Policy name:	Terms of Reference and Matrix of Delegated Authorities (Scheme of Delegation)
Author(s):	Lyssy Bolton (CEO) Bob Quick (Chair, Resources Committee)
Date written:	3rd February 2022
Date ratified:	
Date amended:	18th July 2022
Next review date:	3rd November 2022 **Annual Review** • This Scheme of Delegation shall operate from the Effective Date • The Trust Board is required by its constitution to review the Scheme at least annually and has absolute discretion to alter or withdraw any provisions of it • In considering any material changes to this Scheme or any framework on which it is based, the Trust Board will have regard to the views of stakeholders

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Inspirational Learning for All

Trust context

The Mead Trust (referred to as the Trust) is a charitable company and single legal entity overseen by a single Governing Board (the Trust Board of Trustees) which is ultimately accountable for all pupils, employees, academies, monies, assets and compliance with statutory duties. The Trust's purpose is defined by the company 'objects' in the Articles of Association which, in summary, is 'to provide education for public benefit'. The Trust is a company limited by guarantee and an exempt charity. The Charitable Company's Memorandum and Articles of Association are the primary governing documents of the Academy Trust.

The Trustees of the Trust are also the Directors of the Charitable Company for the purposes of company law. The Charitable Company operates as The Mead Academy Trust.

The Trust is regulated by the Department for Education (DfE) which has delegated oversight responsibility for the performance of every academy trust in England to Regional Schools Commissioners (RSC) and the Education and Skills Funding Agency (ESFA). The Trust's Chief Executive Officer (CEO) and Chair of Trustees are invited to an annual Trust Review meeting with a representative of the RSC SW Office. The Trust contracts with the ESFA to receive funding via Funding Agreements. The Funding Agreements stipulate several regulatory requirements including compliance with the Academies Financial Handbook.

The Mead Academy Trust was founded in 2012 and since this time, all schools that have joined the Trust are now rated Good by Ofsted. The Trust has several layers of governance – the Members, Trust Board, Trust Board Committees, Executive Leadership Team led by the CEO, and Academy Advisory Groups that provide school-focused challenge and support.

The Trust's academies

The Mead Primary School has two campuses with one in the Hilperton area of Trowbridge and the second at Wingfield on the outskirts of the town. The Hilperton site is a two-form entry primary school, with a Nursery for pre-school children. It was opened in 2001 and has circa 450 pupils. The Mead's site at Wingfield is a small village school, with circa 80 pupils (including Nursery). It was originally a church school before becoming part of The Mead in 2009.

River Mead School is single form primary school based in Melksham with circa 250 pupils and it joined the Trust in 2014. It has a Nursery (ages 2-4) and hosts a Complex Needs Resource Base (where children are placed by the Local Authority).

Castle Mead School is a two-form entry primary school which was opened by the Trust as a new Academy in 2014 and currently has circa 350 pupils. The numbers will grow to full capacity as the area develops. It has a Nursery (ages 2-4) and hosts a Complex Needs Resource Base (where children are placed by the Local Authority).

Vision and values

This Scheme of Delegation is underpinned by the Trust's Vision and Values:
- We are inclusive, passionate and principled
- We are committed to a culture of continuous improvement; aspirations for excellence underpin all that we do – seeking a 'golden thread' through the many aspects of our work to develop Inspirational Learning for All
- We expect every member of our Trust community to be kind, curious and courageous

- Our Trust is framed by and works within the ethos and culture embodied in its underpinning principles
- We build on these expectations through our teaching and learning principles, our charter for living and learning and our approach to the curriculum
- We believe in the power and purpose of collaboration. We enable our schools to work within an ethos of mutual respect, honesty and humility where cross-trust support and decisive collaboration are key. In this way we realise the synergy and interdependence between schools, so each continues to respond to the needs of their own as well as the wider Trust community

Principles for effective governance

Collaboration
We are committed to collaborative working between our schools, and across governance layers. We recognise the importance of distinct roles and responsibilities for each layer of governance, but alongside this will ensure strong communication between each layer.

Community
Our Academy Advisory Groups play an important role in connecting our schools to our local communities. Our Trust Board will also spend time understanding the views and perspectives of our parent and local communities.

Accountability
Our Trust has high standards and expectations for our pupils and staff to ensure positive outcomes. Our Trust Board, committees and Academy Advisory Groups play an important role in holding our senior leaders to account.

Governance purpose
The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

Our Trust board is collectively responsible for three core strategic functions:
1. Ensuring clarity of vision, ethos and strategic direction
2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff (this is enacted through our Standards & Effectiveness Group)
3. Overseeing the financial performance of the organisation and making sure its money is well spent (this is enacted through our Resources Committee)

In addition, to these statutory requirements, we recognise that a key role of the Board is to ensure that the voices of stakeholders are heard.

Governance structure
Within the Trust there are several layers of governance.

The governance structure could be seen as hierarchical but the Trust Board prefers to see itself as sitting behind the local tier (the Academy Advisor Group) who are closest to the front line in scrutinising the educational performance of the academies. Academy Advisors provide insight into the community and the challenges and opportunities it faces. Having Academy Advisors who are parents is invaluable. The Board recognises and appreciates the strategic leadership input of

Academy Advisors.

The overarching role and responsibilities of each governance tier is as follows:
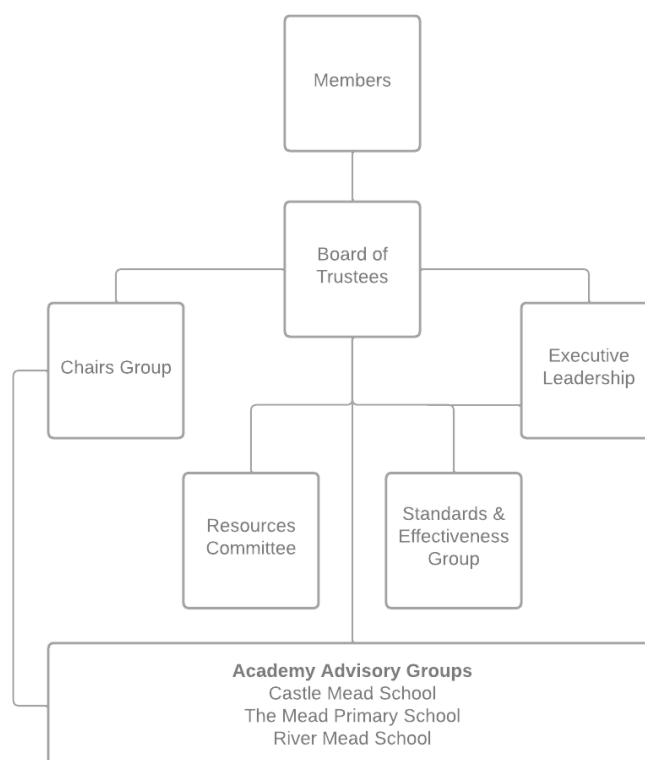
The role of members
- The members of the Trust are guardians of the governance of the Trust and must ensure it carries out its charitable objective
- There must be at least three members, although the DfE prefer at least five; members are not permitted to be employees of the Trust
- The members agree the Trust's constitution (articles of association), appoint trustees and appoint or remove the Trust's external auditors
- The members meet each year, in addition to the Annual General Meeting, to help them keep aware of any key factors affecting the Trust and its educational and financial performance
- The members receive information about the Trust's business and receive the Trust's annual report and audited accounts. If they have concerns that the Trust is not carrying out its charitable objective, members should remove trustees that are failing to fulfil this responsibility

Member responsibilities
1. Members are the subscribers to the memorandum of association (if they signed the legal documents to open the Trust)
2. May amend the articles of association subject to any restrictions created by the funding agreement or charity law

3. May, by special resolution, appoint new members or remove existing members
4. Have powers to appoint trustees as set out in the Trust's articles of association and powers under the Companies Act 2006 to remove trustees
5. May, by special resolution, issue direction to the trustees to take a specific action
6. Appoint the Trust's external auditors and receive (but do not sign) the audited annual report and accounts (subject to the Companies Act)
7. Have power to change the company's name and, ultimately, wind it up
8. Members have responsibility for ensuring the purpose of the Trust is met and determining the Trust's constitution. Members have an overarching oversight role, as outlined in the Governance Handbook, this is a strategic 'eyes on, hands off' role

This Scheme of Delegation focuses on the delegations from the Trust Board within the Trust.

