

SCHEME OF DELEGATION

This section should be completed following ratification of the Policy.

Audience	All Trustees, The Executive Team & School Leaders
Ratified	December 2023
Other Related Policies	Articles of Association
Policy Owner	Trust Board
Review Frequency	Every two years

Ownership

Preston Hedges Trust is responsible for the production and maintenance of this document. It is issued by the Clerk, clerk@prestonhedges.org to whom any change requests or queries should be directed.

Contents:

1.	Introduction
2.	Purpose, Values & Vision
3.	Principles of Effective Partnership
4.	Accountability Governance & Management Structures
4.1	The Role of Members
4.2	The Members' Key Responsibilities
4.3	The Role of the Trust Board
4.4	The Trustees' Key Responsibilities
4.5	The Role of the Chief Executive Officer
4.6	The Chief Executive Officers' Key Responsibilities
4.7	The Role of the Chief Operating Officer
4.8	The Chief Operating Officers' Key Responsibilities
4.9	Trust Support Cost Contribution
5	Local Governance (Families in Partnership)
5.1	Primary Focus
5.2	Role of Families in Partnership Members
5.3	Membership
5.4	Term of office
5.5	Resignation & Removal of members of the Families in Partnership
5.6	Meetings

6.	Committees & Further Delegation
7.	Delegation of other matters
7.1	Curriculum & Standards
7.2	Personnel
7.3	Admissions & Exclusions
7.4	Premises
7.5	Community Activity & Engagement
8	Supervision & Reporting - Risk Management

1. Introduction

- 1.1 Preston Hedges Trust (referred to herein as the “**Trust**”) was established on 6th November 2012 by Preston Hedges Primary School. In consequence of it entering into both a Master Funding Agreement and a number of Supplemental Funding Agreements (the “**Funding Agreements**”), the Trust is a multi-academy trust capable of operating and maintaining a number of schools (the “**Schools**”).
- 1.2 The Trust is both a company limited by guarantee, registered at Companies House (Company Number 8282041) and, by virtue of its charitable object “to... advance, for the public benefit, education in the United Kingdom. by establishing schools” i.e., the schools, is a charity. 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.
- 1.3 The Trust’s constitution is set out in its “**Articles of Association**” and this Scheme of Delegation has been put in place in accordance with the provisions of the Articles and should be read in the light of them.

- 1.4 The purpose of this Scheme of Delegation is to provide clarity as to the role and responsibilities of those who contribute to the governance and oversight of the schools and the Trust itself. All those with governance and management responsibilities must be familiar with this Scheme of Delegation so that appropriate steps can be taken to ensure there is sufficient and proper challenge of those with leadership responsibilities, to ensure that senior leaders are held to account for the performance of the schools and that there is financial stability within the Trust.
- 1.5 The Trustees reserve the right (in their absolute discretion) to review and alter this Scheme of Delegation and the level of delegated responsibility at anytime, noting that it is likely to be reviewed for its effectiveness at least annually. Whilst the Scheme cannot take the form of a legally binding contract between the Trust and the schools and is subject to the overriding duty on the Trustees of the Trust to act freely and in the best interest of the Trust and the schools, in so far as the Trustees are able, they agree to abide by the provisions of it and will consult on any significant changes.
- 1.6 The Effective Date of this Scheme of Delegation is 1st September 2023

2 **Purpose, Values & Vision**

2.1 **Our Purpose:**

We want every child to have an outstanding education and the best possible start in life. This is achieved by engaging each of them in the Trust's ethos of Fun, Creativity and Achievement:

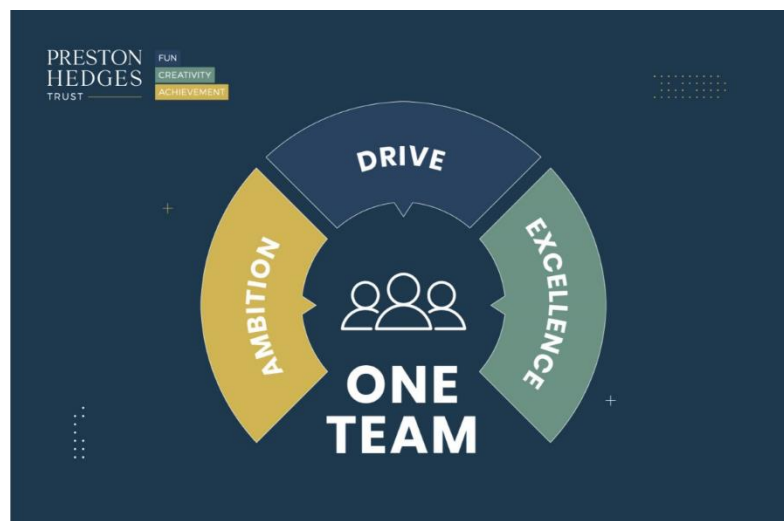
FUN – Creating happy confident learners.

CREATIVITY – Providing exceptional curriculum experiences that sparks curiosity, imagination and encourages life-long learning.

ACHIEVEMENT – Fulfilling every child’s potential with the highest academic outcomes and preparing them as confident, tolerant and compassionate citizens in a global environment.

2.2 **Our Values:**

One Team, Ambition, Drive & Excellence.



