

Sherborne Area Schools' Trust Scheme of Delegation V6 DRAFT February 2016

Buckland Newton CofE VC Primary School, Sherborne Abbey CofE VC Primary School, Sherborne Learning Centre, Sherborne Primary School, St Andrew's CofE VC Primary School, St Mary's CofE VC Primary School, The Gryphon School, Thornford CE VA Primary School



Key Principles of Operation:

Underlying principles of the partnership (ethos & culture)

The following principles will guide and secure the purpose and goals of the Trust.

- All trustees, governors and professionals working for the Trust will accept and embrace their professional responsibility to care for every child and young person within the Partnership. They will be open to change, treating all within the wider SAST community with dignity and respect at all times. They will follow the seven principles of public life (the Nolan principles):
 1. Selflessness – Holders of public office should act solely in terms of the public interest.
 2. Integrity – Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.
 3. Objectivity – Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
 4. Accountability – Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
 5. Openness – Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.
 6. Honesty – Holders of public office should be truthful.
 7. Leadership – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.
- Every child has the right to the highest quality academic, social, emotional, spiritual and physical education.
- All children and young people will be nurtured within an agreed moral framework secured through British values, Christian values, values of community schools and the values identified in the United Nations Convention on the Rights of the Child.
- Our partnership is an inclusive learning community in which children and adults together are committed to learning; inspired by a love of lifelong learning. The partnership focus is to enhance the whole of a child's learning journey from 0-19 and it also promotes learning amongst adult members of school communities and the families of pupils.
- All schools are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.
- Opportunities for greater consistency and coherence will be actively sought for the benefit of all children and staff.

- We will celebrate each school's unique and individual characteristics in the community it serves. Each school will retain its individual identity, uniform, ethos and where relevant Christian distinctiveness but will be working together for the benefit of the children, families and communities that they serve.
- There will be a rigorous focus on the key areas for improvement in order to achieve the highest standards of academic and personal achievement - nurturing our students' spiritual, moral, social, physical and cultural development.
- All the Trust leaders will act impartially in the best interest of the trust and will work in the best interest of all the academies.
- The Trust will recognise, prepare for and act upon the national and local changes taking place across education and that face the partnership trust.
- The Trust will seek to pre-empt issues of performance (educational, financial, compliance etc). Where a school is experiencing or at risk of experiencing issues, the Trust will take the appropriate action to support the school to resolve those issues in a timely manner and for the benefit of those within the Trust.
- All schools value all of our staff and the contribution they bring to our schools and for our young people. All partner schools are committed to supporting the development of all staff, to foster leadership and succession planning and to offer staff greater opportunities within the trust and its academies; and we will engage with our staff in shaping the provision across the Trust.

Introduction to Trust and Local Accountability

The Sherborne Area Schools' Trust is the statutory body for all the schools in the Multi Academy Trust. The Secretary of State for Education has entered into an agreement with the Sherborne Area Schools' Trust to run the schools in the Trust and therefore the Multi Academy Trust Board is responsible for the standards and operation of all schools in the Trust.

The Multi Academy Trust Board may delegate the authority to make certain decisions to a local governing body or other committee, and must approve the membership and proceedings of any local governing body, with due regard to the requirements of the Articles of Association of the Sherborne Area Schools' Trust. Levels of delegation to a school may be modified as a result of a risk assessment or unfavourable evaluation/inspection evidence.

Only the Trust Board can take decisions on the delegation of powers. This includes:

- the establishment of local governing bodies,
- the approval of terms of reference,
- the appointment of trustees and governors [with the exception of elected parent or staff governors and in liaison with the Diocese regarding the position of Diocesan/Foundation representation],
- the delegation of any powers to a school local governing body or Trust committee or an individual in the SAST
- any changes to previous agreements.

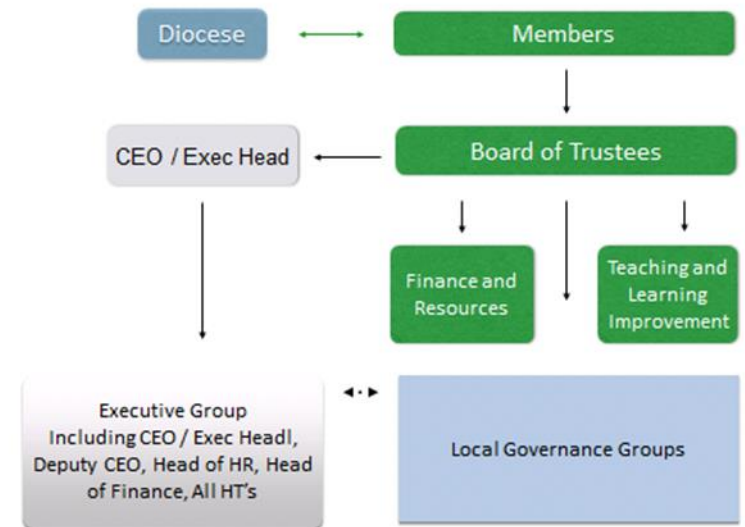
The Trust Board must also review the terms of reference, constitution and membership of any local governing body, committee or sub-committee annually.

The initial proposed governance and leadership structure

The SAST and its schools will continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear and simple but effective accountability including slim and streamlined governance.

