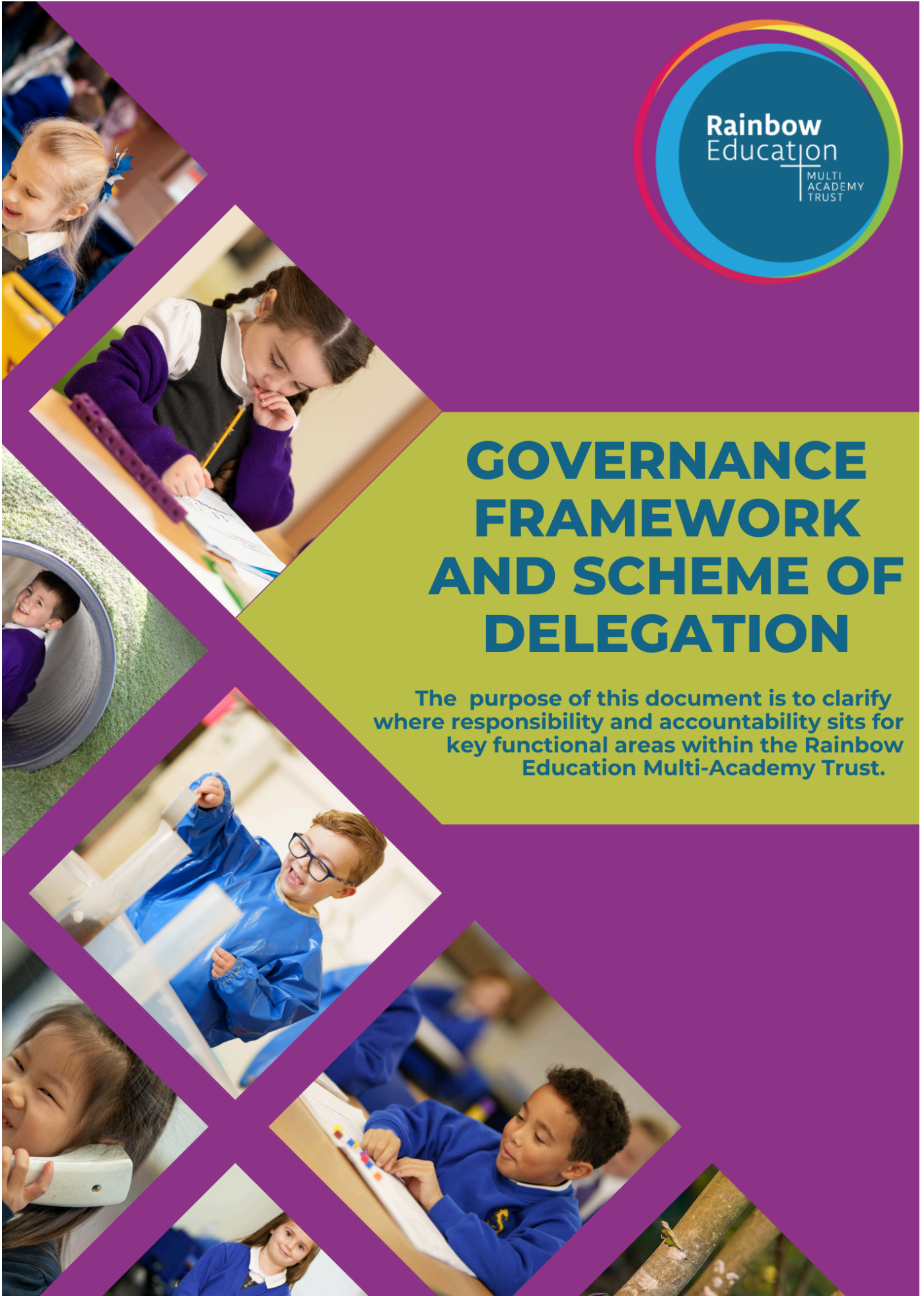




GOVERNANCE FRAMEWORK AND SCHEME OF DELEGATION

The purpose of this document is to clarify where responsibility and accountability sits for key functional areas within the Rainbow Education Multi-Academy Trust.





