



Quarrydale Academy

Structure of Governance At Quarrydale Academy

Proposed: December 2020

Adopted by the Full Governing Body: 18th January 2021

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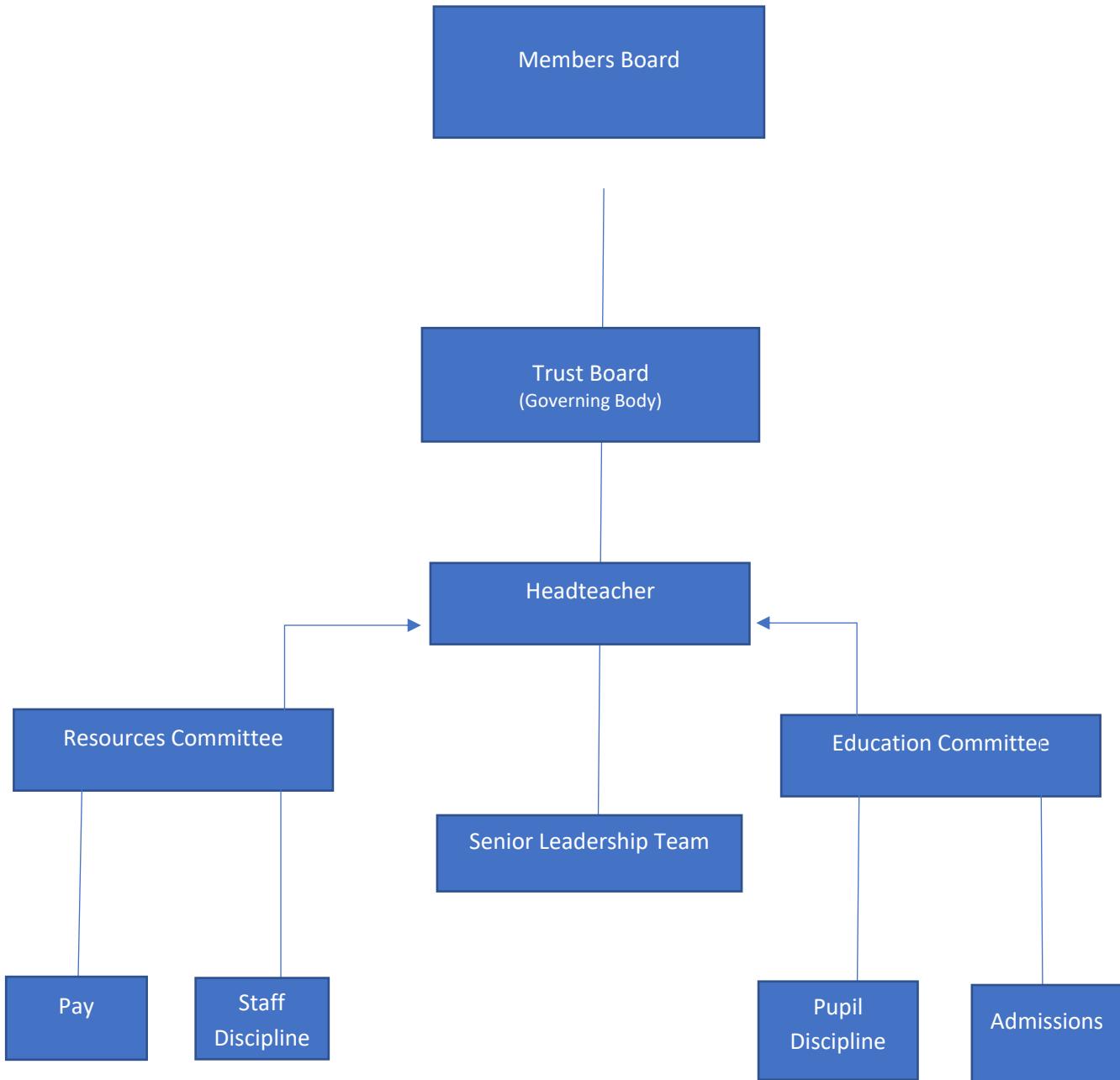
Reviewed by the Full Governing Board: 16th December 2024

Reviewed by the Full Governing Board: 8th December 2025

J. Wildsmith.

Chair of Trustees

Structure Flowchart



Structure of Governance at Quarrydale Academy

Framework for Management and Strategic Development

The management of the business of the Academy is directed by the Articles of Association, national legislation and statutory guidance relating to education.

