NSAT Scheme of Delegation

2023-2024

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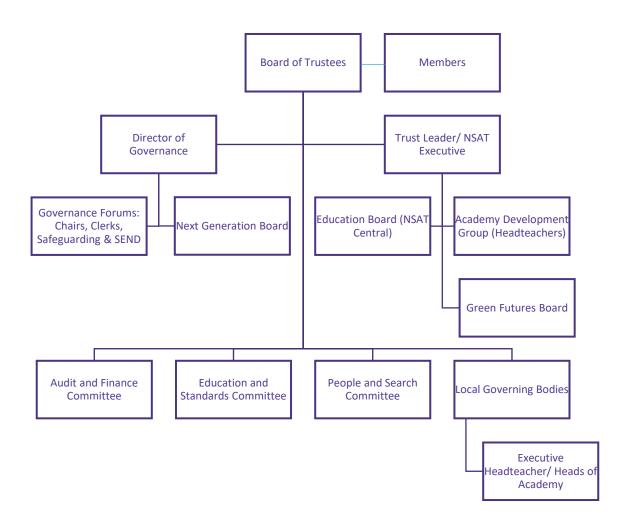
Our Governance Structure

NSAT is a Multi-Academy Trust (MAT) - a charitable company limited by guarantee. It has three key layers of governance: Members, Board of Trustees, Local Governing Bodies (LGBs).

The voice of stakeholders (staff and pupils) are also formally recognised within the Trust's governance structure through the Green Futures Board and Next Generation Board resepectively.

Board of Trustees — Members

Director of Governance — Trust Leader/ NSAT Executive

Governance Forums: Chairs, Clerks, Safeguarding & SEND — Next Generation Board

Education Board (NSAT Central) — Academy Development Group (Headteachers)

Green Futures Board

Audit and Finance Committee — Education and Standards Committee — People and Search Committee — Local Governing Bodies

Executive Headteacher/ Heads of Academy

Introduction

This Scheme of Delegation has been developed to:

- Ensure clarity about the responsibilities and powers of Members, Trustees, the CEO and Executive team members, Headteachers and Local Governing Bodies (LGBs) regarding the management and governance of the Trust and its academies, and to ensure compliance with legal and statutory requirements.
- Define individual and collective roles and responsibilities
- Ensure Northern Star Academies Trust (NSAT) operates in a manner that is fit for purpose
- Support the delivery of ethical goverance
- Prevent confusion that may lead to a loss of trust with stakeholders

The Scheme of Delegation sits alongside the Trust's Finance Manual, which explicitly covers all financial delegations and the suite of policies and procedures through which the Trust operates.

As the Trust matures, both in terms of governance and operational leadership, the Scheme of Delegation is updated. This recognises the need to be responsive to the evolving context and circumstances of the Trust and ensures that it continues to best meet the needs of its academies and students. Thus, this Scheme of Delegation is intended to be a working document that will be reviewed by Trustees as a minimum on an annual basis.

In line with the NSAT Promise, it is vital that this Scheme of Delegation continues to designate clear lines of responsibility and accountability across the Trust Partnership. The Trust is the legal entity accountable for all academies (schools). This means that the Trust has one set of articles of association and a Master Funding Agreement with the Secretary of State for Education. In addition, each individual academy has a Supplemental Funding Agreement.

The Board of Trustees is accountable for all the major decisions about its academies. This does not mean that the Board will make every decision within the Trust - it delegates some governance and decision-making responsibilities to:

- The Trust Leader (CEO) and NSAT Executive
- Headteachers (Heads of Academy)
- Trust Board committees
- Local Governing Bodies (LGBs)

This document sets out where the Board of Trustees has decided to make those delegations, and the matters that remain reserved for the Board.

Note on terminology:

Trustees are both charity Trustees (within charity law) and Company Directors (within company law). To avoid confusion with any roles across the Trust that include the title 'Director' but are not held by Company Directors, NSAT refers to 'Trustees' in relation to its governance structure.

The Board's purpose

In line with the Academy Trust Handbook 2023, the trust board provides:

1. **Strategic leadership of the academy trust**: the board defines the trust vision for high quality and inclusive education in line with its charitable objects. It establishes and fosters the trust's culture and sets and champions the trust strategy including determining what, if any, governance functions are delegated to the local tier.
2. **Accountability and assurance:** the board has robust effective oversight of the operations and performance of the academy trust, including the provision of edcuation, pupil welfare, overseeing and ensuring appropriate use of funding and effective financial performance and keeping their estate safe and well maintained.
3. **Engagement:** the board has strategic oversight of relationships with stakeholders. The board involves parents, schools and communities so that decision-making is supported by meaningful engagement.

