

ACORN MULTI ACADEMY TRUST

SCHEME OF DELEGATION

(V5.0)

Effective date: 11/10/17

1. Introduction

1.1 The scheme of delegation (SoD) is the key document defining which functions within the Multi Academy Trust have been delegated and to whom. It provides a systematic way of ensuring members, trustees, committees (including local governing bodies and their members), executive leadership and academy heads are clear about who has responsibility for making which decisions in the trust. The scheme of delegation sets out the delegated powers between the different bodies involved in the governance and operation of the Multi Academy Trust and member academies.

1.2 The delegated powers are broken down into different levels in line with the Trust's principles of governance, leadership and operation. The delegated autonomy for individual academies is aligned with the need for the Trust to fulfil its corporate responsibilities and accountabilities to the Department for Education, Education Funding Agency, Charities Commission, HMRC and Companies House. The scheme of delegation also takes into consideration any requirements of the Dioceses of Exeter and Salisbury.

1.3 The scheme of delegation is designed to:

- Ensure the executive leadership is clear about which decisions the Trust Board remain in control of
- Ensure that the role of the executive leadership is fully understood throughout the MAT
- Promote a culture of honesty and accountability
- Identify responsibility for the appointment and performance management of the CEO/executive head, academy heads, senior leaders and HUB staff
- Identify responsibility for policy and practice in each academy
- Identify responsibility for oversight of each academy's budget
- Identify responsibility for assessment of risk in the trust and each academy
- Identify responsibility for oversight of educational performance in each academy

2. Object of the Trust

The object of the Trust is to advance for the public benefit education in the United Kingdom, by establishing, maintaining, managing and developing academies which shall offer a broad and balanced curriculum and which shall include:

2.1 Church of England academies designated as such, which shall be conducted in the accordance with the principles, practices and tenets of the Church of England both generally and in particular in relation to arranging for daily acts of worship; and having regard to any advice from the Diocesan Board of Education and:

2.2 Other academies whether with or without a designated religious character; but in relation to each of the academies to recognise and support their individual ethos whether or not designated Church of England.

3. Key principles of operation – vision, ethos and aims

3.1 The ethos of the Trust is based on our founding principles of Quality, Partnership, Aspiration and Responsibility. These principles are at the core of the Trust, firmly embedded in all our academies and embraced by all.

Our vision is: To provide high quality education and deliver the best possible outcomes for young people, enabling every child to reach his or her potential, regardless of background.'

3.2 The following principles will guide and secure the purpose and goals of the Trust:

1. Every child has the right to the highest quality academic, social, emotional, spiritual and physical education
2. Clear structures are in place to ensure that the voices of all children, staff, parents and carers within the Trust are heard and valued.
3. The trust values and respects each schools distinctive ethos and identity
4. The trust prepares children to contribute positively to society and live fulfilled lives
5. The trust protects, projects and develops the Christian character and distinctiveness of the Church of England academies within the trust, in partnership with the Church at parish and diocesan level.

4. Our Aims:

Children who:

- are creative, curious and happy independent learners
- are protected from harm and are given the confidence and support to exceed
- have the skills and character to be fully prepared for the next stage of their education and life
- make outstanding progress, regardless of prior attainment or background
- can access high quality provision at every school within the Trust
- are thoughtful, caring and active citizens in school and the wider world

Staff who:

- are committed to working in partnership with others
- develop skills through an innovative and creative approach to CPD
- work hard to achieve the highest expectations for all children
- are recognised by AMAT for their commitment and expertise
- consistently demonstrate high staff morale
- undergo an appraisal process that is challenging and supportive to enable outstanding teaching and leadership

Academies/Schools that:

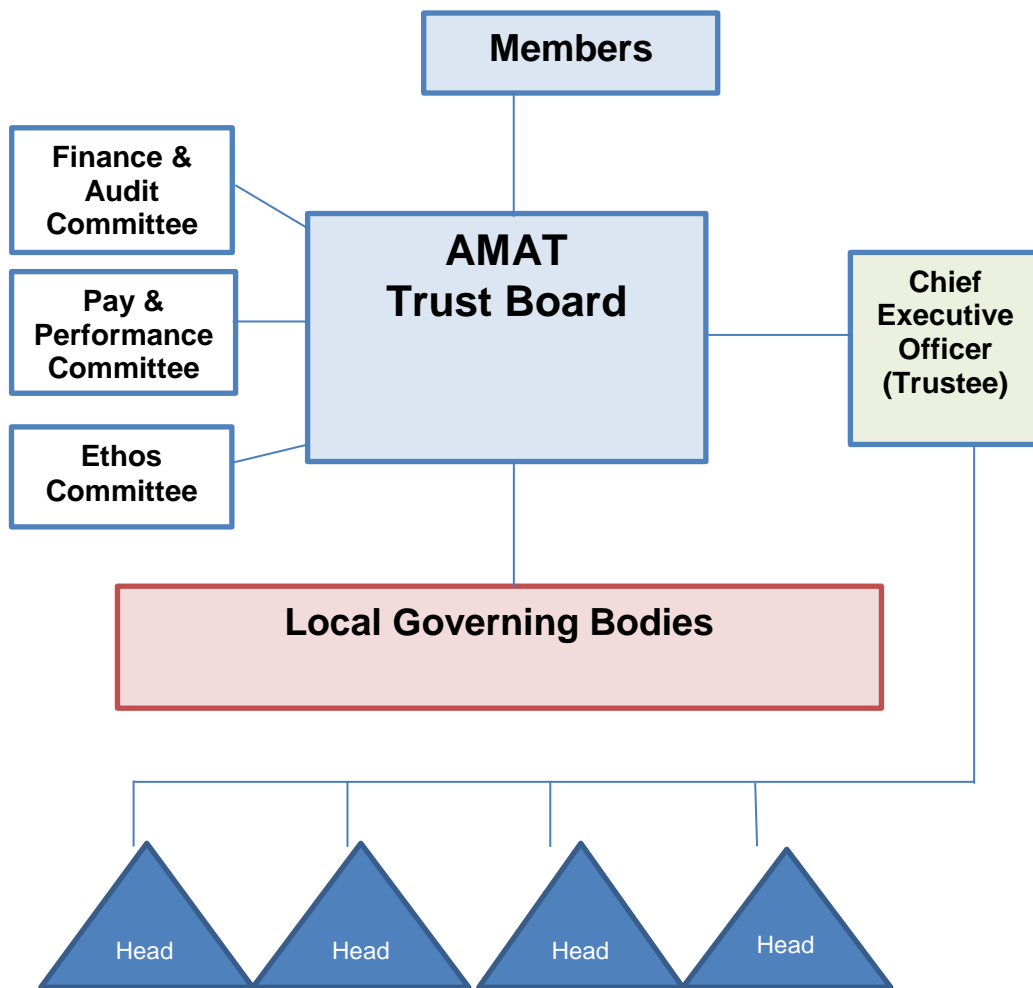
- are judged as outstanding or highly effective by Ofsted, SIAMS, the DFE and other bodies.
- have the highest quality collaborative leadership, inspirational teaching and creative learning
- are the first choice for children, parents and carers
- have an ethos of openness, welcome and service to all
- have high quality school buildings and grounds and well-resourced classrooms
- provide an engaging, inspiring and innovative curriculum
- are places where all children enjoy going to school

A Trust Board that:

- is forward thinking, delivers steady sustainable growth and continual educational improvements
- provides courageous and strategic leadership, working with parents, communities and parishes and engaging with the wider educational community

- is an employer who values the contributions of its employees, empowers them to contribute and offers a rewarding working environment at the leading edge of professional development
- is recognised nationally for the highest level of expertise, innovation and creativity
- seeks best value for money in all things, including providing the best learning environment possible
- protects and nurtures both church and community schools’ distinctiveness, ethos and effectiveness

ORGANISATIONAL STRUCTURE FOR ACORN MULTI ACADEMY TRUST



5. Governance structure and accountability

5.2 The board of trustees delegates responsibility for delivery of the vision and strategy to the chief executive officer (CEO). The MAT board holds the CEO to account for the performance of the trust, including the performance of the academies within the trust. The CEO in turn holds other senior executives to account by line managing them. The scheme shows that what is delegated by the board includes delegation to the executive as well as to the individuals and committees of the board of trustees. While the board cannot delegate its accountability, it delegates some of the detailed scrutiny, oversight and decision making.