2.2.1 At the heart of our success in delivering the region’s highest standards of education is the Trust-wide commitment to organisational values. Read more about those values here: <https://prestonhedgestrust.org/about/vision-and-values/>

2.3 **Our Vision:**

Our vision is to create fun working and learning environments to encourage happy and confident learners. We take great pride in our creative curriculum, with teachers and leaders delivering first class education experiences in creative and inspiring places and spaces. We have a relentless energy and drive

towards achievement allowing us to consistently deliver the highest educational outcomes for our children.

- 2.3.1 It is these three principles – Fun, Creativity and Achievement – which are central to everything we do to provide exceptional educational experiences for all our children

3 Principles for Effective Partnership

- 3.1 The schools, and those responsible for the governance and management of the Trust and the schools, have committed to working in partnership, supporting one another and there are clear underlying principles around how that partnership will work:

3.2 Equal Partners

The schools are equal partners within the Trust and at all times the partners will strive for consensus in decision making, recognising that each school has both strengths and weaknesses. The schools will seek to preserve and protect each other's distinctiveness and will be respectful of each school's respective ethos. The schools will work collaboratively with each other, sharing resources, knowledge and best practice, to fulfil the Trust's purpose and vision.

3.3 Transparency

All those involved in the running and oversight of the Trust and the schools will be open and honest in their dealings with each other, at all times acting in good faith and recognising the value of independence and separation in relation to decision making.

3.4 Solidarity

All those with responsibility for the Trust and the schools share a particular commitment to the mutual support of all schools for whom the Trust is

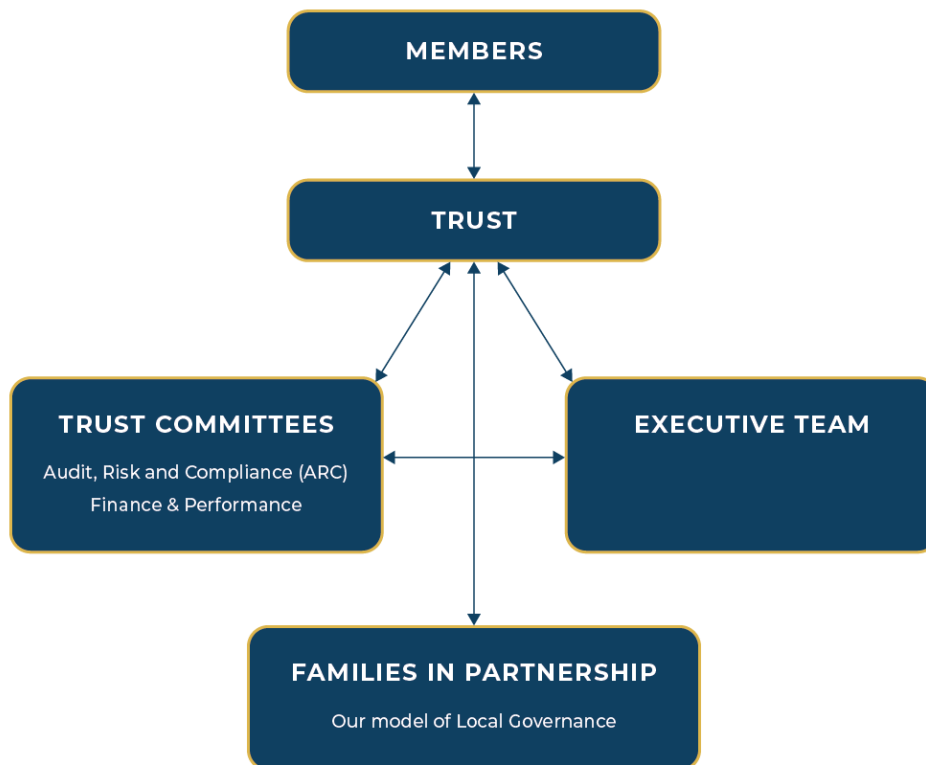
responsible, especially those that are in need of assistance at any particular time.

3.5 **The Common Good**

All recognise their responsibility towards the common good, not just of the schools for whom the Trust is responsible, but of all of the families and communities in the areas served by the Trust.

4 **Accountability, Governance & Management Structures**

Governance Structure



4.1 **The Role of Members**

4.1.1. The “**Members**” of the Trust are equivalent to shareholders of a trading company but as the Trust is charitable with no power to trade or distribute profit to shareholders, the Members are best viewed as guardians of the

constitution, ensuring the charitable object is fulfilled. Each Member's liability is limited to £10 and, in view of the limited liability and therefore scope for accountability, they have limited governance and no day-to-day management responsibilities.

- 4.1.2 The Members are the guardians of the constitution, determining the governance structure of the Trust and providing oversight and challenge of the Trustees to ensure the charitable object of the Trust is being fulfilled. Whilst the Members have limited legal and financial responsibility for the affairs of the Trust, the Department for Education recommends that there is some separation between the Members and the Trustees.
- 4.1.3 The Department for Education recommends that the Trust has five members, but fewer may be possible and the Articles only require three. Some of the Members may also be Trustees. Where five are appointed, the remaining two shall be entirely independent of the Trustees and any local governance structures.