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Version 1	12th December 2024	
Current	11th December 2025	Updated to reflect Academy Trust Handbook 2025, Articles of Association, Ofsted guidance 2025 and REMAT Strategic priorities

1. Introduction

As a Multi-Academy Trust (MAT), the Trust Board of Rainbow Education MAT is accountable, in law, for all major decisions concerning the academies.

The Trust Board is not required to carry out all the Trust's governance functions and many can, and should, be delegated to the CEO & Executive Team and established sub-committees. The decision to delegate a function is made by the Trust Board. Without such delegation, the individual or Committee has no power to act.

The Scheme of Delegation (SoD) is the key document that defines lines of responsibility and accountability in a MAT to ensure the Members, Trustees, Trust Board Sub-Committees, Academy Committees (known locally as Local Academy Councils - LACs), Executive Leadership and Headteachers understand their role and responsibilities.

The overarching SoD for decision making in the Trust should not be confused with the written Scheme of Delegation of financial powers referred to in the Education and Skills Funding Agency (ESFA) Academy Trust Handbook.

2. Our Critical Questions

This document is underpinned by our five critical questions:

1. Why do we exist?

To ensure that **each and every child** no matter what their background or circumstance reaches their potential and leaves us ready for the next stage of their lives.

2. How do we behave?

We have the highest expectations of ourselves and others (**Excellence**)

We are always learning (**Wisdom**)

We are kind and honest (**Friendship and Trust**)

We keep going even when things are tough (**Endurance**)

3. What do we do?

At the Rainbow, we flourish together as we **listen, learn, lead, lift** and **love**.

4. How will we succeed?

People First: We value, support, and invest in our people — they are the heart of our success.

Better Everyday: We strive every day to be better than yesterday, learning, growing, and evolving.

Children and Families at the Centre: Every decision we make starts with what's best for the children and families we serve.

Stronger Together: We believe in the power of collaboration, shared purpose, and collective strength.

No Excuses: We take responsibility, remove barriers, and never settle for excuses.

5. What's most important right now? (2025/2026)

To ensure that children with **SEND** and other vulnerable pupils thrive — by securing **readiness for the next stage of education** and **firm foundations** for learning, because when we get it right for those who need school the most, we get it right for everyone.

To pursue **sustainable growth** that strengthens our family of schools and delivers lasting **impact for the communities** we serve.

3. Governance Model

The Trust Board is responsible for the delivery of the 5 pillars of Academy Trust Quality set out in the Department for Education's (DFE) Academy Trust Governance Guide:

- High-quality and inclusive education
- School improvement
- Workforce
- Finance and operations
- Governance and leadership

The Trust Board appoints the Chief Executive Officer (CEO), to whom it delegates responsibility for delivery of the vision and strategy of the Trust. The CEO is held to account for the conduct and performance of the Trust, including the performance of the schools and any subsidiary company within the Trust, for financial management.

The CEO manages the Chief Operating Officer/Chief Financial Officer, carrying out their performance management and setting their targets.

The Trust Board has established Board Committees with delegated powers for Finance, Audit & Risk and Education Standards. At least three Trustees sit on each Board Committee, with each having clear, specific Terms of Reference.

Local Governance/Academy Committees are known as Local Academy Councils (LACs) within Rainbow Education MAT. The LACs also have clear Terms of Reference detailing the committees' composition, remit and meeting requirements.

LAC Chairs are invited to meet the CEO and Chair of Trustees before each Trustee meeting throughout the year.

MEMBERS <i>Supervisory role to hold the Board of Trustees to account</i>	
TRUSTEES <i>Overall strategic responsibility for the Trust</i>	
CHIEF EXECUTIVE OFFICER <i>Executive role to recommend strategic decisions to Trustees and oversee performance across the Trust</i>	
HEADTEACHER <i>Operational at local level, with strategic authority within the school context</i>	LOCAL ACADEMY COUNCIL <i>Focus on the school's ethos/Christian Ethos (Church Schools) standards, and relationships within the local community</i>

Governance Structure



Members

Rainbow Education Multi-Academy Trust Members appoint Trustees to ensure that the Trust's charitable objects are carried out. They are able to remove Trustees if they fail to

fulfil this responsibility. Members are responsible for approving any amendments made to the Trust's Articles of Association. There must be at least three Members, although the DfE prefers at least five. There must be a separation of powers between the Members and the Trust Board. Members are not permitted to be employees of the Academy Trust. The DfE Governance Handbook states that each Trust determines how best to keep Members informed so they can be assured that the Board is exercising effective governance and leadership of their Trust. The Trust reports formally to Members through the Annual General Meeting (AGM) plus an additional annual Members meeting.