Trust Board
The role of the trustees
The Board of Trustees oversees the strategic direction and leadership of the Trust as a whole and is explicit in its expectations for the following key areas:

- Ensuring solvency, with robust frameworks for internal controls, risk and financial management
- Instigating effective mechanisms for monitoring performance and ensuring accountability
- Agree all standards, strategies and policies that will apply across the Trust and its academies
- Driving continuous improvement through regular review planning and evaluation activities

Membership
The Trust is a charitable company and so trustees are both charity trustees (within the terms of section 177(1) of the Charities Act 2011) and company directors (within the terms of the Companies Act 2006).

Trustees are bound by both charity and company law so the terms 'trustees' and 'directors' are often used interchangeably. The Trust uses the term 'trustees' for Members of the Board of Trustees:

- The Members may appoint up to three trustees
- The Chief Executive Officer (CEO) may choose to be a trustee for as long as they remain in post
- The Trust Board may appoint co-opted trustees for their skills, knowledge, and experience
- Trustees shall for each school year elect a chair and vice-chair from among their number

The Trust Board's strategic responsibilities
The Trust Board holds ultimate legal **accountability** for all aspects of operational delivery, as well as being **responsible** for Trust policy and decision-making. The Trustees oversee the strategic management and administration of the Trust and the academies run by the Trust and delegate authority and responsibility to others, including executive officers and school leadership teams who undertake the day to day operational management of the academies. Key matters reserved to the Board include strategic direction, vision, ethos and values, and approval of the Trust business plan, policies and educational targets. Trustees are responsible for:

- Determining the mission, values and long-term ambitious vision for the Trust
- Deciding the principles that guide Trust policies and approving key policies
- Appointing and appraising the senior executive leader and making pay recommendations
- Working with senior leaders to develop a strategy for achieving the vision
- Ensuring that stakeholders are involved, consulted and informed as appropriate
- Demonstrating the value placed on the local tier of governance by ensuring effective channels of communication are in place between AAGs and trustees so that academy committees (AAGs) can share with them any concerns (or celebrations) they may have
- Ensuring relevant training and development programmes for all involved in the governance of the Trust
- Ensuring that all schools in the Trust deliver a broad and balanced curriculum such that pupils are well prepared for the next stage of their education and adult life
- Taking ownership of the Trust's financial sustainability and ensuring effective resource management across the Trust
- Agreeing the Trust's staffing structure and keeping it under review to ensure it supports delivery of the strategy
- Ensuring robust risk management policy and procedures are in place and that risk control measures are appropriate and effective

Monitoring and evaluating trust performance
Trustees must monitor the priorities that have been set to ensure progress is being made by:
- Measuring the Trust's impact and progress towards its strategic objectives
- Ensuring the required policies and procedures are in place and the Trust is operating effectively in line with these policies
- Holding the senior executive leader to account for standards, financial probity and compliance with agreed policies
- Evaluating relevant data and feedback provided by senior executive leaders and external reporting on all aspects of Trust performance
- Asking challenging questions of the senior executive leader in order to hold them to account
- Ensuring that there are policies and procedures in place to deal with complaints effectively

Contribution to the Trust Board
Trustees ensure that they are making a positive and meaningful contribution to the board by:
- Attending meetings (typically 6 full board meetings each year), reading papers and preparing questions for the senior executive leader in advance
- Establishing and maintaining professional relationships with senior executive leaders and colleagues on the Trust Board
- Getting to know schools within the Trust, including visiting occasionally during school hours
- Undertaking induction training and developing knowledge and skills on an ongoing basis

The Board of Trustees may delegate certain responsibilities to sub-committees of the Board.

Governance Community
The Trust Board is supported by the Resources Committee (Finance, Audit and Risk) and Standards & Effectiveness Group (Educational Standards Committee).

The Trust delegates functions between Trust-wide committees of the Board. People appointed to Trust committees or local Academy Advisory Groups are not trustees unless they also sit on the Trust Board itself. They are nevertheless a formal part of the Governance Community. Local school advisory groups ensure engagement with each constituent school community. Our Governance Community includes:

Resources Committee

The Resources Committee is an executive group of the Board of Trustees and receives its mandate from and reports to the Board. The Resources Committee is responsible for the core governance function of overseeing the financial performance of the organisation and making sure its money is well spent. The principal areas of focus for the Resources Committee are:

- Finance
- Personnel
- Premises
- Health and Safety
- Procurement
- Capital Works
- Audit and Risk

Standards & Effectiveness Group (SEG)

SEG is an executive group of The Board of Trustees and receives its mandate from and reports to the Board. SEG is responsible for the core governance function of holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff. SEG has oversight of the effectiveness of the local school advisory groups.

The principal areas of focus for the SEG are:

- Curriculum
- Standards
- Pupil welfare; Behaviour & Attitudes; Personal Development; Pupil discipline and exclusions
- Covid response and Catch Up
- Identified Trust priorities
- Progress against Ofsted priorities
- Admissions
- Health & wellbeing
- Complaints

Academy Advisory Groups (AAG)

Each academy within the Trust has a committee of Academy Advisors whose role is to undertake detailed scrutiny of educational management information in support of pupil and school performance as well as ensuring meaningful engagement with stakeholders (pupils, staff, parents and local communities) - providing advice and information to the Trust Board through the Standards & Effectiveness Group.

These groups (AAGs) are advisory in nature (they have no statutory responsibilities) and provide school-focused challenge and support. They link to senior leadership teams in each Trust school

and are accountable to the Trust Board, providing a crucial challenge and support role by monitoring progress against the school's improvement plan. Local school advisory groups are made up of people that the Trust Board appoints – this may include elected and appointed parents and members of the local community, but can be anyone that the Board selects for their knowledge and skills. The Standards & Effectiveness Group works with the school to appoint a suitable Chair to the AAG. The role of academy advisor (and Chair) may be undertaken by a trustee where this will further the objectives of the Board.

Intervention Board

The Trustees have a strong interest in ensuring the local school advisory group has plans to address the issues or otherwise may intervene to ensure effectiveness. The Board may remove the local school group or individual advisors and re-appoint AAs with the skills necessary for effective governance. The Board may appoint an executive leader to chair an AAG where there are concerns about the performance of a school and executive governance is needed to secure rapid improvement.

When a school requires rapid improvement across a range of operational areas as well as to the local governance function, an Intervention Board may be put in place. It would generally consist of a small number of senior executives plus one or two non-executives (trustees or AAG members) who meet very regularly (fortnightly or so) to monitor and evaluate agreed actions and take key decisions. The board should be chaired by the Chief Executive and its work reported directly to the Board by the CEO. This board would typically not include parents, and would be time limited with the aim of establishing a good governance function as soon as possible.

Chairs' Forum

AAG Chairs meet together at regular intervals, together with the CEO/a member of the Central Executive Team and with the Chair of the Trust Board and/or Chairs of other committees of the Board. This forum provides a mechanism to communicate priorities, harness the voice of the local tier of governance, feed intelligence and support the development of one organisational identity of the Trust. It offers a valued point of consultation and representation in the development of Trust policies.

Panels

Panels are generally convened from within the local tier within the governance structure; but may incorporate trustees where they bring relevant skills and experience. This includes formal complaints panels, reviewing pupil exclusions and dealing with disciplinary and capability matters.

Central Executive Team (CET)

The Executive Team is comprised of the CEO, Executive Leader (School Effectiveness), Business Manager: Finance and Procurement, Business Manager: Human Resources, Business Manager: Pupil and Parent Services & Governance, and the Business, Communications and Development Officer. The CET is **responsible** for the operational running of the organisation at Trust level and supporting Trust academies with academy level operational matters.

Headteachers

Headteachers are **responsible** for the leadership and management of their school (academy), in line with the Trust's commitment to capacity-rich schools. Headteachers share information with the AAG so that members can build an understanding about how the school operates and can scrutinise how key priorities and improvement plans are working in practice. Headteachers meet together regularly with the CEO and Executive Leader(s) to further the objectives of the Trust and its schools.

