

# Scheme of Delegation

## Our Vision

To provide the highest possible quality of education for all local children, in order to ensure pupils from all backgrounds are able to succeed.

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V1.0	Dec 2017	Michelmores	First published version
V1.1	6 Feb 2018	Trustees	Removal of Michelmores logo
V1.2	6 Feb 2018	Trustees	Amendments to LGB appointment process. Amendment to Headteacher appointment on the LGB
V1.3	27 Mar 2018	Trustees	Updated governance overview diagram Addition of COO to Ethos Committee Change to Audit committee in line with AFH Changes to terminology relating to Principal/Head & Head of School
V1.4	19 Jul 2018	Trustees	Governance Overview diagram updated to reflect that LGB Foundation Governor appointments can be recommended by the LGB / agreed by the Trustee Board with no Diocese part of the process Spelling error corrected. Removal of reference to COO throughout the document Insertion of quorum for LGB meetings
V2.0	7 Feb 2020	Trustees	Replace term LGB with Local Stakeholder Board. Wording regarding foundation governors amended. Changed Governance and staffing overview diagrams. Update of Trustee committee structure/descriptions. Update of wording of elements of an effective AC. Revised table of responsibilities.
V2.1	16 July 2020	Trustees	Updated Portfolio Lead details. Addition of Trustee signature page.
V3	5 Feb 2021	Trustees	Revised table of responsibilities to reflect the line management of Headteachers by CEO/Vice CEO and to reflect updated governance and staffing overview structure diagram to include St James and new positions in central team. Removal diagram 3a. Wording added to 9.19.
V4	29 April 2021	Trustees	Updated to reflect NGA guidance. Update to reflect new governance plan and GAG funding. Combining some duties to improve readability. Update to Principals replacing HT/Exec/HOS. Removal of signature page.

V5	8 November 2021	Trustees	Updated 4.2. Updated 5.4.2 to remove accountability for Single Central Records checks, website compliance checks and Health and Safety checks in line with updated Terms of Reference. 5.4.3 amended to add additional Community governors for non-Church hubs in lieu of Foundation governors. Updated 5.3.5 to remove Staff elements from Resolutions committee. Removed LSB duties on 7.24, 7.77, 7.100. Added 7.102
V6	19 January 2022	Trustees	3. Removal of recommend from CEO. 6. Updated to explain the role of delegation to Trust Board Committees. Update of 5.3.5 to reflect LSB panels for exclusions, complaints and admission appeals; Resolutions Committee at Trust Board level to hear Stage 3 complaints and exclusion appeals; Nominations Committee at Trust Board level to approve LSB governors and Trustee nominations. Updates to 7. 20. removal of LSB element as this is covered in School Improvement; 25. Removal of CEO recommendation. 43. Removal of CEO recommendation 44. LSB to comply not consult; 46. LSB and CEO to be consulted; 75; removal of LSB monitoring; 80. Removal of LSB monitoring as covered under School Improvement; 85. Removal of LSB monitoring of finance policies;
V7	15 <sup>th</sup> December 2022	Trustees	Inclusion of new committee (ISJ) 5.3.5. Updated governance structure diagram. 5.3.2 updated change of Audit Committee full name. Updated visuals for visions and values. 5.3.6 inclusion of Remuneration Committee.
V8	19 January 2023	Trustees	Compliance section 25 – reference to Resolutions Committee in respect of statutory requirement around, review of suspensions and stage 2 complaints. School Improvement section 68 – the inclusion of school closure for illness or strike action.
V9	2 <sup>nd</sup> May 223	Trustees	Update of LSB structure to reflect movement of schools within Hubs. Update of Trust Operational structure to reflect role introductions/changes. Item 49 included to reflect new Trust Development plan that is to be implemented for Sept.

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## 1. Mission, Aims and Objectives

Dartmoor Multi Academy Trust (DMAT) is a registered charity working to deliver our vision for community and children alike - our vision is to provide the highest possible quality of education for all local children, in order to ensure pupils from all backgrounds are able to succeed.

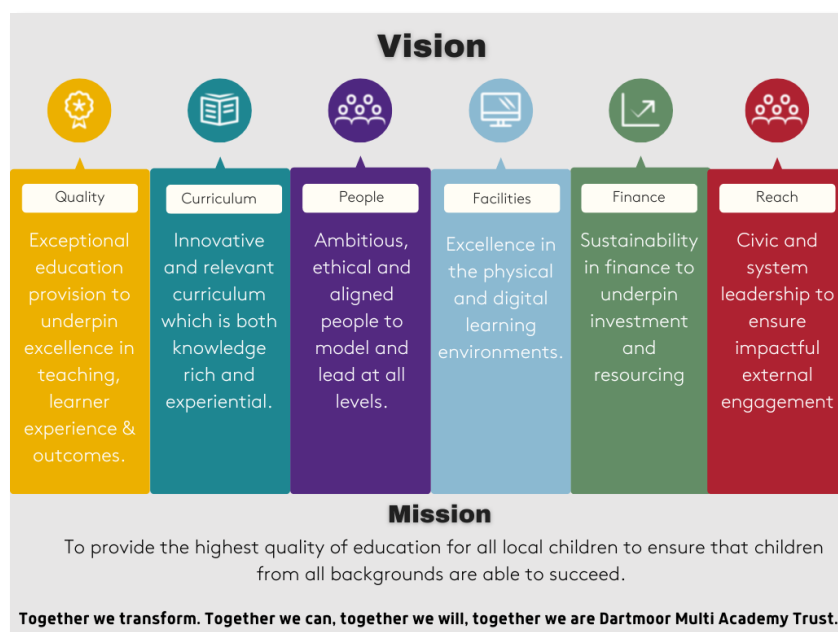
To achieve this, we have adopted the following aims and objectives:















- A cross phase approach from pre-school to age 19. We will educate the whole child through a rich and deep curriculum, with each child thriving and succeeding creatively, emotionally and academically. The cross-phase approach maximises the opportunities for colleagues to work alongside colleagues from different phases to address the 'progress dip' that has potential to occur on all transitions.
- Education will be community based, inclusive and will respect and retain the ethos of all academies including church academies. The Trust has a co-operative set of values and principles incorporating a strong ethos.
- We believe in the benefits to the community of local schools and will always seek to maintain rural schools subject to their viability.
- The Trust will ensure that it is, at all times, compliant with all statutory obligations as prescribed by the DfE, ESFA and the Charity Commission.

## 2. Our Vision and Values

Founded in the principles of the International Cooperative Alliance and our Church Schools' ethos, our values enable us to fulfill our vision.

The values of our Trust are based on the principals of the International Co-operative Alliance, complemented by the Christian ethos of our Faith schools. In our broad and inclusive approach, we offer a home for all and we accept all for who they are and who they are becoming.



	<p><b>DMAT</b></p> <p>We are a FAMILY of schools; united in our mission to sustain and grow our communities through exceptional EDUCATION; based on the WHOLE child and the needs of our COMMUNITY. We will TRANSFORM the life chances of children and adults alike, within AND without of our Trust.</p>	
	<p><b>SELF-HELP</b></p> <p>We believe that EVERY child is GIFTED and TALENTED and through modelling, demonstrating and expecting habits of excellence, all learners will have the knowledge, skills and understanding as well as resilience, aspiration and compassion to CHART THEIR OWN DESTINY.</p>	
	<p><b>EQUALITY</b></p> <p>We exist to include. INCLUSION is the soul of our Trust, where opportunities to reveal the champion are given to ALL. Those who present the most challenge are those we NURTURE most. In loco parentis isn't just a legal responsibility; it is the VOCATION we serve.</p>	
	<p><b>EQUITY</b></p> <p>We do not believe that background determines future. We believe that EVERY child has the the ABILITY and DESIRE to reveal the champion within. We believe in building SELF-ESTEEM through out commitment to CHARACTER Education and WELLBEING.</p>	
	<p><b>DEMOCRACY</b></p> <p>We SERVE our COMMUNITIES as leaders; committed to improving the social and economic health of the children, families and wider populations. We create HUBS that CONNECT and PROVIDE for the most vulnerable We are GUARDIANS, not the owners of our schools. All voices are equal; none more so than others.</p>	
	<p><b>SELF RESPONSIBILITY</b></p> <p>We believe we are all special and unique. We will INSPIRE and be INSPIRED, so that we all develop the knowledge, skills and understanding as well as resilience, aspiration and confidence</p>	
	<p><b>SOLIDARITY</b></p> <p>Respect is not earned, it is given. We embrace, <u>accept</u> and celebrate our DIFFERENCES as beautiful and UNIQUE. We believe in ourselves and others, treating all with DIGNITY and UNDERSTANDING.</p>	

### 3. Scheme of Delegation

This Scheme of Delegation (SoD) identifies the key decisions required in connection with the overall governance and management of the Trust and its academies.

