



Scheme of Delegation

2022-2023



Version	Author	Summary of Changes	Approved by	Date Published	Date of Review
V1	CEO	New	Trust Board	Nov 2018	Academic Year 19/20
V2	CEO	Financial planning section added	Trust Board	March 2020	Academic Year 20/21
V3	CEO	Update to Trustees 3.2/4.2/4.4	Trust Board	Sept 2020	Academic Year 21/22
		Update to AGB 5.1			
		Update to Headteacher Board 7			
V4	CEO	Financial values updated	TBC	Feb 2021	Academic Year 21/22
V5	CEO	Vision Update	TBC	March 2021	Academic Year 21/22
		Amendment to Committees			
		Terminology Changes			
V6	CEO	Phased Growth Update	Trust Board	Sept 2021	Academic Year 22/23
		RASCI Matrix			
V7	EDF	Financial Delegated Authority	Trust F&O Committee	Nov 2021	Academic Year 22/23
V8	CEO	Update to Phased Growth 1.4	Trust Board	Sept 2022	Academic Year 23/24
		Update to Executive Team 2			
		Update to Trustees 3.2/4.2/4.4			
		Update to AGB 5.1			
		Update to Governor Details 5.3			
		Update to Headteacher Board 7			
		Update to Budget Monitoring & Accountability 11			

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1. Introduction

1.1 Purpose

The purpose of Leger Education Trust's Scheme of Delegation is to provide a clear framework for governance functions. The document will be reviewed and amended annually by the Trust Board. It will also be published on the Trust website.

As a charity and company limited by guarantee, ("the Trust") is governed by a Trust Board (the "Trustees") who are responsible for the management and administration of the Trust and the Academies within the Trust ("the Academies").

The Trustees are accountable to external government agencies including the Charity Commission and the Department for Education (including any successor bodies) for the quality of the education provided by the Trust and they are required to have systems in place through which they can assure quality, safety and good practice.

This document explains the ways in which the Trustees fulfil their responsibilities for the leadership and management of the Academies, detailing the delegated roles and responsibilities of the Trustees and their committees, Academy Governing Bodies, the Chief Executive Officer, Headteachers*, and the Executive Leadership Team of the Trust.

*'Headteacher' is the collective term for the most senior leader with an Academy, currently in the Trust there are Executive Headteachers, Headteacher, Principal, Head of School and Associate Principals.

Any delegation made is subject to any conditions the Trustees may impose and may be reviewed and amended at any time in the best interests of the Trust.

1.2 Leger Education Trust Vision

Our Vision

Truly great students in truly great schools

Our Mission

A high-quality learning experience that fulfils all students' potential, shapes their individual character and allows them all to thrive.

Our Strategic Areas



Culture

Thriving Together



Currency

Personal Best



Sustainability

Our Future



Capacity

Operational Excellence



Character

Preparation for Life

Our Values



Pride

We are the champions of our students, our Trust and our people



Ambition

We challenge ourselves to innovate and do better every day



Integrity

We operate with honesty, transparency, and serve our community



Responsibility

We act responsibly, take ownership for our actions and care for each other

Our Vision

Truly great students in truly great schools

Our vision is simple... we want to nurture all our students to be amazing young people who are ready to thrive and shape our world. Through excellent teaching, leadership, governance and parental support we will achieve this together and, as a result, have schools of which we can all be proud.

A truly great student in our Trust embodies each of our four values; they take pride in everything they do, have high ambitions for themselves and others, take responsibility for their actions and always acting with integrity.

Our Mission

A high-quality learning experience that fulfils all students' potential, shapes their individual character and allows them all to thrive

To achieve our vision, we will provide all students in all our academies with a high-quality learning experience, every lesson, every day, which focuses on developing their unique character. The Trust culture will ensure that students are happy, safe, positive and the needs of every individual are met.

All students will have a voice in their education and their future. This experience will foster independence, a sense of community and an appreciation of sustainability and the environment in which they live.

Our Values



Pride

We are the champions of our students,
our Trust and our people

We do our best at all times and present ourselves positively and respectfully. We promote everything that is great, celebrate our schools and we believe in the contribution of every individual



Ambition

We challenge ourselves to innovate
and do better every day

We set the highest of standards for ourselves and others and we are outward facing and life long learners. We genuinely show that we want the best for all and are always eager to embrace self development and improvement



Integrity

We operate with honesty, transparency,
and serve our community

We have a clear moral awareness and appreciation of how our actions impact on those around us. We care for each other and promote altruistic behaviours



Responsibility

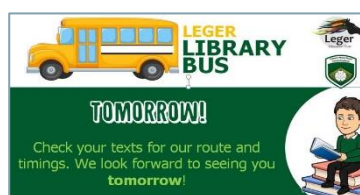
We act responsibly, take ownership for our
actions and care for each other

We know how to achieve our goals and demonstrate the initiative and independence to reach them. We embrace challenges and persevere when things get difficult. We become role models for others whilst valuing and celebrating diversity

Our Trust DNA

OUR CULTURE

A Trust Driven
by
Values



Academies
rooted
in the
Community

Innovation
and
Rigour



Genuine
Collaboration
between Schools

OUR PEOPLE

Our Strategic Areas

Culture – *Thriving Together*

It is our belief that a strong culture is the cornerstone to a successful Trust. A core aspect to Leger Education Trust's culture is the promotion and development of everyone being a leader in their respective roles and responsibilities. By ensuring that this is a fundamental aspect to everyone's practice, we are able to effectively support each other and in doing so, *thrive together*. This approach enables us to meaningfully build capacity where everyone is provided with the opportunity to lead others and genuinely change lives. We are leaders who know ourselves, who know our own strengths and limitations and who genuinely care about making a difference. We all embrace the 'mundanity of excellence' where the basics are performed consistently, collectively and brilliantly every lesson, every day. We are empowered to challenge each other so that we all share and aspire towards achieving the highest standards of educational provision. Our Trust is staffed by radiators not drains; our people light up a room; bring energy, ideas; and an optimistic, positive attitude. Our culture ensures that we do not wait for someone else to act; we do not make excuses or take the easy option – we thrive together.

