Scheme of Delegation

The scheme of delegation sets out who is responsible for which aspects of school leadership and governance within the trust.

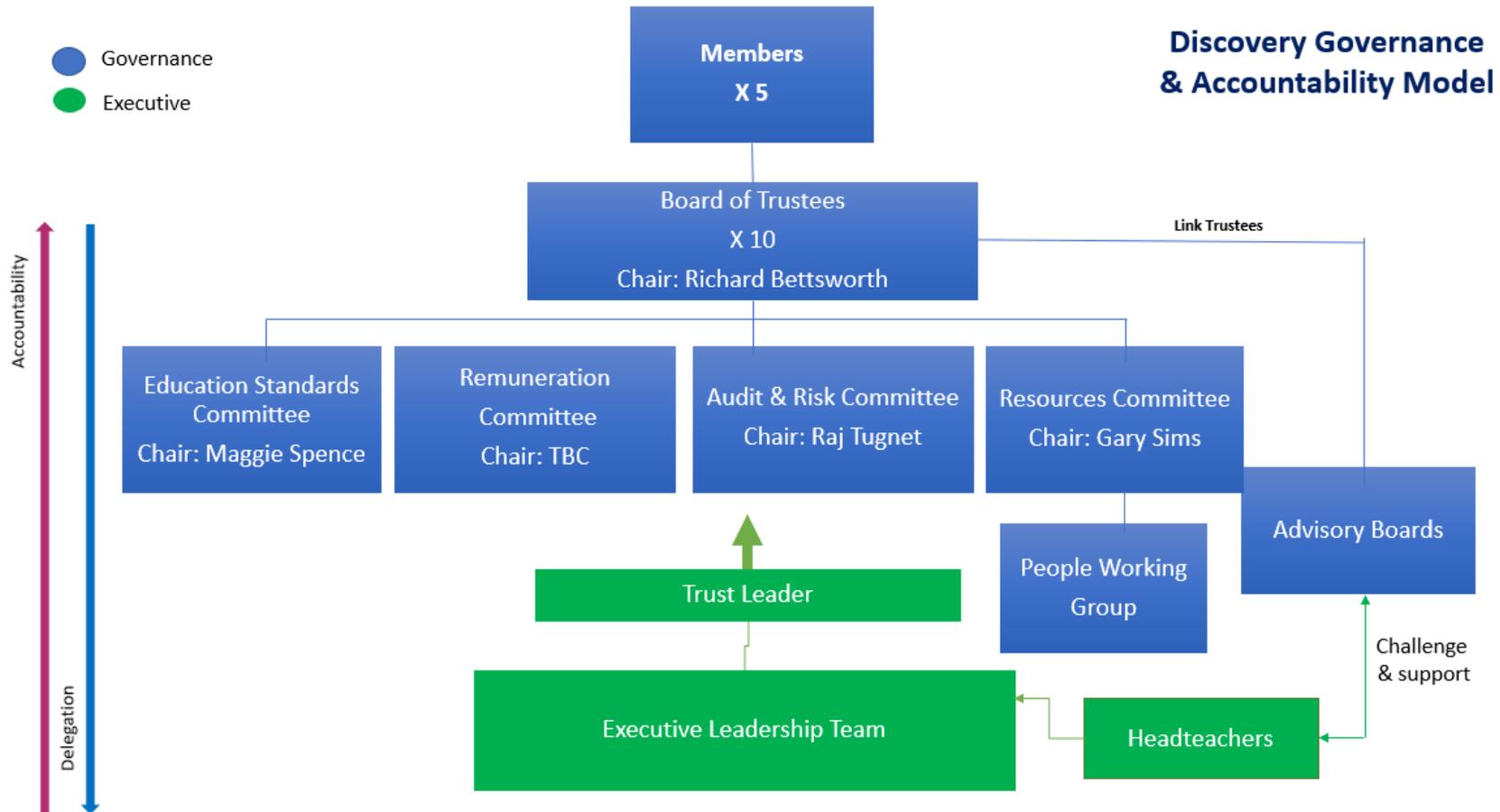|	
Version number	9.0
Consultation groups	All governance tiers / Trust service leads
Approved by	Board of Trustees
Approval date	September 2025
Adopted by	
Adopted date	
Implementation date	September 2025
Policy/document owner	Director of Governance and Compliance
Status	Statutory
Frequency of review	Annual
Next review date	August 2026
Applicable to	Trust-wide - This scheme applies to all Discovery schools

Introduction

The Discovery Trust Board has overall legal responsibility for the operation of the Trust and the schools within it. The Trust Board delegates authority to key groups to ensure and achieve effective leadership and governance of the Trust, this is set out in the Scheme of delegation. This Scheme of Delegation therefore provides for certain functions to be conducted by one or more of the following:

- Board of Trustees - The Board of Trustees may decide to form committees to conduct certain of its functions. The term 'Board of Trustee' will therefore include any such committees that may be formed from time to time.

- Trust Leader (TL)

- Central Services Department Leaders. Including the Chief Finance and Operating Officer who will deputise for the Trust Leader when required.

- Director of Phase - Director of Specialist Provision and Director of Mainstream Education

- Advisory Board (AB)

- Headteacher of the school

While the Scheme is designed to be comprehensive it will not cover every task. It is an evolving document which is updated as changes occur to advisory and decision-making responsibilities. Any significant changes are referred to the Board of Trustees for agreement. The Central Executive Team will review the scheme of delegation annually and present it to the Board of Trustees for agreement. Additional information about the governance structure is available in the Governance Strategy on the Trust website.

The model below shows how the governance model and executive leadership works in practice.

Discovery Governance & Accountability Model

Governance
Executive

Members X 5

Board of Trustees X 10 Chair: Richard Bettsworth

Link Trustees

Education Standards Committee Chair: Maggie Spence

Remuneration Committee Chair: TBC

Audit & Risk Committee Chair: Raj Tugnet

Resources Committee Chair: Gary Sims

Advisory Boards

Trust Leader

People Working Group

Executive Leadership Team

Headteachers

Challenge & support

Accountability

Delegation

Definitions of words in the Terms of Reference

Ensure: A requirement to make certain that a designated action will occur or take place.