GOVERNANCE ROLES

The key roles for each layer of governance are summarised below.

Trustees and LGBs adopt Terms of Reference (ToRs) specific to their remit; these separate documents detail the terms of office, constitution and quorum for each.

Members

NSAT's Members are the guardians of the governance of the Trust and their legal authority is set out in the Trust's articles of association. As such, they do not have decision-making responsibilities delegated to them by the Board of Trustees. Therefore, they sit outside of this Scheme of Delegation.

However, as Members play a key role in safeguarding effective governance practice, their responsibilities are set out as follows:

- Appoint and remove Members
- Appoint and remove Trustees
- Approve amendments to the articles of association
- Adopt and uphold the NSAT Code of Conduct for Members and Trustees
- Adhere to relevant NSAT policies, such as safeguarding and whistleblowing
- Receive updates from the Board to ensure that Trustees carry out their duties and that the Trust's charitable objects are upheld
- Receive the audited annual report and accounts
- Appoint the Trust's external auditors

The Trust must have at least three Members.

Board of Trustees

NSAT's Trustees have responsibility for the three functions of effective governance across the Trust. They are also responsible for the management and administration of the Trust and, in accordance with the provisions set out in the articles of association and Master Funding Agreement, the Board is legally bound. The Board of Trustees is permitted to exercise all the powers of the Trust and may change or remove delegations at any time. There must be at least three Trustees, but the number of Trustees shall not be subject to any maximum. Trustee appointments are for a **four-year** term of office, with a maximum of **two terms**. The rules for Trustees, are set out in the articles of association, the *NSAT Governance Handbook for Trustees* and *Terms of Reference.*

Chair of Trustees

The Chair of Trustees is elected annually by the Board of Trustees. The Chair must not be an NSAT employee. The Chair or, in the absence of the Chair, the Vice Chair, has the power to carry out the functions of the Board of Trustees in circumstances where a delay in exercising a function is likely to be seriously detrimental to the interests of the Trust, a student or their parent/carer, or an employee. However, this power does not include matters relating to: the alteration or closure of an academy, a change of school category/significant change, approval of budget, disciplinary policies or admissions.

Committees of the Board of Trustees

The NSAT Board of Trustees has three committees:

- Audit, Risk and Finance Committee
- Education and Standards Committee
- People and Search Committee

The constitution and membership of each and any committee is reviewed annually by Trustees, alongside the approval of associated ToRs. Each committee shall have a minimum of three members. Committees are not legally responsible or accountable for statutory functions – overall accountability and responsibility is retained by the full Board of Trustees.

Trust Leader (Chief Executive Officer - CEO) and NSAT Executive

The Trust Leader (CEO) has overall responsibility for the delivery of the vision and strategy of the Trust. The Board of Trustees will hold the CEO to account for the performance of NSAT, including the performance of the academies within NSAT. The CEO will delegate executive management functions to NSAT Executive and is accountable to the Board of Trustees for the performance of that team. Alongside the Trust Leader, NSAT Executive comprises the following roles: Chief Finance Officer (CFO), Chief Operating Officer (COO), Executive Directors of School Improvement and Director of Governance.

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

Executive Headteacher

Where the role of Executive Headteacher is deployed in the Trust, the Executive Headteacher is responsible for oversight of areas agreed as part of their deployment. The Head of Academy remains responsible for the day-to-day operational management of each school. The Executive Headteacher is accountable to the Trust Leader (CEO), and the Head of Academy is accountable to the Local Governing Body.

The Executive Headteacher reports to the LGB on matters which have been delegated to the LGB; however the Head of Academy will be the individual named in the LGB's constitution as a member of that LGB. The Head of Academy is expected to attend and report to LGB meetings on matters relating to their role; the Executive Headteacher does not hold a voting right.

Head of Academy

The Head of Academy is responsible for the day-to-day management of individual academies. They are managed by the Trust Leader (CEO) and report to the LGB on matters delegated to the LGB. In the absence or incapacity of the Head of Academy, their responsibilities are delegated to the Deputy Headteacher unless otherwise directed or agreed by the Board of Trustees.

