

Scheme of Delegation

2024-2025 Academic Year

Approved by: Quest Trust Board
September 2024
Review: September 2025

Appendix 12 of
QUEST's Operating Regulations and Governance Handbook
September 2024



Vision, Aims and Objectives

QUEST is a Trust of faith and community schools which 'Supports Young People from Early Years to Employment'.

The Trust comprises of five schools working in collaboration, as one entity, to improve and maintain high educational standards:

- St. Peter's C. of E. Primary School, Hindley
- Hindley Green Community Primary School
- St. John's C. of E. Primary School, Hindley Green
- St. John's C. of E. Primary School, Abram
- University Collegiate School, Bolton

Standards achieved by the pupils are reflected in the Ofsted grades awarded.

The Trust also runs commercial nurseries and before & after-school provision via a trading subsidiary: Play Pals Childcare Limited. The Trust is governed through a single membership body and a Trust Board, comprising up to twelve Trustees and supported by a governance structure comprising of Committees and Local Governing Bodies for each school with parental, staff, church and community representation.

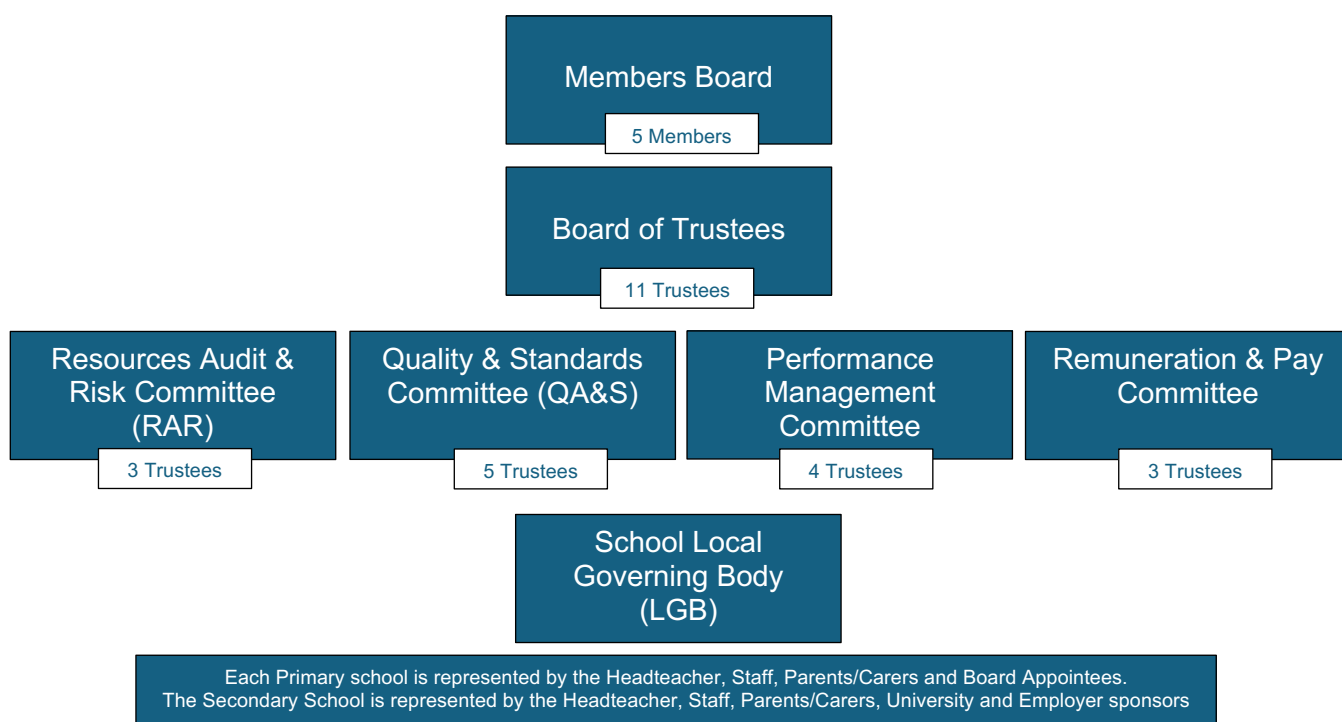
Interim Advisory Body (IAB) is to be put in place of the Local Governing Body (LGB) where applicable.

The Trust gives the highest priority to quality learning and teaching and has created a well-respected central Trust team that oversees all aspects such as HR, finance, governance, estates management, catering, general administration as well as specialist experts in improving educational standards and leadership and management. These services are offered at a very low cost so that all available resources can be directed to the pupils and the schools.

Governance Structure and Lines of Accountability

The Board for Trustees has overall responsibility and ultimate decision-making authority for all the work of the Trust.

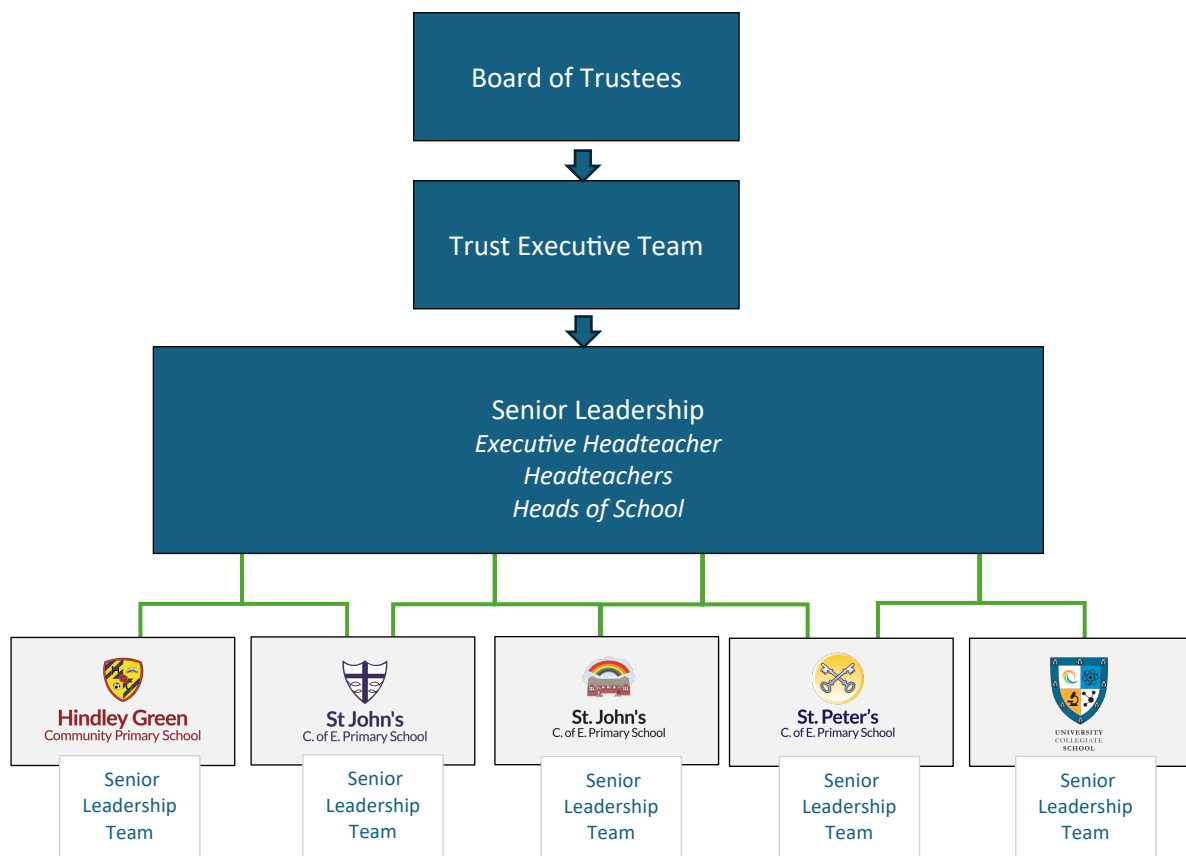
The **Corporate Structure** for the organisation is as follows:



Local Governing Board report to and are accountable to the Board of Trustees. Quest believes that decisions should be made as close as possible to the impact of that decision and therefore expects Local Governing Boards to develop the detailed local knowledge and engagement with stakeholders to ensure that their school is well run and offers pupils and students the best possible educational experience.

Day to day responsibility for delivering the vision and ethos of the Trust has been delegated by the Board of Trustees to the Chief Executive Officer (CEO), and through the CEO to the **Deputy CEO, CFO, Executive Headteacher, Operations Manager**, Headteachers and their Senior Leadership Teams. The CEO will be accountable to the Board of Trustees for the performance of the Trust as a whole, including reporting on the performance of the individual schools.