Review: A formal assessment of a designated item with the intention of instituting or recommending change if necessary.

Monitor: An observation and check against the progress, performance, or quality of a designated item over a period and/or with a designated frequency.

The role of Members

Members play a limited but crucial role in safeguarding academy trust governance. Members help to ensure that Trustees are exercising effective governance by using a range of powers including:

- Review and amend the Articles of Association

- Appoint and remove Members and Trustees.

- Direct the Board of Trustees to take a course of action if they fail to conduct its core function.

- Change the name of the Academy Trust

- To receive an annual report from the Trustees and the Trust Leader on the Academy Trust's performance.

- To receive statutory accounts at the AGM

- To appoint and remove the external auditors.

The role of Trustees

Trustees are responsible for the general control and management of the trust, and in accordance with the provisions set out in the memorandum and articles of association and its funding agreement. They are legally accountable for all statutory functions and for the performance of all the schools within the trust; they do this by carrying out the core governance functions.

The role of trust board committees

Trustees delegate some governance functions to board committees, one of which is audit and risk which advises on the adequacy of the trust's controls and risks.

Delegation of Governance Functions

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leaders	Director of Phase	Advisory Board (AB)	Headteacher
Admissions	• Determine and approve the admissions policy for all schools.	• Ensure that the case for catchment area changes are approved for all schools. • Ensure the case for policy changes are considered and approved.	• Develop the admissions policy for all schools for adoption by the Trustees. • Consult on the admissions policy for the Trust as required in accordance with the School Admissions and Appeals Codes. • Ensure arrangements are made for hearing admission appeals. • To provide oversight and support of the implementation of the admissions arrangements across schools and residential provisions.	• Monitor impact of pupil recruitment strategies. • Ensure the admissions policy for the Trust is consulted on, as required in accordance with the School Admissions and Appeals Codes. • Ensure that the case for catchment area changes is considered for all SEND schools. • To lead on school place commissioning with LA(s) and develop Student Sharing Placement Panel and funding protocols for SEND schools.	• Consulted on the Trust admissions policy. • Contribute to the development of the school prospectus. • Review school arrangements for pupil recruitment.	• Consulted on the admissions policy. • Ensure admissions arrangements are published as required in accordance with the School Admissions and Appeals Codes. • Ensure compliance with the Trust-wide admissions and appeals policy. • Participate in the fair access protocol. • Ensure effective arrangements are in place for pupil recruitment. • In partnership with DTL, identify cohorts of SEN and sufficiency data, place planning to inform commissioned places for the following academic year. (SEND Schools). • In partnership with DTL agree residential placement plans for pupils. (SEND schools). • Participate in Student Sharing Placement Panel protocol. (SEND schools).
Attendance (pupils)	• To Approve Trust Attendance Policy. • Review Trust attendance data.	• Monitor the levels of attendance data and report to the Trustees. (ESC)	• Develop a Trust wide Attendance Policy for adoption by the trustees.	• Review the levels of attendance data and report to the Trustees (ESC). • Review impact of strategies to achieve pupil attendance targets. • Review and develop Trust wide attendance support and processes.	• Monitor school attendance and pupil absence data.	• Ensure a register of pupil attendance is maintained. • Report on attendance and absence. • Develop attendance strategy and policy to promote good levels of attendance.

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leaders	Director of Phase	Advisory Board (AB)	Headteacher
Curriculum, performance & standards	• To appoint an Education Standards Committee to maintain oversight of educational performance and related strategies for all schools. • Review and evaluate standards of teaching and learning of SEND across the Trust.(ESC). • To appoint a School Improvement working group to have detailed oversight and scrutiny of 'priority' support schools and/or areas. (ESC). • Monitor and evaluate progress and attainment of Trust data for all pupils.	• Monitor the KPI figures relating to school and trust performance. • To approve the Trust strategy for: o Quality Assurance o School Improvement o Curriculum o Assessment o Teaching and Learning • Monitor the KPI figures relating to school and trust performance. • To monitor any school mitigation plans for underperformance in areas of concern. • Monitor and evaluate the standards of teaching and learning across the trust. • To monitor the standards and curriculum provided for all SEND children with specialist and mainstream provision.	• To provide a termly report to the Trustees on performance. • To identify mitigation plans for underperformance in areas of concern.	• Develop strategies for: o Quality Assurance o School Improvement o Curriculum o Assessment o Teaching and Learning • Review the quality of the school curriculum and its design to meet the needs of all pupils. • To agree the targets for pupil achievement and progress by the Headteacher and monitor against targets. • Review the quality and accuracy of the school self-evaluation information. • To support schools to ensure that each individual schools improvement plan addresses school priorities. • To report to the Education Standards Committee the impact and progress of Trust Education effectiveness. • Monitor and evaluate progress and attainment of Trust data of all pupils, including groups. • Report on progress towards KPIs from Trust Strategies to the Trustees. • Develop effective processes for monitoring the quality assurance of teaching and learning, the curriculum, inclusion, and the sharing of good practice across the schools in the trust.	• Monitor progress towards school performance targets and escalate concerns to the Trust Board. (Via chairs report or link trustee). • Monitor progress and attainment data for all pupils. • Consulted on school improvement and wider development plans and review progress. • Consulted on Trust education strategies for Primary & SEND. • Review school approaches to assessment, curriculum, and inclusion. • To be invited as a representative on the School Improvement working group (support schools only).	• To ensure the curriculum delivery is consistent with the Trust curriculum strategy. • To ensure all curriculum areas are well led and developed to meet the local needs of their children. • To develop curriculum policies as required by the school (RE, collective worship etc). • To design and implement a curriculum enrichment outside of the school day. • Delivering Early Years Foundation Stage (EYFS) in line with statutory requirements. • To propose targets for pupil attainment and progress and monitor against targets. • To report school performance data to the Advisory Board and Trust in line with reporting requirements. • Consult with the AB and provide reports against progress on key priorities for school improvement and development areas. • To prepare and implement a school improvement plan. • Monitor and evaluate standards of teaching and learning in school. • Monitor and evaluate progress and attainment of all pupils in school.
Behaviour & Exclusions	**Behaviour** • Approve a Trust Behaviour Policy for all schools. • To review data and trends across the Trust.	• Monitor Trust Behaviour KPIs and initiatives. • To review data and trends across the Trust and report to the trustees. • To review data on barred parents.		• Evaluate the effectiveness of the school behaviour policy. • To review data and trends across the Trust and report to the Trustees. • Review data on barred parents. • Develop a Trust Behaviour Strategy and report its effectiveness to the trustees. • Develop Trust Behaviour initiatives for all phases.	• Adopt the behaviour policy and anti-bullying policy. • Monitor the effectiveness of the behaviour policy through KPIs for identification of any areas of concern. • Review Behaviour Data for their school.	• Develop the behaviour policy and anti-bullying policy for the school for review and adoption by the Advisory Board. • Publish the school's behaviour policy and anti-bullying policy online. • Power to bar parents from the school site for unreasonable conduct.

