



**Children  
First** Academy  
Trust

# Scheme of Delegation

**‘Thrive and Achieve Together’**

**Reviewed and Approved October 2023**

# Children First Academy Trust

## Scheme of Delegation

### Introduction

The Children First Academy Trust was established on 1<sup>st</sup> April 2019 as a multi-academy trust consisting of five local primary schools coming together to create an organisation that can best support the communities of children which they serve. A Master Funding Agreement was entered into with the DfE on 1<sup>st</sup> April 2019 along with Supplemental Agreements for each school to create the Trust in law.

The Trust is a company limited by guarantee, registered at Companies House (Company number 11834165). The Trust is not a registered charity but an 'exempt' charity, regulated by the Secretary of State for Education, who acts as the principal regulator. As such, the Trust is governed by a Board of Trustees who are responsible for, and oversee, the management and administration of the Company, Children First Academy Trust, and the academies (schools) run by this Company. The Trustees are accountable to external Government agencies including the Department of Education (including any successor bodies) and the Charity Commission and are required to have systems in place through which they can assure themselves of quality, safety and good practice.

### The Purpose of the Scheme of Delegation

Although the Trustee Board takes overall responsibility for the Trust decision making, many decisions can and should be delegated to others, including the Chief Executive Officer, board committees, Headteachers and local governing boards (also committees). The purpose of the Scheme of Delegation is therefore to explain the way in which the Trustees fulfil their responsibilities for the leadership and management of the Trust, and identify the respective roles and responsibilities of the CEO, Headteachers, Members, Trustees and members of the Local Governing Boards of each school in carrying out this responsibility. This Scheme of Delegation has been put in place by the Trustees in accordance with the provisions of the Company's Articles of Association and it should be read in conjunction with those Articles. It is vital that the decision to delegate a function is made by the full board of trustees and is recorded. Without such formal delegation, the individual or committee has no power to act.

The Scheme of Delegation will:

- Ensure the executive leadership (Members, CEO and Trustee Board) are clear about which decisions they control
- Ensure that the roles of the Members, Trustees, CEO and Headteachers' Board are fully understood throughout the MAT
- Promote a culture of honesty and accountability
- Identify responsibility for the appointment and performance management of the CEO and Headteachers
- Identify responsibility for policy and practice in each school
- Identify responsibility for oversight of each school's budget and the central MAT budget
- Identify responsibility for assessment of risk in each school
- Identify responsibility for oversight of educational performance in each school

The Scheme of Delegation will be reviewed annually to ensure it continues to be relevant as the Trust matures and grows taking into account new DfE guidance found in the [Governance Handbook 2020](#). All involved in governance within the Trust will be made aware of any changes and what these mean in practice.

## Our Values

### Aspiration - Integrity - Resilience

#### Our Aims

- **To provide exceptional, ever developing, teaching and learning for the children within our schools.**

We believe that our children deserve the best education, regardless of their background, their ability, or their economic circumstances. We believe that, by looking both within and beyond our group of schools, we can research and develop teaching and learning of the highest quality that enables all our children to succeed.

- **To provide an exceptional curriculum that gives children the knowledge and skills to achieve in their chosen path in life.**

Our curriculum design will ensure that children gain a deep, cohesive knowledge in all areas of the curriculum. It will include wide ranging opportunities and experiences to apply that knowledge, see it in action and enrich children's lives.

- **To develop and expand a well led, ever improving Trust with a strong culture of Children First and a reputation of excellence as an employer.**

