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**DIOCESE OF CHICHESTER  
ACADEMY TRUST**

**Diocese of Chichester Academy Trust**

**Scheme of Delegation**

**January 2017**

The Diocese of Chichester Academy Trust is a Company Limited by Guarantee (Registration Number 09201845 ) registered at Companies House. As a company, it is legally responsible for the governance of all academies within the Trust in line with its Articles of Association. The Trust also takes account of any guidance as to the governance of academies that the Secretary of State may publish to the extent permitted by the Trust's governing documents.

The Trust is governed by a Board of Directors/Trustees who are responsible for all the management and administration of the Trust and all the academies in the Trust. The Members of the Trust appoint the Directors and hold the Board of Directors to account for the performance of the Trust. The Trust has a Master Funding Agreement and Supplemental Funding Agreements with the Secretary of State. The Board of Directors and Chief Executive Officer, therefore, are accountable to external government agencies, including the Charity Commission and the Department for Education, for the quality of the education the Trust provides; the Board of Directors is also required to have robust systems in place through which it can assure itself of quality, safety and good practice. For any academy in the Trust designated as a Church of England school, the Board of Directors is accountable to the Chichester Diocesan Board of Education and the Bishop of Chichester to ensure that the academy is conducted as a Church of England school.

To enable the Board of Directors to carry out its responsibilities, it appoints people in each academy who are more locally based to serve on a Local Governing Body which has been established to ensure the good governance of the academy. The Local Governing Body is legally 'an advisory body' for the academy, as set out in the Master Funding Agreement entered into by the Trust with the Secretary of State. The roles and responsibilities of the Board of Directors in relation to those of the Local Governing Body, together with the commitments to each other to ensure the success of the academy, are outlined in the Scheme of Delegation.

**The Trust operates a variable Scheme of Delegation based on the principle of 'earned autonomy' that ranges from the maximum delegation permitted (Delegation Max) for established academies to a more limited delegation (Delegation Min) for new academies or academies where the Board of Directors is concerned about the effectiveness of the leadership and management of an academy or the financial position of an academy. The Board of Directors may decide to change the levels of delegation if there are concerns when the school is operating as an academy. If there are serious concerns about the performance of an academy, the Board of Directors may decide to replace the local governing body with an interim management board with full responsibility for the running of the academy.**

## The Aims and Objectives of the Trust

The Trust's aims and objectives are to provide every child in its academies with the very best education possible; inspirational, fully-rounded and rooted in our Christian beliefs and values. Every lesson should be at least good or better and every child should enjoy school life and must make the best possible academic progress. Each academy will be welcoming to all, and will serve equally those who are of the Christian faith, those of other faiths and those with no faith.

The Trust aims to bring together local church schools, and community schools where appropriate, to drive and maintain improvement and share economies to maximise resources for teaching and learning in the classroom. This will enable all pupils and staff to develop and achieve to their full potential. The Trust wants to attract, train and keep good staff and also use expertise from other schools and external partners, including local universities and teaching school alliances. This will be achieved principally through a network of hubs, each having a local strategic board – a sub-committee of the Trust's Board of Directors- to monitor the performance of schools and to promote opportunities for collaborative working across schools.

## The Vision and Values of the Trust

### **Vision Statement:**

To become *the* multi-academy trust of *choice* for the schools and families of the diocese by supporting the academic, spiritual and professional needs of the whole community.

In our Trust:

- All children achieve and maximise their potential
- All schools improve and perform above national expectations
- All staff are supported and actively engage in CPD
- The distinct Christian identity of each of our academies is maintained and celebrated

### **Development of knowledge, academic skills and emotional development:**

The Trust sees this area of development in the following ways:-

- Learning to know – becoming inspired, discovering and exploring, actively engaging with experience, developing a passion for lifelong learning, acquiring knowledge and understanding of ourselves, our immediate world and beyond and to become responsible creators and stewards of the Earth's resources.
- Learning to do – gaining skills, confidence and practical abilities to become purposeful creators.
- Learning to live together – learning tolerance, mutual understanding and interdependence, sharing the experience of learning with others as responsible citizens.

Achievement of the Trust's academies in this area will be monitored and measured by the Trust and by OFSTED in Section 5 and 8 inspections.

### **Spiritual development:**

The Trust sees this area of development in the following way:-

- Learning to know and worship God.
- Learning to be- developing ourselves, our spiritual, mental and physical capacity, wellbeing and resilience, and our ability to take control of our lives and influence the world around us.

Achievement of the academies in this area will be monitored and measured by the Trust and by the Diocese in Section 48 inspections.

