Scheme of Delegation

BATH & WELLS
Multi Academy Trust
'That they may have life, life in all its fullness' John 10:10

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Introduction

As a Multi Academy Trust with a majority of member academies which are Church of England schools, the Trust has a legal relationship with the Bath and Wells Diocesan Board of Education (DBE). This is governed by the Articles of Association and a Memorandum of Understanding between the Trust and the DBE.

The Board of Trustees has overall legal responsibility for the operation of the Bath and Wells Multi Academy Trust (the Trust) and the schools within it. It is legally responsible and accountable to the DfE and has to operate and comply with the provisions set out in its constitutional documents and all relevant legislation including the Articles of Association of the Trust, the Master Funding Agreement, Church Land Supplemental Agreement and the Academy Trust Handbook.

In accordance with the terms of its Articles of Association, the Trust's powers are exercised by its Trustees with the CEO having executive authority for day-to-day operations. Trustees may appoint a Local Governing Committee for each School within the Trust. In accordance with the terms of its constitutional documents and, where applicable, determinations made by the Trustees, this Scheme of Delegation sets out in detail those powers which are reserved to the Trustees (the Board) and the responsibilities delegated to the Senior Leadership Team and Local Governing Committees.

Our Vision

Governance Structure

Members
Ensure the Trust meets its charitable obligations.

BWMAT Trust Board
Responsible for the strategic direction of the Trust.
The employer and accountable body to ensure statutory and regulatory compliance of the whole Trust

Audit and Risk Committee
Oversees the management of internal controls, risk and audit.

Resources Committee
Responsible for monitoring financial performance and strategic staffing matters.

Education Committee
Reviewing performance in relation to educational outcomes, culture, ethos and standards .

Chief Executive/ Accounting Officer
Responsible for day-to-day management of the Trust

Local Governing Committees
Holding school leaders to account and setting school policies.

Headteachers
Responsible for the day-to-day management of their schools

Sub-committees

Roles and responsibilities

Members

The role of members is to act as the guardians of the Trust's constitution (Articles of Association). Every Academy Trust has members who have a similar role to shareholders of a company (but to clarify, there are no shares in an Academy Trust) and the Bath & Wells Diocesan Board of Education is a Corporate member of the Bath & Wells Diocesan Academies Trust. The members meet three times per year, to help them keep aware of any key factors affecting the Trust and its educational and financial performance.

Members:

1. Are the subscribers to the memorandum of association (if they signed the legal documents to open the Trust).
2. May amend the articles of association subject to any restrictions created by the funding agreement or charity law.
3. May, by special resolution, appoint new members or remove existing members other than, where there is one, the foundation/ sponsor body and any members it has appointed.
4. Have powers to appoint Trustees as set out in the Trust's articles of association and powers under the Companies Act 2006 to remove Trustees.
5. May, by special resolution, issue direction to the Trustees to take a specific action,
6. Appoint the Trust's external auditors and receive (but do not sign) the audited annual report and accounts (subject to the Companies Act).
7. Have power to change the company's name and, ultimately, wind it up.
8. Ensure the charitable objectives of the Trust are delivered with particular reference to its Christian Ethos'

Board of Trustees

The Trust Board is permitted to exercise all the powers of the Academy Trust, and may delegate some of their powers and functions. The Trust Board will delegate to the Chief Executive responsibility for the day-to-day operations of the Trust.

The Trustee Board has responsibility for:

1. Protecting the interests and assets of the charity and its schools;
2. Safeguarding the charitable objects;
3. Setting the Vision, Values and Ethos of the Trust and embedding the Trust's Christian distinctiveness
4. Ensuring children, staff and volunteers within the MAT family are appropriately safeguarded;
5. Group strategy, management and governance; and
6. Financial and educational performance.

The Trust Board's Scheme of Delegation is reviewed annually and sets out what the Board has opted to delegate to its committees and executive/senior leaders on the understanding that they will carry out their delegated duties strictly in line with committee terms of reference and Scheme of Delegation Matrix (Appendix A) and to maximise effectiveness, efficiency and impact from the Trust's governance arrangements.

The Board of Trustees may delegate such authority as it deems appropriate to a Local Governing Committee but the Board of Trustees remains collectively responsible for every decision made by a Local Governing Committee. Decisions made under delegated authority must at all times be in line with the values of the Trust.

Consequently, the Trust will not:

(a) restrict its own ability to withdraw such delegation at any time, with or without notice; or

(b) delegate authority to a Local Governing Committee to act in a way inconsistent with any of the Trust's published policies and procedures

Roles and responsibilities

Removal of delegations

Delegations from the Trust Board can be removed at any time. Where there has been a fall in performance or other serious risk identified by the Board of Trustees the level of delegation to a school may be reduced. Typically this will mean that the Executive will be required to monitor and confirm decision making in the school. This is likely to include delegation of staffing and appointments. Where a 'Declaration of Concern' is issued to a school resulting in being categorised as 'Resetting' could result in a reduction in delegation being considered with immediate effect. In other circumstances, such as an Inadequate or Requiring Improvement outcome from an Ofsted Inspection, reduction in delegation may need to be immediate. In all cases the Trustees will set out the exact nature of the reduction in a letter to the Headteacher and Local Governing Committee. Criteria will be set whereby full delegation can be restored – see Education Strategy for more information.

Matters which cannot be completely delegated

There are some roles, decisions and powers on which the Board of Trustees must retain the final say:

- The Board of Trustees is the employer of all staff and therefore is the final appeal body of pay and staff discipline;
- The Board of Trustees is the legal admissions authority for all schools in the Trust;
- The Board of Trustees will agree the final budget for each school.

Assurance:

The Trust Board takes out indemnity insurance annually to protect those working in it, or on behalf of it, from civil or criminal proceedings where they are acquitted by the court from liability for negligence, default, breach of duty or breach of Trust in relation to the affairs of the Trust.