5.3 Some responsibilities concerning the performance of each academy are delegated to a local governing body (LGB). These responsibilities include monitoring whether the school is working within the

agreed policies, whether standards are being met, and if the money is being well spent. The LGB uses its detailed knowledge and engagement with stakeholders to ensure that their school is being well served by the executive leadership and as a board committee, has direct access to the board if there are concerns. Where the trust determines not to delegate, academy advisory boards may be established.

5.4 The CEO reports to the board on the performance of the Trust including on the performance of the Trust's schools, although this may be supplemented by monitoring reports from the LGBs.

6. Roles and responsibilities

6.1 Acorn Multi Academy Trust (MAT) is structured in accordance with its Memorandum and Articles of Association.

7. The role of the Members

The academy trust comprises three (majority foundation) Members. The Members are accountable to the DfE and have ultimate responsibility for the Trust achieving its charitable objectives. They sign off the Articles of Association and have the power to appoint and remove the trustees. The trust board submits an annual report on the performance of the trust to the Members. The Members include representatives from the Diocese of Exeter and the Diocese of Salisbury. Members who are independent of the trustees provide challenge and scrutiny to the Board.

8. The role of the Directors/Trustees

8.1 The trustees or directors are the charity trustees (within the terms of section 177(1) of the Charities Act 2011) and are responsible for the general control and management of the administration of the trust, in accordance with the provisions set out in the memorandum and articles of association.

8.2 The Trust Board of Directors is responsible for the effective operation of the Trust and each academy. It provides ongoing challenge and support to the executive leadership and to Local Governing Bodies (LGBs).

8.3 The Trust Board is permitted to exercise all the powers of the academy trust. The Trust Board delegates to the CEO responsibility for the day to day operations of the trust. The Trust Board can determine whether to delegate any governance functions and has the right to review and adapt its governance structure at any time which includes removing delegation.

8.4 The Trust Board meet six times a year: the first meeting in the autumn to elect the Chair and agree the scheme of delegation. The number of directors on the board shall be not less than nine, but shall not be subject to any maximum.

8.5 The board may decide to delegate responsibility for specified matters, where it has power to do so, to individual members or committees of the board. Decisions taken by individual members or committees of the board under delegated powers should be recorded in written minutes available to the board as a whole.

Key responsibilities:

- Ensure the quality of the educational provision at each academy.

- Establish and oversee the strategic direction of the MAT and challenge and monitor its performance.
- Employ staff.
- Ensure compliance with all the relevant legislation, including (but not limited to) that relating to the health and safety of its employees, pupils and visitors.
- Challenge and monitor the financial governance and strategy of the Trust through the delegation of powers to its Finance and Audit Committee.
- Ensure regular effective communication with Local Governing Bodies via the Chair and CEO.
- Consider proposals for growth of the Trust and its strategic direction.

9. The role of the chief executive officer (CEO)

9.1 The CEO is appointed by the Directors and has the delegated responsibility for the operation of the trust including the performance of the trust's academies. The CEO performance manages the academy Heads of School and senior leadership team.

9.2 The CEO is the accounting officer so has overall responsibility for the operation of the academy trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability; avoiding waste and securing value for money.

9.3 The CEO leads the senior leadership team of the academy trust and is accountable to the Trust Board for the performance of it. In the articles of Acorn MAT, the CEO is appointed as a trustee.

9.4 The CEO fulfils the following delegated objectives.

- a) Delivering the board's vision
- b) Recommending and communicating strategy for the trust
- c) Ensuring regularity and propriety,
- d) Prudent and economical administration,
- e) Avoidance of waste and extravagance,
- f) Efficient and effective use of available resources,
- g) Day to day organisation, staffing and management of the Academy Trust.
- h) Ensuring the trust board is appropriately informed through agreed mechanisms.
- i) Ensuring that the guiding principles, culture and objectives of the trust are faithfully upheld, revisited and reinforced.

The role of committees

The trustees may establish committees either with delegated authority to make decisions or for the purpose of providing advice and support, informing the overall work of the trust board. However these committees are not legally responsible or accountable for statutory functions – the trust board retains overall accountability and responsibility. The responsibilities of board committees are set out in their terms of reference. The trust board may appoint committee members and committee chairs.

Delegation to other committees

The Trust Board recognises that it may need to delegate duties to a Committee other than the Finance and Audit Committee; the Pay & Performance Committee, or the Ethos Committee in due

course, and shall need to amend this document accordingly.