### **Distinctive character**

The Trust's academies will preserve and develop their distinctive religious character and support the education of their pupils within the context of Christian belief and practice. They will encourage an understanding of the meaning and significance of faith and will promote Christian virtues and character through the experiences offered to all pupils. The academies will welcome children of all faiths and of no faith. Whilst respecting all religions they will interweave learning in the Trust's academies with a seamless application of Christian understanding and insight including:

- teaching of the Christian narrative
- factual awareness of the faith of others
- ongoing opportunities to experience Christianity in the actions of leaders, staff and school policy
- giving opportunities to encounter the person of Jesus Christ
- experience of the key practices of the Anglican Church
- teaching of British Values as defined by the DfE ( November 2014)

### **These actions will enable the schools to address and embrace the following comprehensive aspects of spiritual development:**

- Self-awareness: Knowing what I believe in and value, and what deeply motivates me
- Spontaneity: Living in and being responsive to the moment
- Being vision- and value-led: Acting from principles and deep beliefs, and living accordingly
- Holism: Seeing larger patterns, relationships, and connections; having a sense of belonging

- Compassion: Having the quality of “feeling-with” and deep empathy
- Celebration of diversity: Valuing other people for their differences, not despite them
- Field independence: Standing against the crowd and having one’s own convictions
- Humility: Having the sense of being a player in a larger drama, of one’s true place in the world
- Tendency to ask fundamental “Why?” questions: Needing to understand things and get to the bottom of them
- Ability to reframe: Standing back from a situation or problem and seeing the bigger picture; seeing problems in a wider context
- Positive use of adversity: Learning and growing from mistakes, setbacks, and suffering
- Forgiveness and healing when things go wrong: Willingness to admit mistakes and find a way back
- Sense of vocation: Feeling called upon to serve, to give something back

## The Operating Principles of the Trust

The Board of Directors and Local Governing Bodies in their operations and decision making must be committed:

**To providing an education which puts children and young people first so that all pupils make the best progress they can:**

- to provide the best possible preparation for all pupils to enable them to live their lives in all its fullness and to make a positive contribution to society;
- to model trust in pupils on a daily basis, believing they want to learn and to contribute positively to the school and to the wider community.

**To demonstrating several key principles of governance:**

- to be relentless in assessing performance at all levels and seeking improvement in all areas;
- to be unashamed of taking tough decisions and the difficult paths when necessary;
- to be an employer who values the contributions of its employees, empowers them to contribute and offers a rewarding working environment at the leading edge of professional development;
- to expect all employees to strive for excellence and provide exceptional personal and academic development for pupils.

**To the efficient and effective use of resources, recognising that financial constraints mean the Trust cannot do all it might like and therefore:**

- to seek financial best value and proficiency in all things, including providing the best learning environment possible;

- to ensure where compromises are needed they focus on enhancing the education of all pupils or contributing to the common good of the Trust and the communities it serves.

## The Board of Directors

The Board of Directors is responsible for the effective operation of the Trust and each of its academies. It provides ongoing challenge and support to the Central Trust Team and to the Local Governing Bodies. The Board of Directors meets regularly throughout the year.

The operation of the Board of Directors is set out in the Trust's Articles of Association. The basic composition of Board of Directors is outlined in Sections 45, 46 and 47 of the Articles of Association:

*45. The number of Directors shall be not less than three, but (unless otherwise determined by ordinary resolution) shall not be subject to any maximum.*

*46. Subject to Articles 48-49, the Company shall have the following Directors: (a) No fewer than 5 Foundation Directors, appointed under Article 50; (b) Principals if appointed under Article 50A; (c) Academy Directors appointed under Article 51 and 52; (d) Chief Executive Officer if appointed under Article 50A; (e) Parent Directors if appointed under Articles 53-56 in the event that no provision is made for parent representatives on Local Governing Bodies under Article 101A.*

*47. The Company may also have any Co-opted Director appointed under Article 58.*

### Key roles:

The Board of Directors fulfils the following key roles through the delegation of its powers to the Chief Executive Officer and the Central Trust Team:

- It ensures there are robust systems and structures in place for the Trust's effective operation and strategic development;
- It ensures health, safety and compliance across all Trust academies and activities;
- It ensures the Directors are appropriately informed about the Trust's performance, including financial performance;
- It ensures that the Trust's aims and objectives, vision and values, guiding principles and ethos are applied consistently.