4.2 The Members' Key Responsibilities:

- 4.2.1 To ensure the Objects of the Trust are met, the Annual Report should address this which will be presented to the Members either at a General Meeting of the Trust held in accordance with the Articles of Association or by other means;
- 4.2.2 To ensure that the board is made up of trustees with the necessary expertise to fulfil its functions effectively, and that the board acts in accordance with the trust's charitable objects;
- 4.2.3 to ensure the Objects of the Trust are met, the Annual Report should address this which will be presented to the Members either at a General

Meeting of the Trust held in accordance with the Articles of Association or by other means;

4.2.4 to determine the Trust's constitution and governance structure, i.e. the Articles; and exercising either a direct power under the Articles or a statutory power under the Companies Act 2006 to appoint and remove Trustees (noting any power also of the Trust Board to make such appointments), the latter being exercised sparingly given the management responsibility is vested in the Trust Board.

4.2.5 Notwithstanding any provision of the Articles, the Members hereby delegate to the Trustees the power and responsibility to appoint and remove Trustees, which appointments will be ratified at the next General Meeting of the Members. Any removal by the Trust Board of a Trustee appointed by the Members shall only be undertaken with the consent of the Members.

4.3 The Role of the Trust Board

4.3.1 The corporate management and both "trustee" and "director" responsibility for the Trust is vested in the "Trustees", who will also be trustees for charity law purposes and company directors registered with Companies House. The Trustees are personally responsible for the actions of the Trust and the schools and are accountable to the Members, the Secretary of State for Education and the wider community for the quality of the education received by all pupils of the schools and the expenditure of public money.

4.3.2 The Trustees are required as trustees and pursuant to the Funding Agreements to have systems in place through which they can assure themselves of the quality, safety and good practice of the affairs of the Trust. The Trustees meet as a board of Trustees, generally known as the "Trust

Board”. All Trustees have the same responsibility to act in the best interests of the Trust and the schools, irrespective of their role on the Board i.e., whether appointed in an executive capacity, such as the “Chief Executive Officer”, or as a non-Executive Director.

- 4.3.3 The Trustees oversee the management and administration of the Trust and the schools run by the Trust and delegate authority and responsibility to others, including executive officers and school leadership teams who can undertake the day-to-day management of the schools. The Trust Board will continue to have the necessary strategic and legal oversight of the Trust and will monitor all activities, determining the strategic direction of the Trust, assessing the performance of the schools and establishing and reviewing the policies and practices governing the life of the schools.
- 4.3.4 Articles 101–104 provide for the appointment by the Trustees of committees or working groups to whom the Trust Board may delegate certain functions and responsibilities. In addition to the committees referred to later in this Scheme of Delegation, the Trust Board has established “Families in Partnership” groups to support the Trust Board and the leadership teams within the schools. The Families in Partnership groups are accountable to the Trust Board in relation to any matter delegated to it.
- 4.3.5 Article 107 states that the responsibility for appointing the Chief Executive Officer is vested in the Trust Board. Under Article 105 the Trust Board may delegate such power and responsibility to such persons as are required for the proper management and organisation of the Trust and the relevant Academy as the case may be. All Principals and Executive Principals will report to the Chief Executive Officer, who in turn reports to the Trust Board. Notwithstanding this, the Principal and Executive Principal and will liaise as appropriate with the Chief Executive Officer and the Trust Board more

generally in relation to the oversight of executive officers and leadership teams within the Trust.

4.4 The Trustees' Key Responsibilities

- 4.4.1 The Trustees have overall responsibility and ultimate decision-making authority for all the work of the Trust, including the establishing and maintaining of the schools (which includes taking existing schools into the Trust and opening new schools). The Trustees have the power to direct change where required.
- 4.4.2 As trustees of a charity, the Trustees have a fiduciary duty to act in good faith in the best interests of the charity. This duty includes a responsibility to do the following:
- to ensure compliance with any legal obligations;
 - to report on the charity's activities (the Trust must prepare accounts in accordance with the Statement of Recommended Practice for Charities, the so called "**Charity SORP**" and any reporting requirements of the Education Skills and Funding Agency);
 - to fulfil the charitable object of the charity as set out in its constitution (i.e., the **Articles of Association**) and to act in a way which is compliant with the rules of the charity contained in the Articles;
 - to act with integrity and to avoid any personal conflicts of interest and not to misuse any charity funds or assets;
 - to act prudently in the financial management of the Trust, avoiding putting any assets, funds or reputation of the Trust at undue risk;

- to exercise reasonable care and skill, using personal knowledge and experience to ensure the Trust is well run and efficient; and
- to act responsibly, getting advice from others, including professional advisors, where appropriate.

4.4.3 The Trustees must act independently and in the best interest of the Trust, even if those interests' conflict with those of the body or organisation that might have appointed or nominated such Trustee to serve on the Trust Board. This will include a conflict of loyalty where there is no obvious benefit involved, as well as a conflict of interest. The Trust Board has adopted a formal **Conflict of Interest Policy**, to assist all those involved in the running of the Trust at every level to avoid and manage conflicts. Specific attention must be given to any arrangement whereby a Member or Trustee will personally benefit from an arrangement and the Conflict-of-Interest Policy makes reference to the ESFA's guidance on "related party transactions" which all those involved in the running of the Trust must have regard to. This does recognise however the fundamental and necessary relationships between the Members, the Trustees and the Schools in both governance and management terms and that individuals may serve in a number of capacities and at numerous levels within the Trust.