Finance & Audit Committee

The purpose of the committee is to exercise the powers and duties of the Trust Board in respect of the financial administration of the Trust, except for those items specifically reserved for the Trust Board and those delegated to the Chief Executive Officer, the Trust Finance Officer and other staff.

The committee coordinates the Board's financial responsibilities by recommending policy and strategy to the Board, interpreting it for staff and monitoring its implementation. The committee assists the Board in exercising its fiduciary duties, provides the Board with overview of the Trust's financial audit and ensures proper checks and balances are in place. The secretary will circulate minutes of meetings of the Finance and Audit Committee to all members of the Trust Board.

Pay & Performance Committee

The purpose of the committee is to review proposed salary awards and pay scales used by the Trust; to conduct detailed analysis of proposed senior staff (i.e. Head of School, Senior Leaders) pay awards; to scrutinise performance management records; to ensure that the appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that pay decisions can be objectively justified; to review pay and appraisal policies; to review and recommend CEO pay award (SoD 6.11,6.12,8.7)

Ethos Committee

The purpose of the Ethos Committee is to ensure that school leaders contribute to sustaining, developing and nurturing the Christian ethos of the Church Schools within the MAT. The committee monitors the impact of collective worship on the school community and ensures that the teaching of religious education is effective. It ensures that the schools, through their distinctive Christian character, meet the needs of all learners. (SoD 4.5, 4.6, 5.10, 5.11)

The Ethos Committee is an advisory body with no executive powers. However, it is authorised by the board of trustees to investigate and report on any activity within its terms of reference.

The role of Local Governing Bodies

Each school within the MAT has its own local governing body (LGB) which is a committee of the Trust Board of Directors. Local governing bodies have the governance functions delegated to them by the Trust Board for their particular school and are accountable to the Board.

Local governing bodies oversee different functions of the schools within the trust, including the monitoring of School Improvement and Standards; Safeguarding; Early Years, Curriculum; Parent & Community links; Finance; Special educational needs & Inclusion; and Staffing/performance management. In addition, responsibilities include working within agreed policies, meeting agreed targets, engaging with stakeholders and monitoring its finances well. As a committee of the board, delegation can be removed at any time. Directors have the right to intervene in the governance of an academy where it has serious cause for concern, including;

1. Standards of performance of pupils at the Academy are unacceptably low,

2. Serious breakdown in the way the Academy is governed or managed,
3. Safety of pupils or staff is threatened,

The Governors shall exercise the powers, responsibilities and duties delegated by the Trust Board as set out in the Terms of Reference and in particular should carry forward the Trust's vision in ways that are appropriate to the academy's status, pupils, staff and community.

The LGB shall have the following members:

- (a) normally up to 8 members
- (b) the Head of School on an ex-officio basis
- (c) at least two (2) but no more than three (3) Parent Governors elected by the parents or carers of registered pupils at the academy,
- (d) at least one (1) but no more than two (2) Staff Governors elected by the staff of the academy,
- (e) church schools to have a majority of foundation governors, appointed by the Trust Board under Article 101.
- (f) community schools to have community governors, appointed by the Trust Board under Article 101.
- (g) The LGB may also have co-opted governors or associate governors, appointed by the Trust Board

The Directors (all or any of them) may also serve on an LGB and may attend any meetings of the LGB. Any Director attending a meeting of the LGB shall count towards the quorum and shall be entitled to vote on any resolution being considered by the LGB.

All persons appointed or elected to the LGB shall give a written undertaking to the Directors to uphold the Objects of the Trust (Code of Conduct).

The role of the academy head of school

The academy head of school is responsible for the day to day management of the academy and is managed by the CEO, but reports to the LGB on matters which have been delegated to the LGB. The head of school will ensure their academies meet development plan targets and contribute effectively to achieving Trust priorities set by the Board.

Trust Policies

A key task for the Trust is to develop and monitor a range of policies that the trust board and member academies are expected to adopt. These policies and their delegation are detailed in a schedule of policies.