The MAT will have a governance structure of 3 core levels :

- **Members:-** Members are akin to the shareholders in a commercial company, they appoint the Trustees to run the SAST, and are the only people able to amend the Articles of Association of the SAST. There will be up to 6 members of which 1 will be the Diocese of Salisbury in a corporate capacity and 2 other will be of foundation status. Members will have strategic vision, collectively will have a range of skills such as academic/education, financial, legal, corporate business and creative/cultural.
- **Board of Trustees:-** Trustees are those people who actually run, determine policy, and make decisions for the SAST. They are the statutory Governing Body of each School within the SAST. There will be 12 trustees including 6 with foundation status. The Trustees will be appointed on the basis of the skills balance required for the SAST including finance, legal, HR, project/business management, education, estates. The CEO/Executive Principal will be a Trustee.
- **Local Governance:-** Within the shared vision of the SAST each school will retain a Local Governing Body with agreed delegation to respond to the context, status, needs and resources of its school community and its connections to the wider world. The Local Governing Group will focus on teaching and learning, standards and achievement, community and safeguarding. There will be up to 12 local governors in each school and each Local Governing Group will be established to reflect its VC, VA or community status. There will be no local level sub-committees.



The SAST Board of Trustees will have two central Trust Committees for Teaching and Learning Improvement and Finance and Resources . All schools within our MAT will be accountable to the Board of Trustees for standards and achievement.

The MAT will have an operational management structure to lead and support its aspirations. This will include a CEO/Executive Principal and a Financial Director role (as required by the Academies Financial Handbook) who will be appointed by the Board of Trustees. There will be an Executive Board chaired by the CEO which includes all school Headteachers and the Finance Director and Head of HR.

The Diocese of Salisbury will be kept informed by the Corporate member, Foundation members and governors on issues of concern or Trust change which affect church academies. This would include school effectiveness, Christian distinctiveness, financial sustainability, safeguarding and CEO/Headteacher issues.

Key Governance and Operational Groups and Individuals – a Summary

<p>Members Core Purpose</p> <ul style="list-style-type: none"> Overarching responsibility Articles Appoint/remove trustees <p>Membership</p> <ul style="list-style-type: none"> 6 in total 3 Foundation 2 members also trustees <p>Meetings</p> <ul style="list-style-type: none"> 2 per year 	<p>SAST Board of Trustees Core Purpose</p> <ul style="list-style-type: none"> Strategic direction Policy framework Employer Compliance Risk management Company directors <p>Membership</p> <ul style="list-style-type: none"> 12 in total 6 Foundation <p>Meetings</p> <ul style="list-style-type: none"> Up to 6 meetings per year 	<p>SAST Finance and Resources Committee Core Purpose</p> <ul style="list-style-type: none"> Finance Audit Premises Financial compliance <p>Membership</p> <ul style="list-style-type: none"> at least 5 Trustees the CEO the SAST Finance Director One school HT <p>Meetings</p> <ul style="list-style-type: none"> Up to 4 meetings per year 	<p>SAST Teaching and Learning Improvement Committee Core Purpose</p> <ul style="list-style-type: none"> Performance & standards Educational development Staffing Safeguarding Other compliance <p>Membership</p> <ul style="list-style-type: none"> at least 5 Trustees the CEO the SAST Head of HR Two school HTs <p>Meetings</p> <ul style="list-style-type: none"> Up to 4 meetings per year 	<p>Other SAST Sub committees</p> <ol style="list-style-type: none"> Pay and Remuneration Staff Disciplinary Student Disciplinary <p>Membership</p> <ul style="list-style-type: none"> Any 3 trustees <p>Meetings</p> <ul style="list-style-type: none"> As required
<p>School Local Governing Body Core Purpose</p> <ul style="list-style-type: none"> School improvement Community provision Curriculum Teaching and learning Behaviour School facility and budget monitoring <p>Membership</p> <ul style="list-style-type: none"> Up to 12 per school Designation to mirror existing school status <p>Meetings</p> <ul style="list-style-type: none"> Max 5 per year 	<p>Executive Group Core Purpose</p> <ul style="list-style-type: none"> Quality Consistency and coherence Sharing Improvement <p>Membership</p> <ul style="list-style-type: none"> CEO All HTs Finance Director Head of HR <p>Meetings</p> <ul style="list-style-type: none"> Every 1-2 weeks 	<p>Chair of Governors Group Core Purpose</p> <ul style="list-style-type: none"> Support strategy development Board/LGB communication <p>Membership</p> <ul style="list-style-type: none"> Chair of Trustees Vice chair of trustees Chairs of all LGBs <p>Meetings</p> <ul style="list-style-type: none"> 2 per year 	<p>Executive Headteacher/CEO Core role</p> <ul style="list-style-type: none"> Chair of Executive Board Quality Consistency and coherence Sharing Improvement <p>Meetings</p> <ul style="list-style-type: none"> Every 2-4 weeks with EB 	<p>Other operational groups</p> <ul style="list-style-type: none"> Finance HR Site/Premises Grounds <p>To be developed</p> <ul style="list-style-type: none"> e-learning/ICT Promotion/marketing SEND Catering/Food <p>Meetings</p> <p>As required</p>

Retention of Powers

Some key decisions cannot be delegated and must be taken by the Trust Board. In these cases the Trust Board may still ask a person or a working group to consider issues and make *recommendations* to them, as long as the full Trust Board takes the decision. This is also true for the local governing body, where some key decisions cannot be further delegated and must be taken by the local governing body. Again, the local governing body may ask a person or a working group to consider issues and make *recommendations* to them, so long as the local governing body takes the decision. The Trust Board and local governing bodies should take care to distinguish between committees which have delegated powers and working groups/parties or informal groups which do not.

Responsibilities of the Sherborne Area Schools' Trust

The Trust Board is the employer of all staff and therefore is the final appeal body in matters of pay and staff discipline. Decisions relating to staff dismissal and appeals must be referred to the SAST staff discipline committee and staff appeal committee.

The Trust Board is the admissions authority for all schools in the Trust. (The Admissions Policy to be developed)

The Trust Board will agree the final budget allocation (formula minus agreed top slice) for each school and approve the expenditure budget plans which have been set by each School.