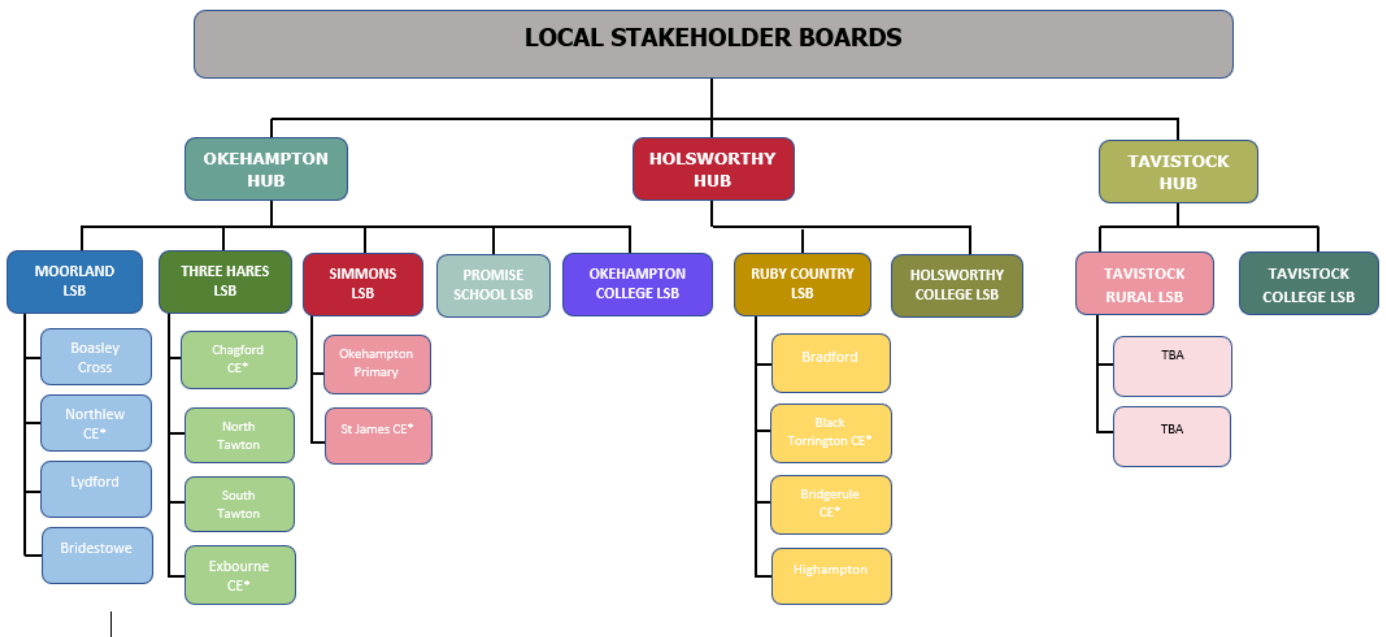
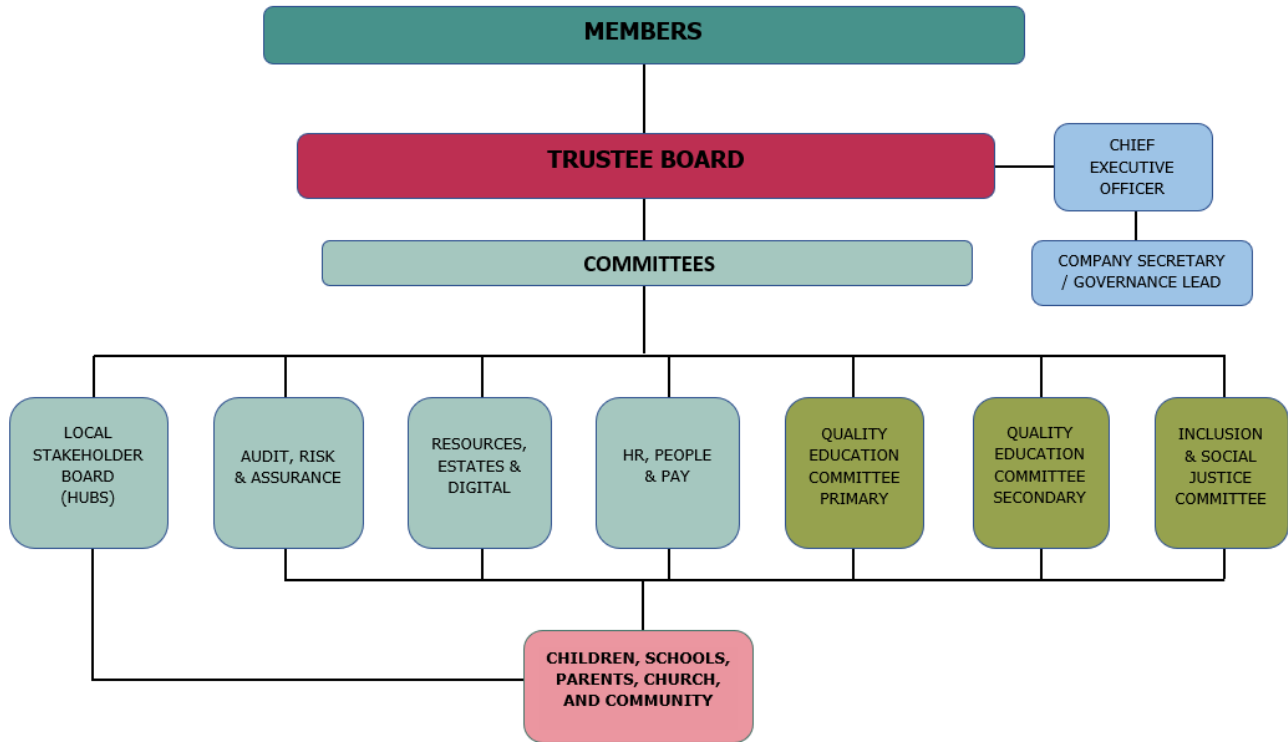
The SoD sets out the delegation by the Trustees under Article 105 of the Trust's Articles of Association. It is designed to set out clearly the respective roles and responsibilities across all layers of governance. The different layers of governance are explained in more detail in the Section relating to Layers of Governance: Roles and Responsibilities of this SoD.

This SoD should be read in conjunction with the Trust's Articles of Association and Terms of Reference, and also the Cooperative Statement of Intent, which was adopted by the Trust on its inauguration in January 2018.

This SoD will be reviewed on an annual basis by the Board of Trustees, or more frequently if required. If any material changes are proposed to this SoD, the Board of Trustees will have regard to any representations of the Local Stakeholder Board. However, this SoD may only be altered or revoked by the Board of Trustees.

