



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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V1.1	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
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Contents

1.	Vision, Aims and Objectives.....	3
2.	Scheme of Delegation.....	3
3.	Our Vision and Values	4
4.	Governance and Operational Overview.....	5
4.1.	Governance Organisation	5
4.2.	Operational Structures	7
4.3.	DMAT Schools.....	9
5.	Governance Key Roles and Responsibilities	11
5.1.	Members.....	11
5.2.	Trustees.....	11
5.3.	The Trustees' Committees	13
5.3.1.	Quality Education Committees (Primary Focus, Secondary Focus)	13
5.3.2.	Compliance and Assurance Committee:.....	13
5.3.3.	HR, Pay and People Committee	14
5.3.4.	Resources, Finance and Estates	14
5.3.5.	Other committees	14
5.4.	Local Stakeholder Boards:	14
5.4.1.	Purpose.....	15
5.4.2.	Terms of Reference.....	15
5.4.3.	Constitution	16
5.4.4.	Recruitment and Appointments	16
5.4.5.	Record Keeping.....	17
5.4.6.	Removals and Disqualifications	17
5.5.	Executive Team	18
5.6.	DMAT Schools.....	19
6.	Glossary to Table of Responsibilities	20
7.	Table of Responsibilities	22
	Appointments.....	22
	Strategic Objectives	23
	Compliance.....	24
	Governance and Structure	25
	School Improvement	27
	Finance.....	31
	Pay and Performance	32
	Trust Services	33



1. Vision, 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 schools including church schools. The Trust has a co-operative set of values and principles incorporating a strong ethos.
- The Dartmoor Multi Academy Trust will be underpinned by a top-quality Teaching School (The Dartmoor Teaching School); we intend to have strong capacity to develop all our staff. All Schools in the Trust will be members of the Teaching School Alliance;
- As a single employer, DMAT is committed to ensuring that it operates within UK employment legislation, recognising the relevant Unions where appropriate. We will mirror existing staff terms and conditions and will recognise from the outset the importance of retaining and attracting staff of the highest calibre.
- We believe in the benefits to the community of local schools and will always seek to maintain rural schools subject to their viability.
- DMAT will ensure that it is, at all times, compliant with all statutory obligations as prescribed by the DfE, ESFA and the Charity Commission.

2. 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.



3. 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.

Transformation

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.

Self-help

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

Equality

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 all serve.

Equity

We do not believe that background determines future. We believe that EVERY child, has the ABILITY and DESIRE to reveal the champion within. We believe in building SELF-ESTEEM through our commitment to CHARACTER Education and WELLBEING

Democracy

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.

Solidarity

Respect is not earned, it is given. We embrace, accept and celebrate our DIFFERENCES as beautiful and UNIQUE. We believe in ourselves and others, treating all with DIGNITY and UNDERSTANDING

Self-Responsibility

We believe it takes a community to teach a child and that in time each learner must take CHARGE of their own attitudes, behaviours and decision making. We do not seek for children to conform; instead to discover who they ARE and who they are BECOMING