Members

Structure

- Role of Articles of Association in management/direction of members – see ‘powers’ below.
- The academy trust must have at least three Members, although the DFE advises academy trusts to have at least five Members.
- Employees of the academy trust must not be Members
- Less than 50% of the total number of members are able to sit on the Trust Board.

Function

Members should

- Assure themselves that the governance of the trust is effective
- Ensure Academy Trustees are acting in accordance with the trust’s charitable objective(s)
- Use their powers to step in if governance is failing.
- Meet at least annually to receive the report of the Trustees and Headteacher. They may attend meetings of the Trust Board as observers.

Members should not

- Be involved in the day-to-day business of the academy trust.
- Assume the powers of the Academy Trustees.

Powers

1. Members can appoint Academy Trustees and remove any or all serving Academy Trustees.
2. Only members can appoint new Members or remove existing Members, but there must always be a minimum of three Members.
3. Members can, by special resolution, direct Academy Trustees to take a specific action where inherent power of veto. Academy Trustees are unable, or unwilling to act in the best interests of the academy trust.
4. Members can amend the articles of association (including the objects clause), subject to any restrictions in the articles, the funding agreement or charity and company law.
5. Members appoint the academy trust’s auditors and will receive and review the academy trust’s annual audited accounts (subject to the Companies Act).
6. Members will be the employer of academy staff
7. Members can decide to appoint the headteacher as a trustee

Trustees

Function

- All trust boards have three core functions:
 1. Ensuring clarity of the vision, ethos and strategic direction.

- 2. Holding the Executive Leaders to account for the educational performance of the school and its pupils and the effective and efficient performance management of staff.
- 3. Overseeing the financial performance of the school(s) and making sure that its money is well spent.
- The trust board is the decision-making body of the academy trust and is accountable and responsible for the academy.
- The trust board must operate and make decisions to further the academy trust's charitable object.
- Trustees should play a strategic role and avoid routine involvement in operational matters.

Structure

- The trust board must include at least two parent Academy Trustees. If not enough candidates put themselves forward, the academy trust can appoint parent Academy Trustees to ensure it is operating in line with its articles.
- No more than one third of the board can be employees of the academy trust; The DFE prefers that employees, other than the headteacher, do not serve as trustees
- No more than 19.9 per cent of the board can be LA associated, i.e. employees, members or officers of an LA (including teachers and headteachers of LA maintained schools) or people who are or have been within the last four years an employee, member or officer of an LA, where that LA has a responsibility for education or is a district or parish council where there is a land or other commercial relationship with the trust.

Chair of the Academy Trust Board

Role of the chair

- Works with the headteacher to promote and maintain high standards of educational achievement
- Ensures that the trust board sets a clear vision, ethos and strategic direction for the school
- Works with the trust board to hold the headteacher to account for the educational performance of the school and its pupils, and for the performance management of staff
- Ensures oversight in conjunction with the Headteacher of the financial performance of the school and effective use of the school's resources
- Ensures that statutory requirements and regulations are met, that the school provides value for money in its use of resources and that trust board business is conducted efficiently and effectively.
- Ensures that governance by Trustees is effective and workload is shared
- Ensures school improvement is the focus of all policy and strategy and that trustee scrutiny, monitoring and challenge reflect school improvement priorities.

The chair plays a crucial role in setting the culture of the trust board and is first among equals, but has no individual power. The trust board is a corporate entity and its power and authority rest with the trust board as a whole. On occasions, the chair may need to take chair's action in an emergency, but any such action must be reported to the whole trust board as soon as possible.