Currency – *Personal Best*

Our strategic area of 'Currency' focuses on ensuring that all students achieve their *personal best* during their academic careers. When students move on from our Trust, it is our hope that they will have the currency they need to succeed in life. This currency is embedded in academic achievement and the wider experiences students have during their time with the Trust. These experiences contribute to the development of a well-rounded individual who embodies a broad range of skills. It is the acquisition of these skills that enable our young people to be dynamic and capable of opening a number of exciting doors in their future. 'Black Box Thinking' creates long-term sustainable improvement and raises achievement as we honestly, bravely and brutally reflect on what we are doing, across the entire Trust. We share and promote the positives, whilst equally creating a culture where achieving the best outcomes for our students is at the heart of what we do. To do this, a professional culture of self-improvement is adopted where we question everything to ensure that it is the right approach for all. In our Trust it is our job to ask why, how and what, whilst identifying weaknesses and challenging the norm to support innovation and risk-taking, seek opportunities and celebrate success.

Capacity – *Operation Excellence*

Our Trust has built the foundations for *operational excellence* and continues to thrive and grow. It is important that this growth is strategically managed to ensure capacity exists at every level. In order to create this capacity and support the 'business' and quality of education we provide, we focus on the identification, recruitment and retention of talent. The foundations for operational excellence also relate to the quality of our Governance. Our Trustees and Governors understand our community, embrace our culture and as Carter (2020) states 'ask the right questions, at the right time'. Ultimately, operational excellence where capacity is evident at all levels, is achieved through a combination of high quality governance, a great Trust team and outstanding academy leaders who are driven by our vision and values.

Character – *Preparation for Life*

It is our belief that we successfully prioritise personal empowerment and social transformation in what Tierney (2020) calls '*preparation for citizenship*'. On a Trust wide level, we focus on character and personal development in all of our schools, ensuring that every young person engages with the many aspects of life and society. We enable every student, particularly our most vulnerable, to experience outstanding extended and super-curricular opportunities from the moment they start school, to the time they leave and go on to the next phase of their journey. Across the Trust, innovation is prioritised to ensure that best practice is continuously shared within our schools and beyond. Carter (2020) discusses the dangers of being 'islands of ordinariness' in schools. He advises leaders, at all levels, to research, enquire, take risks and be open to new ideas. A commitment to go 'beyond the ordinary' guarantees that our schools become truly great and students leave us ready to take their place in the world.

1.3 Leger Education Trust Scheme of Delegation

Leger Education Trust will be run by a Board of Directors. These Directors will be appointed by the Members of the Trust (the collective term for both Members and Directors is 'Trustees'). The Trust delegations are based on a "full" model of delegation with earned autonomy based upon:

- Academic performance;
- Financial performance, and;
- Compliance within the regulatory framework that all academies must operate within

The Board of Directors retains overall responsibility and ultimate decision-making authority for all the work of the Trust regardless of delegation outlined within this document. In line with the direct responsibility to the Members to ensure the Trust's charitable objects are met and to the Secretary of State for Education as the Principal Regulator. Therefore, the Board of Directors are ultimately entitled to:

- Overrule a decision of an Academy Governing Body;
- Remove delegated powers from an Academy Governing Body, and;
- In the most serious of situations, replace or suspend an Academy Governing Body.

Although Leger Education Trust is based on a "full" model of delegation, Trustees will monitor the performance across all the Academies within the Trust. The scheme sets out a number of 'triggers' which would result in the Trust CEO intervening and agreeing a plan of action to support the Academy going forward. These will be reported to Trustees at their Board meeting and therefore will be scrutinised termly as well as each academic year.

The level of intervention and support will be dependent on the need and requirement of the Academy to improve and will be agreed between the Trustees, CEO, and Academy Principal (unless this is not appropriate). Examples of performance indicators include:

- Performance of school (outcomes);
- Leadership and Management quality;
- Quality of Teaching and Learning across school;
- Safeguarding – in general and as a result of a specific incident;
- Whistle-blowing, and;
- Financial performance or impropriety.

1.4 Review and Phasing

Reviewing

To ensure this document is relevant and up to date, it refers to documents on the Trust's website and other sources. This document, and associated documents, will be formally reviewed regularly by the Trust Board. The Trustees commit to reviewing and developing the governance structures as well as considering local and national policy and statutory duty changes.

Any proposed changes to the Scheme of Delegation will firstly be considered by the Trust Members Board before consultation with the Directors and, if appropriate, the Academy Governing Bodies.

Phasing

Leger Education Trust acknowledges the need for phasing in respect of ensuring the MAT is financially sustainable and allows itself to build. The Trust has been a 'small' Trust from its creation with one secondary and three primary schools. In phase one the Trust's CEO was employed on a full-time basis whilst retaining a role as Principal of Campsmount Academy. This approach allowed the Trust to be financially viable whilst building capacity and succession planning at Campsmount.

When a Principal within the Trust was also the CEO, as was the case at Campsmount, a number of principles were followed by the Trustees:

- The CEO's performance management will be completed by an external resource;
- The CEO will also be performance managed externally in respect of their role as a Headteacher;
- The CEO will not be appointed as a Trustee;
- Trustees will review and challenge to ensure consistency with the review of other schools by the CEO.

As the Trust has grown, this approach was reviewed to ensure the performance of all academies within the Trust are scrutinised on an equal level. Therefore, from this time the following principles have been applied:

- The CEO's performance management will be completed by an external adviser who reports back to Directors.
- The CEO will continue to not be appointed as a Trustee.
- Trustees will receive regular Academy Reviews completed by the CEO.

Growth in 21/22 meant the addition of Vega College and Castle Hills Primary joining the Trust. The Trust also has partnership schools and this will be developed during this phase, with potential new partnership schools which will be progressed throughout the year. An application for a secondary school and other primaries to join the Trust, will be reviewed by the RSC Headteacher Board during this academic year. As a result, the Trust have a clear, articulated growth plan in place.

