Scheme of Delegation

Version:	10.0
Date created:	December 2023
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Ratified by:	Board of Trustees
Date ratified:	30 January 2024
Review date:	January 2025

Revision History

Version	Date	Author	Summary of Changes:
10.0	December 2023	CBR	Page 5 – rewording of description of AC role to ensure it is in line with delegations in subsequent tables. 1.7 - clarified roles AC can appoint/remove 1.17 – removed reference to KPIs 2.48 – approve insurance arrangements – moved delegation from Board to Executive Team 2.53 – removed delegated authority for staff severance from Exec Team (up to £50k delegated to CEO) Section 3 – clarification of current practice as set out in relevant policies 4.1 & 4.2 – clarification of accountability for quality of education etc. 4.7 – moved delegated authority for arranging exclusion panels to Executive Team. 5 – amendments to safeguarding section to bring in line with KCSIE 2023. 9.2 & 9.3 – amended responsibilities for websites and stakeholder communications.
9.0	January 2023	CBR	Pages 4-5 – general update to introduction to Trust. Throughout: • Incorporated differences for schools causing concern to remove need for separate Scheme of Delegation. • Updates to reflect current policies and practice.
8.0	January 2021	CBR	Pages 4-5 – added contextual information and Chair's Action. Page 22 – added 6.6 & 6.7, appointment of SEND Trustee and Academy Councillor.

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TRUST CONTEXT, VISION AND VALUES

The Mead Educational Trust (TMET) is a well-established, respected multi-academy trust. As of January 2023, TMET has 13 schools (eight primary and five secondary, all based in and around Leicester), The Mead Institute of Professional Learning, Leicester and Leicestershire Teaching School Hub and Leicestershire Secondary SCITT (School-Centred Initial Teacher Training) programme. The Trust has several layers of governance: the Members, Trust Board, Board Committees, Executive Leadership Team and academy councils that provide school-focused challenge and support.

This Scheme of Delegation is underpinned by the TMET vision that ***'together we make a positive difference'*** and the Trust values, the 7 Cs:

Challenge: Providing an excellent education by having high aspirations for all young people and giving them confidence in themselves, so they can become the best they can be and contribute actively to society.

Collaboration: Working effectively and harmoniously together across phases and accepting our shared accountability for meeting our aims.

Culture: Respecting and celebrating diversity and enabling students to participate in, and respond to, artistic and cultural experiences.

Community: Building a safe and stimulating environment where caring relationships and kindness are consistently developed and communication is excellent.

Courage: Making sure all decisions are based on clear high moral values and commitment to doing the right thing with compassion and integrity.

Creativity: Providing pioneering, innovative, vibrant and enjoyable learning experiences that are open to all and based on research, so that the curriculum sits at the forefront of education.

Character: Nurturing positive character attributes such as perseverance, resilience, confidence, optimism, tolerance, respect, community spirit, honesty, integrity and dignity.

SUMMARY OF GOVERNANCE LAYERS

Within TMET there are several layers of governance and the key roles and responsibilities of these are listed here. The TMET governance structure is shown in **Appendix A**.

- **Members** are the guardians of the governance of the Trust and must ensure it carries out its charitable objective. To do this they need an overview of governance arrangements, but responsibility for conducting the business of the Trust remains firmly with the Trustees. Members should therefore be 'eyes on, hands off'.

- The **Trust Board** has ultimate legal accountability for the Trust and is responsible for Trust policy and decision-making. The Trustees oversee the management and administration of the Trust and its schools and delegate authority and responsibility to others, including executive officers and school leadership teams, to undertake the day to day management of the Trust and schools. Key matters reserved to the Board include setting the strategic direction, vision and values of the Trust and approval of the Trust Strategic Plan, policies and educational targets. The Trustees act as both charity trustees and the directors of the company (the academy trust).

  The Board is supported in its work by its committees: Finance, Audit and Risk, Education and People and Culture.

The Trust **Articles of Association** set out the charitable objects of TMET along with its governance composition and overarching procedures. They are on the Trust website.

- The **Executive Team** is comprised of the CEO, CFO and a number of other senior Trust leaders. The Trustees delegate the day-to-day management of the Trust to the CEO, who is also the Accounting Officer. The CEO is responsible for the leadership and management of the Executive Team which, in turn, is responsible for the operational running of the Trust and for supporting the Trust schools.

- The **Principals** of the Trust schools are responsible for the day-to-day management of the Trust's schools.

- The Trust Board has determined to establish an **Academy Council (AC)** for each school. Each AC acts as the 'eyes and ears' of, and is accountable to, the Board. The purpose of the AC is, on behalf of the Trust Board, to scrutinise the school performance and to support and challenge the school senior leaders in relation to delivery of the school's priorities, drawing on local knowledge of the school and its community. The focus of each AC is on the quality of education, attendance, behaviour and safeguarding. Each AC also receives summary budget reports to enable an understanding of the financial impact of measures for school improvement. Each AC is expected to report to the Board once a term on key concerns, risk, successes and opportunities for their school. The **Academy Council Constitution and Terms of Reference** sets out the constitution of an AC, the process for appointment/removal of academy councillors and how the AC will operate.

CHAIR'S ACTION BETWEEN MEETINGS OF THE BOARD OF TRUSTEES

No individual Trustee is empowered to make decisions on behalf of the Trust outside any specific authority set out in this Scheme of Delegation. However, as an exception, the Chair of Trustees can make a decision as a single trustee when a delay in doing so would be:

- seriously detrimental to the interests of the Trust or and of its schools, and
- it would not be possible to postpone the decision to a meeting of trustees (which the Chair can convene with less than seven days' notice if necessary, provided trustees will have sufficient time to receive and give due considerations to relevant documents relating to the decision).

The following types of decision cannot be made by 'chair's action': decisions related to admissions; approvals of financial spend above £10,000; decisions on executive pay.