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leaders	Director of Phase	Advisory Board (AB)	Headteacher
	Exclusions • Approve a Trust Exclusion policy. • Review exclusions data • Participate in child discipline panels	• Monitor the exclusion rates across the phases and schools.	• Convene a child discipline panel to review exclusion of a pupil. • Arrange an Independent Review Panel. • Develop a Trust Exclusions policy • Review the overall pattern of permanent exclusions and report to the trustees	• Review the pattern of exclusions and to report to the Trustees. • Case review pupils at risk of permanent exclusion. • To be the lead expert for the permanent exclusion panels	• Participate in child discipline panels. • Review the pattern of exclusions.	• Comply with DfE guidance - *Exclusion from maintained schools, Academies and pupil referral units in England* and trust Exclusion Policy. • Publish the exclusion policy online. • Power to suspend a pupil for a fixed term or exclude permanently. • Report exclusion decisions to the Advisory Board, Trust, and LA. • Refer 'potential' permanent exclusions for case review prior to exclusion.
Communications	• Chair to be consulted on all press responses identified as a risk to Trust reputation (school and Trust level).	• Approve all press responses identified as a risk to school and/or Trust reputation. • Approve the content and style of all Trust Website Content. • Approve the Trust communications strategy.	• Develop a Trust Communications Strategy.	• Provide Trust Marketing content for Education Effectiveness relevant to individual phase.	• Chair to be consulted on all press responses at school level.	• Approve all press responses at school level under advice of Executive Team & consult with AB Chair. • Be responsible for all communications with stakeholders within the school and establish a communication schedule.
Complaints Stage 1: Class teacher Stage 2: Head Stage 3: AB Chair Stage 4: Panel	• Approve a Trust Complaints Policy. • Review complaints trends across the Trust (ARC). • Participate in stage 4 complaints panel.		• Develop a Trust Complaints Policy and Procedure for schools. • Review complaints trends across the Trust report to the Trust Board. • Convene a complaints panel for stage 4 complaints. • Participate in panel to review escalated complaints (Stage 4).	• Review complaint trends and agree remedial strategies to address common issues. • Participate in panel to review escalated complaints (Stage 4).	• Review complaints trends for school and report concerns to the Board of Trustees. • Review complaints escalated to the Advisory Board (Stage 3). • Participate in panel to review escalated complaints (Stage 4).	• Consulted on the Trust Complaints Policy and Procedure for schools. • Publicise complaints policy on school website. • Manage complaints in line with the Trust Complaints Policy and Procedure. (Stage 1-2). • Report complaints trends to the AB and Trust (stage 2 & 3).
Data Protection	• Accountable for meeting statutory requirements around data protection and security. • Approve Data Protection Strategy and associated policies. • To review Data breaches and subject access requests.		• Develop data protection strategy and associated policies. • Provide data protection guidelines and standards and oversee schools approach to data protection controls. • Report to the Trust Board on the effectiveness of the data protection strategy. • Appoint a Data Protection Officer. • Audit data protection compliance across the trust. • Report on the effectiveness of data protection controls to the Board.	• Support investigation procedures in the event of a breach incident.	• Review data on subject access rights requests and data breaches. • Report data protection concerns to the Executive Team/Board. • Review the GDPR Audit	• Ensure required data protection policies are in place and communicated to all colleague and volunteers. • Ensure schools meets and implements data protection requirements and standards at school level. • Report to the Trust and AB data breaches and subject access requests.

