





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.











Document Control

Version Number	Author	Approved by	Date of Approval	Implementation Date	Next review Date	Summary of changes
Version 1	Executive Leadership Team	Trustees	12th December 2024	Sept 24/25	Summer 25	
Version 2	Governance Professional	Trustees	11th December 2025	Sept 25/26	Summer 26	Updated to reflect Academy Trust Handbook 2025, Articles of Association, Ofsted guidance 2025 and REMAT Strategic priorities
Version 3	Governance Professional	Trustees	July 2026	Sept 26/27	Spring 26/27	**Document control table has been added** **Our Critical Questions** 'What's most important right now?' has been updated to align with our 2026/2027 strategy. **Governance Structure** Information added on the roles of both committees. **Governance Annual Agenda Plan** LAC plan - updated in line with the statutory requirements at different times of the year and the existing 4S framework. FAR plan - updated in line with FAR Terms of reference. E&S work plan - updated in line with E&S Terms of reference. Full Trustees work plan - updated in line with internal review and statutory requirements. Members work plan - updated in line with internal review and statutory requirements.

						Acronyms New acronyms added **Scheme Of Delegation Table** The format of the table has been updated to include a more accurate representation of the parties involved. New additions to the delegation table are as follows: ● Governance & Leadership ○ Culture & Strategy ○ Trust wide Statutory policies ● School Improvement & High Quality Inclusion Education ○ Compliance ○ Pupil Issues ○ School Operations ○ Admissions ● Financial Management ○ Compliance ● Workforce ○ Human Resources & Executive Leadership More information has been added to the application of Chairs Actions.

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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?**

   While attendance is our most critical focus this year, we know it is ultimately a symptom of wider barriers across inclusion, belonging, curriculum engagement, and family circumstances. Our **Ignite Three Pillar Strategy** is our direct response to these root causes. By focusing deeply on our classrooms, our staff, and our families, we are removing the obstacles to attendance and building a culture where each and every child naturally belongs and thrives.

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.

<table>
<tr><td colspan="2">MEMBERS
Supervisory role to hold the Board of Trustees to account</td></tr>
<tr><td colspan="2">TRUSTEES
Overall strategic responsibility for the Trust</td></tr>
<tr><td colspan="2">CHIEF EXECUTIVE OFFICER
Executive role to recommend strategic decisions to Trustees and oversee performance across the Trust</td></tr>
<tr><td>HEADTEACHER
Operational at local level, with strategic authority within the school context</td><td>LOCAL ACADEMY COUNCIL
Focus on the school's ethos/Christian Ethos (Church Schools) standards, and relationships within the local community</td></tr>
</table>

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.

Finance, Audit & Risk Committee

The Finance, Audit & Risk Committee is a formal sub-committee of the Trust Board, established to provide independent oversight, robust scrutiny, and strategic assurance regarding the financial health, corporate governance, risk management and internal control frameworks across the Trust. Operating in accordance with the DfE Academy Trust Handbook and the Trust Financial Handbook, the Committee is responsible for reviewing the adequacy and effectiveness of the Trust's financial procedures, ensuring asset protection and securing value for money. It directs and evaluates both internal scrutiny and external audit programmes, reviewing annual financial statements, independent audit opinions and any statutory recommendations from the DfE prior to full Trust Board endorsement. The Committee maintains particular oversight of the Trust Risk Register, critically challenging executive leadership on risk identification and the execution of mitigation strategies. While the CEO (as Accounting Officer) and the Chief Financial Officer hold delegated responsibility for day-to-day financial operations, the Finance, Audit & Risk Committee serves as a vital tier of non-executive scrutiny. It acts as an advisory body that reports its findings, escalates material control weaknesses and delivers key recommendations directly to the Trust Board to guarantee the ongoing fiscal stability and regulatory compliance of the Multi-Academy Trust.

Education and Standards Committee

The Education and Standards Committee is a formal sub-committee of the Trust Board, established to provide deep strategic oversight, robust scrutiny and constructive challenge regarding the educational performance, quality of provision and statutory compliance across all schools within the Trust. The Committee is responsible for monitoring aggregated, Trust-wide pupil outcomes, curriculum effectiveness, attendance trends and the impact of funding for vulnerable groups (such as Pupil Premium and SEND provisions). It also plays a key role in reviewing and recommending Trust-wide educational policies and ensuring website compliance across the Trust. The Committee holds the CEO and the Executive Leadership Team to account for the pace and efficacy of trust-wide school improvement interventions, rather than managing school-level leadership directly. The Committee reports its findings and escalates key risks directly to the Trust Board, providing Trustees with the necessary assurance that the Trust is fulfilling its charitable and statutory educational obligations.

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 Annual Agenda 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 Academy Trust handbook 2025.

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.

