




# St Joseph

Catholic Multi Academy Trust

## Scheme of Delegation

January 2024

Presented & Approved by Trust Board	05.02.24
Signed by Chair of Trust Board	
Name of Chair of Trust Board	Ann Connor OBE
Date Signed	05.02.2024
Version	2.7
Date of Next Review	January 2025

## **INTRODUCTION AND EXECUTIVE SUMMARY:**

### **PURPOSE OF SCHEME OF DELEGATION**

1. St Joseph Catholic Multi Academy Trust (referred to herein as the "Trust") is a Catholic multi academy trust, which has been established by the Archbishop of Liverpool in partnership with the Bishop of Shrewsbury. It is responsible for the running of a number of Catholic schools/academies (referred to as the "Academies") who have selected to join the Trust as part of the Archdiocese of Liverpool CMAT structure or which have been identified by the Department for Education (DfE) as needing additional support.
2. The Academies shall at all times remain Catholic schools, conducted in conformity with any trust deed governing the use of land used by the Trust and in conformity with canon law and with the teachings of the Catholic Church. Both the Trust and the Academies must comply with and observe, any advice or directive issued by or on behalf of the Archbishop. This includes fulfilling any expectations that the DfE may have of the Trust as set out in the **Diocesan Memorandum of Understanding** and the Funding Agreements entered into with the Secretary of State for Education.
3. The Trust is a company limited by guarantee (Company Number 13245781) and a charity, whose objects are the advancement of the Catholic religion through the provision of a Catholic education. The Trust is not a registered charity but an "exempt" charity, regulated by the Secretary of State for Education, who acts as the principal regulator.
4. The Trust's constitution is set out in its **Articles of Association**, which delegate responsibility for the governance and management of the Trust to the **Directors** (Trustees).
5. The Directors have put in place this **Scheme of Delegation** to provide clarity as to the roles and responsibilities of those involved in the governance of the Academies and how decisions are made.
6. The purpose of good governance is to:
  - 6.1. determine the vision and values of the Trust;
  - 6.2. support leadership in determining and fulfilling the strategic direction of the Trust;
  - 6.3. hold leadership to account and ensure staff well-being; and
  - 6.4. oversee the financial performance of the Trust, ensuring there are systems in place to manage risk and ensure money is well spent.
7. An overview of the governance structure is set out in the attached **Governance Structure Chart – see Appendix 1**.
8. The **Members** of the Trust oversee the Board of Directors (the "**Trust Board**"), holding the Directors to account and ensuring that the values and ethos of the Trust are upheld and the distinctiveness of the Academies is preserved.

9. The Members are:
  - 9.1. the Archbishop of Liverpool;
  - 9.2. the Bishop of Shrewsbury;
  - 9.3. the Episcopal Vicar for Finance for the Archdiocese of Liverpool;
  - 9.4. the Episcopal Vicar for Education for the Archdiocese of Liverpool;
  - 9.5. the Episcopal Vicar for Education of the Diocese of Shrewsbury.
10. The Trust Board is made up of both **Foundation Directors** appointed by the Archbishop (who shall always be in the majority). Whilst Foundation Directors are appointed for a term of 4 years. In exceptional circumstances, the Trust Board may seek the approval of the Diocese to appoint a “Non Foundation Director”, who must uphold the Catholic mission of the Trust but are not expected to be practising Catholics. Non-Foundation Directors (and Co-opted Directors) can be removed by both the Archbishop and the Trust Board.
11. The Trust Board is the accountable body within the Trust and is responsible for the good governance of the Trust and its Academies.
12. The Trust Board delegates aspects of governance and the day to day oversight of school leadership to a local governing body/board (referred to as the “**Local Governing Body/Board**”).
13. To ensure effective collaboration and the dissemination of good practice, headteachers and chairs of Local Governing Bodies meet regularly as a **Heads & Chairs Forum**.
14. A **Summary of Key Delegated Responsibilities** is within this SoD and a **full policy list** can also be found on the Trust’s sharepoint
15. This scheme of delegation should be read in conjunction with the **Trust Financial Management Policy and Procedures Manual**
16. A **Leadership and Governance Decision Planner** is attached to aid swift decision making.
17. This Scheme of Delegation applies to each Academy. Its effective date is noted on the first page and it will be reviewed from time to time by the Trust Board in discussion with the Diocesan Education Department. Whilst the Scheme cannot take the form of a legally binding contract and is subject to the overriding duty on the Directors to act freely and in the best interest of the Trust, in so far as the Directors are able they agree to abide by the provisions of it and will consult the Heads & Chairs Forum on any significant changes.
18. This Scheme of Delegation is informed by a number of component parts, effectively comprising a Trust governance and leadership handbook and Code of Conduct. By way of summary, it contains or references the following:

18.1. Part 1 - This Introduction and Executive Summary: Purpose of the Scheme of Delegation;

18.2. Part 2 - Table of Key Delegated Responsibilities

18.3. Appendices include: Governance Structure Chart and a Master Policy Schedule

18.4. Finance Management Policy & Procedures, Terms of Reference (for Board, Committees and LGB) and the Code(s) of Conduct (for Directors and Governors) are available on SharePoint.