The Trustee Board carries out an annual self-evaluation process to review its effectiveness and continue to improve its performance.

Committees

Audit and Risk Committee

- Reviews the adequacy of financial and non-financial controls and compliance with controls;
- Holds leaders and those who govern at a local level to account for operational compliance
- Monitors the mitigation and assurance around key risks.

Resources Committee

- Oversees the deployment of human and financial resources to deliver the strategic objectives of the Trust, ensuring compliance and best value for money

Education Committee

- Holds leaders, and those who govern at a local level, to account for the quality of Education through the delivery of the Education Strategy.

Panels

- From time to time a Panel of Trustees may be called eg. To hear a complaint. In such an instance, the decision of the Panel of Trustees shall be binding as a decision of the Board.

Roles and responsibilities

Local Governing Committees

The Board delegates responsibility to LGCs for driving educational improvement via the monitoring and evaluation of educational performance against the School Development Plan (SDP), provision of challenge as well as support to hold school leaders to account for school standards; pupil outcomes for all, spirituality and wellbeing; stakeholder engagement and regulatory compliance i.e. safeguarding, H&S, SEND.

The information below sets out the basic governance arrangements for all LGCs and is not exhaustive, further detail is to be provided in each LGC Terms of Reference, agreed by the Trust.

Membership

The Chairman of the Trust has delegated authority, following consultation with the CEO, to approve appointments to the Local Governing Committee and to remove Governors and Chairs of Governors from post. The term of office for Governors is 4 years, and subject to remaining eligible to be a particular type of member on the LGC, any person may be re-appointed or re-elected-elected for a maximum total period of 12 years' service. The 12 year maximum service may be extended by the Trust in exceptional circumstances, for instance where the appointment is essential to supporting the school to deliver its SDP and school improvement priorities. The continuance of a local Incumbent in their role will also be deemed as such an exceptional circumstance, where this is supported by, and subject, to the respective renewal process of either the Bath & Wells Diocesan Board of Education or the Methodist Circuit or Baptist Church as the appointing body, to provide a strong and essential link between the Church and the School.

The model governance arrangements for LGCs are set out on the following page. Each LGC has local discretion to appoint between 9 and 12 (maximum) governors.

Governor appointments/governance models may not vary from the requirements set out in this Scheme unless under prior agreement of the Trust due to exceptional circumstances.

In exceptional circumstances, each LGC may co-opt up to two non-voting members to the LGC in addition to voting governors. The co-option must be due to a specialist area of expertise and will be time-limited to one year, which may be renewed. The co-opted governor will be approved by the Trustees where the school demonstrates a clear purpose for the appointment and expertise of the applicant. The Trust may not co-opt a person who is employed at the Academy if thereby the number of persons employed at the Academy serving on the LGC exceeds that allowed under this Scheme. All appointments to the LGC will be subject to a formal application to the Trust and safer recruitment checks.

Foundation/Trust appointments
5-8 (dependent on the total size of the LGC)

Elected Staff
1 appointment, elected from school staff.

Elected Parent
2 appointments, elected by parents at the school.

Headteacher
1 ex-officio appointment

In former VC schools, 25% of the LGC must be Foundation, and a majority in former VA schools. Foundation appointed governors must be approved by the Diocesan Board of Education, MAST, or Baptist circuit as appropriate, subject to the Trust safer recruitment checks.

The term of office for governors is 4 years, unless an ex-officio appointment.

Members of staff are not usually permitted to undertake any other governor role, besides that of a staff governor, each application for another role would be considered by the Trust with regard to national guidance in relation to the role and hours for which the member of staff is employed.

The LGC appoints its own Chair and Vice-Chair, except in exceptional circumstances (eg. a Resetting school) whereby appointments may be made by the Trust. The Chairperson is expected to serve no more than 3 years as Chair (except under exceptional circumstances) to allow for training and succession planning within the LGC. Local Governing Committees are expected to appoint a Pay and Remuneration Committee to meet at specific times in the year, and, in Church schools, an Ethos Committee. LGCs have discretion to establish additional committees covering Finance and Resources, or Curriculum and Standards, provided they are constituted with a clear Terms of Reference, templates for which are available from the central team.

Where a school is a cause for concern (eg. a Resetting school), the Trust may vary the constitution and membership of an LGC.

Reporting Requirements

- The Headteacher is to attend LGC meetings and report as the responsible officer for educational improvement in the school (s).
- The Clerk is to ensure minutes are shared with the central governance team within two weeks.
- Governors can be invited to the School Improvement Executive Board led by the Director of Education.
- The Chair is to promote a two-way flow of communication between the Trust Board, and LGCs

Quorum and meeting frequency

LGCs shall meet formally at least six times per year, and three voting members of the LGC (or where greater, any one third of the total number of members of the LGC) is required to be quorate. Decisions of the committee shall be taken by a majority vote of governors, with the Chair having a casting vote.

Roles and responsibilities

Local Governing Committees - main duties

1. Approve the school's vision and values (aligned with the Trust's vision and values).
2. Monitor/evaluate the school's educational performance against the SDP, challenging the Headteacher in relation to the impact of interventions and support and agreeing follow-up action or celebrating achievements .
3. Monitor and evaluate the effectiveness of the Christian ethos, vision and values, including in the school's published curriculum statement of intent, implementation, and impact.
4. Approve adaptation of designated Trust policies to suit the school in line with its vision, ethos, and values .
5. Approve school policies and internal procedures in line with academy's ethos and values.
6. Monitor and evaluate impact of the school's communication plan; ensuring it is aligned to the Trust's key messages and promotes the voice of parents, staff, and pupils.
7. Champion the Trust to parents/communities; promoting strong links with the community and, where church schools, with the parish and church.
8. Appoint a designated governor for: Disadvantaged/Vulnerable Pupils (including Pupil Premium), Safeguarding and Attendance, SEND, Health and Safety, and Early Years to facilitate effective monitoring and evaluation in each of these vital areas
9. Triangulate internal reports about data, collective worship, and RE teaching.
10. Contribute to SDP, SIAMS and Ofsted inspection meetings to identify school areas of strength and improvement and opportunities to share best practice.
11. Contribute to the appointment of school leaders/teachers, and performance management of the Headteacher.
12. Ensure spend is in line with the school SDP priorities, is value for money and supports an ethical income generation strategy .
13. Establish/convene any panels required i.e. pay, exclusions, disciplinary, capability, complaints, appeals.
14. Ensure school compliance with statutory duties.
15. Self-evaluate LGC performance and impact on pupils' outcomes and spiritual development annually.

