Governance Framework and Scheme of Delegation

The purpose of this document is to clarify where responsibility and accountability sits for key functional areas within Exceed Academies Trust. In line with our values, particularly that of transparency, it is vital that a clear scheme of delegation defines lines of responsibility and accountability for decision making.



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Together we Exceed

Exceed Academies Trust Governance Framework and Scheme of Delegation

Introduction

The Board of Exceed Academies Trust is legally accountable for the Trust and all its academies. It determines the Trust's strategic direction, holds executive leaders to account for educational performance, safeguards the effective and appropriate use of public funds, and oversees the Trust's compliance with its legal, regulatory and contractual duties. The Board must maintain effective systems of assurance across education, safeguarding, finance, risk, estates, workforce and operations. It may delegate functions, but it remains accountable for decisions made under delegated authority. This Governance Framework and Scheme of Delegation sets out the responsibilities delegated to each tier of governance within Exceed Academies Trust. It should be read alongside the Articles of Association, funding agreement, committee and local governance terms of reference, financial scheme of delegation, and policy framework.

The intention of this document is to:

- Set out delegations for specific areas of activity or decision making in a clear, usable format
- Provide clarity, consistency and avoid duplication or overlap in governance
- Seek to place governance decision making as close as possible to the point of impact.

Exceed Academies Trust's approach to governance allows it to adapt to the different needs of the schools. There may be circumstances when the Board will need to intervene and choose to withdraw specific delegated authorities, although these are expected to be the exception rather than the rule. In such circumstances, the Trust Board may temporarily replace a school's Local Advisory Board with a Trust Appointed Governance Board (TAGB). TAGBs are Trust Board committees established under Articles 100–106, with delegated responsibilities equivalent to a LAB. TAGBs are used where enhanced oversight and/or governance intervention are required, for example due to safeguarding, governance, financial, performance or other significant concerns, or when a new sponsored academy joins the Trust.

Note: This document does not lay out every legal responsibility of the Trust or every activity in the remit of individual stakeholders; rather it is concerned with the core activities that are carried out within each area of operational delivery and how they are coordinated between the various decision makers.

The overriding legal assumption that sits behind this Scheme of Delegation is that all Exceed schools and academies are governed by one Trust and a single Board of Trustees. The Board of Trustees is the legally accountable body but can delegate many of its functions (for example to a local advisory board or an executive team). The Exceed Board remains accountable for these functions.

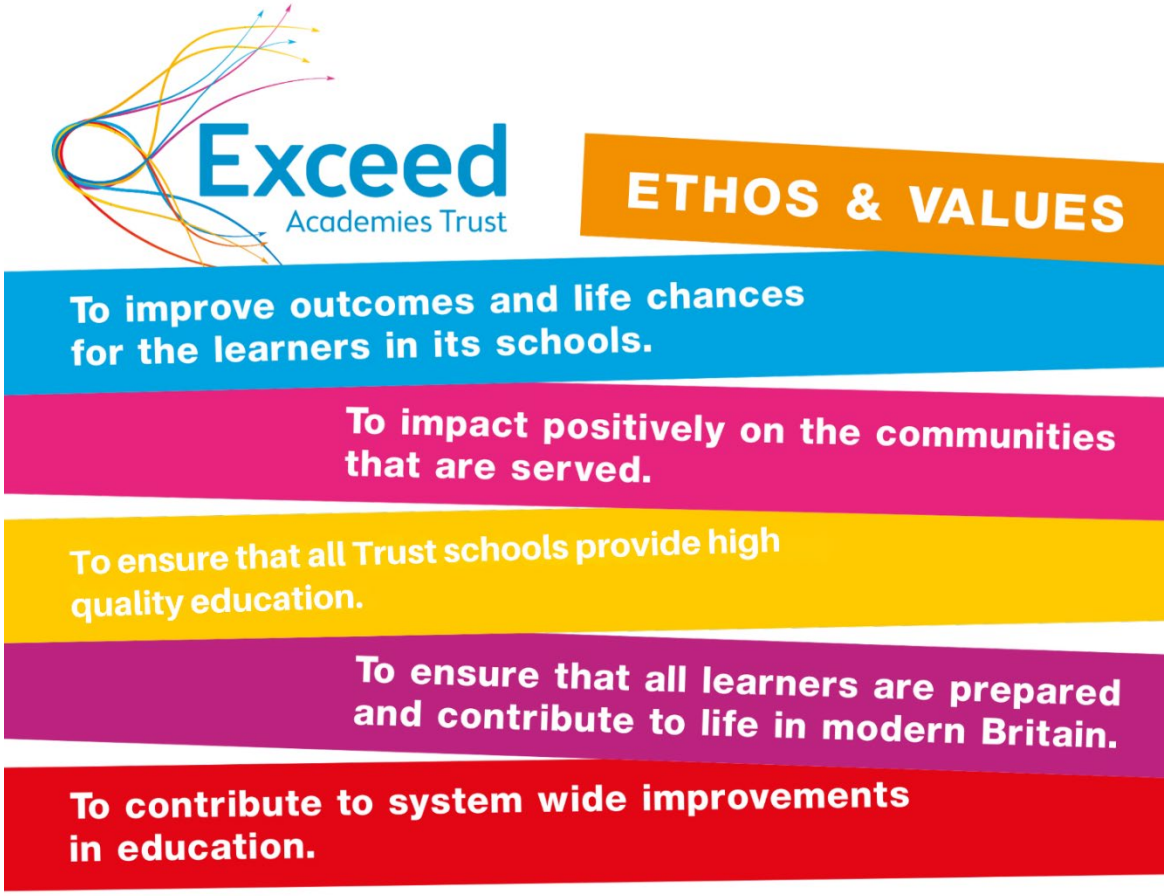
This Scheme of Delegation does not dictate when responsibilities may be further delegated within sets of stakeholders – for example by the Trust Board to a Committee, a Headteacher to other staff within the school, or the Exceed Chief Executive Officer to other staff. Some of our schools operate with an Executive Headteacher/Head of School model; where this is the case, the Executive Headteacher is accountable for decisions taken by the Head of School.

There will be circumstances where the rules may change – for example in crisis situations, the Trust Central Team may take on a much more involved role or where stakeholders may go above and beyond the level of support that is articulated here – for example the LAB may be engaged on a range of other aspects not explicitly referenced here.

This overarching Scheme of Delegation allocates governance and operational responsibilities across the Trust. It is distinct from, but must remain consistent with, the written financial scheme of delegation required by the Academy Trust Handbook. Where the documents overlap, the more specific financial control or approval requirement applies, and no delegation in this document removes the need to obtain prior Department for Education approval where required.

Vision and Values

This document is underpinned by our core educational vision to provide an ***outstanding school experience for all*** and our ethical goals:



There is an expectation that all involved with governance of the Trust and our schools and academies are committed to undertake their roles in line with the 'Seven Principles of Public Life': selflessness, integrity, objectivity, accountability, openness, honesty, and leadership.