The Trust Board may delegate such authority as it deems appropriate to a Local Governing Body but the Trust Board remains collectively and personally responsible for every decision made by the Local Governing Body. Consequently the Trust will not:

- (a) fetter or restrict its own ability to withdraw such delegation at any time, with or without notice; or
- (b) delegate authority to a Local Governing Body to:
 - set an expenditure budget without the approval of the Trust Board
 - appoint or remove a headteacher (though the Local Governing Body will be consulted)
 - appoint or remove a Chair or Vice Chair of a Local Governing Body
 - suspend or remove a Local Governing Body Member
 - act in a way inconsistent with any of the Trust's published policies and procedures

Appointment of Local Governing Bodies

The membership balance of the LGB will reflect its pre-existing status. The Trust Board has responsibility for the establishment of a local governing body in each school, with agreed delegation arrangements. Membership will come from the local community and the LGB must have a balance of experience and expertise to fulfil its functions. The seven principles of public life (the Nolan principles) define the characteristics required by local governors.

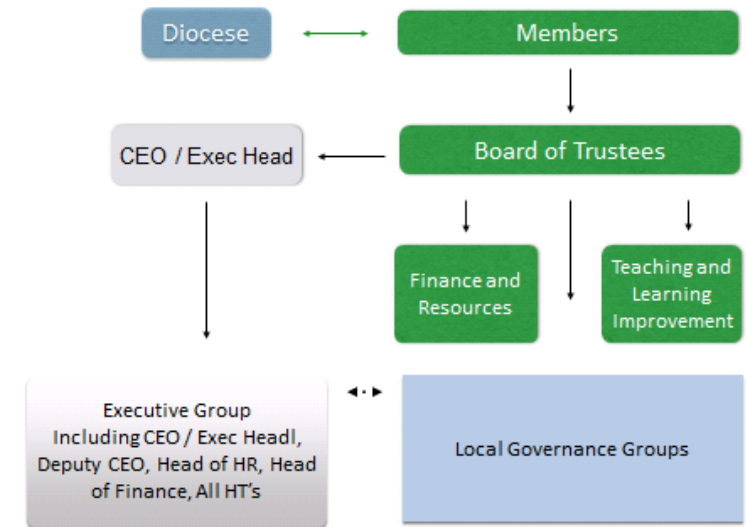
The LGB will recommend the Chair and the Vice Chair to the Board of Trustees for approval. The Academy Trust Board may appoint/ remove the chair. Criteria for effective chairmanship will be established. Support and training will be provided for chairs and LGBs. The delegation arrangements should be kept under constant review, and should be approved each year with regard to each member academy, (e.g. the first Trust Board meeting in the autumn term). Good practice requires the Trust Board to consider the delegation arrangements at least annually.

Scheme of Delegation - Summary Grid

The Board of Trustees is the statutory governing body for all the school within the Trust. Specific roles and responsibilities are delegated according to the provisions set out in the Trust Scheme of Delegation. Levels of delegation to a school may be modified as a result of a risk assessment or unfavourable evaluation/inspection evidence.

The individuals or groups referred to are:

- TB – SAST Board of Trustees
- Dio – Diocese of Salisbury
- F&R – SAST - Finance and Resources Committee
- TLI – SAST Teaching and Learning Improvement Committee
- EH/CEO – Executive Head/CEO
- EG – Executive Group
- FD – Head of Finance
- LGB – School Local Governing Body
- HT – School Headteacher



Key and Notes

- D** indicates the group or individual **responsible** for each element in the scheme of delegation
- D** indicates the individual or group to whom the process of completing the task has been **delegated**
- I** indicates the individual or group who should be **involved** in the process of completing the task

The CEO will have an operational interest in all aspects of the SAST. **I** is used where there is an explicit or specific involvement which needs to be highlighted.

The school Headteachers will have an input in all aspects of shared policy through the Executive Board. **I** is used where there is an explicit or specific involvement which needs to be highlighted.

The Diocese involvement will be with the Church of England academies.

SAST Scheme of Delegation

Key Function	Tasks	Dio	TB	F&R	TLI	EH/CEO	EG	FD	LGB	HT
Values and Ethos	Set and uphold the mission, values, ethos and identity of the School								●	I
	Ensure the academy's mission, values, ethos and identity of the School align to the Trusts		●						I	I
Compliance	Ensure that suitable Trust wide policies are in place		●							
	Ensure that suitable school specific policies are in place								●	I
LGB procedures	Register of business interests for members, trustees and the LGB		I					●	I	
	Terms of reference		●						I	
	Appointment of LGB Chair and Vice Chair(recommended by LGB)	I	●						I	
	Appointment of SAST Clerk (NB clerking model to be finalised)		●						I	
	Appointment and removal of governors	I	●						I	
Finance	Trustee and/or Governor expenses Policy			●						
	Set the budget share for each school after SAST shared services and agreed top slice			●				I		
	Prepare the draft school budget							I	I	●
	Approve the final budget each financial year		●					I		
	Monitor the school's expenditure against budget			●		I		I	I	I
	Monitor Trust reserve levels and expenditure from reserves			●						
	Approve expenditure from Trust reserves			●		I		I	I	I
	Review the SAST Finance Policy annually (to follow the Academy Finance Handbook)			●				I		
	Monitor compliance with the Finance Policy			●				I		
	SAST Internal Control arrangements		●	D		I	I	I		
	Agree the Financial Scheme of Delegation		●	D		I		I	I	
	Establish a SAST charging and remission policy			●				I		
	SAST Business Plan		●			I	I	D		
Premises	Ensuring appropriate insurance is in place			●				I		
	SAST strategic site/facility development		●	D			I	I	I	
	Capital investment plan			●			I	I	I	
	Estates management provision			●			I	D		I
Risk management	Ensure day-to-day maintenance and safety of school sites and buildings							I		●
	Trust Risk Register		●			I	I	I	I	
	School Risk Register							I	●	
	Health and safety Regulations			●				I		I
	Business continuity plan			●			I	D		