Chief Executive Officer

The CEO has the delegated responsibility for the operation of the Trust including the performance of the Trust's academies. The CEO is the Accounting Officer so has overall responsibility for the operation of the Academy Trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability, avoiding waste and securing value for money.

The CEO leads the Executive Management team (Senior Leadership Team) of the Academy Trust and is accountable to the Trust Board for the performance of the Central Team.

The Chief Executive Office is empowered to take all necessary decisions on behalf of the Trust and its schools in cases of emergency. For the purposes of this Scheme, emergency shall mean any situation in which the CEO believes there is a risk of damage to property, a threat to the health or wellbeing of an individual or that the interests of the Trust may be compromised.

Scheme of Delegation

This Scheme identifies the key decisions that are required in connection with the overall governance and management of the Bath & Wells Multi-Academy Trust and the individual academies within it and should be read in conjunction with the Terms of Reference for Local Governing Committees and the Articles of Association of the Academy Trust.

The bodies identified in the Scheme are as follows:

- Members = shareholders who have ultimate control over the direction of Bath & Wells MAT and ensure that Bath & Wells achieves its objectives
- Trust Board (including delegations to its committees and the CEO) = develops strategic direction, holds individual academies to account for their performance and ensures the MAT and academies are performing financially
- Local Governing Committee of the Academy = a committee of the Trust Board, which operates subject to Terms of Reference set by the Trust Board. It is important to remember that although a responsibility may have been delegated to a LGC the legal responsibility is still with the MAT in terms of performance, finance and as the employer of staff.

Whilst this scheme intends to cover all foreseen aspects of responsibility and procedure it is not exhaustive and when in doubt all parties should engage in meaningful consultation before acting, in order to ensure that the Trust meets the regulations as set out in the Academy Trust Handbook.

It is the Bath & Wells Multi-Academy Trust's stated intention and preference that:

- The Trust and the LGCs will work collaboratively and in partnership at all times
- The Trust will make decisions, following consultation with LGCs, on matters related to all the academies in the Trust. LGCs will make decisions within their powers of delegation on matters which affect individual academies and make recommendations to the Trust and the Headteacher of the Academy
- The Trust Board will put into place effective arrangements for monitoring and evaluating the performance of LGCs and academies
- LGCs / Headteachers will report regularly and frequently to the Board and will make available all relevant data and information on performance and effectiveness.

Members of the LGC agree to

- Attend such training as is reasonably required by the Trust in order to update and improve the knowledge and skills available within the LGC to fulfil its role;
- Provide the information required by the Trust in the form indicated in this Scheme and its Appendix and not to withhold any information which the Trust reasonably requires;
- Refer certain decisions to the Trust for approval as set out in this Scheme, and not to act, or to omit any act, in reliance on such a decision prior to obtaining such approval.

All policies referred to in this Scheme of Delegation relate to the current policies st in the Trust SharePoint and/or published on **www.bwmat.org**

Areas of responsibility (on following pages)

- **Governance**
- **Strategy**
- **School Improvement**
- **Quality of Teaching**
- **Curriculum**
- **Finance**
- **Recruitment of staff**
- **Staff professional development**
- **Performance management**
- **Inspection**
- **Early years foundation stage (EYFS)**
- **Communication**
- **Links with parents, carers, guardians and the wider community**
- **Review of local school policies, processes and procedures**
- **Risk management**
- **Safeguarding**
- **Buildings and maintenance**
- **Health & safety**
- **Provision of information**
- **Data protection/GDPR**
- **Handling of complaints**
- **Admissions**

1 Governance

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• Legally responsible for the Trust, schools and their governance • Responsible for the Board's own processes in line with the legal requirements as set down in the Articles of Association and, for academies, the Master Funding Agreement • Legally responsible for statutory compliance • Delegate certain responsibilities to the LGCs and to the executive • Responsible for succession planning and the recruitment and removal of Board Trustees and Local governors* to ensure an appropriate balance of skills and effectiveness of Trustees and governors at a local level • Responsible for ensuring that Trustees have the right level of training • Responsible for new Trustee induction • Responsible for evaluating their own processes and effectiveness • Responsible and accountable for evaluating the performance and effectiveness of LGCs • Responsible for declaring any business interests	• Act on behalf of the Board to enable it to discharge its duties in relation to statutory compliance and the performance of schools • Support the Board and LGCs with their training and new Trustee/LGC induction • Provide the Board and LGCs with advice and guidance to help them improve and evaluate their processes and effectiveness • Make recommendations to the Board on local governance model(s) • Provide administrative support for the Board • Review the independence and professionalism of clerking to ensure that LGCs have effective clerking service to drive improved governance • Responsible for new LGC governors induction	• Are responsible for succession planning and the recruitment of LGC members to ensure an appropriate balance of skills and effectiveness • Appoint LGC Chair ideally no more than 3 years and to ensure succession planning for Chair of LGC • Responsible for induction and ensuring that members of the LGC have the right level of training, with support from the Clerk • Are responsible for evaluating its own processes and effectiveness • Are responsible for maintaining its register of business interests • Members are responsible for declaring any business interests they have in relation to the school. • Responsible for securing provision of administrative support clerking for the LGC, line management and performance management of the clerk to the LGC • Responsible for ensuring SharePoint is kept up to date with governance information via the Clerk to LGC • Responsible for the line management of Headteachers	• Part of the recruitment process for securing provision of administrative support clerking for the LGC • Responsible for ensuring SharePoint, the school website and the Department for Education's Get Information About School (GIAS) is kept up to date with governance information, supported by the Clerk and school office staff. • 0-2 year old Early Years provision only – any changes of staff and services to Ofsted within 14 days of change

