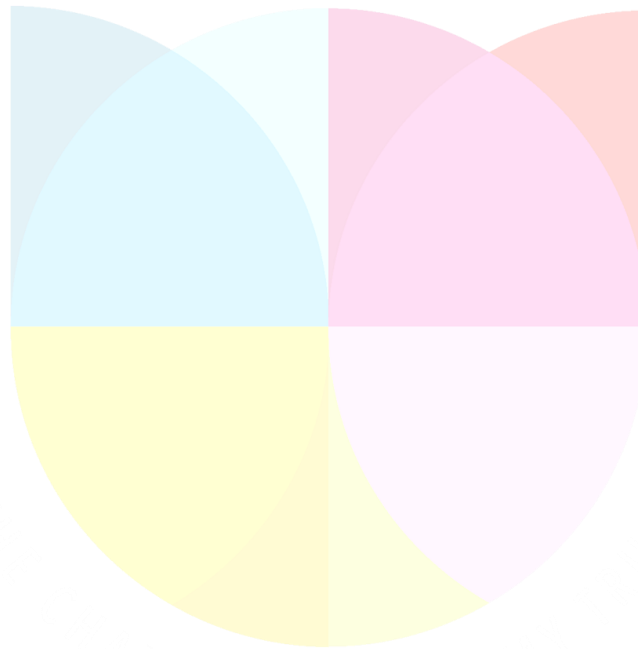


TCAT Scheme of Delegation 2025-26



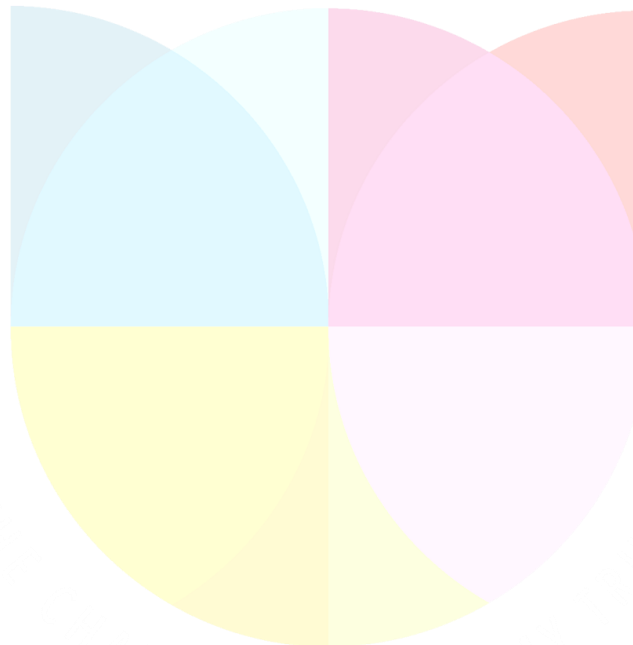
SERVE CHALLENGE EMPOWER

Document Control

Last Reviewed	10/07/2025
Next Review	09/07/2027
TCAT Lead	Melissa St. Clair

Effective Date:

1st September 2025



Rationale:

Our vision is rooted in our mission – to serve, challenge, and empower the educational community. We embody this mission by offering highly effective services to our academies, fostering strong leadership, investing in our workforce, and inspiring the children and young people in our care. Our key strategic objectives are focused around three key dimensions:

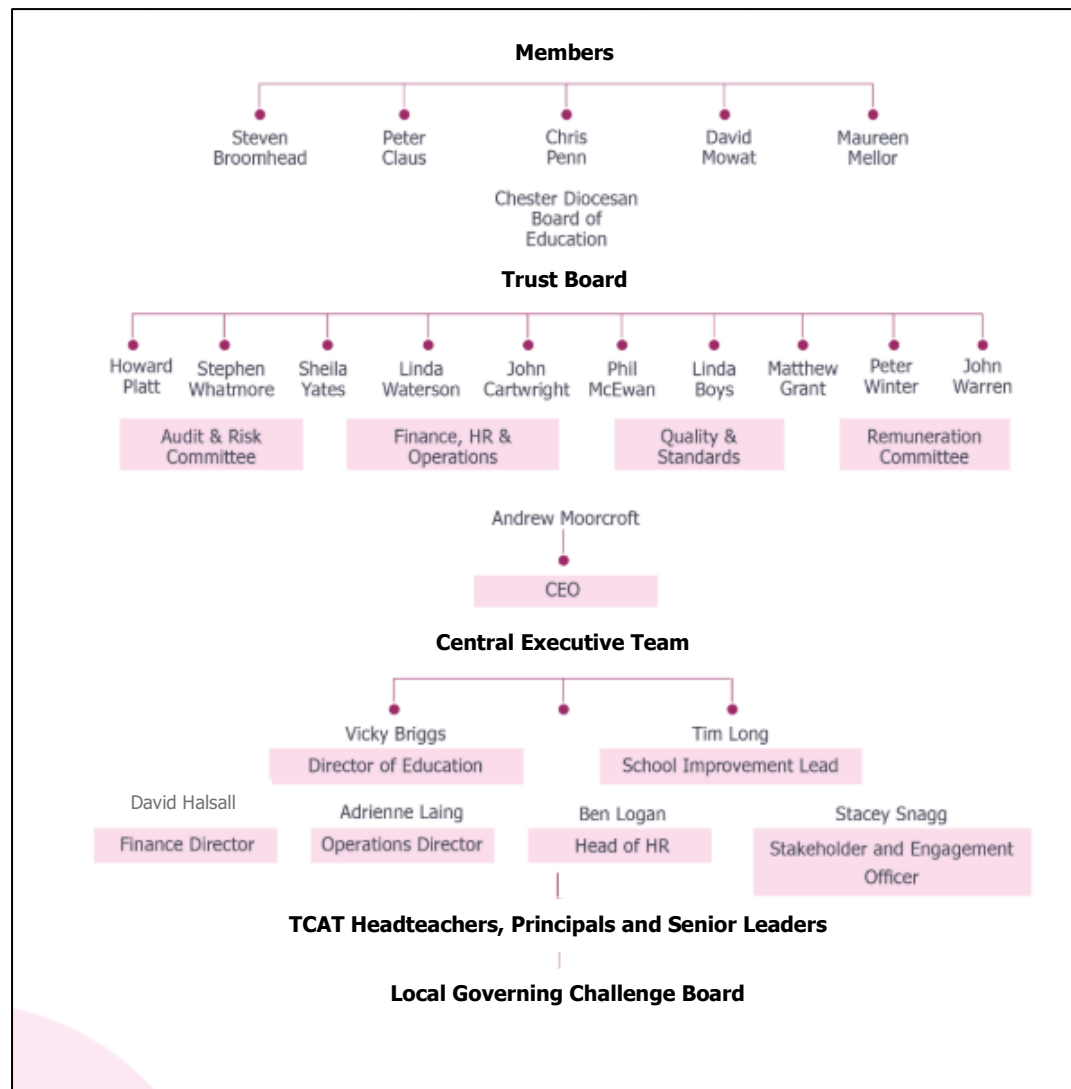
- Pupils
- People
- Performance

The Trust's Strategic Action Plan is developed based on challenging targets and is regularly reviewed and challenged by our Trust Board. Each academy has their own individual Priority Action Plan, which is linked to trust priorities. The PAP details the core areas of focus at an academy level which are reviewed and supported through a variety of business, compliance, and educational peer meetings.

This document outlines the distribution of powers, responsibilities, and decision-making authority among different groups and individuals within the Trust. It specifies who has the ultimate responsibility for the Trust's performance, financial management, and governance, as well as who is responsible for implementing policies and making decisions in specific areas. The Scheme of Delegation includes descriptions of roles such as Trustees, Members, the CEO, Directors, and other staff members, and it establishes reporting lines, decision-making processes, and accountability structures. The purpose of this Scheme of Delegation is to ensure clarity and consistency in decision-making, to promote effective governance, and to enable the Trust to achieve its objectives.

This Scheme of Delegation must be read in conjunction with the **Articles of Association, Terms of Reference** and the **Memorandum of Understanding**.

Governance Structure:



Accountability within TCAT

Whilst all accountability ultimately sits with the CEO and the trust board within the legal entity; we choose to delegate as much responsibility as appropriate to Headteachers/Principals who have to make local decisions with the support of **Local Governing Challenge Boards (LGCBs)**. Historically, these governing boards operated more like governing bodies in maintained schools; however, many of the compliance functions are now fulfilled by the Central Operational/Education Teams and governed by the Trust Board. Therefore, the role of the Local Governing Challenge Board is predominantly to **challenge, advise and assure** decision making and performance at local academy level to ensure each academy effectively meets the needs of the community it serves. The LGCB should focus its attention around:

- The vision, values and strategic direction of the academy
- The role of the academy within the local community and the local economy
- The performance, development & welfare of pupils/students
- The performance, development & welfare of staff
- The management of finance, capital management plans and financial regulations
- The management of buildings, facilities and operations

Responsibilities

The Headteachers' Standards and NGA guidance has been utilised to determine the key responsibilities of the Trust Board/ CEO, Local Governing Challenge Board and Headteacher/ Senior Leadership Team to ensure responsibilities have been effectively assigned to reflect the key actions required.

Effective Reporting

It is the responsibility of the CEO/ Headteacher to ensure governors/ trustees are provided with transparent documentation which encourages open dialogue and constructive challenge as per Ofsted requirements.

Roles and Responsibilities

Members

Members serve as the guardians of the Trust's governance, distinct from the Trustees. Originally, they were the signatories of the Memorandum of Association and approved the Trust's inaugural Articles of Association, which outline the governance structure and operational procedures of the Trust. The Articles of Association detail the recruitment and replacement process for Members, as well as the number of Trustees that Members can appoint to the Trust Board.

Members are responsible for appointing Trustees to ensure the Trust's charitable objectives are met and have the authority to remove Trustees if they fail in their duties. To maintain accountability, the Trust Board provides an annual performance report to the Members. Additionally, Members must approve any amendments to the Trust's Articles of Association.