Local Governing Bodies (LGBs)

Trustees establish a Local Governing Body (LGB) for each NSAT academy, and the composition of each LGB is at the discretion of Trustees. The LGB's role is to provide scrutiny and support on behalf of NSAT in the running of the individual academy. Unless otherwise directed by Trustees, the LGB will comprise a maximum of nine governors, including:

- Up to nine governors appointed by Trustees
- Two staff representatives additional to the Headteacher (ideally but not exclusively comprising one member of teaching staff, and one member of associate staff), appointed by staff election or by Trustees in the event of no interested parties coming forward during an election
- Two parents/carers of pupils in the school, appointed by parent election or by Trustees in the event of no interested parties coming forward during an election

Governor appointments are for a **four-year** term of office, with a maximum of **two terms** on the same board. In exceptional circumstances, Trustees retain discretion to extend an individual governor's appointment beyond the maximum two terms for a time-limited period (generally one further academic year) to support succession planning and ensure continuity of governance arrangements.

The number of governors on any one Local Governing Body who are employed by, or otherwise receiving any direct or indirect financial benefit from NSAT, must not exceed one third of the total number of persons on the LGB. Trustees can appoint associate governors onto any LGB at any time, including for a fixed period to add capacity in relation to a specific need.

The rules for LGBs are set out in the *NSAT Governance Handbook for Local Governing Bodies* and *Terms of Reference*. This Scheme of Delegation sets out the powers that LGBs may exercise on behalf of the Trustees.

Chairs of Governors (Local Governing Bodies)

The Chair shall be appointed annually by the Board of Trustees (following a recommendation from the LGB). Each school year the LGB will also elect a Vice-Chair from among their number. By exception and only with approval of the Board of Trustees, a staff member within the trust may be appointed as Chair of an LGB in an alternative academy to which they are predominately employed to work. This would be for a time-limited period (e.g. no more than one year) to support specific circumstances as set out to Trustees at the time of the appointment.

The Chair or, in the absence of the Chair, the Vice Chair, has the power to carry out the functions delegated to the LGB in circumstances where a delay in exercising a function is likely to be seriously detrimental to the

interests of the academy, a student or their parent/carer, or an employee. However, this power does not include matters relating to: disciplinary policies or admissions.

Intervention Boards

In exceptional circumstances, the Board of Trustees reserves the right to remove any delegated authority from an LGB and instate for a time-limited period (usually 12 months) a local Intervention Board. The Board of Trustees may stand down an LGB and appoint an IB for one or more of the following circumstances:

- Identification of weak governance, or a lack of effective governance capacity.
- In response to the outcome of a review of governance or Ofsted inspection.
- In response to the outcome of an Ofsted inspection where there is a rating decline or an academy moves into a category of serious weakness or requiring improvement.
- A sudden or unexpected dip in the academy's performance
- An identified need for rapid improvement in multiple areas of academy performance.
- Any identified safeguarding concern within the academy.

The NSAT Executive team will manage the process of standing down an LGB in liaison with the Headteacher and Chair of Governors.

The main functions of an IB will be to take on the responsibilities of a normally constituted governing body, including monitoring pupil performance and the curriculum. The IB will secure governance of the academy, developing a sound basis for improvement and will be in place until the required improvements are made.

IB membership will be bespoke to each situation. They will be small, focused groups with a minimum number of three members but no maximum . Members will be appointed by the Board of Trustees, on recommendation of the NSAT Executive Team, on a case-by-case basis and in accordance with the needs of each individual context.

Terms of Reference for NSAT Intervention Boards are included within the *NSAT Governance Handbook for Trustees.*

DELEGATION OF RESPONSIBILITIES

The following matrix sets out each responsibility as delegated by Trustees. Delegations cannot be exercised other than by the designated group or individuals unless otherwise directed or agreed by the Board of Trustees. Instead of exercising their delegated powers, a post holder may refer the matter to the appropriate committee or LGB.

For the avoidance of doubt, the Board of Trustees may, at its discretion, exercise any of the powers otherwise delegated by this scheme to a committee or post holder.

Although the Board of Trustees retains ultimate accountability, it may delegate some monitoring responsibilities to its Audit, Risk and Finance Committee, People and Search or Education and Standards Committee, as set out in the Scheme of Delegation and corresponding Terms of Reference for each.