1.5 Legal Framework and Guidance

This document complies with current Department for Education (DfE) policy and reflects the obligations on the Trustees imposed under both company law and charity law and acknowledges the status of the Trust as a public body. It reflects current guidance including (but not limited to) the following:

1. Academy Trust Handbook (DfE)
2. Governance Handbook and Competency Framework (DfE)
3. Keeping Children Safe in Education (DfE)
4. Admissions Code (DfE)

2. Trust Structure

LEGER EDUCATION TRUST – STRUCTURE 2022-23

Trust Members		
The ultimate control over the direction of the Academy Trust		
Board of Directors		
Individuals with specific expertise and relevant experience who have overall accountability for the strategic direction and cross trust scrutiny. Also, to determine scheme of delegation, pay and remuneration and all governance appointments.		
Executive Leadership Group		
Led by the CEO (Accounting Officer) and includes an Executive Leadership Team and an Executive Support Team.		
Executive Leadership Team	Executive Director of Finance, Executive Director of Operations, Executive Headteachers for Infants and Juniors, Director of Education, Director of School Improvement	
Executive Support Team	Trust Executive Assistant, Trust Catering Manager, Trust Director of IT, Trust IT Manager, Trust Estates Manager, Trust Attendance Manager, Trust SEND & Inclusion Manager	
Governance Professionals	The Trust has a team of Governance Professionals	
Trust Partner Organisations	Advanced HR – HR Duncan and Toplis - Accountants Wilkin Chapman – Legal Learners First – Leadership Development SAAF Education Ltd - Payroll	
Executive Improvement Partners	Mrs M Blount Mrs J Northwood Mrs A Marshall Mrs H Cuddy	
Trust Executive Committees		
The committees which strategically drive and monitor standards across the Trust.		
Finance and Operations	Standards and Outcomes	Audit Committee

Academy Governing Bodies

Clear scheme of delegation in each Academy, Consists of Chair of Governors, up to five appointees and at least two elected parents and two staff.

3. Trust Members

3.1 Introduction

Members are akin to the shareholders of a company. They have ultimate control over the Trust, with the ability to appoint Directors and the right to amend the Trust's Articles of Association.

The Members of the Trust are the subscribers to the Memorandum and Articles of Association and have responsibility for the overview of the governance of the Trust and the power to appoint and remove Directors. They may also appoint the Chief Executive Officer as a Director. They must approve any changes to the Trust's Articles of Association. The Members may meet once a year. Quorum for Member committees is no less than three in attendance. In line with the Articles of Association the term of office for Trust Members is **four** years.

3.2 Members – Numbers and Appointments

There will be 5 Members during 2022/2023 (correct at start of academic year):

Mr David McEwan

Mrs Tracy Millard

Mr Anton Maree

Mr Mathew Lynds

Mrs Jo Kaczmarek

From the Articles of Association – the Members of the Trust:

- Are the signatories to the Memorandum.
- At any time the minimum number of Members shall not be less than three.
- An employee of the Trust cannot be a Member of the Trust.
- Each person entitled to appoint Members shall have the right from time to time by written notice delivered to the Office to remove any Member appointed by them and to appoint a replacement Member to fill a vacancy whether resulting from such removal or otherwise.
- Membership will terminate automatically if:
 - a. a Member (which is a corporate entity) ceases to exist and is not replaced by a successor institution;
 - b. a Member (which is an individual) dies or becomes incapable by reason of illness or injury of managing and administering his or her own affairs; or
 - c. a Member becomes insolvent or makes any arrangement or composition with that Member's creditors generally.
- The Members may agree by passing a special resolution to appoint such additional Members as they think fit.
- The Members may agree by passing a special resolution to remove any Member(s). The Member whose proposed removal is the subject of the resolution shall not be entitled to vote on that resolution.
- In exercising their rights under these Articles and the Companies Act 2006, the Members shall not do anything or take any action which would cause the Trust to contravene its Objects.
- Every person nominated to be a Member of the Trust shall sign a written consent to become a Member and sign the register of Members on becoming a Member.
- Any Member may resign provided that after such resignation the number of Members is not less than three. A Member shall cease to be one immediately on the receipt by the Academy Trust of a notice in writing signed by the person or persons entitled to remove him under Articles 13 or 16 provided that no such notice shall take effect when the number of Members is less than three unless it contains or is accompanied by the appointment of a replacement Member.

3.3 Member Details

A full and current list of members can be found at [www. legereducationtrust.com](http://www.legereducationtrust.com).

3.4 Reporting and Meeting

Members will meet once per year and will receive statutory and agreed reports from the Board of Directors.

4. Trust Directors

4.1 Introduction

Directors are responsible for the same three core governance functions performed by Governing Bodies in a maintained school:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding executive leaders to account for the educational performance of the organisation and its students, and the performance management of staff; and
- Overseeing the financial performance of the organisation and making sure its money is well spent.

As charity trustees, they must also ensure that compliance with charity law requirements. Academy trusts are charitable companies, Trustees are company directors and therefore must comply with company law requirements. Duties are largely the same as those of a governor of a maintained school, such as regularly attending meetings, managing conflicts of interest, seeking advice from the academy's leadership team and ensuring the academy has appropriate procedures in place for reporting financial information.

The Board of Directors is the main Governing Board for Leger Education Trust and is accountable for the actions of all elements of the Trust including each Academy's performance, strategic direction, clarity of vision and financial probity. The Board will, however, work in partnership with its family of Academies.

4.2 Director Details

There will be 9 Directors during 2022/2023 (correct at start of academic year):

Mrs Babs Lynds
Mrs Bridget Gill
Mr Chris Knight
Mr Marc Warris
Mr Tony Mulvey
Mrs Fiona Couper
Mrs Beverley Moxon
Ms Rachel Nash
Mr I Harmer

Details of all Directors can be found on www.legereducationtrust.com.

4.3 Directors – Numbers and Appointments

From the Articles of Association:

- There will be at least 9 Directors.
- The number of Directors shall be not less than three but (unless otherwise determined by ordinary resolution) shall not be subject to any maximum.
- The Trust shall have a minimum of 2 Parent Directors elected or appointed under Articles 53-56B in the event that no Academy Governing Bodies are established under Article 100a or if no provision is made for at least 2 Parent Local Governors on each established Academy Governing Body pursuant to Article 101A (therefore each AGB must have at least 2 Parent Governors).
- The Academy Trust may also have any Co-opted Director appointed under Article 58.
- The first Director shall be those persons named in the statement delivered pursuant to sections 9 and 12 of the Companies Act 2006.
- The term of office for Trust Directors is **four** years.

Appointment of Directors

The Members may appoint by ordinary resolution at least 9 Directors.

The total number of Directors including the Chief Executive Officer if they so choose to act as Director under Article 57 who are employees of the Academy Trust shall not exceed one third of the total number of Directors.

Directors will be appointed by the Members. Where possible, appointments will be officially discussed and agreed at the annual Leger Education Trust Members meeting. Where timelines dictate a decision to be made outside of this meeting, an extra-ordinary Members meeting or relevant communication will take place to discuss and agree the appointment of Directors.