Trustees

The Trust Board holds the general control and management of the Trust's administration. In line with the Memorandum and Articles of Association and its funding agreements, the Board is legally responsible and accountable for all statutory functions and the performance of all academies within the Trust. The Board must approve a written scheme of delegation of financial powers to ensure robust internal control arrangements. The Board of Trustees retains the right to review and modify its governance structure at any time, including the removal of delegation.

Local Governing Challenge Board (LGCB): Delegated functions include:

- Steering strategic thinking in relation to academy values, visions and long-term goals
- Playing a key role within the academy's community to enhance engagement with the local community
- Providing a source of challenge and support to the principal and Senior Leadership Team
- Ensuring that the academy is adhering to safeguarding policies and procedures.
- Ensuring that the academy is ensuring equality, diversity and inclusion.
- Ensuring there is evidence of a broad and balanced curriculum to raise student aspirations
- Ensuring the academy is effectively implementing the SEND Code of Practice
- Monitoring attainment as identified through assessment data

- Ensuring the academy is implementing and delivering agreed policies and procedures

Chief Executive Officer (CEO)

The CEO serves as the Accounting Officer for the Trust, holding overall delegated responsibility for the Trust's financial operations. The CEO must ensure the organisation is managed with financial effectiveness and stability, avoiding waste and securing value for money. Executive management functions are delegated by the CEO to Executive Leaders within the Central Team.

Headteacher

The Headteacher is responsible for the day-to-day management of the academy and the delivery of responsibilities as outlined in this Scheme of Delegation. The Headteacher is managed by the CEO but reports to the Local Governing Challenge Board on matters which have been delegated to it. The Headteacher, and Senior Leaders who have delegated responsibility, are responsible for effectively reporting to governors and taking accountability at an academy level.

Clerk

- Providing advice and guidance to the governing board
- Circulating papers for meetings in advance
- Monitoring of reports ensuring the implementation of guidelines
- Maintaining a register of board members and their pecuniary interests
- Taking minutes and circulating minutes in a timely manner
- Implementing effective digital technology
- Updating GovernorHub
- Updating GIAS

Academies are responsible for updating their own website to ensure the governance section reflects the information stored GovernorHub and GIAS.

Policy

In relation to policy, the majority of statutory policies are now defined and adopted centrally by the Trust Board. The LGCB 's function in relation to central policy is to monitor the implementation of the policies and support where needed.

We operate a **Policy Advisory Group** which consists of representatives from across the trust to ensure consultation and collaboration are embedded. This is particularly important in policies relating to HR and Pupils/Students, where LGCB members play a crucial role. Some policies are agreed at local academy level and the LGCB will need to create, implement and monitor these policies in conjunction with senior leaders at the academy.

Trust Policy Schedule:

The Trust Policy Schedule is updated on a regular basis. All policies, including Trust approved and Academy approved policies can be found via the link below:

https://app.iamcompliant.com/policy/preview/8274/xIE3G5jSynqaly2z?organisation_slug=1562184198

Governor Responsibilities:

Governors are expected to oversee the ratification of **academy policies** at an academy level and monitor the implementation and effectiveness of policies within the individual setting. Governors will also be required to support with the delivery of trust policies where required as outlined in this document.

TCAT Communications Policy:

Within this policy, agendas are prepopulated to ensure all key responsibilities within this Scheme of Delegation are covered at Trust and academy level, with the provision of reporting templates and guidance provided to clerks and Headteachers. Headteachers and Principals are expected to implement reporting guidance to ensure items are succinct to keep governors informed. As a consequence, governors will fulfil their responsibility of challenging those accountable for the delivery of key actions and steer strategic thinking in LGCB meetings, ensuring maximum positive impact and influence.

1: The vision, values, and strategic direction of the academy

Governors play a crucial role in shaping the vision, values, and strategic direction of an academy. Their responsibilities include setting the overarching goals and objectives that guide the institution's educational priorities. By establishing a clear vision, governors ensure that the academy remains focused on its long-term aspirations, fostering an environment conducive to learning and growth. They also articulate the core values that underpin the academy's culture, influencing decisions and behaviours throughout the institution.

Delegation of Responsibilities

Trust Board/ CEO: 1.1-1.14

Accountability & responsibility for delivery sits with the trust board and CEO for the following:

1.1	Setting Trust culture, vision, and values
1.2	Setting Trust Strategic Action Plan and strategic direction of TCAT academies
1.3	Setting & monitoring of Trust KPIs
1.4	Ensuring statutory policies are in place and published as required
1.5	Ensuring Trust website is maintained and compliant with statutory requirements and DfE/ESFA expectations and in line with Trust brand requirements
1.6	Undertaking regular skills audits of trustees Setting & monitoring of Trust KPIs Setting & monitoring of Trust KPIs
1.7	Establishing and appointing board committees
1.8	Appointing Trustees for the Safeguarding panel to review practice, policy, compliance and data across the Trust

1.9	Appointing (and remove) to the post of the Chair of all Trust committees
1.10	Appointing (and remove) to the post of the Vice-Chair of all Trust committees
1.11	Holding a minimum of 4 full Trust meetings a year
1.12	Approving and set up Trustee's and governor's expenses policy
1.13	Reviewing scheme of delegation every two years
1.14	Maintaining a register of Trustee training

