



Scheme of Delegation for Governance & Leadership

October 2022

1. Change log

Date of change	Summary of change
June 2022	First draft for consultation with the Exec and Trust Board. Once finalised this will replace the scheme of delegation in the previous governor handbook, and override any other statements about board responsibilities in that handbook.
October 2022	Revisions to incorporate Trustee and Exec feedback.

2. Purpose

The purpose of this scheme of delegation is to set out how Day One Trust (DOT) delegates its responsibilities to the different parts of its governance structure and its executive team. The Trustees are ultimately accountable for everything that the Trust does, including everything the schools do. To be effective they delegate much of this responsibility:

- Some governance responsibilities are delegated from the Trust Board to local governing bodies and to trust committees
- All executive responsibilities (including all responsibilities for day to day decision making) are delegated from the Trust Board to members of the Executive Team i.e. the Principals, CFO and CEO.

3. The structure of Day One Trust

Day One Trust (DOT) is a multi-academy trust (MAT) consisting of two schools which share a common purpose and values and which increasingly work together to achieve that.

Governance

Each school has a local governing body which is delegated certain responsibilities by the Trust Board and is accountable to it. There are also several Trust Committees that are responsible for particular areas across the Trust.

There is a close relationship between the different parts of governance in DOT, but each has distinct responsibilities.

- The local governing bodies are focussed on the strategy for each school and on ensuring the quality of educational provision, in the broadest sense.
- The Trust Board and its committees are responsible for the strategic priorities of the Trust, its growth plans, major capital investments and for approving the budget and managing the finances across the organisation.
- The CEO is directly accountable to the Trust Board.
- The Principals and CFO are line managed by the CEO. They also have accountability directly to governors – the Principals to the LGBs and the CFO to the Finance Committee. The CEO is a member of each of these boards.

There are four committees of the Trust board:

1. Finance, audit, operations & risk
2. Safeguarding & wellbeing
3. Standards & teaching
4. Nominations and remuneration

The chair of each committee is appointed by the Trust Board. The membership of each comprises Trustees and others, but Trustees must be in the majority.

There is a local governing body for each of the schools. The chair of each local governing body is appointed by the Trust Board. The membership of each local governing body includes other trustees and other governors, both co-opted by Nominations and Remuneration Committee, as well as elected parents.

The Executive Team

The executive roles in the MAT are the CEO, the Principals of the two schools and the CFO. The organisation is structured to support collaborative activity to develop and implement highly effective shared practice across all aspects of the work of the schools in the Trust.

The Principal of each school is responsible and accountable for the management of his or her school. The Executive Team (Principals, CFO and CEO) develop the Trust's agreed policies and procedures, which they are then responsible for implementing. For some areas of its work the Trust will either take a standardised approach (schools will do this the same way) or an aligned approach (each school develops its own approach within the bounds of a set of common principles defined by the Trust). For all other areas, the schools are autonomous.

In carrying out their responsibilities the Principals and their teams may be advised or scrutinised by the CEO and other centrally employed staff acting on the CEO's behalf, but this does not in any way alter the Principals' responsibilities for their schools. They are accountable and responsible for standards within their schools. Each Principal is supported by a school Leadership Team. The membership of each team and their responsibilities is not described in the scheme of delegation table. The Principals remain accountable for the senior leaders acting on their behalf.

This document should be read alongside these other key documents:

- The [articles of association of the Trust](#), which describe how Members and Trustees are appointed and set out their powers and responsibilities.
- The [governance structure](#), which gives details of the membership of the Trust Board, its committees and the local governing bodies.
- The [governance cycle](#), which specifies which tasks need to be carried out in each meeting of the Trust Board, Local Governing Bodies and Trust Committees.
- The financial scheme of delegation, which describes in detail the limits of authority of individuals to spend money and to make other individual financial decisions
- The [policies framework](#), which lists all the policies the Trust has and all those which the schools must have, and the points of approval for each of them.