Standing items for all meetings:

- 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

  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

LOCAL ACADEMY COUNCIL (LAC)	
Autumn	**Sept**
	Headteacher, Chair & Governance Professional to have an annual review meeting to discuss: ● Educational Performance ● School Improvement ● Governance
	Before October Half Term
	LAC meeting focus: ● Compliance & Governance Setup ○ Governance Annual Agenda plan

- Elect the Chair and Vice-Chair
- Assign Link Roles: Decide which LAC(s) are leading on SEND, Safeguarding, Standards and Stakeholders
- Annual LAC compliance requirements on Governor Hub
- LAC board self-evaluation

- Headteachers report, which includes:
  - Standards
    - Review Summer Outcomes - Look at how the school performed in national tests/exams at the end of the last academic year. Identifying strengths and areas for improvement
    - Share the School Development Plan (SDP) - Review and discuss the school priorities for the coming year.
    - School designation update
  - Safeguarding
    - LAC safeguarding training and compliance
    - Overview of number of open cases
    - Update on staff training
  - SEND
    - Understand overview of schools SEND numbers and provision in place to support vulnerable pupils
    - Inclusion update inc disadvantaged - discuss Pupil Premium Grant for approval by December
  - Stakeholders
    - Be updated on how the year ended and plans for this year
    - Share any stakeholder data already gathered
  - School Specific focus

January/Feb

LAC Stakeholder Engagement meeting focus:

- Spend time in school engaging with pupils, staff and parents focusing on the school's identified priorities
- Focus on the 4S':
  - Standards
    - Complete a learning walk with leaders to see the curriculum in action
    - Be provided with an update on predictions, attendance data and data for vulnerable groups
    - Reflect on what's working well and what could be improved
    - TAS overview update
  - Safeguarding

	■ Assurance: A walk through the school. Are the gates secure? Do the children say they feel safe? ■ Any updates on safeguarding across the school ○ Stakeholders ■ Parent & Community Voice: Review the results of any recent parent surveys. What are the common themes or frustrations? Discuss school culture, parental engagement and behaviour. Speak to staff and parents when in school ○ SEND ■ Meet with a group of vulnerable pupils and look at the provision in place for those children
Spring	**Before May half term**
	Visits focus: ● 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 ● Focus on SEND ● Following visit - meet with HT at end and give feedback - this will be shared with other LAC members
Summer	**Before End of July**
	LAC meeting focus: ● Compliance & Governance Evaluation ○ LAC Self-Evaluation Reflections, Training & Succession Planning - Did we focus enough on the 4S'? Where do we need training next year? ● Headteachers report, which includes: ○ Standards ■ SDP Review: Look back at the School Development Plan: Did the school achieve what it set out to do? ■ Transition Planning: How is the school preparing children moving up from nursery/infants, or leaving for secondary school? ■ Feedback on LAC forums and visits ■ Sports Premium will be shared ■ Analyse early release data ■ HTs to share next year's SDP priorities ○ Safeguarding

	■ Year-End Review: Review safeguarding data patterns across the whole year to see if any new trends (like online safety issues or anxiety) require a change in strategy for next year. ○ SEND ■ Year-End Impact: Did SEND pupils make good progress over the year? ○ Stakeholders ■ Pupil Voice: What do the children say about their experience this year? ○ School Specific focus, including TAS overview update

Finance Audit & Risk Committee	
Autumn	**November/December**
	Meeting focus: • Receive and discuss Internal Scrutiny Report (inc sign off) • Discuss and consider the most up-to-date Budget Monitoring Report • Review cash flow • Review Risk Registers • Review of Finance, Audit or Risk Policies and Procedures (if necessary) and recommend for Trust Board approval • Review and recommend any capital expenditure plans to the Trust Board • Trust Auditors to present Accounts and audit findings
Spring	**March**
	Meeting focus: • Discuss and consider the most up-to-date Budget Monitoring Report • Review the year-end financial statements and external auditors' report • Receive and discuss a Premises Report from each school • Review Risk Registers • Review of Finance, Audit or Risk Policies and Procedures (if necessary)and recommend for Trust Board approval • On a three-year rolling programme, review the Trust's procedures for: • Internal Financial Regulations • Budget Monitoring Procedures

	● Business Recovery & Continuity Plan
Summer	**Before End of July**
	Meeting focus: ● Consider the strategic plans for the Trust and the financial implications ● Review and recommend individual school budgets to the Trust Board ● Review and recommend a MAT budget to the Trust Board ● Review external auditor performance and recommend selection/re-appointment to the Trust Board (for final appointment by the Members) ● Agree the focus for external audit process ● Review and update the Finance, Audit or Risk specific elements of the Trust Risk Registers ● Review and recommend Finance, Audit and Risk elements of Scheme of Delegation to the Trust Board ● Review and confirm F&A Committee Terms of Reference for next year ● Review of Finance, Audit or Risk Policies and Procedures (if necessary)and recommend for Trust Board approval ● To conduct an annual self-evaluation of the Committee's performance, skills balance and effectiveness, reporting the outcomes and any recommendations to the full Trust Board.