The **Leadership Structure** for the organisation is as follows:



Headteachers will be expected to work closely with the CEO, DCEO and Executive Headteacher to ensure the performance of their school and the Trust overall is consistent with the vision and ethos of the Trust.

The Trust Governance Information structure is shown below:

Governance Information Structure ↓ = Delegation Flow ↔ = Information Flow



The Trust is a company limited by guarantee and in accordance with the Academies Act 2010 is an exempt charity. The Trust's principal objective is to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing schools which shall offer a broad and balanced curriculum and which:

(i) shall include Church of England schools designated as such which shall be conducted in accordance with the principles, practices and tenets of the Church of England both generally and in relation to arranging for religious education and daily acts of worship, and

(ii) may include other schools whether with or without a designated religious character, including educational institutions which are principally concerned with providing full-time or part-time education for children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless alternative provision is made for them or 16 to 19 schools offering a curriculum appropriate to the needs of its students or schools specially organised to make special educational provision for pupils with Special Educational Needs;

but in relation to each of the schools to recognise and support their individual ethos, whether designated Church of England or not.

Roles and Responsibilities

The Trust's three core layers of governance are Members, Trustees and Local Governing Bodies. An overview of the key roles and responsibilities across the different layers of governance is set out below.

The role of the Members

The Members are referred to as the 'gatekeepers or guardians' of the charitable company. However, unlike shareholders of a company, Members cannot take money or assets from the company.

The Members have ultimate control over the Trust with the ability to appoint some of the Trustees and the right to amend the Trust's Articles of Association, whilst ensuring the charitable object is fulfilled. The Articles of Association describe how Members are recruited and replaced and how many of the Trustees can be appointed to the Board of Trustees by the Members. The Members can also remove the Trustees.

Members are expected to meet at least annually to receive the report of the Trustees and Chief Executive Officer on the performance of the Trust. They may attend meetings of the Trust Board as observers and with the consent of the Chair.

The role of the Trustees

The Trustees are responsible for the general control of the Trust in accordance with the provision set out in the Articles of Association and this Scheme of Delegation. The Board of Trustees is the accountable body for the performance of all schools within the Trust and, as such, must:

- Ensure clarity of vision, ethos and strategic direction;
- Hold the CEO to account for the educational performance of the schools and their pupils, and the performance management of staff; and
- Oversee the financial performance of the Trust, ensuring financial probity and value for money.
- Hold the LGB to account for the effective governance at the level 'knowing and understanding the school' as outlined in this Scheme of Delegation.

As mentioned above, the Trust is a company limited by guarantee and an exempt charity. Therefore, Trustees must comply with company, education and charity law requirements.

The Board of Trustees is permitted to exercise all the powers of the Trust. The Board of Trustees will delegate, to the CEO, responsibility for the day-to-day operations of the Trust. The Trustees (with the consent of the Members, where changes to the Board of Trustees are at issue) have the right to review and adapt the Trust's governance structure at any time, which includes revoking delegation.

The Board of Trustees meets on a half-termly (or more frequently if necessary) basis.

Subject to the consent of the Board of Trustees, external advisors may also attend any committee meetings to observe. These additional attendees shall not have voting rights at committee meetings. The Board will appoint the Resources, Audit and Risk Committee (RAR), which meets on a termly basis, or more frequently, if necessary, to give greater scrutiny and fulfil audit requirements.

Payment of Trustees

Very importantly, because the Trust is a company and an exempt charity, Trustees are bound to comply with charity and company law as well as the requirements of the Academy Trust Handbook. Charity Law expects individuals and organisations to become involved with a charity purely for altruistic purposes. The law does not envisage, or normally allow, for a profit to be made by a Trustee or Member simply for acting in accordance with the role that he or she has taken on.

The Trust's Articles of Association set out specific provisions relating to payment of Trustees. In short, there are three circumstances in which Trustees may be paid by the Trust:

1. **Reimbursement of reasonable expenses**, properly incurred, when acting on behalf of the Trust. Please note that this is at the discretion of the Board of Trustees. Permission should be sought in advance of incurring any expenses and receipts must be provided. Only reasonable expenses can be reimbursed, and any expenses incurred may be subject to scrutiny by the ESFA.
2. **Payment for services provided outside the role of a Trustee**. This is subject to very strict rules and legal advice will be sought when considering payment of this kind.
3. **Payment of salary to staff Trustees** in their capacities as employees and not as Trustees.

In summary, payment of Trustees must be considered carefully and properly documented fully taking into account the Articles of Association and the Academy Trust Handbook. This Scheme of Delegation only sets out a very brief summary of the issues surrounding payment of Trustees and is not intended to be a substitute for detailed advice on this subject.

Trustees' Conflict of Interests

A conflict of interests is any situation in which a Trustee's personal interests (or those of a person or body connected to him/her), influence or appear to influence or affect that individual's decision-making.

As Trustees of an exempt charity, the Trustees have two sets of similar duties to avoid conflicts of interest. The first duty derives from the charity law duty imposed on Trustees by virtue of their positions as charity law Trustees. The second duty arises from company law and is imposed on Trustees by virtue of their position as Trustees under company law.

Essentially, the Trustees have a legal obligation to act in the best interests of the Trust and in accordance with the Trust's Articles of Association, and to avoid situations in which there is an actual conflict of interest or where it is reasonably perceivable that an actual conflict could emerge.

The role of Trust Board Committees

The Trustees may establish committees to carry out some of its governance functions which may include making decisions, although any decisions made will be deemed decisions of the Trust board. The membership (there must be at least three Trustees) and responsibilities of board committees are set out in the committee's Terms of Reference (ToR). The Trust board will appoint board committee Chairs and committee members according to their skills. QUEST Trust has the following committees:

- Resources, Audit and Risk
- QA & Standards
- Performance Management
- Remuneration and Pay Committee

Terms of reference for each committee are available from the Clerk to the Board of Trustees. Committee structures will be reviewed annually.

The role of the Trust Executive Team

The Trust Executive Team comprises the CEO and DCEO. The Executive Team meet at least on a monthly basis and work collectively to deliver school improvement priorities across the Trust by sharing expertise and transforming practice.

The role of the Chief Executive Officer (CEO)

The CEO has delegated responsibility for the operation of the Trust including the educational performance of the Trust's schools and is responsible for all staff across the Trust.

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; delivering a good standard of education; avoiding waste and securing value for money.

The CEO leads the Trust Executive Team and will delegate executive management functions to the Trust Executive Team and is accountable and reports to the Trust board on a termly basis.

The role of the Headteacher Partnership Board

The Headteacher Partnership Board comprises the CEO, DCEO, Chief Finance Officer (CFO), Trust Executive Headteacher, Operations Manager and the school Headteachers. The HPB are responsible for delivering the strategic vision of the Trust through their leadership in the schools.

The role of the Headteacher and School Leadership Teams

The Headteachers are responsible for the day-to-day leadership and operational management of their schools.

Headteachers are directly line-managed by the **Trust Executive Headteacher and DCEO** and accountable to the CEO and report to the Local Governing Bodies on matters which have been delegated to them.

The role of Local Governing Bodies (LGB)

QUEST fully embraces the unique distinguishing characteristics of each of the schools.