Local Governing Challenge Board: 1.15-1.26

Responsibility for delivery sits with the LGCB for:

Vision, values and culture

1.15	Ensuring the academy's vision, ethos and strategy is adopted and applied by academy leaders
1.16	Holding Headteachers to account for the delivery and implementation of vision, values, strategic direction, academy priorities and performance
1.17	Representing the interests of the local community and economy in shaping the strategic direction and educational provision at the academy
1.18	Ensuring the Equality Act 2010 is embedded within the academy
1.19	Ensuring staff professionalism is demonstrated

Strategy and governance

1.20	Monitoring progress against the academy's Priority Action Plan and holding leaders to account
1.21	Appointing (and removing) to the post of the Chair of all LGCB committees
1.22	Appointing (and removing) to the post of the Vice-Chair of all LGCB committees
1.23	Holding a minimum of 6 LGCB meetings a year following the set agendas within the Communications Policy
1.24	Utilising the Headteacher Report to apply appropriate challenge where necessary
1.25	Approving / ratifying the appointment of (and removing) governors
1.26	Undertaking induction training and engaging in ongoing development

Headteacher: 1.27-1.36

For the following components, responsibility for delivery sits with the Head/SLT. The role of the LGCB is to challenge, advise & assure the head/SLT:

Vision, values and culture

1.27	Setting academy vision in partnership with the Local Governing Challenge Board
1.28	Setting academy culture and values

1.29	Creating a culture where students experience a positive and enriching academy life
1.30	Ensuring there is a culture of high staff professionalism
1.31	Fostering a culture that promotes equality, inclusion and embraces diversity in line with the Equality Act 2010

Strategy and governance

1.32	Setting academy Priority Action Plan and ensuring effective delivery
1.33	Academy performance against agreed KPIs
1.34	Ensure academy websites are maintained and compliant with statutory requirements and DfE / ESFA expectations and in line Trust brand requirements
1.35	Understanding the role of effective governance, upholding the obligation to give account and accept responsibility
1.36	Creating professional working relationships with those responsible for governance

Key documents:

- Equality Act 2010
- Articles of Association
- Trust Terms of Reference
- LGCB Terms of Reference
- TCAT Communications Policy
- TCAT Policy Schedule

2: The role of the academy within the local community and the local economy

Governors play a crucial role in embodying civic responsibility. As a representative of the community, governors ensure that academies address local needs and uphold educational standards, fostering a sense of civic duty. By participating in decision-making processes, they help allocate resources efficiently, supporting both educational outcomes and economic development in the area. Moreover, governors are informed of curriculum structures to assist in the challenge of academic performance, to ensure students are developing essential skills and knowledge that align with local economic demands. Academy governors bridge the gap between education and local economic vitality.

Delegation of Responsibilities

Trust Board/ CEO: 2.1-2.7

Accountability & responsibility for delivery sits with the trust board and CEO for the following:

2.1	Monitoring of educational standards through Trust accountability systems
2.2	Ensuring policies and strategies are in place to promote equity, diversity and inclusion are evident trust-wide in line with the Equality Act of 2010
2.3	Ensuring Careers and Personal Development are monitored through Trust accountability systems
2.4	Ensuring strategic oversight of relationships with key stakeholders
2.5	Ensuring meaningful partnerships are in place to drive trust priorities
2.6	Ensuring procurement guidelines support the local economy
2.7	Providing opportunities for trustees and governors to collaborate

Local Governing Challenge Board: 2.8-2.18

Responsibility for delivery sits with the LGCB for:

Academy Culture:

2.8	Holding leaders to account for the promotion of positive and respectful relationships within the academy community
2.9	Ensuring stakeholder voices are heard in local decision-making and monitor impact of academy actions

Cultural Capital:

2.10	Challenging Senior Leaders to ensure ambitious educational standards are embedded to raise aspirations for all students
2.11	Ensuring all students have fair equitable access to enriching experiences and opportunities
2.12	Qualifying the way in which personal development is embedded within academy

Working in Partnership

2.13	Ensuring the academy actively engages with parents, carers and professionals to identify the additional needs of students, providing adaption where appropriate
2.14	Promoting and utilising educational links outside of the trust to expand partnerships within the local community
2.15	Proactively engaging with key stakeholders to support shared goals
2.16	Ensuring key challenges and issues faced by the community are brought to the attention of the academy and Trust Board
2.17	Actively promoting the positive reputation of the academy in the local community

2.18	Ensuring strong transition practice is evident and challenge where required
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Headteacher: 2.19-2.32

For the following components, responsibility for delivery sits with the Head/SLT. The role of the LGCB is to challenge, advise & assure the head/SLT:

Academy Culture:

2.19	Actively promoting positive relationships across the academy community and a safe, orderly and inclusive environment
2.20	Ensuring civic responsibility is promoted and instilled for all students as part of their character development
2.21	Implementing annual student survey and proactively engaging with stakeholder voice

Cultural Capital:

2.22	Creating a culture where students have equitable access to engage with high quality enrichment opportunities
2.23	Upholding ambitious educational standards which prepare students from all backgrounds for their next phase of education and life
2.24	Embedding culture and practice that enable students to access the curriculum and learn effectively
2.25	Delivering opportunities for students to engage in skills development to raise aspirations and promote social mobility
2.26	Providing career information education, advice and guidance (CIEAG secondary and sixth form) and publish a policy statement

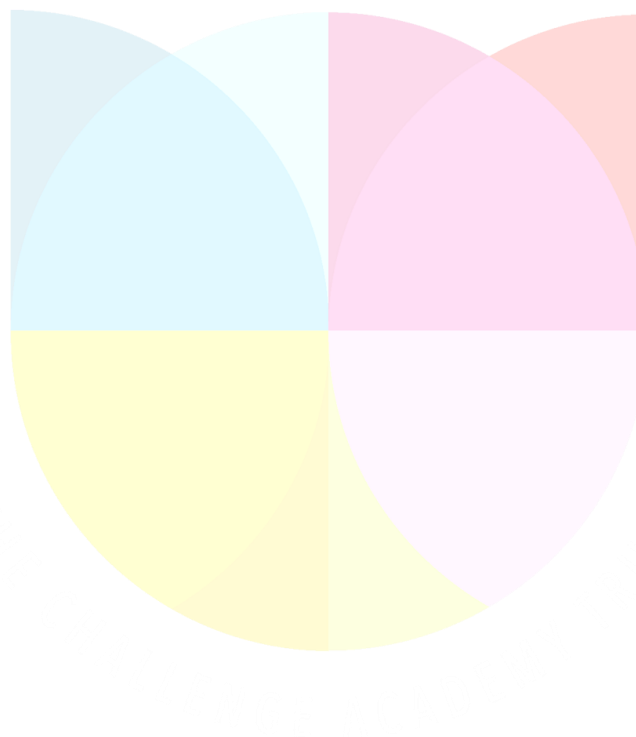
Working in Partnership:

2.27	Ensuring the academy works effectively with parents, carers and professionals, to identify the additional needs of students, providing adaption where appropriate.
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2.28	Working in collaboration with fellow professionals and colleagues across other public services to improve educational outcomes for students
2.29	Forging constructive and meaningful relationships to increase parental engagement with the academy community
2.30	Implementing appropriate meaningful community engagement in line with challenges within the local community
2.31	Delivering a high-quality Transition Programme in line with TCAT Transition Strategy
2.32	Providing opportunities for local economic contribution following trust procurement procedures

Key documents:

- Stakeholder Voice Reports
- TCAT Times
- TCAT THRIVES Strategy
- TCAT Transition Strategy
- TCAT Curriculum Policy
- Peer Review Reports
- Gatsby Benchmarks



3: The performance, development & welfare of pupils/students

Governors oversee the performance, development, and welfare of pupils. Governors are responsible for ensuring that the academy provides a high-quality education that meets the needs of all students. Governors monitor academic performance, ensuring that the academy meets its targets and continues to improve. Additionally, they focus on student welfare, ensuring a safe and supportive environment that addresses the physical, emotional, and social well-being of pupils. By fulfilling these responsibilities, academy governors play a vital role in shaping the educational experience and outcomes for students. Stakeholder voice is crucial to ensure all learners experience the same high-quality teaching and learning.

Delegation of Responsibilities

Trust Board/ CEO: 3.1-3.9

Accountability & responsibility for delivery sits with the trust board and CEO for the following:

3.1	Preparing and delivering cross-trust education strategies, approaches, and policies
3.2	Intervening & supporting where necessary to drive academy improvement
3.3	Setting and delivering targets for Trust and academy outcomes
3.4	Ensuring TCAT Education and Curriculum Policies are effectively implemented and monitored
3.5	Ensuring Trust expectations relating to personal development are effectively implemented and monitored
3.6	Ensuring academies are compliant with all statutory curricular delivery through accountability systems
3.7	Ensuring compliance with the SEND Code of practice
3.8	Setting and monitoring of the Trust Safeguarding Policy in line with KCSiE
3.9	Determining the admission arrangements for all academies within the Trust on an annual basis and ensuring statutory consultation processes are implemented where necessary

Local Governing Challenge Board: 3.10-3.21

Responsibility for delivery sits with the LGCB for:

Quality of Education:

3.10	Utilising Trust accountability reports to appropriately challenge and advise senior leaders
3.11	Monitoring academy priorities in line with Priority Action Plan to challenge senior leaders where required
3.12	Understanding assessment targets and outcomes to appropriately challenge senior leaders
3.13	Assessing the impact of progress towards academy improvement areas

Standards and Procedures

3.14	Ensuring the protection and safety of staff and students through effective implementation of safeguarding approaches in line with KCSiE
3.15	Utilising records of attendance, behaviour including bullying, discrimination, sexual harassment, sexual abuse, and sexual violence (online or offline) to challenge Senior Leaders
3.16	Utilising vulnerable student data and challenging the impact of provision including Pupil Premium spend
3.17	Monitoring of how Elective Home School students are being supported by academy
3.18	Ensuring the Admissions Policy is effectively implemented and followed
3.19	Engaging in Complaints and Exclusions training where required
3.20	Ensuring the Suspension and Exclusion Policy and processes are adhered to, including the organisation of panels as necessary
3.21	Adopting Academy Uniform Policy in line with the DfE statutory guidance