Trustees

Rainbow Education MAT, as a Multi-Academy Trust (MAT) is a charitable company and so Trustees are both charity Trustees (within the terms of section 177(1) of the Charities Act 2011) and Company Directors. Trustees are bound by both charity and company law. The terms 'Trustee' and 'Director' are often used interchangeably. Rainbow Education MAT uses the term 'Trustee' as it avoids the possible confusion caused when Executive Leaders are classified as Directors. The Trustees are responsible for the general control and management of the administration of the Trust and, in accordance with the provisions set out in the Memorandum and Articles of Association, its Funding Agreement and the Academies Trust Handbook, they are legally responsible and accountable for all statutory functions, for the performance of all schools within the Trust, and for the approval of a written Scheme of Delegation of financial powers that maintains robust internal control arrangements. The Trust Board is legally responsible and accountable to the Department for Education (DfE). The Board of Trustees has the right to review and adapt its governance structure at any time which includes removing any delegation.

Chief Executive Officer (CEO) and Trustees

The CEO has the delegated responsibility for the operation of the Trust including the performance of the Trust's schools. The CEO leads the Trust's Executive Leadership Team and is accountable for its performance. The CEO is the Accounting Officer with overall responsibility for the operation of the Trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability. The Chief Financial Officer reports to the CEO. The Chief Financial Officer (CFO) is the Trust's Finance Director with delegated responsibility for the Trust's detailed financial procedures.

Headteacher

The headteacher is responsible for the day-to-day management of their school, reporting to their Executive Director. They report to the SPRB, as applicable, on matters that have been delegated by the Trust Board.

Local Academy Council

In the context of a MAT, the performance of every individual school is ultimately the responsibility of the Board of Trustees. The Board discharges this responsibility, primarily, through the function of the Executive Leadership Team of the Trust, who themselves are responsible (to the Board) for the performance of school leadership.

This is reinforced by the work of the Local Academy Councils (LACs), which are formal sub-committees of the Board, and have a brief to review and challenge performance at the working level in each school, independently of Trust management.

4. Governance plan

The plan is intended to show the outline structure for the governance (LAC) of Rainbow to provide for the discharge of statutory responsibilities and maintain the main focus on strategy, teaching and learning and finance as highlighted in the DfE Governance Handbook, October 2020 edition.

Other work can be accommodated as needed around the work included here and may be driven by the needs and priorities of individual schools. Local Academy Councils (LACs) will have discretion within the limits of their schemes of delegation to decide on the most appropriate local governance structure to discharge their work programme, e.g. whether and how many sub committees to have.

DATE/ DEADLINE	LOCAL ACADEMY COUNCIL (LAC): Chairs /clerks should ensure meetings are planned and timely. The priority of meetings needs to be strategic, with a focus on the expected impact (and subsequent review) of decisions made	TRUSTEES Standing items for all meetings: <ul style="list-style-type: none"> • Strategic Matters/MAT Development • Significant matters from committees /forums and visits, with focus (a) on pupil progress and achievement by groups of pupils and schools, and (b) appropriate use of resources to drive up standards 	MEMBERS	Monitored by
By end of September each year	Headteacher & Chair have annual review meeting to discuss annual performance to include: <ul style="list-style-type: none"> • Educational Performance • School Improvement • Governance Leading to revision of School Improvement Plans, Schemes of Delegation & Performance Management procedures			Trustees/ Senior Leadership Team