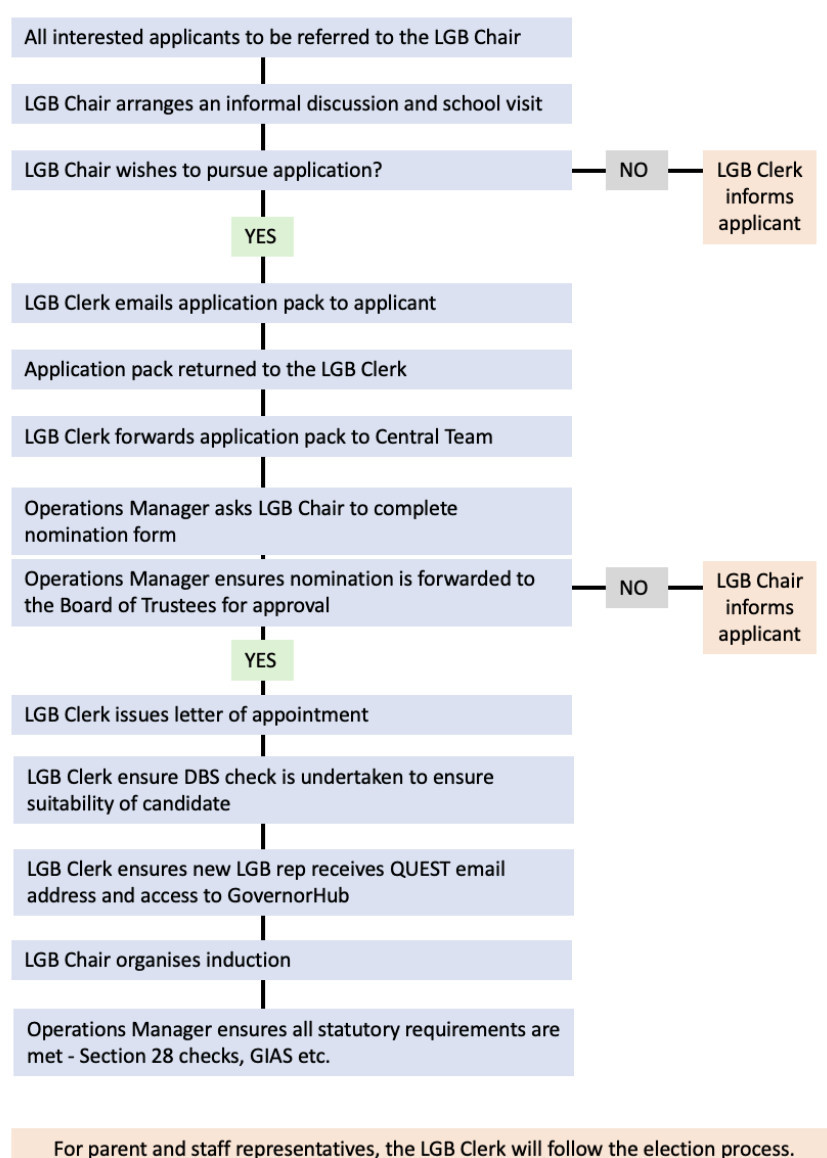
The Trust Board will establish Local Governing Bodies, appoint the chair who will be a Trustee or an LGB Member, and will determine what will be delegated. Responsibilities may include monitoring of:

- Standards and curriculum
- Staffing
- Attendance, Behaviour and Student Welfare
- Health & Safety
- School Organisation
- Community

Whilst the Trust Board can remove delegation at any time from the Local Governing Bodies, it is expected that this would only become necessary in exceptional circumstances.

Each LGB is expected to have at least two elected parent representatives, one staff representative and enough skilled and experienced representatives to fulfil its functions.

Details of the arrangements for the appointment of LGB representatives are explained below:



Scheme of Delegation Framework

The Trust Board hold the power to delegate certain authorities to other layers of governance in the Trust.

This Scheme of Delegation outlines how these delegations are made, to ensure clear and transparent governance arrangements. It aligns with:

- the Trust’s Articles of Association
- internal Terms of Reference (ToR)
- the Trust’s Master Funding Agreement and Supplemental Funding Agreements
- the Academy Trust Handbook
- QUEST’s Scheme of Financial Administration
- relevant government guidance as issued by the Department for Education (DfE) and Education & Skills Funding Agency (ESFA).

This Scheme of Delegation is written according to the ‘**RASCI**’ Framework, based on various operational areas of activities at QUEST. It outlines who is:

- **Responsible** for delivering the area of activity/decision in line with agreed Trust policies
- **Accountable** for the area of activity/decision – this is usually the Trust Board as the legally accountable and liable body
- **Supporting** the area of activity/decision, which may be through practical support or supporting the detailed consideration of a decision
- **Consulted** on the area of activity/decision to receive feedback
- **Informed** of the area of activity/decision through agreed communications channels

Chair’s Action between Board meetings

No individual Trustee is empowered to make decisions on behalf of the Trust outside any specific authority set out in this scheme of delegation.

However, as an exception, the Chair of Trustees can decide as a single Trustee when a delay in doing so would be

- seriously detrimental to the interests of the Trust and any of its schools, and
- it would not be possible to postpone the decision to a meeting of Trustees (which the Chair can convene with less than 7 days’ notice if necessary, provided Trustees will have sufficient time to receive and give due considerations to relevant documents relating to the decision).

The following types of decision cannot be made by “Chair’s action”:

- decisions relating to admissions
- approvals of financial spend over £10,000
- decisions on executive pay

Scheme of Delegation Format

The table shows which tier(s) of governance are Responsible (R), Accountable (A), Supporting (S), Consulted (C) or Informed (I) for each of the key areas of delivery. It outlines roles and responsibilities across key delivery areas between the Trust Board (TB), Committees (RAR – Resources, Audit and Risk; QAS – Quality Assurance & Standards; PM – Performance Management; PAY – Remuneration and Pay), Executive Team (ET), Local Governing Bodies (LGB) and school Headteachers (H).

The Trust has a detailed Scheme of Financial Administration (SoFA) and Policy framework that sits alongside this Scheme of Delegation which has the following sections:

- Governance
- Communication across the shared Governance
- Strategic Planning
- School Organisation and Admissions
- Overall Academic Performance
- Inspection
- Quality of Teaching
- Curriculum
- Early Years Foundation Stage (Primary Schools)
- RE (all Schools) and Collective Worship (Church Schools)
- Welfare, Safety and Child Protection
- Provision of Information
- Links with Community, Parents and Carers
- Handling of Complaints
- Review of local policies, processes and procedures
- Staffing and Staff Professional Development
- Staff Performance Management
- Finance
- Health & Safety
- Buildings and Maintenance

KEY

Delegations: *Responsible (R), Accountable (A), Supporting (S), Consulted (C), Informed (I)*

Key: Governance layers: *Trust Board (TB), Committees – Resources, Audit and Risk (RAR), Quality Assurance & Standards (QAS), Performance Management (PM), Remuneration and Pay (PAY), Executive Team (ET), Local Governing Body (LGB), Headteacher (H)*

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)					
Strategic Planning										
Develop the overall strategic vision for QUEST and its schools	Accountable for setting strategic vision for QUEST and its schools	A	Supporting through detailed review of financial targets (RAR)	S	Responsible for implementing and communicating the Trust Board's strategic vision	R	Informed of the Trust Board's strategic vision as it applies to the school	I	Informed of the Trust Board's strategic vision as it applies to the school	I
Trust Culture and Values	Accountable for setting the Trust's overall culture and values.	A			Responsible for implementing the Trust's overall culture and values.	R	Informed of the Trust's overall culture and values as it applies to the school.	I	Informed of the Trust's overall culture and values as it applies to the school.	I
Approve the School Improvement Plans	Accountable for approving the School Improvement Plans	A			Supporting the schools to develop and implement their SIPs	S	Informed and oversees the development and regular review of the school's improvement plan	I	Responsible for developing and implementing the school's improvement plan	R

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)					
Governance										
Determination of the mandatory core services to be delivered by the Trust on behalf of its schools and to identify additional services to be procured for individual schools.	Accountable for determining the mandatory core services and to identify additional services to be procured for individual schools.	A			Responsible for ensuring the mandatory core services are delivered by the Trust and any additional services are procured for the schools.	R			Supporting the Executive Team in the delivery of core services.	S

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)					
Governance continued ...										
Trust Board Committees	Accountable for establishing and appointing Trust Board Committees and Terms of Reference reviewed annually.	A	Responsible for undertaking identified functions as delegated by the Trust Board (RAR, PM, QAS, PAY)	R	Supports the Trust Board of Committees by providing relevant reports and attendance at meetings as required.	S				
New schools joining the Trust.	Accountable for approving new schools joining the Trust.	A			Responsible for developing the process and undertaking due diligence review.	R				
Processes and procedures are in line with the legal requirements in the Articles of Association and Master Funding Agreement	Accountable for ensuring processes and procedure are in line with legal requirements	A			Supporting the Trust Board and LGB with advice, guidance and administrative support to assist improvement in processes and procedures.	S	Responsible for LGB processes and procedures as set down in the Articles of Association, Master Funding Agreement, LGB Terms of Reference.	R	Supports the LGB with administrative assistance and arrangements for Clerking the LGB.	S
Evaluating and regulating Board processes, procedures and effectiveness of those of the LGB	Accountable for evaluating and regulating Board processes, procedures and effectiveness of those of the LGB. Accountable for annually reviewing the LGB Terms of Reference. Accountable for ensuring completion of an annual skill audit to identify any skill gaps or training requirements.	A			Supporting the Trust Board to evaluate and regulate Board processes, procedures and effectiveness and those of the LGB. Supporting the Trust Board and LGB with any training requirements identified.	S	Responsible for completion of annual skills audit to identify any skills gaps or training requirements.	R		