4. Table of delegation of duties

Description

The scheme of delegation table below is divided into the following sections:

- 1) Governance
- 2) Strategy
- 3) Performance
- 4) Curriculum
- 5) Finance, which is divided into subsections: Financial Management; Fundraising
- 6) Staffing, which is divided into subsections: Structure & Recruitment; Performance Management; Single Central Record; HR / Employment Policies; Casework; Data & Impact; Talent & Development
- 7) Inspection

In the table these abbreviations are used:

DOT is used to refer to the whole of Day One Trust, which consists of:

- **The Central Team**
- **ELAM:** East London Arts & Music
- **LSA:** London Screen Academy

The Executive Team refers to the CEO, Principals and CFO

TB refers to the Trust Board

LGB(s) refers to the local governing body/bodies for LSA and ELAM

Trust Committees refers to all four of the committees listed below

- **N&R:** Nominations and Remuneration Committee
- **S&W:** Safeguarding and Wellbeing Committee
- **S&T:** Standards and Teaching Committee
- **FAOR:** Finance, Audit, Operations and Risk Committee

Boards refers to all seven of the groups listed above (TB, 2 LGBs and 4 Trust Committees)

Scheme of Delegation table

Trust Board	Trust Committees	CEO & central team	Local Governing Bodies	Principals & school teams
1) Governance				
<ul style="list-style-type: none"> • Legally responsible for the Trust, schools and their governance • Responsible for TB's own processes in line with the legal requirements as set down in the Articles of Association and the Master Funding Agreement • Legally responsible for statutory compliance • Delegate certain responsibilities to the Trust Committees, LGBs and to senior executives • Ensure that the functions of LGBs and Trust committees are recorded in terms of reference • Responsible for ensuring that Trustees have the right level of training • Responsible for new Trustee induction • Responsible for evaluating its own 	<p>N&R Committee:</p> <ul style="list-style-type: none"> • Responsible through N&R for succession planning and the recruitment of the TB Members, Trust Committee chairs and members and LGB Chairs to ensure an appropriate diversity and balance of skills and effectiveness • Responsible through the N&R for the appointment of LGB members, on the recommendation of the LGB chair <p>All committees</p> <ul style="list-style-type: none"> • Responsible for declaring any business interests. • Responsible for evaluating its own processes and effectiveness 	<ul style="list-style-type: none"> • Act on behalf of the TB to enable it to discharge its duties in relation to statutory compliance and the performance of schools • Line manage the Principals • Support all the Boards with their training and new Trustee/LGB member induction • Provide Boards with advice and guidance to help them improve and evaluate their processes and effectiveness • Make recommendations to TB on governance model(s) • Provide administrative support for Boards through a contract for independent and professional clerking • Support the Boards in evaluating the performance and effectiveness of governance 	<ul style="list-style-type: none"> • Responsible for its own processes in line with the legal requirements as set down in the Articles of Association and, the Master Funding Agreement • Responsible for setting an agenda according to the DOT governance cycle and its terms of reference • Responsible for succession planning and the recruitment of LGB members - to be recommended to N&R Committee - to ensure diversity and an appropriate balance of skills and effectiveness • Contributes to the recruitment of the LGB Chair • Responsible for ensuring that LGB members have the right level of training 	<ul style="list-style-type: none"> • Responsible for preparation of papers for the LGB, in accordance with the terms of reference and the DOT governance cycle. • Responsible for securing provision of any administrative support required other than clerking • Responsible (through the clerk) for ensuring the Department for Education's (DfE) Get Information about Schools (GIAS) database is kept up to date with required governance information. • Responsible for informing the central team (through the clerk) of any changes to governance information • Responsible for ensuring that accurate and up to date

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<p>processes and effectiveness</p> <ul style="list-style-type: none"> Responsible and accountable for evaluating the performance and effectiveness of LGBs & Trust Committees Responsible for appointing a trustee for safeguarding Responsible for ensuring that all Trustees undertake safeguarding training and are updated at least annually on any changes to safeguarding legislation and statutory guidance Responsible for declaring any business interests. 		<ul style="list-style-type: none"> Responsible for ensuring that accurate and up to date information about governance is on the DOT web site Responsible for monitoring statutory compliance of governance on behalf of the Board. 	<ul style="list-style-type: none"> Responsible for induction of new LGB members Responsible for evaluating its own processes and effectiveness Responsible for appointing link governors for SEND and safeguarding and ensuring they are trained and carry out their roles effectively, as defined in the role description for a safeguarding link governor, including regular visits and reports to the LGB Responsible for ensuring that all LGB members undertake safeguarding training and are updated at least annually on any changes to safeguarding legislation and statutory guidance Responsible for maintaining its register of business interests LGB members are responsible for 	<p>information about governance is on the school web site</p> <ul style="list-style-type: none"> Provide termly reports on safeguarding to demonstrate that children are safe in the school and that the school is compliant with safeguarding duties