SCHEME OF DELEGATION FRAMEWORK

The Board of Trustees of TMET has overall responsibility for governance of the Trust, all its schools, The Mead Institute of Professional Learning, the Teaching School Hub and the SCITT (School-Centred Initial Teacher Training) programme. The Board delegates many of its governance functions to other layers of governance, including to the Board committees, Trust Executive Team, Academy Councils and school Principals. This **Scheme of Delegation** defines these responsibilities and accountabilities.

This Scheme of Delegation is in line with the following documents:

- TMET's Articles of Association which set out set out the charitable objects of TMET along with its governance composition and overarching procedures.
- TMET's Funding Agreement which sets out the conditions upon which the Trust receives its funding.

- The Academy Trust Handbook which is issued by the Education and Skills Funding Agency and sets out the financial framework and governance requirements for academy trusts reflecting their status as companies, charities and public bodies.

ROLES AND RESPONSIBILITIES

The following pages detail the specific responsibilities of the Trust Board, Executive Team, Academy Councils and school Principals in the areas of governance; budgets, finance and risk; staffing and HR; standards, curriculum and target setting; safeguarding; SEND; complaints; health, safety and estates, and information management, communication and marketing.

A school that has joined the Trust as a sponsored academy, or a school where there are concerns about leadership, governance or other areas, may have fewer delegated functions which will be determined on a case by case basis.

The specific responsibilities of the **Members** are as follows:

- Review, amend and agree the Articles of Association
- Change the name of the Trust
- Receive an Annual Report from the Board and the CEO on the Trust's performance (including standards)
- Appoint/remove Members
- Appoint up to six Trustees and remove any Trustee
- Receive the Trust's audited annual accounts
- Appoint external auditors for the Trust and schools
- Approve any service contracts for Trustees

1. GOVERNANCE

GOVERNANCE	Is authority delegated from the Board?	CEO	Executive Team (ET)	Academy Council (AC)	Principal (includes leaders/managers in The Mead Institute and Trust Central Team where appropriate)
1.1 Approval of: • Terms of Reference for the Trust Board Committees • AC Constitution and Terms of Reference	**No**		Develop		
1.2 Approval of Trust Scheme of Delegation	**No**		Develop		
1.3 Determine the Board's Reserved Matters	**No**				
1.4 Appoint the Board Committees (Finance; Audit & Risk; Education; People & Culture)	**No**		Make recommendations to Board		
1.5 Appoint and remove of Co-opted Trustees	**No**		Make recommendations to Board		
1.6 Elect a Chair and Vice-Chair of the Board each academic year and remove in accordance with Articles of Association	**No**				
1.7 Appoint Chairs and Trust-appointed Councillors to the ACs and remove in accordance with the AC Constitution and Terms of Reference	**Yes**		**Delegated authority –** appoint AC chairs & Trust-appointed councillors. Support Chairs in leadership of their AC	Appoint / remove roles: Vice- Chair, Safeguarding, SEND, Mental Health, Antibullying, Careers (secondary schools)	
1.8 Change delegated power or membership of an AC (where there are concerns about the school or its governance)	**Yes**		**Delegated authority**		
1.9 Appoint / remove the TMET Company Secretary	**No**		Manage the appointment process		
1.10 Appoint / remove the Clerk to the Board	**No**		Manage the appointment process		
1.11 Appoint / remove the Clerks to the ACs	**Yes**		**Delegated authority**		
1.12 Publish on TMET website required information on governance arrangements, Members, Trustees and ACs	**Yes**		**Delegated authority**		
1.13 Take out Director Indemnity Insurance Cover.	**Yes**		**Delegated authority**		
1.14 Acquisition of legal entities.	**No**	Recommendations to Board	Provision of professional advice		

GOVERNANCE	Is authority delegated from the Board?	CEO	Executive Team (ET)	Academy Council (AC)	Principal (includes leaders/managers in The Mead Institute and Trust Central Team where appropriate)
STRATEGY					
1.15 Determine the vision and values of TMET	**No**		Make recommendations to Board	Champion the TMET vision and values in the school	Champion the TMET vision and values in the school
1.16 Determine the educational character, mission or ethos of the schools (to the extent that it is not inconsistent with that of the Trust)	**Yes**		**Delegated authority** in collaboration with the Principal for a school causing concern	**Delegated authority** in collaboration with the Principal for other schools	Agree with AC and implement
1.17 Approve the TMET Strategic Plan and monitor progress against this.	**No**		Develop Strategic Plan & recommend to Board. Report to Board on progress against Plan.		
1.18 Ensure that the school has a medium to long-term vision for its future and that there is a robust strategy in place for achieving its vision.	**Yes**		**Delegated authority** in collaboration with the Principal	Champion and follow the school vision	Implement the vision and strategy
1.19 Approve school applications to join the Trust	**No**		Consider requests, conduct due diligence & make recommendations to Board.		
1.20 Enter into, or withdraw from, a formal partnership	**Yes**		**Delegated authority** and report to Board		
DEVELOPMENT OF POLICY AND PROCEDURES					
1.21 Approve statutory Trust-wide policies (ref DfE guide to school policies)	**No** If require gov board approval		**Delegated authority** if do not require gov board approval. Develop policies.	Monitor implementation	Tailor policies to the school (if appropriate) as directed and implement
1.22 Approve non-statutory Trust-wide policies	**Yes**		**Delegated authority**	Monitor implementation	Tailor policies to the school (if appropriate) as directed and implement
1.23 Approve statutory school policies	**Yes**			**Delegated authority** if DfE requires gov board approval	**Delegated authority** if DfE does not require gov board approval
1.24 Approve non-statutory school policies	**Yes**			Monitor implementation	**Delegated authority.** Determine which policies to have in place and how they will be approved.