4.4.4 The specific tasks and responsibilities of the Trust Board are as follows:

- to determine and fulfil the shared purpose and vision of the Trust and the schools, acknowledging the uniqueness of each individual school and the needs of the communities they serve.

- set and champion a clear strategy for the trust, which aligns with the trust's charitable objects, covers all pillars of trust quality and, where applicable, sets out its aspirations for growth over time.
- ensure high quality executive leadership through appointing its CEO and providing effective support and challenge to the CEO and executive leadership team.
- hold the executive leadership team to account for the effective implementation of the trust strategy and operating plan, including in relation to the use of resources and the drivers of impact.
- Ensures a high performing governance structure where trustees and other non- executive leaders have the expertise to fulfil their functions effectively, with representation that reduces biases in decision-making.
- oversees strategic relationships with external stakeholders.
- to approve the overall Trust budget and the heads of expenditure within the Schools establishing Audit and Compliance (ARC), Finance and Performance Committees to support the Trust Board in this function.
- to ensure there is a proper system for the internal audit of the accounts of the Trust (including the schools) and the financial procedures followed by the schools, facilitating the preparation of the Trust's and the Academies' accounts and carrying out periodic internal audits of the Academies' financial processes, procedures and accounting records (a separation of the finance and audit function may be undertaken at some stage).

- to act as the ultimate decision maker in relation to any appeals by staff following disciplinary or grievance procedures;
- to determine and ensure the implementation of policies which it is intended will achieve a consistently high standard of education and financial prudence across the Trust dealing with (but not limited to) the following:
 - Human Resources/Employment
 - Audit & Risk Management
 - Financial Management
 - Contingencies and Reserves
 - Governance
 - Health & Safety
 - Safeguarding
 - Standards and Educational Performance
 - Operational Matters
 - Data Management
 - Complaints and Appeals
 - Legal Compliance

4.4.5 The Code of Conduct for Trustees is set out in Appendix 1. Specific skills may be needed if a Trustee is to take responsibility for and lead on a specific area, or to undertake the role of the Chair of the Trust. A regular skills audit will be undertaken annually, and Trustees should expect to be able to articulate their contribution to the success of the Trust and the schools.

4.5 The Role of the Chief Executive Officer

4.5.1 The “Executive Team” is the executive arm of the Trust Board, focusing on operations and resources (including HR, finance and policies) and supporting the educational performance of the Schools. It operates under the leadership and direction of the “Chief Executive Officer”. The Executive Team works directly with the staff in each School to ensure that the Trust’s strategic plan (incorporating the schools development plans) is being implemented and the required outcomes are achieved in accordance with the purpose and vision of the Trust Board. Any member of the Executive Team may be asked to report to the Trust Board and attend meetings of the Trustees but, except for the Chief Executive Officer, will not serve as Trustees.

4.5.2 The Chief Executive Officer will be the “Accounting Officer” for the Trust, who is personally responsible to Parliament and to the accounting officer of the ESFA for the resources under the control of the Trust. The essence of the role is a personal responsibility for the propriety and regularity of the public finances for which they are answerable; for the keeping of proper accounts; for prudent and economical administration; for the avoidance of waste and extravagance; for ensuring value for money; and for the efficient and effective use of all the resources in their charge. Essentially the Accounting Officer must be able to assure Parliament and the public of high standards of probity in the management of public funds.

4.6 **The Chief Executive Officers' Key Responsibilities**

- Lead the Trust executive leadership team to create and implement an effective trust operating model with clarity about the delivery of trust- level and school-level activities, that aligns with the strategy.
- Sets annual operating plan, budget, and implements effective operational systems to deliver on the trust's strategy.
- Delivers effective risk management across the key functions of the trust.
- Ensures compliance with regulatory, contractual and statutory requirements including those within the Academy Trust Handbook.
- Safeguards and promotes the welfare of children and has regard to any guidance on safeguarding issued by the Secretary of State.
- Supports the trustees and other non-executive leaders to meet their duties, working to ensure operational compliance and fulfilment of all statutory responsibilities.
- Communicates Trust's strategy, plans and achievements to stakeholders.
- Manage the processes for schools joining the Trust (including carrying out appropriate due diligence and identifying any actions required to address areas of weakness or opportunities for improvement)
- Advise on and facilitate or provide (as required) the necessary operational and management support to each School.
- Approve staffing structures within the schools identifying areas where collaboration will lead to improvements in teaching and learning and/or efficiencies;
- Put forward budgets for the Trust (and each of the Academies) for the Trust Board to approve.
- The Executive Team under the direction of the "Finance Director" will also supervise and facilitate the production of accounts (both at School and Trust level) and the auditing of those accounts for disclosure purposes and will

report on the activities of all the Schools to the relevant statutory bodies.

4.7 The Role of the Chief Operating Officer

- 4.7.1 The “Chief Operating Officer” will support the Chief Executive Officer in the strategic development and operation of Preston Hedges Trust. They will lead the non-academic operations and central service functions of the Trust.
- 4.7.2 The non-academic operations include Finance, HR, ICT, Catering and Premises & Estates. This role is part of the “Executive Team” and as such has responsibility for ensuring that all services are delivered in a way that is consistent to the standards and expectations of the Trust.