KEY:

Approves	A	Provides final authorisation, known as ratification, of a decision.
Recommends	R	Proposes an item (e.g. a policy or procedure) for approval.
Implements	I	Puts in place the necessary actions across the Trust, or within individual academies, following approval.
Monitors	M	Reviews actions taken, and the impact of these, in achieving the vision, objectives and statutory requirements of the Trust.

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
GOVERNANCE AND COMPLIANCE							
Appointments and removals	Trustees	A/R		R			
	Trust committee members (including chairs)	A					
	Governors (including LGB chairs)	A		M		R	
	Director of Governance and Company Secretary (as lead governance professional)	A/M		R			
	LGB governance professional			A/M			
	Review articles of association	R/M		I/M			
	Review and agree scheme of delegation (annual)	A/M/I		R/I/M		I	
	Review and adopt Terms of Reference and Code of Conduct for Board and committees, incl. LGBs (annual)	A/M/I		R/M		I	

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
GOVERNANCE AND COMPLIANCE							
Systems and structures	Instate Intervention Boards where required	A/M		I			
	Complete skills audit and address required training or recruitment needs identified	I		M/I		I	
	Complete self-evaluation of Board and committees, incl. LGBs (annual)	I		M		I	
	Complete 360 review of Chair's performance (including succession planning)	M/I					
	Complete 360 review of LGB Chair performance (including succession planning)			M		i	

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
GOVERNANCE AND COMPLIANCE							
Systems and Structures	Review annual calendars of business for Board of Trustees	A/I		R/M			
	Agree Trustee monitoring processes and roles (including safeguarding)	A/I	R/M (ALL)	M	M		
	Agree LGB monitoring processes and roles (including safeguarding and termly reporting to Trustees)	A/M		R		I/M	
Compliance and Reporting	Maintain and review register of all interests for Members/Trustees/governors and senior employees	A/M/I		I		M/I	
	Publish and submit report and accounts including governance statement on regularity, propriety and compliance (incorporating governance statement)	A/M	M (AR&F)	R/I			

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
GOVERNANCE AND COMPLIANCE							
Compliance and reporting	Report annually regarding governance, including evaluation of responsibilities against the SoD	I	M (P&S)	I	M	I	
	Develop and approve Trust-wide policies which reflect the Trust's ethos and values (see policy schedule for delegated approvals)	A/I/M	A/I/R/M (see schedule for appropriate committee)	R/I	M/I		I
Policies	Develop and approve academy level policies, in particular: safeguarding local context; Health & Safety local context; curriculum; teaching, learning and assessment; pastoral policies			M	M	A/M	R/I
	Adherence to agreed policies (including finance and HR policies, and safeguarding statement)	I/M	I/M (ALL)	I/M	I/M	I/M	I/M

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
GOVERNANCE AND COMPLIANCE							
Information Governance	Ensure practices remain compliant and reflect Trust-wide information management policies	M	M (AR&F)	M		M	I
	Implementation of Freedom of Information requests (FOIs) and GDPR Procedures	A/M		I/M			I
	Establish communications principles and stakeholder engagement framework	A/M	I (ALL)	I/M	I	I	I
	Consult and engage with stakeholders, including parents/carers, in line with the framework	A/I	M/I (ALL)	I		M/I	I
	Ensure website compliance (Trust and academies)	M	M (AR&F)	I		M	I

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
STRATEGIC FRAMEWORK							
Vision and development	Determine Trust's long-term strategy vision, and NSAT Promise, against agreed key priorities and key performance indicators (KPIs)	A/M		I/R			
	Determine academies' long-term vision, mission and aims, against agreed key priorities and key performance indicators (KPIs)	M	M (E&S)	M	M	A	I/R
	Establish and monitor Trust growth plan	A		R			
	Approve admission of new schools to the Trust	A		R			

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
STRATEGIC FRAMEWORK							
Priorities and provision	Agree reporting arrangements for, and monitor progress against, key Trust priorities	A/M	A/M (ALL)	I/R			
	Agree reporting arrangements for, and monitor progress against, academy priorities (including Academy Development Plans, 100 Day Plans and School Evaluation Forms)		M (E&S)	M	M	A	I/R
	Review Pupil Premium, Sports Premium, and Catch Up/Recovery Premium strategies and impact		M (E&S)	M		A	R
	Agree applications for significant change in provision (temporary or permanent)	A	R/M (E&S)	R/I	M	R	R

