



THE CRANMER EDUCATION TRUST

SCHEME OF DELEGATION

Policy approved by the Audit, Risk and Finance Committee on
7th April 2022

Signed:

A handwritten signature in black ink, appearing to read "Peter Winter", written over a horizontal line.

Peter Winter – Chair, Audit, Risk and Finance Committee

UPDATED: APRIL 2022
CRANMER EDUCATION TRUST
THE BLUE COAT SCHOOL, EGERTON STREET, OLDHAM. OL1 3SQ

CRANMER EDUCATION TRUST

SCHEME OF DELEGATION

1. Introduction

- 1.1. Cranmer Education Trust (“CET”) is a multi-academy trust committed to educational excellence for all of its pupils and students.
- 1.2. This Scheme of Delegation (“SoD”) is a key tool within CET’s governance framework to enable the trust to operate in an efficient, open and transparent way. This SoD should not be confused with the financial scheme of delegation required by the Academies Financial Handbook (as amended) as this will be maintained in a separate document (Financial Responsibilities Key updated March 2022).
- 1.3. Within this SoD the roles within CET’s governance will be defined, along with the governance structure adopted and the clear lines of delegation and accountability approved by the trustees.
- 1.4. The SoD sets out the basic roles and delegations within CETs governance structure. The trustees will determine bespoke arrangements for each school depending on its capability and the support it needs from time to time to reach the outcomes set for it.
- 1.5. Some academies may have significant levels of delegations due to their determined capabilities, whilst others will receive more concentrated support to help them to increase their capacity to take on more delegation from the trust board. The trustees will be advised by the Chief Executive Officer on the appropriate levels of delegation for each school at local governing level and school leadership.

Governance

2. Members

- 2.1. The Members of CET are the individuals and corporate bodies that ensure the trust is being operated in accordance with its governing document, the Articles of Association, and that the trust retains and preserves the religious character of the designated faith of the trust.
- 2.2. They play a limited day-to-day role in the trust. However, they do have a very important role in providing oversight of the trustees and approving changes to CET’s governing document. They also have the power to appoint and remove trustees, and the power to appoint and remove the CET’s auditors.

3. Trust Board/Trustees

- 3.1. CET is a multi-academy trust under the Academies Act 2010 programme. This means it is a private company limited by guarantee with a board of directors with duties under Companies Act 2006 to ensure that the trust is operated in a legally compliant way and to achieve the outcomes set for the pupils and students.
- 3.2. CET is also an exempt charity with the Department for Education as its Principal Regulator.¹ The company directors are therefore also charity trustees and subject to the duties set out under the Charities Act 2011.²
- 3.3. The directors of CET are referred to as the trustees. This reflects the charitable nature of the organisation and to ensure that furthering our charitable objects remains at our organisation’s core.

¹ See section 12 Academies Act 2010 and generally the Charities Act 2011

² The duties of charity trustees are set out at section 177(1) Charities Act 2011

- 3.4. Trustees are appointed in accordance with the procedures set out under CET's Articles of Association.³.
- 3.5. All of the powers of the trust are vested in the trust board. It is for the trustees to determine what powers they wish to retain and which ones they wish to delegate to another layer of CET's governance.
- 3.6. The Articles of Association set out the various powers that the trustees can exercise on behalf of the academy trust company. They will also be the "proprietor" as referred to in education law and statutory guidance issued from time to time by the Department for Education (and its successors).
- 3.7. The trustees appoint a Chief Executive to ensure that the trust's vision and strategy are delivered and to take responsibility for the operational day-to-day management of CET. Other executive officers may be appointed with trustee approval to ensure the efficient operation of CET. The Chief Executive may be appointed a Trustee by Ordinary Resolution of the Members.
- 3.8. The trustees will retain responsibility for entering into legal agreements for CET, financial scrutiny, challenging the executive on academic performance of the academies, compliance with company, charity, education and employment law, and to set policies and procedures relating to trust employees and statutory requirements. The trustees have fiduciary duty to act in good faith, ensuring compliance with legal obligations and charity regulations, fulfil charity objectives reporting requirements, and to act with integrity avoiding personal conflicts of interest.