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leaders	Director of Phase	Advisory Board (AB)	Headteacher
Estates	• Approve the Trust Capital Strategy: criteria for allocation of the annual capital budget and the associated annual capital programme. • Monitor delivery against the capital programme. • Appoint a lead Trustee for Estates and H&S. • Approve/reject proposals for the acquisition/disposal of land/buildings.	• Agree the Trust Capital Strategy and annual capital programme. • Monitor delivery against the capital programme.	• Develop the Trust Capital Strategy and annual capital programme. • Commission school condition surveys to inform capital priorities. • Develop and maintain a building maintenance plan to ensure that all property remains 'fit for purpose'. • To specify project management arrangements for major capital projects. • Review the school's routine compliance audits and the implementation of action plans.	• Input into long term strategic site / capital priorities. • Recommend the allocation of SEND and Additional Resource/ capital allocations for Trust Board approval.	• Review the School Estate Development Plan. • Informed of capital build project updates.	• Maintain a 3-year School Estate Development Plan and ensure proposed capital expenditure priorities are submitted to the Trust. • Determine and deliver ongoing maintenance and capital works in line with strategy. • Seek views of Advisory Board on capital priorities and developments. • Engage in capital build projects as required. • Ensure compliance with procurement and building maintenance regulations at school level.
Equalities	• Approve an Equality strategy and review progress against objectives. • Review annual Gender Pay Gap report and action plan.	• Monitor the effectiveness of Trust equality initiatives. • Monitor the effective delivery of the Equality Strategy for colleagues. • Report to the ESC the equity and effectiveness of equality initiatives for children.	• Develop an Equality Strategy and objectives. • Support schools to comply with requirements of Equality Act 2010. • Publish annual Gender Pay Gap report and action plan. • Develop reporting and tracking procedures for the effective delivery of the Equality strategy for Colleagues.	• Provide EDI information to ECG group for review. • Ensure there is a SEND cluster representation on ECG. • Monitor the effective delivery of the Equality Strategy for children within their phase. • Develop, Implement and Monitor the effective delivery of the Equality Strategy for children.	• Review compliance with Public Sector Equality Duty – equality information and objectives. • Review the school Accessibility Plan.	• Headteacher is the EDI school champion or to identify a school champion. • Comply with Public Sector Equality Duty – publish equality information and objectives consulting with the AB. • Prepare, publish, and review an Accessibility Plan consulting with the AB.
Finance – Compliance and Risk **Also see risk management & business continuity section**	• Appointment of Accounting Officer. • Appoint committees with responsibility for finance and for audit, and risk. • Approval of audited financial statements. • Approve annual Trustee report and governance statement as part of statutory accounts. • Approve Budget Forecast Return and Budget Forecast Outturn Return submission. • Receive, review and challenge monthly consolidated financial performance. • Review and challenge Trust financial risks. • Accountable for ensuring adequate insurance arrangements are in place.	• Appointment of Chief Finance & Operating Officer (Chief Financial Officer).	• Review and challenge schools on financial risks. • Complete statutory financial returns to include audited accounts, annual statement on regularity, propriety and compliance, Land and Buildings Return, Annual Accounts Return, Union Facilitation reporting Payment Practices and Gender Pay Gap Reporting, Budget Forecast Return and Budget Forecast Return Outturn. • Publish annual accounts on website and file annual account with Companies House. • Develop, monitor, and mitigate Trust Financial Risk Register. • To maintain a register of business interests. • To ensure adequate insurance arrangements are in place.	• Monitor impact and use of Sports and Pupil Premium funding. • Review and challenge schools on financial risks.	• Review sports and pupil premium spending and strategy, evaluating the impact of this additional funding. • Review all trip reconciliations over £10,000.	• Ensure effective deployment of the sports and pupil premium and monitor and report on impact. • Review and mitigate against school financial risks. See Pupil Premium section for additional details.

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leaders	Director of Phase	Advisory Board (AB)	Headteacher
Finance policies	• Approve financial regulations and key finance policies as detailed in the Trust Policy Framework.	• Agree financial policies as detailed in the Trust Policy Framework, to include reserves and investment, conflicts of interests, expenses, fraud, gifts and hospitality, whistleblowing (this is not an exhaustive list).	• Develop Financial Regulations Manual. • Develop financial policies as detailed in the Trust Policy Framework, to include reserves and investment, conflicts of interests, expenses, fraud, gifts and hospitality, whistleblowing (this is not an exhaustive list).	• Raise any concerns about the equity of schools charging policy, financial probity, and compliance with the trust financial regulations. • Create Charging rates for SEND placements. • Agree Viability of SEND Provisions. • Agree Charging Policy for Specialists services.	• Adopt the schools Charging and Remissions policy.	• Read and comply with all financial policies. • Develop and publish schools Charges and Remissions Policy, consulting the Advisory Board.
Finance – Budgets	• Annual approval of budgets Trust-wide. • Ensure effective financial management of the Trust. • Agree budget virement in line with the financial regulations. • Agree the mechanism for schools' central contribution charge to schools.	• Authorise expenditure in line with policy. • Monitor core Trust budget.	• Analyse, benchmark and agree annual school budget for each school for submission to Board. • Approve annually all school structure proposals. • Monitor schools against budget and address variances swiftly. • Set, monitor, and challenge progress towards financial targets. • Forecast financial budget outcomes. • Authorise expenditure in line with policy. • Develop and monitor core Trust budget and recommend central contribution charging mechanism. • Calculate and inform schools of Trust wide purchased goods/services.	• Identify cross school efficiencies. • Authorise expenditure in line with policy. • Approve school colleague structure for submission to Executive Team.	• To be regularly appraised on the financial position of the school.	• Propose school budget, in consultation with the AB, for Trust Board approval annually. • Maintain expenditure within budget, identifying and delivering financial efficiencies. • Seek Executive Team approval for expenditure out of approved budget or if in deficit position. • Review school staffing structure for efficiency and affordability. • Meet financial targets and report any financial vulnerabilities to Central Executive team. • Authorise expenditure in line with policy. • Agree budget virement of up to in line with the financial regulations.
Finance –Assets	• Approve Disposal of Assets Policy (part of Financial Regulations). • Authorise disposal of assets in line with the financial regulations.		• Develop and implement a Disposal of Assets Policy (Financial Regulations). • Maintain and manage the Trust asset register. • Authorise disposal of assets in line with the financial regulations.	• Proposal & source purchase of new assets linked to Education Development projects.		• Maintain and manage the school asset in line with the requirements of the Financial Regulations and Disposal of Assets Policy. • Authorise disposal of assets in line with the financial regulations.
Finance - Investment	• Approve a Trust Investment Policy and subsequent investments.		• To recommend investment opportunities in line with the principles of the investment policy.			
Finance - Audit	• Recommend appointment and removal of external auditor to Members (ARC). • To approve internal scrutiny programme of work (ARC). • To appoint internal auditors and agree programme of work (ARC). • Receive reports (including an annual report) from audit inspections and then review the		• Recommend internal scrutiny and external audit requirements. • Lead and coordinate internal and external audits. • Establishing and maintaining procedures for effective audit in accordance with Trust and ESFA requirements. • Action and respond to external and			• Comply with requirements of internal and external audits and internal quality assurance audits. • Respond and action audit recommendations.