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
STRATEGIC FRAMEWORK							
Priorities and provision	Agree Trust admissions principles and statement	A/M		R			I
	Agree any change in PAN	A	M (E&S; AR&F)	R		R	I
	Ensure compliance with admissions appeals			I/M		A	I/R
	Set and review academy admissions policies and liaise with LA, including in relation to in-year admissions and Fair Access Protocols			R/M		A	I/R
	Change the category or admissions status of academies	A		R		R	I
	Offer extended community and lettings provision, and manage such provision	M	M (E&S)	M		M	I

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
STRATEGIC FRAMEWORK							
Environmental Sustainability	Establish and monitor progress against Trust Environmental Sustainability Strategy	A	M (E&S)	R/I/M	M	M	I
	Implement Trust-wide green non-negotiables	I	I	I	I	I	i
Equality & Inclusion	Establish and monitor progress against Trust-wide Equality Objectives	A	M (E&S)	I/M	M	I/M	I/M
Equality & Inclusion	Establish and review impact of provision for pupils with individual needs including SEND, appropriate provision and off-site provision	M	M (E&S, AR&F)	I/M	M	M	I/M
	Ensure compliance with Public Sector Equality Duty	I	I (ALL)	I	M	I	I

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
QUALITY OF EDUCATIONAL PROVISION							
Curriculum and Standards	Establish and monitor the impact and implementation of an academy's curriculum and its intent			M	M	A/M	R/I
	Set and monitor challenging student progress targets		M (E&S)	A/M	M	I/M	R/I
	Evaluate academy's impact on student progress against targets	A/M	M (E&S)	R/M	M	I/M	I/M
	Agree curriculum policy in line with regulatory and statutory requirements		M (E&S)	M	M	A/M	R/I
	Promote positive citizenship and Trust values (incl. balanced political views to avoid radicalisation and extremism)	A/M/I	M/I (ALL)	M/I	M/I	M/I	M/I

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
QUALITY OF EDUCATIONAL PROVISION							
Behaviour	Establish and monitor impact of academy behaviour system (incl. behaviour for learning policies)		M (E&S)	M	M	A/M	R/I
	Monitor student/pupil attendance	M	M (E&S)	M	M	R/I	I
	Permanently exclude a student	M	M (E&S)	M	M	A	R
	Exclude a student for a cumulative period in one term of over 15 days)	M	M (E&S)	M	M	A	R

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
QUALITY OF EDUCATIONAL PROVISION							
Behaviour	Exclude a student for a fixed-term period less than 15 days in one term	M	M (E&S)	M		M	A
	Direct reinstatement of a student (permanent exclusion and over 15 days in one term)			M		A	I
Community	Set times of school day (including the number and length of each session)	A/M	A/M (E&S)	R		R/M	R/I
	Set term dates			M		A	R/I
	Ensure the school fosters community partnerships	M	M (E&S)	M		M	I

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
**QUALITY OF EDUCATIONAL PROVISION**						
Safeguarding	Establish Sex and Relationships and Health curriculum	M		M		A	R/I
	Ensure academies complete local safeguarding board audits and Trust safeguarding audits and that actions are completed	M		I/M		A/M	I
	Establish Trust-wide safeguarding policy	A	I (ALL)	R/I	I	I	I
	Establish school specific safeguarding and child protection arrangements	M		M		A/I	R/I

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
QUALITY OF EDUCATIONAL PROVISION							
Safeguarding	Facilitate whole Trust approach to safeguarding (NSAT Safeguarding Strategy), ensuring safeguarding and child protection underpin all relevant aspects of process and policy	A	M (E&S)	R/I/M	M	I	I
	Ensure the Trust-wide safeguarding policy is reflected in academy procedures and practice	M	M (E&S)	M	M	A	R/I
	Report safeguarding and child protection concerns to the school/Trust DSL and appropriate bodies	I	I (ALL)	I	I	I	i
	Approve high risk and residential trips/visits		M (AR&F)	M		A	R/I

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
FINANCIAL PROBITY							
Appointments and removals	Appoint external auditors	R		I			
	Appoint internal auditors	A		R			
	Appoint the Chief Financial Officer (CFO)	A		R			
Audit	Set out internal audit control framework, scrutiny and policy	A/M	M (AR&F)	R/I			
	Receive and respond to external auditors' report	A/M	R/M (AR&F)	I			
	Receive and respond to internal auditors' reports	A/R/M	R/M (AR&F)	I			