Governance Professional

The governance professional is the strategic governance enabler in a complex governance environment with multiple tiers of governance. The administration of meetings and minute taking of committees may be delegated to a separate clerk.

Scheme of Delegation Framework

The Trust Board holds the power to delegate certain authorities to other layers of governance in the Trust. This Scheme of Delegation outlines how these delegations are made, to ensure clear and transparent governance arrangements. It aligns with the Trust's Articles of Association, internal operating model, and relevant government guidance as issued by the Department for Education (DfE) and Education & Skills Funding Agency (ESFA).

This Scheme of Delegation is written according to the 'RASCI' framework, based on the various operational areas of activities at the Trust. It outlines who is:

- **Responsible** for delivering the area of activity/ decision in line with agreed academy policies
- **Accountable** for the area of activity/ decision - this is usually the Trust Board as the legally accountable and liable body
- **Supporting** the area of activity/ decision, which may be through practical support or supporting the detailed consideration of a decision
- **Consulted** on the area of activity/ decision to receive feedback
- **Informed** of the area of activity/ decision through agreed communications channels

Chair's Action between Trustee Meetings

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

- Seriously detrimental to the interests of the Trust or any of its schools, and
- It would not be possible to postpone the decision to a meeting of trustees (which the Chair can convene with less than 7 days' notice if necessary, provided trustees will have sufficient time to receive and give due considerations to relevant documents relating to the decision)

The following types of decision cannot be made by 'Chair's Action':

- Decisions in relation to admissions
- Approvals of financial spend above £10,000
- Decisions on executive pay

Scheme of Delegation

Apart from some specific responsibilities that the Members hold, the Board of Trustees is the ultimate authority for Governance and Operation of the Trust and exercises some of its authority

through delegation to sub-committees or Academy Advisor Groups. It also delegates to the Trust Leader and Central Executive Team and its members. All delegation to staff then flows from that.

Scheme of Delegation Format

The table shows which tier(s) of governance are Responsible [**R**], Accountable [**A**], Supporting [**S**], Consulted [**C**] or Informed [**I**] for each of the key areas of delivery. It outlines roles and responsibilities across key delivery areas between the Trust Board [TB] including the Finance/ Resources Committee (Risk & Audit Committee) [**RES**] and Standards & Effectiveness Group (Education & Standards Committee) [**SEG**], Central Executive Team [**CET**] and Academy Advisory Groups [**AAG**]. The Trust has a detailed Financial Scheme of Delegation and Policy Framework that sits alongside this Scheme of Delegation. It has the following sections:

- Strategy, Vision and Values
- Governance & Compliance
- Parent, Community & Stakeholder Relationships
- Curriculum, Assessment and Outcomes
- Safeguarding & Inclusion
- Human Resources & Recruitment
- Financial Management inc. Trust Growth
- Internal & External Audit inc. Annual Accounts
- Premises, Health & Safety

Approval and Renewal

The Trust Scheme of Delegation is renewed and approved by the Trust Board annually, so that the roles and responsibilities outlined continually reflect organisational realities and updates to statutory legislation.

The tables below illustrate each of the Governance responsibilities and, where appropriate, the delegated responsibility.

Appendix 1: Resources Committee Terms of Reference

To ensure the Trust Board maintains robust oversight of the Trust's financial performance and assets, it has delegated responsibility to the Resources Committee for Trust scrutiny and challenge of all the Trust's financial affairs, stewardship of its assets, and use of its resources efficiently to maximise outcomes for pupils and maintain the Trust as a going concern.

To provide challenge to hold the Accounting Officer to account for ensuring probity, regularity and compliance in use of Trust resources and directs the Trust's programme of internal scrutiny; ensure that risks are being addressed appropriately and report to the Board on the adequacy and effectiveness of the Trust's internal control framework.

To hold the Chief Financial Officer to account for the technical leadership of the Trust's financial management and procedures and finance team.

Membership
- The Trust Board appoints the Trust committee's membership which is composed of a minimum of three and maximum of five non-executive Trustees who possess the skills, knowledge and experience required to fulfil the Committee's delegated remit effectively. The Committee may co-opt additional members for a period not exceeding one year to provide specialist skills
- Employees should not be committee members and the Chair of Trustees should not be Chair of the Finance and Resources Committee
- The Trust Board appoints the Committee Chair
- The Committee appoints its own Vice-Chair

Reporting
- The Accounting Officer (AO) and Chief Financial Officer (CFO) should attend to provide information and participate in discussions but are not committee members and have no voting powers. The Committee may ask the AO/CFO to withdraw and/or invite other staff/advisers to attend to assist it with any issue(s) it wishes to discuss
- Internal and External Auditors/Advisers will have free and confidential access to the Committee Chair
- The Committee Chair is to formally report to the Trust Board after each meeting
- The Clerk is to ensure minutes are shared on the governance SharePoint system within two weeks

Quorum and meeting frequency
- This Trust Committee shall meet at least six times per year
- A minimum of two non-executive Trustees is required to be quorate
- The Trust Board or AO may ask to convene further meetings if they want the committee's advice on any particular issue(s)

Main duties
1. Inform the Trust Board's setting of related Strategic Plan KPIs; monitor/evaluate progress and impact

2. Monitor/evaluate the development and implementation of Trust policies relating to its remit
3. Contribute to the performance management of the Accounting Officer
4. Monitor/evaluate the Trust's written scheme of delegation – financial, Finance Manual and procedures
5. Inform the Trust Board's decision making about the funding model
6. Maintain robust financial oversight of the Trust and ensure effective use of DfE school resource management tools to inform decision making
7. Monitor/evaluate financial plans to ensure the Trust remains a going concern/financially sustainable
8. Ensure budget forecasts for the current and future years are compiled accurately, based on realistic assumptions, including any provision to sustain capital assets, and reflect previous lessons learnt and submitted to the ESFA within published deadlines
9. Ensure budgets and cash flow are managed robustly and avoid deficits/overdrafts
10. Monitor/evaluate monthly management accounts including income/expenditure, variation to budget report, cashflow and balance sheet
11. Challenge pupil number estimates as these underpin revenue projections, and review these termly
12. Obtain ESFA approval where necessary, before writing off debts, losses, letters of comfort, indemnities or acquiring and disposing of fixed/heritage assets, freehold land, and buildings, taking up/granting a leasehold or gifts beyond AH limits
13. Monitor/evaluate capital projects and maintenance of the Trust's fixed asset register
14. Monitor/evaluate procurement to ensure compliance with procurement law; regularity, probity, and value for money from use of public funds
15. Ensure the generation of additional income is ethical and spend is in line with the vision, ethos, and strategy
16. Ensure all strategic processes and categories of risk are being regularly and effectively identified, reported, and managed (including contingency and business continuity planning).
17. Inform the Trust Board's appointment of an internal auditor ensuring they are independent and suitably qualified with membership of a relevant professional body; monitor/evaluate their performance annually
18. Procure, within the agreed budget, ad hoc specialist advice when required and an annual programme of internal scrutiny based on the Trust Risk Register
19. Review all outputs from other assurance providers/procedures to inform the programme of work i.e. ESFA reviews, Accounts Direction, external auditor's management letter, review of governance
20. Monitor/evaluate the adequacy and timeliness of the management response to issues identified by audit activity, including external audit's management letter
21. Review anti-fraud policies/procedures, whistle-blowing processes and special investigations
22. Quality assure information submitted to DfE affecting funding, i.e. pupil number returns and funding claims by the Trust and its constituent academies, to ensure it is accurate and compliant with the criteria

23. Inform the Members' appointment of a suitably qualified and experienced external auditor; monitor/evaluate their performance annually

24. Oversee the planned activity and results of separate internal and external auditors

25. Ensure adequate insurance cover in compliance with its legal obligations is in place or be a member of the Risk Protection Arrangement (RPA) N.B. the RPA does not cover all risks

26. Monitor/evaluate the suitability of, and extent of the Trust's compliance with, financial and non-financial controls, including the financial and non-financial controls and risks at constituent academies

27. Ensure the Trust Board is compliant with its statutory and contractual duties relating to the Committee's remit

28. Self-evaluate the Committee's own effectiveness and impact on Trust's performance annually

Appendix 2: Standards & Effectiveness Group Terms of Reference

To ensure the Trust Board maintains robust oversight of the quality of education provided across the Trust, it has delegated responsibility to the Standards & Effectiveness Group to deal with any matter falling within its terms of reference. In summary, Trust scrutiny and challenge of educational standards, ethos, pupil outcomes and welfare.