SAST Scheme of Delegation

Key Function	Tasks	Dio	TB	F&R	TLI	EH/CEO	EG	FD	LGB	HT	
Staffing	CEO appointment, suspension, dismissal and appeals	I	●								
	Appointment of Headteacher	I	●			D			I		
	Appointment of SLT and TLRs		●			I			I	D	
	Appointment of other teachers		●						I	D	
	Appointment of school based support (non-teaching) staff		●						I	D	
	Appointment of SAST support staff		●	I		D	I				
	Determining the school staffing structure					I			I	●	
	Line management of the headteacher					●			I		
	SAST employment policies		●	I	I		I				
	SAST Pay Policy and annual pay awards (Pay sub-committee)		●	D			I				
	Appraisal and Pay Progression decisions of teachers (Pay sub-committee)				●		I			D	
	Establish Pay Appeal Panels (process needs to be established)				●					●	
	Hearing grievances										●
	Grievance stage 2/appeals						I			●	
	Suspension of Headteacher	I	●				D			I	
	Suspension of other staff						I			I	●
	Headteacher and SAST staff dismissal and appeals	I	●				I				
	Dismissal of other school staff		●				I			I	I
	Appraisal	Establish a SAST wide teacher appraisal & support staff performance management policies				●	I	I			
		Implementation of appraisal policies									●
Appraisal of the Headteacher and pay progression				I		●			I		
Teaching and Learning	Establish curriculum policy				I	●	I				
	Implement curriculum policy					I				●	
	Monitor the implementation of the curriculum policy				●		I		D		
	Establish teaching, learning and assessment policy				I		I		I	●	
	Hold Head accountable for standards, performance and the quality of teaching and learning				I	●			I		
	Monitor standards and performance against agreed targets				●	D	I		I	I	
	Ensure pupil premium funding is used effectively to narrow gaps				●	I	I		I	D	
Target setting	Setting SAST and school annual performance targets	I			●	D	I		I	I	
	Setting targets and objectives for school teams and individuals				I	I	I			●	
Behaviour	Establish school student behaviour policy				●	I	I		D	I	
	Award fixed term and permanent exclusions				I				I	●	
	Exclusion appeals – (NB establish process of levels)		●		I				D	I	
	Monitoring exclusions				●	I					

SAST Scheme of Delegation

Key Function	Tasks	Dio	TB	F&R	TLI	EH/CEO	EG	FD	LGB	HT
Admissions	Setting admission policy		●			I			I	I
	Ensuring admissions are in line with the policy	I	●		D					I
CollectiveWorship	Collective Worship policies	I	●		D					
	Arrangements for collective worship	I	I		I	I	I		I	●
Parents and Community	School prospectus and promotion					I	I		I	●
	PTA, parent forums, parent feedback								I	●
	Complaints					I			I	●
	Complaint response appeals					I			●	
Safeguarding	Keeping Children Safe requirements				●	I	I	I	I	●
	Prevent strategy implementation				I				I	●
Development	SAST Improvement planning and self evaluation process		I		I	●	I		I	
	School improvement planning and self evaluation					I			I	●
School organisation	Times of school day					●	D		I	I
	School food, healthy eating, lunch arrangements						I	I		●
	Term and holiday / INSET dates					●	D		I	

Summary Comparison of Responsibilities of the SAST Board and the School LGB

The following is not meant to be an exhaustive list, but has been developed to highlight the main responsibilities of the Trust for comparison with the responsibilities of the academies within the Trust and their local governing bodies. The Trust Board and its committees/Local Governing Bodies will be mainly responsible for the strategic direction of the Trust and all its member organisations. The operational aspects of the Trust will be the responsibility of the Executive Group.

	Governance Model Trust Board			Local Governing Body	
Area of Responsibility	Matters for decision	Final Decision	Committee	Role	Final Decision
Strategy	Overall mission, vision and values for the Trust	Board	EH/CEO	Develop own distinctive vision & values consistent with the Trust	LGB
				Develop an annual SDP which supports the strategy for the Trust	HT
Governance	Monitor Governor performance/provide support	Board	EH/CEO	Annual performance review	LGB
Finance	Strategic planning	Board	F&R	Annual budget plan	HT
	Consolidation of accounts	Board	F&R	Monitoring of actuals versus budget	LGB
	Tendering and large contract renewal	Board	F&R	Contract monitoring	LGB
	Setting financial standards, policies	Board	F&R	Compliance with standards, policies	LGB
	Setting financial scheme of delegation	Board	F&R	Compliance with schemes of delegation	LGB
	Annual and statutory reports to EFA and other	Board	FD, F&R	Preparation of common reports for the Trust Board	LGB
	Monitoring of expenditure/income/cash flow	Board	FD, F&R	Overview monitoring of school expend/income/cash flow	LGB
Audit	Commissioning external Auditors	Board		Support auditing by responsible officer, third party or auditor	LGB
	Audit of financial controls & risk management	Board	MAT Audit	Support internal audit – regularity, propriety and compliance	HT
Premises	Strategic plans for the Trust estate	Board	F&R	Contribute to the site development plan	LGB
	Development of an Asset management plan	Board	F&R /FD	Support the development of an asset register	LGB
	Plan and monitor major site development	Board	F&R/FD/EG	Monitor ongoing site maintenance	HT/LGB
	Collation of inventory checks for MAT	Board	F&R /FD	Inventory check and reporting	LGB
Health & Safety	Agreement of overall consistent MAT Health & Safety policies	Board	F&R	Routine regular H&S inspections	HT/LGB
	Monitoring of compliance and effectiveness of H&S issues	Board	F&R	Local reporting of compliance concerns and incidents	LGB
ICT	Develop & implement an integrated ICT strategy	Board	TLI	Monitor effective use of ICT in the school	HT/LGB
Staffing	Setting and approval of all HR policies	Board	TLI	Monitoring compliance with HR policies	LGB
	Approval of staff structures and changes	Board	TLI	Monitoring staffing within agreed structures	LGB
	Overall consideration of pay policies for MAT	Board	Pay		
	Ratification of pay awards/ progression to UR	Board	Pay	Recommending pay progression awards (inc UPR)	HT/LGB
Appraisal	Recruitment and Appraisal of Headteachers	Board	TLI/CEO	Participation – review, evidence and setting new targets	LGB