GOVERNANCE	Is authority delegated from the Board?	CEO	Executive Team (ET)	Academy Council (AC)	Principal (includes leaders/managers in The Mead Institute and Trust Central Team where appropriate)
ORGANISATION OF TRUST					
1.25 Determine school term dates, length/organisation of school day, age ranges, extended school provision	**Yes –** (although significant changes must be approved by the Board)		**Delegated authority,** on recommendation from Principal/AC	Agree with Principal and consult where appropriate	Set in agreement with the AC and ET. Ensure that the school meets for 380 sessions in an academic year.
1.26 Close school (e.g. due to weather, illness, industrial action, site problem)	**Yes**		**Delegated authority**		Consult with ET
1.27 School admissions policies and criteria	**No** The Trust is the Admissions Authority		Provide oversight and support of the implementations of admissions arrangements across the Trust. Manage admissions consultation for school joining the Trust (and of any subsequent changes). Consider impact of proposed changes to a school's admission arrangements.	Agree changes to Admission Policy with Principal.	Ensure compliance with the Admissions Policy. Make arrangements for pupil recruitment and school prospectus. Ensure participation in the Fair Access Protocol.
1.28 Free school meals	**Yes**				**Delegated authority.** Ensure the provision of free school meals to eligible pupils.
1.29 Determine Teaching School Hub and SCITT target numbers, subjects and priorities	**Yes**		**Delegated authority** Director of The Mead Institute approves		Directors of TSH & SCITT make recommendations to Director of The Mead Institute

2. BUDGETS, FINANCE AND RISK

BUDGETS, FINANCE AND RISK	ESFA	Is authority delegated from the Board?	CEO	Executive Team (ET) / CFO	Academy Council (AC)	Principal (includes leaders/managers in The Mead Institute and Trust Central Team where appropriate)
STATUTORY REPORTING						
2.1 Approve annual accounts / reports / returns to funding and regulatory bodies		**No**	Review	Prepare and review for recommendation to CEO and Board. Work with auditors to prepare Annual Accounts and Report.		
2.2 Complete and submit other accounting returns		**Yes**		**Delegated authority**		
2.3 Maintain a register of business interests for the Trust		**Yes**		**Delegated authority**		Maintain register for school
2.4 Authorised to complete PAYE returns		**Yes**		**Delegated authority**		
2.5 Authorised to complete VAT returns		**Yes**		**Delegated authority**		
2.6 Appoint the Accounting Officer		**No**	Act as the Accounting Officer			
BUDGET AND MANAGEMENT REPORTING						
2.7 Agree long term financial objectives of the Trust		**No**	Recommendations to Board	Recommendations to Board		
2.8 Approve and monitor the annual budget for the Trust including schools, Teaching School Hub (TSH) and SCITT		**No**	Endorsement as Accounting Officer	Prepare the annual budget for recommendation to Board. Monitor budget.	Receive summary budget reports to enable understanding of financial impact of measures for school improvement.	Work with Management Accountant to prepare and monitor local budget.
2.9 Determine the proportion of the overall school budget to be retained for central services		**No**		Make recommendations to Board		
2.10 Approve spend from the 'Opportunity Pot' element of reserves		**Yes**	**Delegated Authority**	Review requests for spend from reserves and make recommendations to CEO		
2.11 Monitor revenue balances/carry forward and report to the Board immediate and long-term plans for their use		**Yes**	**Delegated authority -** balances held over			

BUDGETS, FINANCE AND RISK	ESFA	Is authority delegated from the Board?	CEO	Executive Team (ET) / CFO	Academy Council (AC)	Principal (includes leaders/managers in The Mead Institute and Trust Central Team where appropriate)
			carry forward threshold			
2.12 Approve any significant changes to the approved budgets		**No**		Consider any variances to delegated budget for Board approval		
2.13 Approval of expenditure not provided for in the annual budget *(Limits set out in Finance Policy)*		**Yes**		**Delegated authority -** within agreed limits		**Delegated authority -** within agreed limits and supported by the appropriate business case proposal
SYSTEMS OF INTERNAL FINANCIAL CONTROL						
2.14 Ensure proper financial controls are in place across the Trust		**No**	Provide assurance to ESFA as Accounting Officer	Ensure adequate risk, financial and asset management systems are in place across the Trust.		Ensure proper financial controls are in place at the school
2.15 Maintain a Trust Risk Register and keep under review		**No**		Regularly review Trust Risk Register and recommend changes to Board. Review any risks reported by the schools and report to Board as appropriate.		Report risks to ET
2.16 Adopt a Trust Finance Policy		**No**		Develop policy. Monitor compliance with policy.		Comply with policy
2.17 Appoint internal auditors for Trust and schools *(Appointment of external auditors is by Members.)*		**No**		Management of appointment process		
2.18 Ensure recommendations in internal and external audit reports are addressed		**No**	Report to Board	Review reports and ensure recommendations are addressed		Ensure school internal audit report recommendations are addressed
PURCHASING AND PROCUREMENT						
2.19 Adopt a Trust-wide Procurement Policy		**No** (Finance Committee)		Develop policy.		Comply with policy

BUDGETS, FINANCE AND RISK	ESFA	Is authority delegated from the Board?	CEO	Executive Team (ET) / CFO	Academy Council (AC)	Principal (includes leaders/managers in The Mead Institute and Trust Central Team where appropriate)
				Review opportunities for collaborative procurement.		
2.20 Set the delegated levels of authority for contracts		**No**		Make recommendations to Board		
2.21 Approve contracts which constitute related party transactions		**No**		Make recommendations to Board		
2.22 Place orders for goods and services *(Limits set out in Finance Policy)*		**Yes**	**Delegated authority -** within an agreed budget	**Delegated authority** - within an agreed budget		**Delegated authority -** within an agreed budget, considering central procurement
2.23 Enter into contracts (central procurement and school contracts) *(Limits set out in Finance Policy)*		**Yes**	**Delegated authority -** enter into contracts - within an agreed budget	**Delegated authority -** enter into contracts - within an agreed budget		
2.24 Authority to accept other than the lowest quote (based on best value evidence) *(Limits set out in Finance Policy)*		**Yes**		**Delegated authority** – up to agreed limits		**Delegated authority** – up to agreed limits
2.25 Ensure compliance with tendering processes		**Yes**	Report to Board	**Delegated authority**		
2.26 Determine scope of mandatory core services to be procured and delivered by TMET on behalf of the schools		**Yes**		**Delegated authority**		
2.27 Arrange provision of central Trust services including: central finance package, payroll and pensions, insurances, membership of Challenge Partners, HR, IT and the use of the Every system.		**Yes**		**Delegated authority** And monitor & evaluate delivery of central services for schools		
2.28 Determine which essential services should be procured by each school, e.g. waste collection		**Yes**		**Delegated authority**		
BANKING AUTHORITY & CASH MANAGEMENT						
2.29 Approval to borrow money (bank or sponsor loan, overdraft)	**No**	**N/A** To approve for submission to ESFA		Recommend approval to Board for submission to ESFA		