Membership

- The Trust Board appoints the Trust committee's membership which is composed of a minimum of three and maximum of five non-executive Trustees who possess the skills, knowledge and experience required to fulfil the committee's delegated remit effectively. The committee may co-opt additional members for a period not exceeding one year to provide specialist skills
- Employees should not be committee members
- The Trust Board appoints the Committee Chair
- The committee appoints its own Vice-Chair

Reporting

- The CEO and Executive Leader are to attend the committee's meetings and report as the responsible officers for educational improvement across the Trust's academies. The CEO and Executive Leader may attend the committee's meetings and participate in discussions but are not committee members and have no voting powers. The committee may ask the CEO/EL to withdraw and/or invite other staff/advisers to attend to assist it with any issue(s) it wishes to discuss
- The committee Chair is to formally report to the Trust Board after each meeting
- The Clerk is to ensure minutes are shared on the governance SharePoint system within two weeks

Quorum and meeting frequency

This Trust committee shall meet at least three times per year and a minimum of two non-executive Trustees (including either the Committee Chair or Vice-Chair) is required to be quorate. The Trust Board or CEO may ask to convene further meetings if they want the committee's advice on any issue(s).

Main duties

1. Inform the Trust Board's setting of related Strategic Plan KPIs; monitor/evaluate progress and impact
2. Quality assure the development/cohesion of the Academy Improvement Plan KPIs and risks; ensuring allocation of the Trust's resources is aligned explicitly with the identified priorities
3. Ensuring that all schools in the Trust deliver a broad and balanced curriculum such that pupils are well prepared for the next stage of their education
4. Monitor/evaluate the development and implementation of Trust policies relating to its remit
5. Contribute to the development and implementation of the Trust's stakeholder engagement strategy, key messages, and communication plan to champion the Trust and the academies to parents/communities

6. Monitor/evaluate any proposals to alter the school day or term/INSET dates

7. Monitor/evaluate the Trust's educational performance against Strategic Plan KPIs and risk register, challenging the CEO & Executive Leader in relation to the impact of interventions and support and agreeing follow-up action or celebrating achievements in academies

8. Monitor/evaluate Ofsted inspection reports to identify Trust-wide areas of strength and improvement and opportunities to share best practice or resources to improve outcomes for pupils, especially disadvantaged children, and where appropriate, agree a strategy for improvement

9. Get to know the Trust's academies via pre-arranged and accompanied visits with the CET and Headteacher to provide triangulation of internal reports about pupil outcomes data, ethos, teaching and external data and benchmarking

10. Ensure the curricula are consistent with Trust policy and implementation enhances outcomes for ALL pupils

11. Monitor/evaluate pupils' behaviour and attitudes across the Trust, including implementation of the Behaviour Policy, and where appropriate, agree a strategy for improvement

12. Contribute to the performance management of the CEO

13. Ensure the Trust Board is compliant with its statutory and contractual duties relating to the Committee's remit

14. Monitor/evaluate compliance with child protection legislation via Trust policy and practice in line with KCSIE, Prevent, Working Together to Safeguard Children

15. Evaluate the minutes of AAG meetings to respond to any common themes or issues identified

16. Self-evaluate the Committee's own effectiveness and impact on Trust's performance annually

Appendix 3: Terms of Reference – Academy Advisory Groups (AAG)

To ensure the Board maintains effective oversight of educational performance it delegates responsibility to the local tier of governance (AAGs) for driving educational improvement via the monitoring and evaluation of the school's Improvement Plan. Through the provision of support and challenge the AAG helps to hold school leaders to account for the delivery of a broad and balanced curriculum, pupil outcomes (especially for disadvantaged children), personal development and pupil wellbeing; staff wellbeing, stakeholder engagement and regulatory compliance - specifically Safeguarding, SEND, Equalities.

AAGs have the following key functions:
1. Developing an understanding of how the trust and the school are led and managed by:
   o Building an understanding of the trust's ambitions for the school and its pupils – its vison and strategy and how this is realised at school level
   o Knowing the trust's values and becoming familiar with key policies and understanding how these work in practice so that they are creating a healthy culture for all
2. Building a knowledge of parents' views and the community context by:
   o Reviewing data provided by the Trust / academy
   o Monitoring progress against key priorities identified from parent feedback
3. Monitoring the work of the school by:
   o Scrutinising reports on the school's progress against its School Improvement Plan
   o Visiting the school during the school day and attending events
   o Escalating any concerns to the CEO and / or trustees
4. Reviewing key decisions made by the Headteacher e.g. pupil exclusions
5. Responding to complaints in accordance with the Trust policy

Membership
- A minimum of four and a maximum of nine committee members recruited for their skills, knowledge and experience in the following categories:

Membership	Number	Term	Appointment
Headteacher	1		Ex-officio
Parent	4	4 years	Parent election or appointment
Community	4	4 years	

- The recruitment of Academy Advisors is approved by Trust Board
- The Trust Board appoints the committee Chair (considering recommendations from the committee)
- The committee appoints its own Vice-Chair
- Parent representation in the Trust's Governance Community is at school level – with parents elected or appointed to AAGs

Reporting
- The Headteacher / Deputy Headteacher is to attend AAG meetings and report as the responsible officer for educational improvement in the academy/ies

- The Clerk is to ensure minutes are shared on the governance SharePoint system within two weeks
- The Chair is to promote a two-way flow of communication between the Trust Board, Chairs' Forum and other Committees

Quorum and meeting frequency

- AAGs shall meet formally at least four times per year
- A minimum of three advisors, including either the committee Chair or Vice-Chair, is required to be quorate. Decisions of the committee shall be taken by a majority vote of advisors, with the Chair having a casting vote
- In addition, AAGs will:
  - Meet when school is in session for an 'AAG Day' organised to provide for advisors to participate in lessons, playtimes, lunchtime, subject leader discussions and pupil discussions (eg School Parliament) relevant to each AAG member's link roles
  - Participate in the Trust's Annual Strategy Morning, which provides the opportunity for the whole Governance Community to come together to consider strategic priorities

Main duties

1. Monitor/evaluate the academy's educational performance against the School Improvement Plan, challenging the Headteacher in relation to the impact of interventions and support and agreeing follow-up action or celebrating achievements
2. Appoint link advisors for priority areas to provide support, oversight and challenge
3. Monitor and evaluate how effectively the school is operating within the ethos and values of the Trust and providing a positive climate for all stakeholders
4. Monitor and evaluate the impact of the academy's communication plan; ensuring it is aligned to the Trust's key messages
5. Promotes the engagement of stakeholders and ensures the voice of parents, staff, and pupils is heard
6. Serve as a valued point of consultation and representation in the development of Trust policies
7. Act as an ambassador for the Trust and promote strong links with parents and the community
8. Appoint a designated governor for: Disadvantaged/Vulnerable Pupils, Safeguarding, SEND and Equalities to facilitate effective monitoring and evaluation in each of these vital areas
9. Triangulate internal reports about data, curriculum, effectiveness of teaching via pre-arranged and accompanied visits with an employed/contracted education professional and scrutiny of external data and national averages
10. Attend termly School Effectiveness Reviews (SERs) and Ofsted inspection meetings to understand academy areas of strength and improvement and develop awareness of opportunities to share best practice
11. Contribute to the appointment of academy leaders/teachers
12. Establish/convene any panels required i.e. pay, exclusions, disciplinary, capability, complaints, appeals
13. Ensure academy compliance with statutory duties such as website compliance

14. Self-evaluate performance and impact on pupils' outcomes and personal development annually

Where there are a number of small schools or schools in very close proximity, or schools operating under shared executive leadership, then there may be one AAG to oversee that pair/cluster of schools.