The Scheme of Delegation should be read in conjunction with the Terms of Reference for the relevant body or individual. While the Scheme is designed to be comprehensive it will not cover every task. It should be noted that not every task requires all levels of delegated power to be defined:

Scheme of Delegation - Key

Key

Level 1: Members

Level 2: Board of trustees of Acorn Multi Academy Trust

Level 3: Chief Executive Officer

Level 4: Finance & Audit Committee

Level 5: Local Governing Body (LGB)

Level 6: Academy Head

Blue box Function **cannot** be legally carried out at this level.

✓ Action/approval to be undertaken at this level

A Provide **advice and support, propose or recommend** to those accountable for decision making.

<> Direction of advice and support

Area	Decision	Delegation						
		Members	Trust Board	CEO	Finance & Audit	LGB	Head of School	Ethos
1.	Governance framework – people							
1.1	Members: appoint/remove	✓						
1.2	Foundation directors/trustees: appoint/remove	✓						
1.3	Trustees: appoint/remove		✓					
1.4	Chair of Trust Board: appoint/remove		✓					
1.5	Vice Chair of Trust Board: appoint/remove		✓					
1.6	Appoint Board Advisors		✓					
1.7	Appoint (and remove) non-elected LGB members		✓					
1.8	Appoint (and remove) committee members		✓					
1.9	Appoint (and remove) Chair(s) of Trust Committees.		✓		<A			<A
1.10	LGB & committee chairs & vice chairs: appoint					✓		✓
1.11	LGB chairs: remove		✓					
1.12	Clerk to board: appoint and remove		✓					
1.13	Clerk to LGB: appoint and remove		✓					
2.	Governance Systems and structures							
2.1	Articles of association: agree and review	✓	<A					
2.2	Governance structure (committees) for the trust: establish and review annually		✓					
2.3	Approve Trust Board Terms of Reference		✓					
2.4	Approve Trust Scheme of Delegation		✓		<A			
2.5	Approve Terms of reference for trust committees		✓		<A			<A
2.6	Approve Terms of reference for LGBs, reviewed annually		✓			<A		
2.7	Skills audit: complete to arrange training and recruitment to fill gaps		✓			✓		

Area	Decision	Delegation						Ethos
		Members	Trust Board	CEO	Finance & Audit	LGB	Head of School	
2.8	Annual self- review of trust board and committee performance		✓					
2.9	Annual self- review of LGB performance					✓		
2.10	Chair's performance: carry out 360 review periodically		✓			✓		
2.11	Succession at Trust Board and LGB level: plan		✓			✓		
2.12	Approve new convertor or sponsored academies joining the MAT		✓					
2.13	Establish LGB working groups/subcommittees					✓		
2.14	Organise calendar of Trust Board and LGB meetings		✓					
2.15	Approve Trustee & governors expenses policy		✓					
2.16	Annual cycle of business for trust board: agree		✓	<A				
2.17	Annual cycle of business for committees: agree				✓			✓
2.18	Annual cycle of business for LGB: agree					✓		
2.19	Power to withdraw delegated powers from the LGB and if necessary disband it with reasons specified in ToR		✓					
3.	Reporting							
3.1	Trust governance details on trust website: ensure		✓					
3.2	Academy governance details on academy websites: ensure					✓		
3.3	Register of all interests, business, pecuniary for members/trustees/governors/committee members/senior employees: establish and publish annually		✓		✓	✓	✓	
3.4	Annual report on performance of the trust: submit to members and publish		✓	<A	<A			
3.5	Annual report and accounts, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit		✓	<A	<A			
3.6	Termly report of committees, submit to trust				✓			✓
3.7	Annual report of work of LGB: submit to trust					✓		
4.	Strategic							