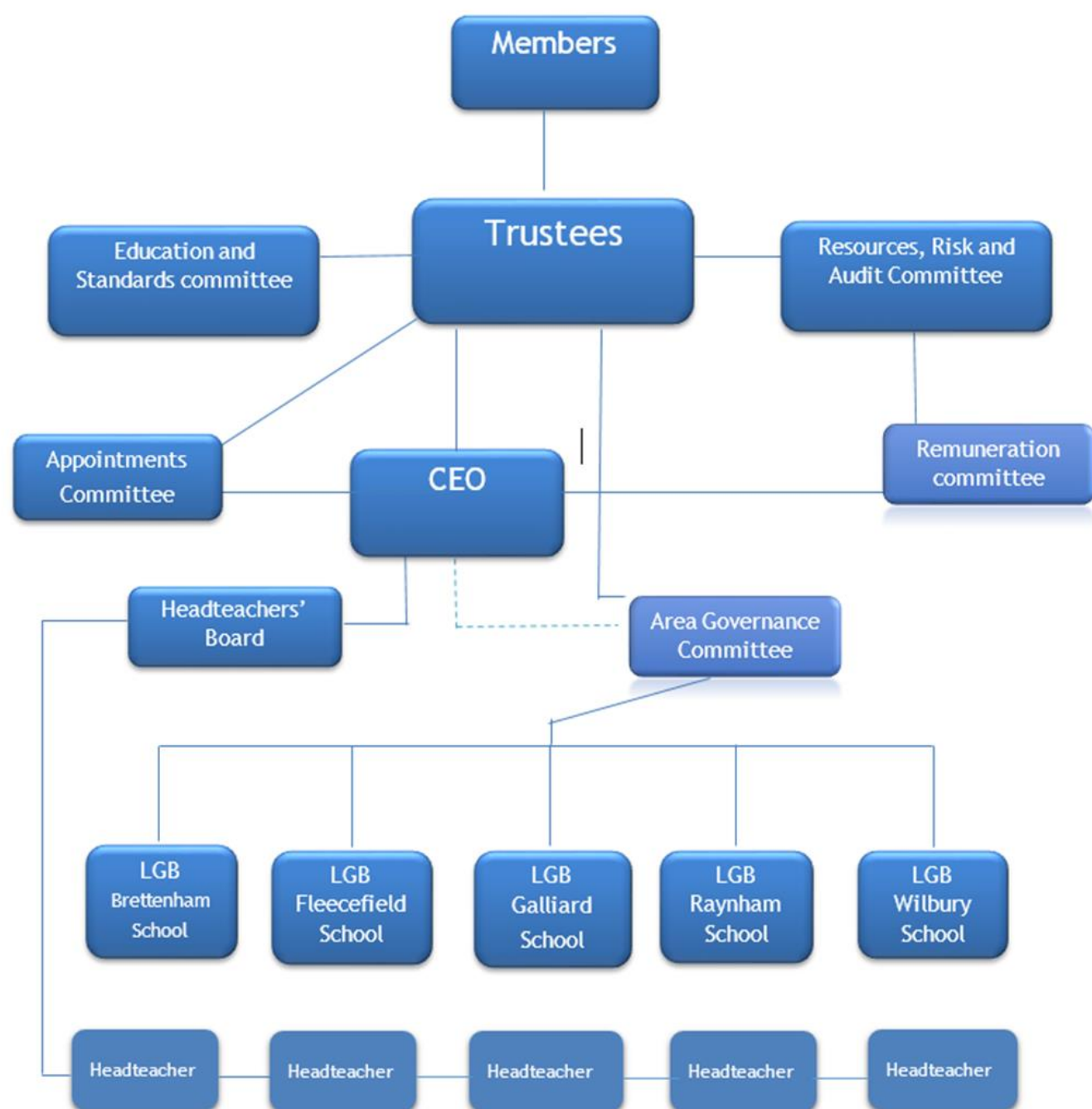
Using the culture of openness, transparency, and trust, which exists between school and Trust leaders, we will continue to drive ambition across the Trust. We all understand the need for excellence in our schools and are therefore committed to developing high quality teachers and support staff and identifying and nurturing future leaders who will lead with integrity and creativity in our schools and across the Trust.

## Trust Key Principles

To deliver the **vision**, whilst remaining true to the **culture** of the Trust, we will ensure key principles remain at the foreground of any decisions taken. These are:

- Our three values of Aspiration, Integrity and Resilience inform everything we do to ensure a culture of 'Children First' throughout the Trust
- Whilst the Trustees have strategic oversight of the Trust, the Headteachers' Board is the strategic and operational driving force of the Trust. Strategy is developed here to meet the Trust's three key Strategic Objectives. It is then referred to the Trust Board for final decision making and to ensure accountability to the Board of the CEO and the operational team with regard to the outcomes
- The Trust is rooted firmly in the community of its schools and therefore the Local Governing Boards are an essential part of the Governance of the Trust, as sub-committees of the Board and through their detailed knowledge of their respective school
- The Trust will move forward through collaborative convergence, developing a shared understanding of how to improve teaching and learning and embedding this through high quality leadership at school level
- Development of staff from within the Trust will be the first consideration whenever opportunities arise and as new posts and responsibilities are identified across the Trust. However, the Trust will appoint from outside its schools, whenever appropriate
- Responsibility for the setting and monitoring of school budgets lies with the Headteachers in each school working with the CFOO and CEO. Approval, oversight and the holding to account for the outcomes at a strategic level, lies with the Trustees. Specified reserves are held to provide a safety net, but the aim is to ensure that as much money is spent on the children as possible rather than held in reserve
- The central team role is to ensure efficiencies are made which can be re-invested in high quality teaching and learning provision for the children as well as improving the consistency of standards across schools, maintaining and sharing best practice within each school
- The CEO maintains strong oversight of standards at each school through the Headteachers' Board, and regular monitoring visits. Quality assurance is built in to the system through external School Improvement Advisor visits each term, in which the CEO is fully involved
- Where standards are not good enough in identified schools, and outcomes need to improve rapidly, the Trust will step in to give greater direction for the leadership team and to establish more set approaches as appropriate, which have proven high quality outcomes
- Growth in terms of numbers of schools, will be carefully managed and due diligence will be carried out prior to any decisions being taken.

## The Structure of Governance of the Trust



## **Governance Structure and lines of accountability**

The Board of Trustees of Children First Academy Trust delegates responsibility for the delivery of the vision and strategy to the lead professional of the Trust, the Chief Executive Officer (CEO). The Trust Board will hold the CEO to account for the performance of the trust, including the academies within it. The CEO in turn holds other senior executives to account by line managing them. This scheme of delegation identifies what is delegated by the board to the executive leaders (Headteachers) and the various committees of the Board of Trustees, which include the Local Governing Boards. Whilst the board cannot ever delegate its accountability, it can and must delegate some of the detailed scrutiny, oversight and decision making.

In this scheme of delegation, the Trust Board delegates responsibility for the performance of the Trust, including performance of the schools within the Trust, to the CEO. However, some responsibilities concerning the performance of each school are delegated to the local governing boards (LGBs). These responsibilities include monitoring whether the school is working with the agreed policies, whether standards are being met and whether resources are being used well through assessing their impact. The LGBs will use their detailed knowledge and engagement with stakeholders to ensure that their school is being well served by the Headteacher and, through the Area Governance Committee, has direct access to the Trustee Board if there are concerns.

This means that, as the CEO is accountable to the Board for the performance of the trust as a whole, the CEO will report to the Board on the performance of the trust including on the performance of the Trust's schools, although this may be supplemented by monitoring reports from the Headteachers' Board and LGBs.

The CEO is performance managed by the Trust Board, whilst the CEO performance manages the individual headteachers, with the input of the LGB chair and a Trustee.

## **Roles and Responsibilities**

### **The role of the Members**

The Members are the guardians of the vision and purpose of the Trust. At its origin they were the signatories to the memorandum of association and agreed the Trust's first Articles of Association (a document which outlines the governance structure and how the trust will operate). The articles of association also describe how members are recruited and replaced, and how many of the trustees the members can appoint to the trust board. Children First currently has six members and ten trustees.

The members appoint trustees to ensure that the trust's charitable object is carried out and so must be able to remove trustees if they fail to fulfil this responsibility. Accordingly, the Trust Board submits an annual report on the performance of the trust to the Members. Members have an overarching responsibility for the viability and performance of the Academy Trust through the appointment of trustees and approval of the annual report. They also have the power to amend the Articles of Association that govern the way the Trust is constituted and managed.

While members are permitted to be appointed as trustees, in order to retain a degree of separation of powers between the members and the trust board, and in line with DfE expectations, this Trust will only permit one member to also be a trustee. This will be the Chair of the Trust Board. The articles state that members are not permitted to be employees of the academy trust.

Members have a different role to trustees. As responsibility to conduct the Trust's business sits with the Trustees, Members should be 'eyes on and hands off' and avoid compromising the Board's discretion. However, if the governance of the Trust by the Board of Trustees

becomes dysfunctional the members will have a strong interest in ensuring the Board has plans to address the issues or otherwise to remove the Board or individual Trustees and re-appoint Trustees with the skills necessary for effective governance.