Selection

- The Chair of Trustees will be elected on a 4 year term and reviewed annually.
- It is possible for a trust board to have Co-Chairs and Co-Vice-Chairs if the trust board feels this is necessary and in the best interests of the academy trust.
- A trust board may choose to advertise for and appoint a highly-skilled Chair from outside its trust board.

Trustee Role Description

Quarrydale Academy values the experience and skills of its Trustees. It recognises the contribution that Trustees make to the success of the Trust, and wants its Trustees to feel that the job they do is rewarding and satisfying.

Duties of a Trustee

The role of the Trustee is a non-executive one, and Trustees are required to be as flexible as possible in the performance of their responsibilities and duties, ensuring that their oversight of the Academy does not interfere with the day-to-day management, which is the responsibility of the Headteacher and Senior Leadership Team.

The primary responsibilities of Trustees are to:

- play an active role in the high level strategic planning process of the Academy by contributing to:
 - the development of the mission, vision and educational character;
 - the development of strategic priorities;
 - the setting of measurable targets to support the development and budget;
 - the monitoring of achievement against objectives;
 - the development of plans to address weaknesses;
- comply with the Articles of Association, Financial Handbook, Governors' Code of Conduct and any other related governance policies and procedures;
- contribute to the business of the Governing Body in an effective, efficient, open and transparent manner;
- attend Governing Body meetings, governor training and induction events as required;
- get to know the Academy through discussions with the Senior Leadership Team, Chair of Trust/Governing Body and staff, reading relevant papers, visiting the Academy and participating in events;
- help new Trustees understand their role;
- act in the best interests of the Trust at all times.

Trustees have a collective responsibility for the above but no Trustee has the authority to speak or act on the Governing Body's behalf unless specifically delegated to do so.

Trustees must be free at all times to speak and act in what they believe to be the best interest of the Trust. They cannot be mandated by any group to express its views.

Trustees' Person Specification

Certain categories of Trustees, e.g. a business member, may require additional skills.

In seeking to fill any vacancy, the Governing Body endeavours to maintain a balance of skills and experience amongst its membership. The following general person specification outlines the skills that are required.

Key Skills	
Commitment to education	Able to demonstrate a commitment to lifelong learning and the role Quarrydale plays in raising aspiration in the local community.
Interpersonal skills and the ability to work as part of a team	Able to work positively with others and debate whilst maintaining a constructive atmosphere.
Communication skills and the ability to influence	Able to express ideas/plans in a clear manner and to listen actively to other views. Able to communicate effectively.

Planning and Organisational skills	Able to quickly establish an effective course of action for self and others to achieve goals that can be monitored by realistic performance targets. To be visionary for the future plans of the Academy.
Determination and Drive	Able to create the required energy/enthusiasm and commitment necessary to be effective. To have the tenacity to overcome obstacles.
Strategic Perspective	Able to develop a broad-based view of issues and events and to perceive their long-term impact.
Intellectual and technical ability	Able to absorb sometimes complex information and to rationalise appropriately. Able to think laterally and arrive at a pragmatic solution.
Leadership	Able to demonstrate behaviour and skills that motivate others to achieve - to inspire confidence in others to achieve. To respect the views of others.
Experience	<ul style="list-style-type: none"> Expertise in a field which is of relevance to the oversight of the affairs of the Trust. (Some vacancies may require specific qualifications or a particular skill or experience.) Ability to demonstrate a full understanding and appreciation of the principles of governance, including collective responsibility, discharge of fiduciary duties and the seven principles of public life*.
Circumstances	Available to attend scheduled meetings of the Governing Body and its Committees.
Equal Opportunities/Investors in People	Commitment to equal opportunities and to the Investors in People standard.

Link Trustees

- Trust boards may wish to consider linking Academy Trustees to specific areas of responsibility.
- Having link Academy Trustees does not remove the trust board's responsibility for these areas.
- The role of a link Academy Trustee is to ensure that someone has specific oversight of a particular area and deepen the Academy Trustees' and trust board's knowledge of a particular area.
- The role will involve visiting academies within the academy trust and meeting with key staff to understand how the strategic objectives are being embedded, how money is being spent and any particular issues affecting delivery.
- These roles should always remain strategic and not operational.