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leaders	Director of Phase	Advisory Board (AB)	Headteacher
	resulting Action Plan.		• internal audit report requirements. • Complete annual quality assurance audits. • Report the Board annually on key findings recommendations and conclusions from the internal audit programme. • Review and monitor progress against actions and timescales for implementation from Audits.			
Finance – Procurement	• Agree expenditure in line with policy.	• Ensure procurement policies are adhered to across the Trust.	• Develop a procurement and tendering process. • Achieve value for money by purchasing at a Trust level. • Ensure procurement policies are adhered to across the Trust. • Agree expenditure in line with policy. • Comply with Procurement guidance in Financial Regulations Manual. • Arrange the provision of central services including finance package, payroll and pensions, insurances, HR, Governance and Safeguarding support.	• Ensure procurement policies are adhered to across the Trust.		• Ensure value for money is achieved at all times. • Agree expenditure in line with policy. • Comply with Procurement guidance in Financial Regulations Manual.
Governance	**Strategy** • To approve: o Governance Strategy and Scheme of Delegation. o Terms of reference for the Trust Board and committees. • To establish and appoint board committees. • To maintain a Board skills audit that informs recruitment and training needs. • To respond to issues and concerns raised by Advisory Boards (through the Chairs Report). • Propose changes to the Articles of Association to Members.	• To attend meetings of the Trustees and provide a Trust Leader report. • Provide annual training for all Governance of the future and present challenges in education.	• Review and develop: o Governance Strategy and Scheme of Delegation. o Terms of reference for the Trust Board and committees. • To attend meetings of the Trustees. • To make clerking arrangements for the Trust Board. • To secure professional advice on behalf of the Trustees as may be requested. • Establish and maintain a register of all interests (pecuniary business and loyalty) of the senior Executive Team and publish this in accordance with regulation.	• Consulted on the Governance Strategy and scheme of delegation. • To attend meetings of the Board and report on School Improvement and SEND cluster activities and impact. • To provide annual Ofsted training and updates. • Provide induction and training support for all lead Trustees and Advisory Board members.	• Consulted on the Governance Strategy and scheme of delegation. • To carry out a skills audit and annual self-review of Advisory Board performance setting out priorities for improvements in the next academic year. • Establish and maintain a register of all interests (pecuniary business and loyalty) of Advisory Board Members and publish this in accordance with regulations. • Report to the Trust Board following each meeting through the Chairs Report and Minutes.	• Consulted on the Governance Strategy and scheme of delegation. • To engage the Advisory Board and ensure they are consulted on key decisions. • To attend meetings of the Advisory Board and to provide information and reports as required. • Establish and maintain a register of all interests (pecuniary business and loyalty) of colleague and publish this in accordance with regulation.

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leaders	Director of Phase	Advisory Board (AB)	Headteacher
	Appointments & removal • Elect a Chair and Vice-Chair of the Board each academic year and remove in accordance with Articles of Association. • Recommend trustees for appointments to Members or the Board. • Appoint and remove co-opted committee members and trustees. • Establish and appoint link & lead trustees. • Powers to remove Advisory Board Members (other than non-attendance). • Power to disband an ineffective AB.	• Propose the disbandment of an ineffective Advisory Board. • Propose removal of an Advisory Board Member.	• Support recruitment to the Trust Board, and Advisory Boards. • Monitor the effectiveness of local governance. • Propose the disbandment of an ineffective Advisory Board.	• Support recruitment to the Trust Board, and Advisory Boards.	• Elect a chair and vice chair of Advisory Board. • Appoint lead ABM roles for safeguarding, SEND, residential, disadvantaged pupils and/or other roles as determined by the AB. • To manage the recruitment and induction of new AB members . • Remove Advisory Board members for non-attendance.	• Establish and maintain a register of all interests (pecuniary business and loyalty) of colleague and publish this in accordance with regulation. • Ensure parent and colleague elections are conducted. • Support the induction of new Board members.
HR: Appraisal	• Approve trust-wide appraisal arrangements. • Review the effectiveness of the appraisal arrangements.	• Agree the People Strategy. • Monitor Trust KPIs for the Trust Appraisal process.	• Develop the appraisal policy and consult with recognised Trade Union groups through the Joint Consultative Committee. • Monitor the effectiveness and engagement of the appraisal process at local level. • Quality assures the appraisal process to ensure consistent approach, providing training as required. • Report on the effectiveness of the appraisal policy to the Board. • Implement the appraisal policy in respect of central colleague.	• Oversight of the implementation of the appraisal and coaching model in schools. • Appraise Headteachers and colleague with cross-trust responsibility. • Review the effectiveness of appraisals for specialist SEND colleagues within all schools.	• [Advisory Board Chair] participates in Headteacher appraisal process.	• Comply with Trust appraisal policy. • Ensure the appraisal policy for all school-based employees is conducted. • Delegate the appraisal process to suitably trained leaders in line with Trust policy. • Report to Director of Primary Education/Deputy Trust Leader on the effectiveness of the appraisal and coaching model.
HR: Pay	• Approve pay policy annually including determining pay ranges, pay point values. • Approve and monitor special colleague severance payments above the statutory or contractual entitlement. (Payments over £50k must be authorised by ESFA). • Conduct Trust Leader performance management and salary review. • Convene appeals panels Trust Leader pay appeals.		• Develop pay policy and consult with recognised Trade Union groups through the Joint Consultative Committee.			