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			declaring any business interests they have in relation to the school.	
2) Strategy				
<ul style="list-style-type: none"> Review and agree the overall vision, values, strategy and long term objectives for DOT, ensuring that they promote equity, diversity and inclusion. Approve key performance indicators against which to monitor implementation of strategy and long term objectives, as well as annual performance. Review the top risks facing the DOT, which draw upon risks identified by the central team and by each school. Approve new school and expansion projects and monitor their progress Approve the approach for engagement with parents and carers, staff and students across DOT to ensure that their 	<p>FAOR Committee:</p> <ul style="list-style-type: none"> Approve the approach to risk management across DOT Review the top risks facing the DOT, which draw upon risks identified by the central team and by each school. Ensure that the central team have informed each school about the trust-wide risks that affect it. 	<p>The CEO will lead the Executive team to collectively:</p> <ul style="list-style-type: none"> Develop and propose the DOT values, strategy & long term objectives, ensuring that they promote equity, diversity and inclusion. Define what it means to be a DOT school, by recording where the schools will take standardised, aligned or autonomous approaches to their work Implement the strategy and objectives approved by TB Develop and propose key performance indicators (KPIs) against the strategy and long term objectives, as well as annual performance Monitor progress against strategic aims and KPIs, taking 	<ul style="list-style-type: none"> Review and agree the overall vision, values, strategy and long term objectives for the school, ensuring that they are aligned with those for DOT and that they promote equity, diversity and inclusion.. Oversee the development and regular updating of the annual School Development Plan, based on accurate self evaluation Monitor, through the self-evaluation process and review of the school development plan, the risks facing the school and the measures in place to mitigate them. Participate in and receive outputs from the school's engagement with parents and carers, staff and students and 	<ul style="list-style-type: none"> Develop and propose the School's strategy to LGB Responsible for developing the annual School Development Plan, based on accurate self evaluation Responsible for implementing the school's strategy and annual School Development Plan, ensuring that they promote equity, diversity and inclusion. Responsible for identifying and managing the risks facing the school, which should reflect any trust-wide risks that the school has been informed about by the central team. Lead the schools' engagement with parents and carers, staff and students and use their views to inform

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views appropriately inform DOT's strategy and operations		<p>corrective action as required</p> <ul style="list-style-type: none"> • Provide professional support and challenge to each other in developing and implementing trust-wide & school strategic plans • Propose the approach to risk management across DOT • Propose the top risks facing DOT (whether identified centrally or by a school) and inform each school about any of those risks that affect it. • Develop plans for new school and expansion projects and report on their progress to the Board • Design the principles for engagement with parents and carers, staff and students across DOT. 	ensure that their views inform the school's self-evaluation and development plan	the self-evaluation and school development plan
3) Performance				
<ul style="list-style-type: none"> • Accountable for the achievement of all students and in particular of 	<p>S&T Committee:</p> <ul style="list-style-type: none"> • Determine KPIs for the schools 	<ul style="list-style-type: none"> • Provide high quality central services in support of the schools and the Board 	<ul style="list-style-type: none"> • Responsible for supporting the school in its self-evaluation of significant strengths and 	<ul style="list-style-type: none"> • Responsible for the accurate self-evaluation of the school, its strengths and