### **Key responsibilities:**

The Board has the following key responsibilities which it carries out through working closely with or through the Chief Executive Officer and the Central Trust Team:

- To establish and oversee the strategic direction of each academy, challenge and monitor its performance;
- To ensure that the quality of the educational provision and outcomes for pupils continually improve in each academy;
- To be a responsible employer;
- To ensure compliance with all the relevant legislation, including (but not limited to) that relating to the health and safety of its employees, pupils and visitors;
- To challenge and monitor the educational performance of each academy, especially in relation to pupils' progress and outcomes for pupils;
- To challenge and monitor the financial governance and strategy of the Trust, including through the delegation of certain responsibilities to the Audit and Resources Committee;
- To appoint and develop key senior leaders across the Trust – especially the Headteachers
- To ensure regular effective communication with the Headteachers and Local Governing Bodies.
- To approve the admissions policies of each academy;
- To consider proposals for growth of the Trust or change of strategic direction.

### **Delegation of key responsibilities:**

Aspects of these key responsibilities will be delegated to the Chief Executive Officer and the Central Trust Team, the Headteachers and the Local Governing Bodies. The operational day-to-day running of each academy is delegated to the respective Headteacher and Local Governing Body.

For example, the Board of Directors will:

- Ensure there is clarity of roles and responsibilities for the Local Governing Bodies to maintain effective local governance in each academy;
- Ensure clarity of roles and accountability between the Board of Directors, the Chief Executive Officer and the Central Trust Team, the Headteachers and Local Governing Bodies;
- Provide training for Local Governing Bodies to enable them to fulfil their responsibilities;
- Through the Chair of the Board of Directors, undertake the performance management of the Chief Executive Officer.
- Be informed by the Chief Executive Officer or Group Executive Principals on the appointment of senior leaders to individual academies so these can be ratified;
- Approve the Trust's pay and performance policy, ratify pay decisions, and devolve operational aspects to the Chief Executive Officer, the Chief Financial Officer or the Group Executive Principals;
- Ensure all finances are effectively managed by the Chief Executive Officer and Chief Financial Officer through the Board of Directors, and

where appropriate, the Audit and Resources Committee.

### **Evidence of effectiveness:**

Evidence for the effectiveness of the Board of Directors will be provided mainly by:

- Outcomes from regular self-evaluation at all levels in the Trust;
- Achievement and attainment at each academy;
- Demonstrable pupil progress;
- Reduction in the gap between performance of different groups of pupils and the average;
- Rigorous, data oriented assessment of the quality of teaching and learning and pupil progress;
- High standards of behaviour, good attendance and a safe environment in each academy;
- A strong Trust ethos enhanced by spiritual, moral, social and cultural development based upon Christian values;
- The highest expectations of all staff and pupils;
- Directors and Local Governors acting as a driving force for improvement, regularly checking their own effectiveness;
- Positive parent / carer feedback;
- Evidence of decisive action taken to address financial and leadership challenges at Trust and individual academy level.

## **Committees of the Board of Directors**

### **The Audit and Resources Committee**

#### **The Role of the Committee**

The role of the Audit and Resources Committee is to maintain an oversight of the Trust's finance, governance, risk management, internal control and value for money framework, the Trust central staffing and operational matters. It will report its findings annually to the Board of Directors and the Accounting Officer as a critical element of the Trust's annual reporting requirements. The Committee has no executive powers or operational responsibilities/duties. It meets at least once per term and has a dedicated meeting each year (usually in November) to receive the external audit report following the statutory audit, prior to the full Board of Directors' meeting in December clearing the statement of accounts.

#### **The Duties of the Committee**

The main duties of the Audit, Finance and Resources Committee are to:

- Advise the Board of Directors and Accounting Officer on the adequacy and effectiveness of the Trust's finance, governance, risk management, internal control and value for money systems and framework, the Trust central staffing and operational matters. An annual report will be

produced by the Committee in this regard;

- Advise the Board of Directors on the appointment, re-appointment, dismissal and remuneration of the external and regularity auditors;
- Advise the Board of Directors on the need for, and then, where appropriate, the appointment, re-appointment, dismissal and remuneration of an internal auditor or other assurance provider to enable the Board of Directors to sign the corporate governance statement in the annual accounts;
- Advise the Board of Directors on an appropriate programme of work to be delivered by independent assurance providers (external auditors and responsible officer);
- Review the external auditor's annual planning document and approve the planned audit approach;
- Receive reports (annual reports, management letters etc) from the external auditor and other bodies, for example the Education Funding Agency, and consider any issues raised, the associated management response and action plans. Where deemed appropriate, reports should be referred to the Board of Directors or other committees for information and action;
- Regularly monitor outstanding audit recommendations from whatever source and ensure any delays to implementation dates are reasonable;
- Review the Trust's Risk Register at each meeting and report to the Board of Directors when appropriate;
- Consider any additional services delivered by the external auditor or other assurance provider and ensure appropriate independence is maintained;
- Ensure appropriate cooperation and coordination of the work of the external auditor and responsible officer, meeting with the external auditor and responsible officer at least annually;
- Approve the annual Trust budget in time for submission to the Education Funding Agency and receive regular budgetary control and cash flow reports;
- Consider the Trust's central staffing complement and structure in consultation with the Accounting Officer and make recommendations to the Board of Directors and keep under review all personnel policies, both statutory and those deemed necessary by the Board of Directors.