## 4. Governance and Operational Overview

### 4.1. Governance Organisation



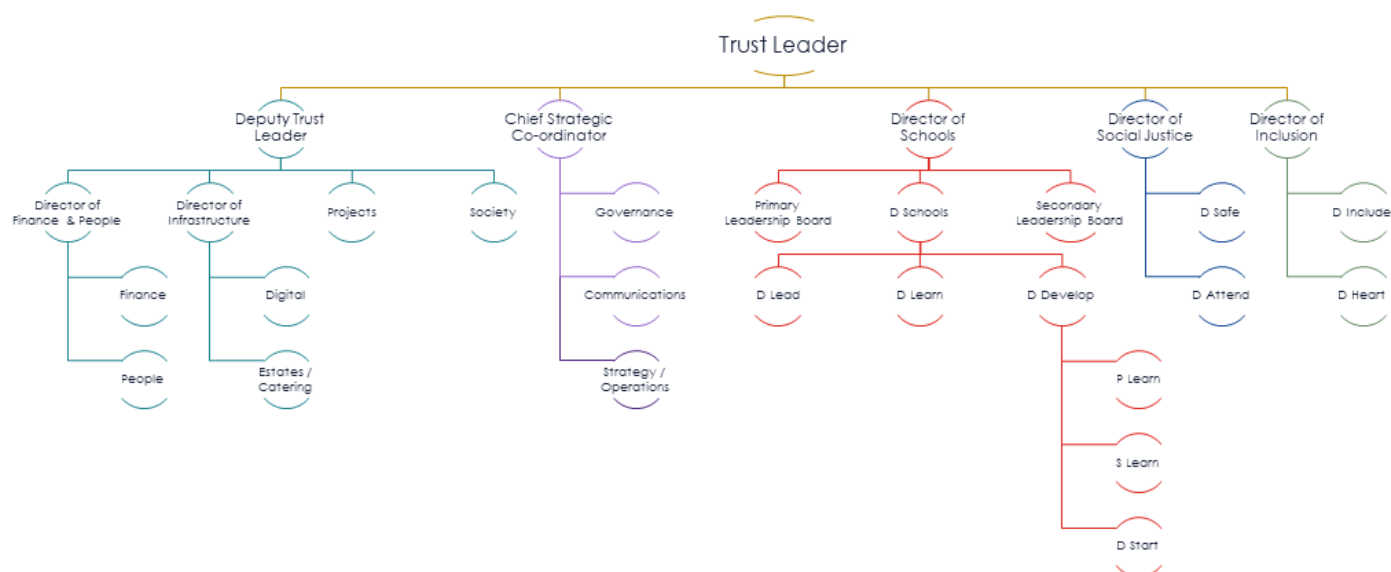
\* Our Church schools also work cooperatively within an informal hub

## 4.2. Operational Structures

To support the vision and values of our Trust, our 3-year objectives and our longer-term ambitions, our structures support and develop our academies through agile teams centered around key areas of focus, with our academies at the centre.

Our Trust leadership and improvement is centered on D EDG, the strategic partnership board for all the activities we undertake. The board is comprised of the Senior Leaders responsible for framing and enacting our strategy to meet our ambitions. The Board is comprised of our 3 D-Vehicles- the drivers for success that will ensure that our ambitions become a reality and that all of the work across the Trust, Civic and System leadership we undertake is aligned and congruent.

D EDG is our Executive Team and is where we find balance in the work we undertake between the professional accountability that is so important to ensure that we have a standard of excellence in all of the work we do as Public Servants and the democratic accountability that is vital to ensure that we centre this excellence in the needs of the communities we serve through listening, connection and relationship. The key ambition for D EDG is to act as the check and balance on the enactment of our values into behaviours to ensure that we are modelling and exemplifying the Nolan Principles. We subscribe to the Ethical Framework for Educational Leadership; based upon the seven Nolan principles of public life.

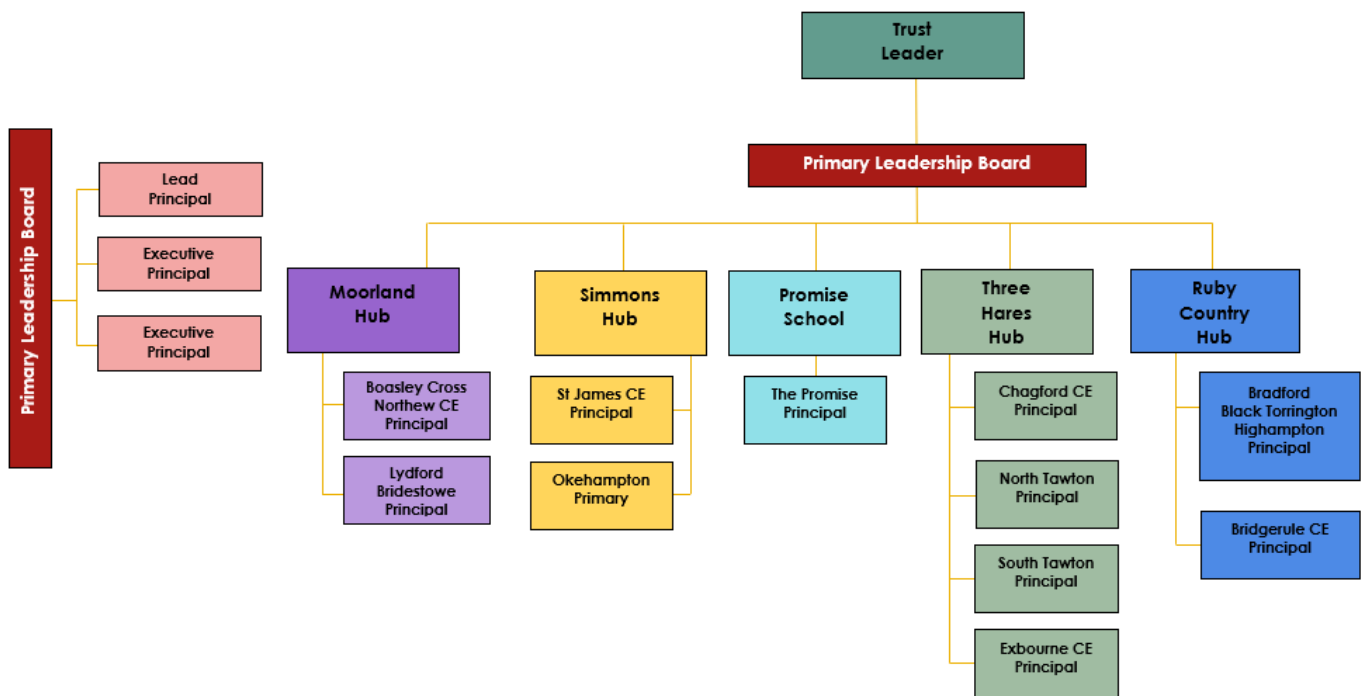


- **D Schools** is the centre of our Trust work and is where all aspects of School-based work is enacted. D Schools is organised into 3 Channels, each with specific domains of focus.
  - D Learn is the centre of learning and teaching and the driver of school improvement
  - D Lead is the centre of development and leadership and is the driver of people improvement
  - D Heart is the centre of Inclusion and equity and is the driver of entitlement improvement
  
- **D Serve** is the centre of our Operations work to facilitate our Trust and Civic work.
  - D Finance is the centre of our fiscal efficiency and effectiveness offer
  - D Estates is the centre of our operations support and improvement offer

- D Digital is the centre of our Digital inclusion offer
- D People is the centre of our HR and Talent Management offer
- **D Society** is the centre of our Civic work, supporting the work of D Schools and extending the impact we have within our local system. D Society is organised into 3 Channels, each with specific domains of focus.
  - D Safe is the centre of safeguarding and the development of truly multi-agency improvement
  - D Pride is the centre of community cohesion and celebration and is the driver of Civic improvement
  - D Drive is the centre of innovation and project development and is the driver of partnership improvement