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<p>disadvantaged students who attract the pupil premium and other targeted payments</p> <ul style="list-style-type: none"> • Create robust accountability, oversight and assurance for educational performance • Hold executive leaders to account for the educational performance of DOT and its students • Hold CEO & CFO to account for the quality of support provided to the schools by the central team 	<ul style="list-style-type: none"> • Agree annual performance targets for schools relating to educational performance • Monitor student achievement, including of different groups of students (including but not limited to those eligible for pupil premium, those with special educational needs and disability, different ethnic groups). • Report to TB & LGBs on student achievement and schools' performance against targets • Gathers other sources of information (e.g. from visits) to corroborate the judgements in the school's self-evaluation 	<ul style="list-style-type: none"> • The CEO will lead the Executive team to provide peer support and challenge to achieve high educational standards 	<p>weaknesses and its development planning</p> <ul style="list-style-type: none"> • Gathers other sources of information (including by making regular visits) to corroborate the judgements in the school's self-evaluation • Responsible for knowing, understanding and challenging the school's response to the recommendations of its last inspection • Responsible, with advice from S&T, for knowing, understanding and challenging students' achievement, including of different groups of students (including but not limited to those eligible for pupil premium, those with special educational needs and disability, different ethnic groups). 	<p>weaknesses and for implementing a development plan based on the evaluation</p> <ul style="list-style-type: none"> • Has a detailed understanding of student achievement (and the achievement of specific groups) • Ensures appropriate action is taken in a timely, consistent and strategic way to improve educational performance, drawing on the best available evidence and monitoring impact.
4) Curriculum				
<ul style="list-style-type: none"> • Articulate the DOT principles that inform each school's curriculum within the overall vision, values, strategy and 	<p>S&T Committee</p> <ul style="list-style-type: none"> • Monitor the quality and impact of the curriculum in the schools 	<p>The CEO will lead the Executive team to collectively develop:</p> <ul style="list-style-type: none"> • DOT's curriculum principles for approval 	<ul style="list-style-type: none"> • Responsible for agreeing the school's curriculum policy and assessment policy in line with DOT principles 	<ul style="list-style-type: none"> • Responsible for the development and implementation of the school's curriculum policy and assessment

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<p>long term objectives for DOT and ensuring that they promote equity, diversity and inclusion</p> <ul style="list-style-type: none"> Responsible for approving any strategic changes to the curriculum or qualification offer in a school 	<ul style="list-style-type: none"> Evaluate the alignment of DOT's strategy and each school's curriculum and any implications for either of them. Agree the assessment calendar for each school Provide assurance that there is valid and comparable in-year assessment data from each school. 	<p>by the board, ensuring that they promote equity, diversity and inclusion</p> <ul style="list-style-type: none"> DOT's approach to continuous curriculum development DOT's assessment calendar and other mechanisms to ensure valid and comparable assessment in the schools 	<ul style="list-style-type: none"> Responsible for knowing and understanding the school's own evaluation of the quality of its curricular and enrichment provision 	<p>policy in line with DOT principles and ensuring that they promote equity, diversity and inclusion</p> <ul style="list-style-type: none"> Responsible for the development and implementation of the school's enrichment provision Responsible for monitoring and evaluating the impact of the school's curricular and enrichment provision.
5) Finance				
A. Financial management				
<ul style="list-style-type: none"> Legally responsible for DOT's assets and accounts and for statutory compliance of finance functions Consider management accounts regularly as required by the Academies Financial handbook Responsible for ensuring annual report and accounts are submitted, Approve expenditure above the limit 	<p>FAOR Committee:</p> <ul style="list-style-type: none"> Appoint internal auditors Select the internal auditors for the TB to recommend to the Members.maintain robust financial oversight in accordance with the Education and Skills Funding Agency (ESFA) Academies financial handbook Review and support a rolling 3-year plan for the finances of DOT in 	<ul style="list-style-type: none"> Responsible for compliance with the ESFA Academies financial handbook Develop a rolling 3-year financial plan in accordance with DOT's strategy Act on behalf of the Board to discharge the duties in relation to statutory compliance for financial matters and financial performance of the schools 	<ul style="list-style-type: none"> Provides challenge and support to the Principal for the value for money the school delivers. Receive regular information about the financial performance of the school, provided by the Central Team 	<ul style="list-style-type: none"> Work closely with the Central Team in the preparation of the budget and 3-year forecast, Responsible for controlling costs and ensuring budget commitments are met Responsible, with the support of the central team, for developing capital expenditure priorities for submission in line with the school's 3-year strategic plan

