The Olympus Academy Trust

Scheme of Delegated Responsibilities

Contents

Introduction....3

1. Governance....3

2. Strategy....4

3. School Improvement....5

4. Quality of Teaching....7

5. Curriculum....8

6. Finance....9

7. Recruitment of staff....11

8. Staff professional development....12

9. Personal Professional Development Plan (appraisal)....13

10. Inspection....14

11. Early years foundation stage (EYFS) (as applicable)....14

12. Communication....15

13. Links with parents, carers, guardians and the wider community....16

14. Review of local school policies, processes and procedures....16

15. Risk management....17

16. Welfare and child protection....18

17. Buildings and maintenance....19

18. Health & safety....20

19. Provision of information....21

20. Data protection /GDPR....22

21. Complaints....25

INTRODUCTION

The Trust scheme of delegation is a very important document, which aims to provide clarity about who is responsible for making decisions about all aspects of the way the Trust and its schools operate and are held to account. It is a public document, published on the Olympus website, that outlines the different areas of responsibilities for: the Board of Trustees and its Committees; the Trust's Executive Leadership Team; School Improvement Committees (Olympus school-level governance); and Headteachers and their schools. The Board of Trustees has overall responsibility for the scheme of delegation. It covers 21 areas, each of which has the responsibilities of the four groups outlined separately, side by side. The scheme of delegation is predicated on Olympus being one organisation and on the assumption that our Trust values of *excellence*, *collaboration* and *opportunity* determine our attitudes and behaviours. We are an organisation focused on making a difference to people's lives, regardless of personal circumstances and including those with additional needs and those who hold protected characteristics. Although separate responsibilities are defined for the four groups within the Trust, and some may appear hierarchical, our intention is to make key decisions together, with openness and full support from all parties, where appropriate. The scheme of delegation is a guiding document and will inevitably need periodic review and updates, not least when experience and practice show that change is needed.

1. Governance

Trustees (the Board)	Executive Leadership Team & Central Services	School Improvement Committee	Headteacher/School
• Appoint Chair of Trustees on an annual basis • Appoint Chair of Finance and Resources (FRC), Remuneration and Nominations (RNC), Trust Improvement (TIC) & Audit and Risk (ARC) Committees on an annual basis • Participate in DBS and section 128 checks. Be informed about compliance across the Trust • Approve Board of Trustees temporary additional committees or working groups	• Deliver appointment of Trustees through support for process and decisions by the governance team (Trustees are Member-appointed or co-opted by Trustees) • Deliver and approve all Governor appointments • Appoint SIC Chair and agree term of office. • Be informed about appointment of Vice-Chair • Deliver DBS and section 128 checks (where relevant) for all Staff, Members, Trustees and Governors • Deliver Board of Trustees committees or working groups through support for the process and decision • Prepare and present executive reports to the committees and Board of Trustees	• Support the Governor appointment process e.g. through skills audits, induction, buddy support • Appoint Vice-Chair, agree term of office • Participate in DBS and section 128 checks	• Support the recruitment process for staff and parent Trust Governors and be informed on appointment of all other local Governors • Consulted and informed on appointments of SIC Chairs and Vice-Chairs for their own school • Prepare and present Leadership Report to School Improvement Committee

2. Strategy

Trustees (the Board)	Executive Leadership Team & Central Services	School Improvement Committee	Headteacher/School
• Develop, approve and review Trust Strategic Framework • Develop, approve and review Trust strategic objectives • Develop, approve and review Trust culture and values • Be informed on individual school improvement plan priorities • Approve Scheme of Delegation annually • Approve terms of reference for Board, FRC, ARC, TIC, RNC and SICs • Ensure Board and committees operate within ToR • Be informed of compliance with equalities legislation • Approve any additional schools joining the Trust and review progress • Be informed about Trust strategic objectives with regard to financial priorities • Own the Trust Growth Strategy and be involved in decisions about any possible additional schools joining the Trust	• Develop, deliver and report on Trust Strategic Framework • Develop and deliver Trust strategic objectives and report to Board • Develop and deliver Trust culture and values • Develop and deliver Trust template for school improvement implementation plans, support Headteachers with development and delivery at each school • Review and deliver Scheme of Delegation • Review and deliver terms of reference for Board, FRC, RNC, TIC & ARC and SICs • Develop and deliver equalities compliance across Trust	• Be informed of SIC terms of Reference and ensure SIC operates within TOR • Be informed about Trust Strategic Objectives • Review school culture, values and ethos to ensure these are in line with the Trust vision and Strategic Framework • Be informed on and review school improvement implementation plan • Confirm alignment to Trust scheme of delegation annually • Review equalities statement and objectives for own school annually	• Deliver consistent implementation of Trust strategic objectives in own school • Deliver and report on school culture, values and ethos ensuring these are in line with Trust vision and strategic framework • Develop, deliver and report on school improvement implementation plans • Confirm alignment to Trust Scheme of Delegation annually • Be informed of SIC terms of reference • Develop and deliver equalities and objectives for own school in line with Trust equalities priorities