The main duties and responsibilities of Members are:

- To appoint trustees to the Trust Board bearing in mind the Articles of Association and the need for a balanced skill set to manage the Trust effectively
- To remove any trustee who is not considered to be acting in the best interests of the Trust, after discussion with the Trust Board as appropriate
- From time to time to review the Articles of Association and to make changes where deemed necessary after taking advice from the Trust Board
- To appoint other Members as necessary in line with the provisions of the Articles of Association
- If deemed appropriate Members have the authority to change the name of the company
- To approve the annual report and accounts prior to submission to Companies House
- Members have the power to wind up the company and pledge the sum of £10 towards any debts in the event that the Trust is wound up

From inception, it is the desire of the Trust to have a representative membership who will champion the community which it serves.

### **The role of the Board of Trustees**

Trustees are the charity trustees (within the terms of section 177(1) of the Charities Act 2011) and are 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. The Board of Trustees is the accountable body for the performance of all schools within the Trust and as such must:

- Ensure clarity of vision, ethos and strategic direction
- Hold the executive to account for the educational performance of the schools and their pupils, and the performance management of staff
- Oversee the financial performance of the trust and make sure its money is well spent (DfE Governance Handbook 2020)

Effective governance is based on six key features:

- Strategic leadership that sets and champions vision, ethos and strategy.
- Accountability that drives up educational standards and financial performance.
- People with the right skills, experience, qualities and capacity.
- Structures that reinforce clearly defined roles and responsibilities.
- Compliance with statutory and contractual requirements.
- Evaluation to monitor and improve the quality and impact of governance.

(DfE Governance Handbook 2020)

Under the Companies Act 2006, Trustees have a number of general duties which are owed to the Academy Trust. These include:

- Duty to act within powers – obey the Trust company's constitution and decisions taken under it;
- Duty to promote the success of the Trust – act in the Trust's best interests □
- Duty to exercise independent judgement – remember you remain responsible for the work you give to others;

- Duty to exercise reasonable care, skill and diligence – be diligent and well informed about the Trust's affairs.
- Duty to avoid conflicts of interest – avoid situations where your interests conflict with those of the Trust. When in doubt disclose potential conflicts quickly. In Multi Academy Trusts, Directors must ensure that there are no conflicts between their duty to the Trust and to individual schools. A Trustee must ensure they consider and promote the needs of each individual school for the benefit of the Trust and not simply focus on achieving the best outcome for one particular school.
- Duty not to accept benefits from third parties – be honest and remember that the Trust's property belongs to it and not to you or its Members;
- Duty to declare an interest in a proposed transaction or arrangement.

The trust board is permitted to exercise all the powers of the academy trust applying the highest standards of governance and taking full ownership of their duties. The board is able to remove from office any Trustee who they as a trust board have appointed.

It is the expectation that trustees of Children First Academy Trust will:

- Constantly focus on what's best for all the schools and pupils in the MAT by challenging in a constructive manner, asking probing questions and visualising the strategic picture, in terms of both the MAT and the schools within it
- not favour or show allegiance preferentially to one school, but rather govern in the interests of all pupils and foster a common ethos and vision across the whole MAT
- Understand and effectively carry out their roles, responsibilities and accountabilities, with the ability to take risks and consider dynamic and innovative options
- Measure and lead school improvement and drive the necessary changes
- Understand the financial and business elements of leading a MAT, as well as the legal aspects of the role and how the trust and the business work
- Work as part of a team and accept shared responsibility and accountability, as well as undertaking frequent self-evaluation in order to remain effective
- Act with a strong moral purpose, integrity and honesty, and as an advocate for the MAT's values, ethos and philosophy
- Express disagreement in a rational and professional manner
- Adopt an entrepreneurial mindset in order to see and make the most of opportunities that are outside the day-to-day practices of the MAT or academy
- Be innovative, creative and open-minded by engaging in future thinking and 'horizon scanning'
- Ensure that they have the commitment and stamina to drive forward the MAT, as well as the will to abandon the 'good' in order to find the 'outstanding'

(National College for Teaching and Leadership 2014)

The DfE have published a '[Competency Framework for Governance](#)' which highlights the expectations of the governance bodies in the trust.