4.4 Reporting and Meeting

The Board of Directors will meet **six** times per year and will receive statutory and agreed reports from:

- Trust Committees:
 - Finance Committee (6 per year)
 - Audit Committee (4 per year)
 - Standards and Outcomes (3 per year)
- Academy Governing Bodies (6 per year)
- Executive Leadership Team including the CEO, the EDF and EDO, DoE and DoSI

4.5 Functions of Committees

Standards and Outcomes:	<ul style="list-style-type: none">• to scrutinise the standards and progress of all groups of students within the Trust and call the Executive to account as appropriate• to monitor and scrutinise any Trust wide initiatives relating to standards and progress• to ensure that AGBs are scrutinising appropriately standards and progress within their Academy and to call them to account for their actions• to take a detailed view of standards and progress within academies where this is not delegated to the individual AGB• to ensure all safeguarding is effective across the Trust
Finance and Operations	<ul style="list-style-type: none">• to ensure the appropriate and effective use of Trust funds and to call the Executive and AGBs to account• to ensure appropriate financial procedures and controls are in place• to approve and monitor central funding expenditure and proposals• to approve the proposed budget of individual Academies• to oversee the capital programme and funding for the Trust• to provide detailed scrutiny and oversight of the budget of Academies where this function is not delegated to the individual AGB• to approve and monitor key HR policies and statistics across the Trust• to review any exception H&S reporting as per H&S audit schedule• to regularly review the Strategic Risk Register and implement actions as necessary
Audit	<ul style="list-style-type: none">• to ensure probity in the financial decision making and procedures of the Trust• to commission and receive internal and external reports and ensure the recommendations are enacted• to review the decisions and actions of both the Executive and Finance and Operations committees
Academy Governing Bodies	Operating under Leger Education Trust scheme of delegation, reporting to other committees as required. The range of responsibilities include: <ul style="list-style-type: none">• Oversight of standards, progress and provision• Staff recruitment

5. Academy Governing Body (AGB)

5.1 Introduction

Governors in a Academy Governing Body carry the three main core functions as detailed in the Department for Education's Governance Handbook (same as those of a Trustee):

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding executive leaders to account for the educational performance of the organisation and its students, and the performance management of staff; and
3. Overseeing the financial performance of the organisation and making sure its money is well spent.

The Academy Governing Bodies are sub committees to the Board of Trustees. The delegation covers procedural and statutory powers for the operational life of each academy. It plays a key role in the life of each Academy and has responsibility, working with the Senior Leadership Team to improve every aspect of the Academy.

Each Academy will have a Academy Governing Body and all Academy Governing Bodies will have at least 9 governors. Where Academies join the Trust, every effort will be made to either increase or reduce the AGB to the required number of 9 in a timely period. Typically, the AGB carry out the same functions regardless of their level of delegation and focus on the day to day running of the academy, carrying out the Trust's vision, policies and priorities, supporting and holding the academy leadership to account. Since 2020/2021 the Trust Board has agreed to strategically join the AGBs of Moss Road and Littlemoor into one Infant AGB to build governance quality and capacity and it was agreed in 2021/22 to do this permanently.

The structure of the membership should comprise of:

- 5 Governors (Trust appointed, including a Chair)
- 2 Parent Governors
- 2 Staff Governors
- Headteacher/Head of School (where applicable also Executive Headteacher - Trust appointed)
- For Infant AGB each Academy will have 2 Staff Governors and 2 Parent Governors (total 13)

5.2 Governor Terms of Reference/Code of Conduct

The Governor terms of reference and code of conduct have been written in conjunction with the Scheme of Delegation and are included in the Leger Education Trust Terms of Reference document.

5.3 Governor Details

The Governor details can be found on the individual Academy websites below:

www.campsmount.com

www.askernlittlemoor.com

www.askernmossroad.com

www.spaacademyaskern.com

www.castlehillprimary.co.uk

www.vegacollege.com

5.4 Reporting and Meeting

Academy Governing Bodies will meet at least six times per year and will receive statutory and agreed reports from the Academy Headteacher and Trust representatives where appropriate. The Trust promotes the effective use of Link Governors to focus on particular areas within the Academy and report back to the AGB.

6. Role of Headteacher/Principal

Headteacher (whichever structure is applied by the Academy following Trust/AGB instruction) are responsible for the leadership and management of their respective Academies. They report directly to their AGB and are accountable to their AGB and the CEO and Board of Trustees. They also have a responsibility to all other Academies in the Trust and should be supportive of each other, ensuring the overall aims and objectives of the Trust are met.

They are responsible for the following to the extent that the responsibilities are matched in the Trust Scheme of Delegation:

- Implementing agreed policies and procedures, approved by the AGB and the Trust
- Ensuring the Academy is legally compliant on all levels; HR, Site, Premises, GDPR, website, Health and Safety
- Advising and playing a key role supporting the AGB, CEO and Trust with the strategic development of the Trust and Academy; strategic planning and quality assurance.
- Working with the CEO to set appropriate targets for all students, ensuring they are reported to AGBs and the Trust
- Evaluating the standards of teaching and learning in the Academy and ensuring that proper standards of professional performance are established and maintained
- Maintaining good behaviour and strong discipline including student exclusion and suspension from school based on the Trust's framework
- Ensuring a broad and balanced curriculum is implemented in their Academy and supports high levels of achievement
- Ensuring the Register of students' admission to school and the Register of student attendance are kept up to date
- Deploying effectively, leading and managing all teaching and non-teaching staff in the Academy
- Appointing and dismissing staff based on the scheme of delegation
- Maintaining a single central record and ensuring a regular documented review by the designated member of the AGB
- Maintaining whole staff training records especially in relation to Child Protection, Safeguarding and Safer Recruitment
- Ensuring sickness absence levels are monitored
- Advising on staff requirements, reviewing the staffing complement yearly based on the Academy's budget, recommending changes to the AGB before approval by the Trust Board
- Ensuring compliance with Safer Recruitment requirements and ensuring all identify documents and qualifications are verified and that DBS processes are followed
- Ensuring that GDPR is fully implemented and that data protection and Freedom of Information requests received are identified and actioned
- Ensuring all Academy financial information and information on organisation, achievement is current and on the website
- Implementing the Trust's Health and Safety regulations are applied appropriately
- Monitor the Trust's Educational Visits Policy and report to AGB on identified risks

7. Role of the Trust Headteacher Board

All Academy leads (Principal/Headteacher/Head of School) will meet at least once each half term as a board to discuss operational aspects of the Trust including student progress, attendance, staffing and curriculum development. Currently there is one board but the expectation is that as the Trust grows there may be separate Primary and Secondary boards to support the differing needs and priorities of each phase. The Headteacher Board will also include input from members of the Executive Leadership Team, predominantly the EDF and EDO.