3. School Improvement

Trustees (the Board)	Executive Leadership Team & Central Services	School Improvement Committee	Headteacher/School
• Be informed on and review educational performance across Trust • Be informed on and review academic results and Y11 and P16 destinations at Trust level • Be informed on and review performance of looked after children, PP, SEND and other vulnerable groups as part of educational data reporting • Create robust accountability, oversight and assurance for educational performance • Hold executive leaders to account for the educational performance of Olympus schools and Trust-wide performance. • Hold Executive and school leaders accountable specifically for the progress of learners with additional needs including but not limited to pupil premium and others facing financial disadvantage, special educational needs and disability, looked after children, different ethnic groups with English as an Additional Language, most able pupils, differing ability cohorts and those who hold protected characteristics.	• Develop expectations for reporting individual school and Trust-wide performance in all aspects of school improvement for Trustees. • Report on delivery of support for looked after children, PP, SEND and other vulnerable groups to Board • Ensure the accountability for delivering on the Olympus School Improvement Strategy • Use the School Improvement Strategy and Categorisation structure to provide professional support and challenge to schools to help drive improvement and high academic standards • Provide technical and data analysis support for schools. • Through rigorous and clear analysis of data, identifying Trust-wide priorities and intervention to inform funding and Olympus School Improvement Strategy • Agree annual performance targets for schools relating to academic performance • Responsible for monitoring the schools' performance • Report to Trustees on schools' performance against targets • Responsible for monitoring the schools' response to the recommendations of	• Review exclusion statistics for own school. Participate in Trust wide exclusion review panels where necessary • Review educational performance for their own school • Be informed on and review academic results and Y11 and P16 destinations for their own school • Responsible for knowing, understanding and challenging the school's response to the recommendations of its last inspection • Responsible for knowing, understanding and challenging learners' overall progress and attainment • Responsible for knowing, understanding and challenging progress and attainment of different groups of learners (including but not limited to pupil premium and others facing financial disadvantage, special educational needs and disability, looked after children, different ethnic groups with English as an Additional Language, most able pupils, differing ability cohorts including those that hold protected characteristics).	• Develop and deliver educational data for their own school and report to Executive Team and School Improvement Committee in the agreed Trust-wide format • Develop expectations of academic results and deliver for their own school in line with direction from Executive Team. Also report on Y11 and P16 destinations • Develop through appointment of designated teacher and report on school's arrangements for supporting looked after and formerly looked after children as well as PP, SEND and other vulnerable groups • Responsible for the accurate self-evaluation of the school using the Olympus School Improvement Strategy • Accountable for accurate analysis of strengths and weaknesses and for writing and implementing the School Implementation Improvement Plan (SIIP), using the Trust agreed format. • Responsible for providing an up to date SEF, using the Trust format, following a whole school self-evaluation and categorisation exercise. • Responsible for driving and engaging with the active role of School Improvement in their school. Including

	the last inspection • Responsible for monitoring learner progress and attainment • Responsible for monitoring progress and attainment of different groups of learners (including but not limited to pupil premium and others facing financial disadvantage, special educational needs and disability, looked after children, different ethnic groups with English as an Additional Language, most able pupils, differing ability cohorts) and those who hold protected characteristics. • Responsible for providing guidance and support for schools in their relationship with the local SEND Cluster and Local Authority officers in regard to appropriate placement of and support for learners with SEND, LAC and PLAC.	• Responsible for knowing, understanding and challenging the provisions in place to support learners' progress and attainment (and the progress and attainment of specific groups), and for knowing and understanding the impact of those provisions.	the detailed understanding of learner attainment and progress. • Ensure appropriate action is taken in a timely, consistent and strategic way to address areas of weakness and improve academic performance, drawing on the best available evidence and monitoring impact. • Ensure the timely and effective identification of provision plus the ongoing monitoring of progress for learners with additional needs including but not limited to pupil premium and others facing financial disadvantage, special educational needs and disability, looked after children, different ethnic groups with English as an Additional Language, most able pupils, differing ability cohorts and those who hold protected characteristics. • Deliver compliance with statutory requirements relating to suspensions and exclusions • Ensure a close working relationship with the local SEND Cluster and Local Authority officers regarding appropriate placement of and support for learners with SEND, LAC and PLAC.