4.8 The Chief Operating Officers’ Key Responsibilities

- Provide strategic vision and leadership across non-educational Trust functions
- Implement and review systems for the benchmarking of the schools across the group (including financial as well as educational performance), developing systems for cross fertilisation and supporting the Trust Board in maximising the opportunities for resource sharing and collaboration;
- Develop, implement and monitor the Trust’s business plan and budget, using effective financial and budget modelling and benchmarking to support strong decision-making
- Establish and monitor the Trust’s financial policies and procedures, taking appropriate action to address financial risks, problems and irregularities
- Ensure, through strong business planning, that the Trust has the human, material and financial resources it needs to operate effectively and meet its aims
- Provide line management for ICT, HR, premises, catering, or other line

managed departments staff, and be responsible for their professional development

- Oversee and review contracts for services, ensuring that these are fit for purpose and provide value for money
- Develop, implement and monitor the Trust's ICT strategy, ensuring that it supports Trust and academy needs and aims across all Trust functions
- Undertake the strategic management of the whole school estate, advising the Trust Board on areas of risk and assessing the Trust's overall responsibilities, including drawing up a long-term estate plan which identifies areas in need of expansion and/or development and areas likely to be surplus to requirements;
- Lead on any capital bids and allocations, supporting the Academies' premises.

4.9 Trust Support Cost Contribution

- 4.9.1 The cost of the functions undertaken by the Executive Team and the Trust Board (including the Chief Executive Officer) are generally funded on a fair and equal basis by the Academies by the contribution of a percentage of the government funding provided for each Academy (the "Support Cost Contribution").
- 4.9.2 This contribution is set each year against a budget for the shared costs approved by the Finance Committee. The percentage may vary according to the level of activity carried out by the Executive Team.
- 4.9.3 Additional funding received by the Trust from other sources (such as government grants and income received from other schools and organisations in return for traded services) will contribute directly to the shared costs and will offset the Support Cost Contribution required from the Schools.
- 4.9.4 A School may be asked to reimburse any third-party costs payable to consultants where additional support has been agreed or has been needed.

5.0 Local Governance (Families in Partnership)

5.1 Primary Focus

5.1.1 The primary focus of the Families in Partnership model is to ensure the Trust communicates and engages with our school communities, becoming ‘anchor institutions’ in their local area.

5.1.2 We want parents, carers, and members of the local community to be at the heart of our Trust.

5.1.3 The role of those serving on a Families in Partnership group is an important one. They provide an opportunity to support the ‘uniqueness’ of each school in terms of learning opportunities available, enhancing school wellbeing and a focus on the needs of the local community.

5.2 Role of Families in Partnership Members

5.2.1 Those serving on such Families in Partnerships are accountable to the Trust Board and must ensure that at all times they act in good faith and in the best interests of the Schools and the Trust, exercising reasonable care and skill having particular regard to personal knowledge and experience.

5.2.2 As with the Trustees, the members of the Families in Partnership must comply with the Trust’s Conflict of Interest Policy and code of conduct.

5.2.3 The Families in Partnership will achieve its primary focus by fulfilling the following:

- Supporting Trust and school priorities within each school by engaging with local communities and sharing, within the appropriate forum, the views of

various local community stakeholders (including children, parents, staff and members of the wider local community)

- Identifying support that maybe required within school communities that the trust and school can support or facilitate
- Providing challenge to school and Trust leaders about any aspect of the provision of education.
- Acting as a crucial communication channel between the Principal, the wider school community, Chief Executive Officer and Trustees

5.3 Role of Families in Partnership Members

5.3.1 The Families in Partnership will consist of the following members:

- School Principal
- Member of the Trust Board
- Appointed members of school community (3)

5.3.2 All meetings are open to all parents and carers, any members of the community or staff members,

5.3.3 Other authorised attendee(s) as appointed and invited by the Families in Partnership can attend a meeting in order to assist or advise on a particular matter or on a range of issues. The Chair of Trustees, Chief Executive Officer and Executive Principal may also attend the Families in Partnership meetings.

5.3.4 The Families in Partnership members will be expected to both take an interest and participate in the school's activities, and where appropriate, Trust wide training events as well as attending the Trust AGM.

5.4 Term of Office

5.4.1 The term of office for any person serving on the Families in Partnership shall be 3 years save that this time limit shall not apply to the Principal or any post which is held ex officio, who will serve for as long as he or she remains in office. Subject to remaining eligible to be a particular type of member, any person may be re-appointed or re-elected by the Trust Board. All person elected through a ballot of parents must restand for election after 3 years.

5.5 Resignation & Removal of members of the Families in Partnership

5.5.1 A person serving on the Families in Partnership shall cease to hold office if he or she resigns his or her office or is removed by the Trust Board (which the Trustees reserve the power to do without the need to provide any reasons for removal). Any vacancy on a Families in Partnership will trigger an appropriate appointment election.

5.5.2 Any person who would not be eligible to be a Trustee in accordance with the Trust's Articles of Association will not be eligible for appointment or election to the Families in Partnership

5.5.3 If any person who serves on the Families in Partnership in his or her capacity as an employee ceases to be employed and/or work at the school or if staff member is subject to any disciplinary or capability, then he or she shall be deemed to have resigned and shall cease to serve on the Families in Partnership automatically on termination of his or her work at the school.