SAST Scheme of Delegation

	Effective PM practice across the Trust	EP/Board	TLI/EG	Ensure PM of staff is conducted in accordance with policy and regulations and targets are linked to student achievement	HT/LGB
Well being	Collate local reporting of stress/well-being issues and take appropriate action	Board	TLI	Monitor local well-being and stress issues (H&S stress audit and PM) and recommend actions to Trust Board	HT/LGB
Teaching & Learning	Approval of cross-MAT and coherent policies, schemes of work and development	Board	CEO/EG	Contribute to MAT curriculum policies, schemes of work and development	LGB/HT
	High level monitoring of impact of curriculum plans and intervention strategies. +	Board	TLI/CEO/EG	Monitoring of local impact of curriculum plans/schemes including intervention strategies	LGB/HT
SEND and PP	Develop coherent policies across the Trust	Board	TLI/EG	Contribute to MAT policies and action plans	HT
	Ensure training and legal compliance issues	Board	TLI		
	Monitor implementation of policies and practice across the Trust	Board	TLI	Monitor local compliance with policies and plans	LGB
Behaviour	Agreement of Student Behaviour strategy	Board	CEO/TLI	School student behaviour policy in place and implemented	LGB/HT
	Overview monitoring of patterns of exclusions, rewards and sanctions	Board	CEO/TLI	Exclusion awards and first level appeals	HT/LGB
Admissions	Set the admissions policy and manage appeals	Board	DCC	Monitor admission numbers and compliance with policy	HT/LGB
Collective worship	High level monitoring of local frameworks for development in faith schools	Board	TLI	Local evaluation using SIAMS toolkit leading to action plans in faith schools	LGB/HT
Parents and Community	Develop strategies for the Trust	Board	CEO/EG	Monitor implementation and impact of strategies locally	LGB
	High level monitoring of complaints across the Trust and action plans to mitigate in future	Board	TLI/CEO	Detailed monitoring of complaints and monitoring of Trust action plans to mitigate in future	LGB
	Develop strategy for membership/stake-holder engagement for the MAT	Board		Monitor local engagement of stakeholders – report up to Board	LGB
Safeguarding	Coherent policies applicable across the Trust	Board	TLI		
	Ensure training and legal compliance issues	Board	TLI	Monitor local compliance with legislation	LGB/HT/DSL
	Monitor use of policies across the Trust	Board	TLI	Monitor implementation of policy in the school	LGB/HT/DSL
School Development	Oversee and direct initiatives to support school improvement across the Trust	Board	CEO/EG	Monitor school performance and improvement using KPIs and SDP targets, dashboard.	HT/LGB
	Set, agree, monitor pupil level targets across the Trust	Board	CEO/TLI	Monitor progress towards pupil level/cohort targets and report to Board	HT/LGB
	Monitor quality of teaching and learning across the Trust and agree strategies for improvement	Board	CEO/TLI	Monitor quality of teaching and learning locally and suggest remedial actions if required	HT
External review	High level responsibility for reporting and subsequent action plans	Board	TLI/CEO	Contribute to external reviews and subsequent action plans	HT/LGB
School organisation	Organisation of school day, term and holiday dates, INSET days		CEO/EG	Involvement in decisions on organisation of term and holiday dates	HT/LGB

The SAST Board – Additional Role Details

Strategic direction

1. To set strategic direction and priorities for the Trust and all member academies
2. To set the vision, mission and ethos of the Trust and ensure it is embedded in each academy in the Trust
3. To oversee and ratify a three year plan for the Trust
4. To ratify the appointment and focus of an external self evaluation for the SAST and individual schools as required
5. To develop and monitor the implementation of the SAST Strategic Development Plan including a Business Plan
6. To monitor the performance of the Schools in the Trust against targets and the School Improvement Plan.
7. To ensure the EP facilitates collaboration and support for school improvement across the Trust

Compliance

1. To ensure all policies are in place
2. To ensure the SAST risk register details risks and appropriate actions are being taken

Admissions

1. The Trust Board is the admissions authority for all schools in the Trust. It is proposed that Dorset Admissions continue to administer all admissions.
2. It will set the admissions criteria for each school in the Trust on an annual basis, which will be consulted on as required, and published annually
3. It will ensure the organisation of an independent admissions appeal committee as and when required.

Appointments

1. The CEO/Executive Principal appointment is the responsibility of the Trust Board and will involve other SAST representatives.
2. School Headteacher appointments are made by a Selection Committee include at least 2 trustees, the CEO, the Chair of LGB and one other SAST Head

Appraisal

1. Responsible for conducting the annual appraisal of the CEO/Executive Principal. An external independent advisor will support the process.
2. The annual appraisal of the School Headteacher will be conducted by the CEO/Executive Principal and 2 members of the LGB

Marketing, Public Relations, Grant Applications and Communication

1. To agree the communication and marketing strategy for the Academy SAST including:
 - the Learning Trust identity
 - stakeholders, community involvement and encourage engagement.
 - Public Relations and communication strategy that promotes the success of the SAST within our community, the local and national press agencies.
 - sponsorship programme and research grant aiding across both primary and secondary areas.
 - oversee the development of the Learning Trust web site and review content and ease of use.

Governance

1. To monitor the performance of the local governing bodies, including regular self-review to ensure that the LGB is making sufficient impact and is fit for purpose.
2. To oversee the identification of development needs and organisation of governor development.