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)			
Governance continued ...								
Legal Responsibility for Statutory Compliance	Accountable for statutory compliance across the Trust and its schools	A		Responsible for acting on behalf of the Board to enable them to discharge their duties in relation to statutory compliance and the performance of schools.	R	Supporting the Trust Board and Executive Team to ensure schools remain statutory compliant	S	
Succession planning and recruitment of Chair, Board members and LGB Chairs to ensure a balance of skills and effectiveness	Accountable for succession planning and the recruitment of board members LGB Chairs	A		Supporting the Trust Board with succession planning and the Recruitment of new members to ensure an appropriate balance of skills and effectiveness.	S	Informed of the recruitment of LGB Chairs	I	
Appointment (and removal) of Chair, Clerk and LGB representatives	Accountable for appointing (and removing) the Chair, Clerk and LGB representatives	A		Supporting the Trust Board with succession planning and the recruitment of new LGB representatives to ensure an appropriate balance of skills and effectiveness.	S	Responsible for succession planning and proposing LGB nominees to the Board to ensure an appropriate balance of skills and effectiveness. UoB Employer sponsor is responsible for succession planning and proposing LGB nominees to the Board at the UCS.	R	
Board training and new member induction	Responsible for Board training and new Trustee induction	R		Supporting the Board and LGB with training and new member induction	S	Responsible for undertaking training and ensuring new member induction	R	
Trust Expenses Policy	Accountable for approving the Trust Expenses Policy which includes Trustees/ Representatives' expenses.	A	Supporting through oversight of Trust Expenses policy (RAR)	S	Responsible for compiling the Trust Expenses Policy to include Trustees/ Representatives Expenses	R	Informed of the Trust Expenses Policy	I

Declaration and Register of Business Interests	Accountable for declaring any business interest they have in relating to the Trust and its schools and setting up a register of Business Interests.	A			Responsible for setting up and annually reviewing the Trust's Register of Business Interests. Responsible for declaring any business interests they have in relation to the Academy Trust and its schools	R R	Responsible for declaring any business interests they have in relation to the Academy Trust and its schools.	R	Responsible for declaring any business interests they have in relation to the Academy Trust and its schools	R
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Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body LGB	Headteacher (H)		
Communication across the shared Governance							
Communication between layers of Governance	Accountable for ensuring good communication between the Academy Trust, the Board, LGB Chairs, Headteacher and schools.	A		Responsible for ensuring good communication between the Academy Trust, the Board, LGB chairs, Headteachers and schools.	R LGB Chairs are responsible for ensuring LGB representatives are well informed about both the schools and the Academy Trust. LGB Chairs are responsible for ensuring the views of the LGB are well communicated to the Academy Trust Board and for submitting agendas/papers/minutes/ to the Board.	R Responsible for ensuring LGB representatives have all the information they require to be well informed about both the school and the Academy Trust.	R
Communication to the school community.	Accountable for the activities of the LGB which are communicated to the school community.	A		Supports the LGB with communication to the school community.	S Responsible for ensuring the activities of the LGB are communicated clearly to the school community.	R Supports the LGB with communication to school community.	S
Website Compliance	Accountable for ensuring statutory information is published on the Trust and school websites.	A		Responsible for providing some statutory and non-statutory information to schools to enable websites to remain compliant.	R Supports the Principal and the school by reviewing school websites to ensure statutory information is published	S Responsible for ensuring publication of the Statutory and non-statutory information on the school websites	R

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)			
School Organisation and Admissions								
Decisions to expand or change category of schools	Accountable for publishing proposals to change the category of a school or make decisions to expand the school.	A	R	Supports the Trust Board by supplying information required to enable decisions to be made with full knowledge of the implications.	S Consulted , when possible, decisions may affect the LGB and/or schools.	C Informed of Board decisions.	I	
School sessions times and school working pattern.	Accountable for determining the times of school sessions and school term dates/holidays, ensuring the school meets for 190 days in a school year.	A		Responsible for providing professional advice to the Trust Board relating to times of school sessions and school term dates/holidays.	R Informed of school session times and school term dates/holidays.	I Informed of school session times and term dates/holidays.	I	
Provision of school meals and free school meals to eligible pupils/students ensuring nutritional standards are met.			Accountable for establishing, adopting and monitoring a Trust policy on Food, ensuring nutritional standards are met (RAR). Accountable for ensuring the provision of school meals and free school meals to pupils/students meeting the relevant criteria (RAR).	A Supports with the establishing of a Trust Food Policy and for ensuring the provision of school meals in schools.	S	Responsible for the implementation of the Trust's Food Policy and for overseeing the school meal provision in school.	R	
School Admission Arrangements	Accountable for approving the admission arrangements for the schools in line with The School Admissions Code.	A	Responsible for setting, monitoring and reviewing school admissions policies (subject to the provisions of the school admissions code) (QAS)	R	Responsible for arranging the consultation, on behalf of the Trust Board, on any proposed changes to the admission arrangements for the schools.	R Consulted on admission arrangements for the schools and to propose and recommend to the Trust Board, any changes to the admission arrangements for the schools.	C Informed of School Admission Arrangements.	I
School Admission Appeals	Accountable for ensuring Admission Appeals are held accounting to the School Admission Appeals Code	A		Supports the Principal in appealing against LA directions to admit pupils.	S	Supports the Principal by agreeing arrangements for admission appeals.	S Responsible for undertaking admission appeals on behalf of the Trust Board. Responsible for appealing against LA directions to admit pupils.	R

Implementation of Admission Arrangements	<p>Accountable for ensuring admission arrangements are applied fairly and consistently.</p> <p>Accountable for ensuring that schools keep admission and attendance registers in accordance with regulations.</p>	A			<p>Supports the Principal by checking admission arrangements have been applied fairly and consistently.</p>	<p>S</p> <p>Responsible for applying admission arrangements fairly and consistently to new intake applications.</p> <p>Responsible for ensuring that admissions and attendance registers are kept in accordance with statutory regulations.</p>	R
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Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)	
Academic Performance						
Overall Performance and Standards of Quest and its schools.	<p>Accountable for the overall performance and standards of Quest and its schools.</p>	<p>A</p> <p>As per QAS Committee Terms of Reference:</p> <p>Responsible for the standards achieved by each school and its pupils. Agreeing targets for pupil progress and achievement and monitoring progress towards these targets (QAS).</p> <p>Agreeing targets and monitoring progress of pupils in different groups, such as disadvantaged children and children with SEND. Agreeing which groups should be monitored. (QAS).</p> <p>Monitoring school performance data and external examination results (QAS)</p>	<p>S</p> <p>Responsible for providing professional support to schools to support school improvement and delivery of high-quality academic performance.</p> <p>Responsible for monitoring the school's performance and compliance.</p> <p>Responsible for monitoring the school's response to the recommendations of the last inspection and any significant changes in the quality of education or care.</p> <p>Responsible for monitoring, knowing, understanding and challenging the overall quality of pupil's progress, achievements and learning.</p>	<p>R</p> <p>Supports the school in its self-evaluation of significant strengths and areas of improvement (academic and other achievements, personal development, governance, leadership and management).</p> <p>Supports the school by having knowledge and understanding of the school's response to the recommendations of the last inspection and any significant changes in the quality of education or care.</p> <p>Supports the school in its self-evaluation and improvement plans.</p> <p>Supports the school in its SIAMS self-evaluation and improvement plans (Church schools only).</p>	<p>S</p> <p>Responsible for accurate self-evaluation of the school, its strengths and areas for improvement, implementing a plan of action to improve and develop based on the self-evaluation.</p> <p>Responsible for having a detailed understanding of the achievements and progress of different groups of pupils based on accurate evidence of individual pupil achievement and progress and sets targets appropriately.</p>	R

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)
Academic Performance continued ...					
Overall Performance and standards of QUEST and its schools continued...		Agreeing priorities for improvements in children's learning and outcomes. (QAS)	Responsible for monitoring, knowing, understanding and challenging the progress, achievement and learning of different groups of pupils (such as SEN, looked after children, racial groups, pupils with disabilities, pupils with English as an additional language, highly able pupils and pupils facing financial disadvantage) and the provisions that are in place to support them.		Responsible for pupil outcomes, knows what to do to improve academic performance and ensures appropriate action is taken in a timely, consistent and strategic way. Responsible for the accurate SIAMs self-evaluation of the school, its strengths and areas for improvement and for implementing a plan of action to improve and develop based on the evaluation.