4. Governance and Operational Overview

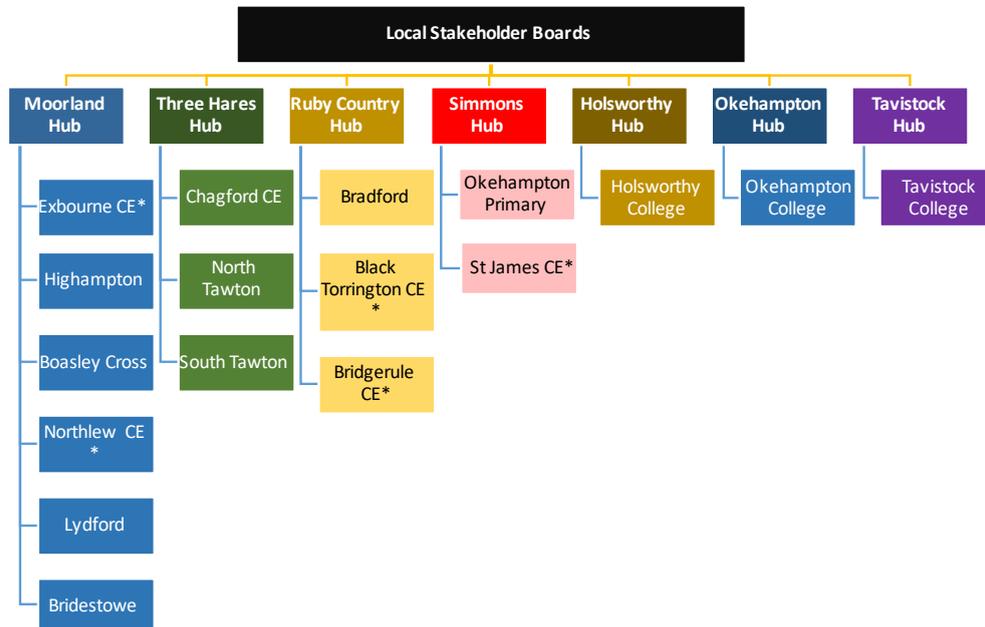
4.1. Governance Organisation

Our Governance Layers





Our Governance – Local Stakeholder Boards



** Our Church schools also work cœoperatively within an informal hub*



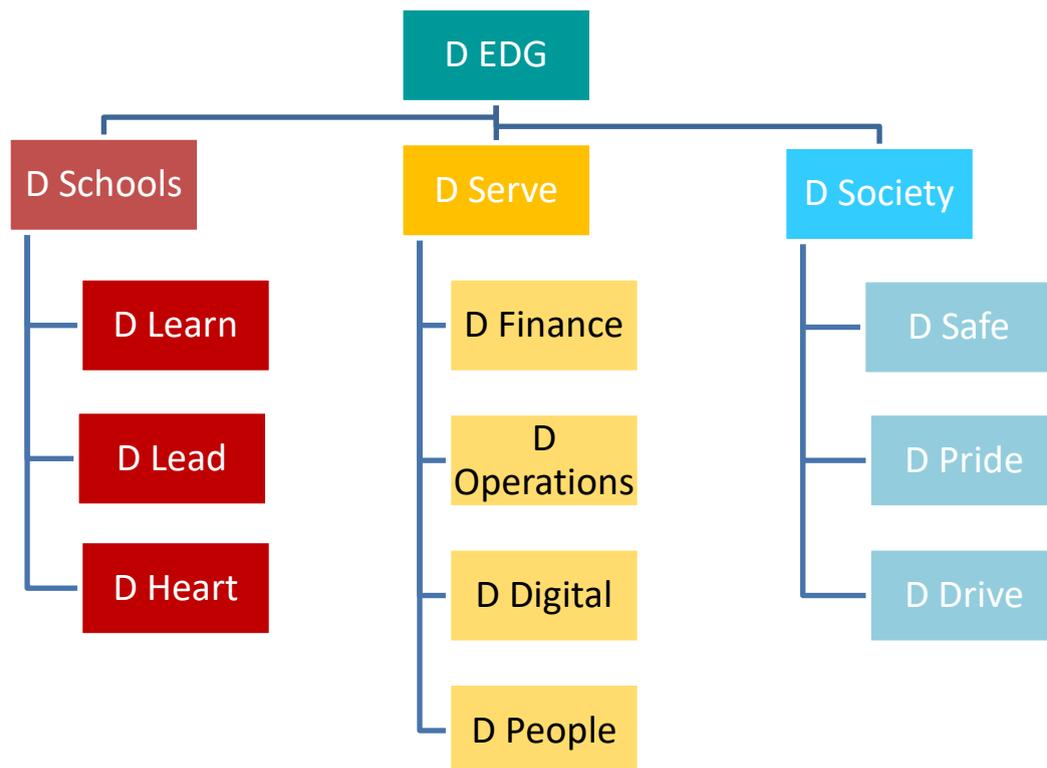


4.2. Operational Structures

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

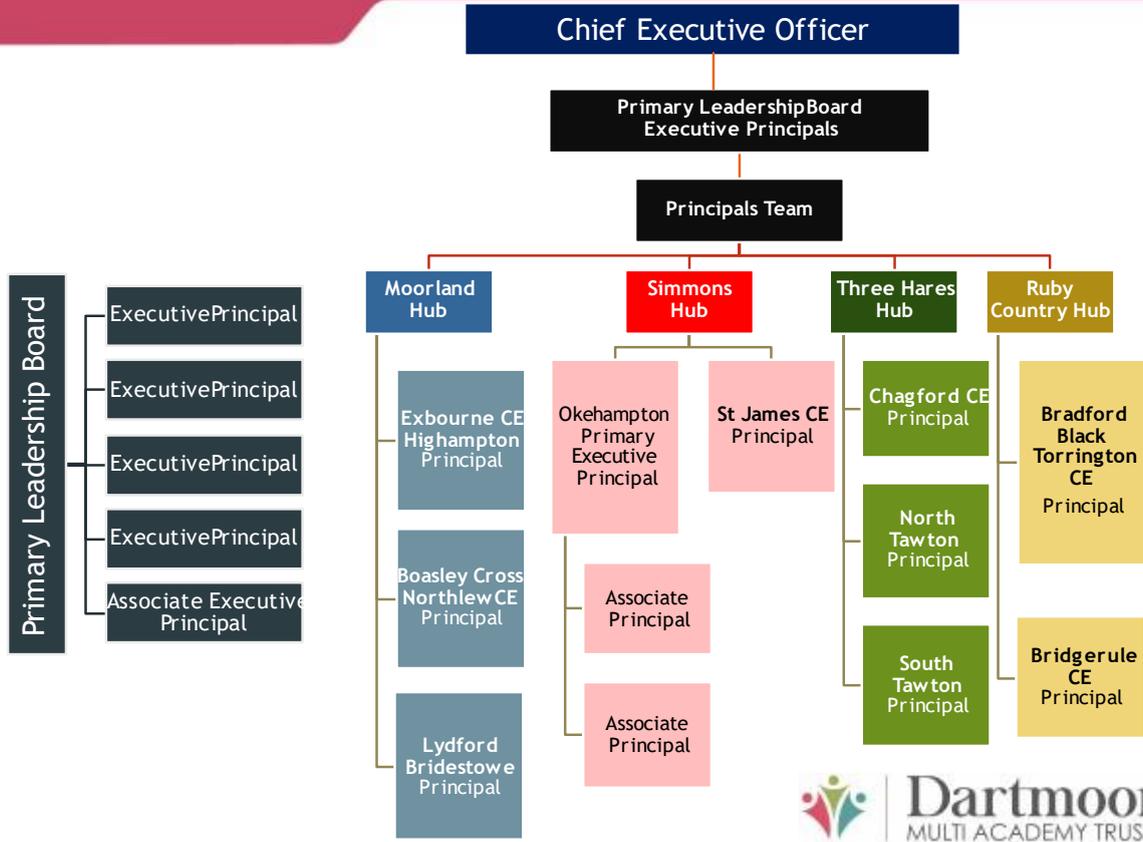


- D Heart is the centre of Inclusion and equity and is the driver of entitlement improvement
- **D Serve** is the centre of our Operations work to facilitate our Trust and Civic work.
 - D People is the centre of our HR and Talent Management offer
 - D Digital is the centre of our Digital inclusion offer
 - D Operations is the centre of our operations support and improvement offer