The Headteacher Board will act as a collective group in all aspects of activity and delivery where decision-making at Trust-level has an impact on all academies.

The Headteacher Board is included in the key decisions of the Trust to ensure they have a clear role in the management of the Trust. Their main role is to consult with, and support, in all aspects of the Trust.

They are responsible for the following to the extent that the responsibilities are matched in the Trust Scheme of Delegation:

- Provide consultation on all aspects of Trust growth and vision setting
- Support the delivery of governance across the Trust including schedules of business and succession planning
- Provide consultation and support in all aspects of school improvement and education delivery – this is the key area in which the Headteacher Board provide beneficial expertise for the performance of the Trust
- Provide consultation and support in relation to staffing structures and key roles across the Trust
- Reviewing staffing roles and efficiencies across the Trust
- Provide consultation and support in relation to trust-wide policy making, financial processes and accounting
- Provide consultation and support in relation to trust-wide compliance ensuring that each academy can adhere to policies

Current Headteacher Board Members 2022/23

Name	Position
Adam Dale	CEO – Leger Education Trust
Carol Ann Turner	Executive Headteacher, Littlemoor and Moss Road
Emma Anderson	Headteacher, Spa Academy Askern
Ian Midgley	Principal, Camspmount Academy
Sarah Lathlane	Executive Headteacher Castle Hill Primary Academy & Spa Academy
Neil Harris	Head of School, Castle Hill Primary Academy
Emma Wragg	Head of Provision, Vega College
Rebecca Grange	Director of Operations – Leger Education Trust
Andrew Halliwell	Director of Finance – Leger Education Trust
Yvonne Bootman	Director of Education
Ruth Hartley	Director of School Improvement

8. Central Services

Central Services				
Executive Leadership	Finance and MIS System	Trust Executive Support	Legal & Professional	Public Relations
Governance	Staff Development	Policies & Procedures	Human Resources	
Payroll	IT Capital	IT Support Services	Health and Safety	
Centrally Procured Services (optional buy-in examples)				
Cleaning	Grounds maintenance	School catering	Reprographics	Estates Register & Management
Facilities Management				
Examples of Individual Schools/Academies Procured Services (optional)				
Classroom resources and equipment	Specialist Kit & Equipment	Teaching Staff Cover	Teaching Support Staff Cover	Specialist Professionals

9. Model of Delegation

The Trust model of delegation is dependent on the categories set out below:

1. Full Level of Delegation

If an Academy is judged as Good or better by Ofsted it will have a high level of autonomy. The academy will retain the majority of its powers, other than those reserved for the Board of Directors that are strategic in nature or cannot be legally delegated. The performance, capacity and financial security of each Academy will be reviewed by the Board of Directors on an annual basis to assess the continued appropriateness of this status.

Central functions will be provided by the Trust, including finance, HR, governance support and compliance for all Academies categorised at this level.

2. Supported Level of Delegation

If an academy is judged by Ofsted to be less than Good, or in financial difficulty, it will have its performance reviewed annually; this will determine the level of delegated power. The principle will be to ensure that appropriate support and challenge are provided by the Trust, ensuring there is a strong focus on improving educational provision and that the academy is judged Good or better as soon as possible.

Central functions will be provided by the Trust as above. In addition, the level of support required centrally from the Trust will be confirmed by the Board of Directors to the AGB.

3. Sponsored Level of Delegation

A Sponsored Academy is one typically where an Academy is judged by Ofsted as being in special measures or having serious weaknesses based upon its academic standards. A Sponsored Academy would have limited delegated powers. The AGB would be small and appointed by the Board of Directors with the right expertise to bring the Academy out of its category as soon as possible. The Academy would be supported by strong executive leadership across the Trust.

Central functions will be provided by the Trust as above. In addition, the level of support required centrally from the Trust will be confirmed by the Board of Directors to the AGB.

Whilst the Trust Board has overarching legal responsibility for the performance of each academy, the Trustees will delegate responsibilities to each academy for AGBs to hold their academy to account. The delegated responsibilities will be retained provided that all decisions made at a local level adhere to the Trust's vision and ethos and there are no conflicts with the proper use of each Academy's delegated resource.

10. Summary of Delegation

The Summary of Delegation below is a full Decision Matrix which sets out the accountability, responsibility, and involvement level of:

- Members
- Directors
- CEO
- Executive Leadership Team
- Academy Governing Bodies
- Headteacher Board
- Headteachers (or equivalent)

The tables below provide a summary of each level's involvement in each aspect of Trust delivery and management.

Strategic Leadership and Quality:

Members	Provided with annual information against all strategic leadership and quality deliverables. Will provide consultation on the review of the Chair of Directors' performance.
Directors	Accountable for all aspects of Trust level strategic leadership and quality deliverables.
CEO	Responsible for the delivery of strategic leadership and quality deliverables and provide support at AGB level in respect of performance reviews.
Executive Leadership Team	Support and consult in areas of reporting and vision setting in respect of key priorities.
Academy Governing Bodies	Responsible for the vision and strategy setting at academy level. Responsible for AGB-level performance reviews.
Headteacher Board	Act as a collaborative and collective body where decisions at Trust level have an impact on all academies within the Trust.
Headteacher (or equivalent)	Support and consult in areas of reporting and vision setting in respect of key priorities against individual academies.

Governance:

Members	Accountable and responsible for the reviewing and agreeing of Articles of Association. Provided with annual information against all governance deliverables.
Directors	Accountable and responsible for all aspects of Trust governance. Also accountable for ensuring academy-level governance is in place and adheres to national governance frameworks.
CEO	Responsible for Trust-wide governance performance and structures and supports AGB-level governance performance and structures.
Trust Senior Leadership Team	Consults and supports in areas of compliance and reporting for the Trust and individual academies.
Academy Governing Bodies	Responsible for appointing AGB Chairs. Acts to support and consult in areas of governance at an LGB level.

Headteachers Board	Provides consultation and support in governance decision-making where there is an impact across all academies.
Headteachers (or equivalent)	Support and consult in areas affecting individual academies. Responsible for appointing AGB clerk and risk register for academy.