Area	Decision	Delegation						
		Members	Trust Board	CEO	Finance & Audit	LGB	Head of School	Ethos
4.1	Approve the Trust Strategic Plan		✓					
4.2	Approve Academy Performance Targets and Academy Performance Review		✓					
4.3	Determine trust wide policies which reflect the trust's ethos and values (see policy review schedule): approve		✓	<A				
4.4	Determine school level policies (see policy review schedule): approved by LGB, written and recommended by Head & SLT					✓	<A	
4.5	Monitor the impact of collective worship on the school community (church schools)					✓		✓
4.6	Ensure that the teaching of religious education is effective					✓	<A>	✓
4.7	Engagement with stakeholders	✓	✓	✓		✓	✓	
4.8	Trust's vision and strategy (strategic plan), agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: approve		✓	<A				
4.9	Academy's vision and strategy: approve		A>			✓	<A	
4.10	MAT/School Improvement Partner: appoint		✓	<A				
5.	Trust & Academy Educational Performance, Curriculum & Teaching							
5.1	Monitor quality of teaching and learning across the Trust and agree strategies for improvement if required		✓	<A				
5.2	Monitor within academy: academic performance, the quality of provision and the quality of care					✓	<A	
5.3	Consider and evaluate school performance against Key performance indicators set by the Trust and have oversight of curriculum, standards and outcomes					✓	<A	
5.4	Set, agree and monitor pupil level targets across the Trust		✓	<A				
5.5	Set, agree and monitor pupil level targets in the academy					✓	<A	
5.6	Academy 1 Year school development plan (SDP) & SEF: approve and					✓	<A	

Area	Decision	Delegation						Ethos
		Members	Trust Board	CEO	Finance & Audit	LGB	Head of School	
	monitor							
5.7	Approve and monitor Curriculum Plan					✓	<A	
5.8	Draft and approve the Teaching and Learning Policy					✓	<A	
5.9	Auditing and reporting arrangements for matters of compliance (eg safeguarding, H&S, employment): agree		✓		<A			
5.10	SIAMS – academy level monitoring of local framework & Christian distinctiveness in church schools					✓		✓
5.11	SIAMS - monitoring of Christian distinctiveness in church schools		✓	<A		<A	<A	<A
6.	Financial Governance & Management							
6.1	Financial officer: appoint		✓	<A				
6.2	Trust's and academy's scheme of financial delegation & authorisation limits: establish and review				✓			
6.3	Consider and evaluate performance against key performance indicators set by the Trust in relation to finances				✓			
6.4	Approve Trust & Academy Financial Regulations (F&A to prepare and recommend)		✓		<A			
6.5	Appoint Trust auditors		✓		<A			
6.6	Trust 1 year and 3 year Budget Plan (F&A to recommend and monitor)		✓		<A			
6.7	Trust Annual Accounts		✓		<A			
6.8	Trustees Report		✓	<A	<A			
6.9	Academy 1 year Budget Plan (F&A recommend)		✓		<A			
6.10	Academy YTD reports/budgets to review and monitor					✓	<A	
6.11	CEO pay award: approved by P&P Committee, ratified by board		✓					
6.12	Academy head of school pay award – approved by P&P Committee			✓	<A			
6.13	Staff pay progression: agreed/proposed by Head of School, approved by LGB (Pay Body)					✓	<A	
6.14	Benchmarking and trust wide value for money: ensure robustness				✓			

Area	Decision	Delegation						Ethos
		Members	Trust Board	CEO	Finance & Audit	LGB	Head of School	
6.15	Insurance arrangements to support activities as an employer - agree				✓			
6.16	Central spend / top slice: agree		✓		<A			
6.17	Management of risk: establish Risk Register, review and monitor			A>	✓	<A		
6.18	Approve a risk management plan		✓					
6.19	Report on Risks to Board, provide Risk Register in agreed format. Monitor risks and develop appropriate risk management strategies				✓	✓		
6.20	Propose and review Critical Incident Plans Approve a Critical Incident Plan				✓ ✓			
6.21	Develop trust wide procurement strategies and efficiency savings programme				✓			
Area	Decision	Delegation						Ethos
		Members	Trust Board	CEO	Finance & Audit	LGB	Head of School	
7.	Financial Authorisation							
7.1	Expenditure or contracts up to Lower Limit (£1,000 at school level, £2000 for premises).						✓	
7.2	Expenditure or contracts from Lower Limit to Upper Limit (£1,000 - £10,000; £2,000 - £10,000 for premises costs) (CEO or Senior Finance officer).			✓				
7.3	Expenditure or contracts from £10,000 - £25,000, Executive Headteacher/CEO and Senior Finance Officer			✓				
7.4	Expenditure or contracts from Upper Limit (£25,000) to £50,000.				✓			
7.5	Expenditure over £50,000		✓		<A			
7.6	Disposals or write off of stock, assets or debts up to Lower Limit (£1000)						✓	
7.7	Disposals or write off of stock, assets or debts - 1% of total annual			✓				