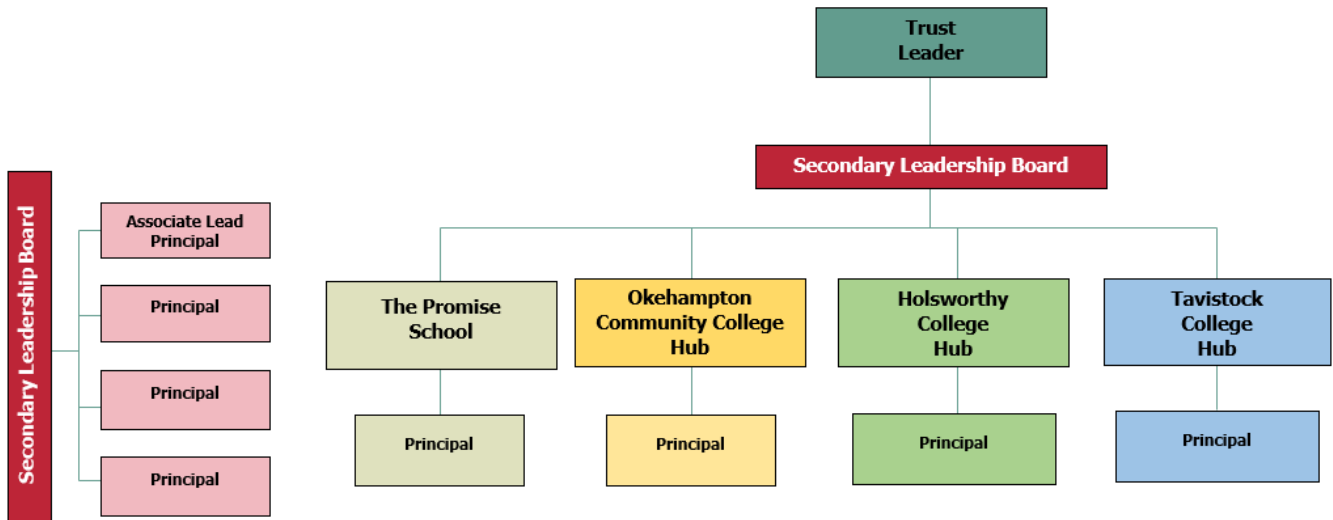
### 4.3. DMAT Schools

#### Primary Phase





## Secondary Phase



## 5. Governance Key Roles and Responsibilities

The Trust is a company limited by guarantee and in accordance with the Academies Act 2010 is an exempt charity.

The Trust's three core layers of governance are Members, Trustees and Local Stakeholder Boards. We have set out below an overview of the key roles and responsibilities across the different layers of governance.

### 5.1. Members

The Members of the Trust are guardians of the governance of the Trust and, as such, have a different status to Trustees. Originally, they were the signatories to the Memorandum of Association and agreed the Trust's first Articles of Association (the legal document which outlines the governance structure and how the trust will operate). The Members have ultimate control over the Trust.

DMAT has five members. Members are not permitted to be employees of DMAT.

The Articles of Association also describe how members are recruited and replaced, and how many of the Trustees the Members can appoint to the Trust Board (7). The Members have the ability to appoint some of the Trustees to ensure that the Trust's charitable object is carried out and are able to remove Trustees if they fail to fulfil this responsibility. Accordingly, the Trust Board submits an annual report on the performance of the Trust to the Members.

Members are also responsible for approving any amendments made to the Trust's Articles of Association.

### 5.2. Trustees

The Trustees are responsible for the general control of the Trust in accordance with the provisions set out in the Articles of Association and this Scheme of Delegation. The Board of

Trustees is the accountable body for the performance of all Academies within the Trust and, as such, must:

1. Ensure clarity of vision, ethos and strategic direction;
2. Hold the CEO to account for the educational performance of the Academies and their pupils, and the performance management of staff; and
3. Oversee the financial performance of the Trust, ensuring financial probity and value for money.
4. Hold the Local Stakeholder Boards to account for the effective Governance at the level 'knowing and understanding the school' as outlined in this Scheme of Delegation.

## **Membership**

While Trustees can serve as Members, best practice recognises that the Members are responsible for holding the Trustees to account. Therefore, we have adopted separation between the Members and Trustees.

## **'Trustees' and 'Directors'**

The Trust is a company limited by guarantee and an exempt charity. Therefore, Trustees must comply with company, education and charity law requirements. This results in the terms 'Trustees' and 'Directors' being used interchangeably. However, the Articles of Association refer to 'Trustees'. The use of the term Trustee also distinguishes these individuals from those who are executive officers with the job title of director but who are not actually Companies House registered directors.

## **Delegation**

The Board of Trustees is permitted to exercise all the powers of the Trust. The Board of Trustees delegates, to the CEO, responsibility for the day-to-day operations of the Trust.

The Trustees (with the consent of the Members where changes to the Board of Trustees are at issue) have the right to review and adapt the Trust's governance structure at any time, which includes revoking delegation.

## **Meetings**

The Board of Trustees meets on a termly (or more frequently if necessary) basis. Subject to the consent of the Board of Trustees, external advisors, LSB representatives, Principals, Staff and Parent representatives may also attend any committee meetings to make recommendations to the Board of Trustees. These additional attendees shall not have voting rights at committee meetings.

## **Payments**

As a company and an exempt charity, Trustees are bound to comply with charity and company law as well as the requirements of the Academies Financial Handbook. Charity law expects individuals and organisations to become involved with a charity purely for altruistic purposes. The law does not envisage, or normally allow, for a profit to be made by a Trustee or a Member simply for acting in accordance with the role that he or she has taken on. The Trust's Articles of Association set out specific provisions relating to payment of Trustees. In short, there are two circumstances in which Trustees may be paid by the Trust:

**1. Reimbursement of reasonable expenses**, properly incurred when acting on behalf of the Trust. Please note that this is at the discretion of the Board of Trustees. Permission should be

sought in advance (e.g. annually) of incurring any expenses and receipts must be provided. Only reasonable expenses can be reimbursed and any expenses incurred may be subject to scrutiny by the ESFA.

**2. Payment for services provided outside the role of a Trustee.** This is subject to very strict rules and legal advice must be sought when considering payment of this kind.

In summary, payment of Trustees must be considered carefully and properly documented fully taking into account the Articles of Association and the Academies Financial Handbook.

### **Trustees' Conflict of Interests**

A conflict of interests is any situation in which a Trustee's personal interests (or those of a person or body connected to him or her), influence or appear to influence or affect that individual's decision-making.

As Trustees of an exempt charity, the Trustees have two sets of similar duties to avoid conflicts of interest. The first duty derives from the charity law duty imposed on Trustees by virtue of their positions as charity law Trustees. The second duty arises from company law and is imposed on Trustees by virtue of their position as Directors under company law.

Essentially, the Trustees have a legal obligation to act in the best interests of the Trust and in accordance with the Trust's Articles of Association, and to avoid situations in which there is an actual conflict of interests or where it is reasonably perceivable that an actual conflict could emerge.

## **5.3. The Trustees' Committees**

The Trust board meets at least termly and has established a number of committees which meet at least termly

The Trust Board will ensure that the values set out in the Vision Statement above are embedded in all the actions and activities of the Dartmoor Multi Academy Trust and to hold the CEO accountable for the inclusion of these values.

The Trust Board will work with the Executive team to set the overall vision and mission for the Trust and hold the Executives to account on school improvement.

The Trust Board ensures that the financial, human, IT and estates resources of the MAT are being effectively managed. The Executive provides guidance to the Board of Trustees on all matters relating to Trust resources.

The Trust Board will be responsible for ensuring: the MAT complies with Health and Safety in line with current legislation and policies; the Business Critical Risk Register is utilised to ensure transparency; and any issues or risks are being managed.