School Improvement and Educational Delivery:

Members	Provided with annual information against all school improvement deliverables.
Directors	Accountable for all aspects of school improvement and education delivery.
CEO	Responsible for most aspects of trust-wide educational delivery and school improvement. Acts to intervene, support and consult at academy level in accordance with the Performance Escalation and Intervention Policy.
Executive Leadership Team	Consult in some areas of key priority reporting across the Trust.
Academy Governing Bodies	Consult in areas of school improvement and education delivery at an academy level.
Headteacher Board	Provides consultation and support in school improvement and education delivery decision-making and activity where there is an impact across all academies.
Headteachers (or equivalent)	Responsible for some aspects of school improvement and education delivery where it is specific to their academy. Provides support and consultation at a trust-wide level.

HR and Staffing:

Members	Provided with annual information against all HR and staffing deliverables. Will appoint, suspend, and dismiss the Trust CEO.
Directors	Accountable for all aspects of Trust HR and staffing.
CEO	Responsible for most aspects of Trust-wide HR and staffing and will support academy-level activity.
Executive Leadership Team	Provide support and consultation to many aspects of HR and staffing at both Trust and academy level.
Academy Governing Bodies	Consult and support in areas of HR and staffing at an academy level. Responsible for the appointment, suspension, and dismissal of academy staff.
Headteacher Board	Provide some consultation and support where there is an academy-level impact from trust-wide decision making.
Headteachers (or equivalent)	Responsible for the appointment, suspension, and dismissal of senior leadership team members as well as the performance management of academy staff.

Finance, Policy and Estates:

Members	Provided with annual information against all finance, policy and estates deliverables.
Directors	Accountable for all aspects of finance, policy, and estates activity.
CEO	Accountable for all aspects of finance, policy, and estates activity through leadership of Trust staff.

Executive Leadership Team	Account for aspects of finance, policy, and estates reporting directly to CEO and Trustees.
Academy Governing Bodies	Provide some support and consultation in aspects of finance, policy, and estates activity where there is an impact at academy level. Responsible for strategic policies at academy level. The Trust shall be responsible for the setting and review from time to time of the Academy's admissions policy provided that no change will be made to the admissions criteria without the written consent of the Trustees.
Headteacher Board	Provide some consultation and support where there is an academy-level impact from trust-wide decision making.
Headteachers (or equivalent)	Provide some support and consultation in aspects of finance, policy, and estates activity where there is an impact at academy level.

Legal and Compliance:

Members	Provided with annual information against all legal and compliance deliverables. Will support the establishment and publishing of registers of interest.
Directors	Accountable for all aspects of legal and compliance activity.
CEO	Responsible for policy development and adhering to legal documents.
Executive Leadership Team	Responsible for most aspects of compliance in relation to document management and record keeping.
Academy Governing Bodies	Support the delivery of legal and compliance activity where tasks are specific to their academy.
Headteacher Board	Support many aspects of legal and compliance where activity at academy-level has a trust-wide impact.
Headteachers (or equivalent)	Provide some in many aspects of legal and compliance activity.

11. Financial Planning and Budget Setting

In line with the Scheme of Delegation the Trust Board, through support from both the CEO and Finance and Operations Committee, have responsibility for the Central Trust Spend, Budget Plan, income and expenditure and the Trust staffing structure. The CEO has responsibility for Academy staffing structures, staff appraisal and pay progression and Trust wide procurement strategies and efficiency savings.

Academy Governing Bodies and Headteachers advise on budget planning for the Academy including staffing structure and take responsibility for staff appraisal and pay progression.

Trust and Academy Budget Planning

The Trust Board will look to agree central spend and Academy budget plans through the Finances and Operations Committee during the Summer Term prior to the start of the Academic year in September. This proposed spend and budget will then be shared and ratified by the Trust Board also during the Summer Term. This will allow both the Trust and individual Academies to plan for staffing etc in advance. It must be noted that these budgets at this time are only indicative following receipt of DfE GAG statement which is usually received in March. In advance of full consideration of the budget plan in the Summer Term prior to submission to DfE in July.

Budget Monitoring and Accountability

In line with the Academy Trust Handbook, the Chair of Directors and Chair of Finance and Operations Committee will have oversight of the budget position every month via the Trust Management Accounts. During term time, a Trust Management Accounts meeting is held each month for Trustees and the Executive Team to discuss financial performance.

12. Financial Delegated Authority

Delegation	Value	Delegated Authority
Ordering goods and services (raising requisitions)	Up to £1,000	Budget holder plus school finance lead
	£1,001 to £5,000	As above plus Headteacher / Head of School / DoO
	£5,001 to £25,000	As above plus Trust DoF - Minimum of 3 quotes
	£25,001 to £100,000	As above plus DoF and CEO – formal tendering process including advertising via the Government Find a Tender scheme if over threshold and Board Approval.
	Over £100,000	As above plus Chair of the Board of Directors (or delegated board member). Formal tendering process including advertising via the Government Find a Tender scheme if over threshold and Board Approval.
Authorisation of non-order invoices (excl. utilities and catering up to £1,000)	Up to £5,000	Headteacher / Head of School & DoF
	Over £5,000	As above plus CEO
Operating leases / contracts (less than 1 year)	As per delegation limits above for ordering goods and services	As per delegated authority above for goods and services
Operating leases / contracts (over 1 year)	Over 1 year <£30,000	Trust DoF plus CEO
	> £30,000	As above plus Board Approval
Finance leases	Any	All finance leases must be DoF & CEO as ESFA approval is required
BACs payments/other online bank transfers and cheque signatories	Up to £30,000	Head of School/Trust Assistant Financial Manager plus DoF/DoO
	£30,001 to £100,000	DoF/DoO and CEO
	Over £100,000	As above plus Chair of the Board of Directors
Signatories for EFA grant claims	Any	Signed hard copy document to be kept on file as required by claim form (Headteacher or delegated signatory)
Foreign Travel	Any	Board Approval
CEO / EDF Expenses	< £1,000	DoF or CEO to sign off each other's expense
	>£1,000	As above plus Board Approval
Investments (All investment outside of current banking institution subject to approval from the F&O Committee per Investment policy)	£1-£50,000	any 1 of Director of Finance/Director of Operations/ Chief Executive Officer
	£50,001 to £100,000	any 2 of Director of Finance/Director of Operations/ Chief Executive Officer
	Over £100,001	and 2 of Director of Finance/Director of Operations/ Chief Executive Officer plus the Chair of the Board of Directors

13. Scheme of Delegation (RASCI Matrix)



Leger Education Trust: Scheme of Delegation (RASCI Matrix)

R	Responsible: Responsibility for the task/action to ensure it is completed
A/R	Accountable and Responsible: Ultimately answerable for the successful delivery of the task. May also delegate the activity/task to those who are responsible (R).
A	Accountable: Ultimately answerable for the successful delivery of the task. May also delegate the activity/task to those who are responsible (R).
S	Support: Support help to complete the task and are a provided resource allocated to responsible (R).
C	Consulted: Those whose opinions are sought. This provides two-way communication to those responsible (R) and Accountable (A).
I	Informed: Those who are kept up to date on the progress of activity and tasks.