Governance Model

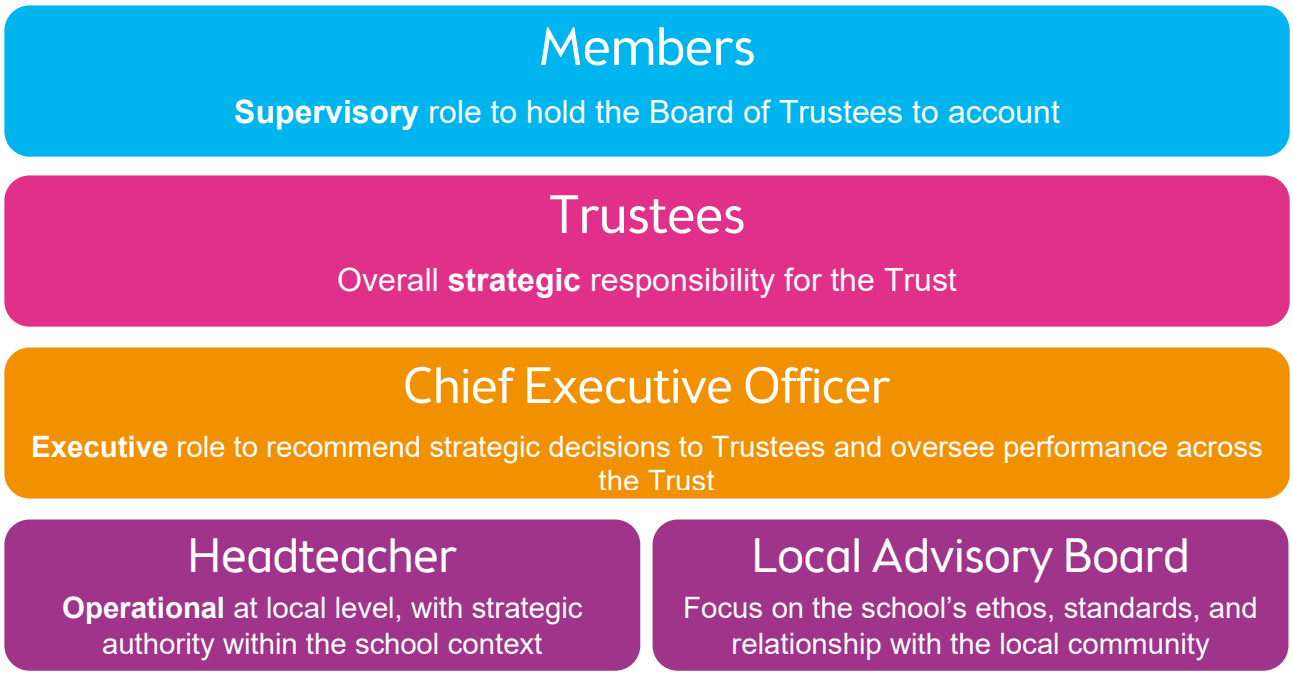
Exceed Academies Trust is an educational charity that runs schools as well as a company and is therefore subject to both charity law and company law. Exceed is a company limited by guarantee, which means that it does not have share capital or shareholders, but instead has members who act as guarantors.

Although Exceed is an exempt charity and is not registered with the Charity Commission, the Trust must comply with charity law. The Department for Education is its principal regulator for charity law purposes. As a company limited by guarantee, the Trust is also subject to company law and Companies House requirements. The company number for Exceed Academies Trust is 10050238.

Exceed has set up a governance model that ensures clear and non-duplicative roles and responsibilities within the overall governance structure. There is clear separation between Members and Trustees, and Executive and Non-Executive. The Executive team facilitates communication between levels of governance.

Details of Trust Members, Trustees, and senior staff, including business interests and attendance at meetings, can be found on the Trust's website.

The structure of governance at Exceed follows the hierarchy below:



- **Members:** the guardians of the constitution (Articles of Association) who ensure the charitable objects are fulfilled. They have a similar role to shareholders of a company limited by shares. The Academy Trust Handbook and the Trust's Articles of Association, together with relevant legislation, contain key information on Members. Members have specific roles which can include amending the articles of association, appointing or removing Members or trustees, appointing the Trust's auditors and receiving the audited annual accounts, and the power to change the Trust's name and, ultimately, wind it up.

- **Board of Trustees** (also known as Directors under company law): accountable to the Members, Secretary of State for Education, and the wider community for the quality of the education provided to pupils and students and for the appropriate expenditure of public money. The Board hold ultimate legal accountability and are required to have systems to assure themselves of the quality, safety, and good practice of the affairs of the Trust. It is recognised that, whilst the Board can choose to delegate some of its functions, it cannot delegate its responsibilities.

  The Board constitutes an Audit & Risk Committee and a Finance Committee. As Board Committees, the Membership of each includes a majority of Trustees. The Audit and Risk Committee oversees the internal and external audit functions, monitors the risk management framework, and ensures compliance with statutory and regulatory requirements. The Finance Committee oversees the financial performance and sustainability of the Trust, reviews and approves the annual budget and financial statements, and ensures adherence to financial policies and procedures.

- **Local Advisory Boards (LAB):** accountable to the Trust Board, LABs provide local insight, stakeholder engagement, scrutiny and assurance. They monitor the school's educational performance, safeguarding, attendance, inclusion, SEND provision, pupil and staff wellbeing, and implementation of Trust strategy and policy within the authority delegated by the Trust Board. LABs do not hold independent legal accountability, and the Trust Board may vary or withdraw their delegated responsibilities.
    - **Trust Appointed Governance Board (TAGB):** In certain circumstances, the Trust Board may temporarily replace a school's Local Advisory Board with a Trust Appointed Governance Board (TAGB). TAGBs are Trust Board committees established under Articles 100–106, with delegated responsibilities equivalent to a LAB.

- **Chief Executive Officer (CEO)** with the Executive Team: responsible for delivering the educational and operational outcomes for Exceed Academies Trust as set by the Board. The CEO is included to reflect their role as Accounting Officer and their personal responsibility to Parliament, acting through the Department for Education, for the regularity, propriety and value for money of the Trust's use of public resources.

- **Headteachers:** responsible for the performance and defined operational delivery areas within their own school including oversight of their senior leadership team. Individual schools may have alternative titles for this position such as Executive Headteacher.

For clarity, it is noted that a 'school' is defined as an individual school within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several sites and/or phases of education.

The Department for Education's Academy trusts: governance guide provides high-level guidance on the roles, responsibilities and legal duties within academy trust governance. It should be read alongside the Academy Trust Handbook, the Trust's funding agreement, Articles of Association and relevant legislation. The guide is available at: https://www.gov.uk/government/publications/academy-trust-governance-guide.

Areas of Delegation

This scheme of delegation is structured in accordance with the following areas:

- Members' Governance
- Being Strategic
- Governance
- Education, Curriculum and School Performance
- Stakeholder Engagement
- Financial Management and Internal Control
- Premises, ICT, Health & Safety and GDPR
- Staffing, HR and Pay
- Policies and Procedures

Delegated Authority

The key responsibilities and decision making authority referred to in the scheme of delegation tables are:

Approve	Responsible for approving a document or process and, where appropriate, determining how the task will be undertaken including defining appropriate milestones and targets to be reported against. Where this relates to appointments, for example of a lead trustee role, this is included in the delegations as ***'Appoint'***.
Consulted	Will be consulted as part of the process of completing a task. Their contributions *may* inform the approach or decision.
Deliver	Operationally responsible for undertaking a task and reporting on its delivery at suitable intervals. It is recognised that the person responsible for delivering specific areas of work may draw on other resources or work with colleagues. As an example, whilst the Headteacher's **'deliver'** the budget for their own school, they will work with other colleagues, including those in finance, in order to do this.
Develop	Responsible for developing and supporting proposals for discussion and approval or review by the appropriate decision-making individual/group.
Informed	Will receive one way information on decisions or approaches.
Recommend	Will make recommendations as to how a task, decision or approach should be undertaken or completed. The recommendation will *usually* inform the approach or decision.
Report	Responsible for reporting on the delivery of tasks, in some cases after a review of delivery undertaken by others or drawing on input from colleagues, for example on financial monitoring or reporting. The document refers to internal reporting, for example from the CEO to the Board, but does not seek to capture external reporting, for example to the DfE, Companies House or other relevant bodies.
Review	Responsible for reviewing whether a task is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure the task is delivered appropriately.