SAST Finance and Resources Committee will

1. consider the MAT's indicative funding, notified annually by the EFA and assess implications for the academy in advance of the financial year, drawing any matters of significance or concern to the attention of the local governing bodies.
2. determine the level of any contingency fund or balances to be held by the Trust and its academies, ensuring the compatibility of all such proposals with the development priorities set out in the Trust Development Plan.
3. receive and scrutinise the annual budgets and forecasts ensuring that they are:
 - in accordance with the funding agreement, the Trust's memorandum and articles of association and EFA financial handbook
 - Consistent with the Trust's Development Plan.

If necessary it will refer back to the local governing bodies for review. Approval/non-approval of the academy's budget will be determined by the Trust Board. In the event of non-compliance or failure of the local governing body to demonstrate effective performance, the Board may withdraw or vary the delegated powers.

4. consider and monitor regularly the MAT's short term and long term revenue and capital budget and financial planning to ensure the MAT's long term sustainability
5. monitor and review income and expenditure against budgets on a regular basis and ensure compliance with the overall financial plan for each academy, and with the Trust's financial regulations, drawing any matters of concern to the attention of the Trust Board.
6. contribute to the formulation of the Trust's development plan, through the consideration of financial priorities and proposals.
7. review and approve any virements and other transactions in accordance with the Trust's Financial Regulations and Scheme of Delegation.
8. oversee tendering (where required) and the signing of contracts
9. be responsible for the amendment of Trust and academy staffing establishments.
10. Annually it will review and update all financial policies in accordance with the policy review schedule. These will include
 - the Trust's scheme of delegation
 - fees and charges for school services, including but not limited to school meals, music tuition and the hire of school premises and facilities
 - individual academy financial contributions to the management and governance costs of the Trust
 - cross charging and transfer arrangements between academies
 - service charges to the academies and other parts of the Trust for centralised functions
 - lettings
 - gifts and hospitality
 - donations
11. ensure the preparation of the Trustees' report and financial statements to form part of the annual report and financial statements of the Trust for filing in accordance with Companies Act and Charity Commission requirements
12. explore and agree income generation for the schools in the Trust, including lettings income, grants, fund raising and sponsorship opportunities and support the work of local PTAs/Parents Associations/Friends in their fundraising activities.
13. Preparation of a disaster recovery/business continuity plan for the Trust and ensuring local plans exist in each academy in the Trust

Audit

The Sherborne Area Schools' Trust Board is responsible for the management and identification of risk, and the sound management and control of the Trust's finances and other resources. In order to fulfil these responsibilities the Trust delegates certain responsibilities to **the SAST Finance and Resources Committee**. The audit function of the Committee will:

1. recommend to the Trust Board the appointment, re-appointment or removal of the external auditors. The removal of external auditors needs to be reported to the EFA
2. review and consider the auditor's management letter in order to ensure it is based on a good understanding of the schools' business and to establish whether any recommendations have been acted upon
3. review the findings of the external auditors and recommend to the Trust Board an action plan arising from it
4. ensure that the audited accounts are filed with Companies House
5. ensure that suitable accounting records are maintained and to provide publicly accessible accounts in line with the Statement of Recommended Practice (SORP) for Charities
6. ensure that the MAT's accounts are published on the web site and are available to any one that requests a copy
7. provide minutes of all audit committee meetings for review at meetings of the board of directors.
8. identify the risks to internal financial control across the Trust and agree a programme of work that will address these risks, inform the statement of internal control and, so far as is possible, provide assurance to the external auditors.
9. ensure there is a continuous and sufficient review of the risks. It must agree a programme of work that will address the risks identified.
10. drive the process for independent checking of financial controls, systems, transactions and contracts. It should ensure that arrangements for protecting the Trust's assets are in place and recommend the appointment, re-appointment or removal of Internal Auditors
11. advise the Board on the minimum and optimum level of internal and external audit arrangements
12. ensure regular audits cover the following areas: legal, risk, financial (including statutory annual audits, VAT, PAYE), health and safety, investments and insurance, and to contribute to these reviews
13. monitor responsible officer/internal audit reviews and to advise the board of directors accordingly. To investigate on behalf of the board any financial or administrative matter which may put the Trust at risk.
14. examine reports on special investigations and to advise the board of directors accordingly
15. consider the appropriateness of executive action following responsible officer/internal audit reviews and to advise senior management on any additional or alternative steps to be taken
16. ensure there is coordination between responsible officer, internal audit, external audit and any other review bodies that have been set up
17. encourage a culture within the Trust whereby each individual feels that he or she has a part to play in guarding the probity of the Trust, and is able to take any concerns or worries to an appropriate member of the management team or in exceptional circumstances directly to the chair of the audit committee

The audit committee is authorised to investigate on the behalf on the board of directors anything that threatens or adversely affects the accomplishment of the Trust's aims and objectives, its assets, the reliability of all records and information, and its compliance with all relevant laws, regulations, policies and its governing instruments.