4. Committees

- 4.1. Trustees have established committees to give specific focus to the business of the trust. The Trust Board fully reserves the right to amend the terms of reference for these committees and the powers delegated to each at any time to best serve CET.
- 4.2. The following committees have been established to ensure the smooth and efficient operation of CET:
- 4.2.1. Audit, Risk and Finance Committee
 - 4.2.2. Pay and Personnel Committee
 - 4.2.3. Standards Committee
 - 4.2.4. Admissions Committee
 - 4.2.5. CEO Appraisal Committee
 - 4.2.6. Local Governing Committees for Schools
 - 4.2.7. Interim boards
- 4.3. Terms of reference will establish the constitution, membership and scope of each of the Trust Board's committees.
- 4.4. It will be for the trustees to determine (on the advice of the Chief Executive) whether a school should have a local committee or interim board.

Local Committees

- 4.5. Local Committees will be delegated the following powers as standard under their terms of reference:
- 4.5.1. To review all exclusions as required by law;

³ See Articles 50 to 56D CET Articles of Association

- 4.5.2. To consider applications for priority under a school's admissions oversubscription criteria;
- 4.5.3. To hear appeals at stage 2 of the complaints policy;
- 4.5.4. To appoint designated governors for safeguarding, health and safety, careers (secondary schools only), SEND and Pupil Premium;
- 4.5.5. To approve school policies as developed by the leadership of the schools.

4.6. Local Committees must meet 4 times in each academic year.

Interim boards

- 4.7. An interim board will be established when a school needs greater support and challenge to enable it to meet the standards and level of academic performance expected by the trustees.
- 4.8. The membership of the interim board will be determined by the trustees on advice from the Chief Executive. The interim board will exercise all of the powers delegated to a local committee.
- 4.9. Membership may include those with strong experience in governance or who serve on local governing bodies for other academies within CET. Members of the executive team (see section 6) may also take positions on interim boards if particular expertise is needed in the circumstances.
- 4.10. Due to the identified need for closer and more focused support, the trustees require that interim boards meet at least 6 times in each academic year.

5. Executive

- 5.1. All Headteachers are line managed by the Chief Executive giving a clear line of accountability.
- 5.2. In order to ensure the trustees' strategy is implemented, the Chief Executive will be supported by an executive team which will be responsible for the daily operations of the trust and give focused expertise on:
 - 5.2.1. finance,
 - 5.2.2. human resources,
 - 5.2.3. ICT infrastructure,
 - 5.2.4. data management and analytics,
 - 5.2.5. operational matters,
 - 5.2.6. marketing,
 - 5.2.7. continuing professional development and training, central to the Trust's strategy for recruitment and retention,
 - 5.2.8. Initial teacher training.
- 5.3. Appointments to the executive team will be jointly decided by the Chief Executive, and nominated trustees, as and when appointments are required.
- 5.4. The executive team will take a trust wide approach to ensuring all academies are properly supported. It will be the executive team's responsibility to identify issues and to implement the strategies required to ensure the efficient provision of education for all pupils and students by the school's leadership team.
- 5.5. The trustees will delegate powers to enable the Chief Executive and the executive team to manage the trust operationally on a day-to-day basis and to make the decisions that are needed within real time. Exercise of delegated powers will be subject to oversight and challenge from the trustees.

- 5.6. The Chief Executive, the Chief Operating Officer and the executive team member with responsibility for human resources will also play a role in the daily management of executive and school staffing issues.
- 5.7. The Chief Executive has the delegated power to suspend any Headteacher or any member of the executive. He/she also has the power to reinstate any member of staff that he/she has suspended.
- 5.8. The Chief Executive may only be suspended or reinstated by the Chair or Vice Chair of trustees. In the event that neither the Chair nor the Vice Chair are available to make a decision on suspension or reinstatement the Chair of Audit, Risk and Finance Committee will make the decision.

6. Strategic Leadership Group

- 6.1. All Headteachers will be members of the Trust's Strategic Leadership Group, chaired by the Chief Executive, together with senior members of the Executive.
- 6.2. The Strategic Leadership Group is a key communication tool to enable the Chief Executive to consult on and assist the executive with the development of policy and procedure for the CET.
- 6.3. The views of our Headteachers are important and we want to hear them so that our provision is continuously improving, and all school and executive leaders collectively take responsibility for the outcomes and experience of all our children and young people.
- 6.4. This group is not a committee constituted by the trustees and does not have any formal powers delegated to it. It is a forum for best practice to be shared and to ensure CET maximises the professional expertise it has across the trust.