The scheme of delegation also indicates areas of accountability – ***'Accountable'***

Audience

This document is designed for use by key governance stakeholders within the Trust as well as externally. It will be made available on the Trust's website.

Approval and Renewal

The Exceed Academies Trust Scheme of Delegation will be reviewed at least annually and approved by the Trust Board. An earlier review will be undertaken where there is a material change to legislation, the funding agreement, Articles of Association, the Academy Trust Handbook, Department for Education governance guidance, the Trust's structure or risk profile, or the responsibilities delegated to any governance tier. The Governance Professional will maintain a record of approved changes and ensure that related terms of reference, financial delegations and policy schedules remain aligned.

This Scheme of Delegation has been reviewed against the Academy Trust Handbook 2026, effective from 1 October 2026, and the Academy trusts: governance guide, updated in July 2026. Where either document is subsequently amended, the Trust will review this Scheme promptly and propose any necessary changes to the Trust Board.

Acronyms

The following acronyms are used in this document:

ATH	Academy Trust Handbook
Articles	Exceed Academies Trust Articles of Association
CEO	Chief Executive Officer
DfE	Department for Education
DSL	Designated Safeguarding Lead
DBS	Disclosure & Barring Service checks
EYFS	Early Years Foundation Stage
HT	Headteacher
KPIs	Key performance indicators
LAB	Local Advisory Board (referred to in the Articles as Local Governing Bodies)
LAC	Looked after children
SEF	Self-Evaluation Form
SEND	Special Educational Needs and Disability
SIP	School improvement plan
TAGB	Trust Appointed Governance Board (temporary Trust-appointed governance structure established in place of a LAB in specific intervention circumstances)

Scheme of Delegation Tables

The following tables set out responsibilities and decision making authority in areas where it is important to define the role of different leaders across the Trust. It does not prescribe every activity in the remit of individual leaders.

In exercising delegated responsibilities, every governance tier must have regard to the Trust's duties and strategic commitments relating to inclusion, SEND, attendance, alternative provision and collaboration with schools, trusts, local authorities and other partners. The Trust Board will receive assurance on how these commitments are reflected in strategy, resource allocation, educational provision and the experience and outcomes of pupils, particularly those who are disadvantaged or have additional needs.

Where a school is led by an Executive Headteacher alongside a Head of School, the Executive Headteacher is accountable for decisions taken by the Head of School.

For schools operating with a Trust Appointed Governance Board (TAGB) in place of a Local Advisory Board (LAB), all functions delegated to the LAB in this Scheme of Delegation are instead delegated to the TAGB for the duration of its operation.

Policies listed are indicative - a separate Policy Framework and Review Schedule sets out Trust policies and approval levels.

Members' Governance			
Area	**Members**	**Trust Board**	**Chief Executive Officer**
Amend and adopt the articles of association	• Approve	• Recommend	• Consulted • Develop • Deliver
Change the name of the Academy Trust	• Approve	• Recommend	• Consulted • Develop • Deliver
Wind up the Academy Trust	• Approve	• Recommend	• Consulted • Develop • Deliver
Appoint and remove members in line with the Articles of Association	• Approve	• Informed	• Consulted • Recommend • Deliver
Appoint and remove trustees to the board in line with the articles of association	• Approve	• Recommend	• Consulted • Recommend • Deliver
Appoint external auditors	• Approve	• Recommend	• Consulted • Develop • Deliver

Ref	Area	Trust Board	Chief Executive Officer	Local Advisory Board	Headteacher
1	**BEING STRATEGIC**				
1.1	**Trust vision and strategy, including any plans for growth or significant change**	• Approve • Develop (i.e. high level thinking and approach/consultation for any significant review)	• Develop (i.e. detail and documentation including consulting), then recommend. • Deliver and review to ensure vision and strategy inform including at school level.	• Expect to be consulted for significant review. • Informed on approved approaches.	• Expect to be consulted for significant review or change. • Informed on approved approaches.
1.2	**Ethos and values**	• Develop (i.e. high level thinking and approach/consultation for significant review) and approve.	• Develop (i.e. detail and documentation including consulting), then recommend. • Deliver and review to ensure ethos and values reflected across Trust and schools.	• Expect to be consulted for significant review. • Informed on approved approaches.	• Expect to be consulted for significant review. • Informed on approved approaches. • Deliver for school. • Report to CEO/LAB on implementation.
1.3	**Trust Development Plan including key priorities, KPIs, input from school improvement plans**	• Approve and review.	• Develop and deliver in line with vision and strategy, meeting external expectations or requirements.	• Deliver contribution through school plans which inform Trust plan. • Informed on Trust Plan.	• Deliver contribution through school plans which inform Trust plan. • Informed on Trust Plan.
1.4	**Risk Management and control**	• Approve Risk Framework. • Review and approve Trust risk register informed by CEO reports. • Review key risks. • Review regular reports from CEO.	• Develop and recommend Risk Framework. • Develop, deliver, review and report on risk management, risk register and controls for Trust and schools. • Review school risk registers.	• Informed on key risks and related issues within school. • Review key school risks.	• Review and deliver risk register for school, update and report to CEO. • Report to LAB on key risks and issues for school.
1.5	**Potential new schools to join the Trust**	• Approve in line with Trust vision and strategy. • Review timeline, due diligence and delivery plan for any new school being considered. • Accountable for signing new school legal documentation.	• In line with vision and strategy, review and recommend possible schools to join the Trust to the Board. • Deliver decisions made, including completion of necessary due diligence.	• Informed on potential new schools and decisions. • May have role to deliver support to a new LAB as identified by Board or CEO.	• Consulted on potential new schools. • Informed on decisions. • Expected to have role to deliver support to new schools as identified by Board or CEO.