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leaders	Director of Phase	Advisory Board (AB)	Headteacher
HR Policies: Disciplinary & Capability Attendance Management Dignity at Work / Grievance/ Leave of Absence and Organisational Change	• Approve HR policies as delegated in the Trust Policy Framework. • Implement policy in respect of the Trust Leader. • Convene panels for hearing and/or appeals in respect of Trust Leader and colleague where required.		• HR policy development and consultation with recognised Trade Union groups. • Implement policy in respect of central Trust colleague. • Convene panels for hearings and appeals. • Give guidance and support to individual schools. • Lead organisational change and restructuring proposals. • At the request of the ET, give representation on hearing panels and support investigation procedures.	• At the request of the ET, give representation on hearing panels and support investigation procedures. • Implement the specified HR policy in respect of Headteachers.	• Representative on hearings and appeals panels.	• Implement the specified HR policies for all colleagues. • Communicate significant HR matters to the ET for further support and guidance.
HR: Recruitment	• Approve terms and conditions of employment. • Approve Trust senior management structure CEO, DCEO and CFOO. • Appoint the Trust Leader and support the recruitment of other senior central posts. • Succession plan for the Trust Board and ET.	• Approve central colleague structure. • To succession plan for ET. • Approve all Interim & Permanent Headteacher arrangements for schools.	• Develop terms and conditions of employment and conduct formal consultation with recognised Trade Unions and affected stakeholders. • Develop Colleague Handbook. • Develop school staffing structure models and approve exceptions to the model. • Recruit for central & Headteacher, DHT roles. • Recruit colleague with cross Trust responsibilities. • Lead the recruitment process for all senior Central Team Members.	• Representative in recruitment process for deputy appointments. • Lead the recruitment process for headteacher & DHT appointments and for all specialists SEND colleagues. • Advise and engage the Advisory Board in Headteacher recruitment plans. • Approve the deployment of colleague with cross trust responsibilities. • To succession plan for Head Teachers and senior school leaders.	• At the request of the headteacher, support in the recruitment of another colleague. • Representative on recruitment panel for headteacher appointments (Chair).	• Design school colleague structure. • Propose changes to model colleague structure to ET in consultation with the Director of Primary and Executive Heads. • Update the advisory board on key colleague changes and appointments. • Appoint deputies in conjunction with ET with support from the AB (where applicable). • Appoint teaching and support colleague within agreed school staffing structure ensuring safeguarding and pre-employment checks are completed and recorded.
ICT & cyber security	• Approve the Trust ICT & cyber security strategy.	• Monitor the level and scale of threats to the organisation.	• Develop and implement the Trust ICT & cyber security strategy and associated policies. • Report to the Board annually on the effectiveness of the ICT & cyber security strategy. • Develop Acceptable Use Policy for colleague and pupils. • Lead on IT procurement for whole trust initiatives. • Provide IT technical support services. • Provide IT services effectiveness reports for review. • Monitor and develop the Trust's Digital Transformation Strategy.	• Propose and contribute to ICT strategy and cyber security strategy.		• Comply with the principles in the Trust ICT & cyber security strategy and associated policies. • Implement the Acceptable Use Policy with pupils and colleague. • Ensure sufficient technical support to meet the school needs.

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leaders	Director of Phase	Advisory Board (AB)	Headteacher
Operations: Health & Safety (H&S)	• Accountable for meeting statutory H&S requirements. • Approve a Trust Health and Safety policy. • Monitor compliance and effectiveness of H&S policy.	• Responsible and accountable for strategy, policy, monitoring, and compliance. Includes: o Review H&S audits and progress towards actions. o Monitor health and safety issues and incidents, provide support at Trust level when necessary.	• Responsible for strategy, policy, monitoring, and compliance. Includes: o Create and maintain schedule for Health and Safety policy review. o Develop Health and Safety policy, procedures and linked risk assessments and consult with recognised Trade Union groups. o Review H&S audits and progress towards actions. o Monitor health and safety issues and incidents, provide support at Trust level when necessary.	• Oversight and approval of residential education visits – Evolve. • Monitor H&S incidents and provide support within all SEND provisions.	• Adopt H&S Policy to reflect local arrangements.	• The Headteacher is accountable for the H&S for all colleague, pupils, and visitors at their location. • Personalise Trust Health & Safety policy for adoption by the AB. • Implement Health and Safety policy and procedures and ensure that appropriate risk assessments are carried out. • Ensure all colleagues are aware of their Health and Safety responsibilities and receive appropriate training. • Ensure statutory compliance checks are undertaken (asbestos, legionella, PE equipment etc). • Ensure Health and Safety action plans are actioned from workplace inspections & audits. • Ensure NMS in residential and extended day provision. • Appoint Educational Visits Co-ordinator to manage trips and activities.
Partnerships/ central services	• Review and challenge the performance of partnership against KPIs and strategic priorities.	• To determine the scope of central services to be delivered by the Trust.	• Enter, or withdraw from, a formal partnership. • Propose the EPIC services business model and scope of service.			• Assess the need of their school to ensure effective procurement/subscription to Trust partnerships and services each year.
Pupil Premium	• Review the effectiveness of the use of the pupil premium across Trust.		• Develop a Trust Pupil Premium Strategy.	• Review the impact on outcomes of pupil premium strategies & funding. • Monitor and report – to the Board on the effective use of the pupil premium across their phase in terms of educational outcomes and narrowing the achievement gap.	• Review and challenge the school strategy for pupil premium expenditure, evaluating the impact of the additional funding.	• Determine and ensure the effective deployment of the pupil premium and monitor and report on impact. • Publish a pupil premium strategy on the school website in compliance. with DfE requirements.
Risk management & business continuity **Also see compliance & risk section**	**Risk** • Approve Trust-wide Risk Policy and risk appetite statement. • Oversee, review and challenge Trust risk register and mitigation plans.	• Review the Trusts risk registers.	• Develop risk framework and policy. • Review and monitor the Trusts risk register and mitigations and present to the Trustees.	• Oversee the school's risk register and mitigation plans to ensure appropriate action is taken. • Ensure trust wide risks are identified from all school's risk registers and report them to the ESC.	• Review school risk register and mitigation plans.	• Maintain a school risk register and implement effective mitigations.
	Business continuity • Gain assurance that appropriate structures are in place to implement effective emergency planning including incident management, business continuity		• Responsible for Trust Emergency Planning and Recovery. • Review and advise schools on emergency planning and recovery. • Approve decision for school closure	• Monitor and support schools who are experiencing a critical incident.	• Review critical incident reports and contribute to the evaluation of the effectiveness of the Emergency Planning and Recovery Plan.	• Develop and maintain a school Emergency Planning and Recovery document. • Report critical incidents to the AB and Trust.