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<p>delegated to the CEO in the financial scheme of delegation</p> <ul style="list-style-type: none"> Recommend the appointment of external auditors to the Members. 	<p>accordance with the strategy</p> <ul style="list-style-type: none"> Set the financial parameters for the schools' budgets and 3-year forecasts Develop and monitor the strategic plan for major capital expenditure, considering all schools' 3 year plans. Consider management accounts regularly as required by the Academies Financial handbook Ensure an appropriate, reasonable and timely response to any findings given by auditors, taking the opportunity to strengthen the systems of financial management and control Scrutinise annual accounts and annual report to ensure that TB can submit them in time 	<ul style="list-style-type: none"> Provide purchasing, accounting, financial planning, treasury and financial systems services for schools Work closely with the Principal and school in the preparation of the budget and 3-year forecast, Prepare the consolidated budgets for approval by the Board Monitor the schools' financial performance and challenges where there are variances to budget and the 3-year forecast Provide financial reports, analysis and insight to the Principal and the wider school team to enable them to achieve the school's objectives and deliver best value for money Provide regular information about the financial performance of each school to its LGB 		<ul style="list-style-type: none"> Ensures compliance with all DOT financial policies and procedures, including requirements for reserve contributions Cooperates with auditors and implements their reasonable recommendations.

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		<ul style="list-style-type: none"> Cooperate with auditors and implement their reasonable recommendations. The CEO will carry out the duties of Accounting Officer specified in the Academy Trust handbook 		
5) Finance B. Fundraising				
<ul style="list-style-type: none"> Accountable for ensuring that fund-raising is aligned to DOT and the schools' strategic objectives Support DOT and the schools in fund-raising efforts 	<ul style="list-style-type: none"> Assess the voluntary income pipeline and ensure that DOT's annual and 3-year plans are based on prudent assumptions about voluntary income and are robust to possible changes in that income. Invite a member of the Screen Academy Foundation (SAF) board of trustees to join the committee to ensure effective communication between DOT and SAF Ensure that the DOT Executive Team are providing SAF with the information it reasonably requires to 	<ul style="list-style-type: none"> Provide SAF with the information it reasonably requires to enable continued donations to DOT. The CEO will work closely with the Director of SAF to ensure effective collaboration and communication between DOT and SAF. The Executive Team will ensure that there is a single and coherent annual ask from SAF, clearly linked to DOT's and the schools' goals and which promotes equity, diversity and inclusion. 	<ul style="list-style-type: none"> Provides challenge and support to the Principal for the impact of voluntary income on the school's goals and promoting equity, diversity and inclusion. Support the school in fund-raising efforts. 	<ul style="list-style-type: none"> The Principal will work closely with the SAF lead for their school to ensure effective collaboration and communication between DOT and SAF. The Principal will work with their SAF contact to prepare the school's component of the annual ask from SAF, selecting priorities that support the school's goals and promote equity, diversity and inclusion. The Principal and school team will support fund-raising activities at the school

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	enable continued donations to DOT.			<ul style="list-style-type: none"> The Principal will ensure that the school provides any information necessary for the Central Team to meet SAF's reasonable reporting requirements.
6) Staffing: A. Structure & recruitment				
<ul style="list-style-type: none"> Responsible for the recruitment, appointment and dismissal of the Chief Executive 		<ul style="list-style-type: none"> Responsible, in collaboration with each LGB Chair, for the recruitment and appointment of Principals Approve in advance the process for, and after completion validate the outcome of: <ul style="list-style-type: none"> recruitment to senior leadership team (SLT) and other key posts in the schools. any significant changes to school staff structure, or any changes that could lead to redundancy Responsible for designing and affordable and effective central team structure 	<ul style="list-style-type: none"> The LGB chair collaborates with the CEO, to recruit and appoint the Principal LGB members support the Principal by joining appointment panels for senior leadership posts when invited to do so or otherwise contributing to the appointment process If taking part in recruitment processes, LGB members are responsible for knowing and understanding the training requirements for safer recruitment including LGB members' training. If taking part in recruitment processes, LGB members are responsible for 	<ul style="list-style-type: none"> Responsible for designing an affordable and effective staff structure Responsible for the recruitment and appointment of school staff other than the Principal Consults with the CEO in advance of and during: <ul style="list-style-type: none"> recruitment to senior leadership team (SLT) and other key posts in the schools. any significant changes to staff structure, or any changes that could lead to redundancy Ensures that all recruitment promotes equity, diversity and

