academy | | C | | | I | | A | R | R |
| | Monitoring conflicts of interests & third-party transactions | | R | | | A | | I | | R |

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| | To monitor compliance with approved financial procedures | | C | | | A | | R | S | S |
| | To decide how to apply Pupil Premium | | | | C | | | A | R | S |
| | Monitoring pupil premium spend | | R | | | I | | A | R | R |
| | Monitoring sports premium spend | | R | | | I | | A | R | R |
| People and Performance Management | Head Teacher appointments (selection panel) | C | | | C | A | | R | I | S |
| | Deputy appointments (selection panel) | C | | | C | | I | A | R | S |
| | Appointment of members of SLT | | C | | C | A | | R | C | S |
| | Appointment of school-based teaching and support staff | | | | | | | A | R | S |
| | Appointment of central Trust staff (shared services) | | C | | C | A | | R | I | S |
| | Agree a pay policy | | A | | | I | | R | I | S |
| | Review executive pay | | | R | | A | | C | | S |
| | To exercise pay discretions | | I | | | I | | A | R | S |
| | Approve annual recommendations on salary | | R | | | A | | S | I | I |
| | Decisions/appeals arising out of pay and performance | | R | | | A | | S | I | |
| | Undertake Head Teacher's performance review | | | | | A | I | R | I | S |
| | Establish staff disciplinary policy and capability procedure | | C | | | | A | R | I | S |
| | Dismissal of Head Teacher | | I | | | I | A | R | I | S |

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| | Dismissal of other school-based staff | | I | | | | | A | R | S |
| | Suspension of Head Teacher/Executive Head Teacher | | I | | I | A | | R | I/C | S |
| | Suspension of school-based staff | | I | | I | A | | R | C | S |
| | Suspension of central Trust staff | | C | | C | A | | R | C | I |
| | Ending suspension of Head Teacher/ Executive Head | | I | | I | A | | R | I/ C | S |
| | Ending suspension of school-based staff (except Head) | | I | | I | A | | R | C | S |
| | Ending suspension of central staff | | I | | I | A | | R | I | I |
| | Formulation of Employment Policies | | C | | | A | | S | I | R |
| | Formulation of Staff Handbook | | | | | | | A | R | S |
| | Pre-recruitment checks | | C | | | I | | R | S | S |
| | Determining staff complement in each school within agreed budget | | C | | | I | | A | R | S |
| | Determining staff complement – central Trust services | | C | | I | A | | R | C | S |
| | Setting HR policies | | R | | | A | | A | | R |
| | Determining dismissal payments/ early retirement | | C | | | | | A | I | S |
| | Formal meetings for school-based staff re discipline, sickness absence and capability, grievance, special leave of absence, staffing adjustment | | A | | C | I | | S | R | S |

| Key Functions of Governance | Tasks | Scrutiny Panels | Audit, Fin & Res Committee | Governance & Remuneration Committee | Quality of Education Committee | Board | Members | CEO | Heads | Exec team |
|-------------------------------|--|-----------------|----------------------------|-------------------------------------|--------------------------------|-------|---------|-----|-------|-----------|
| | Formal meetings for central shared service staff re discipline, sickness absence, capability, grievance adjustment | | A | | | C | | R | | S/I |
| | Determine and implement Performance Management policy | | A | | I | I | | C | S | R |
| | Review annually the performance management policy | | A | | | I | | C | I | R |
| | Review executive team performance | | R | | | A | | S | | |
| | Statutory appraisal of Headteacher | | C | | | A | | R | I | S |
| | Statutory appraisal of all academy staff | | C | | C | I | | A | R | R |
| | Conduct annual appraisal of Clerk to Board | | | A | | R | | C | | S |
| | Maintain accurate and effective and secure employee records | | | | | | | A | R | S |
| Premises and Insurance | Buildings insurance and personal liability | | C | | | I | | A | | R |
| | Developing school buildings strategy or master plan | | C | | | A | I | R | | R |
| | Procuring & maintaining buildings including developing properly funded maintenance plan | | C | | | A | | R | C | R |
| | Determine health and safety policy | | | | | A | | R | | R |
| | Monitor implementation of H&S policy | | | | | A | | R | C | R |
| | Ensure H&S regulations are followed | | | | | R | | A | R | R |

| Key Functions of Governance | Tasks | Scrutiny Panels | Audit, Fin & Res Committee | Governance & Remuneration Committee | Quality of Education Committee | Board | Members | CEO | Heads | Exec team |
|-----------------------------|---|-----------------|----------------------------|-------------------------------------|--------------------------------|-------|---------|-----|-------|-----------|
| | Determine scope of central services to be delivered by MET to & on behalf of the academy | C | C | C | C | A | C | R | | |
| | Identify additional services to be procured on behalf of the academy | | C | | | I | | A | C | R |
| | Ensure centrally produced services provide value for money | | | | | A | | R | C | R |
| | To consider requests from other schools to join the company | | C | | | A | C | R | | |
| | To determine, on an annual basis, those policies which will be developed by MET and mandatory for all MET academies | | | | | C | | A | C | R |
| | Premises security | | | | | | | A | R | R |
| | Premises management | | | | | | | A | R | R |
| School organisation | To ensure school meets for 380 sessions in the school year | | | | | | | A | R | R |
| | To ensure the school meals where provided are nutritious and value for money | | | | | | | A | C | R |
| | Prepare and publish school prospectus | C | | | C | I | | A | R | |
| | To ensure academy website is fully compliant | | | | | I | | A | R | R |
| | To ensure Trust website is fully compliant | | | | | I | | A | | R |
| | To ensure the provision of FSM to qualifying students | | | | | A | | R | R | R |