5.5.4 Where a person who serves on the Families in Partnership resigns his or her office or is removed from office, that person or, where he or she is removed from office, those removing him or her, shall give written notice thereof to the Trust Board.

5.6 Meetings

- 5.6.1 Each member of the Families in Partnership shall be given at least seven clear days before the date of a meeting:
- 5.6.2 notice thereof and sent to each member of the Local Advisory Board at the email address provided by each member from time to time and a copy of the agenda for the meeting.
- 5.6.3 At each meeting, the group receives updates on developments at the Trust and priorities of the school whilst having the opportunity to provide support and challenge and ask any questions.
- 5.6.4 There is also a section to discuss any local matters affecting the school or the school community. Items can be added to the agenda by elected parents or raised at the meeting by members of the community.

6.0 Committees & Further Delegation

- 6.1 Subject to the provisions of the Articles of Association, in addition to the Families in Partnership the Trust Board may establish any other committee or working group to advise and inform the Trustees to support them in their decision making.
- 6.2 Provided such power or function has been delegated to the Chief Executive Officer, the Chief Executive Officer may further delegate to the Chief Executive Officer, Executive Principal or Principal or any other holder of an executive or leadership post, such of their powers or functions as they consider desirable to be exercised by them. Any such delegation may be made subject to any conditions or requirements the Trust Board may impose and shall be consistent

with any policy or statement of recommended practice issued from time to time by the Trust Board and may be revoked or altered by the Trust Board at any time.

6.3 Where any power or function of the Trust Board is exercised by the Chief Executive Officer, Chief Executive Officer, Executive Principal or Principal or any other holder of an executive or leadership post (as the case may), that person shall report to the Trust Board in respect of any action taken or decision made with respect to the exercise of that power or function at the meeting of the Trust Board immediately following the taking of the action or the making of the decision.

6.4 Those to whom delegated responsibility is given must acknowledge the limitations on their authority and must not act outside of their authority. Any willful disregard of the matters expressed in this Scheme is likely to lead to a removal of delegated authority.

6.5 As a matter of general principle, the Family in Partnership and the school more generally will adopt and will comply with all policies adopted by the Trust Board and will comply with any direction issued by the Trust Board and have regard to any advice given.

7.0 **Delegation of other matters**

7.1 **Curriculum & Standards**

7.1.1 The Chief Executive Officer shall be responsible for the setting and review of the education plan outlining the education priorities for the schools in recognition of the Trust Board's obligation to the Secretary of State to provide a broad and balanced curriculum.

- 7.1.2 Whilst the Executive Principal and Principal shall be responsible for the standards achieved by the school and the pupils attending the Chief Executive Officer shall support the Executive Principal and Principal of the school in setting targets and reviewing the performance data, both following such advice and recommendations of the Chief Executive Officer as they might issue from time to time in relation to benchmarking and locally agreed priorities.
- 7.1.3 The Principal with the support of the Executive Principal will be responsible for the curriculum on a day-to-day basis and for implementing any strategic plan for the improvement of standards and attainment at the school.
- 7.1.4 The Principal under the direction of the Executive Principal shall develop and with the support of the Chief Executive Officer implement any action plan designed to address any area in need of improvement in the school.
- 7.1.5 Where school outcomes are below Trust Board expectations or were below in last academic year, the executive team will under the direction of the Chief Executive Officer direct all aspects relating to teaching, learning and standards in the school.
- 7.1.6 The Chief Executive Officer shall deploy an Executive Principal to direct school improvement plans within a school as required and to lead and manage the school with the approval of the Trust Board. This deployment will be in line with the Trust School Improvement Strategy and tiered leadership approach.

7.2 Personnel

- 7.2.1 The formal power to appoint all staff, including the Principal of each school, is vested in the Trust Board, who will delegate appointment decisions to the Chief Executive Officer.

The Chief Executive Officer involving the Chief Operating Officer and Executive Principal will form the recruitment group who will manage all appointments within schools.

Powers of appointing central staff will be delegated by the Chief Executive Officer to the Chief Operating Officer.

- 7.2.2 involving the relevant Executive Principal or Principal for school staff or further delegating appointment decisions to the Executive Principal and Principal where agreed. Powers for appointing central staff will be delegated by the Chief Executive Officer to the Chief Operating Officer.
- 7.2.3 The Trust Board may delegate such powers and functions as they consider are required by the Principal for the internal organisation, management and control of the school (including the implementation of all policies approved by the Trust Board for the direction of the teaching and learning and curriculum at the school.
- 7.2.4 The appraisal and performance management of Trust and school leaders will be undertaken by the Chief Executive Officer in conjunction with Trust Performance Review Group. Any disciplinary action or capability review will be undertaken by the Trust Board (at the request of the Chief Executive Officer and with their involvement).
- 7.2.5 The appraisal and performance management of all other staff will be undertaken by the Chief Operating Officer, Executive Principal or Principal, with the support of the Chief Executive Officer as directed. Any disciplinary action or capability review will be undertaken by the Chief Operating Officer in conjunction with the Executive Principal or Principal (with a right of appeal to the Trust Board).
- 7.2.6 The Chief Executive Officer will monitor the Principal with support from the

Executive Principal ensuring that he or she will:

- 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 Trust Board;
- adopt any standard contracts or terms and conditions for the employment of staff issued by the Trust Board;
- adopt appropriate and transparent procedures for the recruitment of staff;
- manage any claims and disputes with staff members having regard to any advice and recommendations given by the Executive Team and/or the Trust's insurers or the ESFA;
- bring to the attention of the Chief Operating Officer and, if required, the Trust's insurers and/or the EFA without delay any claims or disputes with staff that may require a hearing by a panel of members of the Trust Board where escalation is necessary;
- seek the advice of the Chief Operating Officer where any significant cost is contemplated either in relation to the appointment or resignation of a member of staff, including in relation to ill health retirement or the settlement of any claims or grievances.
- The Principal shall put in place procedures for the proper professional and personal development of staff taking into account any training and support available from or procured by the Executive Team.