<p>Autumn Term 1: After Sept annual review meeting and by October Half Term</p>	<p>LAC meeting to include:</p> <ul style="list-style-type: none"> ● Elect Chair and Vice-Chair ● Assign Link LAC Roles (Safeguarding, SEND, Standards and Stakeholders.) ● Review School Priorities (previous year), School Development Plan (SDP) (this year) and Self Evaluation Form (SEF) ● SIAMS DP and SEF (if relevant) ● Remind the meeting schedule/dates for the year ● Discuss Ofsted/SIAMS readiness and any key risks/challenges ● Receive updates on statutory data ● Approve key policies ● Approve PP strategy ● Update on the 4S' (HT report to include 4S') ● Share risk register ● Update on SOD ● Set date for Pay Committee ● Update on school designation ● Equality objectives and equality information ● Share Trust Priorities ● Safeguarding Training ● Special Educational Needs Information Report approved ● Compliance of website approved ● Trust board correspondence 			<p>Trustees/ Senior Leadership Team</p>
<p>December</p>		<p>Trustees Meeting to include:</p> <ul style="list-style-type: none"> ● CEO Report (inc Interim reports on schools) ● Strategic Matters/MAT Development ● Finance, Audit & Risk Sub-Committee Meeting Minutes ● Finance Update – Management Accounts & Cash Flow Forecast ● Annual accounts & annual report ● End of Year Report from Auditors ● Review updated Risk Register ● Education & Standards committee meeting minutes 		<p>Senior Leadership Team</p>

		<ul style="list-style-type: none"> • Regulatory Report (including Fraud, Health & Safety, Safeguarding, Complaints, Data Protection) • Trustees/Directors Membership (appointments, resignations, vacancies, etc) • Chair & Vice Chair nominations • Appoint Committee Chairs and members (if required) • Approve governance work plan for year ahead & individual policies • Local Academy Councillor Membership (appointments, resignations, vacancies, etc) • LAC correspondence • Scheme of Delegation Review • Dates of Future Meetings 		
<p>January/ Autumn Term 2</p>	<p>LAC meeting to include:</p> <ul style="list-style-type: none"> • 15 minute meeting to review and update any actions from first meeting • Spend time in school engaging with pupils, staff, and parents • Focus on Stakeholders, Safeguarding, SEND and Standards (the 4S") • Conduct learning walks to see curriculum in action • Discuss school culture, parental engagement, and behaviour • Reflect on what's working well and what could improve • Focus on community • LACs to complete feedback form • Trust board correspondence 		<p>Members meeting</p> <p>Context data</p> <p>Any major management issues</p> <p>Progress on strategic priorities/KPIs</p> <p>Any possible risks</p>	<p>Trustees/ Senior Leadership Team</p>
<p>March</p>		<p>Trustees Meeting to include:</p> <ul style="list-style-type: none"> • CEO Report (inc Interim reports on schools, standards, governance, business management/ finance) • Strategic Matters/MAT Development • Finance, Audit & Risk Sub-Committee Meeting Minutes • SEND/Safeguarding Link Forum minutes • Finance Update – Management Accounts & Cash Flow Forecast 		<p>Trustees/ Senior Leadership Team</p>

		<ul style="list-style-type: none"> • Annual accounts & annual report • Review updated Risk Register • Education & Standards committee meeting minutes • Regulatory Report (including Fraud, Health & Safety, Safeguarding, Complaints, Data Protection) • Trustees/Directors Membership (appointments, resignations, vacancies, etc) • Local Academy Councillor Membership (appointments, resignations, vacancies, etc) • Receive School Improvement Plan from each School • Agree any required revisions to Scheme of delegation and school governance arrangements • Agree Trust Improvement/Development Plan • Preliminary planning for next academic year • Preliminary budgets for next academic year • Finance Report • LAC correspondence 		
<p>Spring Term: Before May half term</p>	<p>Visits to include:</p> <ul style="list-style-type: none"> • Link LACs visit their areas of responsibility • Meet with key leaders (SENDCo, DSL, Curriculum Leads) • Conduct focused monitoring activities • Capture stakeholder voice and report findings • Reflect on progress made this year • Identify areas for LAC development & future priorities • Focus on SEND • Following visit - meet with HT at end and give feedback - this will be shared with other LAC members 			<p>Trustees/ Senior Leadership Team</p>
<p>Summer Term: by the end of July</p>	<p>LAC meeting to include:</p> <ul style="list-style-type: none"> • Review progress against the SDP/SEF • Standards focus: Data deep dive (assessment & outcomes) and Stakeholders, Safeguarding, SEND and Standards (the 4S) In HT Report 	<p>Trustee Meeting to include:</p> <ul style="list-style-type: none"> • CEO Report (inc Interim reports on schools, standards, governance, business management/ finance) • Strategic Matters/MAT Development 	<p>Members meeting</p> <p>Context data</p>	<p>Trustees/ Senior Leadership Team</p>