7. School Leadership

- 7.1. Each school will have a Headteacher to lead the daily operations of the school and to assemble a senior leadership team to deliver on the trust's expectations for the school.
- 7.2. The Chief Executive and members of the executive team will support the Headteacher and senior leaders.
- 7.3. The Headteacher will be responsible for ensuring that the school has all statutory appointments in place, such as a SENCO and Designated Safeguarding Lead (with sufficient duties).
- 7.4. The Headteacher will lead the development and implementation of the curriculum and school specific policies and procedures.
- 7.5. Recruitment of school staff will be led by the Headteacher in consultation with the executive team. For the avoidance of doubt, all Headteacher recruitment activities are led and managed by the Chief Executive. All Deputy Headteacher appointments are led by the Headteacher with the Chief Executive and advised by the School Improvement Partner.

8. Delegation

- 8.1. At appendix one of this scheme of delegation we have set out the various levels of governance within CET and the areas which are delegated to them. This is not intended to be an exhaustive list. Policies and procedures may set out more specific delegations. Those policies are approved by the trustees and any delegations of power set out within them have been granted by the Trust Board.

Appendix 1:

Levels of delegation at CET

Type of activities	Headteacher	Local Committee (LC - if established)	Interim Board (IB - if established)	Executive Team	Strategic Leadership Group	Trust Board	Trust Committees (not LGB or IB)
Headteacher recruitment, appraisal and pay determination		<ul style="list-style-type: none"> Chair is member of panel for Headteacher appointment Nominated Governor to engage in appraisals with CEO and the School Improvement Partner 	As for LC	<ul style="list-style-type: none"> CEO leads recruitment process, line manages Headteachers, conducts Headteacher appraisals, supported by nominated local governor, and advised by phase professional (School Improvement Partner). Recommends Pay Determination to Trust Board's Pay and Personnel Committee 	N/A	<ul style="list-style-type: none"> Appoints all Headteachers 	<ul style="list-style-type: none"> Pay and Personnel Committee as advised by CEO determines, benchmarks and reviews the salary ranges of Headteachers and Deputy Headteachers approve Headteacher & CEO performance related pay following appraisals.
Deputy Headteacher recruitment, appraisal and pay determination	<ul style="list-style-type: none"> Leads recruitment process as advised by 	Chair quality-assures appraisal and pay progression	N/A	<ul style="list-style-type: none"> Conduct recruitment and appointment process. 	N/A	N/A	N/A

Type of activities	Headteacher	Local Committee (LC - if established)	Interim Board (IB - if established)	Executive Team	Strategic Leadership Group	Trust Board	Trust Committees (not LGB or IB)
	CEO <ul style="list-style-type: none"> Member of appointment panel. Line manages and appraises all members of SLT, recommending pay progression. 	recommendations		<ul style="list-style-type: none"> CEO chairs appointment panel 			
Finance & procurement	<ul style="list-style-type: none"> Involvement with Executive Team in the preparation of the budget and 3-year forecasting Review half year and end of year budget with school finance team and Executive Oversee the implementation of local school procurement 	Receive and challenge school budget and in year budget revisions Receive school outturn reports for the academic year Protect assets Engage with audit/scrutiny inspections	As for LC	Chief Finance Officer with support from Executive Team <ul style="list-style-type: none"> Develop financial strategy in line with ESFA Academy Trust Handbook and Trust Finance Manuals Develop business plans to support Trust growth and ensure effective due diligence Develop and propose financial policies 	Kept abreast by Executive Team of the consolidated financial position of the Trust, changes to financial policies	<ul style="list-style-type: none"> Accountable for ensuring financial compliance and sustainability Approve: <ul style="list-style-type: none"> Finance policies Trust annual and 3 yr consolidated budget Financial targets for SCITT and TS Hub; 	Audit, Risk & Finance Committee <ul style="list-style-type: none"> Review and recommend to Trust Board Trust consolidated budgets and three-year forecasts Review Trust budget outturn Consider the achievement of value for money Review and recommend to Trust Board new