Education & Standards Committee	
Autumn	**November/December**
	Meeting focus: ● Receive and scrutinise statutory data from the end of year attainment and predictions across all schools. ● Review and challenge the progress of schools and the Trust towards the achievement of the Trust-wide KPIs set by the Trust Board. ● Review the contextual data of the schools and provision - Inclusion ● Verifying that all schools have published their Pupil Premium strategies and SEND Information Reports on their websites. ● Review of Education and Standards Policies and Procedures (if necessary)and recommend for Trust Board approval ● Review and update the education specific sections of the Trust Risk Registers ● Receive an update on individual school priorities ● Information on the strategic alignment and impact of the Trust's continuous professional development programmes. ● Updates on the Ofsted Toolkit and SIAMS Framework and school readiness for inspection ● Receive and review attendance, behaviour and suspension data

	• An overview on safeguarding assurances. Ensuring safeguarding policies are up to date and compliant with statutory guidance.
Spring	**March**
	Meeting focus: • Receive and scrutinise statutory data predictions across all schools. • Review and challenge the progress of schools and the Trust towards the achievement of the Trust-wide KPIs set by the Trust Board. • Review of Education and Standards Policies and Procedures (if necessary) and recommend for Trust Board approval • Receive high-level assurance from the Executive Leadership Team regarding compliance with statutory guidance and the completion of autumn term SCR checks in all schools. • Review and update the education specific sections of the Trust Risk Registers • Receive an update on individual school aims and priorities for raising standards of achievement in each of the schools strategic plans. • Information on the strategic alignment and impact of the Trust's continuous professional development programmes. • Updates on the Ofsted Toolkit and SIAMS Framework and school readiness for inspection • Receive and review attendance, behaviour and suspension data
Summer	**Before End of July**
	Meeting focus: • Assurance of the final year-end safeguarding compliance check, validating that all schools remain aligned with statutory guidance. • Review the strategic impact of the Trust's CPD programmes and workforce wellbeing initiatives on educational outcomes. • Review and recommend Education & Standards elements of Scheme of Delegation to the Trust Board • Review and confirm E&S Committee Terms of Reference for next year • Review of Education & Standards Policies and Procedures (if necessary) and recommend for Trust Board approval • To conduct an annual self-evaluation of the Committee's performance, skills balance and effectiveness, reporting the outcomes and any recommendations to the full Trust Board. • Receive an update on individual school priorities • Information on CPD strategy • Updates on the Ofsted Toolkit and SIAMS Framework and school readiness for inspection • Receive and review attendance, behaviour and suspension data

Full Trustees

Autumn	**November/December**

	Meeting Focus: Strategic Baseline, Outcomes Audit & Accountability
	
	• CPD Focus: Safeguarding and KCSIE
	• Auditing the previous academic year's final educational outcomes and establishing the strategic baseline for the current year.
	• Evaluating whether early baseline profiles indicate that the most vulnerable children are equipped with the firm foundations needed for learning (Priority 1: SEND & Vulnerable Pupils).
	• Reviewing team capacity to ensure the Trust structure remains stable and resilient (Priority 2: Sustainable Growth).
	• Statutory & Regulatory Requirements:
	  ○ Review and Approval of the Annual Report and Audited Financial Statements: Formally signing off the financial statements for the prior year to ensure submission to the DfE by the December statutory deadline.
	  ○ Scrutiny of the External Auditor's independent findings on financial governance, internal controls and regulatory compliance.
	  ○ Review of the Trust Risk Register: Fulfilling the Academy Trust Handbook requirement to maintain oversight of corporate risks, financial vulnerabilities, and mitigation strategies.
	  ○ Ensuring the board receives accountability evidence that all schools are compliant with Keeping Children Safe in Education (KCSIE).
	  ○ Policy ratifications (if appropriate)
	  ○ Receive high-level assurance from the Executive Leadership Team regarding compliance with statutory guidance and the completion of autumn term SCR checks in all schools.

Spring	**March**
	Meeting Focus: Mid-Year Impact Check, Risk Mitigation & Growth Viability • CPD Focus: E.g. Community Impact • Measuring real-time impact and mitigating emerging risks across the Trust at the mid-year milestone. • Evaluating mid-year assessment and intervention trends to ensure vulnerable pupils are actively developing "readiness for the next stage" of education (Priority 1: SEND & Vulnerable Pupils). • Scrutinising the pipeline for sustainable growth, assessing whether prospective school partnerships align with the Trust's financial thresholds and operational capacity (Priority 2: Sustainable Growth). • Statutory & Regulatory Requirements:

	○ Formally scrutinising the budget variance, cash flow, and financial health to meet the Academy Trust Handbook requirement for regular board financial oversight. ○ Review of Determined Admission Arrangements: Ensuring the board monitors compliance with the statutory School Admissions Code for the upcoming intake cycle. ○ Gender Pay Gap Reporting Oversight: Reviewing and approving the statutory gender pay gap data for publication (if the Trust exceeds the 250-employee threshold). ○ Policy ratifications (if appropriate)
Summer	**Before End of July**
	Meeting focus: Future Planning, Transition Readiness & Culture Review ● CPD Focus: E.g. Trust Culture and Preparing for a MATSE ● Reviewing transition readiness metrics to ensure the Trust successfully "got it right for those who need school the most" as pupils prepare to move to their next key stage (Priority 1: SEND & Vulnerable Pupils). ● Evaluating the long-term trajectory of the Trust and assessing how the year's growth has delivered a lasting, positive impact for the communities served (Priority 2: Sustainable Growth). ● Internal Scrutiny Plan ● Statutory & Regulatory Requirements: ○ Formal Approval and Sign-off of the Budget: Approving a balanced budget for the next academic year and the accompanying 3-year financial forecast. ○ Approval of the Trust Scheme of Delegation: Formally reviewing and ratifying the operational and governance powers delegated to committees, executive leaders and Local Academy Councils for the upcoming year. ○ Annual Board Self-Evaluation & Terms of Reference Review: Conducting the regulatory annual review of the board's own efficacy, structure and committee frameworks to ensure optimal performance. ○ Approval of the Annual Trust Capital and Estates Strategy: Reviewing and approving plans for school condition allocations, health and safety compliance, and capital funding distributions across the asset portfolio. ○ Policy ratifications (if appropriate)