## **The Local Hub Boards**

*The terms of reference with roles and responsibilities will be developed in 2016-2017.*

## **The Chief Executive Officer**

### **(From the current job description)**

#### **Key role:**

The Chief Executive Officer is 'the Accounting Officer' of the Trust and is accountable to the Board of Directors. He/she leads and manages the Central Trust Team and also works closely with the Headteachers, Senior Leaders and Local Governing Bodies of all of the academies within the Trust.

The Chief Executive Officer works closely with the Diocesan Director of Education and the Diocesan Education team, to act as the principal advocate and ambassador for the development of the Diocese's work through the Trust with existing church schools and academies. This involves building on existing strong links and relationships, making the Diocese of Chichester Academy Trust the preferred and an excellent destination for church schools becoming academies within the Diocese.

The Chief Executive Officer promotes the Trust's values and vision through their leadership to ensure that all pupils in the Trust achieve their very best and benefit from an outstandingly rich and broad education within the context of Christian beliefs and values.

#### **Key responsibilities:**

The Chief Executive Officer has several key responsibilities which include:

- To lead, develop and ensure the Trust grows to enable the Diocese to sponsor those church schools which are required to join, together with those that choose to join the Trust, in order to ensure the provision of outstanding education for all pupils within a Christian context which is sustainable on a long term basis;
- To act as the lead education professional in the Trust, managing its day-to-day operations and ensuring that it has an effective strategy for building educational and leadership capacity to enable it to achieve these objectives;
- To ensure the Trust's financial viability is secure, based on accurate analysis, the most effective use of resources and the generation of sufficient funding to meet development needs;
- To act as the Accounting Officer of the Trust to ensure its educational and financial performance is effectively managed and it meets all its

statutory and regulatory obligations.

**Key accountabilities:**

The key accountabilities in relation to the role and responsibilities of the Chief Executive Officer are:

- To contribute to the Trust's strategic development and the effectiveness of its educational performance, including meeting all required national targets and benchmarks, ensuring that the Trust's vision and values are delivered in all areas of development and operation;
- To lead and manage the operations of the Trust so that all pupils benefit from an outstanding education in the context of Christian beliefs and values;
- To ensure that problems in school performance are identified and analysed, and that prioritised solutions are developed and recommended in order to achieve whole school effectiveness;
- To develop and maintain effective relationships with the Department for Education, the Regional Schools Commissioner, the Local Authorities, the Diocese, Headteachers and Local Governing Bodies and to collaborate with them to enable the performance of the academies in the Trust to improve;
- To develop and maintain effective relationships with good and outstanding church schools and governing bodies in the Diocese in order to encourage them to join the Trust so that effective practice can be shared with all the schools in the Trust, to achieve greater cost effectiveness through economies of scale and create local networks of excellence;
- To manage the process for schools converting to academy status within the Trust, liaising closely with the project managers, the lawyers, the Department for Education, the Local Authorities and all stakeholders to ensure an effective conversion process in which all statutory requirements are fully met;
- To advise the Board of Directors on the allocation of resources in order to ensure that each academy in the Trust receives an appropriate level of resource to enable it to achieve the required improvement and aspire towards excellence for all its pupils;
- To manage the selection, training and development of the staff of the Trust and to appoint consultants, as appropriate, in order to ensure the effective operation of the Trust and to achieve its objectives;
- With the overall objective of ensuring the Trust's long term financial sustainability, working closely with the Chief Financial Officer, to ensure that proper financial systems are established and effectively monitored, that appropriate action is recommended to address problems identified

and to ensure that the directors are presented with accurate and timely financial reports;

- To ensure new academies joining the Trust have the appropriate staffing, governance and curriculum structures in place to achieve the required educational outcomes for their pupils, within the time and financial parameters set for each academy;
- To ensure local churches and communities served by the Trust are actively engaged with its work and have confidence in the quality of its provision.