Ref	Area	Trust Board	Chief Executive Officer	Local Advisory Board	Headteacher
2	**GOVERNANCE**				
2.1	**Trust Governance structure and delegations incl. terms of reference**	• Approve annually. • Approve dissolution of LAB and establishment of TAGB for temporary period.	• Develop, review and recommend proposed approach informed by consultation, compliance and Trust practice. • Develop and recommend scheme of delegation and terms of reference. • Recommend establishment of TAGB. • Deliver delegations for CEO.	• Consulted and deliver LAB delegations; informed on overall approach.	• Consulted on HT and LAB delegations; informed on overall approach. • Deliver at HT level.
2.2	**Recruitment of Trustees**	• Review CEO reports and review need for future reports, audits or recruitment. • Approve process and timeline to seek potential new co-opted Trustees.	• Develop periodic skills audits to identify gaps, including in finance, and deliver induction/ training support. • Consulted on Trust skills gaps and needs. • Deliver support and report to Board (and Members) on Trustee recruitment and eligibility.	• Informed	• Informed
2.3	**Appointment or removal of Trustees in line with Articles**	• Appoint co-opted Trustees. • Approve any decision to suspend or remove Trustees in line with Articles. • Deliver contribution to appointment process.	• Deliver support and report to Board (or Members) regarding appointments and any possible need to suspend or disqualify a trustee in line with Articles.	• Informed	• Informed
2.4	**Appointment of Board Chair, Vice-Chair and link roles**	• Appoint in line with Articles. • Appoint link trustees.	• May be consulted to make recommendations to Board.	• Informed	• Informed
2.5	**Appointment of committee and LAB/TAGB Chairs**	• Appoint.	• Consulted. • Recommend appointment/ removal of LAB/TAGB Chairs.	• Consulted and may recommend for LAB. • Informed on committee chairs.	• Consulted and may recommend for LAB. • Informed on committee chairs.
2.6	**Appointment of committee and LAB/TAGB members**	• Approve Committee memberships. • Approve appointments/removal of all LAB/TAGB members.	• Recommend appointment/ removal of LAB/TAGB members. • Develop and deliver induction support requesting LAB and HT contributions.	• For LAB: review membership and skills gaps/needs. • Deliver support with recruitment and recommend appointment of co-opted members. • Review elections of parent and staff LAB members. • Deliver support with induction and training. • Approve allocation of Governor Link Roles.	• For LAB: deliver skills audit to identify gaps. • Deliver support with recruitment of Co-opted Governors. • Deliver process for election of parent and staff LAB members. • Deliver safeguarding checks of Governors and inclusion on Single Central Record. • Deliver support with induction and training.

Ref	Area	Trust Board	Chief Executive Officer	Local Advisory Board	Headteacher
2.7	**Appointment of Governance Professional to the Trust Board, committees and LABs/TAGBs**	• Appoint Clerk to the Board. • Informed on appointments of Clerks to committees and LAB/TAGB.	• Recommend. • Deliver and approve appointments of Clerks to committees and LAB/TAGB.	• Informed.	• Informed.
2.8	**Schedule of Board and committee meetings and business**	• Approve schedule and priorities across governance operation. • Accountable for meeting statutory requirements for governance arrangements. • Review policy framework.	• Develop and recommend schedule. • Deliver statutory requirements around governance arrangements. • Review policy framework.	• Approve any individual school priorities, business and dates for LAB to fit with Trust schedule.	• Develop, recommend and deliver in line with Trust schedule.
2.9	**Governance reviews**	• Approve approach. • Review CEO report and approve actions or recommendations. • Provide report to Members.	• Develop and deliver approved approach for review, drawing on external expertise where required.	• Consulted – expect to contribute from LAB perspective, where required.	• Consulted – expect to contribute from school perspective, where required.
2.10	**Urgent decisions and Chair's action**	• Approve the scope and limits of any authority delegated to the Chair. • Review any decision taken under urgent delegated authority at the next Board meeting. • Accountable for ensuring that urgent authority is used only in exceptional circumstances and does not extend to matters reserved to the Board.	• Consulted where practicable. • Deliver information and recommendations required to support an urgent decision.	• Informed of any relevant decision affecting the school.	• Informed of any relevant decision affecting the school. • Deliver any resulting actions within delegated authority.
2.11	**Equality, diversity, inclusion and governance diversity**	• Approve any Trust-wide approach and equality objectives. • Review compliance, impact and the diversity, skills and succession needs of the Board and governance structure.	• Develop and recommend the Trust-wide approach and objectives. • Deliver implementation and report progress and material risks to the Board.	• Review local implementation, stakeholder experience and equality impact. • Report material concerns to the CEO.	• Deliver equality objectives within the school. • Report outcomes, compliance and material concerns to the CEO and LAB.
2.12	**Trustee and local governor conduct, induction, training and development**	• Approve and review the governance Code of Conduct. • Approve the governance development programme and associated budget. • Review skills, succession, induction, training participation and any material breaches.	• Develop and deliver induction, training and governance development arrangements. • Report participation, skills gaps, succession risks and compliance to the Board.	• Deliver annual affirmation of the Code of Conduct and participation in required induction and training. • Review local skills and development needs.	• Consulted on relevant local governance development needs. • Contribute information and training where appropriate.

Ref	Area	Trust Board	Chief Executive Officer	Local Advisory Board	Headteacher
2.13	**Trustee and local governance link roles**	• Appoint a Trustee with strategic leadership responsibility for safeguarding. • Appoint a SEND lead Trustee or allocate SEND oversight to a Board committee. • Review assurance received through link roles, without displacing collective Board accountability.	• Deliver access to appropriate information, leaders and assurance evidence. • Report material concerns and actions to the Board.	• Appoint a governor with strategic leadership responsibility for safeguarding. • Appoint a careers lead governor where applicable. • Appoint a SEND lead governor. • Appoint link roles as required/ recommended by the Trust and any others determined by the LAB. • Review reports from link governors and assure itself that actions are followed up.	• Deliver access to appropriate information and staff. • Report actions and material concerns arising from link activity.
3	**EDUCATION, CURRICULUM, & SCHOOL PERFORMANCE**				
3.1	**School Improvement Plans and Self-Evaluation**	• Review capacity of Trust to ensure school improvement.	• Consulted on, approve and review.	• Informed and review progress. • Informed of the outcomes of external monitoring.	• Develop, deliver and report progress to LAB and CEO.
3.2	**Trust and school academic targets**	• Informed on Trust academic targets and progress. • Accountable for all assessment practices meeting requirements laid out in statutory guidance.	• Accountable to Trustees for Trust and school targets. • Accountable to Trustees for all assessment practices, meeting requirements laid out in statutory guidance. • Approve school targets. • Review termly reports from HTs on progress/plans.	• Consulted on school targets and review progress.	• Develop school targets, consulting with LAB and CEO. • Deliver approved targets. • Report regular analysis of school performance to the CEO and LAB via Headteacher's report and data dashboard.
3.3	**Ensuring Trust and academy readiness for external inspection, review and regulatory scrutiny, including Ofsted**	• Review reports from CEO on readiness for inspection.	• Develop and deliver Trust plans. Approve, review and support school plans. • Deliver support to schools preparing for Ofsted inspections & monitoring visits. • Report to Board.	• Consulted on school plans. Review actions/ progress and deliver LAB role for plans or inspections.	• Develop and deliver plans including LAB consultation. • Report to CEO and LAB on plans, inform and support LAB on their role.
3.4	**School curriculum intent & provision**	• Accountable for all curriculum practices meeting requirements laid out in statutory guidance.	• Accountable to Trustees for all curriculum and assessment practices, meeting requirements laid out in statutory guidance. • Review.	• Support leaders to develop school approach. • Informed of school approach and implementation.	• Develop and deliver and report to LAB and CEO.