 - D Finance is the centre of our fiscal efficiency and effectiveness 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



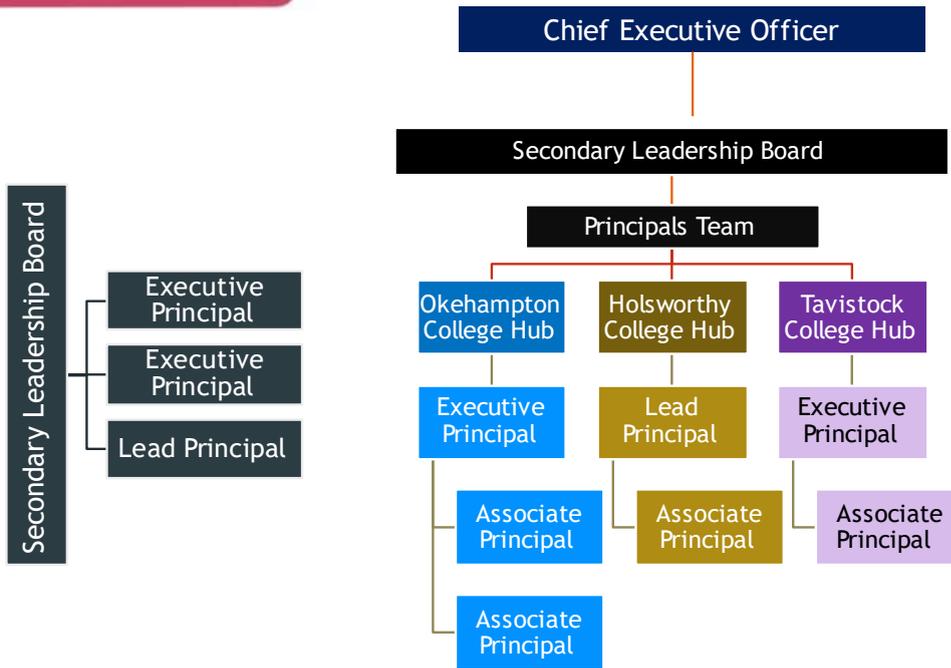
4.3. DMAT Schools

Primary Phase Structures





Secondary Phase Structure





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. 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 three 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 Risk and Issues 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 schools 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 SI Leads
- To include at least 1 Foundation representative (governor or trustee or ex officio governor)

5.3.2. Compliance 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. Other committees

Other committees may be formed from time to time. The Trust will also operate the following and publish Terms of Reference for these committees.