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
FINANCIAL PROBITY							
Funding Model and Budget	Responsibility for Trust remaining a going concern, including adherence to master and supplementary funding agreement (as per statutory guidance and regulations)	A/M	M (AR&F)	R/I			
	Responsibility for cashflow management, reserves management, capital investment and intercompany loans between entities	A/M	M (AR&F)	R/I			
	Set a consolidated Budget and 3 Year Financial Plan to support delivery of Trust priorities	A/M	R/M (AR&F)	R/M			

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
FINANCIAL PROBITY							
Funding Model and Budget (cont.)	Set an annual budget for each entity that sets priorities and financial targets (including benchmarking and value for money)	A/M	R/M (AR&F)	R/M			R/I
	Submit statutory accounting returns including accounts, budget forecast, pensions, payroll, as required by DfE/ESFA	A/M	M (AR&F)	R/I			
	Establish and review MAT surcharge	A/M	M (AR&F)	R/I			
	Review and approve unbudgeted expenditure - capital or revenue	A/M	M (AR&F)	R/M			R
	Approval of expenditure as per Finance Manual	A/I/M	M (AR&F)	A/I/M			I/M

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
FINANCIAL PROBITY							
Funding Model and Budget (cont.)	Monitor the performance of annual Trust budget (including benchmarking and value for money)	A/M	M (AR&F)	I/R			
	Manage cashflow and reserves for the Trust and individual academies	A/M	M (AR&F)	I/R			I
	Establish and monitor Trust Capital Investment Plan	A/M	M (AR&F)	I/R			I
	Establish a clear and transparent process for academies to apply for School Condition Allocations and other capital funding	A/I/M	M (AR&F)	R			I
Risk and Controls	Establish and continually monitor Trust risk registers	A/M	M (AR&F)	I/R			

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
FINANCIAL PROBITY							
Risk And Controls	Establish and continually monitor academies' risk registers			M		A/M	R/I
	Uphold the integrity of financial controls within the Trust and academies, including investigating and responding to financial irregularities	A/M	M (AR&F)	I/R/M			I
	Ensure all corporate insurances are in place	A/M		I/R			
	Register and review all related party transactions	A/M		I/M		M	R/I

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
HR AND OPERATIONS							
Appointments and dismissals	Appointment and dismissal of Trust Leader (CEO)	A	R (P&S)				
	Appointment and dismissal of NSAT Exec Team	A	R (P&S)	R			
	Appointment of Academy Headteachers/Executive Headteachers	A		R		R	
	Dismissal of Academy Headteachers/Executive Headteachers	A		R			
	Appointment of Deputy Headteacher / AHT / Business Manager			A		R	R
	Appointment of academy teachers (permanent posts)			A		M	R

	Appointment of other academy staff			M		M	A
	Dismissal of all academy staff (except Headteacher)			M		A	R

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
HR AND OPERATIONS							
Performance Management (including target setting and pay progression)	Trust Leader (CEO)	M	A/M (P&S)				
	Academy Headteachers	M	A (P&S)	R/I		R	
	Academy staff (associate and teaching)			A		M	R/I
	Executive Team (CFO, COO, Directors of School Improvement, Director of Governance)	M	A/M (P&S)	I			
	Central team		M (P&S)	A/R/I			
	Monitor and agree staff appraisal system and changes to pay scales	A/M	R (P&S)	R/I		I	i
	Appoint External Advisors for Trust Leader (CEO) Appraisal	M	A/M (P&S)	M			

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
HR AND OPERATIONS							
Personnel	Determine Trust employment Terms and Conditions (including contracts of employment) and HR policies	A	R/M (P&S)	R/M			I
	Determine the organisational structure of the academy		M (P&S)	A		M	R/I
	Approve non-contractual payments or arrangements e.g. severance or settlements, early retirements	M		A/I			
	Ensure statutory training is completed by all staff, including safeguarding	M	M (ALL)	I/M		M	I/M

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
HR AND OPERATIONS							
Personnel	Ensure all statutory safeguarding checks are satisfactorily completed, including Enhanced DBS checks and completion of Single Central Record	M		I	M	M	I
Estates	Develop and implement an estates strategy alongside the Trust Capital Investment Plan	A/M	M (AR&F)	R/I			
	Ensure strategic asset management and compliance (e.g. acquiring and disposing of Trust Land, changing use of assets)	A	M (AR&F)	R/I			
	Ensure all operational estate plans (i.e. statutory inspections, risk assessments, testing) are implemented	M	M (AR&F)	I/M		M	I