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leaders	Director of Phase	Advisory Board (AB)	Headteacher
	management arrangements, recovery, and resumption. • Review evaluated critical incident reports.		on H&S grounds/critical incident. • To provide support for critical incidents. • To contribute to the evaluation of school critical incidents and report to trustees.			
Safeguarding	• Approve Trust-wide Safeguarding/Child Protection Policy, Educational Visits, Supporting Pupils with Medical Conditions, Visitors, Safer Working Practice for Colleague. • Manages allegations against the Trust Leader (Chair of the Board). • Appoint a designated Board member for safeguarding. • Appoint a designated Board member for Residential. • Ensure safeguarding and residential care is a high priority on all board agenda items.	• Be the Trust DSL for safeguarding.	• Develop key policies to include Safeguarding/Child Protection Policy, Educational Visits, Supporting Pupils with Medical Conditions, Visitors, Safer Working Practice for Colleague. • Conduct an annual compliance and effectiveness audit within each school. • Conduct an annual compliance and effectiveness of residential and extended day provision. • Analyse trends and concerns across the trust, report findings to trustees and direct remedial action. • Provide rapid response support for colleague allegations. • Manage allegations against Headteachers and central team. • Provide oversight and support to school designated safeguarding leads (DSL). • Monitor all residential arrangements and safeguarding procedures	• Monitor schools are dealing with issues appropriately and provide support to headteachers, and Designated Safeguarding Leads. • Consult with the Trust Head of Safeguarding to tackle and target areas of poor practice or non-compliance. • Consult with the lead Trustee for Residential and extended day provision lead and challenge through tackling targeted areas of poor practice or non-compliance.	• Adopt the trust Safeguarding/Child Protection Policy. • Appoint Safeguarding Lead ABM. • Review the effectiveness of safeguarding procedures. • Review safeguarding issues that are affecting the operation and development of the school. • Review Safeguarding Audit report and monitor progress of the action plan. • To review the annual looked after children report and act on any issues that the report raises.	• Ensure safer recruitment requirements are completed and the single central record (SCR) is maintained. • The headteacher and other recruiting colleague must complete and update safer recruitment training. • To ensure the school complies with the safeguarding policies and report all serious incidents to the LA, children's social care or LSCB as appropriate. • Report incidents, trends, referral frequency and training needs Head of Safeguarding and the AB. • To appoint a designated safeguarding lead ensuring the role is compliant with statutory guidance. • To appoint a designated teacher to support looked after children and to ensure the role is compliant with statutory guidance. • Establish a robust colleague training plan. • Complete an annual safeguarding action plan from Trust internal audit and report progress to the AB. • Develop a targeted safeguarding curriculum aligned to key areas of need locally and nationally.
Safeguarding - residential	• Accountable for ensuing residential provision meets the National minimum standards and weakness are addressed.			• To ensure the effectiveness of the residential and welfare provisions and report key risks to the Board (SEND Committee). • To provide oversight of the implementation of the National minimum standards for residential special schools.	• To appoint an 'independent person' To review the effectiveness of the boarding and welfare provision to ensure weaknesses are addressed & risks are escalated to the Board of Trustees. • Appoint a Residential Lead ABM (Millgate).	• To implement the National minimum standards for residential special schools. • Provide an annual report including, statement of purpose and compliance to NMS. • To conduct an annual review of the residential welfare provision and report to the DTL and AB.

School Organisation	• Approve significant changes to age range, capacity, extended school provision (pre-school, SEND).	• Approve changes to all school's organisation' relating to:
		  ○ School meals
		  ○ School hours – start & finish times
			• Develop and propose changes to 'school organisation' relating to:
			  ○ School meals
			  ○ School hours – start & finish times
					• Consulted changes on 'school organisation' proposals.	• Propose changes to school organisation to the ET following consultation with the Advisory Board.
						• Lead consultation with