The Trust Board has Safeguarding at the top of its priorities. It delegates the day-to-day oversight of Safeguarding standards to Local Stakeholder Boards, who work closely with the Trust executive and academies to ensure that standards are high. The Trust Safeguarding Lead (CEO) reports to the full Trustees following ongoing conversation with the DSLs within the schools.

### **5.3.1. Quality Education Committees (Primary Focus, Secondary Focus)**

The Quality Education Board's main purpose is to ensure that the overall curriculum provision for cohorts, groups and phases of children meets the standards and expectations of the Trust and the entitlement for each community. The QEC hold one meeting each half term (pre-set dates as part of annual calendar).

The QEC should include the following members:

- 3 Trustees
- LSB Chairs or LSB nominated governors
- To include at least 1 Foundation representative (governor or trustee or ex officio governor)

### **5.3.2. Audit Risk and Assurance Committee:**

The Compliance and Assurance Committee will monitor the integrity of the MAT's financial statements, financial performance, internal financial controls, internal control and risk management, along with reviewing the effectiveness of the internal audit function. The committee will report back to the board on how it has discharged its responsibilities.

The committee is made up of three trust board members. The Chair of the Board will be invited to attend each meeting. The Accounting Officer and other relevant senior staff will routinely attend the committee to provide information and participate in discussions. Employees of the Trust will not be members of the Committee. The committee will meet at least three times a year.

### **5.3.3. HR, Pay and People Committee**

HR, Pay and People Committee is accountable for the success of the Trust in managing, supporting and developing their staff in terms of performance management and pay, employee relations and wellbeing, equality and diversity, changes to terms/conditions and joint union relationships. It is specifically accountable for ensuring an effective performance system, setting pay policy and ensuring HR legal requirements are met. The committee will meet twice a year.

HR, Pay & People Committee should include:

- A minimum of 3 Board of Trustees members.
- The CFOO and other relevant senior staff will routinely attend the committee to provide information and participate in discussions.
- Employees of the Trust will not be members of the Committee.

### **5.3.4. Resources, Finance and Estates**

The Resources, Finance and Estates Committee is accountable for the success of the Trust in managing its financial and estates resources to achieve maximum effectiveness and best value.

They will review the budgets and financial monitoring and make recommendations to the Board of Trustees on budget proposals.

The Committee will also be responsible for ensuring the Trust is financially secure and complies with statutory financial reporting, the Academies Financial Handbook and Accounts Direction.

It will include a minimum of 3 Board of Trustees members. The CEO and other relevant senior staff will routinely attend the committee to provide information and participate in discussions.

Employees of the Trust will not be members of the Committee.

### 5.3.5. Inclusion & Social Justice

The Inclusion & Social Justice Committee's main purpose is to review all the schools against the core values of Every Child Succeeds and to use data analysis and commissioned reports to inform future strategy and effective deployment of resources.

The ISJ should include the following members:

- 3 Trustees
- LSB Chairs or LSB nominated governors (SEND Lead)
- To include at least 1 Foundation representative (governor or trustee or ex officio governor)

### 5.3.6. Other Committees

Other committees may be formed from time to time.

- **LSB Panels** (to oversee complaints, admission appeals and exclusions).
- **Resolution Committee** – Trust Board level if independent panels are required e.g. Stage 2 complaints and independent exclusion appeals.
- **Admissions Committee** – Trust Board level that meets once a year to review the trust wide policy and monitor any issues that have arisen.
- **Nominations Committee** – Trust Board level to approve LSB members and Trustee nominations
- **Remuneration Committee** – responsible for overseeing the remuneration policy and strategy of the organisation, together with approving annual pay increases as proposed including Trust Leader/CEO and Deputy Trust Leader/CFOO payments and benefits.

## 5.4. Local Stakeholder Boards:

Local Stakeholder Boards (LSB) are subcommittees of the Trust Board; their duties are outlined below.

Whilst foundation governors act as governors and are responsible for all schools within their hub, the LSB must ensure that the foundation governor(s) is present when any matters involving the Christian distinctiveness, values and ethos of CofE academies are discussed.

The composition of the LSB committees is determined by the Board and considers the skills audit of individuals and the committee as a whole. It also ensures that the number of governors who are paid employees of the Trust does not exceed one third of the total number. Due consideration will be given when a governor changes status to become an employee of the Trust.

### 5.4.1. Purpose

We aim to empower people to bring about lasting change in their communities. LSBs are open to anyone who is committed to shaping the DMAT vision into reality in their communities.

The purpose of the LSB is to provide local access and accountability for our parents and carers; framed within a cooperative structure to build and deepen partnership and connection. This is the place that the voice of the individual pupil, staff member, parent and other membership groups (each church school has an Ethos Committee, and non-Church school has a Schools Community Forum the minutes of which will feed into the LSB) is heard and understood; where the lived experience of our provision and offer is felt and triangulated.

The Local Stakeholder Boards (LSBs) are Committees of the Board of Trustees. They have no delegated decision-making powers however, LSBs have an important role in ensuring that Academies understand the local community context that they are operating in, as well as providing a mechanism for the local community to support their Academy.

### 5.4.2. Terms of Reference

Pupils and Learning	Compliance and Monitoring	Community Links and Voice
<ul style="list-style-type: none"> <li>• Pupil Attendance</li> <li>• Pupil Behaviour and exclusions</li> <li>• Monitoring Pupil Premium, Special Educational Needs (SEN), Sports Premium (Primary) and Year 7 Catch up (Secondary) budgets and any other Catch-up funding (e.g. Covid Catch Up funding and pupil outcomes</li> <li>• Curriculum delivery including provision for vulnerable groups e.g., Catch up funding, Special Educational Needs, Pupil Premium Funding, Sports Premium Funding</li> <li>• Pupil placement Transition of pupils into Early Years, KS1 and KS2 (Primary) and KS3, KS4 and KS5 (Secondary)</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding triangulated</li> <li>• School-specific Appendices of Trust Policies</li> <li>• Advise and consult on recruitment with exception of church academies where participation by foundation governors on leadership interview panels is mandatory</li> <li>• SIAMS</li> <li>• If required, interaction with Ofsted inspectors</li> <li>• Board Self-Evaluations – annually</li> <li>• Governor Lead Roles to include: Safeguarding, Ethos, SEND, Foundation, QEC, Early Years and Community</li> </ul>	<ul style="list-style-type: none"> <li>• Community and Church links</li> <li>• Parental engagement and communication</li> <li>• Pre School links and communication</li> <li>• Maintain unique identity and ethos of each school within the LSB and safeguard the vision and values and build the overall hub identity within the Trust.</li> </ul>

### 5.4.3. Constitution

Membership will be made up of 12 governors:

#### Primary

- 2 Foundation Governors (or additional Community Governors if not Church school hubs)
- 4 Co-Opted Governors
- 2 Parent Governors
- 2 Staff Governors (1 from non-teaching staff team, 1 from teaching staff team)
- 1 Community Governor
- Principal. In Hubs where there is more than one Principal, a lead Principal will be nominated by the CEO. All Principals will attend but will not be members.

#### Secondary

- 4 Co-Opted Governors
- 2 Parent Governors
- 2 Staff Governors (1 from non-teaching staff team, 1 from teaching staff team)
- 3 Community Governors
- Principal. In Hubs where there is more than one Principal, a lead Principal will be nominated by the CEO. All Principals will attend but will not be members.

Appointments will be made for **four** years. Continuation will be subject to the approval process below following a skills audit review of the governors and annual review of the LSB.

In the event of split vote, the Chair has casting vote.

The LSB hold one meeting per half term.

The quorum for any meetings of the LSB will be 50% of the constitution of the LSB.

### 5.4.4. Recruitment and Appointments

Chairs will be appointed by the Trust Board and the Vice Chair is nominated by the LSB themselves.