Members	
Autumn	**January**

	Meeting Focus: Assessing how effectively the Board of Trustees held the executive team to account over the past year. ● CPD Focus: E.g. Building financial competency (e.g. "How to Spot Governance Red Flags in the Annual Accounts"). ● Reviewing the Trust's overall financial health, regulatory compliance and alignment with its core charitable purpose. ● Statutory Requirements: ○ Receive the Audited Annual Accounts and Trustee Report ○ Appoint or Re-appoint External Auditors ● Auditor Scrutiny: Reviewing the independent auditor's findings regarding the Trust's internal control environment and checking that Trustees are acting on any recommendations. ● Receiving an update on the Board's self-evaluation results, major challenges faced and how the Board pushed for educational and operational improvement. ● Charitable Objects: Verifying that the Trust's resources and actions directly advanced its stated educational vision and values.
Summer	**Before End of July**
	Meeting Focus: Evaluating the pipeline of leadership talent, future governance capacity and structural resilience. ● CPD Focus: E.g. Members role vs. Trustees role, Understanding strategic priorities, Scheme of Delegation or KPI's ● Reviewing long-term strategic risks and the multi-year sustainability of the Trust. ● Statutory & Constitutional Requirements: ○ Reviewing, appointing, ratifying or removing Members and Trustees in accordance with the Trust's Articles of Association to ensure the corporate structure remains legal and quorate. ● Trust Board Skills Audit & Succession Planning: Scrutinising the Trust Board's effectiveness to ensure the Trustees possess the right mix of expertise (Finance, HR, Education, Legal) for the next 12–24 months. ● Strategic Risk Register Review: Evaluating the top risks identified by the Trustees (e.g. funding shifts, demographic pressures, recruitment crises) and gaining assurance that the Board has robust mitigation strategies. ● High-Level 3-Year Budget Review: Examining the Trust's multi-year financial forecasts to ensure long-term "going concern" status, without getting bogged down in line-by-line operational management accounts. ● CEO Appraisal Assurance: Receiving confirmation from the Chair of Trustees that a rigorous, objective performance review of the CEO was successfully conducted.

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)				
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.	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.	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.	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.	S = SUPPORT means **Support**. The individual/group who should provide support during the implementation of the task.

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
CFO - Chief Financial Officer
CLT - Central Leadership Team
DfE - Department for Education
DSI - Director of School Improvement
DOL - Diocese of Liverpool
DSL - Designated Safeguarding Lead
DBS - Disclosure and Barring Service Checks
EM - Estates Manager
ESFA - Education and Skills Funding Agency
EYFS - Early Years Foundation Stage
ELT - Executive Leadership Team
GP - Governance Professional
HRM - Human Resources Manager
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	Support	Consult	Inform

Governance Framework - Governance and Leadership					
CULTURE & STRATEGY	***Accountable***	***Responsible***	***Support***	***Consult***	***Inform***
Set and review the Scheme of Delegation	*Trustees*	*GP, CEO*	*HRM, ELT*	*LAC, Heads, Trustees*	*Members*
Set strategic priorities/KPIs for the Trust	*Trustees*	*CEO*	*CLT*	*Members*	*LAC, Heads*
**Set strategic priorities/KPIs for the schools*	*LAC*	*Headteachers*			*Trustees*
Set the vision, values, mission and values of the Trust	*Trustees*	*CEO*			*LAC, Heads, CLT*
Set and uphold the vision, values, mission and values of the schools	*Heads*	*Heads*	*LAC*	*CEO*	*Trustees*
Set and safeguard high expectations for the Trust culture	*Trustees*	*Trustees, CEO*	*CLT*		
Create and maintain a Trustee Code of Conduct	*Trustees*	*Trustees, CEO, GP*			
Fostering equality, diversity and inclusion including building a diverse board	*Members, DOL*	*Members, DOL*	*CEO, GP*		

Ensuring transparency of information	*Trustees*	*CEO*	*GP*		
Engaging with stakeholders and religious authorities	*Trustees*	*CEO*	*LAC, Heads, DOL*		
Adhering to the articles of association	*Trustees*	*CEO, LAC*	*Heads*		
SCRUTINY	***Accountable***	***Responsible***	***Support***	***Consult***	***Inform***
Scrutiny: Performance – review & challenge progress of the Trust against its strategic priorities and KPIs	*Trustees*	*CEO*			*Members, LAC, Heads*
**Scrutiny: Performance – review & challenge progress of the school against its strategic priorities and KPIs*	*LAC*	*Heads*	*CEO*		*Trustees*
Scrutiny: Ethos – operation of the Trust against the agreed vision, mission & values	*Trustees*	*CEO*	*LAC, Heads*		
**Scrutiny: Ethos – operation of the school against the agreed vision, mission & values*	*LAC*	*Heads*	*CEO*		*Trustees*
Scrutiny: to raise concerns regarding Trust issues	*Trustees*	*CEO*	*LAC*		*Heads*
**Scrutiny: to raise concerns regarding local issues*	*LAC*	*Heads*	*CEO*		*Trustees*
COMPLIANCE	***Accountable***	***Responsible***	***Support***	***Consult***	***Inform***
Compliance: Funding Agreement – comply with all obligations including the Academies Trust Handbook	*Trustees*	*CEO*	*Heads*		*LAC*
Compliance: Regulatory – with all regulations affecting any school in the Trust (including all charity law, company law, GDPR, employment law and health and safety)	*Trustees*	*CEO*	*Heads*		*LAC*