4. Quality of Teaching

Trustees (the Board)	Executive Leadership Team & Central Services	School Improvement Committee	Headteacher/School
• Ensure that the quality of teaching within the Trust is monitored and evaluated, and that resources are being used to best effect to bring about improvements, where needed. • Approve and monitor Trust-wide priorities to improve quality of teaching, including value for money	• Responsible for identifying the Trust-wide strategies used improve the quality of teaching and learning in our schools. • Responsible through the School Improvement Strategy for identifying Trust-wide priorities, professional Development including Trust-wide conferences and input from external experts. • Responsible for supporting, challenging and advising the school in its programme of improvement • Responsible for supporting schools with performance concerns. • Responsible for ensuring schools use the agreed Trust processes for rigorous and clear monitoring and evaluation.	• Responsible for knowing and understanding the school's evaluation of the quality of teaching and learning. • Responsible for supporting and challenging the school in its programme of improvement.	• Responsible for the quality of teaching and learning in the school • Responsible and accountable for the accurate self- evaluation of the quality of teaching, its strengths and weaknesses and for taking action to improve the quality of teaching. • Responsible for delivering the successful implementation of the agreed Olympus pedagogical strategies. • Responsible for implementing the Trust-wide Teaching and Learning approach. • To support the development of all staff in relation to teaching and learning, including the identification of staff who are underperforming and in need of additional guidance and support including the use of agreed HR Trust policies.

5. Curriculum

Trustees (the Board)	Executive Leadership Team & Central Services	School Improvement Committee	Headteacher/School
• Approve and review Trust curriculum model in line with requirement to ensure 'broad and balanced curriculum' and all relevant government guidance, including relationships and sex education (RSE), collective worship and Careers Education and Guidance • Approve and review Trust curriculum model via Trust Improvement Committee • Responsible for oversight and monitoring of impact of the curriculum as part of the overall strategy for school improvement, including personal development and character education. • Hold the Executive Team accountable for monitoring statutory compliance on behalf of the Board.	• Develop and approve curriculum models including numbers of classes and teaching contact time on an annual basis. • Develop assessment expectations at Trust level • Propose and develop curriculum that delivers the strategy • Provide curriculum guidance for all schools • Provide guidance, as appropriate, relating to qualifications (KS4 and KS5) in line with the overall Olympus school improvement strategy and curriculum guidance • Monitor the implementation and impact of the curriculum across the Trust • Support, challenge and advise the school in the development and implementation of its enrichment provision • Review our curriculum provision in the context of changes to DfE policy and Ofsted frameworks.	• Responsible for knowing and understanding the school's own evaluation of the quality of its curriculum and enrichment	• In conjunction with the Executive Team, plan for and develop a staffing structure annually, to deliver a curriculum model capable of providing high quality learning experiences and outcomes within the agreed financial parameters • Develop the agreed Olympus curriculum in conjunction with the other Trust schools and the Executive Team • Responsible for the school level implementation of the agreed Olympus curriculum and, where appropriate, qualifications (KS4 and KS5) • Responsible for the development, implementation and impact review of the school's enrichment provision and personal development/character education in line with Trust-wide principles • Ensure the implementation of the Olympus Curriculum Principles. • Responsible for the subject leader development including access to Trust provided networks and PD.