BUDGETS, FINANCE AND RISK	ESFA	Is authority delegated from the Board?	CEO	Executive Team (ET) / CFO	Academy Council (AC)	Principal (includes leaders/managers in The Mead Institute and Trust Central Team where appropriate)
2.30 Cashflow Management, Treasury and Investment		**Yes**		**Delegated authority -** investment details to be informed to Board Finance Committee		
2.31 Open a bank account and approve signatories		**No**	Named as one of the existing bank signatories	Minimum of two of the existing named bank signatories		
2.32 Applications for business charge card accounts		**No**	Named as one of the existing bank signatories	Minimum of two of the existing named bank signatories		
TRANSACTION PROCESSING						
2.33 Payroll – starters, leavers and amendments		**Yes**	**Delegated authority -** authorise changes	**Delegated authority -** oversee systems of internal control; authorise changes		**Delegated authority -** authorise changes (unless agreed otherwise or in deficit)
2.34 Payroll – administration		**Yes**	**Delegated authority** - authorisation of Trust Central payroll			**Delegated authority** – authorise monthly payroll costs for the school (unless agreed otherwise or in deficit)
2.35 Purchasing – authorised to create vendors on accounting system		**Yes**		**Delegated authority**		
2.36 Income		**Yes**		**Delegated authority**		
2.37 Authorisation of expense claims (cannot authorise one's own expenses)		**Yes**	**Delegated authority** for some members of ET	**Delegated authority** for Central Team		**Delegated authority** for school staff
2.38 Control account reconciliation		**Yes**		**Delegated authority**		
2.39 Write-off bad debts	Transactions 1% of annual income or £45K individually or 2.5% or 5% of annual income cumulatively	**Yes** Up to ESFA limits		**Delegated authority** – up to ESFA limits		**Delegated authority** – up to ESFA limits (unless agreed otherwise or in deficit)
FIXED ASSETS						
2.40 Management of capital projects		**Yes**		**Delegated authority -** ensure management and governance		

BUDGETS, FINANCE AND RISK	ESFA	Is authority delegated from the Board?	CEO	Executive Team (ET) / CFO	Academy Council (AC)	Principal (includes leaders/managers in The Mead Institute and Trust Central Team where appropriate)
				arrangements are appropriate and report to Board		
2.41 Acquiring a freehold on land and buildings	**ESFA approval required**	**N/A** To approve for submission to ESFA		Recommend approval to Board for submission to ESFA		
2.42 Disposal of a freehold on land and buildings	**ESFA approval required**	**N/A** To approve for submission to ESFA		Recommend approval to Board for submission to ESFA		
2.43 Review and maintain a buildings' strategy and asset management planning arrangements		**No**		Make recommendations to Board		
2.44 Dispose of heritage assets	**ESFA approval required**	**N/A** To approve for submission to ESFA		Recommend approval to Board for submission to ESFA		
2.45 Dispose of assets (not land, buildings or heritage) *(Limits set out in Fixed Assets Policy)*		**Yes**		**Delegated authority** – up to agreed limits		**Delegated authority** – up to agreed limits (unless agreed otherwise or in deficit)
2.46 Acquisition of assets *(Ref Fixed Assets Policy)*		**Yes**	**Delegated authority** – up to agreed limits	**Delegated authority** – up to agreed limits		**Delegated authority** – up to agreed limits (unless agreed otherwise or in deficit)
2.47 Asset register / security / loan of assets		**Yes**		**Delegated authority**		Maintain asset register
INSURANCES						
2.48 Approve insurance arrangements		**Yes**		**Delegated authority**		
LEASING						
2.49 Take up a finance lease	**ESFA approval required**	**N/A** To approve for submission to ESFA		Recommend approval to CEO for submission to Board		

BUDGETS, FINANCE AND RISK	ESFA	Is authority delegated from the Board?	CEO	Executive Team (ET) / CFO	Academy Council (AC)	Principal (includes leaders/managers in The Mead Institute and Trust Central Team where appropriate)
2.50 Take up a leasehold on land and buildings	**ESFA approval for lease >7 Years**	**No** Or approve for submission to ESFA		Recommend approval to Board for leases <7 years		
2.51 Take up any other lease *(Ref Finance Policy)*		**Yes**	**Delegated authority** – up to agreed limits	**Delegated authority** – up to agreed limits		
2.52 Grant a lease on land and buildings	**ESFA approval required**	**N/A** To approve for submission to ESFA		Recommend approval to Board for submission to ESFA		
SPECIAL PAYMENTS						
2.53 Staff severance and compensation	**Approval over £50K**	**Yes**	**Delegated authority -** up to £50K			Recommend to ET
2.54 Ex gratia payments	**ESFA approval required**	**N/A**				
2.55 Adopt a Governance Allowances Policy in accordance with the Trust Finance Policy		**No**		Develop policy	Comply with policy	Comply with policy