19. In addition, the Trust has adopted a number of policies and procedures to regulate day to day operations. Details can be found on the Trust's website, the Trust's sharepoint, WeAreEvery and in Appendix 2.

A scheme must be fit for purpose which means it will demonstrate clearly the lines of accountability.

An effective scheme will:

- Ensure the trust leadership is clear about which decisions the trust board will remain in control of.
- Ensure that the role of the executive leadership is fully understood throughout the MAT.
- Promote a culture of honesty and accountability.
- Identify responsibility for the appointment and performance management of the CEO/Executive Headteacher/Principal and academy Headteachers/ Principals.
- Identify responsibility for policy and practice in each academy.
- Identify responsibility for oversight of each academy's budget.
- Identify responsibility for assessment of risk in each academy.
- Identify responsibility for oversight of educational performance in each academy.

## **Roles and responsibilities**

### **The role of the Members**

The Members of the trust have a different status to Directors. Originally they will have been the signatories to the memorandum of association and will have agreed the trust's first articles of association (a document which outlines the governance structure and how the trust will operate).

The articles of association will also describe how members are recruited and replaced, and how many of the Directors the members can appoint to the trust board. The members appoint Directors to ensure that the trust's charitable objects are carried out and so must be able to remove Directors if they fail to fulfil this responsibility. Accordingly, the trust board submits an annual report on the performance of the trust to the members. Members are also responsible for approving any amendments made to the trust's articles of association.

While members are permitted to be appointed as Directors, in order to retain a degree of separation of powers between the members and the trust board, and in line with DfE expectations, not all members should be Directors. The DfE has amended the model articles to state that members are not permitted to be employees of the academy trust.

## The role of the Directors

The Directors are the charity trustees (within the terms of section 177(1) of the Charities Act 2011) and are responsible for the general control and management of the administration of the trust in accordance with the provisions set out in the memorandum and articles of association. The Board of Directors/Trust Board 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 executive to account for the educational performance of the schools and their pupils, and the performance management of staff.
- Oversee the financial performance of the trust and make sure its money is well spent.

Because Trustees/Directors are bound by both charity and company law, the terms ‘trustees’ and ‘directors’ are often used interchangeably. As a faith Trust we use the term “Director”.

The Trust Board is permitted to exercise all the powers of the academy trust. The Trust Board will delegate to the Chief Executive responsibility for the day to day operations of the Trust. The directors can determine whether to delegate any governance functions.

The trust has the right to review and adapt its governance structure at any time which includes removing delegation.

## The role of Trust Board committees

The Directors may establish committees either with delegated authority to make decisions or for the purpose of providing advice and support, informing the overall work of the Trust Board. **However, these committees are not legally responsible or accountable for statutory functions – the Trust Board retains overall accountability and responsibility.** The responsibilities of board committees are set out in their terms of reference. The trust board may appoint committee members and committee chairs.

## The role of the Local Governing Body/Board (LGB)

The Trust Board will establish LGB’s, with the LGB appointing a chair, ensuring there is at least one parent are elected and will determine what will be delegated. The Trust Board retains the authority to appoint or remove a Chair if required. Typically, responsibilities may include:

- Building an understanding of how the school is led and managed
- Be required to preserve and develop religious character of their academy
- The LGB Chair to support the CEO in conducting the Headteacher’s appraisal
- Monitoring whether the school is:
  - Working within agreed policies
  - Ensuring Trust approved policies are adopted and adapted to the local context as required
  - Is meeting the agreed targets
  - Managing its finances well

- Engaging with stakeholders
- Reporting to the board

*As a committee of the board, delegation can be removed at any time.*

### **The role of the Chief Executive Officer (CEO)**

The CEO has the delegated responsibility for all aspects of the leadership, management, operations and performance of the Trust and its academies. The CEO line manages the academy heads and as there is delegation to a local governing board (LGB) this is alongside the LGB chair.

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

The CEO leads the executive management team of the academy trust. The CEO will delegate executive management functions to the executive management team and is accountable to the Trust Board for the performance of the central team.

Appendix 2 details process flow charts for key operational processes that the CEO has delegated to the executive management team. This delegation can be changed as required by the CEO.

### **The role of the Academy Headteacher**

The Academy Headteacher is responsible for the day to day management of the academy and is managed by the Chief Executive Officer or Executive Head, but reports to the LGB on matters which have been delegated to the LGB.

School Business Managers have delegated financial responsibilities and are overseen by the Academy Headteacher and central team.

This decision planner is designed to work in conjunction with the formal Scheme of Delegation adopted by the Trust. It provides a quick reference guide to how some of the important decisions within the Trust are to be made. Any discrepancies between this document and the Scheme of Delegation shall be construed in favour of the Scheme of Delegation, which will take precedence.