The Mead Academy Trust - Scheme of Delegation

Sn	Group	Area of Responsibility	Trust Board		SEG/ Resources	Central Team		Headteacher	AAG
			Matters reserved to Members						
		Amend/Approve the Articles of Association subject to regulatory approval							
		Appoint or Remove Members							
		Appoint or Remove Trustees							
		Convene an Annual General Meeting							
		Approve the appointment/removal of an external auditor							
1	Governance, Strategy, Vision and Values	Set Trust vision, culture, values, and strategy	**Accountable** forsetting vision for Trust	A		**Responsible** for developing & promulgating vision	R		
2	Governance, Strategy, Vision and Values	Set Trust strategic plan	**Accountable** for setting strategy for Trust	A		**Responsible** for developing and executing strategy	R		
3	Governance, Strategy, Vision and Values	Governance structure for the trust: establish and review annually	**Accountable** for setting strategy for Trust	A		**Responsible** for publishing governance arrangements on Trust and schools' websites	R		
4	Governance, Strategy, Vision and Values	Committee terms of reference and scheme of delegation: agree annually	**Accountable** for setting strategy for Trust	A					

The Mead Academy Trust - Scheme of Delegation

Sn	Group	Area of Responsibility	Trust Board		SEG/ Resources		Central Team		Headteacher		AAG	
5	Governance, Strategy, Vision and Values	Board committee chairs: appoint and remove	**Accountable** for setting strategy for Trust	A								
6	Governance, Strategy, Vision and Values	Ensure adequate competencies are available within Trustees and sub-committee members	**Accountable** for setting strategy for Trust	A	**Support** Board effectiveness by undertaking skills audit to identify any skills gaps (SEG & Res)	S						
7	Governance, Strategy, Vision and Values	Co-opt or Remove Co-opted Trustees	**Accountable** for setting strategy for Trust	A								
8	Governance, Strategy, Vision and Values	Establishing andappointing Board committees (SEG & RES/Audit)	**Accountable** for setting strategy for Trust	A								
9	Governance, Strategy, Vision and Values	Agree annual schedule of governance business	**Accountable** for setting strategy for Trust	A								
10	Governance, Strategy, Vision and Values	Establishing AAGs	**Accountable** for setting strategy for Trust	A	**Support** establishment of effective AAGs.(SEG)	S	**Responsible** for providing executive leadership support to an AAG where there is need	R				
11	Governance, Strategy, Vision and Values	Supporting Effectiveness of AAGs	**Accountable** for setting strategy for Trust	A	**Responsible** for oversight of AAG effectiveness and intervening to support, where necessary (SEG)	R	**Support** induction and training of AAs.Facilitating collaboration to enable synergies of cross-Trust working	S	**Responsible** for information sharing in a timely manner; responsible for ensuring SLs engage with the challenge and support role of link SLs	R	**Responsible** for the identification of link governors aligned to curriculum leaders or school priorities	R

The Mead Academy Trust - Scheme of Delegation

Sn	Group	Area of Responsibility	Trust Board		SEG/ Resources		Central Team		Headteacher		AAG	
12	Governance, Strategy, Vision and Values	Appoint or Remove Academy Advisory Group Chairs	**Accountable** for setting strategy for Trust	A	**Responsible** for removal or appointment of Chair (SEG)	R	**Support** with the identification of an appropriate Chair	S	**Support** with the identification of an appropriate Chair	S	**Informed** of any appointments or departures	I
13	Governance, Strategy, Vision and Values	Appoint or Remove Academy Advisors	**Accountable** for setting strategy for Trust	A	**Responsible** for appointment / removal of parent & community AAG members (inc when elected) (SEG)	R	**Support** the recruitment process of parent and community AAs	S	**Support** identification of gaps in skills and expertise to inform recruitment strategy	S	**Responsible** for identifying of skills gaps and making recommendations for recruitment of AAG members	R
14	Governance, Strategy, Vision and Values	Governance Professional: appoint and remove	**Accountable** for setting strategy for Trust	A								
15	Governance, Strategy, Vision and Values	Approve Trust policies in line with Trust's ethos and values as a single legal entity	**Accountable** for setting strategy for Trust	A	**Responsible** for the approval of Trust policies, in line with ethos and values (Res & SEG)	R	**Support** the development of policies and maintenance of a policy register	S	**Responsible** for implementation of Trust Board approved Trust policies	R	**Informed** with access to Trust policies	I

The Mead Academy Trust - Scheme of Delegation

Sn	Group	Area of Responsibility	Trust Board		SEG/ Resources		Central Team		Headteacher		AAG	
16	Governance, Strategy, Vision and Values	Setting governance policies (data protection, information sharing, cybers ecurity, Freedom of Information (FOI), code of conduct, whistleblowing, acceptable use)	**Accountable** for setting strategy for Trust	A	**Responsible** for approval of policies (data protection, information sharing, cyber security, Freedom of nformation (FOI), code of conduct,whistleblowing, acceptable use) (RES)	R	**Support** the development of policies (data protection, information sharing, cyber security, Freedom of Information (FOI), code ofconduct, whistleblowing)	S	**Responsible** for implementation of approved Trust policies	R	**Informed** with access to Trust policies	I
17	Governance, Strategy, Vision and Values	Setting admissions policies	**Accountable** for setting strategy for Trust	A	**Responsible** for approval of Admissions Policies (SEG)	R	**Support** development of admissions policies	S	**Responsible** for consistent application of the admissions policy	R		
18	Governance, Strategy, Vision and Values	Self-review of Trust board, committees and AAGs: complete annually	**Accountable** for setting strategy for Trust	A	**Responsible** for review of effectiveness inc member contributions (SEG, Res)	R					**Responsible** for annual review of AAG effectiveness & member contribution	R
19	Governance, Strategy, Vision and Values	Chair's performance: carry out 360° review periodically	**Accountable** for setting strategy for Trust	A	**Responsible** for completing review (SEG)	R	**Support** review	S	**Support** review	S	**Support** review	S
20	Governance, Strategy, Vision and Values	External review of board effectiveness: submit to members	**Accountable** for setting strategy for Trust	A	**Responsible** for completing review (SEG)	R	**Support** review	S	**Support** review	S	**Support** review	S
21	Curriculum, Assessment and Outcomes	Setting school improvement plans in line with Trust priorities	**Accountable** for setting strategy for Trust	A	**Support** through detailed review (SEG)	S	**Responsible** for approval of school improvement plans in line with Trust priorities	R	**Responsible** for drafting school improvement plans in line with Trust priorities	R	**Informed** of school improvement priorities	I

The Mead Academy Trust - Scheme of Delegation

Sn	Group	Area of Responsibility	Trust Board		SEG/ Resources		Central Team		Headteacher		AAG	
22	Curriculum, Assessment and Outcomes	Approval of post Inspection Action Plans	**Accountable** for setting strategy for Trust	A	**Support** through detailed review (SEG)	S	**Responsible** for approval of post inspection action plans	R	**Responsible** for drafting plans in response to inspection	R	**Informed** of plans in response to inspection	I
23	Curriculum, Assessment and Outcomes	Scrutiny of performance against School Improvement Plans	**Accountable** for setting strategy for Trust	A	**Support** through detailed review (SEG)	S	**Responsible** for quality assurance of school performance including external reviews; responsible for the provision of S2S support to further improvement	R	**Responsible** for securing/monitoring progress against the school's improvement plan; identify areas of strength and improvement and opportunities to share best practice or resources to improve outcomes for pupils	R	**Responsible** for monitoring progress against the School Improvement Plan	R
24	Curriculum, Assessment and Outcomes	Attending trust (MATSE) inspections	**Accountable** for setting strategy for Trust	A	**Responsible** for attending Trust inspections (SEG)	R	**Responsible** for attending trust inspections	R	**Support** Trust inspections	S	**Support** Trust inspections	S
25	Curriculum, Assessment and Outcomes	Setting Trust approach to curriculum and assessment, with regard to statutory requirements	**Accountable** for setting strategy for Trust	A	**Responsible** for the approval of Trust approach to curriculum and assessment (SEG)	R	**Responsible** for setting Trust approach to curriculum and assessment, with regard to statutory requirements	R	**Responsible** for shaping school approach to curriculum; for upholding agreed Trust approaches	R	**Informed** about curriculum approaches	I
26	Curriculum, Assessment and Outcomes	Delivering Early Years Foundation Stage (EYFS), in line with statutory requirements	**Accountable** for setting strategy for Trust	A	**Support** through detailed review (SEG)	S	**Support** through Trust Quality Reviews	S	**Responsible for** Delivering Early Years Foundation Stage (EYFS), in line with statutory requirements	R	**Responsible** for monitoring the quality of provision and leadership of EYFS	R