### Senior Members of the Trust Central Team

#### **(From the current job description)**

##### **Chief Financial Officer:**

The Chief Financial Officer provides strategic management and leadership of the organisational, financial, commercial and legal operations and performance of the Trust. The Chief Financial Officer is responsible to the Chief Executive Officer, as 'the Accounting Officer' for the Trust, who is ultimately responsible for the proper financial conduct of the Trust.

The Chief Financial Officer works closely with the Department for Education, the Education Funding Agency, the Local Authorities, the Headteachers, Business Managers and Local Governing Bodies, senior colleagues in the Diocesan Education Team and consultants providing specialist advice on Trust matters.

The Chief Financial Officer is also the Company Secretary of the Trust and ensures that it complies with company law and the requirements of a company registered at Companies House.

#### **(From the current job description)**

##### **The Group Executive Principals:**

The Group Executive Principals have a lead professional and significant role within the Trust and beyond. They carry out their leadership duties in line with the Trust's vision and values, modelling a commitment to Christian distinctiveness, excellence and inclusivity. These leadership behaviours will help determine the performance and effectiveness of the academies in the Trust and the achievement of their pupils, driven by high expectations and aspirations for all staff, pupils and local governors. They are expected to model and promote *the National Standards of Excellence for Headteachers* across the Trust. The Group Executive Principals are accountable for the educational success of the academies in the Trust and the effectiveness of the overall agreed Trust strategy for school improvement.

The Group Executive Principals are responsible for working closely with the Academy Improvement Partners and leading the local hubs effectively to provide support and challenge to each academy Headteacher and Local Governing Body in all aspects of their work. They should drive a culture of continual improvement and be an inspirational leader, committed to the highest achievement for all across the Trust. The Group Executive Principals have 'line management responsibilities' for the Headteachers working closely with the Local Governing Bodies.

### Local Governing Bodies

The Local Governing Bodies in the Trust's academies operate as local committees of the Board of Directors. It is the role of the Local Governing Body to support and strengthen its Headteacher's leadership through robust challenge; to work with the Board of Directors to hold the Headteacher accountable for the performance of staff and pupils. Local Governing Bodies normally meet six times per year.

#### **The objectives of Local Governing Bodies are to be accountable to the Board of Directors for:**

- ensuring local processes are in place and are adequate for safety, health and compliance;
- ensuring the efficient and proper management of resources in line with the Trust's policies, including setting draft budgets and monitoring income and expenditure throughout the year;
- ensuring the Board of Directors are kept informed through agreed mechanisms and procedures;
- ensuring that the aims and objectives, vision and values and ethos of the Trust are faithfully upheld, revisited and reinforced;
- ensuring that effective strategies are used which lead to the continual improvement in pupils' progress and the educational outcomes for pupils;
- ensuring with the Headteacher that the highest standards of pupil behaviour and learning are achieved and sustained;
- the provision of RE and Worship within individual academies in consultation with the local parish.

#### **The composition of the Local Governing Bodies of the Trust's academies is determined by the Board of Directors and would normally consist of:**

- (a) the Headteacher;
- (b) up to two Parent Local Governors;
- (c) one Staff Local Governor;
- (d) Foundation Local Governors;
- (e) Business and Community Local Governor(s).

The Trust actively encourages the local Priest-in-Charge to be a member of the LGB as one of the allocated Foundation Governors. It will be in order for the composition of the LGB to state that the Parish Priest will be one of the Foundation Governors.

Members of Local Governing Bodies are normally appointed initially for a two year term of office which is renewable. Local Governing Bodies may after consulting with the Board of Directors appoint up to 3 persons to be “Co-opted” as Local Governors. The quorum for any meeting is two-thirds of those eligible to vote.

Local Governors shall act in the best interest of the Trust and their academy at all times. They must keep confidential all information of a confidential nature obtained by them relating to the academy. They must recognise that having an personal email account and access to the internet is essential for their role.

The Chair of the Local Governing Body will be appointed by the Board of Directors, initially for a period of two years which is renewable. The Board of Directors will take into account any representations made by the academy or the local community prior to appointment.

Members of any Local Governing Body may be invited to attend meetings or sit on an exclusion panel in another of the Trust’s academies where their particular skills/experience may be of use; similarly they may be invited to join review/appeals panels relating to personnel and disciplinary matters, including the conduct of staff in any of the Trust’s academies.

Members of the Board of Directors or the Trust Central Team may attend any Local Governing Body meeting. The Board of Directors reserve the right to withdraw delegated powers from any Local Governing Body in the Trust and to disband it at any time.