2 Strategy

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• Review and agree the overall vision, values, strategy and long term objectives for the Trust • Approve key performance indicators against which to monitor implementation of strategy and long term objectives	• Develop and propose strategy to the Board • Are responsible for implementing the strategy approved by the Board • Develop and propose key performance indicators (kpis) against the strategy and long term objectives • Monitor progress against strategic aims and kpis, taking corrective action as required • Oversees the development and regular updating of accurate self-evaluation of school and LGC • Provide professional support and challenge to schools in developing and implementing their strategic plan	• Responsible for overseeing the implementation of the Board's strategy as it applies to the school • Provide challenge and support for developing the school's 3 year School Development Plan • Oversees the development and regular updating of accurate self-evaluation of school and LGC • Contribute to the development, implementation and monitoring of the Trust Education Strategy	• Responsible for developing the school's 3 year Development Plan in line with the Trust expectations • Responsible for developing the school's annual Development / Improvement Plan, based on accurate self-evaluation • Contribute to the development, implementation and monitoring of the Trust Education Strategy

3 School improvement

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• Create robust accountability, oversight and assurance for educational performance through the Trust school improvement strategy • Hold executive leaders to account for the educational performance of Trust schools and its pupils, and the performance management of staff • Accountable for the attainment and progress of disadvantaged pupils who attract the pupil premium, catch up and other targeted payments	• Provide professional support and challenge to schools to drive improvement and high standards • Set annual performance targets for schools relating to the quality of education • Responsible for monitoring the schools' performance • Report to Trustees on schools' performance against targets • Responsible for monitoring the schools' response to the recommendations of the last inspection • Responsible for monitoring pupils' quality of education • Responsible for monitoring progress and attainment of different groups of pupils (including but not limited to pupil premium and others facing financial disadvantage, special educational needs and disability, looked after children, different ethnic groups with English as an Additional Language, most able pupils, differing ability cohorts)	**Knowing, understanding and challenging:** • The school in its self-evaluation of significant strengths and weaknesses • The school's response to the recommendations of its last inspection • Responsible for reviewing School Improvement visit notes, and monitoring of progress linked to the SDP • The school vision and intent for the curriculum • Pupils' overall progress and attainment and that of different groups of pupils (including but not limited to pupil premium and others facing financial disadvantage, special educational needs and disability, looked after children, different ethnic groups with English as an Additional Language, most able pupils, differing ability cohorts). • The provisions in place to support pupils' progress and attainment (and the progress and attainment of specific groups), and for knowing and understanding the impact of those provisions	• Responsible for the accurate self-evaluation of the school, its strengths and weaknesses and for implementing a 3 year plan of action to improve and develop based on the evaluation • Ensures a high quality of education is provided for all children • Has a detailed understanding of pupil attainment and progress (and the attainment and progress of specific groups), underpinned by sound evidence (including at individual pupil level) • Ensures appropriate action is taken in a timely, consistent and strategic way to address areas of weakness and improve academic performance, drawing on the best available evidence and monitoring impact • Responsible for sharing School Improvement Team visit notes with the whole LGC and facilitating LGC involvement in feedback meetings.

4 Quality of teaching

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• Monitor and evaluate the quality of teaching across schools and ensure that sufficient resources are allocated to deliver teaching excellence	• Responsible for supporting, challenging and advising the school in its programme of improvement. • Responsible for monitoring statutory compliance on behalf of the Board	• Responsible for knowing and understanding the school's own evaluation of the quality of teaching and ensuring the Headteacher is held accountable for improvements. • Responsible for supporting and challenging the school in its programme of improvement	• Responsible for the quality of teaching in the school according to Trust policies and guidance • Responsible for the accurate self-evaluation of the quality of teaching, its strengths and weaknesses and for taking action to improve the quality of teaching

5 Curriculum

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• Responsible for oversight of the curriculum as part of the overall strategy for school improvement	• Monitor the quality of education across the Trust and intervene as defined in the School Improvement Strategy if the curriculum is not meeting the needs of all children. • Provide subject networks to support the delivery of a curriculum for an ever-changing World across the Trust schools • Provide curriculum and statutory assessment guidance for all schools (EYFS, KS1 and KS2) • Monitor the implementation of the curriculum across the Trust (with the LGC) support, challenge and advise the school in the development and implementation of its curriculum policy • Responsible for monitoring statutory compliance on behalf of the Board	• Responsible for agreeing the principles upon which the Curriculum Policy (including Religious Education and Collective Worship) are agreed. • Responsible for knowing and understanding the school's own evaluation of the quality of its curricular and co-curricular provision • Support, challenge and advise the school in the development and implementation of its curriculum policy • Ensure senior leaders are accountable for the overall quality of education within the school	• Responsible for the development and implementation of the school's curriculum policy • Responsible for the quality of education provided across the school for all learners • Responsible for the progression of learning across all subjects • Responsible for ensuring statutory requirements regarding curriculum are adhered to across the school