6. Finance

Trustees (the Board)	Executive Leadership Team & Central Services	School Improvement Committee	Headteacher/School
• Ensure Board has at least one individual with specific relevant skills and experience of financial matters • Be informed on impact of Pupil Premium, PE and Sports Premium and other catch-up premium spend on learner performance across schools • Review and approve pay framework including Executive Leadership team and Head teacher pay • Approve financial delegation levels for Trust and schools • Approve and be informed of financial oversight and controls processes • Be informed of internal scrutiny programme outcomes and review findings • Approve Trust annual budget • Approve and review individual school annual budgets • Receive management accounts on a termly basis. Review as part of each Board meeting. Monthly accounts to be provided for the chair and FRC. • Be informed on appointment of external auditors by Members • Approve Annual Accounts and Trustees' Report • Participate in annual declarations of interest and related party transactions data collection • Approve Asset and Premises Maintenance	• Deliver Finance skill set on Board of Trustees through support for recruitment and appointment • Be consulted on, recommend and review PP and other catch-up premiums across all schools. Report to Board • Develop, deliver and recommend pay framework including Executive Team and Headteachers • Develop and deliver financial policies for Board approval, including recommendations for delegated authority limits for financial transactions at school and Trust level • Ensure compliance with delegation levels • Develop and deliver systems and processes for financial oversight and controls at Trust level. • Report to Board on financial compliance for Trust and academies. • Develop and deliver internal scrutiny programme • Develop and deliver Trust annual budget • Develop, deliver and review each school annual budget through scrutiny process • Deliver monthly management accounts, ensuring Trust cash position is managed robustly • Develop external audit tender and put out for quotes. Recommend external auditors to Finance and Resources, Audit & Risk Committee	• Be informed on delegated annual budget and finances for own school and review in respect of impact of spend on pupil outcomes • Approve and review use and impact of Pupil Premium, PE and Sports Premium and other catch-up premiums for their own school. Appoint Pupil Premium link governor (where possible) • Be informed of any asset and premises maintenance issues • Participate in annual declarations of interest and related party transaction data collection	• Develop, deliver and report on PP and catch-up premiums for their own school • Develop, deliver and report on PE and Sports premiums for their own school • Deliver and ensure compliance with limits for financial transactions for own school. Report to Executive Team • Deliver financial compliance in line with guidance from Executive Team and report to Executive Team on own school • Develop and deliver annual school budget with Executive Team • Participate in annual declarations of interest and related party transactions data collection • Deliver and report to Executive Team on any asset and premises maintenance issues affecting own school

Strategy. Appoint Estates Management Link Trustee (where possible) • Ensure FRC has at least one individual with specific relevant skills and experience of financial matters • ARC approve annual programme of internal scrutiny as put forward by the executive team and recommend to Board • Be consulted on and recommend Trust annual budget in line with strategic priorities • FRC to be consulted on and recommend school annual budget to Board • Review management accounts and budget forecast at each FRC meeting • Participate in annual declarations of interest and related party transactions data collection • ARC to be informed of any asset and premises maintenance issues affecting any and all schools	• Deliver annual financial statements in line with ESFA's academies accounts direction (Annual Accounts and Trustees' Report) • Deliver register of annual declarations of interest and related party transactions to avoid conflicts of interest • Develop, deliver and report on asset and premises management for all schools to Board		

7. Recruitment of staff

Trustees (the Board)	Executive Leadership Team & Central Services	School Improvement Committee	Headteacher/School
• Be informed about approach and compliance of staff appointments and dismissal with regard to statutory requirements • Be informed about appointment or dismissal of Headteachers and senior leaders. *Note: appointment/dismissal panel will include at least one Trustee* • Develop, recommend, approve and deliver appointment or dismissal of CEO. • Appoint CEO as Accounting Officer • Appoint Chief Finance Officer • Monitor all recruitment policies and activity via RNC • Be informed on staff structure/re-structures for all schools and central team and review at Trust level • Be involved in approving and appointing executive leadership roles within the Trust.	• Develop and deliver process and policies for staff appointment and dismissal • Deliver and approve appointment and dismissal of Headteachers • Support with recruitment, appointment and dismissal of all Trust staff • Provide the Board and schools with professional HR support and advice • Responsible for monitoring the Single Central Record (SCR) and compliance with safer recruitment in all Olympus settings on behalf of the Board • Ensure that a member of the Trust's Executive Leadership Team is represented on any recruitment panel for the appointment of a Headteacher or other senior leader in a school • Provide RNC with relevant data regarding staff recruitment and retention • Ensure that sufficient numbers of senior staff are safer recruitment trained and involved in all appointments. • Ensure that procedures are in place for compliance checking and right to work reviews • Ensure that no appointments are made without completion and approval of Authority to Recruit process.	• Be informed about appointment or dismissal of Headteacher. *Note: Appointment panel will include Chair of SIC where possible* • Using key performance data provided by the school and Central Team, stays fully aware of the school's activity in terms of its staff, staffing structures and more general HR data • Receive updates from monitoring of SCR via safeguarding governor	• Deliver staff appointments and dismissals through compliance with Trust policies and in conjunction with the Trust's HR Team • Complete and request Authority to Recruit before advertising and appointing • Responsible for the accuracy of the school's Single Central Record and statutory compliance with safer recruitment requirements