Ref	Area	Trust Board	Chief Executive Officer	Local Advisory Board	Headteacher
3.5	**Teaching and learning**	• Accountable for the overall quality and impact of teaching.	• Accountable to Trustees for the overall quality and impact of teaching across the Trust. • Accountable to Trustees for maintaining a view of the quality of teaching in all schools through effective teacher evaluation. • Deliver facilitation of peer networking groups and Trust-wide Professional Development opportunities via Exceed Institute.	• Review school approach to securing the quality and impact of teaching, including the effectiveness of CPD and coaching for teachers.	• Review the quality of teaching, assessment and pupil attainment within school. • Develop and deliver the vision and model for developing teaching and approach to improving teacher quality. • Deliver arrangement of CPD and coaching for teachers.
3.6	**Policies and practice for teaching, learning and pedagogy**	• Informed.	• Review implementation and report to Board.	• Approve and review relevant policies for school.	• Deliver for school. • Report to CEO and LAB including noting any issues with policies or implementation.
3.7	**Strategy for Pupil Premium and other grants**	• Approve Trust wide approach and relevant policies and practice.	• As per policy schedule, develop, recommend/ approve policies and practice across Trust, consulting with schools. • Deliver for Trust. • Review implementation and report to Board.	• Review school implementation. • Review and approve school policies. • Informed/consulted on audits/reviews. • Appoint lead LAB member for Pupil Premium.	• Consulted on Trust wide approach. • Develop and deliver for school informed by Trust strategy. • Commission audits/reviews and deliver any recommendations. • Report to LAB and CEO.
3.8	**Safeguarding oversight, policies and procedures**	• Review and approve Trust policies and procedures. • Accountable for ensuring each school has a Designated Safeguarding Lead (DSL) and Looked After Children (LAC) designated teachers. • Review reports from CEO on implementation and compliance.	• Develop and recommend Trust policies and procedures. • Review to ensure schools have DSL and LAC designated teachers. • Deliver on Trust wide basis. • Facilitate DSL network group. • Review implementation and report to Board.	• Review school implementation. • Approve school elements and appoint lead LAB member for safeguarding. • Informed on and review DSL & LAC teachers for school.	• Consulted on Trust wide approach. • Deliver in own school, compliant with Trust approach. • Appoint school DSL and LAC teachers and publish details on the website. • Commission audits/reviews and deliver any recommendations. • Report to CEO and LAB.
3.9	**Strategy for SEND provision and relevant policies and practice**	• Review and approve Trust policies and procedures. • Review reports from CEO.	• Develop and recommend policies and procedures. • Deliver on a Trust wide basis. Informed on school approach. • Deliver facilitation of SENDCO network group. • Review implementation and report to Board.	• Consulted and review for school. Approve school elements and appoint lead LAB member for SEND. • Informed/consulted on audits/reviews.	• Consulted on Trust wide approach • Develop and deliver options for school approach informed by Trust strategy. • Commission audits/reviews and deliver any recommendations. • Report to CEO and LAB.

Ref	Area	Trust Board	Chief Executive Officer	Local Advisory Board	Headteacher
3.10	**Admissions, behaviour and pastoral care, attendance, safeguarding complaints, equalities and exclusions**	• Approve Trust wide approach and relevant policies and practice. • Accountable for admissions, exclusions, pastoral and safeguarding arrangements meeting national requirements laid out in statutory guidance • Deliver support with governor panels to review exclusion decisions if required.	• As per policy schedule, develop, recommend/approve policies and practice across Trust, consulting with schools. • Deliver for Trust. • Review implementation and report to Board. • Accountable to Trustees for admissions, exclusions, pastoral and safeguarding arrangements meeting national requirements laid out in statutory guidance. • Approve and review statutory off-site direction arrangements under the Education (Educational Provision for Improving Behaviour) Regulations 2010 (as amended), including decisions following review meetings regarding continuation, amendment, cessation and reintegration arrangements. • Deliver oversight and quality assurance of off-site direction reviews across the Trust and report on implementation to the Trust Board.	• Review school implementation. • Review and approve school policies. • Review school approach to culture, ethos and wellbeing including behaviour, attendance and inclusion. • Informed of suspensions/ exclusions and school exclusion prevention strategies being implemented. • Review Exclusion decisions through governor panels and engage in IRP process if required. • Informed of safeguarding complaints, referrals and training within school. • Review fixed term exclusion data. • Informed of pupils subject to off-site direction and review the effectiveness of school strategies to support inclusion, reintegration and the reduction of suspensions, exclusions and off-site placements. • Review summary reporting regarding off-site direction arrangements and outcomes within the school.	• Consulted on Trust wide approach • Develop and deliver for school informed by Trust strategy. • Deliver school approaches to culture, ethos and wellbeing including behaviour, attendance and inclusion practices. • Develop and recommend policies. • Deliver compliance with policies and guidance on statutory responsibilities. • Deliver management of school admissions appeals and managed moves. • Deliver effective school attendance, inclusion and safeguarding procedures inc. training and DBS processes within policies. • Deliver/approve management of school exclusion prevention strategies including managed moves and off-site direction. • Develop, deliver and review off-site direction arrangements, including placement objectives, parental engagement, review meetings and reintegration planning, in accordance with statutory guidance and Trust procedures. • Recommend continuation, amendment or cessation of off-site direction following each review meeting. • Deliver internal suspension/ exclusion procedures and ensure suspension/exclusion administration fulfils all relevant requirements for these, fixed term suspensions and permanent exclusions.

Ref	Area	Trust Board	Chief Executive Officer	Local Advisory Board	Headteacher
					• Deliver responses to safeguarding and other complaints against staff. • Deliver oversight of referral of at-risk children to Local Authority and other agencies. • Report to LAB and CEO.
3.11	**Educational Trips and Visits**	• Informed. • Accountable for safe planning and management of educational visits, including adventurous, residential, and overseas activities.	• Informed on school approach. • Review school implementation and provide support. • Accountable to Trustees for safe planning and management of educational visits, including adventurous, residential, and overseas activities.	• Review school implementation. • Review and approve school policies. • Review school approach to educational trips and visits. • Informed and review requirements are met for safe planning and management of educational visits, including adventurous, residential, and overseas activities.	• Develop and recommend policies. • Deliver safe planning and management of educational visits, including adventurous, residential, and overseas activities. • Deliver compliance with policies, requirements, and best practice.
3.12	**Early Years Foundation Stage (EYFS), where applicable**	• Accountable for compliance with the statutory EYFS framework. • Review assurance on quality, compliance and outcomes.	• Review implementation across applicable schools. • Deliver support and quality assurance and report to the Board.	• Review school implementation, quality and outcomes.	• Develop and deliver compliant EYFS provision. • Report outcomes, risks and compliance to the CEO and LAB.
3.13	**Careers education, information, advice and guidance, where applicable**	• Accountable for compliance with statutory careers requirements. • Approve any Trust-wide approach and review its impact if implemented.	• Develop and deliver the Trust-wide approach if implemented. • Review compliance and report assurance to the Board.	• Review local implementation, accessibility, stakeholder feedback and pupil destinations.	• Deliver the careers programme and statutory requirements. • Report impact, compliance and destination information to the CEO and LAB.
3.14	**Educational performance data and governance assurance**	• Review objective, timely and appropriately benchmarked Trust-wide performance information. • Review whether the Board has sufficient skills and support to interpret educational performance data.	• Develop and deliver Trust-wide arrangements for data quality, validation, analysis and reporting. • Report performance, variation, risks and corrective action to the Board.	• Review academy-level performance information and challenge variation, risks and impact. • Report material concerns through agreed routes.	• Deliver accurate production, validation, analysis and reporting of school performance data. • Report actions and impact to the CEO and LAB.
3.15	**Alignment of curriculum, staffing and financial planning**	• Review and approve an integrated approach that aligns educational priorities, curriculum planning, staffing structures, budgets and longer-term financial sustainability.	• Develop and recommend integrated Trust and school plans. • Review assumptions, affordability, risks and delivery and report to the Board.	• Review the educational impact and local deliverability of the school plan and budget. • Report material risks to the CEO.	• Develop school-level curriculum, staffing and resource proposals within Trust parameters. • Deliver approved plans and report variances and risks to the CEO and LAB.