6 Finance

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• Legally responsible for the Trusts assets and accounts and for statutory compliance • Maintain robust financial oversight in accordance with the Education and Skills Funding Agency (ESFA) Academy Trust handbook • Review and support a rolling 3 year strategic vision for the finances of the Trust and its schools • Set the budget principles for the schools' budgets and 3 year forecasts and approve the consolidated position for the Trust • Develop and monitor the strategic plan for capital expenditure considering all schools' 3 Year Plans. • Consider management accounts six times a year (Chair to consider on a monthly basis) • Ensure a programme of internal scrutiny to provide independent assurance to the board that its financial and non-financial controls and risk management procedures are operating effectively • Ensure an appropriate, reasonable and timely response to any findings given by auditors, taking the opportunity to strengthen the systems of financial management and control • Approve cash, banking, investment, procurement and purchasing limit policies to ensure compliance with the Academy Trust Handbook • Approval of spend in accordance with the limits set in the Finance and Procurement policy.	• Responsible for compliance with the ESFA Academy Trust handbook • Develop a rolling 3 year financial plan in accordance with the strategic vision of the Trust • Act on behalf of the Board to discharge the duties in relation to statutory compliance and financial performance of the schools • Provide accounting, financial planning, treasury and financial systems services for schools • Work closely with the Headteacher and school in the preparation of the budget and 3 year forecast, setting national assumptions and reviewing and challenging locally set assumptions • Prepare the consolidated Trust budgets for approval by the Board • Monitor the schools' financial performance and challenges where there are variances to budget and the 3 year forecast • Develop a rolling programme of internal scrutiny for approval • Cooperate with auditors and implement their reasonable recommendations. • Develop procurement processes and purchasing limits to ensure Value for Money and ensure compliance with Academies Trust Handbook • Open new bank accounts as appropriate and manage cashflow in line with investment policy • Maintain the Trusts Asset register • Approval of spend in accordance with the FiLnance and Procurement policy.	• Provides challenge and support to the Headteacher in preparing draft budget submissions to central office within the budget timetable, meeting Trust budget principles and within allocated resources • Works with the Headteacher to agree priority capital investments for the school and monitors the progress of capital works • Proposes the school budget to the Trustees • Receives summary management accounts monthly to ensure the LGC is fully aware of the school's financial performance • Challenges and supports the school where there are variances to budget and the 3 year forecast in order to achieve budget overall • Advises the Headteacher on priorities for workforce, budget and value for money based on budget assumptions • Contributes views in relation to priorities within the final budget and 3 year forecast • Provides challenge and assurance that the school is complying with the finance policy (including the procurement processes and purchasing limits) • Approval of spend in accordance with the limits set in the Finance and Procurement policy.	• Works closely with the LGC and executive in the preparation of the budget and 3 year forecast for approval by the Board in line with Trust budget principles • Responsible for controlling costs and ensuring budget commitments are met • Ensures compliance with all Trust financial policies and procedures • Cooperates with auditors and implements their reasonable recommendations • Responsible for delivering value for money through adherence to the procurement processes and purchasing limits • Approval of spend in accordance with the limits set in the Finance and Procurement policy.

7 Recruitment of staff

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• Responsible for the recruitment and appointment of the Chief Executive ensuring it is in line with Trust policy and procedure • Responsible for the recruitment and appointment of the CFO ensuring it is in line with Trust policy and procedure • Responsible for the recruitment and appointment of the Strategic Lead for Governance ensuring it is in line with Trust policy and procedure • Support the CEO by joining appointment panels contributing to the appointment process of an Executive team member • Support the Headteacher recruitment process by joining the selection panel with the exercise facilitated by the CEO.	• The Executive and HR central team will provide the Board and schools with professional support and advice relating to the recruitment of staff. • Responsible for the recruitment and appointment of Headteachers, in consultation with the Diocesan Board of Education (where related to Church schools), in line with Trust policy and has final responsibility for agreeing an appointment. Responsible for recruitment to Central Team positions and for ensuring it is line with all relevant Trust policies and ensuring that appropriate job descriptions and pay rates are deployed. • Responsible for the accuracy and upkeep of Central Team Single Central Record (SCR) (including Trustees) and statutory compliance with safer recruitment on behalf of the Board. • Responsible for ensuring that all central staff have a contract, and job description • Provide schools with relevant KPIS data regarding staff recruitment and retention,. • Responsible for ensuring sufficient central team members are trained on safer recruitment training and maintaining training records. • Must ensure that all recruitment paperwork for the central team and Headteacher appointments is filled out and is kept in line with the Retention Policy	• Contributes to the appointment of the Headteacher in close consultation with the Central Executive. • Supports the Headteacher by joining all appointment panels for senior leadership posts. This must include Nursery Manager posts. • Using key performance data provided by the school and HR central team, staying fully aware of the school's activity in terms of its staff, staffing structures and more general HR data • Responsible for knowing and understanding the training requirements for safer recruitment • Responsible for ensuring sufficient LGC members are trained on safer recruitment training and maintaining training records • Responsible for reviewing and signing off the SCR at least termly ensuring compliance with Trust policy and procedure	• Responsible for the recruitment and appointment of all school staff other than themselves and for ensuring it is line with all relevant Trust policies and ensuring that appropriate job descriptions and pay rates are deployed. • Responsible for informing the LGC of all proposed senior leadership recruitment enabling the LGC to be part of the panel for school leadership roles. • Responsible for communicating senior staff appointments to the LGC • Reports key performance on recruitment and more general HR to the LGC • Responsible for the accuracy and upkeep of the school's Single Central Record and statutory compliance with all safer recruitment requirements • Responsible for knowing and understanding the training requirements for safer recruitment and ensuring all school staff who are involved in the process have appropriate safer recruitment training. • Responsible for ensuring that all recruitment paperwork is filled out and is kept in line with the recommended guidance. • Responsible for ensuring that all staff have a contract, and job description.