3. STAFFING & HR

STAFFING AND HR	Is authority delegated from the Board?	CEO	Executive Team (ET) (DoE = Director of Education SD = Schools Director CPO = Chief People Officer)	Academy Council (AC)	Principal (includes leaders/managers in The Mead Institute and Trust Central Team where appropriate)
STAFF STRUCTURE					
3.1 Approve Trust executive structure (and budget)	**Yes**	**Delegated authority**			
3.2 Approve school senior management structure	**Yes**		**Delegated authority –** CEO / DoE / SD	Discuss with Principal	Agree with ET
3.3 Approve school annual staffing plan within budget	**Yes**		**Delegated authority -** CFO		Prepare annual staffing plan
3.4 Approval of formal staff restructure plans which could involve a potential redundancy	**Yes** Except for Executive Directors - to People & Culture Committee		**Delegated authority** – CPO & CFO	Discuss with Principal	Create restructure plan to recommend to ET
GRADE OF POSTS (teaching and support staff)					
3.5 Job evaluation (JE) policy and procedures	**No**		Implement JE procedures as set out in Pay Policy		
3.6 Authorised to evaluate jobs and grades	**Yes**		**Delegated authority** - CPO		Make regrading or new post grade requests to Trust HR Team in line with Pay Policy
3.7 Authorised to agree/vary basic employment Terms and Conditions	**Yes**	**Delegated authority**	Ensure consistent application of T & Cs		Ensure consistent application of T&C's
RECRUITMENT					
3.8 Appointment of staff	**Yes** Except CEO & CFO	**Delegated authority -** appoint ET and Principals.	**Delegated authority -** appoint members of the Central Trust Team. Involved in appointment process for Principals, Vice-Principals & Assistant Principals.	Participate in the process to appoint the Principal/senior leaders/school staff as requested by the ET/ Principal	**Delegated authority -** appoint all other school teaching and non-teaching staff
3.9 Appointment of school Safeguarding Lead and SENCO	**Yes**		**Delegated authority** – approve appointments of Safeguarding Leads & SENCOs		Make recommendation to ET

STAFFING AND HR	Is authority delegated from the Board?	CEO	Executive Team (ET) (DoE = Director of Education SD = Schools Director CPO = Chief People Officer)	Academy Council (AC)	Principal (includes leaders/managers in The Mead Institute and Trust Central Team where appropriate)
3.10 Approve requests for flexible working, secondment or leave of absence	**Yes** (but Chair approves CEO requests)	**Delegated authority** - for ET & principals	**Delegated authority** - for Central Team, with advice from Trust HR, as required		**Delegated authority** for school staff, with advice from Trust HR, as required
PAY POLICY					
3.11 Adopt a Trust-wide Pay Policy	**No**		CPO develop and ET agree Pay Policy		Comply with Pay Policy
3.12 Determination of pay ranges and structures	**Yes** Except for CEO	**Delegated authority** – Principals, ET and Leadership posts	**Delegated authority -** CPO only		Appoint to published structures and leadership ranges
3.13 Authorised to agree posts on spot ranges	**Yes**	**Delegated authority**			
3.14 Review and approve pay progression recommendation for CEO, including appeals *Ref Pay Policy for details*	**No**		Make recommendation to People & Culture Committee and then to Board		
3.15 Review and approve pay progression recommendations for Trust leaders on spot ranges, including appeals *Ref Pay Policy for details*	**No** Acting through People & Culture Committee	Make recommendations to People & Culture Committee			
3.16 Review and approve pay progression recommendations for any senior Trust/school leaders which are exceptions to the Pay Policy, including appeals *Ref Pay Policy for details*	**No** Acting through People & Culture Committee	Make recommendations to People & Culture Committee			
3.17 Review and recommend to the People & Culture Committee exceptions to the annual pay progression of principals and leaders *Ref Pay Policy for details*		**Delegated authority**			
3.18 Apply incremental progression in line with Pay Policy, reporting any exceptions to HR annually. *Ref Pay Policy for details*	**Yes**	**Delegated authority** for Leadership Pay Range & principals	**Delegated authority (CPO)** for other roles		**Delegated authority** for school staff
3.19 Appointment outside range in salary structure *Ref Pay Policy for details*	**Yes**		**Delegated authority** and report to People & Culture Committee		Recommend to ET, with advice from Trust CPO/Head of Reward
3.20 Allocation of TLR/SEN values *Ref Pay Policy for details*	**Yes**		**Delegated authority (CFO)** if outside of budget		**Delegated authority** if within budget

STAFFING AND HR	Is authority delegated from the Board?	CEO	Executive Team (ET) (DoE = Director of Education SD = Schools Director CPO = Chief People Officer)	Academy Council (AC)	Principal (includes leaders/managers in The Mead Institute and Trust Central Team where appropriate)
3.21 Value and authorisation of other discretionary allowances *Ref Pay Policy for details*	**Yes** (except for CEO)	**Delegated authority**	CPO & CFO to review and recommend to CEO		Recommend to ET
PENSION POLICY & DISCRETIONS					
3.22 Handling of all pension matters (teachers and support staff)	**Yes**		**Delegated authority** - CFO		Ensure school systems are in place
3.23 Approval of use of pension discretions (decisions that can be made at the employer's discretion)	**No**	Make recommendations to Board	Make recommendation to CEO		
OPERATION OF POLICIES					
3.24 Adopt Trust-wide HR policies and procedures	**No**		Develop policies and procedures and ensure their effective implementation/ compliance across the Trust		Implement policies and procedures in the school
3.25 CEO Performance management	**No** CEO Appraisal Committee				
3.26 Undertake My Professional Development Conversation (MPDC) with staff	**Yes**	**Delegated authority** For CPO, COO & DoEs	**Delegated authority** Central executive and central leadership team, principals/school improvement team & Mead Institute leadership team	Participate in the MPDC of the Principal (usually the Chair of the AC)	**Delegated authority** **C**onduct (or delegate to other leaders) the MPDC of school staff/central staff/MI staff
3.27 Approval of severance/settlement or redundancy agreements	**Yes** Except for CEO	**Delegated authority** Up to approved limits for Directors & Principals and with CFO & COO approval	**Delegated authority** Up to approved limits – CPO only, with CFO & COO approval		Recommend to CPO
3.28 Authority to issue warnings or other disciplinary measures except dismissal *Ref relevant TMET HR Policy*	**Yes** Except for CEO	**Delegated authority** For CPO, COO, Directors, Principals	**Delegated authority**		**Delegated authority** For school staff, central teams and MI employees
3.29 Suspension *Ref Relevant TMET HR Policy*	**Yes** Except CEO & Executive Directors	**Delegated authority** For CPO, COO, Directors, Principals	**Delegated authority**		**Delegated authority** For school staff, central teams and MI employees