Ref	Area	Trust Board	Chief Executive Officer	Local Advisory Board	Headteacher
4	**STAKEHOLDER ENGAGEMENT**				
4.1	**Publication of information on Trust and school websites**	• Informed.	• Develop and deliver.	• Informed and review requirements are met for school. Consulted by CEO on stakeholder perspective on information.	• Deliver for school and report to CEO and LAB.
4.2	**Trust and School branding**	• Informed.	• Develop and deliver for Trust. • Review and recommend (or Direct) for school. Support with developing and delivering.	• Informed.	• Consulted on school perspective in respect of Trust branding. • Develop and deliver for school.
4.3	**Stakeholder engagement including partners, parents, pupils and local communities**	• Review reports. • Expected to have role to deliver.	• Develop, recommend and deliver. • Report to Board. • Deliver guidance and examples of best practice on communication with parents. • Deliver advice/guidance on media communications, ensuring consistency. • Deliver management of crisis communications.	• Expected to have role to deliver or review communication with local school stakeholders, including parent community, and report to CEO and HT. • Deliver support with engagement of parents, wider community and other stakeholders.	• Deliver effective engagement and communication with parents and the wider community and report to CEO and LAB. • Deliver management of media, community, LA relations.
4.4	**School Calendar (holiday dates)**	• Informed.	• Deliver advice/guidance and recommend if required. • Informed.	• Consulted and Informed.	• Develop, Approve and Deliver setting of school term dates.
4.5	**Complaints**	• Approve Trust-wide Complaints Policy and Procedure. • Deliver support with complaints appeals panels.	• Develop and recommend Trust-wide Complaints Policy and Procedure. • Deliver guidance and support with complaints.	• Deliver support with complaints appeals panels. • Review complaints data.	• Deliver implementation of Trust-wide Complaints Policy and Procedure.
4.6	**School day, school year and school uniform**	• Approve any Trust-wide framework and matters reserved to the Board.	• Develop guidance and review compliance with statutory requirements and Trust policy. • Approve proposals where required by the policy framework.	• Consulted on significant local proposals. • Review affordability, equality impact and stakeholder feedback relating to uniform.	• Develop, recommend and deliver arrangements for the school day, term dates and uniform in line with Trust policy and statutory guidance. • Deliver required consultation and communication.
4.7	**Whistleblowing arrangements**	• Approve the Whistleblowing Policy. • Review assurance on accessibility, implementation and themes, while preserving confidentiality.	• Develop and deliver Trust-wide arrangements. • Appoint an appropriate staff contact. • Report assurance, themes and material concerns to the Board.	• Informed of the policy and reporting routes. • Review assurance that arrangements are understood locally.	• Deliver communication and implementation within the school. • Deliver assurance that concerns are escalated through the approved procedure.

Ref	Area	Trust Board	Chief Executive Officer	Local Advisory Board	Headteacher
5	**FINANCIAL MANAGEMENT AND INTERNAL CONTROL**				
	These areas of delegation will be delivered in line with the Trust's financial delegations which are set out in a separate document. The delegations in these tables must be read alongside the Academy Trust Handbook 2026 and the Trust's detailed financial scheme of delegation. In particular, the Trust Board must retain effective oversight of executive pay, going-concern reporting, the distribution of funds across academies, procurement, internal scrutiny, related-party transactions and all matters requiring prior Department for Education approval. The Board must also assure itself that trustees and local governors receive financial training appropriate to their responsibilities and that the Chief Financial Officer has the qualifications, experience and professional development appropriate to the Trust's scale and complexity. *In accordance with the Financial Procedures Policy, the Trust Board retains the authority to review and, where necessary, temporarily adjust financial delegations and controls during periods of uncertainty, including but not limited to headteacher resignation, retirement, or unplanned absence, or operational issues). Any such adjustments will be implemented to safeguard the school's assets and ensure effective stewardship, and will be communicated to all relevant stakeholders. The Board will review these arrangements regularly and restore standard delegations once appropriate.*				
5.1	**Financial Regulations, financial and asset management policies and procedures to ensure compliance across Trust & schools**	• Approve policies and practice across the Trust. • Review CEO reports on compliance and financial and asset management. • Accountable for meeting statutory requirements around reporting, budget submissions and financial controls. • Review robustness of benchmarking and Trust-wide value for money.	• Develop and recommend approach, policies and scheme of financial delegation informed by consultation, compliance requirements and Trust practice. • Review implementation and provide relevant reports to Board. • Sign off on expenditure for "at risk" finance schools. • Develop and recommend procurement strategy, including mandating contracts and frameworks for tenders. • Accountable for meeting statutory requirements around reporting and budget submissions to Companies House and DfE	• Informed on and may be asked to review any material issues or non-compliance and actions/progress. • Informed about activities to generate additional income.	• Deliver compliance in school, including finance administration and internal controls arrangements in line with the Exceed approach. • Report any material issues or non-compliance to CEO and LAB and, where required, actions/progress. • Deliver and review activities to generate additional income, including actively engaging in letting opportunities.
5.2	**Setting budgets within the Trust**	• Approve annual and longer term budgets for Trust and schools.	• Develop and recommend budget for Trust and schools. • Expect iterative process with HTs to develop school budgets	• Informed on school budget.tr	• Develop budget for own school with discussion and support from CEO.
5.3	**Monitoring and reporting on Trust and school budgets**	• Review and approve management accounts and monitoring reports.	• Develop and report to Board for Trust and schools with management accounts circulated to Board & Chair of Board. • Deliver and report on Trust/central budget.	• Review delivery of school budget to inform understanding of resources and delivery of school plans. • Review management accounts. • Review use of Pupil Premium.	• Deliver approved school budget and report to LAB and CEO.