The constitution of the Board of Trustees is set out in the trust's articles of association. The board of Trustees signs off the annual accounts and is responsible for adherence to the trust's funding agreement with the Secretary of State, who is the principal charitable regulator for the sector. Trustees must appoint, in writing, a named individual as its accounting officer (the CEO). This role includes a personal responsibility for the trust's accountability to Parliament, and to the ESFA's accounting officer, for the financial resource under the trust's control. The CEO of Children First will not be a trustee to avoid any conflict of interest and no other employee of the trust will be entitled to sit as a trustee for this same reason.



The trustees are responsible for ensuring the implementation of policies and procedures, which will achieve a consistently high standard of education and financial prudence across the trust dealing with, but not limited to:

- Human resources/Employment
- Audit and Risk Management
- Contingencies and reserves (both at central and school level)
- Governance
- Health and Safety
- Operational matters
- Standards and educational performance
- Data management
- Complaints and appeals
- Legal compliance

The trust board delegates to the chief executive responsibility for the day to day operations of the trust.

The scheme of delegation ensures clear division of responsibilities at the head of the Trust between the running of the Trust Board (Chair and deputy Chair) and the executive responsibility for running the schools (CEO).

The board delegates functions to committees including local governing boards and will determine which functions to delegate. The trust board has the right to review and adapt its governance structure at any time, which includes removing delegation.

It is the decision of the Trustees about which, if any, governance functions they delegate to Local Governing Boards (LGBs). MATs may delegate responsibilities in proportion to the strength of individual schools and the skills and expertise of the people on their LGBs – for example by increasing levels of delegation as initially weak schools improve.

The role of the LGBs is very important in terms of the governance structure of Children First and therefore the Trustee Board has established close links with the LGBs through the Area Governance Committee and actively take into account and respond to the issues and risks the LGBs identify and escalate.

The term of office for trustees serving on the trustee board is four years. Subject to remaining eligible, any person may be re-appointed by the members for further terms.

### **The role of Committees**

The trustees have established committees with delegated authority to make decisions. However, these committees are not legally responsible or accountable for statutory functions – the trust board retains overall accountability and responsibility. The responsibilities of board committees are set out in their terms of reference; the responsibilities for individual local governing boards (also committees of the trustee board) are set out in the scheme of delegation. The trust board will appoint committee members and committee chairs.

### **The Local Governing Board**

The role of an LGB is an important one and it is a committee of the Board of Trustees within the structure of governance. It works closely with the individual school at a local level. Whilst the Trustees and CEO of the Trust have the overarching responsibility for ensuring high quality educational provision and for holding the leaders to account for outcomes, the LGB role is to support and constructively challenge school leaders when identifying school improvement priorities and when monitoring the impact of decisions taken.

Their role is also to link with the wider community beyond the Local Governing Board meetings, to meet staff, parents and children and assess the impact of the school both within

and beyond the classroom. In this way, they triangulate what the Leadership are putting in place with what they see in school and with what the school community is saying.

The LGB also monitor risks, in particular with reference to safeguarding and health and safety, hear complaints as necessary and report concerns to the Trustees through the Area Governance Committee or the Chief Executive Officer.

The decision of which responsibilities to delegate belongs to the Trust Board. The responsibilities delegated to the LGBs are laid out in the Scheme of Delegation below. The LGBs carry out their functions in relation to their respective School on behalf of the Trust Board and in accordance with the Scheme of Delegation determined by the Trust Board. The act of delegation from the Trust Board to the LGBs is a delegation of powers and duties, and not a delegation or shedding of responsibilities.

These responsibilities may be removed or altered by the Trust Board should the performance of the school and/or its governors change.

The Governors serving on the LGBs are accountable to the Trustee Board. Whilst not trustees under charity law, nevertheless, the Governors are under a duty to act in good faith and in the best interests of the school and the Trust (which includes all schools). This duty includes a responsibility for ensuring compliance in the following areas:

- Equality
- Standards of education
- Staffing and performance management
- Safeguarding and pupil welfare
- SEND
- Pupil well-being and other pupil related matters
- Admissions
- Behaviour
- Health and Safety, Risks and Estates at school level
- Control and community use of school premises
- Information sharing
- Complaints
- Whistleblowing

This scheme of delegation should be read in conjunction with the Children First Trust's Local Governing Board's Constitution and Terms of Reference document.