- **Resolutions Committee:** to oversee complaints, admissions appeals, exclusions.
- **Nominations Committee:** to approve local stakeholder board members. The full Trust Board approves Trustee nominations.

5.4. Local Stakeholder Boards:

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

Whilst foundation governors act as governors and are responsible for all schools, the LSB must ensure that the foundation governor(s) is present when any matters involving the Christian distinctiveness, values and ethos of CofE schools 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, 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 (ACs) 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"> • Pupil Attendance • Pupil Behaviour and exclusions • 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 • Curriculum delivery including provision for vulnerable groups e.g., Catch up funding, Special Educational Needs, Pupil Premium Funding, Sports Premium Funding • Pupil placement 	<ul style="list-style-type: none"> • Safeguarding triangulated • School-specific Appendices of Trust Policies • Advise and consult on recruitment with exception of church schools where participation by foundation governors on leadership interview panels is mandatory • SIAMS • If required, interaction with Ofsted inspectors • Board Self-Evaluations – annually • Governor Lead Roles to include: Safeguarding, Ethos, SEND, Foundation and QEC 	<ul style="list-style-type: none"> • Community and Church links • Parental engagement and communication • Pre School links and communication • 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.



<ul style="list-style-type: none">• Transition of pupils into Early Years, KS1 and KS2 (Primary) and KS3, KS4 and KS5 (Secondary)		
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5.4.3. Constitution

Membership will be made up of 12 governors:

- a) 2 Foundation Governors (or additional Community Governors if not Church school hubs)
- b) 4 Co-Opted Governors
- c) 2 Parent Governors
- d) 2 Staff Governors (1 from non-teaching staff team, 1 from teaching staff team)
- e) 1 Community Governor
- f) 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.

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 Clerk **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 Clerking team will take up references.

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

The Lead Clerk will issue appointment letters and coordinate with the Governance Manager/ Chair to organise induction.

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

Parent and Staff Governor elections will be co-ordinated by the LSB Lead Clerk or clerking team. Principals will invite requests for nominations and nominations will be received electronically by the Clerking 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 (D-Serve), the Director of Education (D-Schools) and Director of Society (D-SOC). 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 DMAT 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 ¹), Operations, 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.

¹ 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

Perform	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). 7.
Consult	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.
Recommend	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.
Agree	This role represents a formal approval 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.
Approve	Approves the decision or activity. Accountable for making sure the activity is satisfactory and meets performance standards. May delegate work. There must be only one Approve body specified for each task.
Monitor	The individual/group which observes, checks and ensures the delivery of a particular task. They may be required to report to other groups.
Scrutiny	The individual/groups will undertake a careful and detailed examination of a particular task to ensure compliance.
Strategic Overview	The individual/group will observe and gain an appropriate level of understanding of a particular task or issue, commenting as appropriate
LSB	Local Stakeholder Board
CEO	Chief Executive Officer
CFOO	Chief Finance and Operations Officer





7. Table of Responsibilities

Appointments		Appointed Position	Principal	LSB	CEO	Trust Board	Members
	1.	Members: Appoint / remove, ensuring that C of E schools are represented at this level					Approve
	2.	Role descriptions for members					Approve
	3.	Role descriptions for Trustees/ Chairs/ Specific roles/ Committees			Recommend	Approve	
	4.	Trustees					Approve
	5.	CEO (Appoint/ Remove)				Recommend Approve	
	6.	Accounting Officer (Appoint/ Remove)				Approve	
	7.	Principal (Appoint/ Remove)			Approve ²		
	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	

² For Church Schools, the Diocese must be consulted.