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)	
Inspection						
OFSTED Inspection process	Accountable for receiving final OFSTED reports and for communicating the outcome of the inspection process with parents and carers. Responsible for fully engaging with the inspection process where required.	A R	R Responsible for fully engaging with the inspection process (QAS).	S Supports the Headteacher and the schools prior to and during inspections.	S Supports the Headteacher, understands the requirements of the inspection process and engages fully where required.	S Responsible for ensuring the school is always 'inspection ready'. Responsible for ensuring all staff, LGB Representatives and Trust Board fully understand the requirements of the inspection process.

Area of Responsibility	Trust Board (TB)		Trust Board Committees	Executive Team (ET)		Local Governing Body (LGB)	Headteacher (H)		
Quality of Teaching									
Quality First Teaching	Accountable for ensuring sufficient resources are allocated to deliver the highest possible standards of teaching	A		Supports , challenges and advises the school in its programme of improvement and monitors statutory compliance on behalf of the Trust Board.	S	Informed and consulted on the school's self-evaluation of the quality of teaching and priorities for improvement. Supports the Headteacher with the school's programme of improvement.	I C S	Responsible for the quality of teaching in the school. Responsible for the accurate self- evaluation of the quality of teaching, its strengths, areas for improvement and for implementing action to address this.	R

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)					
Curriculum										
Broad and Balanced Curriculum	Accountable for developing the strategic vision and approving the curriculum and qualifications framework to provide a broad and balanced curriculum.	A	Responsible for Monitoring, review and setting a broad and balanced curriculum for each school, including (QAS)	R	Responsible for providing curriculum and qualification guidance to schools. Responsible for monitoring the implementation of the curriculum, strategic vision and guidance and statutory compliance on behalf of the Board. Responsible for supporting, challenging and advising the school in the development and implementation of its curriculum.	R	Supports the school in the development and implementation of its curriculum framework provision. Supports the school by knowing and understanding the school's own evaluation of the quality of its curriculum provision.	S	Responsible for the development and implementation of the school's curriculum framework.	R
Sex and Relationship Education	Accountable for the establishment and review of a written policy for the provision of Sex and Relationship Education	A	Responsible for agreeing and monitoring curriculum policies such as relationships and sex education (RSE) (QAS)	R	Supports the schools with advice and guidance on the implementation of the Sex and Relationships Education Policy and arranges the review of the policy in line with the policy review schedule or when updated guidance is published.	S	Informed of the contents of the Sex and Relationships Education Policy	I	Responsible for the implementation of the Sex and Relationships Education Policy	R
Extended school provision	Accountable for the decisions around extended school provision	A			Responsible for the development of the Trust- wide extra- curricular provision.	R	Supports the school in the development and implementation of its extra-curricular provision. Supports the school by knowing and understanding the school's own evaluation of the quality of its extracurricular provision. Supports the school by monitoring and reviewing the policy and procedures for the conduct of school journeys, visits and residential activities.	S	Responsible for the delivery and implementation of the Trust and school's extra- curricular provision.	R

Continued...

Production and analysis of data.	Accountable for the overall performance of the school in relation to pupil/student outcomes.	A	Informed of pupil/student progress through receipt of high quality and timely data to ensure and embed robust accountability of Senior Leaders. (QAS)	I	Supports the schools to produce accurate and timely data and analysis.	S		Responsible for providing the ET and Board with accurate data and analysis to allow robust accountability and supportive challenge.	R	
Delivering Careers Guidance with regards to statutory requirements	Accountable for providing an opportunity for a range of education and training providers to access all pupils in years 8-13 and to deliver statutory careers guidance.	A			Responsible for ensuring opportunities and career guidance is provided to pupils in Years 8-13 in line with statutory requirements	R	Supports the school to provide opportunities and careers guidance to its pupils.	S	Responsible for providing an opportunity for a range of education and training providers to access all pupils in Years 8-13 and to deliver statutory careers guidance.	R

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)		
Specialised Education – Early Years Foundation Stage in Primary schools and UTC in the UCS							
Delivering Early Years Foundation Stage (EYFS) in line with statutory requirements. Delivering UCS technical education in line with Baker Dearing Licence.	Accountable for appointing Directors to have specific responsibility for specialised education (UCS Early Years) Accountable for ensuring EYFS policies and procedures align to the EYFS Framework.	A		Responsible for monitoring statutory compliance with respect to EYFS Framework and 11-18 curriculum.	R Supports the school with the evaluation of the quality of the specialised provision, through liaison with the Headteacher, the Executive Team and other professionals as appropriate. Supports the UCS with the technical education. Alongside providing a curriculum for 11–16-year-olds, the UCS requires the provision for technical education with an emphasis on Health Science and Engineering which the UCS IAB representatives should uphold.	S Responsible for quality EYFS/UCS provision in line with Trust Policy and for implementing actions to address any weaknesses.	R

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)	
RE (all schools) and Collective Worship (Church schools only)						
Religious Education Provision	Accountable for establishing Trust Policies for Religious Education and to receive regular reports from LGB's on RE provision, through the LGB minutes.	A	Responsible for monitoring the effectiveness of RE leadership and Management.	R Responsible for monitoring and reviewing the RE Policy and provision. In Church Schools: Responsible for considering the effectiveness of the RE curriculum, especially the teaching of Christianity. Responsible for considering and advising the Trustees on the Christian character of the schools and to support and monitor links between the school and Parishes. Responsible for considering how well the Christian character contributes to academic achievement and personal development of all learners.	R Responsible for the implementation of the RE policy and procedures.	R
Collective Worship (Church Schools only)	Accountable for establishing the Trust Policy for Collective Worship and to receive regular reports from LGBs on Collective Worship, through the LGB minutes.	A		Responsible for considering how well Collective Worship enables participants to develop an understanding of Jesus Christ and of God as Father, Son and Holy Spirit. Responsible for considering how well Collective Worship sets the distinctive values of the school as a Christian community. Responsible for planning for LGB representatives to be represented at acts of Collective Worship where possible.	R Responsible for the implementation of the Collective Worship policy and procedures. Responsible for ensuring that all pupils take part in a daily act of Collective Worship.	R

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)	
Welfare, Safety and Child Protection						
Safeguarding, Child Protection, PREVENT, children looked after, Modern British Values and global citizenship	<p>Accountable for setting overall policies and practices for safeguarding, child protection, PREVENT, children looked after and Modern British Values.</p> <p>Accountable for reviewing, on an annual basis, the Trust's Safeguarding Policies and practices and how the Board's duties have been discharged.</p> <p>Accountable for appointing a Trustee to have a specific responsibility for welfare and child protection in the school (s), reporting to the Trust Board as appropriate and liaising with the LA or partner agencies as necessary.</p>	<p>A</p> <p>Responsible for monitoring of Safeguarding, Child Protection, Welfare of pupils/students through Pastoral reports received (QAS).</p> <p>Monitoring, review and agreeing policies and procedures relating to safeguarding and child protection (QAS)</p>	<p>R</p> <p>Responsible, through the Trust Safeguarding Lead, for providing safeguarding and child protection guidance for all schools.</p> <p>Responsible for monitoring the implementation of the safeguarding and child protection guidance.</p> <p>Responsible for ensuring that all Board members and staff have the appropriate child protection checks (DBS and/or Section 128) and are recorded on the Single Central Record.</p>	<p>R</p> <p>Supports the welfare of children in the schools by monitoring:</p> <ul style="list-style-type: none"> *British Values *Equality *Well-being <p>Supports the school by monitoring pupil attendance (through LGB Pastoral reports) and annually agreeing pupil attendance targets.</p> <p>LGB will appoint a Safeguarding representative to liaise with Trust/School Safeguarding lead, Trust Safeguarding Director and take responsibility for the school's safeguarding arrangements /PREVENT duty.</p>	<p>S</p> <p>Responsible for Safeguarding and Child Protection within the school and ensuring DSLs are appointed and trained.</p> <p>Responsible for ensuring all staff are aware of Keeping Children Safe in Education and receive annual safeguarding updates.</p> <p>Responsible for ensuring the Trust's policies for Safeguarding & Child Protection, PREVENT Duty, Children looked after, Modern British Values and global citizenship are implemented.</p> <p>Responsible for identifying risks to safeguarding and taking action to reduce potential risks.</p>	<p>R</p>

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)
Welfare, Safety and Child Protection continued ...					
Safeguarding, Child Protection, PREVENT, children looked after, Modern British Values and Global Citizenship continued...	Accountable for appointing a designated teacher to promote the educational achievement of looked after and certain previously looked after children on the schools' roll.				Responsible for providing Pastoral reports on welfare and child protection to the Trust Board. Responsible for ensuring that arrangements and procedures taking into account the procedure and practice of the Academy Trust.
Spiritual, Moral, Social and Cultural Development.	Accountable for setting the strategic vision for the spiritual, moral, social and cultural development of pupils/students.	A		Responsible for monitoring statutory compliance with respect to the quality of spiritual, moral, social and cultural development of pupils/students on behalf of the Trust Board.	R Supports the school by knowing and understanding the schools' own evaluation of the quality of spiritual, moral, social and cultural development or pupils/students.
Behaviour Management and exclusions	Accountable for establishing and reviewing the Trust's Behaviour Management Policy. Accountable for arranging independent review/Appeal panels.	A	Informed of behaviour management through Pastoral reports (QAS)	I Responsible for reviewing exclusion decisions made by Principals and supporting the schools in implementing positive behaviour management and the exclusions policy when required.	R
					Responsible for implementing the Positive Behaviour Management Policy and procedures including exclusions.