**Role descriptions are also available in the Financial Management Policy.**

### Delegation Levels

1.	Trust Members (the “ <b>Members</b> ”)
2.	Trust Board of Directors (the “ <b>Board</b> ”)
3.	Local Governing Body/Board (the “ <b>LGB</b> ”)
4.	Trust Chief Executive Officer (or assigned member of the Executive Team) (“ <b>CEO</b> ”)
5.	Headteacher/ (“ <b>HT</b> ”)

### Key to the Scheme of Delegation

✓	Action to be undertaken at this level
← →	Decision informed by



AREA	TASK/DECISION	DECISION LEVEL				
		1 Member	2 Board	3 LGB	4 CEO	5 HT
1 Governance People	Members: appoint and remove	✓				
	Directors (Foundation, co-opted and non-Foundation): appoint and remove	✓				
	Role descriptions for members	✓				
	Role descriptions for trustees/chair/specific roles/committee members: agree		✓			
	Chair of Trust Board: appoint and remove	✓				
	Committee chairs: appoint and remove		✓			
	LGB Chairs: appoint			✓		
	LGB Chairs: remove (if necessary)		✓			
	Clerk to Trust board: appoint and remove		✓			
	Clerk to LGB: appoint and remove				✓	
Foundation and non-foundation Governors (other than elected): Appoint and Remove (elected also)		✓				
		1 Member	2 Board	3 LGB	4 CEO	5 HT
2 Governance Systems and	Articles of Association: review, change and agree	✓				
	Scheme of Delegation: review annually/change/agree		✓			





Structures	Governance structure (committees) for the trust: establish and review annually		✓			
	Terms of reference for trust committees (including audit if required, and scheme for school committees): review/agree annually		✓			
	Terms of reference for LGB/local committees: annually review/agree/merge:		✓			
	Skills audit (Directors): complete annually, recruit to fill gaps		✓			
	Skills audit (Governors): complete annually, recruit to fill gaps			✓		
	Annual self-review of trust board and committee performance (to ensure effective performance across governance structures); governance reviews; complete annually		✓			
	Annual review of performance of Board and LGB's		✓	✓		
	Director/Committee/Member/Governor contribution: review annually		✓	✓		
	Governance succession planning and ongoing recruitment		✓	✓	✓	✓
	Agree annual schedule of business for Trust Board		✓			
	Prepare draft annual schedule of business for LGB		✓			
	Academy Complaints Policy in place		✓			



	Manage conflicts of interest				✓	
	Chairs Action – that in situations where a decision has to be made where it would be difficult to convene the Trust Board that the Chair may approve/decline on behalf of the Trust Board		✓			
		<b>1 Member</b>	<b>2 Board</b>	<b>3 LGB</b>	<b>4 CEO</b>	<b>5 HT</b>
3 Reporting	Ensure Trust and academy governance details on trust and academies’ website		✓			
	Register of all interests, business, pecuniary, loyalty for members/directors/committee members: establish and publish		✓			
	Prepare annual report on performance of the trust: submit to members and publish. including accounting policies, signed statement on regularity, propriety & compliance, incorporating governance statement demonstrating value for money:		✓			
	Submit school specific Annual report data			✓		
	Information on GIAS about Directors, Members and Executive Officers is kept up to date				✓	
	Academy Governors and academy details up to date on GIAS					✓
	Ensure that all Members receive copies of audited accounts and they are published by January 31 <sup>st</sup> on the Trust website			✓		



		1 Member	2 Board	3 LGB	4 CEO	5 HT
4a Ensuring Financial Probity - Finance	Annually review and approve Trust's scheme of delegation and financial policies		✓			
	Appoint External Auditors	✓				
	Appoint Internal Auditors		✓			
	Receive and respond to Auditor's management letter		✓			
	Monitor monthly management accounts and budgets		✓			
	Develop annual individual Academy budget plan for Trust approval					✓
	Approve Trust Budget		✓			
	Undertake Financial efficiency review across the Trust including Benchmarking and trust wide value for money				✓	
	Ensure its decisions about levels of executive and leadership pay (CEO, CFOO, School leaders) follow a robust evidence-based process and are a reasonable and defensible reflection of the individual's role and responsibilities			✓		
	Develop trust wide procurement strategies and efficiency savings programme				✓	
Abide by and understand the summary of freedoms and delegations as outlined in the Academies Trust Handbook including those Related Party Transactions. Ensure that Directors	✓	✓	✓	✓	✓	



	and Leaders comply with their statutory duties to avoid conflicts of interest, not accept benefits from third parties, and declare interest in proposed transactions or arrangements.					
	Approval of schools in a deficit or deficit budget		✓			
		<b>1 Member</b>	<b>2 Board</b>	<b>3 LGB</b>	<b>4 CEO</b>	<b>5 HT</b>
4b Ensuring Financial Probity – Fixed Assets	Develop Trust wide Asset Management Strategy		✓			
	Ensure the academy’s property and assets are under the trustees’ control, and measures exist to prevent losses or misuse					✓
	Asset Register – completion of accurate register for each setting					✓
	Establish security of buildings, furniture, equipment, stocks and stores					✓
	Maintain an inventory of all moveable and valuable items of equipment					✓
	Check annually that recorded assets exist and are in working order					✓
	Maintain a record of all property borrowed by staff or students					✓
	Ensure that adequate insurance cover is in place to cover the value of assets held		→		✓	
	Approve the sale and disposal of unused fixed assets where a residual value exists and a price					✓