It is a matter for each trust to decide on the appropriate links to enable it to monitor and evaluate the effectiveness of their school. The following is a list of link roles to be considered taken from both recommendations within current regulations.

Specific roles:

- SEN
- Child Protection/Safeguarding
- Looked After Children
- Training and development of trustees (this could also include Staff CPD)
- Literacy and Numeracy
- Equality and diversity
- Health and Safety
- Careers and Guidance

Other suggested areas:

- ICT
- Behaviour and attendance
- Sex and relationships

Function

A link trustee could:

- take a special interest in a particular area of need;
- keep abreast of development locally and nationally; attend appropriate training;
- make focussed visits to the school;
- have regular contact with the member of staff within the school with responsibilities in their particular area;
- discuss the implications of any policies adopted by the trust board with the staff concerned;
- monitor how well relevant policies adopted by the trust board are operating within the school and understand any barriers to their implementation;
- report back regularly to the trust board, making recommendations where appropriate, either via a trust committee or to full trust board meetings.

Committees

The trust board may establish committees and may choose to delegate functions to them. Where the trust board does delegate functions, the trust board remains responsible and accountable for decisions made

Committee constitution is at the discretion of the trust board, but the department's model articles set out that all committees must have a majority of Academy Trustees on them.

At meetings of all committees a vote may only be taken when Academy Trustees form the majority of trustees present.

Academy trusts must establish an audit and risk committee (from 1 September 2020) selected by the trust board. The committee must include directing the academy trust's programme of internal scrutiny. In addition, academy trusts should have a finance committee to which the trust board delegates financial scrutiny and oversight. The work of these committees can be incorporated into an umbrella committee.

Committee responsibilities

Quarrydale Academy should have two standing committees

Trust Board Standing Committees	
Resources Committee	Education Committee
Acts as the Audit and Risk Committee	Acts as the Academic Standards Committee

<ul style="list-style-type: none"> • Review of reports from the responsible officer and be responsible for overseeing any corrective action that may be required • Review of the management letter and year-end financial statements • Determination of Trust accounting policies and investment policies • Overview of Trust Financial Processes. • Review and assess the level of risk within the Trust • Maintain and update the risk register for the Trust • Update the risk management strategy and business continuity plans for the Trust when necessary. 	<ul style="list-style-type: none"> • The advises the Board of Directors of matters relating to the standards, quality and curriculum at the academy. • Consider leadership reports relating to the quality of education • Commissions and considers external reports on progress and performance with the academy • Reviewing performance of the Academy in relation to education KPIs • To consider fixed term exclusions reported by the headteacher • Consider proposals for a change to the school day • Consider proposals for school holiday dates • Shape the vision aims and values of the academy • Approve the school improvement plan and self-evaluation document • Agree the admissions policy • Monitor the impact of funds such as the pupil premium • Ensure the school curriculum meets the needs of all Quarrydale students and is broad and balanced • To monitor the impact of provision on vulnerable students and those with SEND
<p>Acts as the Finance Committee</p> <ul style="list-style-type: none"> • To ensure the appropriate and effective use of Trust funds and to ensure appropriate financial procedures and controls are in place. • To approve and monitor central funding expenditure and proposals • To except the proposed budget for the Academy • To provide detailed scrutiny and oversight of the budget • To oversee the capital programme and funding for the Trust 	<p>Acts as the Safeguarding Committee</p> <ul style="list-style-type: none"> • Ensure that appropriate policies are in place, are up to date and embedded • Ensure that appropriate records are in place, secure and up to date • Ensure that safeguarding practice is effective • Carry out an annual safeguarding audit • Ensure that safer recruitment procedures are followed
<p>Acts as the Resources Committee</p> <ul style="list-style-type: none"> • Monitoring of HR across the Trust including KPI's for absence • Setting and monitoring of Trust-wide policies in relation to pay, performance management, managing sickness and absence, capability of staff, grievances, flexible working, disciplinary, maternity and paternity. • Receive and consider staffing plans 	
<p>Acts as the Health & Safety Committee</p>	