Ref	Area	Trust Board	Chief Executive Officer	Local Advisory Board	Headteacher
5.4	**External auditors and audit; internal auditors, audit and controls; and bankers for the Trust**	• Approve: appointment of bankers; policies and procedures and any appointments or reports for internal controls and audit; internal audit plan. • Informed on appointment of external auditors (Note: appointment is by Members).	• Report to Board on actions to review performance of internal or external auditors; • deliver process for auditors' appointment; for external auditors report to Members; • develop and recommend policies, procedures, appointments, reports for internal scrutiny, report information from internal auditors/third parties. • If required, recommend change in bankers. • Report any material non-compliance to Board.	• Informed on and may be asked to review any reports of internal non-compliance in school in line with internal controls.	• Deliver in school (for example meeting requests from auditors or bank requirements). • Report on progress, including highlighting any concerns to CEO. • Report any material non-compliance in line with internal controls and, where required, actions/progress.
5.5	**External audit reports, annual report and accounts**	• Review external audit reports. • Review and approve annual report and accounts. • Informed on completion of process with Members.	• Report information from auditors and progress of actions to Board. • Develop information for audit and annual report with schools' and external input. • Recommend annual report and accounts to Board and, once approved, deliver accounts for Members.	• Informed on and review any areas of internal non-compliance in school.	• Develop any detail required for school. • Informed on any actions from audit reports relevant for school, deliver identified actions and report on progress to CEO.
5.6	**Procurement and contract approval**	• Approve all contracts requiring Trustee approval in line with the Scheme of Financial Delegation.	• Deliver procurement strategy, including mandating contracts and frameworks for tenders. • Approve all contracts within the agreed limits set out in the Scheme of Financial Delegation. • Deliver coordination of Trust-wide procurement tenders. • Deliver support for coordination of school level procurement tenders. • Recommend Trust-wide contracts requiring Trustee approval.		• Approve all contracts within agreed amounts in line with Scheme of Financial Delegation. • Deliver coordination of school level procurement tenders. • Recommend contracts requiring additional approval in line with Scheme of Financial Delegation.
5.7	**Cash management and treasury**	• Approve the treasury and investment framework. • Review cash position, liquidity, reserves and compliance with borrowing restrictions.	• Deliver cash-flow forecasting and cash management within approved arrangements. • Report material risks, variances and corrective action to the Board.	• Informed of material school-level implications through financial reporting.	• Deliver compliance with Trust procedures for income, banking and cash handling. • Report material concerns to the CEO.
5.8	**Insurance and risk protection arrangements**	• Approve the Trust's insurance or risk protection arrangements and any matters reserved to the Board. • Review annual assurance that cover is adequate.	• Develop, procure and deliver insurance or risk protection arrangements. • Review cover, claims and material changes and report to the Board.	• Informed of significant claims or changes affecting the school.	• Deliver compliance with insurance requirements. • Report material changes, incidents and potential claims promptly.

Ref	Area	Trust Board	Chief Executive Officer	Local Advisory Board	Headteacher
5.9	**Conflicts of interest and related party transactions**	• Approve the Trust's approach and any transaction requiring Board approval. • Review the register of interests and assurance on compliance. • Ensure conflicts are managed and required DfE approval is obtained before commitment.	• Deliver maintenance of registers, declarations and related party procedures. • Identify approval and reporting requirements and report compliance to the Board.	• Deliver declarations and management of conflicts at local level. • Report relevant interests and potential transactions promptly.	• Deliver declarations and local compliance. • Notify the CEO promptly of conflicts or potential related party transactions.
5.10	**Novel, contentious and repercussive transactions**	• Review proposed transactions and ensure prior DfE approval is obtained where required. • Accountable for ensuring no commitment is made before required approval.	• Identify, develop and recommend proposals. • Deliver submission to the DfE and retain evidence of approval before commitment.	• Informed where a proposed or approved transaction materially affects the school.	• Report any proposed transaction that may fall within these categories before any commitment is made.
6	**PREMISES, ICT, HEALTH & SAFETY AND GDPR**				
6.1	**Trust policies and, property strategy, estate improvement plans, priorities for premises maintenance and development incl. accessibility plan**	• Approve Trust wide policies, plans, priorities and associated budgets. • Review reports from CEO. • Review delivery incl. major capital projects.	• Develop, recommend and deliver Trust policies, plans, priorities and associated budgets. • Report on progress towards implementation. • Deliver and review compliance audits and the implementation of action plans. • Deliver support to schools in arranging contracts e.g. school catering, M&E, energy. • Develop Trust's capital strategy and SCA allocation.	• Consulted on priorities for school in line with Trust policy and budgets. • Review delivery of school priorities and informed/consulted on capital projects delivered by Trust. • Informed on and review compliance audits/checks.	• Develop school priorities, report to CEO and LAB; where required by CEO, contribute to development/delivery. • Consulted on long term strategic site/capital priorities. • Deliver maintenance of up to date asset register. • Deliver appropriate risk assessments. • Deliver engagement in compliance audits, where required. • Deliver compliance with procurement and building maintenance regulations at school level. • Deliver capital build projects as required. • Develop and deliver ongoing maintenance and capital works strategy at school level.
6.2	**Health & Safety**	• Approve Trust wide policies, plans, priorities and associated budgets. • Review reports from CEO. • Accountable for meeting statutory requirements around health and safety (H&S).	• Develop and deliver Trust policies, plans, priorities and actions, review reports from HTs on schools, review Trust and school action plans and recommend to Board. • Deliver statutory requirements around H&S. • Deliver H&S audits.	• Informed on any action plans for school. • Review H&S incidents at school.	• Deliver implementation of school H&S policies and procedures. • Develop any detail or deliver action plans for school as required by CEO. • Deliver engagement in H&S audits.

Ref	Area	Trust Board	Chief Executive Officer	Local Advisory Board	Headteacher
6.3	**ICT services and resources**	• Approve Trust ICT Strategy. • Approve Trust-wide ICT policies. • Informed on delivery plans and routine/replacement ICT in line with budgets. • Approve major ICT projects within approved budgets.	• Develop, recommend and deliver ICT Strategy and policies. • Develop, recommend and deliver plans for routine/replacement ICT and major investment informed by school priorities and budgets. • Review Trust and school projects. • Deliver engagement with ICT contractors/service providers at school level; contract management for overall IT service; and ICT procurement. • Approve asset disposals.	• Informed of ICT Strategy including capital investments • Informed on major projects delivered by Trust and may be asked to review any actions in school.	• Develop detail on school priorities and report to CEO. • Deliver implementation of ICT policies in school including Acceptable Use Policy.
6.4	**General Data Protection Regulations (GDPR)**	• Approve Trust-wide Policies. • Accountable for meeting statutory requirements around data protection and security. • Informed of data breaches and status of Subject Access Requests.	• Deliver statutory requirements around data protection and security. • Approve data protection policy. • Develop and deliver data protection guidelines and standards and oversee Trust approach to data protection controls. • Deliver response in event of data breach.	• Informed of overall approach to DP and security.	• Deliver roll out of required policies ensuring they are communicated to all staff. • Deliver implementation of data protection requirements and standards at school level in line with overall Exceed approach.
6.5	**Digital strategy, technology standards, cyber security, filtering and monitoring**	• Approve the Trust digital strategy and relevant policies. • Review progress towards DfE digital and technology standards and assurance on cyber security, filtering and monitoring, resilience and incident response.	• Develop, recommend and deliver the digital strategy, controls and improvement plans. • Review implementation and report risks, incidents and assurance to the Board.	• Review school implementation and local assurance, including filtering and monitoring. • Report material concerns to the CEO.	• Deliver implementation of approved controls, standards and procedures at school level. • Report incidents, weaknesses and actions to the CEO and LAB.
6.6	**Freedom of information, records management and information sharing**	• Approve Trust-wide policies and review assurance on compliance.	• Develop and deliver Freedom of Information, records management and information-sharing arrangements. • Report significant risks, requests and non-compliance to the Board.	• Informed of material school-level issues where relevant. • Review local assurance when requested.	• Deliver compliance with Trust procedures and statutory requirements. • Report significant requests, risks and non-compliance to the CEO.
6.7	**Allergy safety and supporting pupils with medical conditions**	• Approve any Trust-wide policy and procedures. • Review assurance on compliance, staff training, incidents, near misses and lessons learned. • Accountable for ensuring statutory requirements relating to supporting pupils with medical conditions are met.	• Develop and recommend any Trust-wide policy, procedures and standards. • Deliver Trust-wide guidance, training and assurance activities. • Review implementation and report compliance, incidents and material risks to the Board.	• Review school implementation and assurance. • Review information on allergy management, pupils with medical conditions and any significant incidents. • Informed of relevant training, compliance and improvement arrangements.	• Deliver implementation of policy and procedures. • Deliver individual healthcare plans, reasonable adjustments, staff training, emergency arrangements, risk assessments and communication with parents or carers where required. • Report incidents, near misses, material risks and compliance to the CEO and LAB.