Type of activities	Headteacher	Local Committee (LC - if established)	Interim Board (IB - if established)	Executive Team	Strategic Leadership Group	Trust Board	Trust Committees (not LGB or IB)
	<p>opportunities identified by school finance team and authorise expenditure in line with the responsibilities set out in Trust Finance Manual and delegated authorisations set out in the Finance Responsibilities Key</p>	<p>Observe Trust financial frameworks</p> <p>Follow responsibilities set out in Trust Finance Manual and delegated authorisations set out in the Finance Responsibilities Key</p>		<ul style="list-style-type: none"> • Mitigate risk at technical and strategic level with support of Internal Scrutineers • Oversees Trust financial activities and ensures spending is within agreed budgets • Approves and recommends to Board via CEO: <ul style="list-style-type: none"> • school budgets & forecasts • Use of reserves & endowments • Supports headteachers with school finances • Finds, implements and manages network procurement opportunities • Ensure Trust Compliance with financial statutory and 		<ul style="list-style-type: none"> ○ Reserves and deficits ○ Financial statements ○ Insurance of Trust and Officers and Trustees ○ Executive pay levels ○ Auditors / internal scrutineer appointments and reports • Monitor and challenge <ul style="list-style-type: none"> ○ budget v actuals ○ use of resources vs. education plans ○ Value For Money ○ Grant usage as intended 	<p>and existing Trust policies</p> <ul style="list-style-type: none"> • Recommend to Trust Board central support costs • Advise Trust Board on internal and external audit programme • Recommend to the Trust Board appointment of auditors and internal scrutineers • Consider auditors /internal scrutineers reports and monitor managements responses and actions • Monitor risk in the Trust • Develop/monitor Trust Business Continuity Plans

Type of activities	Headteacher	Local Committee (LC - if established)	Interim Board (IB - if established)	Executive Team	Strategic Leadership Group	Trust Board	Trust Committees (not LGB or IB)
				regulatory requirements <ul style="list-style-type: none"> • Set, monitor and evaluate central support costs • Oversees the monitoring and management of investments • Reports to Trust Board on financial health and compliance of the Trust • Monitors & challenges locally led procurement • Oversees the capitalisation management and depreciation of assets • Oversee Trust payroll • Follow responsibilities set out in Trust Finance Manual and delegated authorisations set out 		Establish an Audit Risk and Finance Committee Follow responsibilities set out in Trust Finance Manual and delegated authorisations set out in the Finance Responsibilities Key	<ul style="list-style-type: none"> • Review estate plans • Set monitor and evaluate central support costs • Oversee St Annes Endowment Fund • Follow responsibilities set out in Trust Finance Manual , Committee Terms of Reference and delegated authorisations set out in the Finance Responsibilities Key

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				in the Finance Responsibilities Key <ul style="list-style-type: none"> • Review monthly and end of year budget monitoring / management account reports, debtors, credit and bank reconciliation prepared by school finance team. 			
HR / Recruitment	<ul style="list-style-type: none"> • Ensure HR policies and processes are implemented • Develop and propose to CEO and Executive Team staff restructure proposals • Liaise with school-level union representatives • Recruit, develop and 			<ul style="list-style-type: none"> • Prepare HR and recruitment policies • CEO has the power to approve significant staff changes /restructures • CEO has power to suspend and reinstate Headteachers and members of the executive team • Support academies with ongoing HR guidance 	<ul style="list-style-type: none"> • HR Policy is discussed at Leadership Group and recommendations /concerns of Headteachers are fully considered as policy is formulated. 	<ul style="list-style-type: none"> • Accountable for all HR compliance • Approve all HR policies except where delegated to the CEO • Chair or Vice-Chair to suspend or reinstate the CEO • Approve national pay awards for teaching and support staff. 	Pay and Personnel Committee: <ul style="list-style-type: none"> • To review the implementation of national pay awards for teaching and support staff on the advice of the CEO and recommend to the Trust Board whether national pay awards are implemented. • To review annually the salary range