Area	Activity/ Decision	Members	Directors	Trust Committees	CEO	Executive Leadership Group	Head Teacher's Board	Academy Governing Bodies	Academy Principal/ Headteacher
Strategic Leadership & Quality	Approve the addition of new schools/colleges to join LET	C	A	I	R	S	I	C	C
	Approve, monitor and review the growth strategy and strategic plan.	I	A	S	R	S	I	I	I
	Determine and agree the Trust's website and other related documents.	I	I	I	A/R	S	S	I	I
	Determine and agree Academy websites and other related documents.	I	I	I	S	I	S	I	A/R
	Determine MAT vision and strategy.	I	A	S	R	I	S	C	C
	Determine Academy vision and strategy.	I	I	I	S	I	I	A	R
	Agree reporting arrangements for progress on key priorities for the Trust.	I	A	S	R	S	R	I	I
	Agree key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured.	I	A	I	R	S	C	C	I
	Annual schedule of business agreed for the Trust Board.	I	A	I	R	I	I	I	I
	Annual schedule of business agreed for the AGBs.	I	I	I	A	I	R	C	I
	Trustee succession planning.	A/R	I	I	C	I	I	I	I
	AGB succession planning.	I	I	I	A	I	I	R	R
	Trustees's Report on the annual performance of the Trust.	I	S	I	A/R	S	I	I	I
	Annual review of Chair of Trustees performance (external function).	A	A	I	R	I	I	I	I
	Annual review of Chairs of AGBs performance (external function).	I	R	I	I	I	I	A/R	I
	Annual review of Trustee contribution and Trust Board Performance	I	A	I	R	I	I	I	I
	Annual self-review of AGB performance.	I	I	I	I	I	I	A	R
Governance	Members: Appoint/Remove.	A/R	I	I	I	I	I	I	I
	Directors: Appoint/Remove.	A/R	I	I	I	I	I	I	I
	AGB Governors: Appoint/Remove.	I	A	I	C	I	I	R	C
	Agree role descriptions for Trustees/Chair/specific roles and committee members.	A/R	I	I	C	I	I	I	I
	Appoint and remove Trust Committee Chairs.	I	A	I	R	I	I	I	I
	Appoint and remove AGB Chairs.	I	I	I	S	I	I	A/R	C
	Remove Academy Governing Boards where intervention is required.	I	A/R	I	C	I	I	I	I
	Appoint and remove Clerk to Trustees.	I	A/R	I	S	I	I	I	I
	Appoint and remove Clerk to AGBs.	I	I	I	S	I	I	A/R	C
	Review and agree Articles of Association.	I	A/R	I	S	I	I	I	I
	Approve, publish, and systematically review Scheme of Delegation for the Trust (including financial delegation AT academy level).	I	A/R	I	C	S	S	C	C
	Establish and review, annually, Governance structure for the trust.	I	A	I	R	C	S	C	C
	Annually agree and review Terms of reference for AGBs.	I	I	I	C	S	S	A/R	C

Area	Activity/Decision	Members	Directors	Trust Committees	CEO	Executive Leadership Group	Head Teacher's Board	Academy Governing Bodies	Academy Principal/Headteacher
	Annual completion of Trustees Skills Audit and recruit to address gaps.	I	A	I	R	S	I	I	I
	Annual completion of AGB Skill Audit and recruit to address gaps.	I	I	I	A	S	I	A/R	C
	Review, and monitor Trust-wide risk register.	I	A	S	S	R	I	I	I
	Review, and monitor academy risk registers.	I	I	I	S	S	I	A	R
	To hold a full Trustee meeting at least once per academic term. (x6)	I	A/R	I	S	I	I	I	I
	To hold a full AGB meeting at least once per academic term. (x6)	I	I	I	I	I	I	A	R
School Improvement & Education Delivery	Develop a set of targets to be reported to the Trust Board that enable pupil achievement and teaching quality to be reported.	I	A	I	R	C	S	C	C
	Validating the grades in the Self-Evaluation Form at academy level.	I	I	I	C	I	S	A	R
	Monitoring and evaluating the implementation and impact of the School Improvement Plan.	I	I	I	C	I	S	A	R
	Quality assuring the School Improvement Plan.	I	I	I	C	I	S	A	R
	Quality assuring the self-evaluation process in each Academy.	I	I	I	C	I	I	A	R
	Analysis of educational attainment and progress (Trust and Academy level).	I	A	I	R	I	S	S	S
	Assist the academy leadership team in the development of curriculum which meets the academy's/college's specific needs and ethos and has regard to: •Any nationally recognised curriculum priorities and initiatives •The obligation to provide religious education, sex education and physical education •Special educational needs •National testing and attainment targets	I	A	I	R	I	S	S	C
	Development of curriculum which meets the academy's specific needs and ethos and has regard to: •Any nationally recognised curriculum priorities and initiatives •The obligation to provide religious education, sex education and physical education •Special educational needs •National testing and attainment targets	I	I	I	C	S	S	A	R
	Set Trust curriculum and teaching and learning strategy (incorporating all statutory elements).	I	A	I	R	I	S	C	C
	Approve academy day length and term dates for each academy in line with a Trust policy.	I	A	I	R	I	S	C	C
	Ensure each academy meets the statutory requirement for (380) sessions in an academic year.	I	A	I	R	I	I	I	C
	Exclusion of pupils.	I	I	I	I	I	I	I	A/R
	Exclusion appeals where they have progressed through the Local Authority route (Trust becomes an IRP (Independent Review Panel)).	I	A/R	I	A/R	I	I	C	C
	To prohibit radicalisation, and promote equality and diversity, tolerance and ensuring the balances treatment of political issues.	I	A	I	R	I	I	A	A
	To discharge duties in respect of pupils with special educational needs and disabilities.	I	A	I	R	I	I	A	R
	Pupil outcomes (Trust level).	I	A	I	R	I	I	I	I
	Pupil outcomes (Academy level).	I	I	I	R	I	I	S	A/R
	Ensure provision of free school meals for eligible children.	I	I	I	I	I	I	A	R
	The use of pupil premium against priorities and need.	I	I	I	I	I	I	A	R
HR & Staffing	Appoint, suspend (including ending suspension) and dismiss the CEO.	S	A/R	I	I	I	I	I	I
	Appoint, suspend (including ending suspension) and dismiss academy Principals/Heads.	I	C	I	A/R	I	I	C	I
	Appoint, suspend (including ending suspension) and dismiss members of the Trust Executive Leadership Team.	I	C	I	A/R	I	I	C	C
	Appoint, suspend (including ending suspension) and dismiss academy Senior Leadership Team Members.	I	S	I	C	I	I	C	A/R
	Appoint, suspend (including ending suspension) and dismiss academy teaching staff.	I	A	I	S	S	S	A	R
	Appoint, suspend (including ending suspension) and dismiss academy support staff.	I	A	I	S	S	S	A	R
	Agree Trust staffing structure.	I	A	I	R	C	I	I	I