STAFFING AND HR	Is authority delegated from the Board?	CEO	Executive Team (ET) (DoE = Director of Education SD = Schools Director CPO = Chief People Officer)	Academy Council (AC)	Principal (includes leaders/managers in The Mead Institute and Trust Central Team where appropriate)
3.30 Dismissal *Ref Relevant TMET HR Policy*	**Yes** Except CEO & Executive Directors	**Delegated authority** - For Directors & Principals	**Delegated authority** As part of a panel.		As part of a panel.
3.31 Appeals against disciplinary action *Ref Relevant TMET HR Policy*	**Yes** Except for CEO or where CEO has heard original case	**Delegated authority** May be part of a panel, if not involved in original panel.	**Delegated authority** As part of a panel, if not involved in original panel.		**Delegated authority** For school staff, central teams and MI employees, as part of a panel
3.32 Employee grievances *Ref TMET Grievance Policy*	**Yes** Except those against CEO	**Delegated authority**	CPO ensures policy is followed ET to implement policy		Implement policy
3.33 Appeals against grievance outcome *Ref TMET Grievance Policy*	**Yes** Except those escalated to the Trustees	**Delegated authority** For CPO, COO, DoEs	**Delegated authority** CPO/COO/DoE for executive /school directors, all other staff as required		**Delegated authority** For school staff, central teams and MI employees as part of a panel.
3.34 Act on behalf of the Trust in employment-related legal disputes	**Yes** Except those escalated to the Trustees	**Delegated authority**	**Delegated authority - CPO**		

4. QUALITY OF EDUCATION, STANDARDS & CURRICULUM

QUALITY OF EDUCATION, STANDARDS AND CURRICULUM	Is authority delegated from the Board?	CEO	Executive Team (ET) (DoE = Director of Education DoG = Director of Governance)	Academy Council (AC)	Principal
4.1 Hold Trust leadership to account for standards across schools, including educational achievement, attendance, behaviour and suspensions/exclusions	**No**		Monitor school performance and hold the Principal to account. Report to Board and Education Committee.	Monitor school performance. Report to Board.	Monitor school performance. Report to AC and Trust Central Team.
4.2 Ensure appropriate levels of support, challenge and intervention to support the effectiveness of the quality of education	**Yes**		**Delegated authority**		
4.3 Review the School Improvement Plans (SIPs) and monitor progress against them	**Yes**		**Delegated authority - DoE**	Monitor progress of the SIP (more detailed than ET monitoring and also through school visits).	Develop the SIP and implement, regularly reporting on progress to AC and Trust Central Team.
4.4 Ensure the impact of Pupil Premium, Sports Premium (primary) and other additional funding across the Trust	**Yes**		**Delegated authority - DoE**	Review use and impact	Ensure effective deployment and monitor impact. Ensure required information is published on school website.
4.5 Curriculum planning	**Yes**		**Delegated authority - DoE** For schools causing concern	Monitor effectiveness of curriculum	**Delegated authority** for schools not causing concern. Develop, implement and review the school curriculum
4.6 Post-Ofsted Action Plan sign off for any school that has Requires Improvement or Special Measures category	**Yes**		**Delegated authority**		
BEHAVIOUR AND ATTITUDES					
4.7 Ensure each school has an effective Behaviour Policy in place and monitor behaviour in schools	**Yes**		**Delegated authority - DoE** Monitor behaviour and report any areas of concern to the Board	Monitor implementation of policy and monitor behaviour	Develop and implement policy, monitor behaviour
4.8 Suspensions and exclusions *Ref TMET Suspensions & Exclusions Policy*	**Yes**		**Delegated authority** DoE advise on decision for challenging cases. DoG arrange panels to review exclusions / suspensions when required by statutory guidance. Can use councillors from other ACs or Trustees on panels. Monitor exclusions / suspensions at school.	Join panels.	**Responsibility** for decision on suspensions / exclusions as set out in statutory guidance. Report to AC, LA and parents as required.

QUALITY OF EDUCATION, STANDARDS AND CURRICULUM	Is authority delegated from the Board?	CEO	Executive Team (ET) (DoE = Director of Education DoG = Director of Governance)	Academy Council (AC)	Principal
			Review the overall pattern of exclusions and report to the Board		
4.9 Off-site direction (e.g. direct a pupil to alternative provision)	**Yes**		Review numbers educated off-site and check arrangements via annual Safeguarding Audit (Schools Director for Safeguarding, DoE)	**Delegated authority** for reviewing numbers and for issuing a Governors' Directive.	**Delegated authority** for directing a pupil to alternative provision.
4.10 Arrange a managed move	**Yes**		DoE support principal establishing a managed move		**Delegated authority** for arranging a managed move
4.11 Ensure each school has effective attendance processes in place	**Yes**		**Delegated authority - DoE**	Monitor impact of processes	Develop and implement attendance processes and monitor impact

5. SAFEGUARDING

SAFEGUARDING	Is authority delegated from the Board?	CEO	Executive Team (ET)	Academy Council (AC)	Principal (includes leaders/managers in The Mead Institute and Trust Central Team where appropriate)
5.1 Adopt a Trust-wide template Safeguarding and Child Protection Policy that is compliant with statutory guidance	**No**		Develop policy and review annually	Review school-specific details in policy and monitor implementation of policy	Add school-specific details to policy and ensure implementation and staff awareness
5.2 Adopt and monitor procedures related to safeguarding	**No**		Audit and monitor. Report to Board. Refer any areas of concern to Board as they arise.	Monitor safeguarding procedures	Adopt and monitor safeguarding procedures
5.3 Ensure each school has a Behaviour Policy	**Yes**		**Delegated authority** – check via Trust Safeguarding Audits		Develop and implement policy
5.4 Ensure the Trust has a Staff Behaviour Policy (Staff Code of Conduct)	**No** Approval by People & Culture Committee				Implement policy