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	<p>retain high-quality staff in academies</p> <ul style="list-style-type: none"> • Ability to suspend or reinstate local school staff • Ability to issue disciplinary, capability and attendance sanctions up to and including dismissal for school staff with support of Trust HR Lead • Design and implement organisation structures which support the school needs. 			<ul style="list-style-type: none"> • Responsible for providing/arranging HR support to academies • Liaising with regional and national level unions • Engage and lead on recruiting key operational posts • Monitor implementation of key HR policies, esp. pay and performance • Lead on policies when executive team must investigate or act in decision making role • The CEO has delegated authority to approve some HR policies • The CEO has the power to issue disciplinary, capability 		<ul style="list-style-type: none"> • Approve changes to salary range of the CEO • 	<p>for the CEO and recommend any changes reflecting job weight to the Trust Board</p> <ul style="list-style-type: none"> • • Approve all HR policies except where delegated to the CEO • Review staffing and people related KPI's • To note all HR and employment policies/procedures in the Trust and to recommend any amendments or acceptance to the Trust Board • To monitor the robustness of local committees' quality assurance of appraisal and pay decisions. • To review the staffing structure of

Type of activities	Headteacher	Local Committee (LC - if established)	Interim Board (IB - if established)	Executive Team	Strategic Leadership Group	Trust Board	Trust Committees (not LGB or IB)
				<p>and attendance sanctions up to and including dismissal for central Trust staff and Headteachers of Trust Schools.</p> <ul style="list-style-type: none"> • The CEO will consider applications for posts to be re-graded for CET Executive staff on NJC contracts • The exec team will hear appeals against the decisions to decline flexible working requests • Ensure staff are paid correctly and on time. <p>Ensure a robust and effective appraisal system is in place</p>			<p>the CET Executive Team</p> <ul style="list-style-type: none"> • To hear appeals for posts to be re-graded for CET Executive staff on NJC contracts, following the consideration and decision by the CEO of the request Hear appeals against redundancy

Type of activities	Headteacher	Local Committee (LC - if established)	Interim Board (IB - if established)	Executive Team	Strategic Leadership Group	Trust Board	Trust Committees (not LGB or IB)
School Improvement	<ul style="list-style-type: none"> • Develop school strategy, culture & ethos • Develop and then propose school priorities and school improvement plan, including suggested targets • Deliver performance as per school improvement plan and targets • Develop and then propose curriculum and staffing model • Manage assessment processes 	<ul style="list-style-type: none"> • Support the Headteacher to develop and implement local school culture and ethos • Support, challenge and input into the development of the school improvement plan, self-evaluation, and school expansion strategy • Support, challenge, and have input into the school curriculum model • Monitor school performance against school improvement plan and targets through 	As for LC	<ul style="list-style-type: none"> • CEO Approves: <ul style="list-style-type: none"> ◦ school culture & ethos ◦ school improvement plan and priorities ◦ curriculum and staffing model; and ◦ behaviour policy • Support schools on multiple aspects including: implementing school improvement plan; improving teaching quality; staff deployment; managing assessment processes; analysing school data • Monitor school performance • Research and disseminate effective approaches and 	<ul style="list-style-type: none"> • Leadership Group collaboratively and collectively research and identify Trust-wide educational improvement priorities, the capacity required to achieve these and the roles of individual schools in their achievement. 	<ul style="list-style-type: none"> • Set overall vision and mission for CET • Hold Executives to account on school, performance, improvement and all operational areas 	

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	<ul style="list-style-type: none"> Improve teaching quality through performance management, training and mentoring. 	<ul style="list-style-type: none"> reviewing and challenging Headteacher's updates and data analysis. Engage with CEO about any concerns over school performance 		<ul style="list-style-type: none"> facilitate sharing of best practice with the trust. CEO <ul style="list-style-type: none"> appoints the School Improvement Partner Develops Trust level improvement capacity in consultation with the Headteachers and Strategic Directors for School Improvement and SCITT.. Sets school targets Sets Trust-wide educational priorities, in consultation with Leadership Group 			