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		<ul style="list-style-type: none"> Responsible for recruitment to Central team positions other than the CEO Ensures that all central team recruitment promotes equity, diversity and inclusion, complies with DOT policies and systems and with safer recruitment legislation 	<p>promoting equality, diversity and inclusion.</p>	<p>inclusion, complies with DOT policies and systems and with safer recruitment legislation</p> <ul style="list-style-type: none"> Responsible for communicating senior staff appointments to the LGB
<p>6) Staffing: B. Performance Management</p>				
	<p>N&R Committee:</p> <ul style="list-style-type: none"> Responsible for the CEO's remuneration, on the recommendation of the Chair of Trustees, who will carry out the CEO's performance management. Responsible for remuneration of each Principal, on the recommendation of the CEO and LGB Chair, who will carry out the Principal's performance management Responsible for remuneration of the CFO, on the recommendation of the 	<p>The CEO is responsible for the performance management of:</p> <ul style="list-style-type: none"> The principals, in collaboration with the LGB chair. This includes responsibility for intervening where there are concerns with the performance of a principal The CFO and all Central Team staff <p>The CEO will lead the Executive team to collectively develop:</p> <ul style="list-style-type: none"> The DOT performance management policy 	<ul style="list-style-type: none"> The LGB chair collaborates with the CEO, to carry out the performance management of the Principal. Uses anonymised performance management data to receive assurance that pay awards fairly reflect performance and are compliant with equalities legislation 	<ul style="list-style-type: none"> Ensures that approaches to pay and performance management are conducted in a manner that adheres to equality legislation requirements and DOT policies and procedures. Provides anonymised reports on performance management outcomes to the LGB

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	<p>CEO, who will carry out the CFO's performance management</p> <p>FAOR Committee:</p> <ul style="list-style-type: none"> Responsible for approving pay policy and pay scales Responsible for ensuring that the approaches to pay awards fairly reflect performance and are compliant with equalities legislation. Receives the data on performance management outcomes provided to LGBs, to ensure consistency of approach across DOT. 	<ul style="list-style-type: none"> The DOT pay policy, for approval by FAOR The DOT payscales, for approval by FAOR 		
<p>6) Staffing C. Single Central Record</p>				
<ul style="list-style-type: none"> Responsible for compliance with statutory safer recruitment requirements in the appointment of the CEO. 	<p>S&W Committee</p> <ul style="list-style-type: none"> Responsible for documenting the checks of Single Central Records that should be carried out by lead safeguarding governors on LGBs and checking that these have taken place 	<ul style="list-style-type: none"> Responsible for the design of the Single Central Records throughout DOT and the choice of system they are stored on Responsible for accuracy and completeness of the Central team Single Central Record (SCR) 	<ul style="list-style-type: none"> Responsible for ensuring that the school's Single Central Record is regularly checked by the LGB's lead safeguarding governor and that the LGB is satisfied that it is compliant with statutory requirements 	<ul style="list-style-type: none"> Responsible for the accuracy and completeness of the school's Single Central Record and supporting paperwork Responsible for ensuring the school is compliant with statutory safer

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		<ul style="list-style-type: none"> Responsible for ensuring the Central Team is compliant with statutory safer recruitment requirements. 		recruitment requirements.
6) Staffing D. HR / Employment Policies				
	FAOR is responsible for approving the DOT pay policy	<ul style="list-style-type: none"> The CEO will lead the Executive team to collectively develop HR / employment policies for all DOT staff, including policies for performance management and pay Ensures the schools, central team (and as required the governors) are provided with access to professional HR support, advice and training, to support them in effective people management and implementing DOT HR / employment policies Implements DOT HR / employment policies in the Central Team Ensures Central Team staff are aware of the HR / employment 		<ul style="list-style-type: none"> Implements DOT HR / employment policies in the school Ensures school staff are aware of the HR / employment policies that affect them and that managers in the school are trained to implement them