SAFEGUARDING	Is authority delegated from the Board?	CEO	Executive Team (ET)	Academy Council (AC)	Principal (includes leaders/managers in The Mead Institute and Trust Central Team where appropriate)
5.5 Ensure each school has an Attendance Policy and appropriate safeguarding arrangements in place to respond to children who are absent from education	**Yes**		**Delegated authority** Develop template policy and check via Trust Safeguarding Audits		Personalise and implement policy
5.6 Appoint an appropriately senior member of staff from the school leadership team to the role of DSL	**Yes**		**Delegated authority** DSL appointments to be agreed with ET		Make recommendation to ET
5.7 Ensure the school has an appropriate number of trained DSLs/DDSLs and that their details are published on the school website	**Yes**		**Delegated authority** Check as part of annual Safeguarding Audit		Appoint DSLs
5.8 Ensure school staff, Trust central team and governance community read the appropriate sections of KCSIE and receive regular and appropriate safeguarding training	**Yes** Except for Trustee training		**Delegated authority** Ensure Central Team staff & Trustees do training. Check training etc as part of annual Safeguarding Audit.	Spot checks during safeguarding councillor visits	Ensure all school staff do training and read KCSIE
5.9 Ensure appropriate members of staff are trained in safer recruitment	**Yes**		**Delegated authority** Check as part of annual Safeguarding Audit	Spot checks during safeguarding councillor visits	Ensure at least one member of every recruitment panel has completed the training
5.10 Ensure that each school has appointed a designated teacher to support Looked After Children	**Yes**		**Delegated authority** Check as part of annual Safeguarding Audit	Check during safeguarding councillor visits	Ensure school has
5.11 Review overall outcomes of Trust Safeguarding Audits for schools and Trust	**No**		Ensure annual Safeguarding Audits are conducted on each school and report to Board on overall outcomes.	Receive Safeguarding Audit and monitor that any areas identified for improvement are addressed swiftly.	Receive Safeguarding Audit and ensure any areas identified for improvement are addressed swiftly.
5.12 Complete and submit the annual LA Governors' Safeguarding Report for school and ensure that any areas identified for improvement are addressed	**Yes**			**Delegated authority**	Ensure input to the Report and address any areas identified for improvement
5.13 Appoint a Safeguarding Trustee	**No**				
5.14 Appoint a Safeguarding Academy Councillor	**Yes**			**Delegated authority**	
5.15 Ensure the Single Central Record (SCR) for schools is complete and regularly updated. Ensure that the legal requirements pertaining to Safer Recruitment detailed in Part 3 of KCSIE are carried out.	**Yes**		**Delegated authority** Development of SCR template and toolkit, training for school staff, audits of SCRs.		Ensure the SCR is maintained. Regularly check the SCR. Address any actions identified by SCR audit.

SAFEGUARDING	Is authority delegated from the Board?	CEO	Executive Team (ET)	Academy Council (AC)	Principal (includes leaders/managers in The Mead Institute and Trust Central Team where appropriate)
5.16 Ensure that child protection files are maintained appropriately	**Yes**		**Delegated authority** Check as part of annual Safeguarding Audit		Ensure files are maintained appropriately
5.17 Ensure that children are taught how to keep themselves and others safe	**Yes**		**Delegated authority** Check as part of annual Safeguarding Audit	Discuss as part of safeguarding councillor visits	Ensure this is built into curriculum and school life
5.18 Ensure that TMET schools have appropriate filtering and monitoring systems in place and regularly review their effectiveness	**Yes**		**Delegated authority**		
5.19 Ensure that there are procedures in place to manage safeguarding allegations about staff members (including supply staff, volunteers and contractors): Safeguarding & Child Protection Policy, Whistleblowing Policy	**No**		Develop policy and review when required		Ensure implementation and staff awareness
5.20 Ensure that appropriate safeguarding arrangements are in place where school premises are used for non-school activities	**Yes**				**Delegated authority**

6. SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)	Is authority delegated from the Board?	CEO	Executive Team (ET)	Academy Council (AC)	Principal
6.1 Monitor overall educational performance of SEND pupils	**No**		Monitor educational performance of SEND pupils across the Trust and report to the Board, particularly any areas of concern.	Monitor effectiveness of school's SEND provision	Monitor effectiveness of school's SEND provision
6.2 Adopt a school SEND Policy	**Yes**			**Delegated authority** – for approval of policy. Monitor implementation of policy.	Develop policy and review annually
6.3 Ensure compliance with the Disability Discrimination Act (DDA) requirements within the schools	**Yes**		**Delegated authority**	Provide oversight of compliance	Ensure compliance within the school
6.4 Appoint a SENCO	**Yes**		**Delegated authority** SENCO appointments to be agreed with ET		Make recommendation to ET
6.5 Liaise with the Local Authority in respect of pupils who have (or might have) SEND	**Yes**				**Delegated authority**
6.6 Make provision for SEND pupils with or without an Education, Health and Care plan	**Yes**				**Delegated authority**
6.7 Appoint a SEND Trustee	**No**				
6.8 Appoint a SEND Academy Councillor	**Yes**			**Delegated authority**	