Headteacher: 3.21-3.45

For the following components, responsibility for delivery sits with the Head/SLT. The role of the LGCB is to challenge, advise & assure the head/SLT:

Quality of Education:

3.21	Ensuring and sustaining high-quality, expert teaching across all subjects and phases
3.22	Implementing a process for monitoring standards of teaching
3.23	Ensuring careful and effective implementation of improvement strategies, which lead to sustained academy improvement over time
3.24	Ensuring teaching is supported by high levels of subject expertise
3.25	Planning and delivery of academy improvement strategies to enhance education excellence
3.26	Completing termly monitoring and update academy scorecard, PAP and self-evaluation

Curriculum and Assessment

3.27	Implementing TCAT Education and Curriculum Policies to ensure effective formative assessment
3.28	Ensuring the National Curriculum expectations are delivered and met, including the early years curriculum and sixth-form programmes and curriculum
3.29	Arranging for collective worship, RHSE, PSHE, citizenship, SMSC, Gatsby benchmarking and ensure national curriculum expectations are met
3.30	Registering and determine statutory assessments, including planning for moderation
3.31	Delivering academy assessments in line with trust policy

Standards and Procedures

3.32	Ensuring protection and safety of staff and students through effective implementation of safeguarding approaches in line with KCSiE
3.33	Delivering high expectations for students' behaviour, built upon relationships, rules and routines understood by all staff and students
3.34	Managing behaviour consistently, fairly, and respectfully in line with academy Behaviour Policy

3.35	Maintaining records of attendance, NOR, behaviour including bullying, discrimination, sexual harassment, sexual abuse and sexual violence (online or offline)
3.36	Following and implement the DfE statutory guidance on academy uniform
3.37	Delivering the academy's duty to fulfil its statutory duties under the SEND Code of Practice
3.38	Organising and delivering access arrangement details in line with trust procedures
3.39	Implementing the Admissions Policy in line with statutory and local procedures

Vulnerable Pupils

3.40	Planning, delivery and monitoring of impact of Pupil Premium funding (including Early Years and Sports Premium for primary academies)
3.41	Ensuring and implementing the provision of free academy meals to those students meeting the criteria
3.42	Delivering effective support for looked after children
3.43	Ensuring records of Elective Home School students are maintained and reported
3.44	Ensuring there is plan for remote learning at academy level
3.45	Adopting and reviewing home/academy agreements in line with trust templates

Key documents:

- TCAT Curriculum Policy
- Academy Education Scorecard
- TCAT Stakeholder Voice – student and parent
- Assessment Data
- Peer Reviews
- Complaints Policy
- Education Connect Resources

4: The performance, development & welfare of staff


The performance, development, and welfare of staff are crucial components in fostering a thriving educational environment, and as a governor, understanding these elements can significantly impact the overall success of an academy. Staff performance is enhanced through regular evaluations, constructive feedback, and the establishment of clear objectives aligned with the academy's mission. Development is encouraged by providing continuous professional learning opportunities, such as workshops, training sessions, and access to resources, which enable teachers and support staff to refine their skills and stay updated with educational advancements. Furthermore, prioritising staff welfare by fostering a supportive and inclusive work environment helps in reducing stress, increasing job satisfaction, and promoting a sense of community among staff members. This holistic approach not only benefits the staff but also translates into improved student outcomes, making it an essential focus area for academy governance.

Delegation of Responsibilities

As the employer, the Trust are accountable for all employment matters. The details below convey these matters that are delegated at various levels.

Trust Board/ CEO: 4.1-4.14

Accountability & responsibility for delivery sits with the trust board and CEO for the following:



4.1	Ensuring all Central Trust senior leadership team (SLT) appointments are made in accordance with budget decisions/ approvals
4.2	Ensuring Trust central and hub team appointments (exc. SLT) in accordance with budget decisions/approvals
4.3	Engaging with Executive Principal/Principal/Headteacher appointments
4.4	Approving academy staffing structures in accordance with approved budgets (including restructuring)
4.5	Approving appointments falling outside of the academy approved budget

4.6	Ensuring Vice Principal/Deputy Headteacher and wider Senior Leader appointments are made in accordance with budget decisions/approvals
4.7	Ensuring all other academy-based appointments within approved budgets
4.8	Approving early retirement (where there is a cost to the organisation)
4.9	Determining trust-wide terms and conditions of employment
4.10	Undertaking of performance management for CEO
4.11	Undertaking performance management for Headteacher / Principal
4.12	Lead Trust wide relations with trade unions, and agree trade union recognition and facility agreement (JCNC)
4.13	Managing safe recruitment at Trust level and allegations about adults who may be a risk to children, pupils, students, and vulnerable adults
4.14	Ensuring compliance with equalities legislation

Local Governing Challenge Board: 4.15-4.22

Responsibility for delivery sits with the LGCB for:

4.15	Utilising Trust management processes to monitor areas of academy improvement
4.16	Utilising staff survey data order to provide challenge and advice
4.17	Ensuring processes are in place to record all statutory training completed by staff
4.18	Ensuring the promotion of continuous professional development is evident for both support and teaching staff
4.19	Ensuring the TCAT People Strategy is adopted
4.20	Monitoring staff absence data to challenge where there are trends in staff absence
4.21	Monitoring staff retention data to challenge and advise where necessary

4.22	Ensuring that responsibilities set out in employment policies (e.g., discipline, grievance, absence management) are carried out efficiently and effectively (including hearings that may lead to dismissal / appeals).
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Headteacher: 4.23-4.35

For the following components, responsibility for delivery sits with the Head/SLT. The role of the LGCB is to challenge, advise & assure the head/SLT:

Organisational Management:

4.23	Identifying complex or persistent problems and barriers which limit academy effectiveness, and identify priority areas for improvement
4.24	Establishing and delivering systems, processes and policies that enable the academy to operate effectively and efficiently
4.25	Ensuring careful and effective implementation of improvement strategies, which lead to sustained academy improvement over time
4.26	Ensuring staff are deployed and managed well with due attention paid to workload
4.27	Implementing TCAT People Strategy at academy level
4.28	Engaging and promoting the annual TCAT staff survey
4.29	Acting on staff survey feedback where required
4.30	Leading academy wide relations with academy-based trade union representatives

Standards and Procedures

4.30	Implementing all HR Policies ensuring that relevant roles, duties and actions are undertaken accordingly, in consultation with TCAT HR where required.
4.31	Implementing all safeguarding procedures for all staff and pupils, including induction procedures, SCR checks, staff files, compliance of KCSIE and updated pupil information

4.32	Managing safe recruitment at academy level and allegations about adults who may be a risk to children, pupils, students and vulnerable adults
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Professional Development:

4.33	Ensuring staff have access to high-quality, sustained professional development opportunities
4.34	Prioritising the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the standard for teachers' professional development
4.35	Ensuring professional development is monitored through Priority Action Plan

Key documents:

- HR Policies and Procedures
- Academy Business Scorecard
- Academy Priority Action Plan
- TCAT Stakeholder Voice – annual staff survey
- IAmCompliant
- Appraisal Procedure and Processes
- NJC Terms and Conditions
- Teachers' Standards



5: The management of finance, capital management plans and financial regulations

Governors play a crucial role in holding leaders to account, ensuring that funds are used effectively and responsibly to support educational goals. This involves the careful management of finance, which includes monitoring budgets, reviewing financial performance, and ensuring compliance with financial regulations. Academy governors will be provided with details relating to capital management plans, which relate to the strategic planning and allocation of resources for long-term investments, such as infrastructure improvements or technology upgrades. By diligently overseeing these financial aspects, governors help ensure that the academy operates efficiently and provides a high-quality learning environment for students.

Delegation of Responsibilities:

Trust Board/ CEO: 5.1-5.9

Accountability & responsibility for delivery sits with the trust board and CEO for the following:

5.1	Approving academy budgets for the year, including three-year forecasts
5.2	Approving trust wide capital building management plans and deployment of School Condition Allocation Funding, as set out in the Estate Management Strategy and Annual Asset Management Plan
5.3	Actioning bad debt write-off in accordance with Academy Trust Handbook - Guidance - GOV.UK (www.gov.uk)
5.4	Ensuring all relevant insurances are in place for buildings, public, employer and trustee liability
5.5	Appointing internal auditors and recommending external auditors to Trust Members
5.6	Approving financial policy, procedures and controls across the trust
5.7	Ensuring procurement follows statutory requirements and DfE guidelines
5.8	Approving academy two-year Priority Action Plan (PAP)
5.9	Monitoring academy monthly management accounts

Local Governing Challenge Board: 5.10-5.14

Responsibility for delivery sits with the LGCB for:

5.10	Utilising academy budgets and management accounts/ forecasts to provide challenge to academy leaders
5.11	Reviewing end of year accounts in order to provide academy challenge where necessary
5.12	Ensuring strategic thinking behind project planning to effectively monitor, and challenge where required, the academy's long-term vision for academy developments
5.13	Monitoring the delivery of Capital Expenditure programme within academy setting
5.14	Ensuring Trust procedures are implemented in line with Financial Regulations

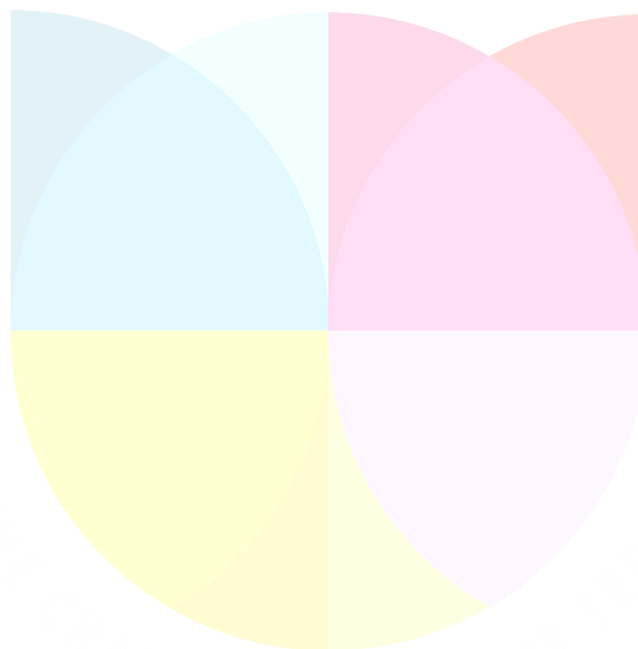
Headteacher: 5:15-5:22

For the following components, responsibility for delivery sits with the Head/SLT. The role of the LGCB is to challenge, advise & assure the head/SLT:

5.15	Setting a balanced academy budget for the financial year
5.16	Monitoring of academy monthly management accounts and ensuring appropriate controls are in place
5.17	Development of academy capital management plans in accordance with Trust strategies
5.18	Prioritising and allocating financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
5.19	Establishing and publishing academy-level charging and remissions policy
5.20	Following the financial regulations set by the Trust
5.21	Submitting census/ ILR returns as appropriate
5.22	Ensuring effective delivery of the implementation of Capital Expenditure programme within academy setting

Key documents:

- Financial Regulations
- Academy Handbook
- TCAT Annual Report
- Academy Monthly Management Accounts
- Academy In Year Latest Forecast
- Academy Twelve Month Budget
- Academy Three Year Budget
- TCAT Annual Impact Report
- Academy Business Scorecard
- Procurement Strategy
- Academy Estate Management Plan



6: The management of buildings, facilities, and operations

Governors play a crucial role in holding leaders accountable for the management of buildings, facilities, and operations within an educational setting. Their responsibilities include ensuring that the academy's environment is safe, welcoming, and conducive to learning. They collaborate with other board members and academy leadership to implement policies related to maintenance and improvement of academy facilities. Governors are also involved in budgeting to maintain, upgrade buildings and infrastructure. By focusing on the long-term sustainability and functionality of the academy premises, governors help create an efficient and supportive environment for both students and staff.

Delegation of Responsibilities

Trust Board/ CEO: 6.1-6.13

Accountability & responsibility for delivery sits with the trust board and CEO for the following:

6.1	Ensuring that Trust health and safety regulations are followed including regular audits
6.2	Developing and implementing Trust strategies and action plans to ensure that health and safety regulations are followed
6.3	Developing and implementing Trust estates and sustainability strategies and action plans to support the academy improvement agenda in accordance with DfE Guidance and best practice.
6.4	Ensuring that all academy buildings and sites are maintained in accordance with approved Trust and academy strategies and approved revenue budget
6.5	Approving of unbudgeted capital projects in excess of £50k. Note that costs associated with the tender preparations are acceptable as long as the project has been approved as part of the annual budget process
6.6	Developing and implementing Trust IT and Digital strategies and action plans to support the academy improvement agenda in accordance with DfE Guidance and best practice.

6.7	Approving unbudgeted IT projects in excess of £50k. Note that costs associated with the tender preparations are acceptable as long as the project has been approved as part of the annual budget process
6.8	Designing and implementing Trust-wide cybersecurity systems and procedures in line with DfE guidance and 'Cyber Essentials' accreditation
6.9	Implementing strong procurement processes in line with the Procurement Act 2023
6.10	Establishing the Trust Risk Management Policy and the Trust-wide Risk Register.
6.11	Maintaining, monitoring, and reporting on the Trust Risk Management Policy and the Trust Risk Register.
6.12	Developing and implementing Trust-wide data protection strategies and procedures in accordance with statutory requirement and DfE guidance.
6.13	Ensuring website compliance including the publication of all statutory documents

Local Governing Challenge Board: 6.14-6.19

Responsibility for delivery sits with the LGCB for:

6.14	Receiving details from Trust accountability systems to monitor risk and provide challenge where necessary
6.15	Receiving outcomes from health and safety audits in order to provide challenge where necessary
6.16	Receiving data relating to academy breaches in order to provide challenge where necessary
6.17	Ensuring correct procurement procedures are followed at academy level
6.18	Formally noting requests for unbudgeted projects for Trustee attention and consent
6.19	Contributing to strategic project developments to enhance academy to ensure learning environment is safe and effective

Headteacher: 6.20-6.26

For the following components, responsibility for delivery sits with the Head/SLT. The role of the LGCB is to challenge, advise & assure the head/SLT:

6.20	Ensuring risk management tools are effectively implemented and kept up to date to mitigate risk
6.21	Implementing data protection procedures in accordance with statutory requirement and DfE guidance.
6.22	Ensuring that all academy IT and Digital resources are implemented in accordance with approved Trust and academy strategies and approved revenue budget
6.23	Ensuring compliance through the implementation of procurement procedures
6.24	Ensuring website compliance including the publication of all statutory documents
6.25	Ensuring that academy health and safety regulations are followed including regular audits
6.26	Implementing and following operational procedures as per the TCAT Operations Handbook

Key documents:

- Academy Business Scorecard
- Compliance Assurance Report
- Trust Health and Safety Advisor
- DfE Guidance
- Capital Projects
- Risk Register
- Operations Handbook