	<ul style="list-style-type: none"> ● Safeguarding update and compliance check ● Discuss SEND provision and impact ● Review of LAC board self-evaluation & Training/Development Plan ● Approve Sports Premium ● Approve any policies ● Update on school designation ● Staff and LAC attendance ● Risk Register update ● Review PP spending and put on website ● Agree meeting dates for next year ● Trust board correspondence 	<ul style="list-style-type: none"> ● Agree Pay and Performance Management Policy ● Finance, Audit & Risk Sub-Committee Meeting Minutes ● Finance Update – Management Accounts & Cash Flow Forecast ● Budget for the next academic year ● Education & Standards committee meeting minutes ● Regulatory Report (including Fraud, Health & Safety, Safeguarding, Complaints, Data Protection) ● Trustees/Directors Membership (appointments, resignations, vacancies, etc) ● Local Academy Councillor Membership (appointments, resignations, vacancies, etc) ● Appraisals/Reviews ● Trust Improvement/Development Plan update ● Annual review checklist for Rainbow policies to ensure compliance ● LAC correspondence 	<p>Any major management issues</p> <p>Progress on strategic priorities/KPIs</p> <p>Any possible risks</p>	
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5. Areas of Delegation

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

- Strategy and Leadership
- Education and Curriculum
- Financial Management
- Human Resources
- Operations

6. Delegated Authority

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

KEY (based on the RACI framework)				
<p>R = RESPONSIBLE means Responsible. The individual/group that has responsibility for undertaking or completing the task delegated to them and reporting on its delivery at suitable intervals. In the case of the CEO, this reporting will be at Board level. In the case of the Principal/Head, this will be at Academy LAC level.</p>	<p>A = ACCOUNTABLE means Accountable. The individual/group that has the ultimate or final responsibility for ensuring completion of the task. This will include determining how the Trust and/or Academies (as appropriate) should undertake the task including determining appropriate milestones and targets to be reported against.</p>	<p>C = CONSULT means Consult. The individual/group that should be consulted as part of the process of completing the task because they can provide valuable advice and/or input.</p>	<p>I = INFORMED means Inform. The individual/group that should be kept up-to-date about the progress of the task and/or the decisions in the task.</p>	<p>S = SUPPORT means Support. The individual/group who should provide support during the implementation of the task.</p>

7. Audience

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

8. Approval and Renewal

The Rainbow Education Multi-Academy Trust scheme of delegation will be reviewed at least annually and approved by the Trust Board, so that the roles and responsibilities

can be updated to reflect organisational priorities, good practice and updates to requirements or legislation.

9. Acronyms

The following acronyms are used in this document:

ATH - Academy Trust Handbook

Articles - The Church of England Articles of Association

CEO - Chief Executive Officer

DfE - Department for Education

DSL - Designated Safeguarding Lead

DBS - Disclosure and Barring Service Checks

ESFA - Education and Skills Funding Agency

EYFS - Early Years Foundation Stage

KPIs - Key Performance Indicators

LAC - Local Academy Council

SEF - Self Evaluation Form

SEND - Special Educational Needs and Disability

SDP - School Development Plan

10. Scheme Of Delegation Table

Accountable	Responsible	Inform	Consult	Support
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Governance Framework - Strategy and Leadership				
CULTURE & STRATEGY	Trustees	CEO	LAC	Headteachers
Set strategic priorities/KPIs for the Trust	A	R	I	I
*Set strategic priorities/KPIs for the schools	I	S	A	R
Set the vision, values, mission and values of the Trust	A	R	I	I
Set the vision, values, mission and values of the schools	I	S	A	R
Setting expectation for Trustees conduct	A/R			
Fostering equality, diversity and inclusion including building a diverse board	A/R	S		
Ensuring transparency of information	A/R	S	S	S
Engaging with stakeholders and religious authorities	A	R	S	S
Adhering to the articles of association	A	R	S	
SCRUTINY	Trustees	CEO	LAC	Headteachers
Scrutiny: Performance – review & challenge progress of the Trust against its strategic priorities and KPIs	A	R	I	I
*Scrutiny: Performance – review & challenge progress of the school against its strategic priorities and KPIs	I	S	A	R