Area	Decision	Delegation						Ethos
		Members	Trust Board	CEO	Finance & Audit	LGB	Head of School	
	income or £25,000 (whichever is smaller) per single transaction.							
7.8	To approve compensation payments up to £50,000			A>	✓			
Area	Decision	Delegation						Ethos
		Members	Trust Board	CEO	Finance & Audit	LGB	Head of School	
8	Staff & Performance Management							
8.1	Trust's staffing structure: agree		✓	<A>	<A			
8.2	Academy staffing structure: agree			A>	A	✓	<A	
8.3	Chief executive officer: Appoint		✓					
8.4	Performance management of the Chief Executive Officer: undertake (CEO Appraisal Panel)		✓					
8.5	Suspend, end suspension or dismiss the CEO		✓					
8.6	Performance management of Heads of School & SLT: undertake			✓				
8.7	Performance management of Heads of School & SLT : monitor (P&P committee)			A				
8.8	Performance management of teaching staff: undertake						✓	
8.9	Performance management of teaching staff: monitor					✓	<A	
8.10	Academy Headteacher/Head of School appointment – LGB led panel, appointment <u>approved</u> by board		✓				<A	
8.11	Head of School appointments within school		✓				R	
8.12	Teaching staff appointments					✓	<A	
8.13	Suspension of Head of School			✓				
8.14	Return of Headteacher after suspension			✓		✓		
8.15	Suspension and return of teaching and support staff					✓	✓	

Area	Decision	Delegation						Ethos
		Members	Trust Board	CEO	Finance & Audit	LGB	Head of School	
8.16	Re-structuring and redundancy of staff, F&A to consider and respond to proposals		✓	<A>	<A			
Area	Decision	Delegation						Ethos
		Members	Trust Board	CEO	Finance & Audit	LGB	Head of School	
9.	Academy Policies & Procedures							
9.1	MAT term and holidays		✓					
9.2	Change of Academy Age Range		✓			<A		
9.3	Expansion of Academy PAN		✓			<A		
9.4	Extension of Academy provision (EYFS)		✓			<A		
9.5	Safeguarding Policy		✓					
9.6	Attendance Policy & Plan					✓	<A	
9.7	Pupil Behaviour Policy (including exclusions)					✓	<A	
9.8	Monitor implementation of behaviour policies					✓		
9.9	Short-term Exclusions						✓	
9.10	Permanent Exclusions						✓	
9.11	Appeals against Permanent Exclusion					✓		
9.12	Direct reinstatement of excluded students					✓		
9.13	Complaints Policy		✓					
9.14	Complaints Panels – LGBs plus 1 director		✓			✓		
9.15	Admissions Policy		✓			✓		
9.16	Allocation of places against Admissions Policy					✓		
9.17	Admissions Appeals (Devon)							
10	Inclusion & Equality							

Area	Decision	Delegation						Ethos
		Members	Trust Board	CEO	Finance & Audit	LGB	Head of School	
10.1	SEN Policy approve		✓					
10.2	Designate a governor to be responsible for monitoring SEN, Looked After children and Pupil Premium					✓		
10.3	Monitor and evaluate the impact of Pupil Premium and Sports Grant funding and report to trust board					✓		
10.4	Consider and evaluate the effective use of the Pupil Premium funding by the Academies		✓					
10.5	Establish & publish annual "Equality information & objectives statement" and review objectives every 4 years. Academy objectives /action plan reviewed by LGB		✓			✓	<A	
10.6	Establish an Accessibility Plan, for review every 3 years					✓	<A	
10.7	Ensure safeguarding procedures are secure in schools		✓	✓		✓		
11.	Premises & Health & Safety							
11.1	Asset Management Policy & Plan				✓			
11.2	Academy asset management plan – review (LGB/F&A?)				✓	✓		
11.3	Review & approve MAT Health & Safety Policy				✓			
11.4	Monitor implementation of H&S Policy, academy level				✓			
11.5	Commissioning of repairs or works up to £5,000				✓			
11.6	Commissioning of repairs or works from £5,000 to £49,999				✓			
11.6	Approval of applications for capital funding				✓			
11.7	Commissioning of repairs of works over £50,000		✓					
11.8	Notify the Trust of any changes to fixed assets used by the Academy					✓		
11.9	Disposals & acquisitions of land		✓					
11.10	Insurance of land & buildings		✓					