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	*Trustees*	*CEO*	*Heads*		*LAC*
Compliance – completing the register of business interests and put in place a procedure to deal with any conflicts of interest and connected party transactions	*Trustees*	*CEO, LAC*	*Heads, GP*		
Approval of a school's legal name change and major rebranding initiatives	*Trustees*	*CEO*	*Heads*	*LAC*	
REGISTERS	***Accountable***	***Responsible***	***Support***	***Consult***	***Inform***
Register of Interests- keep a published and accurate register	*Trustees*	*CEO, GP*	*LAC, Heads*		
Trust Risk Register - keep an accurate register	*Trustees*	*CEO, ELT*			*LAC, Heads*
School Risk Register- keep an accurate register	*CEO*	*Heads*	*ELT*		*Trustees, LAC*
NON-EXECUTIVE LEADERSHIP	***Accountable***	***Responsible***	***Support***	***Consult***	***Inform***
Establishing a high performing Trust board including appointing Trustees	*Members, DOL*	*Members, DOL*	*CEO, GP*		*LAC, Heads*
Maintaining a high performing governance structure including appointing Trust board committees	*Trustees*	*Trustees*	*CEO, GP*		*Members, LAC, Heads*
**Establishing a high performing Local Academy Councils – ensuring processes in place for appointment of LACs (excluding staff and parents)*	*Trustees*	*GP*	*CEO, Heads*		*LAC*
Appointing a governance professional	*Trustees*	*CEO*			*LAC, Heads*

Appointment of Clerk – Board	*Trustees*	*GP*	*CEO*		
Appointment of Clerk – Local Academy Council	*Trustees*	*GP*	*DSI*		*Heads, CEO, LAC*
Review terms of reference for Committees	*Trustees*	*GP*	*CEO, CFO, DSI*	*Trustees*	
Review terms of reference for LAC e.g. pay and admissions	*Trustees*	*GP*	*CEO, CFO, DSI*		*LAC, Heads*
Continuous Professional Development for Trustees	*Trustees*	*Trustees, GP*	*CEO, ELT*		
Continuous Professional Development for LACs	*Trustees*	*LAC, GP*	*CEO, ELT,*	*Heads*	
Governance recruitment checks and induction	*Trustees*	*GP*	*Heads*		*Trustees*
Regular Local Academy Council evaluations	*Trustees*	*LAC*	*GP, Heads*		*CEO*
Regular Trust Board evaluations (ensuring a finance skill set is established on the board)	*Members*	*Trustees*	*GP*		*CEO*
Nominating Safeguarding lead Trustee	*Trustees*	*Trustees*	*GP, CEO*		
Nominating SEND lead Trustee	*Trustees*	*Trustees*	*GP, CEO*		
TRUST WIDE STATUTORY POLICIES (creation and maintenance)	***Accountable***	***Responsible***	***Support***	***Consult***	***Inform***
Admissions Policy	*Trustees*	*ELT*	*CEO, GP, DSI*	*Heads*	*LAC,*
Charging and Remissions Policy	*Trustees*	*CFO*	*CEO, GP, DSI*		*LAC, Heads*
Compliments and Complaints Policy	*Trustees*	*ELT*	*CEO, GP, DSI*	*Heads*	*LAC*
Staff Behaviour (code of conduct) and Grievance Policy	*Trustees*	*HRM, CEO*	*GP, DSI*	*Heads*	*LAC*

Health and Safety Policy	*Trustees*	*EM*	*CEO, GP, DSI*		*LAC, Heads*
First Aid Policy	*Trustees*	*EM*	*EM*		*LAC, Heads*
Premises Management Policy	*Trustees*	*EM*	*CEO, GP, DSI*		*LAC, Heads*
Equality Information and Objectives Statement	*Trustees*	*GP*	*CEO, DSI*		*LAC, Heads*
Data Protection Policy	*Trustees*	*HRM, CEO*	*GP, DSI*		*LAC, Heads*
Early Years Foundation Stage (EYFS) policies	*Trustees*	*CLT*	*CEO, GP, DSI*	*Heads*	*LAC*
Local Academy Councillors' Allowances and Expenses Policy	*Trustees*	*CFO*	*CEO, GP, DSI*		*LAC, Heads*
Investment Policy	*Trustees*	*CFO*	*CEO, GP, DSI*		*LAC, Heads*
Risk assessment Policy	*Trustees*	*EM*	*CEO, GP, DSI*		*LAC, Heads*
Disciplinary Policy	*Trustees*	*HRM, CEO*	*GP, DSI*		*LAC, Heads*
Whistle-blowing Policy	*Trustees*	*HRM, CEO*	*GP, DSI*		*LAC, Heads*
Suspension and Exclusion Policy	*Trustees*	*CLT*	*CEO, GP, DSI*	*Heads*	*LAC*
Safer Recruitment Policy	*Trustees*	*HRM, CEO*	*GP, DSI*		*LAC, Heads*
Managing Allegations Policy	*Trustees*	*HRM, CEO*	*GP, DSI*		*LAC, Heads*
Mobile Phone Policy	*Trustees*	*CEO*	*GP, DSI*		*LAC, Heads*
SCHOOL SPECIFIC STATUTORY POLICIES (creation and maintenance)	***Accountable***	***Responsible***	***Support***	***Consult***	***Inform***
Attendance Policy	*Trustees*	*CLT*	*GP, DSI*	*CEO*	*LAC*