Scrutiny: Ethos – operation of the Trust against the agreed vision, mission & values	A	R	S	S
*Scrutiny: Ethos – operation of the school against the agreed vision, mission & values	I	S	A	R
Scrutiny: to raise concerns regarding Trust issues	A	R	S	I
*Scrutiny: to raise concerns regarding local issues	I	S	A	R
COMPLIANCE	Trustees	CEO	LAC	Headteachers
Compliance: Funding Agreement – comply with all obligations including the Academies Trust Handbook	A	R	I	S
Compliance: Regulatory – with all regulations affecting any school in the Trust (including all charity law, company law, GDPR, employment law and health and safety)	A	R	I	S
Compliance: Financial Oversight - ensuring that there are appropriate financial controls so that there is regularity, probity and value for money in relation to the management of public funds	A	R	I	S
Compliance – completing the register of business interests and put in place a procedure to deal with any conflicts of interest and connected party transactions	A	R	R	S
REGISTERS	Trustees	CEO	LAC	Headteachers
Register of Interests- keep a published and accurate register	A	R	S	S
Trust Risk Register - keep a published and accurate register	A	R	I	I
School Risk Register- keep a published and accurate register	I	S	I	A/R
NON-EXECUTIVE LEADERSHIP	Trustees	CEO	LAC	Headteachers
Establishing a high performing governance structure including appointing Trust board committees	A/R	S	I	I
*Establishing a high performing Local Academy Councils – ensuring processes in place for	A	S	R	S

appointment of LACs (excluding staff and parents)				
Appointing a governance professional	A	R	I	I
Appointment of Clerk – Board	A	R		
Appointment of Clerk – Local Academy Council	A	R	I	
Review terms of reference for Committees	A	R		
Review terms of reference for LAC eg pay and admissions	A	C	R	S
Training programme for Trustees	A	R		
Training programme for LACs	C	A	R	S
Governance appointment checks, induction and training	A	R	I	S
Evaluating Local Academy Council governance regularly	A	R	S	S
Evaluating Trust Board governance regularly (ensuring a finance skill set is established on the board)	A/R	R	I	I
Nominating Safeguarding lead Trustee	A/R	R		
Nominating SEND lead Trustee	A/R	R		
TRUST WIDE STATUTORY POLICIES	Trustees	CEO	LAC	Headteachers
Admissions Policy	A	R	S	C
Charging and Remissions Policy	A	R		I
Compliments and Complaints Policy	A	R	I	C
Staff Behaviour (code of conduct) and Grievance Policy	A	R	I	C
Health and safety Policy	A	R	I	I

First Aid Policy	A	R	I	I
Premises Management Policy	A	R	I	I
Equality Information and Objectives Statement	A	R	I	I
Data Protection Policy	A	R	I	I
Early Years Foundation Stage (EYFS) policies	A	R	I	C
Governors' Allowances and Expenses Policy	A	R	I	I
Investment Policy	A	R	I	I
Risk assessment Policy	A	R	I	I
Disciplinary Policy	A	R	I	I
Whistle-blowing Policy	A	R	I	I
Suspension and Exclusion Policy	A	R	I	C
SCHOOL SPECIFIC STATUTORY POLICIES	Trustees	CEO	LAC	Headteachers
Attendance Policy	I	C	A	R
Child protection Policy	I	C	A	R
Special educational needs (SEN) and disability policy and SEN information report	I	C	A	R
Children with Health Needs who Cannot Attend School Policy	I	C	A	R
Relationships and Sex Education and Health Education (RSHE) Policy	I	C	A	R
Behaviour and Relationships Policy (inc anti-bullying) Policy	I	C	A	R
Uniform Policy	I	C	A	R

NON-STATUTORY POLICIES	Trustees	CEO	LAC	Headteachers
Any non-statutory policies	C	A/R	C	S
TRUST GROWTH	Trustees	CEO	LAC	Headteachers
Trust growth	A	R	I	I