#### **The responsibilities of Board of Directors in relation to the Local Governing Bodies:**

1. The Directors are the charity trustees (within the terms of section 177(1) of the Charities Act 2011) and responsible for the general control and management of the administration of the Trust in accordance with the provisions set out in the Memorandum and Articles of Association.
2. The Local Governing Bodies shall be committees of the Board of Directors established pursuant to the Articles of Association of the Trust.
3. The Board of Directors retains authority and responsibility for the following:
  - a. Compliance with the provisions of the Funding Agreements with the Secretary of State
  - b. Preparation and approval of these Terms of Reference under which the academies are governed and subsequent amendments
  - c. Agreement of the academies’ annual funding in consultation with the Local Governing Bodies
  - d. Compliance with the Academies Financial Handbook including, but without limitation, determination of procurement policies for the Trust
  - e. Oversight with regard to the finances of the Trust and the academies, including, but without limitation, responsibility for compliance with the financial and accounting requirements detailed within the Funding Agreements
  - f. Determination of the corporate planning and strategy for the academies and the Trust in consultation with the Local Governing

#### Bodies

- g. Determination, after appropriate consultation, of the extent of the central services provided to the academies by the Trust and how the costs should be allocated
- h. Determination of the cash flow policy for the Trust and the academies and monitoring income and expenditure for the Trust and the academies
- i. Determination of any additional financial and reporting targets for the academies
- j. Determination of effective strategies that lead to a continual improvement in pupils' progress and educational outcomes for pupils
- k. As the legal employer of all staff, responsibility for human resource policies and procedures and terms and conditions of service
- l. The appointment, job descriptions, performance management, remuneration, approval and dismissal of the Headteachers in the academies, in consultation with the Chairs of the Local Governing Bodies
- m. Maintenance of the fixed asset register
- n. Compliance with all statutory regulations and Acts of Parliament governing the operation of the Trust and its academies
- o. Determination of the admissions policies and arrangements for the academies in the Trust in accordance with admissions law and DFE codes of practice. Schools will retain their current admissions policy on entering the Trust (subject to statutory compliance checks). Changes to the school policy, whilst within the powers of the Directors, will be subject to consultation with the LGB, LA and other stakeholders.
- p. Determination of the educational vision of the academies, in consultation with the Local Governing Bodies, including, but without limitation, determination and ratification of the academies' development plans
- q. Ensuring that R.E. and worship within the academy is compliant with all relevant statutory guidance including the SIAMS Framework.

#### **The responsibilities of the Local Governing Body:**

Subject to the limitations set out above, the Board of Directors delegates the running of the academy to the Local Governing Body and specifically the following duties:

- a. Implementation of actions required to comply with statutory regulations and the Funding Agreements
- b. Implementation of the policies agreed by the Board of Directors with regard to admissions and to the educational vision of the academy, including, but without limitation, the academy's development plan
- c. Oversight of the academy's activities
- d. Responsibility for the setting and review of the curriculum but having regard for the views of the Board of Directors' who have an obligation to the Secretary of State for all academies in the Trust to provide a broad and balanced curriculum
- e. Developing and implementing strategies which lead to the continual improvement in pupil's progress and the educational outcomes for pupils
- f. Consideration of the academy's required funding and support to the Board of Directors in connection with the agreement with the DFE of the academy's budget
- g. Monitoring and reviewing expenditure on a regular basis and ensure compliance with the overall financial plan for the academy
- h. Maintenance of proper accounting records and the preparation of income and expenditure and balance sheets as required by the Chief Financial Officer

- i. Assisting the Board of Directors in complying with the provisions of the Funding Agreements where requested from time to time
- j. Maintenance of the academy estate in accordance with the guidelines established by the Trust
- k. Implementation of the Trust's procurement policies insofar as they impact on the academy
- l. Producing and agreeing draft budgets for the Board of Directors' approval which are supported by key documents eg. the academy development plan
- m. Managing the academy's cash flow and monitoring expenditure by the academy in accordance with policies determined by the Board of Directors
- n. Notifying the Trust of any changes to fixed assets used by the academy
- o. The appointment, job description, performance management and dismissal of all members of staff of the academy, excluding the Head Teacher, but the remuneration of every member of staff and their terms of service shall be within the parameters from time to time established by the Board of Directors
- p. Submit copies of the Minutes to the Trust within 28 days of the date of each meeting of the Local Governing Body

*The governors are not, and nothing within this document is intended to make them, charity trustees within the terms of section 177(1) of the Charities Act 2011.*

#### **Involvement of the Local Governing Body in the appointment of Head Teachers**

The Local Governing Body (LGB) and Parish will be invited to contribute to recruitment materials for head teacher appointments and a representative of the LGB (usually the Chair) will be invited to participate in the selection panel for any head teacher appointment. The final decision on any appointment will be made by the Directors in keeping with national requirements on Academy Trusts.