<ul style="list-style-type: none"> • Condition Surveys for Trust Schools • Oversight of the Trust's Condition Improvement Fund applications on a yearly basis • Responsible for ensuring that all academies are compliant with statutory requirements. 	
Ad hoc additional committees include	
<p>Pay committee</p> <ul style="list-style-type: none"> • To review the implementation of national pay awards for teaching and support staff and recommend whether they should be implemented • To determine and keep under review the individual salary ranges of Headteachers and Assistant Headteachers • To approve Headteacher performance-related pay awards following appraisal. • To hear appeals related to pay 	<p>Pupil discipline</p> <ul style="list-style-type: none"> • Consider exclusions between 6-15 days, meeting within 50 days of the exclusion • Consider exclusions greater than 15 days and all permanent exclusions, meeting within 6-15 after notification of the exclusion • Ensure that due process has been followed in relation to exclusion
<p>Staff discipline</p> <ul style="list-style-type: none"> • To consider disciplinary matters in line with school policy or where the Headteacher has had detailed prior involvement • To hear representations from an employee and determine whether or not that employee should cease to work at the school or a lesser sanction should be imposed 	<p>Admissions</p> <ul style="list-style-type: none"> • To monitor and review the Admissions Policy for the Academy to ensure compliance with the Admissions Code to meet statutory deadlines. • To oversee consultations on admissions. • To advise the Trust Board on necessary changes to policy.

Terms of reference of Trust Committees

- The Terms of Reference the Committees of the Board of Trustees must be approved by the full Board and reviewed each year. They provide the sole, agreed framework within which each Committee operates.
- Each Standing Committee will be composed, where at all possible, of at least six Trustees. The Headteacher is an ex-officio member of each Committee.
- The membership of each Committee will be agreed on an annual basis at the first meeting of the Board of Trustees in the autumn term.
- The Chair of each Committee is elected by the Trustees, or the Committee, on an annual basis at its first meeting of the Autumn term. No Trustee employed at the Academy will act as Chair to either Committee. In the absence of the Chair, the Committee will elect a temporary replacement from among the Trustees present at the Committee meeting.
- The Committees shall elect the Clerk of the Committees. In the absence of the Chair or Clerk the Committee will elect a replacement for the meeting.
- The quorum for each Committee is three trustees.
- Each Committee will meet as often as is necessary to fulfil its responsibilities and at least once each term.
- The Clerks to the Committees will circulate an agenda for each meeting and papers one week before the Committee meetings in accordance with the Articles of the Academy Trust.

- Attendance at each Committee meeting, issues discussed together with recommendations and decisions will be recorded. The Clerk will forward the written record to the Clerk of the Board of Trustees in sufficient time for its inclusion with papers of the next meeting of the Board of Trustees. This is to meet statutory requirements; provide information to the whole Trust Board and to seek ratification of decisions and recommendations.
- The Chairs of the Committees will be responsible for giving an oral summary of the Committee's deliberations, if necessary, at meetings of the Trust Board.
- Each Committee is authorised to invite attendance at its meetings from persons to assist or advise on a particular matter or range of issues, including external parties, parents and members of the Academy staff who are not Trustees, with prior authorisation from the Members Board.
- Any Trustee may attend meetings of the Committees.
- Only Trustees who are members of the Committee may vote at Committee meetings. Where necessary, the elected Chair of the Committee may have a casting vote.
- In the event of a need to make genuinely urgent decisions between Committee meetings on matters falling under the remit of any of the two Committees, the Chair of the Trustees, in consultation with the Headteacher and Chair of the relevant Committee, will take appropriate action on behalf of the Committee. The decisions taken and the reasons for the urgency will be explained fully at the next meeting of the Trust Board.

Quarrydale Academy Trust

Scheme of Delegation

The board of trustees is accountable in law for all decisions about the Academy. However, this does not mean that the full board is required to make all the decisions itself. Many decisions can be delegated to the headteacher, trust board committees and individual trustees. It is vital that the decision to delegate a function is made by the full board of trustees and is recorded. Without such formal delegation, the individual or committee has no power to act.