7. COMPLAINTS

COMPLAINTS	Is authority delegated from the Board?	CEO	Executive Team (ET)	Academy Council (AC)	Principal (includes leaders/managers in The Mead Institute and Trust Central Team where appropriate)
7.1 Adopt a Trust-wide Complaints Procedure and monitor complaints	**No**		Develop Procedure. Monitor the level of formal complaints across the Trust and report to the Board.	Monitor the level of formal complaints at the school	Report on formal complaints to AC and ET
7.2 Respond to, and hear, complaints	**Yes**		**Delegated authority** Hear complaints at the relevant stage in accordance with Procedure	**Delegated authority** Hear complaints at the relevant stage in accordance with Procedure. Panels must include one independent member. Can use councillors from other ACs or Trustees on panels.	**Delegated authority** Respond to complaints in accordance with Procedure

8. HEALTH, SAFETY & ESTATES

HEALTH, SAFETY & ESTATES	Is authority delegated from the Board?	CEO	Executive Team (ET)	Academy Council (AC)	Principal (includes leaders/managers in The Mead Institute and Trust Central Team where appropriate)
8.1 Adopt a Trust-wide Health and Safety Policy and ensure adequacy of health and safety practice throughout TMET	**No**		Develop policy, monitor implementation and oversee health and safety arrangements across the central team, schools and other settings.		Implement policy and health and safety arrangements. Report to ET.
8.2 Critical incident planning	**Yes**		**Delegated authority** Develop central and school critical incident plans and reviews as appropriate.		Implement and report to ET as required
8.3 Health and Safety accident reporting (incl. RIDDOR)	**Yes**		**Delegated authority -** monitor and report to Board. Ensure RIDDOR reporting is in place.		Implement
8.4 Risk assessment (fire, asbestos)	**Yes**		**Delegated authority -** ensure valid risk assessments are in place across the schools.		Ensure operational arrangements are in place and effective
8.5 Designated member of school staff who has overall responsibility for every aspect of Health and Safety	**Yes**				**Delegated authority**
8.6 Ensure the school's estate is maintained so it is fit for purpose and provides a safe, attractive and appropriate environment	**Yes**		**Delegated authority**		
8.7 Agree capital expenditure			**Delegated authority** – for Trust SCA		**Delegated authority** – for school capital funding (not necessarily for schools causing concern)
8.8 General monitoring and action plans in relation to safety of sites including building conditions	**Yes**		**Delegated authority**		Ensure operational arrangements are in place and effective

9. INFORMATION MANAGEMENT, COMMUNICATION & MARKETING

INFORMATION MANAGEMENT, COMMUNICATION & MARKETING	Is authority delegated from the Board?	CEO	Executive Team (ET)	Academy Council (AC)	Principal (includes leaders/managers in The Mead Institute and Trust Central Team where appropriate)
INFORMATION MANAGEMENT					
9.1 Adopt and implement a Trust-wide Data Protection Policy and monitor TMET compliance with data protection legislation and regulations.	**Yes**		**Delegated authority** Appoint Trust Data Protection Lead (DPL) & external DPO service. Develop and adopt policy and ensure TMET compliance with policy and data protection legislation and regulations. Ensure registration with the ICO is up to date		Appoint school Data Protection Lead. Comply with policy and report data breaches.
COMMUNICATION					
9.2 Ensure Trust and school websites are compliant with statutory guidance	**Yes**		**Delegated authority** for Trust website. Complete website checks for Trust and school websites.		Ensure school website is kept up to date. Address any actions identified by Trust website audits
9.3 Ensure the Trust and its schools communicate effectively with pupils, parents/carers, staff and the wider community	**No**		Develop communication strategy. Report to Board on results of surveys of pupils, parents/carers and staff.	Review pupil, parent and staff feedback. Establish and maintain a relationship with the local community.	Ensure school systems/communication channels are in place and are line with the Trust's strategy. Administer local surveys.
BRANDING & MARKETING					
9.4 Ensure that all branded items follow TMET Branding Guidelines (e.g. stationary, staff ID badges, email signatures)	**Yes**		**Delegated authority**		Comply with TMET guidelines
9.5 Review and approve any long-life school marketing materials (e.g. logo, website, prospectus, items published in newspapers and magazines, videos, radio adverts)	**Yes**		**Delegated authority**		Gain ET approval and permission for any interviews, photography or filming by media

Appendix A: Delegation Model

MEMBERS

Guardians of the governance of the Trust. The TMET Articles of Association describe how Members are recruited and replaced and how many of the Trustees the Members can appoint to the Trust Board.

THE BOARD

Responsible for the three core governance functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
- Overseeing the financial performance of the organisation and making sure its money is well spent

Trustees also have duties as company directors, required by company law, and as trustees, required by charity law.

The **Board of Trustees** appoints the **Chief Executive Officer (CEO)**.

Chief Executive Officer (CEO) The Board delegates to the **CEO** responsibility for delivery of its vision and strategy, and holds the CEO to account for the conduct and performance of the Trust, including the performance of the schools and for the Trust financial management. The CEO line manages other senior executives and school principals, except where this has been delegated to other members of the Executive Team or Executive Principals.

The **TMET Executive Team** is the executive management arm of the Trust, focusing on operations and the educational performance of the schools. They operate under the leadership and direction of the CEO. The Executive Team work directly with the staff in each school and its Academy Council to ensure that the required outcomes are achieved in accordance with the vision of the Board.

There are **Board committees** for **Finance, Audit & Risk, Education** and **People & Culture** which look in detail at these areas and report back to the Board.

Academy Councils: The Board delegates some of its school-level monitoring functions to **Academy Councils (ACs)** and can change or remove this delegation at any time. **ACs** provide scrutiny of school performance. Each **AC** shall provide assurance to the Board that its school is on track in terms of its contribution to the overall trust performance, highlighting any areas of concern and any support needed. Responsibilities and powers delegated to an AC may be further delegated to the principal of the school, although the AC remains responsible for any decision made under delegation. The Board can change the powers it delegates to the ACs at any time, particularly when there are concerns about the school or its governance.

Academy Council	Academy Council	Academy Council	Academy Council	Academy Council	Academy Council	Academy Council
School	School	School	School	School	School	School

School Principals: Each school principal is responsible for the operational management of their school