8. Staff professional development

Trustees (the Board)	Executive Leadership Team & Central Services	School Improvement Committee	Headteacher/School
• Through monitoring performance of the organisation, challenge and support the Executive Leadership Team to develop the capability of staff • Monitor effectiveness of professional development, talent management and succession planning and support and challenges appropriately	• Be consulted on, approve, deliver and review staff structure/re restructures for all schools and Trust Central Team • Approve, deliver and review staff training and professional development for all schools and Trust Central Team • Recruit and oversee ITT and ECTs in compliance with our arrangement with The 5 Counties Teaching School Alliance. • Lead strategic vision and the overall staff development strategy • Develop and implement the People Strategy, including delivery (directly or via commissioned support) of professional development programmes where appropriate	• Be informed about staff structure/re structures for their own school • Be informed about, and review impact of staff training and professional development for their own school	• Develop and deliver CPD for their own school in line with Trust wide policy supported by Executive Team • Develop and deliver staff training and professional development (supported by Executive Team) for their own school in line with Trust strategic framework • Maintain a structured approach to talent management and succession planning at school level

9. Personal Professional Development Plan

Trustees (the Board)	Executive Leadership Team	School Improvement Committee	Headteacher/School
• Approve annual performance review and pay of the Executive Leadership Team following review of recommendations by FRC. • Chair of Trustees to deliver performance review of CEO with *either* external support *or* through additional Trustee participation in the process. • Be informed about implementation of staff personal professional development policy • Approve Headteacher pay in line with annual performance review processes and pay policy • Review recommendations on executive team pay from the CEO	• Develop and Deliver annual performance review and pay of Executive team through robust evidence-based process in line with personal professional development plan policy. • CEO to review and make recommendations to FRC and RNC • Develop and deliver annual performance review and pay of Headteachers through robust evidence-based process in line with personal professional development plan policy • Develop and deliver staff annual performance review (excluding Headteachers and Exec Team) through robust evidence-based process in line with personal professional development plan policy	• Be consulted on and approve through SIC Chair participating in HT annual performance review process	• Participate in HT annual performance review process • Deliver annual performance review process in line with personal professional development plan policy

10. Inspection

Trustees (the Board)	Executive Leadership Team & Central Services	School Improvement Committee	Headteacher/School
• Representative from Board of Trustees to participate in Ofsted inspection meetings and feedback	• Deliver preparatory training on Ofsted inspections, and support SIC Chairs and Trustees through process of inspection when school is inspected • Support Headteachers before, during and after a school inspection, including meeting with the inspection team.	• SIC Chair (or other representative from SIC) to participate in Ofsted inspection at their own school	• Lead Ofsted inspection within the School. • Ensure relevant stakeholders are informed of the inspection and have the opportunity to complete the inspection questionnaires • Work with Exec Team and use agreed Trust documentation • Responsible for ensuring all staff and the SIC fully understand requirements of the inspection process.

11. Early years foundation stage (EYFS) (as applicable)

Trustees (the Board)	Executive Leadership Team & Central Services	School Improvement Committee	Headteacher/School
• Receive annual reports on compliance, standards and proposed actions to address issues • Review data on EYFS performance across the Trust	• Responsible for monitoring statutory compliance with respect to EYFS. • Review data on EYFS performance • Provide advice, guidance, support and challenge with respect to EYFS provision.	• Responsible for monitoring the school's evaluation of the quality of EYFS provision.	• Responsible for quality of provision of EYFS, and for implementing actions to address weaknesses.