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		policies that affect them and that Central Team managers are trained to implement them		
6) Staffing E. Casework				
<ul style="list-style-type: none"> Provides panel members for hearings or appeals including staff capability, attendance, disciplinary and grievances, as required by DOT policies. The Chair of Trustees leads any capability, attendance, disciplinary or grievance matters relating to the CEO 	<ul style="list-style-type: none"> Provides panel members for hearings or appeals including staff capability, attendance, disciplinary and grievances, as required by DOT policies. 	<ul style="list-style-type: none"> Ensures the schools, central team (and as required the governors) are provided with access to professional HR and legal advice in carrying out any casework Ensures that managers in the central team follow DOT policies and access the professional advice in carrying out casework relating to the central team The CEO leads any capability, attendance, disciplinary or grievance matters relating to the Principals, in consultation with the Chair of the LGB. 	<ul style="list-style-type: none"> Provides panel members for hearings or appeals including staff capability, attendance, disciplinary and grievances, as required by DOT policies. 	<ul style="list-style-type: none"> Ensures that managers in the school follow DOT policies and access the professional advice in carrying out casework relating to the central team Informs the CEO, in advance, if any process is underway which could lead to the dismissal of a member of staff.
6) Staffing F. Data & Impact				
<ul style="list-style-type: none"> As stated in 6G) Talent & Development: Through monitoring performance of the organisation, challenge 	<p>FAOR Committee</p> <ul style="list-style-type: none"> As stated in 6B) Performance management: Receives the data on 	<ul style="list-style-type: none"> Provides the schools with an HR system for recording all staff data. The CEO will lead the Executive team to 	<ul style="list-style-type: none"> Using key performance data provided by the school, stays fully aware of the school's activity in terms of its staff and 	<ul style="list-style-type: none"> Ensures the HR system is used correctly in the school so that the data in it is complete and accurate

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<p>and support the executive to develop the capability of staff</p>	<p>performance management outcomes provided to LGBs, to ensure consistency of approach across DOT.</p>	<p>collectively develop metrics and KPIs for performance management, professional development, recruitment, retention, turnover and progression, ensuring that these contribute to greater equity, diversity and inclusion..</p>	<p>staffing structures. This should include data about staff composition, recruitment, retention, turnover and progression.</p> <ul style="list-style-type: none"> • As stated in 6B) Performance management: Uses anonymised performance management data to receive assurance that pay awards fairly reflect performance and are compliant with equalities legislation • As stated in 6G) Talent & Development: Monitors the effectiveness of professional development, through its impact on the quality of education, and supports and challenges appropriately. • Uses all the data described above to support and challenge the impact of the school's staffing activity on: 	<ul style="list-style-type: none"> • As stated in 6B) Performance management: Provides anonymised reports on performance management outcomes to the LGB • As stated in 6G) Talent & Development: Reports on Professional Development and its impact to LGB • Reports anonymised data on staff composition, recruitment, retention, turnover and progression to the LGB and analyses the impact of this on: <ul style="list-style-type: none"> • How the school is advancing equity, diversity and inclusion • The school's strategic objectives • The school's overall performance

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			<ul style="list-style-type: none"> • How the school is advancing equity, diversity and inclusion • The school's strategic objectives • The school's overall performance 	
6) Staffing G. Talent & Development				
<ul style="list-style-type: none"> • Articulate the DOT vision for talent management and professional development within the strategy and long term objectives for DOT • Ensure that staff development is given appropriate attention and resource by the Executive team • Through monitoring performance of the organisation, challenge and support the executive to develop the capability of staff 		<p>The CEO will lead the Executive team to collectively:</p> <ul style="list-style-type: none"> • Develop and implement the DOT strategy for talent management and professional development • Ensure that the organisation provides appropriate professional development opportunities for all staff • Maximise the benefits from trust-wide work on professional and career development • Ensure that all the above activity promotes equity, diversity and inclusion. 	<ul style="list-style-type: none"> • Monitors the effectiveness of professional development, through its impact on the quality of education, and supports and challenges appropriately. 	<ul style="list-style-type: none"> • Develops and implements the school's Professional Development (PD) programme, including delivery of PD aligned with the school's development plan targeted to different groups of staff • Reports on Professional Development and its impact to LGB • Maintains a structured approach to talent management and succession planning at school level • Contributes to trust-wide professional development opportunities and ensures school staff can benefit from them