The Mead Academy Trust - Scheme of Delegation

Sn	Group	Area of Responsibility	Trust Board	SEG/ Resources	Central Team	Headteacher	AAG
27	Curriculum, Assessment and Outcomes	Setting and delivering school curriculum and assessment in line with Trust principles and values			**Support** through professional development and coordination **S**	**Responsible for** setting and delivering school curriculum and assessment in line with trust approaches **R**	**Responsible** for holding school leaders to account for the delivery of a broad and balanced curriculum **R**
28	Curriculum, Assessment and Outcomes	Developing Trust curriculum policies as required (religious education, relationships, sex & health education,collective worship)	**Accountable** for setting strategy for Trust **A**	**Responsible** for approval of Trust policies, in line with ethos and values **(SEG)** **R**	**Responsible** for the development of Trust curriculum policies; maintenance of a policy register **R**	**Responsible for** implementing Trust Board approved policies; ensure school leaders participate in policy development and review **R**	**Informed** of Trust policies **I**
29	Curriculum, Assessment and Outcomes	Production and analysis of educational data	**Accountable** for setting strategy for Trust **A**	**Responsible** for detailed review (SEG) **R**	**Responsible** for production and analysis of Trust educational data **R**	**Responsible** for production and analysis of educational data **R**	**Informed** of educational data; used to triangulate with visits, reports and improvement plans **I**
30	Safeguarding and Inclusion	Setting safeguarding policies (safeguarding and child protection, Prevent, looked after children, Safer Recruitment, Code of Conduct)	**Accountable** for setting strategy for Trust **A**	**Responsible** for approval of Trust policies, in line with ethos and values (SEG) **R**	**Responsible** for the development of Trust policies; oversight of DSL/DDSL appointments / training; Responsible for Trust Safeguarding Reviews **R**	**Responsible** for implementing Trust Board approved policies; including appointing designated safeguarding lead (DSL) **R**	**Informed** of Trust policies and the school's performance in line with them **I**

The Mead Academy Trust - Scheme of Delegation

Sn	Group	Area of Responsibility	Trust Board		SEG/ Resources		Central Team		Headteacher		AAG	
31	Safeguarding and Inclusion	Ensuring compliance with Equalities legislation	**Accountable** for setting strategy for Trust	A	**Responsible** for approval of equalities objectives (SEG)	R	**Responsible** for ensuring compliance with Equalities legislation; Shaping equalities objectives	R	**Responsible** for ensuring compliance with Equalities legislation	R	**Responsible** for nominating an AA to champion Equalities objectives	R
32	Safeguarding and Inclusion	Nominating Safeguarding Lead Trustee	**Accountable** for setting strategy for Trust	A	**Responsible** for nominating Safeguarding Lead Trustee (SEG)	R	**Responsible** for induction and training	R	**Responsible** for reporting to Safeguarding AA / Trustee	R	**Responsible** for nominating Safeguarding Link AA	R
33	Safeguarding and Inclusion	Nominating SEND Lead Trustee	**Accountable** for setting strategy for Trust	A	**Responsible** for nominating SEND Lead Trustee (SEG)	R						
34	Safeguarding and Inclusion	Ensuring compliance with SEND Code of Practice	**Accountable** for setting strategy for Trust	A	**Support** by detailed review (SEG)	S	**Responsible** for ensuring compliance with SEND Code of Practice; responsible for Trust Quality Reviews	R	**Responsible** for ensuring compliance with SEND Code of Practice	R	**Responsible** for appointing an AA to ensure impact is evident in pupil outcomes from implementation of SEND Code of Practice / policy and EHC Plans	R
35	Safeguarding and Inclusion	Delivering support for vulnerable learners	**Accountable** for setting strategy for Trust	A	**Responsible** for approval of strategy for vulnerable and disadvantaged pupils inc looked after children (SEG)	R	**Support** by ensuring Trust strategies for supporting vulnerable learners are established and promoted	S	**Responsible** for delivering support for vulnerable and disadvantaged pupils inc looked after children	R	**Responsible** for nominating an AA to ensure a positive impact is evident in pupil outcomes from use of grant funding for disadvantaged and vulnerable pupils	R

The Mead Academy Trust - Scheme of Delegation

Sn	Group	Area of Responsibility	Trust Board		SEG/ Resources		Central Team		Headteacher		AAG	
36	Safeguarding and Inclusion	Setting behaviour and welfare policies (behaviour, exclusions)	**Accountable** for setting strategy for Trust	A	**Responsible** for approval of Trust policies, in line with ethos and values (SEG)	R	**Responsible** for development of behaviour and welfare policies. Responsible for ensuring school effectiveness reviews with focus on behaviour and welfare	R	**Responsible** for implementing Trust Board approved policies; monitor / evaluate pupils' behaviour and attitudes including implementation of the behaviour policy and where appropriate, agree a strategy for improvement	R	**Responsible** for monitoring the impact of policy on school culture and pupil wellbeing	R
37	Safeguarding and Inclusion	Setting approach to directing pupils offsite, exclusions	**Accountable** for setting strategy for Trust	A	**Support** by detailed review (SEG)	S	**Responsible** for setting approach to directing pupils offsite and oversight of need to secure reductions inexclusions	R	**Responsible** for implementing Trust approaches, in line with Trust ethos and values	R	**Informed** about exclusions and the use of alternative provision	I
38	Safeguarding and Inclusion	Establish a Trust Attendance policy	**Accountable** for setting strategy for Trust	A	**Responsible** for approval of the Trust's attendance policy (SEG)	R	**Responsible** for oversight of strategic themes: children missing education, absence, persistent absence (PA)	R	**Responsible** for implementing agreed Trust policies	R	**Responsible** for monitoring children missing in education, absence, persistent absence (PA), notices and fines	R

The Mead Academy Trust - Scheme of Delegation

Sn	Group	Area of Responsibility	Trust Board		SEG/ Resources		Central Team		Headteacher		AAG	
39	Parent, Community and Stakeholder Relationships	Prepare and publish the Academy prospectus					**Responsible** for publishing information about Trust approaches	R	**Responsible** for preparing and publishing academy prospectus / information for parents	R	**Informed** of academy prospectus & marketing	I
40	Parent, Community and Stakeholder Relationships	Manage relationships with parents							**Responsible** for fostering positive parent relationships at academy level	R	**Support** fostering of parent relationships at academy level	S
41	Parent, Community and Stakeholder Relationships	Receive updates on perspectives of parents across the Trust	**Informed** of parental perspectives across the trust	I	**Support** through detailed review	S	**Responsible** for setting Trust approach to the development of parent surveys / collation of outcomes	R	**Responsible** for responding to Trust parent surveys and collating / responding to outcomes, and for gathering feedback from parents through other means	R	**Responsible** for monitoring progress against key priorities identified from parent feedback	R
42	Parent, Community and Stakeholder Relationships	Receive updates on perspectives of staff across the Trust	**Informed** of staff perspectives across the trust	I	**Support** through detailed review	S	**Responsible** for development of staff surveys / collation of outcomes	R	**Responsible** for conducting staff surveys and collating / responding to outcomes	R	**Responsible** for monitoring progress against key priorities identified from staff feedback and for undertaking exit interviews	R
43	Parent, Community and Stakeholder Relationships	Ensuring mechanisms for staff wellbeing	**Accountable** for setting strategy for Trust	A	**Support** through detailed review	S	**Responsible** for Trust strategy: ensuring focus on staff well being through shared tools/ resources	S	**Responsible** for ensuring staff are offered support via Trust approaches	R	**Support** through ensuring staff are offered support	S