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Complaints	<ul style="list-style-type: none"> Implement complaints policy Investigate and deliver outcome at stage 1 (non-Headteacher complaints) Ensure records are maintained at local level for complaints handled at school 	<ul style="list-style-type: none"> 2 committee members who were not directly involved in the matters detailed in the complaint to form an appeal panel for stage 2, together with an independent chair, not involved in the management and running of the school 	As for LC	<ul style="list-style-type: none"> CEO to investigate complaints about trust CEO to investigate complaints about Headteacher or Executive Team Review complaint against Chair of Governors/IB under stage 2 Executive monitor complaints and report to the Trust Board 	<ul style="list-style-type: none"> Review learning arising from complaints and its relevance to all schools 	<ul style="list-style-type: none"> Chair or Vice Chair to hear complaints about CEO Form appeal panel for academies with an IB or stage 2 complaints about trust 	
Safeguarding, H&S and other compliance	<ul style="list-style-type: none"> Ensure compliance with statutory obligations and mandatory Trust policies, including H&S, business continuity, safeguarding, data protection, 	<ul style="list-style-type: none"> Appoint link governors for Safeguarding, H&S, and SEND who monitor to ensure that high priority is given to these statutory areas of responsibility 	As for LC	<ul style="list-style-type: none"> Set statutory and trust mandatory policies Monitor school implementation of statutory compliance & risk management and oversee quality management processes Support academies as needed, e.g. 	<ul style="list-style-type: none"> Support the development of policy to ensure it is fit for purpose in schools and where necessary, customised for schools 	<ul style="list-style-type: none"> Accountable for all compliance Approve all statutory policies 	Standards Committee reports to the Trust Board on compliance in relation to SEND, safeguarding, Prevent Duty, Pupil Premium drawing on the reports from the

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	equality, SEND and exclusions <ul style="list-style-type: none"> • Provide information for FOI requests • Provide information to comply with data subject rights • Appoints Designated Safeguarding Lead • Manage all safeguarding complaints (unless against Headteacher) • Responsible for referrals for children at risk outside school environment and following statutory guidance 	<ul style="list-style-type: none"> • Review all exclusions, as required by law • Designated named persons monitor Health and Safety and Safeguarding termly using Trust processes and checklist to advise Executive 		safeguarding, H&S, business continuity, data protection, equality, etc <ul style="list-style-type: none"> • Coordinate response to FOI/SAR requests • Appoint a data protection officer to ensure compliance with data protection law • CEO to manage safeguarding allegations against Headteachers • Monitors implementation of safeguarding quality assurance through reports from DSLs on the measures being taken to ensure compliance • Monitors implementation of H&S quality assurance through reports from Headteachers on the 	<ul style="list-style-type: none"> • Review patterns in monitoring data to inform staff training and school priorities • Ensure SENDCos are trained on Trust policy and procedure 		CEO and reports from LCs

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	<ul style="list-style-type: none"> • Develops school specific SEND school information report from Trust policies and guidance • Appoints qualified SENDCO • Responsible for implementation in line with statutory requirements and Trust policy 			<ul style="list-style-type: none"> measures being taken to ensure compliance including accessibility planning • Consulted in responding to any complaint against a staff member • Supports schools to assess the need for referrals for children at risk • Monitor compliance with SEND law and guidance 			
Admissions	<ul style="list-style-type: none"> • Assist with development of school's admission arrangements • Promote the school to maximise intake • Engage with local primaries to promote 	<ul style="list-style-type: none"> • Chair (or delegate) applies policy criteria for all areas of discretion/exceptional circumstances • Chair (or delegate) scrutinises and 	As for LC	<ul style="list-style-type: none"> • Monitor compliance with admissions arrangements and statutory codes • Oversee consultations on admissions • Advise the Trust Board/Admissions Committee on policy 	<ul style="list-style-type: none"> • Review admissions data and school procedures to maximise intake across Trust schools 	<ul style="list-style-type: none"> • Responsible as admissions authority for compliance with admissions law and terms of funding agreement with the Secretary of State 	N/A