Child protection Policy - Safeguarding	*Trustees*	*CLT*	*GP, DSI*	*CEO*	*LAC*
Special educational needs (SEN) and disability policy and SEN information report	*Trustees*	*CLT*	*GP, DSI*	*CEO*	*LAC*
Supporting Children with Medical Conditions Policy	*Trustees*	*CLT*	*GP, DSI*	*CEO*	*LAC*
Relationships and Sex Education and Health Education (RSHE) Policy	*Trustees*	*CLT*	*GP, DSI*	*CEO*	*LAC*
Behaviour and Relationships Policy (inc anti-bullying) Policy	*Trustees*	*CLT*	*GP, DSI*	*CEO*	*LAC*
Uniform Policy	*Trustees*	*CLT*	*GP, DSI*	*CEO*	*LAC*
Allergy Safety Policy	*Trustees*	*CLT*	*GP, DSI*	*CEO*	*LAC*
NON-STATUTORY POLICIES (creation and maintenance)	***Accountable***	***Responsible***	***Support***	***Consult***	***Inform***
Any non-statutory policies	*CEO, DSI*	*CLT*	*GP, Heads*		*Trustees, LAC,*
TRUST GROWTH	***Accountable***	***Responsible***	***Support***	***Consult***	***Inform***
Trust growth	*Trustees*	*CEO*			*LAC, Heads*
Governance Framework - School Improvement & High Quality Inclusive Education					
COMPLIANCE	***Accountable***	***Responsible***	***Support***	***Consult***	***Inform***
**School Development Planning*	*CEO*	*Heads*			*LAC, Trustees*
Key Performance Indicators – setting and reviewing performance of the Trust & the schools	*Trustees*	*CEO*	*Heads*		*LAC*
Quality of Teaching - ensuring appropriate levels of support,	*CEO*	*Heads*			*LAC, Trustees*

challenge and intervention to support delivery of education outcomes					
**Curriculum – setting the curriculum for the schools (including curriculum policy)*	*CEO*	*Heads*			*LAC, Trustees*
**Curriculum – reviewing effectiveness of curriculum*	*CEO*	*Heads*	*Trustees*		*LAC, Trustees*
Website Compliance	*Trustees*	*Heads*	*CLT*		*LAC*
PUPIL ISSUES	***Accountable***	***Responsible***	***Support***	***Consult***	***Inform***
**Pupil issues (including attendance, SEND, exclusions, punctuality and disciplinary matters for each school)*	*LAC*	*Heads*	*CEO*		*Trustees*
**Ensure the management and provision of school lunch is provided to appropriate nutritional standards*	*Trustees*	*Heads*		*CEO*	*LAC*
Management of Pupil Exclusion Review process	*CEO*	*GP*	*ELT, Heads*		
SAFEGUARDING	***Accountable***	***Responsible***	***Support***	***Consult***	***Inform***
**Ensuring each school has appointed a designated safeguarding lead, ensuring compliance with statutory guidance and maintenance of single central record.*	*Trustees*	*Heads, CEO*	*LAC*		
STAKEHOLDER ENGAGEMENT	***Accountable***	***Responsible***	***Support***	***Consult***	***Inform***
**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)*	*Trustees*	*Heads*	*LAC*	*CEO*	

SCHOOL OPERATIONS	Accountable	Responsible	Support	Consult	Inform
Setting term dates	*CEO*	*Heads*		*Trustees*	*LAC*
School Hours -setting the opening and closing times for the Schools	*CEO*	*Heads*		*Trustees*	*LAC*
Arrangement and breadth of and school trips including RA	*CEO*	*Heads*			*LAC*
Emergency School Closures - temporarily closing a school due to an unexpected event (e.g. severe weather, heating failure, structural issues)	*CEO*	*CEO*	*Heads*		*LAC, Trustees, ELT*
ADMISSIONS	**Accountable**	**Responsible**	**Support**	**Consult**	**Inform**
Admissions decisions	*Trustees*	*Heads*	*LAC*	*CEO*	
Management of Admissions appeals process	*CEO*	*GP*	*ELT, Heads*		
OFSTED/SIAMS	**Accountable**	**Responsible**	**Support**	**Consult**	**Inform**
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*	*Trustees*	*CEO*	*Heads*		*LAC*
Ofsted Inspections: school level *The CEO and Local Academy Councils will support Headteachers for individual school inspections*	*Trustees*	*Heads*	*CEO, LAC*		
SIAMS Inspections	*Trustees*	*Heads*	*CEO, LAC*		