The Mead Academy Trust - Scheme of Delegation

Sn	Group	Area of Responsibility	Trust Board		SEG/ Resources		Central Team		Headteacher		AAG	
44	Parent, Community and Stakeholder Relationships	Champion the Trust and the academies to parents/ communities	**Responsible** for championing and advocating for the Trust at every opportunity	R	**Responsible** for championing and advocating for the Trust at every opportunity	R	**Responsible** for championing and advocating for the Trust at every opportunity	R	**Responsible** for championing and advocating for the Trust at every opportunity	R	**Responsible** for championing and advocating for the Trust at every opportunity	R
45	Parent, Community and Stakeholder Relationships	Receive updates on perspectives from pupils across the Trust	**Informed** of pupil voice at Trust level	I	**Support** by detailed review (SEG)		**Support** the gathering of pupil voice through Trust quality assurance activity at academy level	S	**Responsible** for conducting pupil voice and collating/ responding to outcomes	R	**Informed** of pupil voice at academy level	I
46	Parent, Community and Stakeholder Relationships	Manage relationships with local community and stakeholders	**Accountable** for setting strategy for Trust	A	**Responsible** for fostering relationships with relevant partners and organisations	R	**Responsible** for fostering relationships with relevant partners and organisations	R	**Responsible** for fostering positive community & local relationships	R	**Support** fostering of community & local relationships at academy level	S
47	Parent, Community and Stakeholder Relationships	Manage relationships with local authority (LA) and local gov	**Support** fostering of LA and MP relationships as required	S	**Responsible** for liasing with relevant members	R	**Support** fostering of LA and MP relationships as required		**Responsible** for fostering positive LA and MP relationships at academy level	S	**Support** fostering of LA and MP relationships at academy level	S
48	Parent, Community and Stakeholder Relationships	Manage relationships with central government	**Accountable** for central government relationships and connections	A			**Responsible** for central government relationships	R				
49	Parent, Community and Stakeholder Relationships	Approve a complaints policy & procedures	**Accountable** for ensuring Complaints policy in place	A	**Responsible** for approving Complaints policy (SEG)	R	**Responsible** for developing compliant Complaints policy & overseeing complaints	R	**Responsible** for managing complaints at academy level in line with policy	R	**Informed** of complaints at academy level	I

The Mead Academy Trust - Scheme of Delegation

Sn	Group	Area of Responsibility	Trust Board	SEG/ Resources	Central Team	Headteacher	AAG
50	Parent, Community and Stakeholder Relationships	Establish complaints panel to consider formal complaints about an academy		**Responsible** for establishing a panel relating to a Trust-level complaint **R**	**Responsible** for establishing Complaints panel in line with policy **R**		**Responsible** for reviewing complaints in line with policy **R**
51	Human Resources & Recruitment	Appoint Headteachers (or Academy Heads of School) and Deputy Heads	**Accountable** for recruitment of senior leaders	**Responsible** for nominating appropriate governance community representative to sit on panel **A**	**Responsible** for coordinating marketing, logistics and induction of senior appointees **R**	**Responsible** for supporting the recruitment process **R**	**Informed** of recruitment progress and appointments made **I**
52	Human Resources & Recruitment	Setting and implementing HR policies (appraisal, pay, disciplinary, grievance, capability, safer recruitment)	**Accountable** for setting HR policies (appraisal, pay, disciplinary, grievance, capability, safer recruitment)	**Responsible** for the approval of HR policies (appraisal, pay, disciplinary, grievance, capability, safer recruitment) **A**	**Responsible** for developing HR policies (appraisal, pay, disciplinary, grievance, capability, safer recruitment) **R**	**Responsible** for the application of Trust policies **R**	**Support** panels as needed **S**
53	Human Resources & Recruitment	Approve a sustainable Trust staffing structure and a benchmarked pay range for all posts	**Accountable** for approval	**Support** by detailed review; recommend to Board **A**	**Responsible** for identifying opportunities for multi-site roles and leadership to increase impact, consistency and efficiency **S**	**Support** by proposing and implementing a school staffing structure once approved **R**	**Informed** of school staffing structure **S**
54	Human Resources & Recruitment	Approve the remuneration, terms and conditions of employees to reflect the Trust's vision, ethos and strategy	**Accountable** for setting strategy for Trust	**Responsible** for approval of remuneration and ensuring value for money **A**	**Responsible** for pay recommendations for senior and central posts **R**	**Responsible** for pay recommendations on appointment within approved staffing structure **R**	

The Mead Academy Trust - Scheme of Delegation

Sn	Group	Area of Responsibility	Trust Board		SEG/ Resources		Central Team		Headteacher		AAG	
55	Human Resources & Recruitment	Approve the Trust's performance management and pay policies annually	**Accountable** for setting strategy for Trust	A	**Responsible** for approval & considering implications of any proposed changes upon the budget and longer term financial sustainability of the Trust	R	**Responsible** for shaping policy documentation	R	**Responsible** for implementation of performance management	R		
56	Human Resources & Recruitment	Setting approach to staff appointment and dismissal, with regard to statutory requirements	**Accountable for** Setting approach to staff appointment and dismissal	A	**Responsible** for convening panels if needed	R	**Responsible** for setting approach to staff appointment and dismissal, with regard to statutory requirements	R	**Responsible** for academy compliance with Trust processes	R		
57	Human Resources & Recruitment	Monitor / evaluate the development of a Business Plan for any significant restructures and associated costs	**Accountable** for setting strategy for Trust	A	**Support** review of any potential redundancies (voluntary or statutory) and associated costs or potential risk of future costs associated with employment tribunals or legal action	S						

The Mead Academy Trust - Scheme of Delegation

Sn	Group	Area of Responsibility	Trust Board		SEG/ Resources		Central Team		Headteacher		AAG	
58	Human Resources & Recruitment	Approve, within the agreed budget and ESFA delegated authorities any individual voluntary or statutory redundancy and other payments	**Accountable** for setting strategy for Trust	A	**Support** review of potential severance, settlement agreements, payments in lieu of notice, etc	S						
59	Human Resources & Recruitment	Monitor / evaluate the extent to which implementation of the Trust's approach to pay and benefits supports recruitment and retention	**Accountable** for setting strategy for Trust	A	**Support** by detailed review ensuring pay is transparent, proportionate and justifiable, particularly executive pay	S						
60	Human Resources & Recruitment	Demonstrate independent and objective scrutiny and rigour in the challenge of pay progression proposals in line with the Trust's policy and procedures	**Accountable** for fair application of the Trust's policy	A	**Support** to ensure they are underpinned by evidence of impact and the rationale behind the decision making process reflects value for money, is recorded and retained	S	**Responsible** for moderation of pay progression determinations across schools in line with policy	R	**Responsible** for pay progression recommendations for all staff	R		
61	Financial Management & Trust Growth	Ensuring finance skills on Board	**Accountable** for ensuring finance skills on board	A	**Responsible** for ensuring skills on the board	R	**Support** recruitment to ensure financial skills on the Board Resources	S				

The Mead Academy Trust - Scheme of Delegation

Sn	Group	Area of Responsibility	Trust Board		SEG/ Resources		Central Team		Headteacher		AAG	
62	Financial Management & Trust Growth	Set vision & targets for the Trust growth	**Accountable** for setting vision for Trust growth	A	**Support** through detailed review of financial targets (RES)	S	**Responsible** for developing & executing vision for growth	R				
63	Financial Management & Trust Growth	Appointing senior executive leader as accounting officer	**Accountable** for appointing senior executive leader as accounting officer	A	**Responsible for** appointing senior executive leader as accounting officer	R						
64	Financial Management & Trust Growth	Appointing Chief Financial Officer (CFO)	**Accountable** for appointing Chief Financial Officer (CFO)	A	**Responsible** for appointing Chief Financial Officer (CFO)	R						
65	Financial Management & Trust Growth	Setting delegated authority limits for financial transactions	**Accountable** for setting delegated authority limits for financial transactions)	A	**Responsible** for setting delegated authority limits for financial transactions	R						
66	Financial Management & Trust Growth	Establishing controls framework including internal audit	**Accountable** for establishing controls framework including internal audit	A	**Responsible** for approving controls framework including internal audit	R						
67	Financial Management & Trust Growth	Monitoring pupil premium spend inc. Catch-up and PE and sport premium	**Accountable** for monitoring pupil premium spend inc. Catch-up and PE and sport premium	A	**Support** monitoring pupil premium spend inc. Catch-up and PE and sport premium.	S	**Responsible** for ensuring pupil premium spend inc. Catch-up and PE and sport premium strategy is published / reviewed	R	**Responsible** for establishing school strategy and monitoring impact of pupil premium spend inc. Catch-up and PE and sport premium	R	**Responsible** for monitoring the impact of the Pupil Premium strategy	R