The scheme of delegations will be reviewed annually, with revisions made as the context changes, if necessary, each year to reflect changing circumstances.

The scheme of delegation aims to clarify decision making and lines of accountability in a simple, succinct and clear format.

		Responsibility delegated to							
	Function	Members	Trust Board	Chair of Trustees	Head Teacher	Resources Committee	Education Committee	Ad Hoc Committee	Senior Leaders
The governance framework - People									
1	Members: appoint/remove	✓							
2	Trustees: appoint/remove/suspend	✓							
3	Role descriptions for members	✓							
4	Role descriptions for trustees/chair/specific roles/committee members: agree		✓						
5	Parent trustee: elected (manage nomination and election process)				✓				
6	Trust Board chair/vice-chair: appoint/ remove		✓						
7	Committee chairs/vice-chairs: appoint/ remove		✓						
8	Clerk to board/committees: appoint/remove		✓						
The governance framework – Systems and Structures									
1	Articles of association: agree and review	✓							
2	Establishment and membership of committees including selection panels for principal/ Headteacher and deputy Headteacher		✓						
3	Terms of reference for trust committees (including audit if required, and scheme of delegation): agree annually		✓						
4	Decide on arrangements for trust board meetings (legal minimum 3 per year) and any additional attendance		✓						
5	Regulate the procedures at meetings			✓					
6	Skills audit: complete and recruit to fill gaps			✓					
7	Annual self-review of trust board and committee performance: complete annually			✓					
8	Agree and monitor a training strategy to support annual self-review of trust board and committee performance			✓					
9	Chair's performance: carry out 360 review periodically			✓					
10	Trustee contribution: review annually			✓					
11	Succession: plan			✓					
12	Annual schedule of business for trust board: agree			✓					

		Responsibility delegated to							
	Function	Members	Trust Board	Chair of Trustees	Head Teacher	Resources Committee	Education Committee	Ad Hoc Committee	Senior Leaders
The governance framework - Reporting									
1	Ensure Trust governance details on trust website			✓					
2	Register of all interests, business, pecuniary, loyalty for members/trustees: establish and publish			✓					
3	Annual report on performance of the trust: submit to members and publish			✓					
4	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: approve and pass to Members			✓					
5	Determine whether to publish a home school agreement (not statutory)			✓	A				
6	Issue press statements	✓			A				
7	Overall responsibility for ensuring that statutory requirements for information published on the school website, including required details of governance arrangements, performance, financial and equality data are met				✓				
8	Publish and update at least annually a SEN information report (meeting requirements set out in the Special Educational Needs and Disability Regulations 2014)				✓				
Being strategic									
1	Review, approve and monitor trust policies including admissions; expenses; SEN, safeguarding and child protection and curriculum		✓						
2	Annually review, agree and monitor the implementation of the pay policy							Pay	
3	Annually review and agree the appraisal policy							Pay	
4	Implement the appraisal policy				✓				
5	Review, approve and monitor all other trust staffing policies					✓			

		Responsibility delegated to							
	Function	Members	Trust Board	Chair of Trustees	Head Teacher	Resources Committee	Education Committee	Ad Hoc Committee	Senior Leaders
	including capability, discipline, conduct and grievance								
6	Review, approve and monitor trust policies for complaints, health and safety, accessibility plan, premises management, data protection and FOI					✓			
7	Approve and monitor trust policy for RSHE, RE, collective worship, careers guidance						✓		
8	Annually review the behaviour and anti-bullying policy and the use of exclusion in comparison with local and national data						✓		
9	Draft content of school behaviour policy and publicise it to staff, students and parents.								✓
10	Determine admission arrangements annually by 28th February every year even if there is no change ensuring that all appropriate bodies are notified. Publish a copy of the determined arrangements on the school website and send to the Local Authority by 15th March.							Admissions	
11	Carry out statutory consultation when changes are proposed to the admission arrangements, as outlined in the School Admissions Code (paragraphs 1.42-1.45) for a minimum of 6 weeks. This must take place between 1 October and 31 January. This includes catchment areas, supplementary information forms and 6th form arrangements where relevant or where the Trust has not consulted on their arrangements in the last seven years.							Admissions	
12	Verify and rank admission applications against the academy oversubscription criteria in line with the LA coordinated scheme							Admissions	
13	Notify the LA of applications and outcomes for in-year applications (for academies							Admissions	