Strategic Objectives	Duty	Principal	LSB	CEO	Trust Board	Members	
	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	Scrutiny
	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	Scrutiny
	17.	Engaging with parents	Perform	Perform/ Monitor	Approve	Scrutiny	



Compliance		Duty	Principal	LSB	CEO	Trust Board	Members
	18.	Funding Agreement – comply with all obligations including the Schools Financial Handbook	Perform		Perform	Perform	Scrutiny
	19.	Regulatory – with all regulations affecting the Trust (including all charity law, company law, employment law and health and safety)	Perform		Perform Monitor	Perform	Scrutiny
	20.	Financial Oversight - 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	Monitor (Ring fenced funding_	Perform Monitor	Perform	Scrutiny
	21.	Oversee programme of financial and non-financial internal scrutiny				Perform	
	22.	Register of business interests, conflicts of interest and connected party transactions	Perform	Perform	Prepare Monitor	Perform	Scrutiny
	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	



		Duty	Principal	LSB	CEO	Trust Board	Members
Governance and Structure	25.	Appointment and removal of Trustees as set out in Trust Articles. ³				Recommend	Approve
	26.	Scheme of Delegation	Consult	Consult	Recommend	Approve	
	27.	Appointment and removal of Trust Chair and Vice Chair of the Trust Board				Approve	
	28.	Appointment and removal of Chair and Vice Chair of Trust Committees				Approve	
	29.	Appointment of Lead Trustee for SEND, Safeguarding and Whistleblowing				Approve	
	30.	Trust Committees (Structure and membership)			Recommend	Approve	
	31.	Appointment / removal of LSB Governors. ⁴		Recommend		Approve	
	32.	Election of AC Parent and Staff AC governors.		Approve		Scrutiny	
	33.	Annual review of Trust performance			Perform	Approve	Scrutiny
	34.	Election of LSB of Chair and Vice- Chair			Propose	Approve	
	35.	Annual review of LSB performance	Advise	Perform		Scrutiny	
	36.	Power to remove/ amend an LSB			Recommend	Approve	
	37.	Appointment of the External Auditors			Recommend	Agree	Approve
	38.	External Auditor reports: receive / respond	Comply		Perform	Approve Monitor	Scrutiny
	39.	Annual Cycle of Business for Trust Board			Recommend	Approve	
40.	Annual Cycle of Business for LSBs			Consult	Recommend	Approve	

³ Note the process of appointment and removal of Diocese appointed Trustees

⁴ 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	Members
	41.	LSB Agenda and Minutes		Comply			
	42.	Agree Articles of Association			Recommend	Agree	Approve + Diocese
	43.	Governance Structure for the Trust (including Governance Annual Review)		Consult	Recommend	Agree	Approve
	44.	Policies (Statutory Trust-wide policies)	Comply	Consult	Recommend	Approve	
	45.	Policies – review and approval of specific school policies ⁵	Recommend	Approve			
	46.	Terms of reference: Trust and LSB Committees			Recommend	Approve	
	47.	CPD for Trustees and LSB Governors		Recommend Perform	Recommend	Perform Approve	

⁵ In practice, there will be very few school-based policies which require LSB approval.



School Improvement			Principal	LSB	CEO	Trust Board	Members
	48.	School Development Plan / Objectives	Recommend Perform	Monitor	Approve	Monitor	Strategic Overview
	49.	Improve the quality of education in schools	Perform	Monitor	Strategic Overview	Scrutiny	
	50.	Curriculum Intent: implementation and impact	Perform	Monitor	Approve Monitor	Scrutiny	
	51.	Deliver early years curriculum in line with Early Years Foundation Stage (EYFS) framework	Perform	Monitor	Monitor	Scrutiny	
	52.	Ofsted and SIAMs: Ensure schools are inspection ready	Perform	Monitor	Monitor	Scrutiny	Monitor
	53.	CPD Programme: Implement and impact	Perform	Monitor	Recommend Monitor	Monitor	
	54.	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	
	55.	Setting Admission Policy for individual schools for approval at Trust Board.	Consult		Recommend	Approve	
	56.	Change in age range of any of the Trust's schools	Consult	Consult	Agree Recommend	Approve	
57.	Collective Worship arrangements.	Perform	Scrutiny	Monitor			
58.	Provision of Sex & Relationships Education (SRE) in line with statutory requirements	Perform	Scutiny	Monitor			