The Mead Academy Trust - Scheme of Delegation

Sn	Group	Area of Responsibility	Trust Board		SEG/ Resources		Central Team		Headteacher		AAG
68	Financial Management & Trust Growth	Undertake three-stage due diligence review process on potential schools joining Trust	**Accountable** for setting process & ensuring due diligence undertaken	A	**Support** through detailed due diligence review	S	**Responsible** for developing process & undertaking three-stage due diligence review	R			
69	Financial Management & Trust Growth	Approve new schools joining Trust	**Accountable** for approving new schools joining Trust	A			**Responsible** for on-boarding new schools	R			
70	Financial Management & Trust Growth	Appointing external auditor	**Accountable** for recommending auditor to Members	A	**Support** selection of external auditor	S	**Responsible** for undertaking Best Value process with regard to appointment	R			
71	Financial Management & Trust Growth	Delivering annual report & accounts, with regard to accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit to members and Companies House	**Accountable** for delivering annual report & accounts, with regard to accounts consolidation exercises required by DfE	A	**Support** delivery annual report & accounts	S	**Responsible** for delivering annual report & accounts, with regard to accounts consolidation exercises required by DfE	R			
72	Financial Management & Trust Growth	Manage procurement exercises in line with compliance requirements	**Accountable** for ensuring procurement in line with regulations	A	**Support** through detailed review of procurement activity (RES)	S	**Responsible** for running compliant procurement exercises	R	**Responsible** for academy level procurement in line with Trust processes	R	

The Mead Academy Trust - Scheme of Delegation

Sn	Group	Area of Responsibility	Trust Board		SEG/ Resources		Central Team		Headteacher		AAG	
73	Financial Management & Trust Growth	Developing finance policies (charging and remission, procurement)	**Accountable** for **d**eveloping finance policies (charging and remission, procurement)	A	**Responsible** for approval of finance policies (charging and remission, procurement)	R	**Responsible** for development of finance policies (charging and remission, procurement)	R	**Responsible** for application of consistent charging and remission policy	R		
74	Financial Management & Trust Growth	Managing conflicts of interest and related party transactions	**Accountable** for managing conflicts of interest and related party transactions	A	**Responsible** for management of conflicts of interest and related party transactions	R	**Responsible** for collating and maintaining record of declarations of interest and related party transactions, monitoring expenditure and managing conflicts	R	**Responsible** for considering conflicts of interest when making purchasing decisions	R		
75	Financial Management & Trust Growth	Ensuring compliance with ESFA requirements	**Accountable** for ensuring compliance with ESFA requirements	A	**Support** compliance with ESFA requirements (RES)	S	**Responsible** for ensuring compliance with ESFA requirements	R				
76	Financial Management & Trust Growth	Ensuring adequate insurance cover is in place	**Accountable** for ensuring adequate insurance cover	A			**Responsible** for ensuring adequate insurance cover is in place	R				
77	Financial Management & Trust Growth	Develop & approve annual budget and three-year outturn	**Accountable** for approving budget	A	**Responsible** for recommending budget and for detailed budget review	R	**Responsible** for developing Trust-wide budgets & submission to ESFA	R	**Support** process through developing academy level budget inline with delegated funds and approved staff structure	S	**Informed** on development of academy level budget	I

The Mead Academy Trust - Scheme of Delegation

Sn	Group	Area of Responsibility	Trust Board		SEG/ Resources		Central Team		Headteacher		AAG	
78	Financial Management & Trust Growth	Produce monthly management accounts in line with Academies Financial Handbook requirements	**Accountable** for reviewing at least six times per year [Chair reviews monthly]	A	**Support** through detailed management accounts review	S	**Responsible** for producing monthly management accounts & sharing with Board at least six times per year	R	**Support** process through producing academy level management accounts	S	**Informed** of actual spend vs budget	I
79	Financial Management & Trust Growth	Maintain risk register in line with Academies Financial Handbook requirements	**Accountable** for ensuring in place & reviewing at least annually	A	**Support** through detailed review of risks and mitigations	S	**Responsible** for developing Trust-wide risk register & mitigating identified risks	R	**Support** by identifying academy level risks & escalating urgent risks	S	**Informed** of academy level risks	I
80	Financial Management & Trust Growth	Manage cash position inc. reporting on cashflow & internal 'loans'	**Accountable** for Trust's cash position & position as a going concern	A	**Support** through oversight of cash position	S	**Responsible** for managing cash & going concern position	R	**Support** through effective financial management at academy level to build reserves	S		
81	Premises, Health & Safety	Develop Trust estate strategy	**Accountable** for approving estate strategy	A	**Responsible** for strategic plan; detailed review of strategy	R	**Responsible** for developing estate strategy	R	**Support** development of estate plans at academy level	S	**Informed** of estate plans at academy level	I
82	Premises, Health & Safety	Approve significant new building projects	**Accountable** for approving new building projects & project spend	A	**Responsible for** detailed monitoring of project overspend	R	**Responsible** for new proposals, monitoring projects & spend inc reporting of overspend	R	**Consulted** on new building projects for individual academy	C	**Informed** of new building projects at academy level	I
83	Premises, Health & Safety	Procure new buildings in line with procedures & regulations	**Accountable** for ensuring compliant procurement	A	**Support** with detailed oversight	S	**Responsible** for compliant procurement & managing contractors	R	**Informed** on progress of building projects	I	**Informed** of progress on building projects at academy level	I

The Mead Academy Trust - Scheme of Delegation

Sn	Group	Area of Responsibility	Trust Board	SEG/ Resources		Central Team		Headteacher		AAG	
84	Premises, Health & Safety	Maintain buildings, inc. properly funded maintenance programme	**Accountable** for buildings maintenance in line with regulations	**Responsible** for approving capital spend inline with financial delegated authorities	A	**Responsible** for buildings maintenance & securing funds from central government	R	**Responsible** for buildings management	R		R
85	Premises, Health & Safety	Set Health & Safety Policy	**Accountable** for approving Health & Safety policy	**Responsible** for recommending H&S Policy to the Board	A	**Responsible** for developing policy, monitoring training requirements across Trust, and regular H&S reviews	R	**Responsible** for implementing H&S policy at academy level and ensuring training is completed at an academy level	R	**Informed** of H&S Policy and any amendments	I
86	Premises, Health & Safety	Respond to Health & Safety incidents across Trust	**Accountable** for overall health and safety of staff, pupils & stakeholders	**Support** through receiving detailed analysis of H&S incidents	A	**Responsible** for responding to H&S incidents across Trust inc. reporting high-risk incidents to Board	S / R	**Responsible** for responding to H&S incidents at academy level inc. informing CET of incidents & risks	R	**Informed** of significant Health & Safety incidents at academy level	I
87	Premises, Health & Safety	Appoint person in charge of First Aid and ensure pupils' medical needs are met	**Accountable** for ensuring First Aid lead appointed		A	**Responsible** for appointing Trust-wide leads for First Aid and Medical Needs and monitoring training requirements	R	**Responsible** for appointing academy leads for First Aid and Medical Needs	R		
88	Premises, Health & Safety	Review risk assessments inc. those relating to Covid-19	**Accountable** for ensuring risk assessments in place & reviewing summaries	**Support** through receiving detailed analysis of Risk and response	A	**Responsible** for developing Trust-wide templates & escalating risks to Board level	S / R	**Responsible** for developing academy level risk assessments & escalating risks to CET	R	**Informed** of Covid-19 risk assessments	I