### **The role of the Chief Executive Officer (CEO)**

The CEO has the delegated responsibility for the operation of the trust including the performance of the trust's schools and so the CEO performance manages the headteachers of each school. As there is delegation to the LGB, this will be carried out alongside the chair of the LGB and a Trustee.

The CEO is the accounting officer so has overall responsibility for the operation of the Trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability; avoiding waste and securing value for money.

The CEO leads the executive management team - Headteachers, CFOO and any other central senior executive managers or advisors of the trust. The CEO will delegate executive management functions to these persons and is accountable to the trust board for the performance of these persons.

The creation of the Headteachers' Board is to ensure local collaboration, build trust across

the Trust and to develop local leadership capacity particularly with the view to improving and sustaining standards of teaching and learning. The Headteachers' Board has an advisory function within Children First. Each Headteacher from the schools within the trust sits on the board with the purpose of ensuring that the CEO is fully informed about the performance of the Trust's schools and to ensure that the trust's vision and values are upheld in each school.

The CEO also leads the central team (finance, HR, resources, school improvement etc), delegating responsibility as appropriate to this team whilst remaining accountable for it to the Board.

### **The role of the Headteachers' Board including the CEO**

- To drive the direction, alongside the CEO, to ensure the strategic objectives of Children First Academy Trust are achieved
- To work collaboratively and recognise the shared responsibility for each separate school
- To advise on and facilitate (or provide) the necessary operational and management support to each school, advising on policies in core areas of the operation in accordance with the requirements of the Board. These core areas include legal compliance, risk management, teaching and learning, standards, training (Governor and staff), finance, HR and ICT
- To implement and review systems for benchmarking of the schools across the trust (including financial as well as educational performance), developing systems which allow effective sharing of good practice and support the CFOO and LGBs in maximising the opportunities for resource sharing and collaboration
- To undertake the strategic management of the whole schools' estate, advising the board on areas of risk and assessing the trust's overall safeguarding responsibilities, looking to the future to plan ahead for likely eventualities
- To take the lead on capital bids and allocations, supporting the schools to carry out works safely and cost effectively

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

The Headteacher is responsible for the day to day management of the school and is managed by the CEO but reports to the LGB on matters which have been delegated to the LGB. The delegated powers and functions of the Headteacher are laid out in the Scheme of Delegation. The LGBs, through the Headteacher, shall be responsible for the appointment of all staff to be employed at the school provided that the LGBs and Headteacher shall:

- Implement and comply with all policies dealing with staff issued by the trust board from time to time
- Take account of any pay terms set by the board
- Adopt any standard contracts or terms and conditions for the employment of staff issued by the board
- Adopt appropriate and transparent procedures for the recruitment of staff
- Manage any claims and disputes with staff members having regards to any advice and recommendations given by the board, its insurers and/or legal representatives
- Bring to the attention of the CEO early and without delay, any claims or disputes with staff that may require a hearing by a panel of members of the LGB or may lead to significant cost being incurred

### **Risk Management**

Notwithstanding the level of delegated responsibility, the trustees remain legally responsible for all matters in connection with the schools and they are required to have systems in place through which they can assure themselves of quality, safety and good practice in the

schools. Children First Academy Trust will adopt a Risk Management Policy.

The LGB is appointed as a sub-committee of the Board and as such has no separate legal status to that of the trust or the board. Consequently, any act or omission of the LGB or any office of the trust that subsequently leads to prosecution or other litigation will be a liability of the trustees and any event in a school that might lead to public criticism or adverse publicity or damage to the reputation of the trust will also be concern for the board. In such events, and in order to minimise risk, the chair of the LGB or the Headteacher, must immediately notify the CEO. The Headteacher will regularly report to the CEO on its activities and any risks in the operation of the school at such times.

For further information regarding the expectations of roles and responsibilities with Multi-Academy Trusts can be found in the DfE publication; [Governance Structures and Roles 2020](#)

This document is to be read in conjunction with the following Detailed Scheme of Delegation below, which identifies the responsibilities and delegations, the [DfE Academy Trust Handbook](#) and the Trust's Financial Regulations, Governance and Administration Document.