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)					
Welfare, Safety and Child Protection continued ...										
Equality	Accountable for establishing, adopting, evaluating and annually reviewing the Trust's Equality Scheme and associated policies to ensure compliance with Equality Act 2010.	A	Responsible for monitoring equal opportunities across the Trust (PAY).	R	Responsible for reviewing the Equality Scheme and associated policies as per the policy review cycle. Responsible for evaluating the Equality Scheme and producing an annual report.	R	Consulted on updates to the Trust's Equality Scheme and associated policies.	C	Responsible for the implementation of the Equality Scheme and associated policies within the school environment.	R
Educational Provision	Accountable for the provision of each individual child's education.				Supports the Principal in ensuring educational provision for all children in their schools.	S			Responsible for ensuring educational provision for all children in their school.	R
Special Educational Needs – ensuring compliance with SEND Code of Practice	Accountable for discharging duties in respect of pupils/students with special education needs and disabilities by appointing a 'Responsible person'. Accountable for appointing a Trustee with specific responsibility and oversight of the Trust's arrangements for SEND through termly reports.	A			Supports the schools in the delivery of SEN provision ensuring compliance with the SEND Code of Practice. Supports the schools through receipt and monitoring of termly reports from Inclusion Manager and SENDCO.	S			Responsible for ensuring provision for pupils/students with SEND meets their individual needs where possible and is compliant with the SEND Code of Practice.	R

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)	
Provision of Information						
Provision of information	Accountable for prohibiting indoctrination and ensuring the balanced treatment of all issues.	A	Responsible for monitoring statutory compliance in relation to the information provided to the regulators, parents and others on behalf of the Board.	R Supporting , monitoring and challenging the school on the quality and clarity of information provided. Support with amendments to the school prospectus and the home-school/partnership agreement.	S Responsible for ensuring the LGB/ Trust Board has access to all information provided to regulators, parents prospective parents and the local community. Responsible for providing clear information of a high standard.	R

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing body (LGB)	Headteacher (H)	
Links with Church, University Sponsor, Employer Sponsor, Community, Commercial Partners, Parents and Carers						
Community and Stakeholder links	Accountable for ensuring parental engagement takes place. Accountable for ensuring engagement with all stakeholders.	A	Responsible for developing effective Trust links with the Church, University Sponsor, relevant sector employers, community, commercial partners, parents and carers.	R Supports the school to secure links with the community, parents and carers and offering supportive challenge to improve and develop these links. Supports the school to engage relevant sector employers and their commitment to the quality of the provision within the UCS.	S Responsible for developing effective links with the community, parents and carers. Responsible for developing effective links with relevant sector employers (UCS).	R

Area of Responsibility	Trust Board (TB)	Trust Board Committee	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)		
The handling of complaints							
Complaints	Accountable for managing and hearing any appeals as part of the complaints process.	A	<p>Responsible for handling complaints at Stage 2.</p> <p>Responsible for monitoring statutory compliance in relation to complaints and receives regular reports from the Headteacher on all complaints.</p> <p>Responsible for providing guidance on complaints handling.</p> <p>Responsible for redirecting complaints received by the Executive Team to the appropriate person.</p>	R		<p>Responsible for responding to and dealing with all complaints, initially at school level.</p>	R

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)					
Review of local policies, processes and procedures										
Policies, processes and procedures	<p>Accountable for determining, on an annual basis, those Trust wide policies which will be developed for all schools and those polices that the Trust is statutorily required to have in place.</p> <p>Accountable for establishing a Charging & Remissions Policy; a Whistleblowing Policy; the Trust's ICT Security Policy; an Anti-Fraud, Bribery and Corruption Policy and a Trust Lettings policy.</p>	A	<p>Consulted on to review/amend relevant policies (RAR, QAS, PM, PAY)</p>	C	<p>Responsible for ensuring adherence to the regular cycle of policy review.</p> <p>Responsible for ensuring copies of all policies and procedures and the schedule for their review are provided to the Trust and its schools, ensuring compliance with statutory regulations.</p>	R	<p>Support the school with the implementation of Trust policies and procedures.</p> <p>Support the school by having knowledge and understanding of the identified curriculum/ operational policies within the school.</p>	S	<p>Responsible for regular updating, with the ET, of all Trust policies.</p> <p>Responsible for the implementation of Trust policies in line with statutory requirements.</p> <p>Responsible for regular updating of processes and procedures, e.g. attendance registers, complaints log, communication logs etc.</p>	R
Compliance with GDPR	<p>Accountable for compliance with General Data Protection Regulations</p>	A			<p>Responsible for ensuring the Trust and its schools are GDPR compliant, and any breaches are reported within required timescales.</p>	R			<p>Supports the Trust by ensuring staff are aware of GDPR and have accessed relevant training.</p>	S

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)	
Staffing						
Recruitment	<p>Responsible for the recruitment and appointment of the Chief Executive Officer (CEO), Deputy CEO, Chief Finance Officer, Operations Manager and school Headteachers.</p> <p>Responsible for appointing the Trust's Accounting Officer (usually the CEO)</p> <p>Responsible for ensuring at least one Trustee has undertaken Safer Recruitment Training.</p>	<p>R</p> <p>Recruitment committee for Headteachers to comprise of 5 representatives as follows: * Chair/Vice Chair * CEO * Chair LGB – relevant school * Chair/Vice Chair of QA&S Committee – Primary/Secondary as relevant * External Representative</p> <p>The selected candidate will be proposed to full Board for approval.</p> <p>Responsible for staff recruitment and appointment procedures (RAR).</p> <p>Responsible for monitoring employment contractual matters (PAY)</p>	<p>R</p> <p>Responsible for providing the Trust Board and schools with professional HR support and advice relating to the recruitment of staff.</p> <p>Responsible for providing the Trust Board with administrative support in the recruitment of Headteachers and senior staff.</p> <p>Responsible for monitoring the Single Central Record and statutory compliance with respect to training for safer recruitment on behalf of the Trust Board.</p> <p>Responsible for supporting the Headteachers in the appointment process of Senior Leadership team members as required.</p> <p>Responsible for the appointment of other teachers and non-teaching support staff.</p>	<p>R</p> <p>The UCS IAB supports the Executive Team and Trust Board with the appointment of staff delivering the technical curriculum.</p>	<p>S</p> <p>Supports the ET in the recruitment and appointment of school staff (other than the Headteacher).</p> <p>Supports the ET by ensuring the SCR is accurate and meets statutory compliance with respect to training for safer recruitment.</p>	<p>S</p>
Staff claims, disputes, suspension and/or Dismissal	<p>Responsible for the dismissal of the CEO.</p> <p>Chair is responsible for the suspension of the CEO.</p> <p>Responsible for ending the suspension of the Executive Team and Headteachers if appealed.</p>	<p>R</p> <p>Responsible for ending the suspension of other staff if appealed (RAR).</p> <p>Responsible for hearing appeals for staff claims and disputes following agreed policies (RAR)</p>	<p>R</p> <p>CEO/DCEO are responsible for the suspension of other staff.</p> <p>CEO is responsible for the dismissal of other staff.</p> <p>CEO is responsible for the suspension and dismissal of the Executive Team and Headteachers.</p>	<p>R</p>	<p>R</p>	
Staffing Structures	<p>Accountable for determining the staffing complement annually.</p>	<p>A</p> <p>Accountable for approving the staff complement within agreed budgets and for determining any dismissal/early retirement payments (RAR).</p>	<p>A</p> <p>Using key performance data, responsible for staying fully aware of the school's activity in terms of its staff, staffing structures and more general HR data, can support and challenge appropriately and provide reports for Board.</p>	<p>R</p>	<p>S</p> <p>Supports the ET, using key performance data, with the development of the school's staffing structure.</p>	