It is the expectation of the Trust that Head Teachers will be practicing Christians

#### **The effectiveness of the work of Local Governing Bodies:**

Evidence for the effectiveness of the Local Governing Bodies will be provided mainly by

- Challenging debate at meetings on performance and improvement (i.e. in minutes of meetings);
- Evidence based checks on their own effectiveness using a robust approach to self-evaluation;
- Good parental feedback (through questionnaires and records of other types of consultation);

- Good feedback on the impact of the academy in the local church(es) and wider community (range of evidence sources);
- Evidence from external verification processes – audit and inspection reports; academy improvement partner reports.

## Appendix 1: Human Resources and Levels of Delegation

Human Resources Levels of Delegation APPOINTMENTS	
All appointment panels must contain at least one member who has undertaken Safer Recruitment Training	
<b>The Trust</b>	
Chief Executive*	The Board of Directors
Chief Financial Officer*	Chair of the Audit and Resources Committee, Directors and the Chief Executive
Group Executive Principals*	Directors and the Chief Executive
Other Staff in the Trust Central Team*	Directors, the Chief Executive and other colleagues where appropriate
<b>The Academy</b>	
Headteacher*	The Board of Directors
Deputy and Assistant Headteachers*	Local Governors, the Headteacher and the Chief Executive Officer (Secondary) and the Group Executive Principal (Primary)
All Teaching Posts**	Local Governors, the Headteacher and other academy colleagues where appropriate, including the Group Executive Principal
All Support Staff Posts**	Local Governors, the Headteacher and other academy colleagues where appropriate (For Business Manager or other senior finance staff appointments, the Trust's Chief Financial Officer will be involved in the recruitment process)
	*Appointments must be ratified by the Trust's Board of Directors **Appointments must be ratified by the Local Governing Body (Delegation Max) otherwise by Directors (Delegation Min)

## DISCIPLINARY CASES AND DISMISSALS

For all disciplinary cases and dismissals the following delegation model shall apply:

- o Disciplinary
- o Capability (professional competence) o III Health Capability
- o Redundancy. (The Board of Directors will have determined that there is a Redundancy situation)
- o Some other substantial staffing situation

**For all disciplinary cases and dismissals the following levels of delegation shall apply:**

Posts	Delegated Authority	Appeal
The Chief Executive Officer	Chair of the Board of Directors	3 Board members
Chief Financial Officer and Group Executive Principals	Directors and the Chief Executive Officer	3 Board members
Other staff in the Trust Central Team	The Chief Executive Officer	3 Board members
Headteachers	Directors and the Chief Executive Officer	3 Board members

Other Academy Senior Leadership Posts	The Headteacher and the Group Executive Principal	The Chief Executive Officer
All Academy Teaching Posts	The LGB Chair and the Headteacher	3 Local Governors
All Academy Support Staff Posts	The LGB Chair and the Headteacher	3 Local Governors
<b>GRIEVANCE</b>		
<b>Posts</b>		<b>Appeal</b>
The Chief Executive Officer	Delegated Authority	Chair of the Board of Directors
Chief Financial Officer	The Chief Executive Officer	Director
Group Executive Principals	The Chief Executive Officer	Director
Other staff in the Trust Central Team	A Senior Member of the Trust's Central Team	The Chief Executive Officer
Headteachers	The Chief Executive Officer or Group Executive Principal	Director or the Chief Executive Officer
Other Academy Senior Leadership Posts	Headteacher	The LGB Chair
All Academy Teaching Posts	Headteacher	The LGB Chair
All Academy Support Staff Posts	Headteacher	The LGB Chair
<b>HUMAN RESOURCES FUNCTIONS</b>		
<b>Function</b>		<b>Delegated</b>
Compromise agreements up to and including £10,000	The LGB Chair, Headteacher and the Audit, Resources and Finance Committee to agree terms	
Compromise agreements in excess of £10,000	The Chief Executive Officer and the Board of Directors to agree terms Chair of the Board of Directors to sign	
Compromise agreements in excess of £49,999	Approval to be sought from the Education Funding Agency/HM Treasury by the Board of Directors	
<b>Signature of Letters of Appointment</b>		<b>Delegated</b>
All Trust Central Staff and Headteachers (except the CEO)	The Chief Executive Officer	
All Staff in the Academy (except the Headteacher)	The Headteacher	