Recruitment of all LSB members will be managed centrally through the Trust's online recruitment platform. Vacancies will be advertised on the Trust's recruitment platform, Trust website and may also be promoted by individual schools.

Terms of office will be aligned to end of academic terms to facilitate training, development and succession planning.

Potential vacancies will be identified termly by the Governance Manager/ Lead Governance Professional **six months** in advance of governor end of term dates, or when notified of a governor indicating an earlier resignation.

General queries will be dealt with by the Trust's recruitment lead. The relevant Chair of the LSB will undertake informal discussions where relevant, and a relevant Trustee may be required to discuss a panel of LSB members or Trustees. Visits may be arranged where relevant in consultation with the relevant clerk or school administrator.

Applications will be reviewed and nominated by the Panel based on the skills audit of the applicants and needs of the LSB.

The Trust HR Team (D-Serve) will complete the necessary DBS checks.

The Governance team will take up references.

Nominated applicants will be submitted to the Board of Trustees Nominations Panel for approval.

The Lead Governance Professional will issue appointment letters and co-ordinate with the Governance Manager/Chair to organise induction.

Foundation LSB governors are recommended by the relevant Church authority to uphold the foundation of Church academies and are appointed by the Board of Trustees.

Parent and Staff Governor elections will be coordinated by the LSB Lead Governance Professional or Governance team. Principals will invite requests for nominations and nominations will be received electronically by the Governance Team. Chairs will act as contact point for governance questions.

Parent governors shall be appointed or elected by the parents of the academies within the Hub. In the event that the number of parents standing for election is less than the number of vacancies, the Board of Trustees may appoint Parent LSB governors.

Staff governors shall be elected by the staff of the academies within the hub. In the event that the number of staff standing for election is less than the number of vacancies, the Board of Trustees may appoint Staff LSB governors.

#### **5.4.5. Record Keeping**

Summary notes of key challenges, notes and actions will be taken at each LSB. Minutes will be produced within five days of the meeting and uploaded to the relevant portal and LSB webpage on the Trust website. If the minutes cannot be provided, the Chair of Trustees / Governance Manager must be notified immediately.

The Trust adopts electronic signing of minutes.

Meetings may be recorded in line with the Trust's policies for Virtual Meetings. This will be to aid accurate minute taking and will be deleted within 14 days. Recordings will not be circulated or published.

#### **5.4.6. Removals and Disqualifications**

An LSB governor or Trustee shall no longer serve on the LSB or Board if they:

- a) Resign by giving notice in writing to the Chair of the relevant Board. Resignations should be copied to the Chair of Trustees;
- b) are removed by the Board of Trustees, with notice given in writing. A copy of the notice will be forwarded to the Chair of the LSB;
- c) are the subject of a recommendation to be removed, sent to the Board of Trustees by the Chair of the Trust. They are then removed by the Board of Trustees, with notice given in writing, and a copy of the notice is then forwarded to the Chair of the LSB;



- d) become incapable, by reason of mental disorder, illness or injury, of managing or administering their own affairs;
- e) are absent without the permission of the Chair of the relevant Board from all meetings of the board held within a period of six months, and the board resolves that their office be vacated;
- f) are a staff LSB governor and no longer works for the Academy of which they are an LSB governor;
- g) has had their estate sequestrated and the sequestration has not been discharged, or is subject to a bankruptcy restrictions order;
- h) are subject to a disqualification order under the Company Directors' Disqualification Act 1986, or to an order made under the Insolvency Act 1986;
- i) are subject to an order of the Charity Commission removing them from the office of charity trustee, on the grounds of misconduct or mismanagement in the administration of the charity for which they were responsible, or to maladministration of which their conduct contributed;
- j) are included in the list kept by the Secretary of State under Section One of the Protection of Children Act;
- k) are disqualified from working with children in accordance with Section 35 of the Criminal Justice and Court Services Act 2000;
- l) are barred from regulated activity relating to children within the meaning of the Safeguarding of Vulnerable Groups Act 2006;
- m) has a direction made against him or her under section 142 of the Education Act 2002, or they are subject to a prohibition order which takes effect as if contained in this direction;
- n) has at any time been convicted of any criminal offence excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence, except where a person has been convicted of an offence which falls under the Charities Act 1993, section 72; and
- o) does not provide the Chair of the relevant board with a criminal records certificate at an enhanced disclosure level. In the event that the certificate discloses information which in the opinion of the Chair or the Principal or CEO confirms that person's unsuitability to work with children, that person shall be disqualified.

The removal and disqualification of Trustees is set out in the Trust's Articles of Association.

## 5.5. Executive Team

1. The Executive Team (known as Executive Directors Group or D EDG) comprises the CEO, CFOO, the Associate Executive Director of Education and the Associate Executive Director of Inclusion. Associate member may attend from time to time.
2. The CEO reports to the Board of Trustees on the performance of the Trust including performance of the Trust's Academies, which is also supplemented by monitoring reports from the LSBs. The CEO is held to account by the Board of Trustees
3. The CEO has delegated responsibility for the operation of the Trust, including the performance of the Trust's Academies and is responsible for all staff across the Trust.

4. The CEO oversees D Schools and other organisational structures which may be adopted to achieve the Trust's objectives.
5. The CEO is the Accounting Officer with overall responsibility for the operation of the Trust's financial responsibilities and must ensure that the organisation is run with financial probity, effectiveness and stability, avoiding waste and securing value for money.
6. The CEO and CFOO oversee the work of the Trust Operations, known as D Serve including Finance, Digital (including Information Security & Data Protection <sup>1)</sup>, Estates, and People to support and implement school and Trust development priorities across DMAT, sharing expertise and transforming practice.

## 5.6. DMAT Schools

The Academy Principals are responsible for the day-to-day management of their academies.

The Trust has established a Primary Leadership Board and a Secondary Leadership Board. Both boards meet regularly with the CEO or nominated representative.

Principals are line-managed by and accountable to the Primary Leadership Board and Secondary Leadership Board who in turn are line managed and accountable to the CEO. Principals co-construct and deliver the aims, vision and values of the Trust alongside the Executive and Board of Trustees. The Principals work with the Local Stakeholder Boards to monitor standards, sharing school development and improvement plans.

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<sup>1</sup> In line with the GDPR, the DPO maintains a direct line of reporting to the CEO and Trust board.

## 6. Glossary to Table of Responsibilities

In line with best practice, delegations are defined (rather than by 'ticking' to indicate activity by the stakeholder). DMAT has adopted the following matrix.

**Members:** Under normal on-going Trust activities the Members do not get involved with the day-to-day operations of the Trust Board or the leadership activities of the CEO. Members keep a watching brief through their meetings with the Trust Board Chair and the CEO. Members hold the Trust Board to account for the effective governance of the Trust, but they have a minimal impact on the running of the Trust. Members are essential to the integrity of an academy trust structure. They are the last line of defense from the failure of governance and failure to uphold the charitable objects of the organisation. Refer to Section 5.1"