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	<p>school to pupils and parents</p> <ul style="list-style-type: none"> • Ensure compliance with admission arrangements and law • School Admissions Officers check Supplementary Information Forms, calculate scores in line with oversubscription criteria and produce report for Chair of Local Committee (or delegate) for scrutiny and challenge • Represent school at independent appeal panels 	<p>challenges report by Admissions Officer</p> <ul style="list-style-type: none"> • Promote the school to maximise intake 		<p>determination and any necessary policy changes</p> <ul style="list-style-type: none"> • Engage on behalf of the Trust in response to complaints about admissions raised with the Secretary of State or Schools Adjudicator • Undertake marketing of schools to maximise admissions 			

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Estates	<ul style="list-style-type: none"> Ensures local monitoring and upkeep of school estate, maintenance and repairs Leads quality of learning environment Advises local committee and Trust Executive re improvement priorities 	<ul style="list-style-type: none"> Monitor, challenge and evaluate priorities on spending on school environment Designated Governor monitors statutory compliance and maintenance of school estate 	As for LC	<ul style="list-style-type: none"> Leads development of trust estates strategy and recommends prioritisation using GEMS toolkit as base checklist Makes all capital bids on behalf of the Trust Leads implementation, monitoring and evaluation of capital projects Leads financial management of capital projects – risk, budgets, monitoring income and expenditure Sets framework and expectations for local repairs and maintenance to ensure health and safety and a vibrant learning environment in conjunction with 	<ul style="list-style-type: none"> Kept abreast of Trust's strategic plans re prioritisation re upgrading and funding 	<ul style="list-style-type: none"> Authorises capital projects and capital expenditure in line with the Trust Finance Manual and delegated authorisations set out in the Finance Responsibilities Key 	<p>Audit Risk and Finance Committee – approves capital funding applications and authorises capital projects and capital expenditure in line with the Trust Finance Manual and delegated authorisations set out in the Finance Responsibilities Key</p> <p>– monitors progress of capital works</p>

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				<p>the Headteachers and local committees</p> <ul style="list-style-type: none"> • Authorises capital projects up to limits stated in Trust Finance Manual and delegated authorisations set out in the Finance Responsibilities Key 			
SCITT	<ul style="list-style-type: none"> • Support the SCITT development through providing placements for trainees and developing staff as mentors/subject leads/phase leads • 	N/A	N/A	<ul style="list-style-type: none"> • CEO is Accounting Officer for the SCITT responsible to accounting to the Secretary of State for the quality and quantity of teacher supply and to the Trust Board for the development of resource, capacity and finance. • SCITT Director leads development and implementation of SCITT improvement plan and manages budget (accountable to the CEO) 	N/A	<ul style="list-style-type: none"> • To ensure the SCITT is solvent, well-run, and is delivering its objectives. To approve SCITT budgets and review reports from the Accounting Officer as to the monitoring of finances and the effectiveness of procedures and controls 	N/A

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				<ul style="list-style-type: none"> Executive Team - Set monitor and revise SCITT budgets 			
Teaching School Hub	<ul style="list-style-type: none"> Blue Coat being the named school, Headteacher of Blue Coat is accountable person per grant award. Authority for strategic and operational running of TSH delegated to TSH Director Support the use of staff by the TSH where needed Promote the use of the Hub to other school contacts in the region 	N/A	N/A	<ul style="list-style-type: none"> TSH Director; <ul style="list-style-type: none"> Reports to CEO - Leads implementation/ set up of TSH, including establishing delivery partners, comms and marketing Sets operating model and leads operational management of TSH, including responsibility for delivery plan and DfE KPI reporting Recruitment of leadership and programme delivery, including relevant SLAs Executive Team; 	N/A	<ul style="list-style-type: none"> To approve TSH budgets and review reports from the TSH Director and AO of activities procedures and controls and results 	N/A

Type of activities	Headteacher	Local Committee (LC - if established)	Interim Board (IB - if established)	Executive Team	Strategic Leadership Group	Trust Board	Trust Committees (not LGB or IB)
				<ul style="list-style-type: none"> - Operations group formed from relevant Executive Team members (CEO, Finance, BCS Business Manager) with TSH Director and TSH Admin Manager - Set monitor and revise TSH budgets and processes regarding the receipts and payments of invoices - Review performance of TSH KPIs and advise on setting of future KPIs - Submission of termly DfE Financial Reporting and any subsequent termly audits - Audit of TSH – annex G submissions approval 			