Area	Activity/Decision	Members	Directors	Trust Committees	CEO	Executive Leadership Group	Head Teacher's Board	Academy Governing Bodies	Academy Principal/Headteacher
HR & Staffing	Agree Academy staffing structure.	I	I	I	A	C	I	C	R
	Undertake performance management of the CEO.	I	A/R	I	I	S	I	I	I
	Undertake performance management of the Trust Senior Leadership Team.	I	I	I	A/R	I	I	I	I
	Undertake performance management of academy Principals/Heads.	I	I	I	A/R	I	I	C	I
	Undertake performance management of teachers.	I	I	I	S	S	I	I	A/R
	Undertake performance management of support staff.	I	I	I	I	I	I	I	A/R
	Agree CEO pay award.	I	A/R	I	I	S	I	I	I
	Agree academy Principal/Heads pay award.	I	I	I	A/R	S	I	C	I
	Set and review Trust CPD strategy.	I	A	I	R	C	C	C	C
	Ensure an approved Trust appraisal policy is in place.	I	A	I	R	S	S	I	I
	Maintain accurate, effective, and secure employee records.	I	I	I	I	A/R	I	I	C
	Determining dismissal payment/early retirement of the CEO.	I	A/R	I	I	S	I	I	I
	Determining dismissal payment/early retirement of Principals/Heads.	I	A	I	A/R	S	I	I	I
Finance, Policy, & Estates	Determining dismissal payment/early retirement of other staff.	I	A	I	A/R	A	I	I	C
	Submit annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money.	I	A	I	S	R	I	I	I
	Submit to Trust and publish AGB Annual Governance Statements.	I	I	I	C	C	I	I	A/R
	Determine and approve trust-wide policies which reflect the trust's ethos and values (facilitating discussions with unions where appropriate) including: admissions; charging and remissions; complaints; expenses; health and safety, premises management; data protection and FOI; staffing policies including capability, discipline, conduct and grievance.	I	A	I	R	R	I	C	C
	Determine and approve academy policies which reflect their ethos and values to include e.g. admissions; SEND; safeguarding, teaching and learning, and child protection; curriculum; behaviour.	I	I	I	C	A	I	I	R
	Determine and agree all central spend and delegated budgets for each AGB and Trust-wide.	I	A	I	R	C	I	I	I
	Appoint CFO for delivery of Trust's detailed accounting processes.	I	A/R	I	R	I	I	I	I
	Approve annual recommended pay award (subject to affordability in budgets presented by AGBs).	I	A	I	R	S	I	I	I
	Develop Trust-wide procurement strategies.	I	I	I	A	R	I	C	C
	Ensuring that financial regulations and procedures are implemented.	I	I	I	A	R	I	I	I
	Establish protocols for carry forward of academy reserves.	I	I	I	A	R	I	I	I
	Establish protocols for academies to make use of trust reserves or carry forward.	I	I	I	A	R	I	I	I
	Establish protocol for shared services with SLAs through contributions from individual academies.	I	I	I	A	R	I	I	I
	Review and agree Trust collective SLAs and agreements.	I	I	I	A	R	I	C	C
	Authorise bank account establishments and approve bank mandates.	I	I	I	A	R	I	I	I
	Agree investment policy in line with Scheme of Delegation.	I	I	I	A	R	I	I	I
	Approve annual accounts for lodging with Companies House.	I	A	I	R	C	I	I	I
	Appoint internal and external auditors for LET	I	A	I	R	C	I	I	I
	To approve and set up Governors/Trustee Expense Scheme.	I	A	I	I	R	I	I	I
	Determine the scope of central services to be delivered by LET to and on behalf of the academies.	I	I	I	A	R	S	I	I
	Identify additional services to be procured on behalf of the trust.	I	I	I	A	R	I	C	C
	Ensure centrally procured services provided are value for money.	I	I	I	A	R	I	C	C
	Ensure all required insurance policies are in place in respect of buildings and liability for the Trust.	I	I	I	A	R	I	I	I

Area	Activity/Decision	Members	Directors	Trust Committees	CEO	Executive Leadership Group	Head Teacher's Board	Academy Governing Bodies	Academy Principal/Headteacher
	Ensure all required insurance policies are in place in respect of staff absence and sickness (Trust).	I	I	I	A	R	I	I	I
	Ensure all required insurance policies are in place in respect of staff absence and sickness (Academy level).	I	I	I	A	R	I	I	I
	Develop Trust-wide Operations Strategy.	I	I	I	A	R	I	I	I
Legal & Compliance	Approve Admissions Policy (Academy level).	I	I	I	A/R	I	I	C	R
	Adhere to all legal documents including, but not limited to, Articles of Association, Master Funding Agreement, Supplementary Funding Agreement, and Academies Financial Handbook.	I	A	I	R	C	I	I	I
	Appoint Trust legal advisors.	I	A	I	C	R	I	I	I
	Agree auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment).	I	A	I	C	R	I	I	I
	Establish and publish register of all interests, business, pecuniary, loyalty for members/trustees.	I	A	I	C	R	I	I	I
	Ensure Trust governance details on Trust and academy websites.	I	A	I	R	R	I	I	I
	Ensure academy governance details are on Trust and academy websites.	I	A	I	C	I	I	I	R
	To publish proposals to change category of an academy.	I	A	I	R	S	I	I	I