HR Policies	Accountable for determining HR policies having due regard to current employment law. Accountable for establishing policy and participating in appeals as part of the grievance, capability or disciplinary process (policy specific)	A	Responsible for approving, monitoring and reviewing the Trust's Pay Policies (PAY) Responsible for approving, monitoring and reviewing all policies and procedures relating to employment law (RAR). Responsible for monitoring staff well-being, retention strategies and staff conduct (RAR)	R	Responsible for ensuring trust complies with HR policies and take account of pay terms and standard contracts or T&Cs set by the Trustees. Responsible for managing any claims and disputes having regard to advice and recommendations given by the Board (policy specific).	R		Responsible for implementing the Trust agreed policies, supported by the BDD.	R
Personal Development	Accountable for ensuring sufficient resources are allocated to people development	A	Responsible for monitoring staff personal development and training (RAR)	R	Responsible for leading the strategic vision; providing support for professional development, training, induction, talent development and succession. Responsible for designing, developing, commissioning and delivering professional development programmes.	R	The UCS IAB supports the Executive Team and Trust Board with staff development for the UCS technical curriculum.	S Responsible for developing the school's priorities for CPD. Responsible for contributing to and implementing the Trust's professional development programmes.	R

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)
Performance Management					
Performance Management Process	<p>Accountable for developing, monitoring the implementation and annually reviewing the performance management policy.</p> <p>Accountable for the performance management of the CEO and for ensuring ALL staff performance over the previous academic year is reviewed and performance objectives set for the forthcoming year.</p>	<p>A</p> <p>Responsible for monitoring performance management arrangements, except in relation to the CEO (PAY)</p> <p>Responsible for reviewing (at least annually) the performance of the CEO against objectives and set performance objectives for the following year (PM)</p>	<p>R</p> <p>Responsible for leading the strategic vision and the performance management of the Trust's Senior Leaders and Headteachers.</p> <p>Responsible for providing professional support for performance management across all schools. CEO and DCEO responsible for monitoring performance management across all schools and providing reports on performance management to Remuneration and Pay Committee.</p>	<p>R</p>	<p>Responsible for implementing performance management for all staff in schools.</p> <p>Responsible for providing reports on performance Management to the Trust Executive Team.</p>
Pay decisions		<p>Responsible for recommendations to Remuneration and Pay Committee on CEO performance related pay awards (PM).</p> <p>Responsible for undertaking benchmarking exercise on Chief Executive Pay (PM)</p> <p>Responsible for approving performance related pay awards/staff progression and annually review and approve teaching and support staff salaries (PAY).</p>	<p>R</p>		

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)
Finance					
Strategic Finances	Accountable for developing the overall strategic vision for the finances of the Trust and the schools and overseeing financial performance.	A	Responsible for ensuring at least one member of the Resources, Audit & Risk Committee has specific, relevant skills and experience of financial matters (RAR).	R	
Legal	Legally accountable for the assets, accounts and statutory compliance.	A		Responsible for acting on behalf of the Trust Board to discharge the duties in relation to statutory compliance and financial performance of the Trust and its schools.	R
Delegations	Accountable for establishing financial delegation levels and limits – CEO up to £30,000; Resources, Audit and Risk Committee up to £30,001 to £50,000 Trust Board over £50,001	A		Responsible for ensuring financial transactions are within delegation limits	R
Central Services	Accountable for ensuring centrally procured services provide value for money through economy, efficiency and effectiveness.	A		Responsible for providing central accounting, financial planning, treasury, and financial systems services to the schools central accounting.	R
Income	Accountable for ensuring the generation of business income is undertaken in a manner consistent with the Trusts ethos and charitable objects.	A		Responsible for ensuring appropriate income is received and recorded promptly on the fiancé system.	R

Budget	<p>Accountable for setting the financial parameters and approval of the Trust and school budgets.</p> <p>Accountable for ensuring that specific funding – Pupil Premium/Catch-up/PE & Sport Premium – is being spent on improving attainment for eligible pupils.</p>	A	<p>To exercise responsibility for and oversight of overall finances – as per Resources, Audit & Risk Committee Terms of Reference. (RAR). Monitoring Trust spending of designated funds, such as pupil premium or sports premium (QAS).</p>	R	<p>Responsible for developing and preparing the individual school budgets for approval by Resources, Audit and Risk Committee and Trust Board. Budgets to consider the Academy Trust Improvement Plan priorities and will maintain a 3-5 year rolling indicative oversight of the Trust’s budget.</p> <p>Responsible for overseeing the day-to-day operation of the Academy Trust finances and ensure payments are made within agreed financial limits.</p> <p>Responsible for providing monthly management accounts to the Trust Board.</p> <p>Responsible for monitoring the spend of specific funding – pupil premium, catch-up, PE & Sports premium.</p> <p>Responsible for ensuring compliance with ESFA requirements e.g. novel, contentious and repercussive transactions, disposal of land and assets, use of school condition allocations and use of school premises.</p>	R	<p>Supports the BDD in the preparation of the budget in line with school improvement priorities.</p> <p>Supports the BDD to control costs and ensure budget commitments are met.</p>	S
Capital	<p>Accountable for developing the strategic plan for capital expenditure, considering the schools’ Buildings and Grounds Development Plans.</p>	A	<p>Responsible for the Premises priorities of the Trust and schools, as detailed in Resources, Audit and Risk Terms of Reference (RAR)</p>	R	<p>Responsible for developing capital expenditure priorities for submission, alongside CIF applications, in line with the schools’ five year Building and Grounds Development Plans.</p>	R	<p>Supports the BDD with the school’s capital expenditure priorities in line with the schools’ five-year Building and Grounds Development Plans</p>	S
Procurement	<p>Accountability for entering contracts up to the limits of delegation and within an agreed budget. CEO up to £30,000 Resources, Audit & Risk (RAR) Up to £30,001 to £50,000 Board of Trustees over £50,001</p>	A			<p>Responsible for ensuring procurement follows procedures outlined in the Scheme of Financial Administration (SoFA).</p>	R	<p>Supports the BDD in ensuring procurement follows the set procedures.</p>	S

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)
Finance continued ...					
Financial Management, Policies and Procedures	Accountable for ensuring that proper procedures are put in place for the safeguarding of funds and that the requirements of the Academy Trust Handbook and the Master Funding Agreement are always observed as well as any requirements and recommendations from the Secretary of State.	A Responsible for annually adopting the Scheme of Financial Administration and complete and approve an annual financial, management and governance self-assessment (RAR) . Responsible for keeping under review the Trust's financial management and reporting arrangements as per the Resources, Audit and Risk Committee Terms of Reference (RAR)	R Responsible for the annual review of the Scheme of Financial Administration and for ensuring procedures are adhered to.	R	Responsible for ensuring the financial procedures are followed in schools, supported by the BDD.
Audit and Accounts	Accountable for appointing the internal/external auditor and accountants. Accountable for preparing and approving the annual report and financial statements in line with the ESFA's Academies Accounts Direction.	A Responsible for advising the Board on all matters regarding external audit and internal scrutiny as per the Resources, Audit and Risk Committee Terms of Reference (RAR)	R Responsible for ensuring the programme of work for internal/external audit is undertaken when scheduled. Responsible for liaising with internal/external auditors and ensuring required information/ documentation is made available. Responsible for developing action plans to address any areas for improvement as a result of internal/external audit. Responsible for liaising with accountants to ensure statutory accounts are prepared to meet national deadlines.	R	Responsible for implementing any audit actions at school level, supported by the BDD.
Benchmarking		Informed of annual financial benchmarking data and any outcomes/changes required to the budget setting process (RAR) .	I Responsible for producing annual benchmarking data and reporting this to the Resources, Audit and Risk Committee. (RAR) .	R	

Risk Management	Accountable for developing appropriate risk management strategies and at all times adopt financial prudence in managing the financial affairs of the Company in so far as these relate to the Academy Trust.	A	Responsible for maintaining an oversight of the adequacy and effectiveness of the Academy Trust's governance, risk management, internal control and value for money framework and report findings annually to the Board as a critical element of the Trust's annual reporting arrangements (RAR). Responsible for reviewing the Company's Risk Management Policy and strategy and reviewing the adequacy and robustness of risk registers (RAR). Responsible for reviewing all risk and control related disclosure statements, in particular the company's annual "statement on internal control", together with any associated reports and opinions from management (RAR)	R	Responsible for reviewing the Trust's Risk Register on a termly basis and submitting to Resources, Audit and Risk Committee. Responsible for updating the individual schools' risk registers on an annual basis	R		Responsible for ensuring risks identified on the schools' risk registers are mitigated as indicated.	R
Conflicts of Interests and Related Party Transactions	Accountable for managing conflicts of interests and related party transactions. Accountable for establishing and reviewing a Conflicts of Interests Policy	A			Responsible for maintaining and publishing a register of interests and for ensuring Trustees have an opportunity to declare conflicts of interest at every Board and Committee meeting. Responsible for updating the Conflicts of Interests Policy in line with the policy review cycle.	R			
Trading Service			Responsible for monitoring the financial and operational reports to review all risks associated with QUEST's trading subsidiary, Play Pals Childcare Ltd.	R	Responsible for preparing financial and operational reports associated with QUEST's trading subsidiary, Play Pals Childcare Ltd.	R			