		Responsibility delegated to								
	Function	Members	Trust Board	Chair of Trustees	Head Teacher	Resources Committee	Education Committee	Ad Hoc Committee	Senior Leaders	
	not participating in the LA coordinated scheme)									
14	Make arrangements for any admission appeals and attend as necessary (presenting the academy's case)							Admissions		
15	Ensure a broad and balanced curriculum is in place						✓			
16	Ensure the curriculum complies with the Equality Act legislation				✓		✓			
17	Decide which subject options should be taught having regard to resources and implement provision for flexibility in the curriculum (including activities outside school day)				✓					
18	Agree enrichment/extracurricular offer including any additional services required								✓	
19	Embed agreed curriculum and enrichment offer within the day to day operation of the academy trust								✓	
20	Approve the annual school holiday pattern		✓							
21	Approve school session times taking into account recommended minimum weekly lesson time				✓					
22	Ensure that the school meets for 380 sessions in a school year				✓					
23	To be involved in the formulation and review of school self-evaluation (SEF)								✓	
24	Approve and monitor the SEF/Academy Improvement Plan		✓							
25	To comply with the requirements of the Ofsted Inspection Framework		✓							
26	To consider in detail any inspection report made by Ofsted		✓							
27	To ensure that recommendations following an Ofsted inspection are incorporated into the AIP/SIP		✓							
28	Monitor standards of teaching and attainment						✓			
29	Management of risk: establish register, review and monitor					✓				

		Responsibility delegated to								
	Function	Members	Trust Board	Chair of Trustees	Head Teacher	Resources Committee	Education Committee	Ad Hoc Committee	Senior Leaders	
30	Monitor the arrangements for school visits/ residential visits					✓				
31	Engagement with stakeholders		✓							
32	Academy staffing structure: agree		✓							
33	Recruit a new principal, determine job description and pay	✓								
34	Recruit a new deputy principal, determine job description and pay		✓							
35	Ratification of the appointment of a principal and deputy principal		✓							
36	Recruit staff on the leadership spine, determine job description and pay		✓							
37	Dismiss/suspend of the principal							Staff Discipline		
38	End the suspension of the principal							Staff Discipline		
39	Determine the arrangements for the appointment/dismissal/ suspension of teaching staff					✓				
40	Determine the arrangements for the appointment/dismissal/ suspension of non-teaching staff					✓				
41	Decide whether to join or form a multi-academy trust	✓	✓							
Holding to account										
1	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree						✓			
2	Carry out an annual review of safeguarding children and child protection policy and procedures						✓			
3	Ensure a designated teacher for looked after children has been appointed and reports to the trustees at least once per year				✓					

		Responsibility delegated to								
	Function	Members	Trust Board	Chair of Trustees	Head Teacher	Resources Committee	Education Committee	Ad Hoc Committee	Senior Leaders	
4	Ensure a Single Central Record (SCR) including safer recruitment vetting checks is constantly kept up to date in line with statutory requirements - with expectation that the principal will maintain						✓			
5	Have due regard to the need to prevent people from being drawn into terrorism and to oversee the incorporation of the necessary procedures and practices outlined in the <i>Prevent</i> duty into the child protection policy						✓			
6	Monitor school records and ensure statutory requirements are met in accordance with the Data Protection Act and General Data Protection Regulations						✓			
7	Develop and systematically review policies relating to staffing matters and to make recommendations for adoption/ amendment of these to the Trust Board e.g. disciplinary/capability procedures/absence management						✓			
8	Undertake the Principal's appraisal							Pay		
9	Monitor staff appraisal procedure				✓					
10	Hear appeals made by staff in relation to the above and to ensure that any hearing or appeal panels set up to consider staffing matters are properly convened							Pay		
11	Determine dismissal payments/early retirement							Staff Discipline		
12	Agree arrangements for Trustee monitoring e.g. appraisal link, safeguarding link, complaints link, etc		✓							
13	Review all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in a term or would lose the opportunity to sit a public examination.							Student Discipline		