Governance Framework - Financial Management					
COMPLIANCE	**Accountable**	**Responsible**	**Support**	**Consult**	**Inform**
Appointment of Accounting Officer	*Trustee*				*LAC, Heads*
Appointment of Chief Operating Officer and Chief Financial Officer	*Trustee*	*CEO*			*LAC, Heads*
Recommend appointment of External Auditors to Members	*Trustee*	*CFO, Trustees*	*CEO*		*LAC, Heads*
Appointment of Internal Auditors	*Trustee*	*CFO, Trustees*	*CEO*		*LAC, Heads*
Ensure completion of internal audit and implementation of actions	*Trustee*	*CFO, Trustees, CEO*	*Heads*		*LAC*
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	*Trustee*	*CFO, Trustees, CEO*		*Heads*	*LAC*
Formulating and setting the Trust wide budget	*Trustee*	*CFO, Trustees, CEO*	*Heads*		*LAC*
Formulating and determining the proportion of the overall budget to be delegated to each school (including the use of contingency funds/balances)	*Trustee*	*CFO, Trustees, CEO*			*LAC, Heads*
Submission of Annual Budgets to DfE	*Trustee*	*CFO, Trustees, CEO*			
Establishing policies and procedures to ensure compliance with the Trust's financial and reporting requirements	*Trustee*	*CFO, Trustees, CEO*			
Agreeing the investment policy in line with the Academies Financial Handbook and the Scheme of Financial Delegation	*Trustee*	*CFO, Trustees, CEO*			
Investigating suspected fraud or receiving whistleblowing escalations	*Trustee*	*CFO, Trustees, CEO*			

Governance Framework - Workforce					
HUMAN RESOURCES & EXECUTIVE LEADERSHIP	**Accountable**	**Responsible**	**Support**	**Consult**	**Inform**
Headteacher/Shared Service Team Staff Development and Well Being	*CEO*	*HRM*			*Heads, Trustees*
Staff Development and Well Being	*CEO*	*HRM, Heads*			*Trustees, LAC*
Appoint/dismiss/suspend CEO	*Trustees*	*Trustees*			*Members, ELT*
**Appoint/dismiss/suspend Headteachers/Heads of School at each school*	*CEO*	*CEO*	*HRM*		*Trustees, LAC*
Appoint/dismiss/suspend cross-Trust and Shared Services Team (in line with recruitment policy)	*CEO*	*CEO*	*HRM*		*Trustees*
**Appoint School SLT (excluding Headteacher)*	*Heads*	*Heads*	*HRM, CEO*		*Trustees, LAC*
**Dismiss/suspend School SLT (excluding Headteacher)*	*Heads*	*Heads*	*HRM, CEO*		*Trustees, LAC*
**Appoint/dismiss/suspend Data Protection Officer*	*Trustees*	*CEO*	*HRM*		*Trustees, LAC*
***Appoint/dismiss/suspend all existing school staff (internal recruitment)*	*Heads*	*Heads*	*HRM, CEO*		*Trustees, LAC*
**Appointment of external school staff*	*Heads*	*Heads*	*HRM, CEO*		*Trustees, LAC*
To determine executive pay to the Remuneration Committee in line with the Trust Executive Pay Policy	*Trustees*	*Trustees*	*HRM*		
To determine pay progression/scale for Central Leadership Team	*Trustees*	*CEO*	*HRM*		*Heads, LAC*

(including Headteachers)					
To determine pay progression/scale for Shared Services Team	*CEO*	*CEO*	*HRM*		
**To determine pay progression/scale for school based staff*	*CEO*	*Heads*	*HRM*	*CEO*	*LAC, Trustees*
**Restructuring of school staff*	*CEO*	*Heads*	*HRM*		*LAC*
Restructuring of cross-Trust and Shared Services Team	*CEO*	*CEO*	*HRM*		*LAC, Trustees*
Performance management of CEO	*Trustees*	*Trustees*	*HRM*		
**Performance management of Headteachers*	*CEO*	*CEO*	*HRM*		*LAC*
**Performance management of Shared Services Team*	*CEO*	*CEO, ELT*	*HRM*		
**Performance management of school based staff*	*Heads*	*Heads*	*HRM*		*CEO, LAC*
Setting Terms and Conditions of Employment and Staff Handbook	*Trustees*	*HRM, CEO*			*LAC, Heads*
Setting Appraisal Performance Management Policy together with pay reviews (in line with the Trust's pay policy and all statutory regulations)	*Trustees*	*HRM, CEO*			*LAC, Heads*
Liaison with unions to manage NJC	*CEO*	*HRM*			*Trustees, LAC, Heads*
Ensure effective SCR (Single Central Record) procedures are being followed	*Trustees*	*HRM, Heads*			
Managing an allegation against school based staff	*Heads*	*Heads*	*HRM, CEO*		*LAC, Trustees*
Managing an allegation against Shared Services Team	*CEO*	*ELT*	*HRM*		