7.3 Admissions & Exclusions

- 7.3.1 The Chief Executive Officer shall be responsible for the setting and review from time to time of the Trust's admissions policy provided that no material change will be made to the admissions criteria without the approval of the Trust Board.
- 7.3.2 Any decision to expand the school shall be that of the Trust Board.
- 7.3.3 Any appeal against admissions shall be heard by an independent appeal panel established and authorised by the Trust Board.
- 7.3.4 The Trust Board Appeals Committee shall consider any decision by the Principal to exclude any pupil and will be the appropriate body for reconsidering any decision to readmit required by any independent panel hearing.

7.4 Premises

- 7.4.1 The Chief Operating Officer has strategic responsibility for the maintenance and care of the buildings and facilities. The day-to-day maintenance and care of the buildings and facilities used in respect of the school is the responsibility of the Trust Board (with management responsibility being delegated to the Principal and the Trust Operations Manager), who shall have regard at all times to the safety of the users of the buildings and the facilities and the legal responsibilities of the Trust (and/or any others) as owner of such buildings and facilities.
- 7.4.2 The Chief Operating Officer shall support the Executive Team in developing a long-term estate management strategy that will identify the suitability of building and facilities in light of long term curriculum needs and the need for and availability of capital investment to meet the Trust's legal responsibility to ensure the buildings and facilities used by each school are maintained to a good standard. The ARC Committee will support the Principal in the implementation of the agreed strategy and will monitor its effectiveness, advising on any change

in circumstances which might necessitate a review by the Trust Board.

- 7.4.3 Short term lettings and day to day uses of the school buildings and playing fields will be the responsibility of the Trust Board but managed by the Principal.
- 7.4.4 The responsibility for any disposals or acquisitions of land to be used by the school will be that of the Trust Board who will delegate management responsibility to the Chief Operating Officer.

7.5 **Community Activity & Engagement**

- 7.5.1 Whilst the undertaking of any activities which would be described as part of the Trust's "extended schools agenda" or any activities designed to generate business income, will be the responsibility of the Principal, this shall only be undertaken in a manner consistent with any policy set by the Trust Board and having regard to the viability of such activities, the impact on the Trust's activities and any financial implications, such as the threat of taxation in light of the Trust's charitable objects and any threat to funding provided by the Secretary of State. The financial implications are noted above. Any activities which form part of extended school's agenda such as wrap around care are subject to approval and direction of the Trust Board.
- 7.5.2 The Principal is responsible for all community engagement and consultation and will acknowledge and reinforce the vision of the Trust in all communications. The importance of building and maintaining good relations with other local schools, businesses and organisations is acknowledged.
- 7.5.3 The Families in Partnership may establish Parent Stakeholder Groups to ensure the school is meeting the needs of its community and to engage parents and carers in meaningful discussion, particularly with regard to the daily life of the

school and how the Trust is fulfilling its mission.

7.5.4 Where an individual school has a community centre or building within its grounds, the Trust Board and Chief Operating Officer will support the school to agree an annual community use schedule. This will be reviewed annually.

8.0 Supervision & Reporting

8.1 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 Academies. The Trust has adopted a Risk Management Policy, which is set out in Appendix 2.

8.2 Particular emphasis is given to circumstances which might lead to prosecution or other litigation or public criticism or adverse publicity or damage to the reputation of the Trust. In such events and in order to minimise risk, the Principal will immediately advise the Chief Executive Officer or the Chief Operating Officer, including;

- any event leading to loss of life or critical injury on the premises of the school or during an event off the premises organised or supervised by school staff;
- any sexual or violent or illegal act against a child committed by any adult while on the premises of the school or by a member of staff under any circumstances;
- the suspension or summary dismissal of any member of staff;
- any significant safeguarding issue;

- any matter or circumstance which involves or might reasonably involve the authorities, including the police, the Counter Terrorism Unit (or any similar body) the local authority and/or the Secretary of State for Education;
- any event that requires a report to the Health and Safety Executive or that results in the service of a legal notice on the school alleging a breach of fire or health or safety law or regulations;
- any event that requires a formal hearing by a panel of representatives of the school or that results in the service of a legal notice on the school alleging a breach of employment law or regulations

Appendix 1

Code of Conduct - Trust Board

As a Trustee I commit to:

- Attend board meetings – and be committed, accountable and active;
- Uphold the values and decisions of the Trust and be an ambassador for the Trust in all aspects of public and personal life, including social media;
- When undertaking duties as a Trustee, ensure that anything that is said or written reflects the policies of the Trust (even where this is different to private views);
- Observe confidentiality;
- Avoid conflicts of interest and where a conflict arises, declare any interests in proposed transactions or arrangements (including those related to people with whom we are connected);
- Work collaboratively and corporately with other trustees to fulfil the obligations of board membership;
- Understand the responsibilities of Trustees as directors under company law and trustees under charity law;
- Promise to be the guardian of the charitable 'object' (the purpose) of the trust – to advance education in the public interest;
- Fulfil the expectations of a good employer and the contract of trust between the employer and those who are employed;
- Keep informed about the Trust, its strengths, challenges and opportunities, its connection to and relationship with the schools and communities it serves;
- Hold the executive to account in a respectful and purposeful way;
- Agree to step down from board if unable to fulfil these expectations.