		Responsibility delegated to								
	Function	Members	Trust Board	Chair of Trustees	Head Teacher	Resources Committee	Education Committee	Ad Hoc Committee	Senior Leaders	
14	Appoint a clerk to the Discipline Committee (who is not a trustee or the principal)		✓							
15	Set targets for pupil achievement						✓			
16	Approve targets and monitor pupil achievement against those set targets						✓			
17	Determine matters relating to health and safety and the security of the premises and its occupants					✓				
18	Monitor the use and suitability of the premises in relation to the above					✓				
19	Ensure that school lunch nutritional standards are met					✓				
20	Maintain a register of pupil attendance				✓					
21	Monitor and review pupil attendance						✓			
22	Ensure provision of free meals to those pupils meeting the criteria, including Universal Infant Free School Meals (if applicable)					✓				

Ensuring financial probity

1	Appoint a Chief financial officer for delivery of trusts detailed accounting processes		✓							
2	Appoint a Responsible Officer or equivalent (if applicable)		✓							
3	Ensure that annual accounts are kept in accordance with the DfE guidance			✓						
4	Approve Trust's scheme of financial delegation		✓							
5	External auditors: appoint/remove	✓								
6	External auditors' report: receive, respond, sign (chair)		✓	✓						
7	Agree Principal's pay award in accordance with the required executive pay arrangements	✓								
8	Monitor and agreed staff pay progression								Pay	
9	Establish an audit committee or equivalent		✓							
10	Approve the annual budget plan and budget forecast		✓							
11	Monitor expenditure against the budget plan and agree adjustments as necessary					✓				

		Responsibility delegated to							
	Function	Members	Trust Board	Chair of Trustees	Head Teacher	Resources Committee	Education Committee	Ad Hoc Committee	Senior Leaders
12	Ensure spending decisions represent value for money					✓			
13	Approve finance policies					✓			
14	Apply internal delegation levels		✓						
15	Enter into contracts (dependant on level of delegated authority)		✓						
16	Write off bad debts		✓						
17	Operate the Trust's arrangements for obtaining quotations and inviting tenders								✓
18	Maintain inventories and security of assets				✓				
19	Monitor and approve use of income from the sale of assets					✓			
20	Review, approve and monitor a lettings policy					✓			
21	Review, approve and monitor a charging and remissions policy					✓			
22	Determine insurance arrangements					✓			
23	Agree annual action plans and monitor how school premiums are spent (i.e. PE and sports premium, Year 7 numeracy and maths catch up premium, service premium and the pupil premium)						✓		

Information for publication on website

In the interests of transparency, the board must publish on its website up-to-date details of the overall governance arrangements they have put in place. This must be in a readily accessible form.

This scheme of delegation must set out the structure and remit of the board and any committees as well as the full names of the chair of each.

An effective scheme of delegation will:

- include details of all the committees in place beneath the board, and explain in headline terms the role and remit of each;
- provide full clarity on which governance functions are retained at board level and which are delegated
- explain the board's parental and community engagement arrangements and how these feed into and inform governance
- be drafted clearly so that everyone in the organisation can understand it, in order to be clear about their role and that of others; and
- explain the circumstances in which the arrangements set out may vary: including the timeframe for the overall scheme being reviewed and updated, and any triggers that might lead the board to review or change levels of delegations

Source documents

Leading Governors: The role of the chair of governors in schools and academies, NCTL, 2014

Academy Trust Governance Guide 2025

Academy Trust Handbook 2025

Link Governors, Ealing Grid for Learning, 2020

Advice and Support: The role of the Governing Body in Relation to Link Governors, Barking & Dagenham, 2020