Trust Board	Trust Committees	CEO & central team	Local Governing Bodies	Principals & school teams
				<ul style="list-style-type: none"> Ensure that all the above activity promotes equity, diversity and inclusion.
7) Inspection				
<ul style="list-style-type: none"> Responsible for ensuring the the LGBs' are effectively carrying out their responsibilities in relation to inspection Responsible for considering and implementing any changes to governance required following an adverse (grade 3 or 4) inspection result. 	<p>S&T Committee:</p> <ul style="list-style-type: none"> Receive copies of the school development plans and self-evaluations provided to the LGBs. Scrutinises the school's self-evaluation and development plan, to ensure the school is secure to receive a Good or Outstanding inspection judgement. Gathers other sources of information (e.g. from visits) to corroborate the judgements in the school's self-evaluation Advises the LGBs of its conclusions and any actions they should take Receive inspection reports and lessons learned as appropriate Receive reports regarding proposed actions to address key issues where a school is found to be inadequate 	<ul style="list-style-type: none"> Provide support to the school prior to, during and after inspections. Responsible for alerting TB to any risks of an adverse (grade 3 or 4) inspection result and the mitigating actions. May commission external scrutiny or evaluation of the school(s) to provide assurance of the expected inspection outcome. In the event of an adverse school inspection, responsible for monitoring the school's response to the recommendations of that inspection 	<ul style="list-style-type: none"> Understands the requirements of the inspection process and supports the Principal Scrutinises the school's self-evaluation and development plan, to ensure the school is secure to receive a Good or Outstanding inspection judgement. Gathers other sources of information (including by making regular visits) to corroborate the judgements in the school's self-evaluation Responsible for engaging fully with the inspection process Ensure the outcomes of the inspection are communicated to parents/carers in line with statutory requirements. 	<ul style="list-style-type: none"> Responsible for ensuring all staff and the LGB fully understand requirements of the inspection process Responsible for ensuring the school is prepared for inspection and meets all the mandatory requirements of the inspection framework. Responsible for promptly alerting the LGB and CEO to any risks of an adverse (grade 3 or 4) inspection result and the mitigating actions Responsible for commissioning external scrutiny or evaluation of the school to provide assurance of the expected inspection outcome.

Trust Board	Trust Committees	CEO & central team	Local Governing Bodies	Principals & school teams
	<p>or requiring improvements.</p> <ul style="list-style-type: none"> ● Report to TB on each school's self-evaluation, and the level of confidence in that evaluation 			

Matters Reserved to the Members or the Trust Board

The following matters are specifically reserved for approval by the Members:

1. Any proposal to amend the Memorandum and Articles of Association
2. Appointment of the external auditors (on the advice of the FAOR Committee)

The following matters are specifically reserved for approval by the Trust Board:

3. Planning Applications reflecting a significant change of use and capital projects above the limit in the financial scheme of delegation;
4. Sales or purchases of Trust property assets or entering or ending long leases;
5. Any decision to bring or defend legal action in a civil case, where there is the potential for material costs or awards;
6. Response to criminal charges/allegations of criminal activity which have connection with DOT;
7. Opening of new schools, acquisition of schools or expansion of activities beyond core business;
8. Any variation to the master or supplementary funding agreements.
9. Formation of a subsidiary;
10. Approval of annual Trust and School budgets;
11. Approval of Annual Report & Accounts including setting or reserve allocations;
12. Any contract with any Director, Governors or senior manager or with any person or entity connected with any of them;
13. Any change in policies which has a bearing upon the vision, values, strategy and long term objectives for DOT.
14. Receipt of gifts above £25k other than from the Screen Academy Foundation; and
15. Receipt of payments in exchange for sponsoring/naming rights.

The following matters are specifically reserved for approval by the Finance, Audit, Operations and Risk Committee, which shall report them to the Trust Board at its next meeting:

16. Any proposal to amend the material accounting policies;
17. Review and approval of authorisation to sign cheques or authorise electronic payments;
18. Variations in authorisation levels for purchases/leasing/hiring contracts and any other matters controlled by the financial scheme of delegation ;
19. Any borrowing by the Trust;
20. Any material grant of guarantee or indemnity (or similar) in respect of a third party's obligations (including obligations of staff). (The decision about materiality is to be taken by a senior officer qualified to make this judgement, with external professional advice if required.);
21. Investment management policies;
22. Cash management policies (including approved list of counter-parties);
23. Opening of new banking relationships;