| Key Functions of Governance | Tasks | Scrutiny Panels | Audit, Fin & Res Committee | Governance & Remuneration Committee | Quality of Education Committee | Board | Members | CEO | Heads | Exec team |
|-----------------------------|---|-----------------|----------------------------|-------------------------------------|--------------------------------|-------|---------|-----|-------|-----------|
| | Prepare and publish the school profile | | | | | | | A | C | R |
| | Adopt home-school agreements | | | | | | | C | A/R | |
| | Facilitate parent engagement forums | | | | | | | R | R | S |
| Trust organisation | Establish data protection policy | | | | | A | | R | C | R |
| | Appoint Data Protection Officer | | | | | | | A | I | S |
| | Implement data protection policy in each school | | | | | I | | A | R | R |
| | Monitor implementation of data protection policy | | | | | I | | A | R | R |
| | Establish Equality policy | | | | | A | | R | I | S |
| | Implement equality policy (& objectives) at Trust level | | | | | I | | A | | R |
| | Implement equality policy at school level via academy | | | | | I | | A | R | R |
| | Monitor implementation of equality act policy at Trust | | | | | I | | A | R | R |
| Safeguarding | Establish a Safeguarding Policy | | | | C | A | | A | R | S |
| | Implement safeguarding policy and procedures | | | | | | | A/R | R | S |
| | Monitor implementation of safeguarding policy | | | | A | | | R | R | S |
| | Nominate a trustee with Safeguarding oversight | | | | | A/R | | | | |
| Governance | Approve the Articles of Association and any changes | | | C | | R | A | R | | |

| Key Functions of Governance | Tasks | Scrutiny Panels | Audit, Fin & Res Committee | Governance & Remuneration Committee | Quality of Education Committee | Board | Members | CEO | Heads | Exec team |
|-----------------------------|--|-----------------|----------------------------|-------------------------------------|--------------------------------|-------|---------|-----|-------|-----------|
| | Determine terms of reference for Board sub-committees | | | R | | A | I | C | | |
| | Determine terms of reference for Scrutiny Panels | C | | | R | A | | R | C | C |
| | Create/ refine role profiles & person specs for governance volunteer roles | | | R | | A | | R | | S |
| | Draft role descriptions for clerking roles | | | R | | | | A | | S |
| | Appoint or dismiss the Clerk to Board | | | | | A | | R | | |
| | Appoint or dismiss the wider clerking team | | | C | | R | | A | | S |
| | Nominate a trustee with SEND oversight | | | | | A | | S | S | S |
| | Draft & consult on the Scheme of Delegation | C | C | R | C | A | I | R | S | S |
| | Approve the Scheme of Delegation | | | | | A/R | | | | |
| | Appoint the Board Chair & Deputy Chair & Senior Independent Senior Director | | | | | A/R | | | | |
| | Remove the Board Chair & Deputy Chair | | | | | | A | | | S |
| | Remove Chairs of Board sub-committees | | | | | | A/R | | | |
| | Appoint or remove Scrutiny Panel Chairs | I | | R | | | A | | | S |
| | Appoint or remove Scrutiny Panellists | | | A | C | | | C | | S |
| | Convene at least 3 Trust Board meetings in any year | | | | | A/R | | | | |
| | Establish & maintain a register of interest for governance volunteers & senior staff | | | | | A/R | | | | |
| | To approve Payment to Trustees Policy | | C | C | | A | | R | | S |

| Key Functions of Governance | Tasks | Scrutiny Panels | Audit, Fin & Res Committee | Governance & Remuneration Committee | Quality of Education Committee | Board | Members | CEO | Heads | Exec team |
|-----------------------------|---|-----------------|----------------------------|-------------------------------------|--------------------------------|-------|---------|-----|-------|-----------|
| | To approve Directors' Code of Conduct | | | C | | A | | | | |
| | To establish a code of conduct for non-directors/ non-trustees | | | R | | A | | S | | S |
| | Establish and review a complaints policy | | R | | | A | | R | S | S |
| | Establish an FOI request policy | | R | | | A | | R | | S |
| | Implement FOI policy where relevant | | | | | | | A | R | S |
| | Monitor implementation of FOI request policy | | R | | | A | | R | | S |
| | To actively seek and recruit governance volunteers | | | R | | A | | S | | S |
| | To determine the development needs of governors and put in place an appropriate programme | | | A | | I | | R | | S |
| | To draw up governing documents and any amendments thereafter | I | C | R | C | A | | R | C | S |
| | To implement and review a policy approval process (trust-wide policies) | | R | R | R | A | | S | | S |
| | To implement Board-approved policies | | | | | | | A | R | R |
| | Nominate a trustee with SEND oversight | I | | C | R | A | | | | |
| IT Services | Monitor implementation of acceptable use policy | | C | R | | I | | A | | |
| | Establish social media policy | | | A | | I | | R | S | S |
| | Implement social media policy | | | | | | | A | R | R |
| | Monitor social media policy implementation | | | R | | I | | A | R | R |