## **Appendix 2: Financial Management and Levels of Delegation**

**The levels of delegation are taken from the Trust's Finance Policy which is reviewed annually by the Board of Directors. The Policy also contains the agreed procedures for financial management in the Trust.**

The Local Governing Body have a statutory responsibility for the oversight of the financial management of the funds allocated to the academy by the Trust. The objectives of this policy are to set guidelines for the establishment of sound and effective financial procedures, by complying with current financial regulations and adopting good working practices, as follows:

- Establish proper financial management arrangements and accounting procedures, in line with the DfE and Education Funding Agency recommendations
- define responsibilities within the academy
- provide guidance on the application of regulations
- maintain a reliable system of internal controls
- set out guidelines to ensure effective use of resources, ensuring resources are properly allocated and the principle of best value is adopted
- ensure that the requirements of accountability are fulfilled
- ensure appropriate training is undertaken by budget holders

### **1. Responsibility for the Policy and Procedures**

#### **The role of the Trust**

- approve a balanced budget
- monitor and review the budget
- prepare annual accounts
- receive and act on auditors' reports
- management and oversight of assets
- select, plan and oversee capital projects

#### **The role of the Local Governing Body**

- propose a budget for approval by the Trust
- ensure that the Academy operates within agreed levels of delegation

- to ensure that the academy complies with all financial standards
- to ensure good financial management and honesty are in place
- to achieve best value for money
- responsibility for ensuring that this policy and all policies are maintained and updated regularly
- set the terms of reference for the Leadership and Management/Finance/Resources committees, as defined by each academy

#### **The role of the Academy's Finance (or equivalent) Committee**

- develop and prepare the draft annual budget for each financial year in line with guidance set out by the Trust, for review by the Local Governing Body and approval by the Trust
- monitor the implementation of the budget on a monthly basis according to Trust requirements
- adopt the Trust's Scheme of Delegation
- review and maintain finance policies, including lettings and charging & remissions
- review systems of internal financial control
- monitor the annual budget and make recommendations to the Local Governing Body
- set levels of authority for spending and virement within the limits set by the Trust
- advise the Local Governing Body on the affordability of the Academy Improvement Plan
- consider the impact of pupil numbers on the budget over short, medium and long terms
- receive and respond to audit reports commissioned by the Trust

#### **The role of the Headteacher**

- delegate approved financial responsibilities to the Academy Business Manager
- establish sound financial systems
- establish security systems to protect staff
- present monthly management accounts to the Local Governing Body and Trust
- work closely with the Academy Business Manager to monitor the budget
- provide costings on the Academy Improvement Plan which are linked to the budget
- ensure all academy personnel and parents/carers are aware of this policy
- monitor the effectiveness of this policy
- annually report to the Local Governing Body on the effectiveness and development of this policy

#### **The role of the Academy Business Manager**

- work closely with the Headteacher and the Trust's Chief Financial Officer to provide an efficient and effective financial system

- be well trained in the operation and monitoring of the Trust’s Financial Management and Budgeting Systems
- prepare monthly and termly financial reports for the Local Governing Body and Trust
- attend training organised by the Trust
- be in regular discussion with all budget holders

**2. Budgets and Authority Levels**

When planning the budget the Trust will consider the academy’s objectives as outlined in the Academy Improvement Plan, the academy’s current financial position, changes in the pupil roll, curriculum provision and other main costs such as staffing, premises, supplies and services, service level agreements and transport.

The Local Governing Body shall plan the academy finances through:

- the implementation of an annual budget based on the aims, objectives and priorities of the academy, the financial position of the academy and the requirements of the Funding Agreement
- involvement in the preparation of a medium term Financial Plan of at least three years, updated annually
- setting levels of virement to maintain effective use of resources
- Local Governing Body: over £10,000 may be vired between budget headings and reported to the TRUST Chief Financial Officer / Audit and Resources Committee

**The timetable for preparation, presentation and approval of the annual budget**

There is in place a timetable or annual cycle to monitor the budget and to prepare for the next financial year.

The Trust has supplied a budget management tool, to be utilised by the Academies in preparing and monitoring of their budgets.

March	EFA announces draft funding allocations for the following academic year Provisional Pupil Premium funding announced
April-June	Academy develops draft budget with input from Trust
July	Final budget developed and agreed with Trust and submitted to EFA
September	New budget year starts
October/November	Financial Accounts produced by the academy and Trust
In year	Regular forecasting of outturn

**Authority to incur Expenditure**

The authority to incur expenditure is subject to the Schedule of Delegated Authority as approved by the Trust.

The Local Governing Body must gain prior approval for any expenditure for which there is no budget with the Chief Financial Officer.