Governance Framework - Education and Curriculum				
COMPLIANCE	Trustees	CEO	LAC	Headteachers
*School Development Planning	I	S	I	A/R
Key Performance Indicators – setting and reviewing performance of the Trust & the schools	A	R	I	S
Quality of Teaching - ensuring appropriate levels of support, challenge and intervention to support delivery of education outcomes	I	S	I	A/R
*Curriculum – setting the curriculum for the schools (including curriculum policy)	I	C	I	A/R
*Curriculum – reviewing effectiveness of curriculum	I	A/R	I	R
PUPIL ISSUES	Trustees	CEO	LAC	Headteachers
*Pupil issues (including attendance, SEND, exclusions, punctuality and disciplinary matters for each school)	I	S	A	R
*Ensure school lunch provided to appropriate nutritional standards	I	C	A	R
SAFEGUARDING	Trustees	CEO	LAC	Headteachers
*Ensuring each school has appointed a designated safeguarding lead, ensuring compliance with statutory guidance and maintenance of single central record.	I	S	A	R
STAKEHOLDER ENGAGEMENT	Trustees	CEO	LAC	Headteachers

*Promoting partnership working between parents/carers and the schools (including undertaking consultation with pupils, parents/carers and other stakeholders and ensuring that such feedback is used to support the development of best practice and to promote the quality of the overall pupil experience)	A	C	S	R
SCHOOL OPERATIONS	Trustees	CEO	LAC	Headteachers
Setting term dates	C	A	I	R
School Hours -setting the opening and closing times for the Schools	C	A	I	R
Setting uniform policy	C	A	I	R
Arrangement and breadth of and school trips including RA		I	I	A/R
ADMISSIONS	Trustees	CEO	LAC	Headteachers
Admissions decisions	A	C	S	R
OFSTED/SIAMS	Trustees	CEO	LAC	Headteachers
Ofsted Inspections Trust Support: (1) Trustees will liaise with Ofsted where the MAT is inspected (2) The CEO will ensure Trust is prepared for inspection and manage the process from a Trust perspective where the impact of the Trust is under review	A	R	I	S
Ofsted Inspections: school level The CEO will support Local Academy Councils and Headteachers for individual school inspections	S	S	A	R
SIAMS Inspections	S	S	A	R

Governance Framework - Financial Management

COMPLIANCE	Trustees	CEO	LAC	Headteachers
Appointment of Accounting Officer	A/R	I	I	I
Appointment of Chief Operating Officer and Chief Financial Officer	A	R	I	I
Recommend appointment of External Auditors to Members	A/R	S	I	I
Appointment of Internal Auditors	A/R	S	I	I
Ensure completion of internal audit	A	R	I	S
Agreeing a funding model across the Trust and develop an individual funding model for the schools, so as to secure the Trust's financial health in the short-term and the long-term	A	R	I	C
Formulating and setting the Trust wide budget	A	R	I	S
Formulating and determining the proportion of the overall budget to be delegated to each school (including the use of contingency funds/balances)	A	R	I	I
Submission of Annual Budgets to DfE	A	R		
Establishing policies and procedures to ensure compliance with the Trust's financial and reporting requirements	A	R		
Agreeing the investment policy in line with the Academies Financial Handbook and the Scheme of Financial Delegation	A	R		

Governance Framework

HUMAN RESOURCES & EXECUTIVE LEADERSHIP	Trustees	CEO	LAC	Headteachers
Headteacher/Shared Service Team Staff Development and Well Being	C	A/R	I	
Staff Development and Well Being	C	A/R	S	R

Appoint/dismiss/suspend CEO	A/R			
*Appoint/dismiss/suspend Headteachers/Heads of School at each school	C	A/R	I	
Appoint/dismiss/suspend cross-Trust and Shared Services Team (in line with recruitment policy)	C	A/R	I	I
*Appoint School SLT (excluding Headteacher)	I	S	C	A/R
*Dismiss/suspend School SLT (excluding Headteacher)	I	S	C	A/R
*Appoint/dismiss/suspend Data Protection Officer	A	R	I	I
**Appoint/dismiss/suspend all existing school staff (internal recruitment)	I	C	A	R
*Appointment of external school staff	I	C	A	R
To determine executive pay to the Remuneration Committee in line with the Trust Executive Pay Policy	A/R			
To determine pay progression/scale for Central Leadership Team (including Headteachers)	A	R	I	I
To determine pay progression/scale for Shared Services Team		A/R		
*To determine pay progression/scale for school based staff	I	C	I	R
*Restructuring of school staff		A	I	R
Restructuring of cross-Trust and Shared Services Team	I	A/R		I
Performance management of CEO	A/R			
*Performance management of Headteachers (I've changed LAC to S)		A/R	S	
*Performance management of Shared Services Team		A/R		
*Performance management of school based staff		I	I	A/R