12. Communication

Trustees (the Board)	Executive Leadership Team & Central Services	School Improvement Committee	Headteacher/School
• Communicate a clear vision, strategy and long term objective for Olympus	• Ensure good communication between the Board, SIC Chairs, Headteachers and other staff • Ensure that staff understand relevant organisational priorities • Ensure that schools are communicating appropriately with their communities • Ensure that Trust and school websites communicate effectively Trust and school values as well as information and news.	• The SIC Chair, with support from the Headteacher and Governance Professional, is responsible for ensuring SIC members have all the information they require to be well informed about the school and the Trust • The SIC Chair is responsible for ensuring the views of their committee are well communicated to Trustees and the Trust Executive Leadership Team	• Responsible, with the SIC Chair, for ensuring that committee members have all the information they require to be well informed about both the school and the Trust • Ensures that organisational priorities are understood by staff, parents and learners, as appropriate • Responsible for submitting the Leadership Report to the Governance Professional at least 7 days prior to the SIC meeting • Ensure that the information communicated with their community is relevant, up to date and inclusive • Ensure that the school uses the most efficient and effective means of communication for open events and parent/carer information evenings. • Ensure that the school maintains its social media accounts

13. Links with parents, carers, guardians and the wider community

Trustees (the Board)	Executive Leadership Team & Central Services	School Improvement Committee	Headteacher/School
• Be informed about stakeholder engagement and voice (staff, learners, community and other stakeholders) • Ensure development of a strategy for links with parents and carers. • Reputational responsibility	• Develop and deliver Trust-wide stakeholder engagement and voice, report to Board • To promote and support the positive reputation of Olympus	• Review stakeholder voice and engagement for own school	• Deliver stakeholder engagement and voice for own school, and report to Executive Team and SIC • Ensure that the school promotes itself positively through social media and the wider community. • Ensure that the school engages with local businesses and employers • Where appropriate, engage with local community groups as users of school facilities out of hours

14. Review of local school policies, processes and procedures

Trustees (the Board)	Executive Leadership Team & Central Services	School Improvement Committee	Headteacher/School
• Review and approve, on an annual basis, the Trust model policy for Safeguarding and Child Protection • Review and approve all policies in line with the Trust's policy cycle	• Development of Trust policies and Trust model policies • Monitor the cycle of policy review for Trust policies and Trust model policies • Ensure policies updated with new or amendments to current legislation • Ensure that Trust and school websites contain the correct up to date policies • Ensure that practice within the schools reflects the most up to date policy • Ensure circulation of updated policies to all school policy coordinators for updating systems as well as notifying all staff of any updates	• Approve school policies and adapt Trust model policies for school approval, as required • Note Trust policies	• Regular updating of all school policies • Updating of Trust model policies with school specific details as required • Ensure that process and procedures are regularly updated e.g. attendance registers, complaints log etc. • Ensure that practice in school reflects the policies

15. Risk management

Trustees (the Board)	Executive Leadership Team & Central Services	School Improvement Committee	Headteacher/School
• Review arrangements for insurance cover • Hold overall responsibility for the risk management framework • Be informed of strategic risks across the Trust • Consider the ARC minutes and the Chair's meeting summary, including the committee's review of the Strategic Risk Register, at each of its meetings • Approve the Trust Risk Management Policy, including setting risk tolerances and determining risk appetite • Review strategic risks across the Trust	• Deliver adequate insurance cover in line with legal obligations or have opted in to the academies risk protections arrangements (RPA) • Deliver Trust risk register • Manage the strategic risks facing the Trust • Maintain, regularly review and update the Trust Strategic Risk Register • Audit school compliance with policy, including existence and regular review of school key risk concerns • Draft and implement a Trust Risk Management Policy	• Monitor and review school-level risks on a regular basis and liaise with ARC about alignment with Trust priority risks	• Develop and maintain and up to date list of greatest school risks to share with SIC, ARC and Trust executive team

16. Welfare and child protection

Trustees (the Board)	Executive Leadership Team & Central Services	School Improvement Committee	Headteacher/School