	can be reasonably obtained (up to £2500)					
	Approve the sale and disposal of unused fixed assets where a residual value exists and a price can be reasonably obtained (over £2500)				✓	
		<b>1 Member</b>	<b>2 Board</b>	<b>3 LGB</b>	<b>4 CEO</b>	<b>5 HT</b>
<p><b>5</b> <b>Contracts and Procurement</b></p> <p><i>For all contracts and procurement, the following must apply: They must be within the approved budget. This must be carried out in accordance with the tendering and procurement policy. 3. The Trust's Financial Policy &amp; Financial Procedure Manual must be fully adhered to, particularly in relation to segregation of duties.</i></p>	Ensure adequate Insurance(s) is in place for buildings and people		✓			
	Lettings and shared use in accordance with Lettings Policy		✓			
	Writing off bad debt		✓			
	Approve (sign off) contracts above <b>£100,000</b>		✓			
	Approve (sign off) contracts between <b>£50,000 to £100,000</b> - CEO				✓	
	Approve (sign off) contracts above <b>£10,000 to £50,000</b> (within Approved Budget) - CFOO				✓	
	Approve (sign off) contracts between £2,500 – £10,000 (within Approved Budget)					✓ (budget holders only)
	Approve (sign off) contracts up to below £2,500 (within Approved Budget)					✓
	Review contracts register and identify potential savings through economies of scale and joint procurement strategies.					✓



Develop, review and approve Trust wide procurement strategies and efficiency savings programme				✓	
Approve (sign off) contracts up to £30,000 (not within Approved Budget)				✓	
Approve (sign off) contracts over £30,000 (not within Approved Budget)		✓			
Purchasing – Approve (sign off) a Purchase Order or Non - Order Invoice of any value (subject to the points above) -CEO				✓	
Purchasing – Approve (sign off) a Purchase Order or Non – Order Invoice up to £50K within budget - CFOO				✓	
Purchasing – Approve (sign off) a Purchase Order or Non – Order Invoice up to £10K within budget - Headteacher					✓
Purchasing – Approve (sign off) a Purchase Order or Non – Order Invoice up to £10K within budget - SBM					✓
Approve (sign off) operating leases (ensuring ESFA approval where required)		✓		←	
Approve (sign off) leasing agreements above £50,000 (total value over life of lease)				✓	
Approve (sign off) leasing agreements up to £50,000 (total value over life of lease)					✓



		1 Member	2 Board	3 LGB	4 CEO	5 HT
6 Strategy, Performance & Expansion	Determine Trust Strategic Plan and Key Performance Targets Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured	✓	✓		←	
	Ensure Academy specific strategic support, school improvement and shared services is in place and communicated regularly to academies				✓	
	Schools vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured				✓	✓
	Suspend or permanently exclude a pupil from school					✓
	Cancel an exclusion			✓		
	Academy appeals against permanent exclusions		✓			
	Academy expansion and/or change in age/an EFSA 'significant change'		✓			
	Establish Intervention Executive/Management Board if required		✓			



	Develop and agree Trust wide policies in line with appendix 2		✓		←	
	Develop and agree contextualised Academy specific policies based on Trust templates – see appendix 2			✓		
	Agree Central trust re-charge annually (see Core Offer)		✓		←	
	Management of risk: establish register, review and monitor Compile and review trust and academies risk register and report to Audit and Risk Committee		✓		✓	
	Ensure that contingency and business continuity planning is in place and is reviewed regularly		✓		←	✓
		<b>1 Member</b>	<b>2 Board</b>	<b>3 LGB</b>	<b>4 CEO</b>	<b>5 HT</b>
7 Holding to Account – Legal & Compliance	Ensure auditing and reporting arrangements for matters of compliance are in place (e.g. safeguarding, H&S, employment)		✓			
	Ensuring there is internal scrutiny to provide independent assurance to the board that its financial and others controls, and risk management procedures, are operating effectively		✓			
	Approve update/amend Articles of Association	✓	←			





	Liaise with Archdiocese and approve recommendation to ESFA to dispose of land and buildings / heritage asset disposal		✓		←	
	Approve legal documentation for academy conversions: (125 years)	✓	✓		←	
	CSAs, SFA, Grant agreements and CTA)					
		<b>1 Member</b>	<b>2 Board</b>	<b>3 LGB</b>	<b>4 CEO</b>	<b>5 HT</b>
<b>8 Human Resources – Structures &amp; appointments</b>  <i>For the appointment to CEO, Headteacher of Executive Headteacher and, where appropriate other reserve posts, the panel will be advised by Diocesan officers.</i>	Trust’s staffing structure: agree Trust executive staff structure and grades (from staffing)		✓			
	Determine academy staff structures and grades		✓			
	Redundancy and restructure		✓			
	Determine HR policies – see appendix 2		✓			
	Appoint Chief Executive Officer and Chief Financial Officer		✓			
	Appoint Academy Headteachers & Deputies		✓	←	←	
	Appoint to other reserve posts		✓	←	←	
	Appoint Core MAT Central team members		✓		←	
	Appoint staff in academies in line with approved structure *Liaison with CEO / HoPPC					→