<b>Perform</b>	The individual/group will follow agreed policies and procedures or carry out specified duties. They are accountable for executing or implementing decisions or policies. They may be required to report on the delivery of duties/actions. In the case of (i) the CEO, reports will be to the Board and/or LSB (as appropriate), (ii) the LSB, they will be making reports in relation to their school to the Board and/or CEO (as appropriate) and (iii) the Principal, they will be making reports in relation to their school to the CEO and/or LSB (as appropriate).
<b>Consult</b>	The individual/group that should be consulted as part of the process of completing a particular task. This role describes those whose knowledge and expertise is important in making the decision but does not imply that their input will be followed in all circumstances. This role is a supporting role
<b>Recommend</b>	The individual/group that should make recommendations as to how a particular task should be completed or what particular course of action should be taken. The Recommend role typically involves a significant element of work in a decision. They may gather relevant input (Consult) and propose a course of action—sometimes alternative courses, complete with pros and cons so that the Approver's choices are clear, simple and timely.
<b>Agree</b>	This role represents a <b>formal approval</b> of a recommendation. The 'Agree' and the 'Recommend' should work together to come to a mutually satisfactory proposal to bring forward to the Approve group. Not all decisions need an Agree role, as this is typically reserved for those situations where some form of regulatory or compliance sign-off is required.
<b>Approve</b>	Approves the decision or activity. Accountable for making sure the activity is satisfactory and meets performance standards. May delegate work. <b>There must be only one Approve body specified for each task.</b>
<b>Monitor</b>	The individual/group which observes, checks and ensures the delivery of a particular task. They may be required to report to other groups.
<b>Scrutiny</b>	The individual/groups will undertake a careful and detailed examination of a particular task to ensure compliance.
<b>Strategic Overview</b>	The individual/group will observe and gain an appropriate level of understanding of a particular task or issue, commenting as appropriate
<b>Trust Board Committees</b>	Compliance & Assurance, Resources, Estates & Digital, People & Pay have delegated responsibilities to review and scrutinise areas set out in their TOR with a view of providing a recommendation to the Trust Board for approval.
<b>LSB</b>	Local Stakeholder Board
<b>CEO</b>	Chief Executive Officer
<b>CFOO</b>	Chief Finance and Operations Officer

## 7. Table of Responsibilities

Appointments	Appointed Position	Principal	LSB	CEO	Trust Board
	1. <b>Members:</b> Appoint / remove, ensuring that C of E academies are represented at this level				
	2. Role descriptions for members				
	3. Role descriptions for Trustees/ Chairs/ Specific roles/ Committees				Approve
	4. Trustees				Approve Co-opted Trustees
	5. CEO (Appoint/ Remove)				Recommend Approve
	6. Accounting Officer (Appoint/ Remove)				Approve
	7. Principal (Appoint/ Remove)			Approve <sup>2</sup>	
	8. Other School staff including Associate Principal, Head of Department, TLR, Other Teaching Posts (where budgetary approval is in place)	Approve		Consult	
	9.. Appoint CFOO for delivery of Trust's detailed accounting processes and oversight of all Trust administration			Recommend	Approve

<sup>2</sup> For Church Schools, the Diocese must be consulted.  
DMAT Scheme of Delegation

Strategic Objectives	Duty	Principal	LSB	CEO	Trust Board	
	10.	Determine the Trust's culture and values			Recommend	Approve
	11.	Embed the Trust's culture and values	Perform	Perform	Perform	Perform
	12.	Determine the Trust's strategic objectives, vision and strategy	Consult	Consult	Recommend	Scrutiny Approve
	13.	Deliver Trust's strategic objectives, vision and strategy and Key performance indicators			Perform	Monitor
	14.	Determine each school's strategic objectives, vision and strategy	Recommend	Monitor	Approve	Monitor
	15.	Deliver each School's strategic objectives, vision and strategy	Perform	Monitor	Scrutiny	
	16.	Uphold the Cooperative Statement of Intent in all Cooperative schools	Perform	Monitor	Perform	Monitor
	17.	Engaging with parents	Perform	Perform/ Monitor	Approve	Scrutiny

Compliance	Duty	Principal	LSB	CEO	Trust Board	
	18.	<b>Funding Agreement</b> – comply with all obligations including the Schools Financial Handbook	Perform		Perform	Monitor / Perform
	19.	<b>Regulatory</b> – with all regulations affecting the Trust (including all charity law, company law, employment law and health and safety)	Perform		Perform Monitor	Monitor / Perform
	20.	<b>Financial Oversight</b> - ensuring that there are appropriate financial controls so that there is regularity, probity and value for money in relation to the management of public funds	Perform		Perform Monitor	Monitor / Perform
	21.	Oversee programme of financial and non-financial internal scrutiny				Monitor / Perform
	22.	Register of business interests, conflicts of interest and connected party transactions	Perform	Perform	Prepare Monitor	Perform
	23.	Growth of the Trust - consider requests from other schools to join the Trust			Recommend	Scrutiny Approve
	24.	Compliance with statutory requirements, such as H&S, Fire Management, Safeguarding and Information Governance/ Data Protection	Perform		Comply Perform Monitor	Monitor
25.	Convening Resolution Committees (Stage 2 complaints, reviewing suspensions and permanent exclusions)		Perform		Monitor / Perform	

	Duty	Principal	LSB	CEO	Trust Board	
<b>Governance and Structure</b>	26.	Appointment and removal of Trustees as set out in Trust Articles. <sup>3</sup>				Recommend
	27.	Scheme of Delegation	Consult	Consult	Recommend	Recommend/ Approve
	28.	Appointment and removal of Trust Chair and Vice Chair of the Trust Board				Approve
	29.	Appointment and removal of Chair and Vice Chair of Trust Committees				Approve
	30.	Appointment of Lead Trustee for SEND, H&S, Safeguarding and Whistleblowing				Approve
	31.	Trust Committees (Structure and membership)				Recommend / Approve
	32.	Appointment / removal of LSB Governors. <sup>4</sup>		Recommend		Approve
	33.	Election of Parent and Staff governors.		Approve		Scrutiny
	34.	Annual review of Trust performance			Perform	Approve
	35.	Election of LSB of Chair and Vice- Chair		Propose		Approve
	36.	Annual review of LSB performance	Advise	Perform		Scrutiny
	37.	Power to remove/ amend an LSB			Recommend	Approve
38.	Appointment of the External Auditors				Recommend / Agree	

<sup>3</sup> Note the process of appointment and removal of Diocese appointed Trustees

<sup>4</sup> Trustees to discuss the skills needs of each LSB with LSB Chair following LSB Skills audit and performance review

	Duty	Principal	LSB	CEO	Trust Board	
<b>Governance and Structure</b>	39.	External Auditor reports: receive / respond	Comply		Perform	Approve / Monitor
	40.	Annual Cycle of Business for Trust Board			Recommend	Approve
	41.	Annual Cycle of Business for LSBs		Consult	Recommend	Approve
	42.	LSB Agenda and Minutes		Comply		
	43.	Agree Articles of Association			Recommend	Agree
	44.	Governance Structure for the Trust (including Governance Annual Review)		Consult		Recommend / Agree
	45.	Policies (Statutory Trust-wide policies)	Comply	Comply	Recommend	Approve
	46.	Policies – review and approval of specific school policies <sup>5</sup>	Recommend	Approve		
	47.	Terms of reference: Trust and LSB Committees		Consult	Consult	Approve
48.	CPD for Trustees and LSB Governors		Recommend Perform	Recommend	Perform Approve	
	49.	Trust Development Plan – oversight, seeking assurance and	Perform	Perform	Perform	Perform Approve

<sup>5</sup> In practice, there will be very few school-based policies which require LSB approval.  
DMAT Scheme of Delegation



School Improvement			Principal	LSB	CEO	Trust Board
	50.	School Development Plan / Objectives	Recommend / Perform	Monitor	Approve	Monitor
	51.	Improve the quality of education in schools	Perform	Monitor	Strategic Overview	Scrutiny
	52.	Curriculum Intent: implementation and impact	Perform	Monitor	Approve Monitor	Scrutiny
	53.	Deliver early years curriculum in line with Early Years Foundation Stage (EYFS) framework	Perform	Monitor	Monitor	Scrutiny
	54.	Ofsted and SIAMs: Ensure academies are inspection ready	Perform	Monitor	Monitor	Scrutiny
	55.	CPD Programme: Implement and impact	Perform	Monitor	Recommend Monitor	Monitor
	56.	Report on delivery and impact of ring-fenced funding ( <i>Pupil Premium, Sports Premium (Primary), Year 7 Catch up, Covid Catch up, SEND</i> )	Perform	Scrutiny	Monitor	Strategic Overview
	57.	Setting Admission Arrangements for individual academies for approval at Trust Board.	Consult	Consult	Recommend	Approve
	58.	Change in age range of any of the Trust's schools	Consult		Agree Recommend	Approve
	59.	Collective Worship arrangements.	Perform	Scrutiny	Monitor	
	60.	Provision of Sex & Relationships Education (SRE) in line with statutory requirements	Perform	Scrutiny	Monitor	
61.	Provision of Careers Education in line with statutory requirements	Perform	Scrutiny	Monitor	Monitor	