8 Staff professional development

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• Ensure that staff development is given appropriate attention and resource by the Executive • Through monitoring performance of the organisation, challenge and support the executive to develop the capability of staff	• Monitors the professional development provided by schools to ensure that the organisation provides appropriate opportunities for all staff • Provide and deliver an induction programme for newly appointed school leaders and central team members • Provide Trust wide professional development for all Trust Headteachers • Coordinate talent development and succession planning for leadership across the Trust • Develop and implement the HR strategy, including delivery (directly or via commissioned support) of professional development programmes where appropriate • Ensures Trust wide staff development resources are available through the Trust SharePoint • Provide and record CPD for central team members	• Monitors effectiveness of professional development, talent management and succession planning of all school based staff and supports and challenges appropriately	• Develops and implements the school's continuing professional development (CPD) strategy, including delivery of CPD aligned with the school's improvement plan targeted to different groups of staff • Reports on CPD and its impact through the Headteacher report • Maintains a structured approach to talent management and succession planning at school level • Ensures staff are able to benefit from appropriate professional development opportunities, (including internal and external opportunities) , in line with talent management objectives • Ensures that CPD is recorded for staff

10 Inspection and *SIAMS (* Statutory Inspection of Anglican and Methodist Schools, for church schools only)

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• Receive inspection reports and lessons learned as appropriate • Receive SIAMS reports and lessons learned as appropriate • Receive reports regarding proposed actions to address key issue where a school is found to be inadequate or requiring improvements	• Provide support to the school prior to, during and after inspections • Provide update training for Ofsted inspections • Diocese responsible for SIAMS training and preparation for inspections in church schools	• Understands the requirements of the inspection process and supports the Headteacher • Responsible for engaging fully with the inspection process • Communicates the outcomes of the inspection process to parents, carers and guardians in line with statutory requirements	• Responsible for ensuring all staff and the LGC fully understand • requirements of the inspection process • Responsible for ensuring all staff and the LGC fully understand requirements of the siams process

11 Early Years Foundation Stage (EYFS) (as applicable)

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• Receive annual reports on compliance, standards and proposed • actions to address issues • Review data on EYFS performance across the Trust schools with EYFS provision	• Responsible for monitoring statutory compliance with respect to EYFS • Review data on EYFS performance • Provide training, advice, guidance, support and challenge with respect to EYFS provision	• Appoints an LGC member to have specific responsibility for EYFS • Responsible for monitoring the school's evaluation of the quality of education, in particular early reading and phonics as part of the EYFS provision • For 0-2 provision responsible for monitoring the quality of provision, care practices in line with Early years inspection handbook for Ofsted- • registered provision for September 2021 with a named responsible governor.	• Responsible for quality of provision of EYFS, and for implementing actions • to address weaknesses • For 0-2 provision responsible for monitoring the quality of provision, staff training and expertise, ratios and care practices in line with Early years inspection handbook for Ofsted- registered provision for September 2021.

12 Communication

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• Communicate a clear vision, strategy and communication plan for the Trust	• Ensure effective communication between the Board, LGC Chairs, • Headteachers and other staff • Ensure that staff understand relevant organisational strategies and associated priorities • Ensure that schools are communicating appropriately with their communities • Responsible for Trust wide communication about schools, including inspection outcomes	• LGC Chair (with Headteacher) responsible for ensuring LGC • members have all the information they require to be well informed • about both the school and the Trust • LGC Chair (with Headteacher) responsible for ensuring the views of the LGC are well communicated to Trustees and Executive • Submit a regular return to Trustees on key headlines from the LGC • Responsible for submitting papers for LGC meetings on SharePoint • Responsible for ensuring the activities of the LGC are • communicated clearly to the school community • Monitors communication with staff, parents and community to ensure that priorities are well understood and issues of concern addressed • Triangulate parental and staff feedback, ensuring that appropriate plans are in place to address concerns and key issues	• (With LGC Chair) responsible for ensuring LGC members have all the information they require to be well informed about both the school and BWMAT • (With LGC Chair) responsible for ensuring the views of the LGC are well communicated to Trustees and Central Office • Ensures that organisational priorities are understood by staff, parents and pupils as appropriate • Ensure all staff and volunteers are trained and abide by policies and code of conducts as regards communication including use of social media • Ensure that staff and parental surveys are carried out three times a year and followed up appropriately • Conduct at least termly pupil voice activities and respond to any concerns identified

13 Links with parents, carers, guardians and the wider community

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• Ensure development of strategy for links with parents, carers and guardians	• Develop strategy for links with parents, carers and guardians	• Monitoring the school's links withparents, carers, guardians and the wider community • Supporting and challenging the school to improve and develop links • Communication with parents to be informed about parents' views about the strengths of the school and areas for improvement.	• Responsible for developing effective links with parents, carers, guardians and the wider community

14 Review of local school policies, processes and procedures

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• Review and approve statutory policies, and other policies that apply across the Trust, including (but not limited to): Safeguarding, Supporting Pupils with Medical Needs, and Health and Safety policy • Review number and nature of complaints across the Trust	• Development of exemplar policies, policy guidance and compliance checklists • Approval of Trust-wide procedures and processes • Monitor schools' adherence to the cycle of policy reviews	• Ensure adherence to regular cycle of school policy/documentation reviews, and statutory publications which include: - Pupil Premium strategy - PE, sports and catch-up premium strategy - Collective Worship Policy - RE Policy - Curriculum statement - SEND Policy - Behaviour and Anti-Bullying Policy - EYFS Policy - Children with Health Needs who can't attend school - Early Careers Induction policy - Sex and Relationships Policy - Accessibility Plan - Health and Safety procedures and premises documentation - Online Safety - Equality Objectives • Ensure that practice within the school reflects most up-to-date policy documents – if practice does not follow policy guidance, then policies are not effective and should be reviewed • Regular cycle of process scrutiny eg Attendance registers, complaints log, work experience procedures	• Updating of all local school policies and statutory publications for approval by the LGC. Internal school procedures are agreed by the Headteacher' • Regular updating of process and procedures eg, attendance registers, complaints log, work experience procedures • Ensures that school health and safety policies are reviewed in accordance with Trust requirements including those determined by local risk assessment