	Agree appointment of staff to academies outside of the approved structure		→		✓	
	Variation to contracts of employment within approved staffing structure <i>*Liaison with CFOO / HoPPC</i>				→	✓ *
	Oversight of administration of employment contracts/pay and conditions				✓	
	Check and approve (sign off) monthly payroll for the academy within the approved budget.					✓
	Approve (sign off) payroll outside of the approved budget.		→		✓	
		<b>1 Member</b>	<b>2 Board</b>	<b>3 LGB</b>	<b>4 CEO</b>	<b>5 HT</b>
9 Performance Management	Conducting appraisal reviews (for CEO)		✓			
	Conducting appraisal reviews (for central team)				✓	
	Conducting appraisal reviews Headteachers			→	✓	
	Conducting appraisal reviews (Academy staff) <i>*could also be undertaken by an experienced line manager</i>					✓
	Monitor and agree Staff appraisal procedure and pay progression/awards (inc Threshold applications)		✓	←	←	←

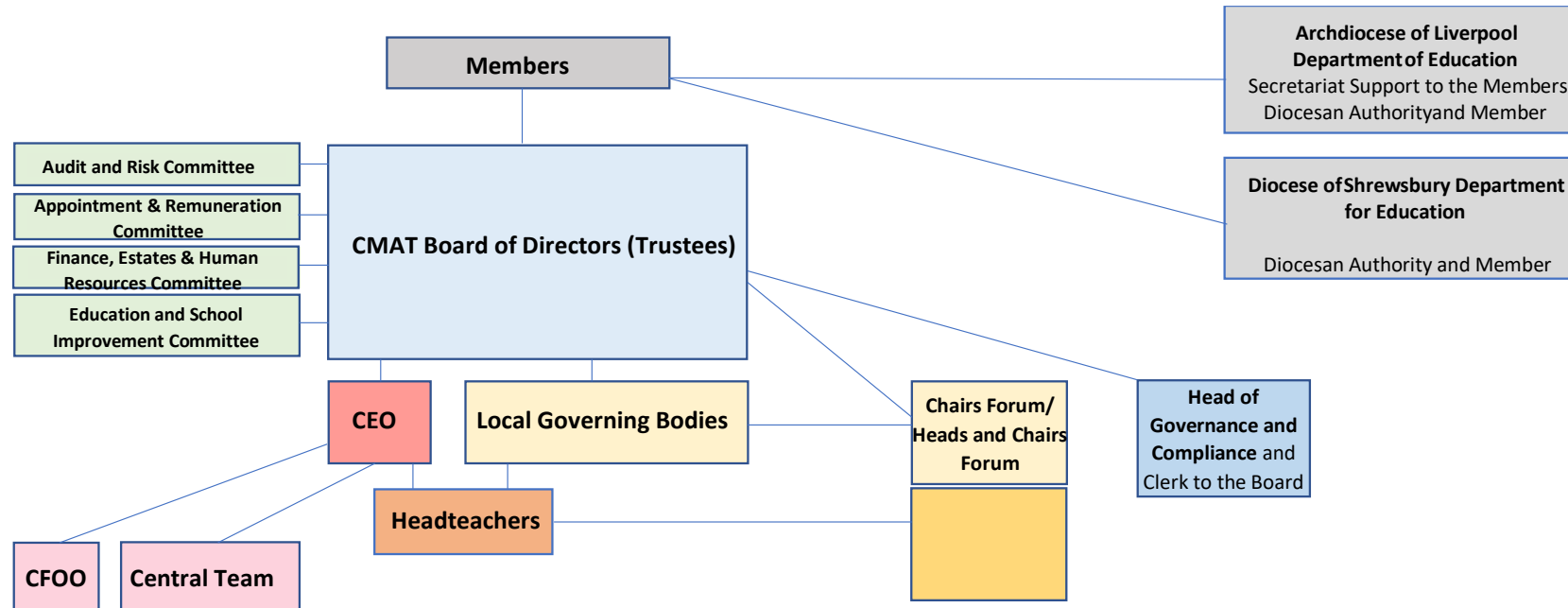


		1 Member	2 Board	3 LGB	4 CEO	5 HT
10 Disciplinary/ Capability/ Grievance/Sick ness  <i>Wherever there is            risk of dismissal,            this will be            considered by a            panel.</i>	Implementing disciplinary, capability, grievance, appraisal policies*				✓	✓
	Conducting hearing (for CEO)		✓			
	Conducting hearing (for Headteachers)		✓			
	Conducting hearing (for school staff)					✓
	Conducting hearing (for central staff)				✓	
	Dismissal of CEO		✓			
	Dismissal of Headteachers		✓			
	Dismissal of school staff			✓		←
	Dismissal of central staff		✓		←	
	Suspension of CEO		✓			
	Suspension of Headteacher				✓	
	Suspension of other staff					✓
	Ending suspension of CEO		✓			
	Ending suspension of Headteacher				✓	
	Ending suspension of other staff					✓
	Ending suspension of central team staff				✓	