Ref	Area	Trust Board	Chief Executive Officer	Local Advisory Board	Headteacher
7	**STAFFING, HR, AND PAY**				
	These areas of delegation will be delivered in line with the Trust's HR policies and financial delegations which are set out in separate documents				
7.1	**HR policies & practice**	• Approve Trust-wide HR policies, ensuring compliance including with statutory requirements. • Deliver implementation of performance appraisal, probation, development, pay and benefits, disciplinary and grievance including investigations and other HR policies as relevant for the CEO. • Accountable for meeting statutory reporting requirements. • Deliver support with Disciplinary and Grievance panels and appeals.	• Develop and recommend/ approve Trust-wide HR policies and practice across Trust. • Deliver implementation of performance appraisal, probation, leadership development, pay and benefits, disciplinary and grievance including investigations and other HR policies as relevant for central Trust staff and Headteachers. • Deliver schools' Pay Award and Pay Scales process annually in consultation with unions. • Deliver employee relations, KCSIE (Keeping Children Safe in Education) checks and SCR (Single Central Record) reporting, payroll, pensions and recruitment training and guidance to schools. • Deliver liaison with unions, manage the NJC. • Deliver oversight of all HR monitoring and reporting. • Accountable for meeting statutory reporting requirements.	• Deliver support with Disciplinary and Grievance panels and appeals. • Review compliance with SCR (Single Central Record) process. • Review effective implementation of policies.	• Deliver roll out of policies in school ensuring they are communicated to all staff and implemented. • Where required, consulted on policies and practice. • Deliver implementation of performance appraisal, probation, leadership development, pay and benefits, disciplinary and grievance including investigations at school level and other HR policies as relevant. • Deliver effective SCR (Single Central Record) procedures are being followed.
7.2	**Staff structure and proposals for restructuring or redundancy**	• Informed on central Trust staff structure. • Review and approve proposals for restructuring or redundancy for Trust and schools in line with Trust delegations.	• Approve and deliver central Trust staff structure in line with budget. • Report to Board on plans and progress. • Review delivery of schools' staffing structure. • Approve/recommend school changes, informed by consultation with school leaders.	• Consulted for any material changes in school staffing structure.	• Approve and deliver school staffing in line with budgets and structure. • Recommend to CEO proposals for restructuring or redundancy.
7.3	**Appointment of CEO and Accounting Officer**	• Deliver and approve drawing on external expertise as considered necessary.	• Executive Team to deliver support as required/appropriate.	• Informed of decision.	• Informed of decision.

Ref	Area	Trust Board	Chief Executive Officer	Local Advisory Board	Headteacher
7.4	**Appointment of central Trust staff including the Chief Financial Officer**	• Informed/consulted on appointments of key central staff. • Deliver support with appointment panels if requested.	• Deliver recruitment process. • Approve appointments in line with policy, budget and approved staffing structure. • Deliver pre-appointment checks.	• Informed of appointment decisions.	• Informed of appointment decisions.
7.5	**Appointment of Executive Headteacher / Headteacher / Head of School / Head of Centre**	• Informed/consulted on appointments. • Deliver support with appointment panels if requested.	• Deliver recruitment process and approve appointment. • Deliver pre-appointment checks.	• Informed/consulted on process and appointment decision. • Deliver support with appointment panels if requested.	
7.6	**Appointment of other school senior leaders (including Deputy Headteacher and Assistant Headteacher)**		• Consulted on recruitment process and appointments. • Deliver: May insist on being involved in any recruitment process. • Informed of decisions.	• Informed of decisions. • Deliver support with appointment panels if requested.	• Deliver and approve appointments in line with policy, budget and approved staffing structure. • Deliver pre-appointment checks.
7.7	**Appointment of other school staff**			• Deliver support with appointment panels if requested.	• Deliver and approve appointments in line with policy, budget and approved staffing structure. • Deliver pre-appointment checks.
7.8	**Performance management for CEO**	• Deliver and approve performance management and pay, drawing on external expertise as required.			
7.9	**Appraisal and Performance management of Headteachers and Executive Team**	• Approve performance management process and pay recommendations. • Deliver support with panels to hear appeals if requested, in line with approved policy.	• Deliver performance management, including drawing on any external expertise as required, and recommend pay awards to Board.	• LAB Chair may be consulted if the CEO deems it necessary.	
7.10	**Appraisal and performance management for all other central team and school staff**	• Informed of process completion. • Deliver support with panels to hear appeals if requested.	• Central team staff: deliver and approve performance management. • School staff: Informed on process, completion and summary of HT decisions.	• Informed on process and completion. • Review anonymised outcomes and pay recommendations. • Deliver support with panels to hear appeals if requested.	• Deliver and approve in line with policy. Report on process, its completion and outcomes to LAB and CEO.

Ref	Area	Trust Board	Chief Executive Officer	Local Advisory Board	Headteacher
7.11	**Staff development and wellbeing**	• Approve Trust-wide policies.	• Trust level: Approve opportunities in line with delegations, budget and policy. • School level: Informed on plans and delivery. • Deliver an annual staff survey.	• Informed on plans and delivery by Headteacher.	• School staff: Approve opportunities for OR recommend to CEO, in line with delegations, budget and policy. • Report to LAB and CEO. • Deliver establishment of a culture and level of organisation which actively contributes to staff wellbeing.
7.12	**Staff wellbeing, workload and working conditions**	• Approve any Trust-wide approach and relevant policies. • Review assurance on staff wellbeing, workload, working conditions and organisational risks.	• Develop and deliver the Trust-wide approach. • Review staff survey findings, workforce information, risks and actions and report to the Board.	• Review local assurance and stakeholder feedback. • Report material concerns to the CEO.	• Deliver school-level arrangements and actions. • Report impact, risks and material concerns to the CEO and LAB.
8	**POLICIES AND PROCEDURES**				
8.1	**Trust policies and procedures**	• Approve Trust-wide policies.	• Develop and recommend Trust-wide policies. • Review policies in line with policy schedule approved by Board.	• Consulted and informed on Trust-wide policies. • Review and approve school policies.	• Consulted and informed on Trust-wide policies. • Develop and Recommend school policies. • Deliver roll out of all policies ensuring they are communicated to all staff and implemented effectively.
8.2	**Governance policies & procedures**	• Approve policies or actions informed by CEO report. • Deliver: Inform CEO where relevant, e.g. register of interest and related party transactions. • Review reports from CEO on compliance with policies and processes and recommend changes to policies or approach.	• Develop, deliver and review policies and procedures and their implementation and report to Board.	• Informed on policies and procedures. • Review compliance of policies for school.	• Consulted on policies & procedures. • Deliver in own school.