15 Risk management

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• Overall responsibility for the risk management framework • Approve the Trust Risk Management Policy, including setting risk tolerances and determining risk appetite • Consider the minutes of the Audit, Risk and Scrutiny Committee, including the committee's review of the Strategic Risk Register, at each of its meetings and an annual report from the Chair of the committee	• Manage the strategic risks facing the organisation • Draft and implement a Trust Risk Management Policy • Maintain, regularly review and update the Trust Strategic Risk Register • Audit school compliance with policy including existence and regular review of school key risk register	• Oversees risk management at the local level, including regular reviews of the school risk register	• Responsibility for risk management at their school, including the maintenance and regular review of a school risk register by SLT

16 Safeguarding

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• Accountable for setting overall policies for safeguarding and child protection to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare • Appoint a named safeguarding Trustee • Set the strategic vision for the spiritual, moral, social and cultural development of pupils • Monitor data in relation to safeguarding incidents and their resolution • Monitor data in relation to exclusions and their resolution	• Provide safeguarding and child protection guidance for all schools, in • line with statutory guidance and non-statutory national guidance • Quality assure by sampling safeguarding visits to monitor compliance with policies and effectiveness of practice • Responsible for monitoring that each LGC is effectively scrutinising statutory compliance with respect to safeguarding and child protection for all schools on behalf of the Board • Responsible for monitoring statutory compliance with respect to the quality of spiritual, moral, social and cultural development of pupils on behalf of the Board • Ensure all board members have the appropriate child protection checks and are recorded on the Central Team Single Central Record	• Appoints an LGC member to have specific responsibility for welfare and child protection in the school, reporting to full LGC as appropriate • Checks SCR at least 3 times per year (termly) and ensures all new starters (including volunteers) are included.' • Monitor data in relation to safeguarding incidents and their resolution within the school • Monitor and challenge exclusions, racists allegations • Monitors, supports and challenges the welfare and child protection in the school including: (i) child protection (ii) exclusions (iii) serious disciplinary incidents (iv) attendance and (v) behaviour • Responsible for knowing and understanding the school's own evaluation of the quality of • spiritual, moral, social and cultural development of pupils	• Responsible for safeguarding and child protection within the school • Is the designated lead who is responsible for ensuring all staff are trained and up to date with safeguarding procedures • Responsible for identifying risks to effective safeguarding and taking action to reduce potential risks • Responsible for the quality of spiritual, moral, social and cultural development of pupils • Responsible for ensuring that school policies and practices take into account the procedures and practice of the local authority • Responsible for any exclusions and arrangements for alternative provision as required • Responsible for providing reports on welfare and child protection to the LGC and to the Central Team

17 Buildings and maintenance

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher

• Review and support the Vision and strategy plans for Trust:
  • Estates
  • Green agenda
• Review and approve 'planned' capital project proposals using School Condition Allocation (SCA) capital funds
• Review 'reactive' and 'emergency' capital project funded from SCA
	• Develop and review 3- year Vision and strategy for Estates in line with the DfE Good Estates Management for Schools
	• Develop and review spend criteria for SCA
	• Responsible for developing plans for SCA capital expenditure based on knowledge of estate
	• Approval of SCA capital expenditure under 'reactive' and 'emergency' spend Report to Trustees
	• Provide the Board and schools with professional support, challenge and advice relating to the management of buildings and estates
	• Review and approve expenditure outside of the budget proposals for capital investment
	• Responsible for organising condition surveys for all schools on rolling 3–5-year basis, along with new school joining Trust
	• Responsible for insurance valuations (rebuilding)
	• Responsible for monitoring compliance with statutory regulations relating to premises and accommodation
	• Receive, review and report to the Board and relevant committees on proposals schools for planned capital works
		• Monitors planned and approved capital works
		• Monitors the impact of DFC (Devolved Formula Capital) spend on the quality of school buildings
		• Responsible, with the Headteacher, for developing priorities for capital expenditure in line with the condition surveys
		• Supports the Headteacher in preparing Expenditure Outside Budget (EOB) plans for capital projects
		• Responsible, with the Headteacher, for developing and reviewing business continuity plans
			• Responsible for the maintenance of the school and facilities, with support from central team
			• Responsible, with the LGC, for developing priorities for capital expenditure from DFC in line with condition surveys and other estates information
			• Develops EOB plans for capital projects
			• Responsible, with the LGC, for developing and reviewing business continuity plans

18 Health and safety

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• Form the corporate body and serve as the employer under the Health and Safety at Work Act 1974 • Responsible for setting overall policies for health and safety that are applicable Trust wide • Responsible for monitoring and periodically reviewing health and safety performance • Ensure adequate resources are made available for the discharge of the employer's health and safety duties	• Appoint a competent health and safety professional • Develop health and safety policies and monitor performance reporting to Board • Provide health and safety support to all schools and central team • The health and safety policy defines the Trusts risk appetite with regard to health and safety compliance • Provide central team staff with the training, information, instruction, and supervision as necessary to meet statutory requirements and fulfil their duties in a safe manner • Approval of category B visits as the Trust educational visits advisor • Report RIDDOR reports to the HSE • Liaise with enforcing authorities	• Appoints an LGC member to have specific responsibility for health and • safety in the school, attending the relevant sub-committee where health & safety is discussed (if relevant) Reporting to full LGC as appropriate • Monitors, supports, and challenges the health and safety performance at the school • Approval and monitoring of external visits (approval can be delegated to Headteacher for Category A visits) • Monitor accident records	• Accountable for health and safety performance within the school • Responsible for the implementation of health and safety policies and for statutory compliance • Ensures that all staff within their school have received sufficient training, information, instruction, and supervision as necessary to meet statutory requirements and fulfil their duties in a safe manner • Responsible for providing reports on health and safety to the LGC and relevant sub-committee (if relevant) • May delegate some health and safety responsibilities to staff in accordance with the Trust and school health and safety policy • Ensures that staff with delegated responsibilities receive sufficient training, information, instruction and supervision This includes time to undertake the role