Premises

The SAST Board is responsible for the estate strategy for all schools within the Trust. Its responsibilities as they relate to the estate will include:

1. To make and review recommendations for the future premises provision and develop an Estate Strategy
2. To ensure the development and maintenance of an asset management plan to ensure the development, maintenance and replacement of all physical assets, equipment and facilities of all schools in the Trust, including premises, equipment, land and depreciating assets are in line with the Vision Statement and School Improvement Plan, having regard to the Asset Register maintained by the school.
3. To oversee the appointment of architects, builders, grounds maintenance teams, surveyors etc. and monitor all aspects of their work
4. To ensure support for local site teams

Scheme of Delegations Authorisation Limits DRAFT to be confirmed

These limits are taken from the financial regulations that were approved by the Board of Trustees on: (date)

<p>Expenditure Limits within budget</p> <ul style="list-style-type: none"> • Site Manager (emergency minor building repairs) Up to £500 • Business Manager Up to £5,000 • Headteacher From £5,001 and £10,000 • Chair of LGB From £10,001 and £25,000 • Finance Committee From £25,001 to £100,000 • Board of Trustees Over £100,000 	<p>Virement Limits</p> <ul style="list-style-type: none"> • Headteacher Up to £5,000 • LGB From £5,001 to £10,000 • Board of Trustees and notify EFA if significant Over £10,000 • Writing off bad debts • Headteacher Up to £250 • Board of Trustees and approval from EFA Above £250 • Above amount in annual funding letter or as per delegated limits section 2.4.10 Academies Financial Handbook 2016
<p>Cheque Signatories</p> <ul style="list-style-type: none"> • Two signatories Up to £17,500 • Chair or Vice-Chair of LGB (plus one other) Over £17,500 	<p>Asset Register</p> <ul style="list-style-type: none"> • Capitalisation limit Over £5,000 • Attractive portable items Over £250
<p>Other Monetary Limits</p> <ul style="list-style-type: none"> • Mileage Allowance HM Revenue & Customs approved rate • Petty Cash Imprest £400 (except for an Unusual Event) • Safe Cash/ Cheque limits £3,000 – cash • (as per insurance policy) £5,000 – cheques (recorded at point of receipt) <p>£500 monetary instruments i.e. stamps, vouchers</p>	<p>Disposal of Surplus Stock, Stores & Assets (estimated value)</p> <ul style="list-style-type: none"> • Headteacher Up to £500 • Board of Directors Over £500 • Board of Directors plus prior approval of EFA • Freehold land & buildings/heritage assets as per section 2.4.22 Academies Financial Handbook 20xx • **some protection for items bought as a result of fund raising
<p>Ordering Procedures</p> <ul style="list-style-type: none"> • 3 Competitive quotations (written evidence required) £5,000 - £50,000 • Tendering procedure Over £50,000 • Tendering procedure + OJEU €207,000+ (Euros) for supplies and services • Tendering procedure + OJEU €5,186,000+ (Euros) for works 	

The SAST Teaching, Learning and Improvement Committee - additional role details

The role of the **Teaching, Learning and Improvement** Committee will be to have the strategic overview of :

- Performance & standards
- Educational development
- Staffing
- Safeguarding
- Other compliance

HR/Staffing

1. The approval of academy staffing structures within the academy's budget, including approval of any restructuring
2. The *organisation of procedures* for the appointment of senior staff at the schools, including middle leaders
3. To oversee the recruitment, induction, training, CPD, wellbeing and other HR processes for all staff within the Trust at a strategic level.
4. To ratify all HR policies for the Trust
5. The Sherborne Area Schools' Trust Board is the employer of all staff and therefore is the final appeal body in matters of pay and staff discipline.

ICT

1. To ensure an ICT strategy for the Trust that maximises the use of technology in both administrative and academic settings.
2. To ensure compatibility and integration of computer systems across all schools in the Trust to facilitate maximum efficiency and cohesiveness

The SAST Pay and Remuneration Sub Committee:

The sub-committee has the following responsibilities

1. To determine the Pay Policy for the Trust
2. To ratify appropriate salary ranges and starting salaries for lead practitioners, and members of the leadership group;
3. To ratify annual pay progress for teachers (by 31 October at the latest) as set out in the Pay Policy, taking account of any recommendations made by the school Headteacher in accordance with the approved pay policy.
4. To approve applications to be paid on the Upper Pay Range
5. To approve annual pay progression for the Executive Principal (by 31 December at the latest), taking account of the recommendation made by the Performance Review Panel, following the annual review.
6. To determine the application of national inflationary increases as required;
7. To monitor and report to the Local Governing Body on the annual pattern of performance pay progression at each level and the correlation between pay progression, quality of teaching and outcomes for pupils.
8. To monitor and review the performance and pay of all headteachers in the Trust.

Executive Board

This leadership team will be chaired and convened by the CEO/Executive Head. The focus will be on developing high quality provision and opportunities across all schools in the SAST.

- Curriculum
- Teaching and learning
- Performance
- Behaviour
- SEND provision
- Safeguarding
- CPD

The team will, from time to time, depending on the matters under discussion/development incorporate members of the wider leadership teams in each academy, and may also include local governing body members or Trust Board members.

The Leadership Team is therefore part of the Operational Structure rather than the Governance Structure. The Executive Principal and the Headteachers have operation authority delegated to them through their contracts of employment and their job description.

Executive Head – Job description from the PSIB

Job Title: Executive Headteacher of Sherborne Area Schools' Trust

Qualifications: Relevant qualification to degree level, QTS, NPQH,

Accountable to: Sherborne Area Schools' Trust (SAST) Board of Trustees

Liaising with: Headteachers, Local Governing Bodies, Finance Director, Head of HR, Diocese of Salisbury

Accountability:

The executive Headteacher is accountable to the Regional Schools Commissioner and Department of Education for standards and finances across SAST. The Executive Headteacher is accountable to Sherborne Area Schools' Trust (SAST) Board of Trustees and in some instances Local Governing Bodies for the Strategic Development and Implementation of the Trust, while working with all partners to achieve outstanding life chances for its children through an outstanding education. The Executive Headteacher is accountable to The Board of Trustees for ensuring the Christian ethos of Church schools is maintained.