Managing an allegation against Headteachers/Heads of School- should the Trustees be accountable rather than informed? - HR support	*CEO*	*ELT*	*HRM*		*Trustees*
Managing an allegation against a Local Academy Councillor	*Trustees*	*Trustees*	*HRM*		*GP*
Managing an allegation against a Trustee/Member	*Members, Trustees*	*Members, Trustees*	*HRM*		*CEO, GP*
Managing an allegation against CEO	*Trustees*	*Trustees*	*HRM*		
Managing a grievance against school based staff	*Heads*	*Heads*	*HRM, CEO*		
Managing a grievance against Shared Services Team	*ELT*	*ELT*	*HRM*		*CEO*
Managing a grievance against Headteachers/Heads of School	*CEO*	*CEO*	*HRM, ELT*		*LAC, Trustees*
Managing a complaint against a Local Academy Councillor	*Trustees*	*Trustees*	*HRM*		*CEO, GP*
Managing a complaint against a Trustee/Member	*Trustees, Members*	*Trustees, Members*	*HRM*		*CEO, GP*
Managing a grievance against CEO	*Trustees*	*Trustees*	*HRM*		
Management of Stage 3 Complaints Hearings	*CEO*	*GP*	*ELT, LAC*		
Governance Framework - Operations					
PROCUREMENT	***Accountable***	***Responsible***	***Support***	***Consult***	***Inform***
Enter into contracts – up to limit of delegation set out in Scheme of Financial Delegation	*Trustees*	*CEO*	*Heads*		*LAC*
Determining and allocating shared services provided to the	*Trustees*	*CEO*		*Heads*	*LAC*

schools by the Trust					
SHARED SERVICES, PREMISES AND ASSETS	***Accountable***	***Responsible***	***Support***	***Consult***	***Inform***
Overseeing the effectiveness of services provided centrally by the Trust	*Trustees*	*CLT, CEO*	*Heads*		*LAC*
Arranging insurance for the Trust	*Trustees*	*CFO*		*CEO*	
**Changing use of Assets*	*Trustees*	*CFO*	*EM*	*CEO, Heads*	*LAC*
Develop the Trust estates strategy	*Trustees*	*EM*		*CFO, CEO*	
Procuring/disposing of new buildings/land in line with procedures and regulations	*Trustees*	*EM*		*CFO, CEO*	
Maintain buildings, inc. properly funded maintenance programme	*Trustees*	*EM*		*CFO, CEO*	
Appoint person in charge of first aid in schools	*Heads*	*Heads*			*CEO, LAC, Trustees*
Respond to Health and Safety incidents in schools	*CEO*	*Heads*	*LAC, EM*		
Writing and Review risk assessments	*Heads*	*Heads*	*HRM*	*ELT*	*LAC (if appropriate)*
**Asset and Premises Maintenance Strategy – determining use of school premises and ensuring premises are adequately maintained*	*Trustees*	*EM*	*Heads*	*CFO, CEO*	*LAC*
MEDIA AND PR	***Accountable***	***Responsible***	***Support***	***Consult***	***Inform***
Media and PR - overseeing public relations activities to project the activities of the Trust to the wider community	*CEO*	*CEO*	*Heads, CLT*		*LAC, Trustees, Members*

Media and PR - overseeing public relations activities to project the activities of the school to the wider community	*Heads*	*Heads*	*CEO*		*Trustees, LAC*
Information management – including adopting and following policies for information security and compliance with SAR and DPA legislation and maintaining accurate records (staff, pupil)	*Trustees*	*CEO, CLT*	*LAC*		

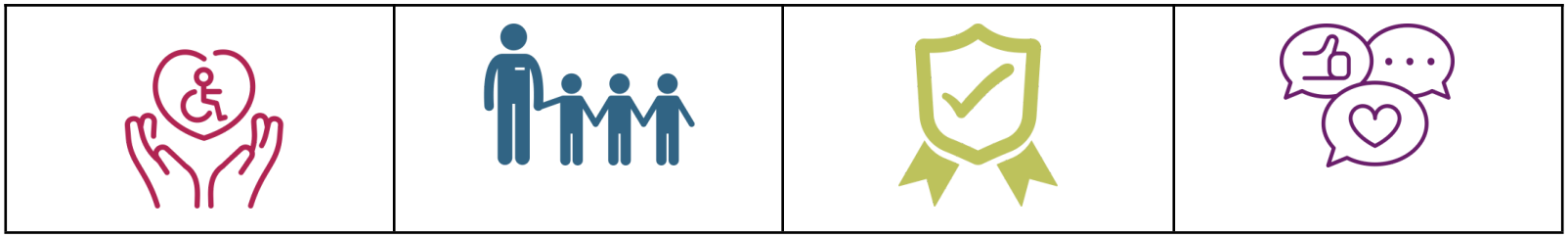
Where any actions specifically link to the Chair of LAC/Trustees, in their absence the Vice Chair can make the decision but this should only be the case if the delay would be seriously detrimental to the Trust, a school, a pupil, or a member of staff. Any such action made by the Chair or Vice Chair must be immediately reported to the CEO and Governance Professional and ratified at the next meeting.

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

** This may also be supported by the DSI/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 2026
DfE Academy Trust Governance Guide
Academy Trust Governance Code
Ofsted School Inspection Toolkit 2025
Equality Act 2010
Trust Financial Handbook