19 Provision of information

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• Accountable for the provision of clear and regular information to a range of relevant bodies • Accountable for statutory compliance	• Monitor statutory compliance on behalf of the Board • Responsible for monitoring statutory compliance in relation to the information provided to the relevant bodies, parents and others on behalf on the Board • Provide guidance and model policies • Responsible for Trust website development and quality	• Responsible for monitoring the quality of information provided by the school • Responsible for supporting and challenging the school on the quality of information • Responsible for reviewing school policies and their implementation within an annual programme	• Responsible for the development and implementation of school policies in • line with statutory requirements and best practice guidance • Ensures LGC access to all information provided to relevant bodies, stakeholders including parents, prospective parents and the local community • Ensures the information provided by the school is of a high quality • Responsible for school website development and quality

20 Data protection/General Data Protection Regulation (GDPR)

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• Accountable for compliance with all data protection legislation • Ensure adequate resource for GDPR compliance	• Appoint a suitably qualified Data Protection Officer (DPO) or procure externally • Decide response to data breaches including reporting to the Information Commissioner's Office (ICO) • Ensure Group ICO notifications are accurate and up to date • Prepare, review and update a suite of data protection policies • Ensure central team GDPR compliance • Audit schools' GDPR compliance (external) • Provide access to GDPR training and updates • Review any data breaches • Review the outcome of the DPO audits on all schools, and implement central action points	• Ensure a Data Protection Lead (DPL) is appointed • Review compliance with Data Protection Requirements	• Appoint a DPL of sufficient seniority • Provide DPL with adequate training, support and resources to fulfil their role • Ensure compliance with Trust data protection policies and procedures • Report Breaches to Data Protection Officer and inform Central Team • Ensure all staff have received GDPR training

21 Handling of complaints

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• Ensure that a suitable complaints policy exists • Receive and where appropriate investigate complaints about an LGC Chair • Receive and pass on to the relevant Executive complaints from the Department for Education (DfE), the Education and Standards Funding Agency (ESFA), Ofsted, Independent Schools Inspectorate (ISI) and similar bodies • Review the number and type of complaints received across the Trust	• Develop and review Trust wide complaints policy • Responsible for monitoring statutory compliance in relation to complaints • Provide guidance and model templates on complaints handling • Ensure complaints received at Central Office are directed to the appropriate person in line with the complaints policy • Support for complaints which reach stage 3 or where the complaint is about a Headteacher	• Responsible for handling and monitoring of complaints in line with Trust Complaints Policy, taking advice from the Central Team where complaints refer to the Headteacher	• Responsible for handling and monitoring of complaints in line with Trust Complaints Policy

22 Admissions

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• The Board of Trustees is the legal Admissions Authority for all schools in the Trust • To meet at strategic points in the year in line with admissions timetable • Responsible for determining all admission arrangements on an annual basis or where admissions code changes specify the need • Responsible for approval of PAN changes • Review Trust information and data at committee meetings feeding into full board	• Responsible for developing Trust wide admission arrangements for all • schools in consultation with schools, external advisors etc • Responsible for monitoring statutory compliance in relation to admissions arrangements • Responsible for developing and sharing appeals timetable for all schools • Provide updates to Trust Board on developments, involvement of external consultants and LA • Responsible for pre-consultation liaison with the Diocese prior to public consultation on Admission arrangements	• Responsible with LGC for reviewing oversubscription criteria annually • Review admissions numbers for school • Responsibility for ensuring that all statutory admissions documents are live on the school website • Responsibility for in-year admissions in consultation with the Headteacher	• Responsible for publishing all statutory admissions documentation • on the school website • Responsible for raising school profile for admissions • Responsible with LGC for reviewing oversubscription criteria annually • Responsibility for ensuring compliance with statutory obligations around admissions • Responsibility for in-year admissions in consultation with LGC

23 Information & Communications Technology

Trustees (the Board)	CEO and Executive	Local Governing Committees	Headteacher
• Monitoring of procurement and contracts. • Monitoring of Cyber Risk • Monitoring of ICT support services • Monitoring of the Trust Technology strategy. • Decision making on procurement of high-value contracts in accordance with the Finance and Procurement Policy	• Responsible for the Trust Technology Strategy. • Decision making for procurement of services in accordance with the Finance and Procurement Policy • Responsible for the monitoring of core services and software where these are used across the whole organisation. These are defined in the Trust Technology Strategy • Responsible for the provision and monitoring of ICT support services to ITIL/FITS standards. • Responsible for the provision and monitoring of asset management tools and operational information. • Responsible for evaluating and ensuring the cyber security and resilience of the organisation including auditing and penetration testing by external third parties. • Responsible for creation and monitoring the effectiveness of the core Trust ICT policies. • Responsible for monitoring and implementation of change to core ICT systems.	• Monitoring of school technology strategies. • Monitoring of the privileged access log to ensure that it is being maintained and updated for school systems eg.scholar pack and social media. • Monitoring of online safety and internet access and filtering procedures linked to safeguarding. • Monitoring and evaluation of ICT training and CPD for all staff • Monitoring local cyber incident plans.	• Responsible for the procurement of ICT equipment and services in line with Trust policies and procedures. • Responsible for and monitoring the effectiveness of the school technology strategy. • Responsible for equipment replacement planning and budgeting. • Responsible for the School's public web presence including social media and school websites. • Responsible for the local cyber incident plan. • Responsible for ensuring staff ICT CPD that keeps staff up to date in the use of technology in the classroom and school. • Ensuring that ICT resources are available for both the ICT specific and wider curriculum. • Ensuring that the privileged access log is updated and checked on a regular basis. • Reporting users accounts to be created and disabled to the Trust ICT team. • Monitoring of online safety and internet use.