	Hearing appeals from CEO		✓			
	Hearing appeals (different panel from above) from CEO		✓			
	Grievance issues raised against the CEO – formal stage		✓			
	Grievance issues raised against the Headteacher – formal stage				✓	
	Grievance issues raised against other staff members – formal stage					✓
	Hearing appeals (as above) from Headteacher		✓			
	Hearing appeals (as above) from other staff members			✓		
		<b>1 Member</b>	<b>2 Board</b>	<b>3 LGB</b>	<b>4 CEO</b>	<b>5 HT</b>
12 Severance Payments & Compensation	Agreement to £30,000 If statutory for CEO If above £30,000 statutory - Board		✓		✓	
	Agreement to £15,000 for CEO for <b>non statutory</b> ; if above £15,000 - Board		✓		✓	
	Agreement in excess of £50,000	Approval to be sought from the ESFA/HM Treasury				

## Appendix 1 – Governance Structure Chart and Remit



*For Reference: Blessed Carlo Acutis Catholic and Church of England Academy joined the Trust 1.3.22 and operates under a Memorandum of Understanding between the Diocese of Shrewsbury and the Diocese of Chester (Anglican)*

Governance Structure	Remit Summary
Members	<p>The Members of the Trust oversee the Board of Directors (The Trust Board), holding the Directors to account and ensuring the values and ethos of the Trust are upheld and the distinctiveness of the Academies is preserved.</p> <p>Members are:</p> <ul style="list-style-type: none"> <li>• The Archbishop of Liverpool;</li> <li>• The Bishop of Shrewsbury;</li> <li>• The Episcopal Vicar for Finance for the Archdiocese of Liverpool;</li> <li>• The Episcopal Vicar for Education for the Archdiocese of Liverpool and</li> <li>• The Episcopal Vicar for Education of the Diocese of Shrewsbury</li> </ul>
CMAT Board of Directors (Trustees)	<p>The Trust Board is the accountable body within the Trust and is responsible for good governance of the Trust and it's Academies.</p> <p>The Board of Directors (Trustees) has delegated the day-to-day responsibility to the Chief Executive Officer (CEO) for ensuring financial controls confirm with the requirements of both propriety and good financial management and in accordance with the funding requirements and responsibilities assigned to it in the funding agreement between St Joseph Catholic Multi Academy Trust and the Secretary of State for Education. They are also responsible for reporting to the Board of Directors any material weaknesses or breakdowns in internal control.</p>

Audit and Risk Committee	The Audit and Risk Committee is a sub-committee of the Board of Directors. Its purpose is to oversee the annual process of statutory independent audit, the completion of the annual report and financial statements and the exercise of internal financial control and review all aspects of organisation risk.
Appointment and Remuneration Committee	The Appointment and Remuneration Committee us a sub committee of the Board of Directors. Its purpose is to monitor the appointment of governors (foundation and non foundation) and review/recommend the annual pay awards to all staff.
Finance, Estates and Human Resources Committee	The Finance, Estates and Human Resources Committee is a sub-committee of the Board of Directors. Its purpose is to review all aspects of financial planning and monitoring, health and safety, estates and human resources.
Education and School Improvement Committee	The Education and School Improvement Committee is a sub-committee of the Board of Directors. Its purpose is to monitor the curriculum, standards and quality of educational provision, as well as holding executive leaders to account for the performance of students, safeguarding and attendance.
Local Governing Bodies (LGB)	<p>Each LGB is required to:</p> <ul style="list-style-type: none"> <li>• Build and understand how the school is managed.</li> <li>• Be Required to preserve and develop the religious character of their academy.</li> <li>• Monitor the school to ensure it is:</li> </ul>



# St Joseph

Catholic Multi Academy Trust

	<ul style="list-style-type: none"><li>➤ Working within agreed policies;</li><li>➤ Ensuring Trust approved policies are adopted and adapted to the local context as required;</li><li>➤ Is meeting the agreed targets;</li><li>➤ Managing the finances well;</li><li>➤ Engaging with stakeholders and</li><li>➤ Reporting to the Board.</li></ul>
Chairs Forum/Heads and Chairs Forum	The purpose of the Chairs Forum (once per year)/Heads and Chairs Forum (twice per year) is to provide a focus and collaboration and the sharing of good practice.
Heads Forum	The purpose of the Heads Forum is to discuss issues affecting the academies and ways in which the academies can support each other