• Approve Safeguarding and Child Protection Policy. Be informed on safeguarding compliance across Trust and schools, undertake safeguarding training annually including reading KCSIE
• Appoint Safeguarding Link Trustee, review Trust's safeguarding arrangements, including the 'Prevent' duty
• Appoint SEND Link Trustee, review Trust's arrangements for SEND provision ensuring compliance with SEND Code of Practice
• Approve admissions policies for all schools. Participate in in-year admissions decisions panels, where necessary
• Be informed on compliance with statutory requirements relating to exclusions. Participate in Trust-wide exclusion review panels where necessary
	• Develop and deliver Trust's safeguarding arrangements, including the 'Prevent' duty.
	• Develop and deliver Trust's SEND provision ensuring compliance with SEND Code of Practice
	• Review and deliver admissions policies for each school in line with DfE Admissions Code
	• Develop and deliver compliance with statutory requirements relating to suspensions and exclusions
	• Check SCR at least termly
	• Provide safeguarding and child protection guidance for all schools, in line with statutory guidance and non-statutory national guidance
	• Monitor the implementation of the safeguarding and child protection guidance
	• Carry out safeguarding audit visits to monitor compliance with policies and effective practice
	• Responsible for monitoring statutory compliance with respect to the quality of spiritual, moral, social and cultural development of learners on behalf of the Board
	• Ensure all Trustees and Governors have the appropriate child protection checks and are recorded on the central office or school SCR
	• Monitor use of off-site and alternative provision by schools
		• Review safeguarding compliance, undertake safeguarding training annually including reading KCSIE
		• Appoint Safeguarding Link Governor, review own school's safeguarding arrangements
		• Review school's arrangements for SEND provision ensuring compliance with SEND Code of Practice
		• Monitors, supports and challenges the welfare and child protection in the school including
		  ○ child protection
		  ○ suspensions and exclusions
		  ○ serious disciplinary incidents
		  ○ attendance
		  ○ behaviour
		• Responsible for knowing and understanding the school's own evaluation of the quality of spiritual, moral, social and cultural development of learners
		• Responsible for checking the SCR termly
			• Develop and deliver safeguarding arrangements for own school, including the 'Prevent' duty.
			• Ensure policies include reference to child on child abuse and links to safeguarding policies where applicable
			• Deliver safeguarding arrangements for own school, report to Executive Team and SIC
			• Deliver SEND provision for own school, ensuring compliance with SEND Code of Practice, report to Executive Team and SIC
			• Deliver in-year admissions in line with DfE Admissions Code
			• Check SCR at least termly
			• Responsible for safeguarding and child protection within the school
			• Responsible for identifying risks to effective safeguarding and taking action to reduce potential risks
			• Responsible for the quality of spiritual, moral, social and cultural development of pupils
			• Responsible for ensuring that school policies and practices take into account the procedures and practice of the local authority
			• Responsible for providing reports on welfare and child protection to the SIC and to the Trust Central Team.

17. Buildings, maintenance and IT

Trustees (the Board)	Executive Leadership Team & Central Services	School Improvement Committee	Headteacher/School
• Approve and review acquisition and disposal of Trust land • Be consulted on proposals for acquisition and disposal of Trust land • Review, prioritise and approve proposalsfor capital investment • Review, approve and monitor Trust capital and IT projects and spending via FRC and ARC	• Develop, recommend, deliver and report to Board on proposals for acquisition and disposal of Trust land • Monitor planned and approved capital works and IT projects • Monitor the impact of the strategic planon the quality of school buildings • Responsible, with the Headteacher, fordeveloping priorities for capital expenditure and large scale 'minor works' in line with the strategic plan. • Support the Headteachers in preparing curriculum-based business plans for capital projects. • Develop a rolling 5-syear strategy plan for capital expenditure, considering all schools' five year plans • Develop the wider estates policy • Provide the Board and schools with professional support, challenge and advice relating to the management ofbuildings and estates • Review, prioritise and approve proposalsfor capital investment • Responsible for monitoring compliance with statutory regulations relating to premises and accommodation. • Receive, review and report to the Board and relevant committees on proposals schools for planned capital works. • Develop a Trust zero carbon strategy for Board approval • Prioritise consideration of environmental impact of all building use, development and set-up	• Receive reports about proposed building, maintenance and IT developments for school and monitor impact.	• Understand stewardship role in relation to being guardians of the school premises during their tenure and make recommendations for change and improvement on that basis • Responsible for the maintenance of the school and facilities, with support from the Trust central team • Responsible, with the Executive Leadership Team, for developing priorities for capital expenditure and large scale 'minor works' in line with the strategic plan. • Develop curriculum-based business plans for capital projects. • Plan ongoing annual budget for replacement of IT resources and liaise with Director of IT about infrastructure support needs and ordering of equipment.