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Board (LGB)	Headteacher (H)					
Health and Safety										
Statutory Compliance and H&S Policies	<p>Accountable for setting overall policies for Health & Safety; Food; First Aid, Supporting Pupils with medical conditions etc.</p> <p>Accountable for appointing the Resources, Audit & Risk Committee to have specific responsibility for Health & Safety in the schools, reporting to the Trust Board as appropriate.</p>	A	<p>Responsible for monitoring all H&S within the schools as per committee terms of reference (RAR)</p>	R	<p>Responsible for providing health and safety guidance for all schools.</p> <p>Responsible for monitoring the implementation of the health and safety guidance.</p> <p>Responsible for monitoring statutory compliance with respect to health and safety and reporting to Resources, Audit and Risk Committee as necessary.</p>	R	<p>Supports the schools in ensuring statutory compliance with Health & Safety</p>	S	<p>Responsible for health and safety within the school.</p> <p>Responsible for implementation of the health and safety policies and for statutory compliance.</p> <p>Responsible with the Estates Team for providing reports on H&S.</p>	R

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)	
Estates (Buildings and Grounds) – refurbishments, repairs and maintenance						
Strategic Estates Management	<p>Accountable for developing the strategic Estate Management Plan for capital expenditure, considering all schools' five-year Building and Grounds Development Plans and identifying the suitability of buildings and facilities in light of long-term curriculum needs to ensure the buildings and facilities are maintained to a good standard.</p>	A	<p>Responsible for developing the wider estates policy in line with the Academy Trust's strategy and the schools' five-year Building and Grounds Development plans.</p>	R	<p>Supports the BDD with the school's capital expenditure priorities in line with the schools' five-year Building and Grounds Development Plans.</p>	S
Land – acquisitions and/or disposals	<p>Accountable for any disposals or acquisitions of land owned by the Trust.</p>	A	<p>Responsible for proposing any disposals and/or acquisitions of land</p>	R		

Area of Responsibility	Trust Board (TB)	Trust Board Committees	Executive Team (ET)	Local Governing Body (LGB)	Headteacher (H)	
Estates (Buildings and Grounds) – refurbishments, repairs and maintenance						
Good Estates Management	Accountable for the safety of the users of the buildings and the facilities and the legal responsibilities as owners of such buildings and facilities.	A	<p>Responsible for ensuring adequate Buildings Insurance and Personal Liability insurance is in place.</p> <p>Responsible for procuring, repairing and routinely maintaining buildings and grounds, including developing properly funded maintenance plans and ensuring value for money in the use of DFC and CIF funding.</p> <p>Responsible for monitoring and reviewing the use of energy within the Trust Estate and recommend proposals to Resources, Audit & Risk Committee for more effective energy management to deliver improved environmental performance.</p> <p>Responsible for monitoring compliance with statutory regulations relating to premises and grounds.</p> <p>Responsible for providing the Board and schools with professional support and advice relating to the management of buildings and grounds.</p>	R	<p>Responsible, with the support of the BDD, for the maintenance of the school and facilities.</p> <p>Responsible, with the support of the BDD, for developing priorities for capital expenditure for large scale projects and for ‘minor works’ in line with the 5-year buildings and grounds development plans.</p>	R

GLOSSARY OF TERMS (definitions from National Governance Association (NGA) guidance) referred to in the Scheme of Delegation and/or other related documents:

Academy: Academies are publicly funded independent schools. Academies have different governance arrangements from other schools

Academy committee: A committee of the trust board in a Multi Academy Trust (Trust). The role and responsibility of any committee is defined in the Trust's scheme of delegation

Academy converter: A school which converted to academy status with the support of a sponsor (usually lower performing at the time of conversion)

Admissions Code: A document providing statutory guidance on school's admission with which all schools must comply Articles of Association

Articles of Association is the formal governing document for an academy and sets out its rules for operating, including the composition of the governing board

BDD: The Trust's Business Development Department

Delegated budget: Money provided to schools, which Trustees can manage at their discretion

Delegated powers: Authority given to a committee, an individual Trustee, the CEO or the Headteacher to take the appropriate action on behalf of the Governing Board. In multi academy trusts this also refers to powers delegated to committees

DfE: Department for Education

Education & Skills Funding Agency (ESFA): The ESFA is the agency accountable for funding education and skills for children, young people and adults. ESFA is an executive agency, sponsored by the DfE.

Free school: A type of academy, either a new school set up in response to parental demand or a fee-paying school joining the state education system

Funding agreement: The document which sets out the relationship between an academy/Trust and the Education and Skills Funding Agency (ESFA)/Department for Education (DfE)

Governor services May be 'in-house' in larger TRUSTs but often externally commissioned, governor services provide essential support to the governing board which may be in the form of training, advice or clerking services. This has historically been offered by the local authority through a service level agreement. Academies and maintained schools are free to buy into their local authority's governor services or seek alternative arrangements.

Governing board: Refers to the board of academies/TRUSTs (Board of Trustees)

Headteacher Board: Each Regional Schools Commissioner (RSC) has a board of elected headteachers of academies in their area to advise on and scrutinise their decisions

HSE: Health and Safety Executive

LA: Local authority – the LA has certain responsibilities regarding education, for example the educational achievement of looked-after children and for school places planning. It will also provide other services to schools, which may be provided via a service level agreement to maintained schools and in many cases academies

LGB: Local Governing Body – a term often used to describe a committee of a trust board for an individual school within a Trust.

TRUST: Multi Academy Trust – where two or more academies are governed by one trust (the Members) and a board of trustees

TRUST board: Common term for the Board of Trustees overseeing a multi academy trust

National Schools Commissioner (NSC) A civil servant responsible for co-ordinating the work of the eight RSCs

Ofsted: Office for Standards in Education, Children’s Services and Skills – the body which inspects education and training for learners of all ages and inspects and regulates care for children and young people

PAN: Published Admissions Number – the number of children the LA (or governing board of the academy trust) determines must be admitted to any one-year group in the school

Parent Representative: Member of the LGB elected by the parents of the school’s pupils

PI: Performance Indicators (sometimes called key performance indicators). Used to evaluate the success of a school or of a particular activity in which it engages

PRP: Performance Related Pay – schools following the STCPD must now ensure teachers’ pay is linked to their performance

Regional Schools Commissioners (RSCs): Civil servants that act on behalf of the Secretary of State. Their responsibilities include intervening in underperforming academies and free schools, making decisions on conversion to academy status, and encouraging and deciding on applications for academy sponsors. There are eight RSCs serving different regions, reporting to the Schools Commissioner.

Resolution: A formal decision which has been proposed, seconded and agreed – not necessarily by a vote – at a meeting

Revenue funding: Revenue funding can be spent to provide services and buy items that will be used within a year. Examples include salaries, heating, lighting, services and small items of equipment

Scheme of delegation: A document defining the lines of responsibility and accountability in a Trust.

School Improvement plan: The operational document describing how the school will work towards the strategic priorities set by the governing board

Schools Forum: A Schools Forum has been established in each LA area to advise on the allocation of the funding for schools – most places on this board should be filled by Governors and Headteachers, preferably in equal numbers

Secretary of State for Education: The senior government minister with responsibility for education. Leads the Department for Education

Short inspection: A one-day Ofsted inspection carried out at ‘good’ schools (or special schools, nurseries, and PRUs judged ‘outstanding’)

Sponsor: An organisation or person who has received approval from the DfE to support an underperforming academy or group of academies. Examples of sponsors include academies, businesses and charities.

Strategic plan: The Trust/school’s strategic document which sets out a small number of key priorities for the Trust/school over the next 3-5 years

Terms of reference: The scope and limitations of a committee’s activity or area of knowledge

Trustee board: The governing board of a single academy trust or TRUST

Vision: The Trust and school’s vision should, in a few sentences, describe what the Trust/schools will look like in three to five years’ time

QUEST TRUST
‘Supporting Young People from Early Years to Employment’