## Appendix 2

### Authority to Recruit – Education

#### Process Manager/Lead: Director of People and Operations

1. School Level	2. Director of School Improvement	3. Finance Department	4. HR Department	5. CEO
<ul style="list-style-type: none"> <li>• <b>Initiation:</b> School identifies the need for recruitment and prepares a business case for the proposed position, clearly outlining the impact on CLFP metrics</li> <li>• <b>Budget Check:</b> School checks if the proposed position aligns with the allocated budget. If the position is outside the budget, they must specify how the additional funding will be sourced, especially for Teaching Assistant roles through EHCPs.</li> <li>• <b>Financial Impact Assessment:</b> Updates the financial surplus/deficit report to include the impact of the proposed position and justifies the need for additional funding</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review of Business Case:</b> Reviews the business case to ensure that the recruitment aligns with the MAT's strategic &amp; educational goals and objectives, ensuring it addresses the impact on CLFP metrics (e.g. contact ratio, Teacher to Pupil Ratios) and evaluates the adequacy of utilizing a Teaching Assistant.</li> <li>• <b>Where applicable: TA Adequacy Assessment:</b> Assesses whether the use of a Teaching Assistant is the most suitable approach and if other potential alternatives have been considered before making a final decision on recruitment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Budget Verification:</b> Checks and approves the financial aspects of the business case, including the proposed funding source for positions beyond the allocated budget. Assess the impact on finance KPIs.</li> <li>• <b>Financial Reporting Update:</b> Ensures that the financial surplus/deficit report is accurately updated to reflect the inclusion of the proposed position and the associated funding adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Contract Analysis:</b> Analyses the current employment status of the position, specifically focusing on any fixed-term contracts and the implications of extending them. Assess the impact on HR KPIs.</li> <li>• <b>Full-time Staff Rights Assessment:</b> Verifies if extending a fixed-term contract would result in the staff member crossing the threshold, thereby incurring full-time staff rights.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review of Business Case and Financial Impact:</b> Reviews the business case and the financial implications to ensure they align with the MAT's strategic goals and financial constraints.</li> <li>• <b>Final Approval Decision:</b> Grants final approval for the recruitment to proceed to the advert stage, ensuring all financial and HR considerations have been met.</li> </ul>

## Authority to Recruit – Support

### Process Manager/Lead: Director of People & Operations

#### 1. School Level

- **Initiation:** School identifies the need for recruitment and prepares a comprehensive business case for the proposed support staff position, considering the impact on CLFP metrics.
- **Budget Check:** School checks if the proposed position aligns with the allocated budget. If the position is outside the budget, they must specify how the additional funding will be sourced, particularly emphasizing the rationalization of this decision for support staff roles.

#### 2. School Business Officer

- **Review of Business Case:** Reviews the business case from an operational perspective, ensuring that the proposed recruitment aligns with the school's operational requirements and policies.
- **Budget Assessment:** Assesses the budget implications of the proposed support staff position, ensuring it aligns with the school's financial guidelines and does not compromise other essential operational expenses.
- **Support Staff Alternatives Consideration:** Reviews if there are alternative approaches to address the support staff requirements effectively, such as redistributing existing roles or adjusting responsibilities.

#### 3. Finance Department

- **Budget Verification:** Conducts a thorough examination of the financial aspects of the business case, ensuring that any additional funding for the proposed support staff has been adequately rationalized and justifiable.
- **Long-Term Budget Impact Analysis:** Analyses the long-term financial implications of the support staff recruitment, considering factors such as salary, benefits, and operational costs.
- **Sustainability Evaluation:** Assesses the sustainability of the proposed funding solution, ensuring that it does not compromise the financial stability of the school or the MAT.
- **Financial Reporting Update:** Ensures that the financial surplus/deficit report is accurately updated to reflect the inclusion of the proposed support staff position and any associated funding adjustments.

#### 4. HR Department

- **Contract Analysis:** Analyses the employment status and terms for the proposed support staff role, ensuring that all contractual obligations are met in accordance with the MAT's HR policies.
- **Full-time Staff Rights Assessment:** Verifies the employment status and potential implications for the support staff role, particularly focusing on any contract extensions and their impact on staff rights.

#### 5. CEO (Only for unbudgeted requests)

- **Budget Alignment Review:** Reviews the business case and the financial implications to ensure they align with the MAT's strategic goals and financial constraints. In cases where the proposed post is not within the budget, CEO approval is sought.
- **Final Approval Decision:** Grants final approval for the recruitment to proceed to the advert stage, considering the comprehensive analysis of the business case, budget considerations, and the overall operational requirements.

## Budget and Forecasting

### Process Manager/Lead: Financial Controller

#### 1. School Level:

- **Budget Proposal Preparation:** Each school prepares a detailed budget proposal based on their specific operational and educational requirements for the upcoming period.
- **Data Collection and Analysis:** The School Business Officer gathers relevant financial data and collaborates with the school to analyse past trends and present financial needs.
- **Operational Alignment:** The School Business Officer ensures that the budget proposal aligns with the operational requirements and educational priorities of the school.