18. Health & safety

Trustees (the Board)	Executive Leadership Team & Central Services	School Improvement Committee	Headteacher/School
• Be informed about compliance at individual school and Trust level. • Appoint Health and Safety Link Trustee (where possible) • Serve asthe employer under the Health and Safety at Work Act 1974 • Responsible for setting overall policies for health and safety that are applicable to all Trust-wide operations • Periodically review organisational health and safety performance • Ensure adequate resources are made available for the discharge of the employer's health and safety duties. • Review health and safety as part of risk registers	• Deliver compliance with statutory requirements relating to health and safety and report to Board • Appoint a competent health and safety professional to develop health and safety policies and monitor performance • Define the Trust's risk appetite with regard to health and safety compliance • Provide health and safety support to all schools and central office staff • Provide central team staff with the training, information, instruction and supervision as necessary to meet statutory requirements and fulfil their duties in a safe manner	• Be informed of and review health and safety compliance at own school. • Monitor, support and challenge the health and safety performance at the school.	• Deliver compliance with statutory requirements relating to health and safety. Report to Executive team and SIC • Responsible for health and safety performance within the school • Responsible for the implementation of health and safety policies and for statutory compliance • Ensure that all staff within their school have received sufficient training, information, instruction to meet statutory requirement and fulfil their duties in a safe manner Responsible for provision of reports on health and safety to the SIC • Seek support with health and safety from the Trust Health and Safety Coordinator and the Head of Estates and Facilities in accordance with the Trust Health and Safety Policy

19. Provision of information

Trustees (the Board)	Executive Leadership Team & Central Services	School Improvement Committee	Headteacher/School
• Accountable for the provision of clear and regular information to a range of relevant bodies • Accountable for statutory compliance. • Responsible for reviewing Trust policies and ensuring their implementation within an annual programme.	• Monitor statutory compliance on behalf of the Board • Responsible for monitoring statutory compliance in relation to the information provided to the regulators, parents/carers and others on behalf on the Board • Provide guidance and model policies • Responsible for supporting and challenging the school on the quality of information • Responsible for monitoring the quality of information provided by the school	• Responsible for reviewing school policies and their implementation within an annual programme.	• Responsible for the adaptation and implementation of school policies in line with statutory requirements • Ensure the information provided by the school is of a high quality

20. Data protection /GDPR

Trustees (the Board)	Executive Leadership Team & Central Services	School Improvement Committee	Headteacher/School
• Accountable for compliance with all data protection legislation • Ensure a Trust Data Protection Lead is appointed with overall responsibility for GDPR • Review compliance with the Trust Data Protection Lead. • Ensure adequate resource for GDPR Compliance	• Appoint a suitably qualified Data Protection Officer (DPO) • Provide and adequately resource a Trust Data Protection Lead • Decide response to data breaches including reporting to the Information Commissioner's Office (ICO) • Ensure Trust ICO notifications are accurate and up to date • prepare, review and update all relevant Data Protection Policies required • Ensure central office GDPR compliance • Train school data protection coordinators on policy and procedure • Audit schools' GDPR compliance • Update school data protection coordinators on ICO guidance and decisions • Provide GDPR briefing(s) to ensure that staff are aware of their responsibilities • Ensure that all new starters are aware of Trust policy and procedures regarding GDPR	• Understand and monitor data compliance at school level, ensuring compliance with Trust Data Protection Policy and procedures	• Appoint a school data protection coordinator of sufficient seniority • Provide school data protection coordinator with adequate support and resource to fulfil their role • Ensure all staff have seen the yearly GDPR presentation provided by the Trust Data Protection Lead • Ensure compliance with Trust Data Protection Policy and procedures

21. Complaints

Board Committee	Executive Leadership Team & Central Services	School Improvement Committee	Headteacher/School
• Be informed of complaints statistics for all schools. • Complaints overview to be monitored by ARC and reported to the Board	• Develop Trust-wide Complaints Policy and process which is compliant with relevant legislation. • Deliver support to schools to ensure compliance with complaints policy and process • Responsible for monitoring statutory compliance in relation to complaints • Ensure complaints received at Central Office are directed to the appropriate person in line with the complaints policy. • Coordinate responses to complaints to Ofsted, ESFA etc. and report to Board of Trustees	• Receive regular reports from the Headteacher on all complaints and monitor implementation of any recommendations.	• Deliver compliance with Trust complaints policy and relevant legislation • Responsible for handling and monitoring of complaints in liaison with the Trust Complaints Coordinator. • Provide the SIC with regular updates via the Leadership Report about numbers of complaints and actions arising