Core Purpose of the Role

- Have strategic responsibility to lead and direct Sherborne Area Schools' Trust in the successful achievement of its vision, values, strategic aims and business plan while working collaboratively with The Trustees and Headteachers
- Ensure safeguarding is outstanding across SAST
- Have responsibility for continuing school improvement and the successful academic performance of all schools in SAST through support, challenge, accountability and a commitment to early intervention
- Have strategic oversight of the leadership and governance arrangements in all the Trust academies to facilitate good practice between schools
- Be able to inspire, lead and set unambiguous challenging targets for schools, staff and students that encourage everyone to achieve their potential; equality of opportunity for all students and employees
- Ensure high quality teaching and learning is delivered in all schools within The Trust
- Ensure the development and deployment of its resources so as to secure the best possible outcomes for students and the sustainability of the Trust
- Maintain and develop the effective collaborative culture for working with schools within and beyond SAST to enable good practices to be shared, whilst enabling each school to maintain its distinctive character, educational beliefs and ethos
- Engage with and enhance the profile of the Trust with key stakeholders, local, national and international bodies and professionals from a range of sectors
- Be accountable to the Board of Trustees for the performance of SAST
- Maintain and develop positive relationships with parents and the wider community
- As Executive Principal and Accounting Officer of the Company, carry out the delegated responsibilities for managing SAST, ensuring robust financial management
- Maximise opportunities to provide outstanding resources that underpin the teaching and learning environments across SAST
- To ensure the sustainability and future growth of SAST
- Allow the role to evolve in order to respond to local circumstances and to do so in dialogue with The Trustees and Members, local governing bodies and Headteacher in SAST

Key Areas of Responsibility

Strategic Development and Implementation

The Executive Headteacher will:

1. Working in collaboration with The Board of Trustees and Executive Board, the Executive Headteacher will be expected to help set the vision and strategic direction of SAST
2. Working in collaboration with the Executive Board they will translate this vision and strategic plan into workable SAST operational plans.
3. The Executive Headteacher will lead on the implementation of these operational plans by thinking creatively and openly, showing innovation and empowering others to take lead roles.

4. The Executive Headteacher will ensure individual schools within SAST aspire to prestige locally and nationally
5. In collaboration with the Board of trustees and The Executive Board develop a growth plan which is in line with The Memorandum of Understanding and the Visions and Values of SAST
6. Ensure that every child within SAST receives high quality education and achieves academic and social success
7. Manage SAST resources efficiently and effectively ensuring good value for money
8. Provide leadership support to all SAST Headteachers

Using Data Effectively

The Executive Headteacher will:

9. Understand, analyse and make effective use of a wide range of data at school, SAST, local and national levels as part of the SAST self-evaluation process
10. Use this SAST data strategically in order to draw up a SAST Improvement Plan/Strategic Plan and set clear challenging targets for improvement
11. Monitor, ratify and quality assure the effectiveness of the Improvement Plan/Strategic Plan
12. Ensure finances, CPD and resources are available and targeted correctly to aid rapid improvement towards targets
13. Ensure internal and external stakeholders have knowledge and understanding of the SAST strategic documents
14. Working alongside Headteacher the Executive Head should be involved in monitoring the quality of teaching and learning in schools to ensure consistency across SAST
15. Supporting Headteacher of schools in the SAST they will monitor, evaluate and review practices to promote improvement strategies
16. Hold the Headteacher accountable for standards, performance and the quality of teaching and learning

Recruiting, Coaching and Staff Development

The Executive Headteacher will:

17. Work alongside Local governing Bodies have the responsibility of recruiting the Headteacher in SAST schools
18. Have the responsibility of recruiting SAST support staff
19. Work alongside Local governing Bodies the Executive Head should carry out the annual appraisal and pay progression for Headteacher
20. Be the line manager for the Headteacher of each SAST school
21. Have the power to suspend the Headteacher
22. Lead by example by acting professionally and efficiently
23. Facilitate the training of SAST staff: in house, regionally, nationally while also looking towards international inspiration
24. Take responsibility for their own self- development, manage their own workload effectively and efficiently
25. Establish an atmosphere of support where everyone feels valued
26. Develop a culture of high expectations
27. Lead and inspire a lively, welcoming and effective teaching and learning atmosphere across all schools
28. Be a professional mentor for new Headteacher appointments within SAST and school leaders joining SAST

29. Support Headteachers build the capacity for leadership within SAST schools

Management of Schools

The Executive Headteacher will:

30. Set times of school day
31. In collaboration with The Executive Board set INSET days and holidays
32. In collaboration with Headteacher will ensure outstanding safeguarding compliance and practice
33. Establish a Curriculum Policy and monitor its deliverance while working alongside Headteacher and subject leaders
34. Working with the Headteacher, will secure effective teaching and learning in all SAST schools
35. Work within the Finance and Resources Committee remit with regards to delegation of power
36. Work within the Executive Board remit with regards to delegation of power
37. Work within the Teaching and Learning Improvement Committee remit with regards to delegation of power

Consistency and Collaboration

The Executive Headteacher will:

38. Communicate diplomatically at an appropriate level and manner across SAST schools when sharing effective practice and delivering change management
39. They will treat SAST schools fairly and equitably when monitoring, ratifying and quality assuring the effectiveness of schools and their Improvement Plans
40. Endeavour to balance the school's identity with consistency throughout the MAT

Developing Partnerships

The Executive Head will:

41. Promote and facilitate partnership working within and beyond SAST
42. Create a culture which embraces diversity and encourages member Academies to build their own capacity, for example specialisms, in order to support SAST vision;
43. Work with agencies such as local authorities and the Department for Education to broker partnerships which may lead to membership of SAST
44. Work with SAST pre-schools and feeder schools to enhance provision and transition
45. Develop strategic alliances with external organisations, such as other Academy groups, Teaching Alliances and the Diocese to further increase SAST capacity

Developing Self

The Executive Head will:

- 46. Promote and maintain a culture of high expectations for self and others
- 47. Regularly review own practice, set personal targets and take responsibility for own development, where necessary seeking advice and support from other agencies

Any other

- 48. Any other duty delegated to the Executive Headteacher by The Trust Board, Finance and Resources Committee, Teaching and Learning Committee and Executive Board