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leaders	Director of Phase	Advisory Board (AB)	Headteacher
		o Length of school day o Term dates o Age range* o Capacity increase* o Extended provision*	o Length of school day o Term dates o Age range* o Capacity increase* o Extended provision* • Develop and submit business case for significant changes (to be agreed by the board). *Classed as significant changes*			stakeholders. • Provide a Statement of Purpose and annual report of residential and extended day.
SEND	• Review and assess the impact of SEND provision across the Trust. • Appoint an individual or committee to provide oversight of school SEND arrangements.	• To review KPIs across the Trust for identification of any areas of concern for referral to the Trustees.		• To review KPIs across schools for identification of any areas of concern and address. • Develop a Trust wide SEND Strategy and report to the Trustees on its' effectiveness.	• To provide oversight of the school's arrangements for SEND, to include: o Review and adopt the school SEND policy. o To monitor the impact and effectiveness of the SEN policy. o Review and approve the SEN Information Report and ensure compliance with the SEND Code of Practice. o Review school accessibility plan and its implementation, ensuring compliance with the requirements of the Equality Act.	• Make provision for SEND pupils in line with the SEND Code of Practice. • Develop the school SEND policy for review by AB prior to adoption. • Report to the AB on the impact and effectiveness of the SEN policy at least annually. • Designate a teacher to be responsible for the operation of the SEND policy and co-ordination of SEND provision. • Produce the school 'School Information Report' for review by the AB and publication. Ensure compliance with the relevant SEND legislation including the SEND Code of Practice and Equality Act 2010.
Stakeholder engagement	• Review colleague survey results and trust wide action plan. • Accountable for ensuing mechanism are in place to engage parents.	• Manage external relationships with the Regional School Commissioner. • Manage external relationships with local authorities. • Monitor Trust wide parent's satisfaction surveys and Trust wide actions. • Manage relationships with the Diocese of Leicester	• Facilitate annual colleague survey and report results and actions to the Board. • Manage external relationships with local authorities, the Regional School Commissioner and SEND partners. • Support school engagement with parents and the wider community. • Monitor school colleague survey action plans to address trust-wide issues.	• Support school engagement with parents and the wider community. • Facilitate trust wide parent and pupil survey and report results and actions to the Board. • Monitor progress against colleague survey actions plans. • Manage external relationships with local authorities SEND Officers and SEND partners.	• Review results of colleague survey and action plan. • Support engagement with parents, pupils, community, and LA. • Review results of parent and pupil surveys and action plans. • Review school council reports. • Monitor pupil engagement strategies.	• Implement annual colleague survey and subsequent action plan. • Maintain effective engagement and communication with parents and the wider community. • Maintain effective pupil engagement strategies (surveys, pupil council and pupil parliament etc). • Manage external relationships with local authorities SEND Officers and SEND partners.
Vision, values & strategy	• Approve the Trust vision and values *Kibworth CofE and any other cofE school* • Preserve and promote the religious character of the school as determined by the Diocese of Leicester.	• Preserve and promote the religious character of the school as determined by the Diocese of Leicester. • Develop and refine the culture book. • Develop Trust Values & Aims.	• Develop and communicate the TRUST vision and values to all schools.	• Contribute to the revision and development of vision, values & strategy through consultation. • Develop and communicate the SEND vision to all schools	• Contribute to the revision and development of the trust and school vision, values & strategy. • Monitor and support the implementation of the vision and ethos of the school and the Trust at local level *Kibworth CofE and any other CofE school* • Preserve and promote the religious	• Contribute to the revision and development of vision, values & strategy through consultation. • Develop, propose, and implement the TRUST mission and vision strategy in the school context. • Develop school ethos and values in consultation with the AB and wider stakeholders

Function	Board of Trustees (or a committee of the board)	Trust Leader (CEO)	Executive Leaders	Director of Phase	Advisory Board (AB)	Headteacher
					character of the school as determined by the Diocese of Leicester. • Ensure that the school continues to strongly demonstrate its distinctiveness as a Church School as evaluated by SIAMS.	*Kibworth CofE* • Preserve and promote the religious character of the school as determined by the Diocese of Leicester. • Attend any diocesan induction training as required by the Diocese. • Ensure that the school continues to strongly demonstrate its distinctiveness as a Church School as evaluated by SIAMS.
	• Approve Trust strategic objectives. • Review progress of the Trust against its strategic objectives and KPIs. • Approve Trust-wide strategies. • Approve a Trust Policy Framework. • Approve Trust growth decisions (free schools, sponsored schools, and convertors).	• Develop strategic objectives for the Trust. • Recommend trust growth opportunities following agreed due diligence protocols.	• Deliver strategic objectives for the Trust in partnership with schools. • Report progress against strategy and KPIs to the Board. • Develop a Trust Policy Framework.	• Development and execution of a strategy area for Primary and SEND. • Approve school strategic objectives and improvement plans. • Review and challenge progress of the school against its strategic objectives and KPIs.	• Consulted on school strategic objectives annually. • Review progress against school strategy and KPIs. • Comply with requirements of the Trust Policy Framework.	• Develop school strategic objectives and improvement plans. • Report progress to the Advisory Board. • Comply with requirements of the Trust Policy Framework. • To tailor trust-wide policies to school policy as recommended by the ET.
	New Schools • Approve school applications to join the Trust.	• Agree school expansion and free school applications.	• Consider requests, conduct due diligence, and make recommendations to the Board for new schools.			
Website compliance			• Ensure the Trust website is compliant and up to date.	• Delegation to ensure quality assurance process to ensure school's compliance with DfE website requirements.	• Review compliance of the school website in line with DfE requirements by using the web Audit.	• Ensure statutory information is published on the school website and maintain its compliance, including required details of governance arrangements, performance, financial and equality data. • Report on website compliance to AB & SIP.

Revision History

Version	Version Date	Author	Summary of Changes
V0.1	May 2017	Helen Stockill – Head of Governance	Creation of guidance document
V1.0	6 September 2017	Helen Stockill – Head of Governance	Approved by Trust Board
V2.0	June 2018	Helen Stockill – Head of Governance	Draft version of 2018/19 scheme
V2.0	28 June 2018	Helen Stockill – Head of Governance	2018/19 version approved by Trust Board. See annotated version for changes.
V3.0	26 June 2019	Helen Stockill – Head of Governance	2019/20 version approved by Trust Board. See annotated version for changes.
V4.0	June 2020	Helen Stockill – Head of Governance	2020/21 version approved by Trust Board. See annotated version for changes.
V5.0	June 2021	Helen Stockill – Head of Governance	2021/22 version approved by Trust Board. See annotated version for changes.
V6.0	June 2022	Helen Stockill – Head of Governance	2022/23 version approved by Trust Board. See annotated version for changes
V7.0	June 2023	Marie Bannatyne – Head of Governance	2023/24 - Merged Primary & SEND, additional delegations and roles added for clarity. Approved by Trust Board.
V8.0	September 2024	Marie Bannatyne – Head of Governance	2024/25 Updated governance accountability model and reallocated Deputy Trust Leader delegations to CEO and Director of Phase.
V9.0	September 2025	Marie Bannatyne – Head of Governance	2024/25 Updated governance accountability model and Director of Phase and reflected changes in delegation.