## Delegation and decision making – Children First Academy Trust

<b>Reading the grid</b>
✓ - governance function and decision making is at this level
C - to be consulted prior to decision being made
Note: Decisions delegated to the trust board may be delegated to a board committee (Education and Standards, Resources Risk +Audit, Remuneration, Appointments) but not the CEO, school committee (LGB) or HT. These delegated responsibilities are highlighted in the Committee Terms of Reference.

Governance function		Members	Trust board / board committees	CEO / accountin g officer	School committees (LGBs)	HT
Governance framework: people	Members: appoint/remove	✓				
	Trustees: appoint/remove	✓	✓			
	Parent LGB members: appoint when elected		✓		✓	
	Board committee chairs: appoint and remove		✓			
	Named safeguarding trustee: appoint and remove		✓			
	LGB chairs: appoint and remove		✓ Appts.			
	LGB members: appoint and remove		✓ Appts.		✓	
	Clerk to board: appoint and remove		✓			
	Clerk to LGBs: appoint and remove		C		✓	
	Register of Business Interests/ Skills audit/training programme: review and update regularly			✓		✓
Governance framework: systems and structures	Articles of association: review and agree	✓				
	Governance structure for the trust: establish and review annually		✓			
	Committee terms of reference and scheme of delegation: agree annually		✓			
	Annual schedule of governance business: agree		✓	✓		
	Self-review of trust board and committees: complete annually		✓			

Governance function		Members	Trust board / board committees	CEO / accounting officer	School committees (LGBs)	HT
	Self-review of LGBs: complete annually				✓	
	Chair's performance: carry out 360° review periodically		✓			
	Trustee/LGB member contribution: review annually		✓		✓	
	Ensure compliance with Academy Trust Handbook		✓			
Governance framework: reporting	Publish governance arrangements on trust and schools' websites: ensure			✓		
	Annual self-review/triannual external review of board effectiveness: submit to members		✓		C	
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit to members and Companies House		✓			
	ESFA required reports and returns submit		✓ RR+A			
	Annual report work of LGB: submit to trust and publish				✓	
Being strategic	Determine trust wide policies which reflect the trust's ethos and values: approve		✓	C		
	Determine school level policies: approve			C	✓	C
	Management of risk: establish register, review and monitor		✓ RR+A	C		
	Engagement with stakeholders: ensure		✓	✓	✓	✓
	Determine trust's vision, strategy and key priorities: approve		✓	C		
	Determine schools' vision, strategy and key priorities: approve			✓	C	✓
	Chief executive officer: appoint and dismiss		✓			
	Accounting officer: appoint and dismiss		✓			
	HTs: appoint and dismiss		C	✓	C	
	Budget plan to support delivery of trust key priorities: agree		✓ RR+A	C		
	Budget plan to support delivery of schools' key priorities: agree		✓ RR+A	C		C
	Trust's staffing structure: agree		✓ Rem.	C		
	Schools' staffing structure: agree		C Rem.	✓		C
	Ensuring compliance (e.g. safeguarding, H&S including estates, employment): agree auditing and reporting arrangements		✓ RR+A	C		

Governance function		Members	Trust board / board committees	CEO / accountin g officer	School committees (LGBs)	HT
Holding to account	Monitoring progress on key priorities including school improvement: agree reporting arrangements		✓ E+S	C		
	Performance management of the chief executive: undertake		✓ Rem.			
	Performance management of HTs: undertake		C	✓	C	
Financial oversight	External auditors: appoint	✓				
	Internal auditors; appoint		✓ RR+A			
	Chief financial officer: appoint		✓	C		
	Trust's Financial Regulations, Governance and Administration Document: establish, monitor and review		✓ RR+A	C		
	External auditors' report: receive and respond		✓ RR+A			
	CEO pay award: agree		✓ Rem.			
	Headteachers' pay award: agree		✓ Rem.	C		
	Staff appraisal procedure and pay progression: review and agree		✓ Rem.	C		
	Severance/Compromise payment: Over £5,000		✓ Rem.	C		
	Benchmarking and trust wide value for money: ensure robustness		✓ RR+A	✓		
	Central capital spending (SCA) allocation: agree arrangements, monitor and review		✓ RR+A	C		
	Monitoring budget: agree reporting		✓ RR+A	C		
	Central charge to schools for Central services; approve annually		✓ RR+A			
	Ensure compliance to key financial aspects within Academy Trust Handbook		✓ RR+A			
	Reserves Policy: Approve		✓ RR+A			