59.	Provision of Careers Education in line with statutory requirements	Perform	Scrutiny	Monitor	Monitor	
60.	C of E Schools Only. Responsibility for school's distinctive Christian character.	Perform	Monitor	Monitor	Monitor	Strategic Overview
61.	C of E Schools Only. Responsibility for maintaining and developing partnership between school and church at parish and diocesan level.	Perform	Monitor	Perform	Monitor	
62.	Student/Pupil issues (including attendance, punctuality and disciplinary matters)	Perform	Monitor	Recommend	Scrutiny	
63.	Keeping admission and attendance register in line with statutory requirements	Perform	Monitor	Monitor	Monitor	
64.	Set behaviour policy	Perform	Consult	Monitor	Monitor	
65.	Fixed Exclusions	Approve	Monitor	Monitor	Monitor (Resolutions Committee)	
66.	Permanent Exclusions	Recommend to CEO	Monitor	Approve prior to permanent exclusion	Monitor (Resolutions Committee)	
67.	School Operational Hours / Term Dates/ INSET dates	Recommend	Consult	Approve	Strategic Overview	
68.	School lunch – ensure provided to appropriate nutritional standards	Perform	Consult	Perform Monitor	Monitor	
69.	Provision of free school meals to those meeting criteria	Perform	Monitor		Monitor	



70.	To implement effective safeguarding policies	Perform	Monitor	Monitor	Monitor	Monitor
71.	Deliver support to Looked After Children and Previously Looked After Children	Perform	Scrutiny	Monitor	Monitor	
72.	To implement SEND policy, and equality duty	Perform	Scrutiny	Monitor	Monitor	
73.	To ensure the public sector equality duty is met	Perform	Monitor	Perform Monitor	Monitor	
74.	Maintain accurate and effective and secure pupil records.	Perform	Monitor		Scrutiny	
75.	Maintain accurate and effective and secure employee files.	Perform	Monitor	Perform	Monitor	
76.	Maintain an accurate and effective and secure Single Central Record (SCR)	Perform		Perform Monitor	Monitor	
77.	Undertake pre-appointment checks for staff & governance stakeholders inc. DBS	Perform		Perform		
78.	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 focussing 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

Every year a finance timetable is constructed detailing the phases of budget (and three-year plan) preparation including:

- An initial draft look 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.

We are required by the ESFA to submit an overall balanced budget.

		Duty	Principal	LSB	CEO	Trust Board	Members
Finance	79.	Scheme of Financial delegation	Perform		Recommend/ Monitor	Approve Monitor	
	80.	Individual school Educational budget.	Recommend Monitor	Monitor (ringfenced funding)	Recommend	Approve Monitor	
	81.	Trust budget			Recommend	Approve	
	82.	Management accounts	Monitor		Perform	Monitor	
	83.	Managing trust's cash position			Perform	Monitor	
	84.	Reporting: Financial reporting and KPIs published in Annual report and lodged with Companies House			Perform	Monitor	Monitor
	85.	Finance Policies	Perform	Monitor (ring fenced funding)	Recommend	Approve Monitor	
	86.	Annual accounts			Recommend	Agree	Approve
	87.	Corporate Risk Register	Consult	Monitor	Recommend	Approve Monitor	Strategic Overview
	88.	Approve Trust insurance arrangements			Approve	Strategic Overview	
	89.	Trust Investments Policy incl. internal controls			Recommend	Approve	



		Duty	Principal	LSB	CEO	Trust Board	Members
Pay and Performance	90.	Determine CEO and CFOO pay level, appraisal and pay award				Recommend Approve	
	91.	Determine Principals salary scales			Recommend	Approve	
	92.	Determine Principals appraisals and pay awards			Approve	Scrutiny	
	93.	School staffing structure within the agreed budget	Approve		Consult	Strategic Oversight	
	94.	Trust wide Statutory HR Policies	Perform		Recommend	Approve	
	95.	Delivery Appraisal/ Performance Management Policy and pay reviews for staff	Perform		Recommend Monitor *Perform (Trust staff)	Monitor	
	96.	Set Terms and Conditions of Employment and Staff Handbook			Recommend	Approve	
	97.	Dismiss CEO and CFOO				Approve	
	98.	Dismiss Principal / Cross Trust Staff			Approve (CEO)	Monitor ⁷	
	99.	Consider requests for Early retirement, sabbatical or Flexible working	Perform ⁸ (School Staff)		Perform (Principal)	Perform (CEO)	
	100.	Review discipline and grievance policy	Consult		Recommend	Approve	
	101.	Comply with Trust Whistleblowing Policy	Perform		Perform	Approve	
102.	Hear Grievance, Disciplinary, Redundancy, Capability cases	Perform		Perform			

⁶ HR and People Committee

⁷ Resolutions Committee

⁸ Consult CEO (where there is a potential risk to the school)



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