#### 2. Director of School Improvement:

- **Review of Budget Proposal:** Reviews the budget proposal in terms of its alignment with the strategic goals of the Multi-Academy Trust and its potential impact on the educational development of the schools.
- **Educational Alignment Check:** Ensures that the proposed budget is in line with the educational priorities and objectives set by the Trust.
- **Recommendations for Improvement:** Provides suggestions for improving the budget proposal based on educational requirements and strategic alignment.

#### 3. Finance Department:

- **Financial Analysis:** Conducts a comprehensive analysis of the budget proposal, considering the financial implications and sustainability of the proposed allocations.
- **Budget Adjustments and Consolidation:** Collaborates with schools to make necessary adjustments and consolidates the individual school budgets into a comprehensive Trust budget.
- **Financial Forecasting:** Utilizes financial forecasting techniques to project potential financial outcomes and risks for the upcoming period.

#### 4. HR Department:

- **Workforce Planning:** Reviews the budget proposal in terms of its implications for the existing workforce and potential staffing requirements.
- **Salary and Benefits Analysis:** Analyses the proposed budget allocations for staff salaries and benefits to ensure they align with the HR policies and industry standards.
- **HR Compliance Check:** Ensures that the proposed budget complies with the HR policies and regulations of the Trust.

#### 5. CEO:

- **Budget Approval Assessment:** Reviews the comprehensive budget proposal, taking into account the inputs from all stakeholders and its alignment with the Trust's strategic objectives.
- **Strategic Alignment Review:** Ensures that the proposed budget is in line with the long-term strategic goals and educational vision of the Multi-Academy Trust.
- **Final Executive Approval:** Grants final executive approval for the proposed budget, signifying its readiness for implementation and execution within the Trust.

## Workforce Planning – Process

Process Manager/Lead: Director of People & Operations

### 1. SMART Curriculum:

- **Data Collection and Analysis:** SMART Curriculum collects relevant data and provides necessary metrics for calculating curriculum-led financial planning, offering insights into the specific workforce requirements based on educational needs.
  - **Educational Assessment:** SMART Curriculum assesses the educational priorities and objectives of the Multi-Academy Trust to provide data-driven recommendations for effective workforce planning.
- **DISCUSS AND INVOLVE LGB**

### 2. School Level:

- **Workforce Assessment:** Each school assesses its individual workforce requirements based on the data and recommendations provided by SMART Curriculum.
- **Staffing Needs Identification:** The School Business Officer, in collaboration with the school, identifies specific staffing needs and aligns them with the curriculum-led financial planning metrics.
- **CLFP Assessment:**
  - Provides rationale for the curriculum and education-linked CLFP metrics, including parameters such as contact ratio, class sizes, Teacher Pupil Ratios (TPR), and other relevant educational metrics, ensuring their alignment with the educational strategy and objectives of the Trust.
  - **Budget Allocation Proposal:** Prepares a detailed proposal for the allocation of budgetary resources to meet the identified staffing needs.

### 3. Director of School Improvement:

- **Review of Workforce Proposals:** Reviews the workforce proposals from each school to ensure that they are in line with the educational priorities and objectives set by the Multi-Academy Trust.
- **Educational Alignment Check:** Ensures that the proposed workforce planning aligns with the overall educational strategy and goals of the Trust.
- **CLFP Sign off:**
  - Reviews and approves the curriculum and education-linked CLFP metrics, including parameters such as contact ratio, class sizes, Teacher Pupil Ratios (TPR), and other relevant educational metrics, ensuring their alignment with the educational strategy and objectives of the Trust.
  - **Recommendations for Improvement:** Provides suggestions for improving the workforce proposals based on educational requirements and strategic alignment.

### 4. Finance Department:

- **Financial Analysis:** Conducts a comprehensive financial analysis of the proposed workforce planning, considering the budget implications and ensuring alignment with the overall financial strategy of the Trust.
- **Budgetary Adjustment Recommendations:** Provides recommendations for any necessary adjustments to the budget allocations to accommodate the proposed workforce planning.
- **Long-Term Financial Impact Assessment:** Analyses the long-term financial implications of the proposed workforce planning, considering factors such as salary, benefits, and operational costs.

### 5. HR Department:

- **Staffing Strategy Evaluation:** Reviews the proposed workforce planning in terms of its alignment with the HR strategy and policies of the Trust.
- **Skills and Competency Assessment:** Assesses the skills and competencies required for the proposed staffing needs, ensuring they align with the educational and operational requirements.
- **Workforce Compliance Check:** Ensures that the proposed workforce planning complies with the HR policies and regulatory standards set by the Trust.

### 6. CEO:

- **Workforce Planning Approval Assessment:** Reviews the comprehensive workforce planning proposals, taking into account the inputs from all stakeholders and their alignment with the Trust's strategic objectives.
- **Strategic Alignment Review:** Ensures that the proposed workforce planning is in line with the long-term strategic goals and educational vision of the Multi-Academy Trust.
- **Final Executive Approval:** Grants final executive approval for the proposed workforce planning, signifying its readiness for implementation and execution within the Trust.



**St Joseph**

Catholic Multi Academy Trust