		Principal	LSB	CEO	Trust Board	
<b>School Improvement</b>	62.	<b>C of E Academies Only.</b> Responsibility for school's distinctive Christian character.	Perform	Monitor	Monitor	Monitor
	63.	<b>C of E Academies Only.</b> Responsibility for maintaining and developing partnership between school and church at parish and diocesan level.	Perform	Monitor	Perform	Monitor
	64.	Student/Pupil issues (including attendance, punctuality and disciplinary matters)	Perform	Monitor	Recommend	Scrutiny
	65.	Keeping admission and attendance register in line with statutory requirements	Perform	Monitor	Monitor	Monitor
	66.	Set behaviour policy	Perform	Consult	Monitor	Monitor
	67.	Fixed Exclusions	Approve	Monitor	Monitor	Monitor
	68.	Permanent Exclusions	Recommend to CEO	Monitor	Approve prior to permanent exclusion	Monitor
	69.	School Operational Hours / Term Dates/ INSET dates / school closures due to illness or strike action	Recommend	Consult	Approve	Strategic Overview
	70.	School lunch – ensure provided to appropriate nutritional standards	Perform	Consult	Perform Monitor	Monitor
	71.	Provision of free school meals to those meeting criteria	Perform	Monitor		Monitor
	72.	To implement effective safeguarding policies	Perform	Monitor	Monitor	Monitor

		Principal	LSB	CEO	Trust Board	
<b>School Improvement</b>	73.	Deliver support to Looked After Children and Previously Looked After Children	Perform	Scrutiny	Monitor	Monitor
	74.	To implement SEND policy, and equality duty	Perform	Scrutiny	Monitor	Monitor
	75.	To ensure the public sector equality duty is met	Perform	Monitor	Perform Monitor	Monitor
	76.	Maintain accurate and effective and secure pupil records.	Perform	Monitor		Scrutiny
	77.	Maintain accurate and effective and secure employee files.	Perform		Perform	Monitor
	78.	Maintain an accurate and effective and secure Single Central Record (SCR)	Perform		Perform Monitor	Monitor
	79.	Undertake pre-appointment checks for staff & governance stakeholders inc. DBS	Perform		Perform	
	80.	Comply with all Data Protection legislation and good practice.	Perform	Monitor	Perform	Monitor

## Overview of Strategic Financial Management

As a family of Academies, our financial strategy seeks to make the best use of the resources at our disposal using the following core principles:

- **Consistent entitlement** – every child or young person should have a consistent entitlement to financial resource in line with their own unique needs regardless of which Academy they attend.
- **Efficiency** – Academy Principals and central Trust services must demonstrably manage the resources under their control as efficiently as possible.
- **Integration and Collaboration** – our aim is to ensure as much resource as possible is directed to the needs of the individual student. Whilst this involves focusing on efficiency it also means working together in hubs, across phases and in the Trust as a whole to support and share resource as best possible.
- **Sustainability** – the ongoing health of the organisation is based on operating within our income levels over the business cycle. Leadership at all levels, national, regional and within every Academy must be demonstrably committed to this end.

### To support this strategy:

We monitor key KPIs such as Pupil Teacher Ratios (PTR), Pupil Adult Ratios (PAR), average levels of pay and Student numbers v Academy capacity.

We ensure focused application of our budgets through pooled resources. Principals remain accountable for school specific budgets and manage the bulk of our income in delivering front line education. Our capital funding and non-education spend is managed centrally by our Trust Services team, delivering services, IT infrastructure, Estates management and expenditure, Trust leadership and governance.

Local Boards are responsible for monitoring the effective impact of ring-fenced funding including Pupil Premium, SEND and Sports Premium and Catch-up Funding.

Both groups are charged with ensuring they deliver value for money through adopting efficient structures, collaborating, and continually challenging themselves improve the impact and cost of the work they do for our students.

## Budget Setting

We are required by the ESFA to submit an overall balanced budget. Every year a finance timetable is constructed detailing the phases of budget (and three-year plan) preparation including:

- An initial draft looks at next year's budget in October/November designed to flush out any future strategic challenges
- This is followed by a detailed update in April/May once we have had formal confirmation of income from the ESFA. These budgets are internally signed off by the CFO and the Accounting Officer prior to gaining Board approval. This budget is consolidated in May in order for us to meet the ESFA's submission deadline of the end of July.

	Duty	Principal	LSB	CEO	Trust Board	
<b>Finance</b>	81.	Scheme of Financial delegation	Perform		Recommend/ Monitor	Approve Monitor
	82.	Individual school Educational budget.	Recommend Monitor		Recommend	Approve/ Monitor
	83.	Trust budget			Recommend	Approve
	84.	Management accounts	Monitor		Perform	Monitor
	85.	Managing trust's cash position			Perform	Monitor
	86.	Reporting: Financial reporting and KPIs published in Annual report and lodged with Companies House			Perform	Monitor
	87.	Finance Policies	Perform		Recommend	Approve Monitor
	88.	Annual accounts			Recommend	Agree
	89.	Corporate Risk Register	Consult	Monitor	Perform	Recommend / Approve
	90.	Approve Trust insurance arrangements			Approve	Strategic Overview
	91.	Trust Investments Policy incl. internal controls			Recommend	Approve

	Duty	Principal	LSB	CEO	Trust Board	
Pay and Performance	92.	Determine CEO and CFOO pay level, appraisal and pay award				Recommend Approve
	93.	Determine Principals salary scales			Approve	Monitor
	94.	Determine Principals appraisals and pay awards			Approve	Scrutiny
	95.	School staffing structure within the agreed budget	Approve		Consult	Strategic Oversight
	96.	Trust wide Statutory HR Policies	Perform		Approve	Monitor
	97.	Delivery Appraisal/ Performance Management Policy and pay reviews for staff	Perform		Approve	Monitor
	98.	Set Terms and Conditions of Employment and Staff Handbook			Approve	Monitor
	99.	Dismiss CEO and CFOO				Approve
	100.	Dismiss Principal / Cross Trust Staff			Approve (CEO)	Monitor
	101.	Consider requests for Early retirement, sabbatical or Flexible working	Perform <sup>7</sup> (School Staff)		Perform	Perform (CEO)
	102.	Review discipline and grievance policy	Consult		Approve	
	103.	Comply with Trust Whistleblowing Policy	Perform		Perform	Approve
	104.	Hear Grievance, Disciplinary, Redundancy, Capability cases	Perform		Perform	Perform (only in respect of an appeal panel if required)

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<sup>7</sup> Consult CEO (where there is a potential risk to the school)  
DMAT Scheme of Delegation

Trust Services	Duty	Principal	LSB	CEO	Trust Board	
	105.	Monitor effectiveness and scope of central services provided to the academies by the Trust	Consult	Consult	Perform	Monitor
	106.	Set Trust wide procurement policies in accordance with the Funding Agreement, Schools Financial Handbook and the Trust Finance Policy			Recommend	Approve
	107.	Trust Buildings, Asset and Premises Maintenance Strategy	Perform		Recommend/ Monitor	Approve Monitor
	108.	Allocation of SCA	Consult		Recommend	Approve
	109.	Acquiring and disposing of Trust Freehold owned land			Consult	Recommend
	110.	Media and PR of the Trust		Consult	Perform	Consult
	111.	Websites, School Prospectus and other public documentation of the Trust	Perform		Recommend Approve Monitor	Monitor