Establishing Trust wide HR Policies (including recruitment, discipline, capability, grievance and absence policies) in accordance with all appropriate regulations	A	R	I	I
Setting Terms and Conditions of Employment and Staff Handbook	A	R	I	I
Setting Appraisal Performance Management Policy together with pay reviews (in line with the Trust's pay policy and all statutory regulations)	A	R	C	I
Liaison with unions to manage NJC	I	A/R	I	I
Ensure effective SCR (Single Central Record) procedures are being followed	I	A	I	R
Reviewing discipline and grievance policy	C	A/R	I	I
Managing an allegation against school based staff	I	S		A/R
Managing an allegation against Shared Services Team		A/R		
Managing an allegation against Headteachers/Heads of School	I	A/R		
Managing an allegation against a Local Academy Councillor	A	S		R
Managing an allegation against a Trustee/Member	I	A/R		
Managing an allegation against CEO	A/R			
Managing a grievance against school based staff		S		A/R
Managing a grievance against Shared Services Team		A/R		
Managing a grievance against Headteachers/Heads of School	I	A/R		
Managing a complaint against a Local Academy Councillor	I	A/R		I
Managing a complaint against a Trustee/Member	A/R	S		
Managing a grievance against CEO	A/R			

Governance Framework - Operations				
PROCUREMENT	Trustees	CEO	LAC	Headteachers
Setting trust wide procurement policies (for suppliers including auditors, HR and payroll providers and solicitors) in accordance with the Funding Agreement, Academies Financial Handbook and the Trust's procurement policy	A	R	I	I
Setting school specific procurement policies - in accordance with the Funding Agreement, Academies Financial Handbook and the Trust's procurement policy	A	R	I	I
Enter into contracts – up to limit of delegation set out in Scheme of Financial Delegation	A	R	I	S
Determining and allocating shared services provided to the schools by the Trust	A	R	I	C
SHARED SERVICES, PREMISES AND ASSETS	Trustees	CEO	LAC	Headteachers
Overseeing the effectiveness of services provided centrally by the Trust	A	R	S/I	S/I
Arranging insurance for the Trust	A	R		
*Changing use of Assets	A	R	C	C
Develop the Trust estates strategy	A	R		
Procuring/disposing of new buildings/land in line with procedures and regulations	A	R		
Maintain buildings, inc. properly funded maintenance programme	A	R	I	S
Appoint person in charge of first aid in schools	I	I	A	R
Set Health and Safety Policy	A	R	I	S
Respond to Health and Safety incidents in schools	I	C/S	A	R
Review risk assessments	I	R	A	R





*Asset and Premises Maintenance Strategy – determining use of Academies’ premises and ensuring premises are adequately maintained	A	R	C	S
MEDIA AND PR	Trustees	CEO	LAC	Headteachers
Media and PR - overseeing public relations activities to project the activities of the Trust to the wider community	I	A/R	I	S
Media and PR - overseeing public relations activities to project the activities of the school to the wider community	I	S	C	A/R
Information management – including adopting and following policies for information security and compliance with FoI and DPA legislation and maintaining accurate records (staff, student)	A	R	S	R

Where any actions specifically link to the Chair of LAC/Trustees, in their absence the Vice Chair can make the decision.

*In sponsored academies or schools causing concern the Trust may override some of the LAC or Headteacher responsibilities.

** This may also be supported by the DOSI/CEO where appropriate.

11. The 4 S’

SEND	Safeguarding	Standards	Stakeholder Engagement
			

The 4 S' represent the key responsibilities of governance. They define our priorities in schools and guide our activities during meetings, visits, and discussions. Our focus is on the Standards, SEND (Special Educational Needs and Disabilities), Safeguarding, and Stakeholders. All decisions made should take into consideration the 4 S'.

12. Useful Links

[REMAT Articles of Association](#)

[REMAT Master Funding Agreement](#)

[REMAT Code of Conduct for Trustees and Local Academy Councillors](#)

[REMAT Local Academy Council Terms of Reference](#)

[DfE Academy Trust Handbook 2025](#)

[DfE Academy Trust Governance Guide](#)

[Academy Trust Governance Code](#)

[Ofsted School Inspection Toolkit 2025](#)

[Equality Act 2010](#)

[Trust Financial Handbook](#)