The Trust Board corporately commits to:

Selflessness	All our decisions are taken in the public interest
Integrity	We will not act or take decisions in order to gain financial or other material benefits for ourselves, our family, or our friends
Objectivity	Our decisions are taken impartially, fairly and on merit, using the best evidence and without discrimination or bias
Accountability	We are comfortable submitting ourselves to external scrutiny
Openness	We take decisions in an open and transparent manner
Honesty	We are truthful in our actions, decisions and reporting
Leadership	We demonstrate the highest standards of public life in our individual and corporate behaviour

Date

Signed by (print name).....

Signature.....

Appendix 2

Risk Management Policy

The Trustees have overall responsibility and ultimate decision-making authority for all the work of the Trust, including the establishing and maintaining of the schools (which includes taking existing schools into the Trust). The Trustees have the power to direct change where required.

The Trustees have delegated certain responsibilities for the running of each of the schools to the Chief Executive Officer, Chief Operating Officer, Executive Principals, Principals and senior leadership teams who are responsible for the internal organisation, management and control of the school on a day-to-day basis.

Risk management must prioritise and protect:

- The safeguarding of high quality and effective education of children in the schools;
- The reputation and ethos of the Trust and the schools;
- The common good in terms of the interests of the families in the communities served by the schools and the children of the future;
- The Scheme of Delegation and the balance struck between central management and local responsibility.

The responsibilities of the Trustees

It is the responsibility of the Trustees to identify those risks which arise from academy status and membership of a multi-academy trust and develop policies and procedures which mitigate these risks (taking account of the principles identified above).

To mitigate financial risk the Trustees will require all schools to use approved

banking arrangements, audit arrangements, financial management systems, and premises insurance and building surveyors.

A rigorous Safeguarding & Child Protection policy is also a requirement for the Trust and its schools.

The Trustees should be provided with updates relating to risk management by the Chief Executive Officer, Chief Operating Officer and Trust Safeguarding Partner. The Trustees should develop systems to support individual schools to mitigate risk to the Trustees and the Trust generally.

Operation of the Risk Management Policy

To assist the Trust Board in fulfilling its function, the ARC Committee will dedicate time at each meeting to review the Risk Register. It will also be reviewed annually at Trust Board level. It is the duty of the Trust Board to review self-assessments made by its committees and consider how to support schools to mitigate identified risks and report to the Trust Board each term on the risks identified.

The Nature of the Risks

- **The safeguarding of those involved in the enterprise**

The Trustees and the schools will be required to have safeguarding (including safer recruitment and e-safety) policies which comply with the requirements of the KCSIE 2023.

- **The employment of those involved in the enterprise**

The Trustees and individual schools should have a suite of legally compliant and common personnel policies, supported by advice and insurance.

- **The stewardship of the premises and site and the health, safety and welfare of those who use the site**

The Trustees reserve the right to direct individual schools with regard to the insurances of Trust property (buildings, land and assets) and to approve and be kept informed of planned capital works. The Trust should develop comprehensive health, safety and welfare policies to include systems to monitor compliance with regulation and good practice and to externally assess these at a regular period.

- **The Purpose and values of the Trust and the academic standards attained**

The Chief Executive Officer should report to the Trustees on any OFSTED or other inspections and reports. Equally the Trustees should be informed of trends and actual academic outcomes and other key indicators identified by OFSTED (or any successor body) in order that the Trustees may broker support and advice from within (or beyond) the Trust to minimise the possibility of the Secretary of State using his reserve powers in relation to one of the schools for which the Trust is responsible.

- **The financial integrity of individual academies**

The Trustees reserve the right to direct the schools to bank with a named bank and to direct the schools to use the services of agreed auditors. The Trust Board reserves the right to have annual agreed budget plans, termly budget summaries and annual outturn statements reported to it. Schools will not be permitted to operate deficit budgets without specific approval from the Trust Board.

The Trust Board will appoint a suitably experienced “responsible officer” to work in the Trust who will oversee the financial integrity of the schools with a particular reference to levels of delegation and the avoidance of over-reliance upon key individuals.

- **The capacity of the Trust Board to discharge their duties**

The Trust Board will be expected to make an annual self-assessment of the skills and experience they require and their capacity to fulfil those requirements.

All Trustees and members are required to hold an enhanced Criminal Records Bureau certificate and to make a declaration of interests at the beginning of each meeting.

The Trust will operate a Conflicts of Interest policy. The Trust will ensure that good quality legal advice is available to the Trust Board, the schools and those responsible for running the schools on a day-to-day basis.