Area	Decision	Trustees	Board committee	CEO/Exec	Education Board (central)	LGB	Head of Academy
HR AND OPERATIONS							
Health and Safety	Establish Trust-wide Health and Safety framework and policy, ensuring that this meets all statutory guidance	A/M	M (AR&F)	I/R		M	I
	Establish academy local context Health and Safety statement, processes and procedures	M		M		A/M	R/I
Procurement	Establish framework for procurement and efficiency savings	A	M (AR&F)	I			I
	Maintain contract schedule (Trust and academy level)	M		A/I		M	I
Central Services	Monitor effectiveness of NSAT Central	A/M		I/M			

APPENDIX: Matters Reserved for the Board

Appointment of co-opted Trustees, committee members and chairs, and ratifying the appointment of local governors (and chairs)

Appointment of the Director of Governance and Company Secretary

Appoint (and dismissal of) the Chief Financial Officer (CFO), CEO, Exec Team members, Headteachers

Review and agree Scheme of Delegation, Terms of Reference and Codes of Conduct (and same for LGBs)

Instate Intervention Board where required

Review annual calendar of business for Board

Agree LGB monitoring processes and roles (including safeguarding and termly reporting to Trustees)

Maintain register of all interests for Members/Trustees/governor and senior employees

Publish and submit report and accounts including statement on regularity, propriety and compliance

Submit annual report of Trust governance to the Board, including evaluation of responsibilities against the SoD

Implementation of FOI requests and GDPR procedures

Establish communications principles and stakeholder engagement framework

Consult and engage stakeholders, including parents/carers, in line with the framework

Develop and approve Trust-wide policies which reflect the Trust's ethos and values

Determine Trust's long-term strategy vision, and NSAT Promise, against agreed key priorities and key performance indicators (KPIs)

Establish and monitor Trust growth plan

Approve admission of new schools to the Trust

Agree reporting arrangements for, and monitor progress against, key Trust priorities

Agree applications for significant change in provision (temporary or permanent)

Agree Trust admissions principles and statement

Agree any change in PAN

Change the category or admissions status of academies

Establish and monitor progress against Trust Environmental Sustainability Strategy

Establish and monitor progress against Trust-wide Equality Objectives

Evaluate academy's impact on student progress against targets

Promote positive citizenship and Trust values (incl. balanced political views to avoid radicalisation and extremism)

Set times of school day (including the number and length of each session)

Establish Trust-wide safeguarding policy

Facilitate whole Trust approach to safeguarding, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy

Appoint internal auditors

Set out internal audit control framework, scrutiny and policy

Receive and respond to external and internal auditors' reports

Responsibility for Trust remaining a going concern, including adherence to master and supplementary funding agreement (as per statutory guidance and regulations)

Responsibility for cashflow management, reserves management, capital investment and intercompany loans between entities

Set a consolidated Budget and 3 Year Financial Plan to support delivery of Trust priorities

Set an annual budget for each entity that sets priorities and financial targets (including benchmarking and value for money)

Submit statutory accounting returns including accounts, budget forecast, pensions, payroll, as required by DfE/ESFA

Establish and review MAT surcharge

Review and approve unbudgeted expenditure - capital or revenue

Monitor the performance of annual Trust budget (including benchmarking and value for money)

Approval of expenditure as per Finance Manual

Manage cashflow and reserves for the Trust and individual academies

Establish and monitor Trust Capital Investment Plan

Establish a clear and transparent process for academies to apply for School Condition Allocations and other capital funding

Establish and continually monitor Trust risk registers

Uphold the integrity of financial controls within the Trust and individual academies, including investigating and responding to financial irregularities

Ensure all corporate insurances are in place

Register and review all related party transactions

Performance management – Executive Team

Monitor and agree staff appraisal system and changes to pay scales

Determine Trust employment Terms and Conditions (including contracts of employment) and HR policies

Develop and implement an estates strategy alongside the Trust Capital Investment Plan

Ensure strategic asset management and compliance (e.g. acquiring and disposing of Trust Land, changing use of assets)

Establish Trust-wide Health and Safety framework and policy, ensuring that this meets all statutory guidance

Establish framework for procurement and efficiency savings

Monitor effectiveness of NSAT Central