

Scheme of delegation checklists



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Confederation
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About this guidance

This guidance is published by the Confederation of School Trusts, in partnership with Trust Governance Professionals and Stone King LLP.

The [Confederation of School Trusts](#) is the national organisation and sector body for school trusts in England advocating for, connecting and supporting executive and governance leaders. CST [membership benefits](#) include regular email updates, professional communities and conferences, and training opportunities.

[Trust Governance Professionals](#) is an organisation dedicated to supporting governance professionals working in school trusts through training, resources, tailored advice – building a nation-wide community of governance professionals through [Trust Governance Insight](#) and offering a CPD pathway for governance professionals that includes two online courses – [Delivering trust governance](#), and for school-based governance professionals, [Delivering local governance](#).

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Details in this guidance are correct as of September 2026.

Introduction

The scheme of delegation is a vital document that acts as a bedrock for good governance in a trust. It is a document that is, and should be, bespoke to every trust to describe how the trust board have decided to delegate responsibilities in line with trust culture. The scheme of delegation should reflect the size, scale and structure of your trust. It must be easily readable, readily accessible, and able to be understood and used by all those involved in leadership and governance.

The executive and committees of the trust board draw their authority, legitimacy, and power to make decisions from the scheme of delegation. The trust board should keep its strategic function in mind when exercising the power to delegate:

- Delegate as much as possible while retaining accountability; and
- Delegate as close to the point of impact as possible – consider subsidiarity.

Ask your board the following:

- Which decisions can be delegated to committees, and which must be retained by the board?
- Do local school committees have the capacity, trust-wide understanding, and the expertise required for significant decision making?



- Is there any duplication or lack of clarity as to who is responsible? If so, this should be eliminated.
- What should be delegated to the executive?
- Once decisions are delegated, how will the board keep itself informed and assured?

When deciding where a power should sit, trustees should test whether the proposed delegation is legitimate, coherent and capable.

Are your delegations...	
Legitimate	The person or group taking the decision: • Understands the perspective of key stakeholders affected • Has a clear and visible line of accountability • Is close enough to the problem to understand real-world trade-offs • Can genuinely own the consequences of the decision
Coherent	The decision sits where: • The problem actually exists, not just where it is reported • The resources being committed are controlled • Authority, responsibility, and impact are aligned
Capable	The person or group taking the decision has the ability to: • Formulate decisions: expertise, information, time, and cognitive capacity • Execute decisions: control of resources, authority to act, and ability to course-correct

Any decision taken under delegated powers is binding and immediately effective.

Chair's actions

There are no automatic delegations to the chair of a trust board. The chair cannot take a "chair's action" unless they have an explicit delegated power to do so, and in limited situations in which a delay in decision making would be seriously detrimental to the interests of the trust or any of its schools, pupils or employees. This contrasts with maintained schools where the chair has this power under regulation.

Any powers delegated to the chair must be set out in the scheme of delegation and it is important that the full board is informed at the earliest opportunity of any decisions made in this way.

Chairs should not act unilaterally in relation to executive remuneration, the approval of budgets, significant financial commitments above agreed thresholds, or any other matters expressly reserved for the board under the scheme of delegation.

Keeping the scheme of delegation updated

The scheme of delegation should be updated regularly to reflect the trust's changing operations and governance. The [Academy trust handbook](#) outlines that the financial delegations in trusts should be reviewed on an annual basis (part 2). CST recommends that your scheme of delegation



is reviewed at least annually and after any major change, such as following significant growth or restructuring, to ensure it reflects the realities of your trust.

Effective practice is to draft the scheme of delegation with input from governance stakeholders, and once approved by trustees, to embed the document within your trust. The scheme of delegation must be published on your trust's website, and should be included in the induction of members, trustees, senior leaders, and local governance.

Sources for the checklist

This checklist has been devised to help trusts develop clear and comprehensive scheme of delegation. The checklist draws directly from the Department for Education's [Academy trusts: governance guide](#) and [Academy trust handbook](#). The source guidance is directly referenced throughout and if in any doubt, you should always refer back to the DfE documents.

Using these checklists

The DfE has given academy trusts freedom to set out delegated authorities that fit their needs and that also reflect compliance requirements. In setting out the suggested areas that should be included (with a particular focus on operational delivery and compliance), the checklist will help to guide the development of your scheme of delegation. As outlined in DfE's *Academy trusts: governance guide*

*The scheme of delegation is an important document. It **must** set out the structure and delegated remit of the trust's members, its board and any committees (including any local committees in a MAT).*

An effective scheme of delegation, particularly in MATs, will be written clearly so that everyone in and across the trust can understand the delegations and how this affects their role and that of others. It will:

- *include details of all the board's committees, including the local committee in a MAT (whether decision-making or advisory), and explain the role and remit of each*
- *set out which governance powers are retained at board level, and which powers are delegated*
- *make clear where all key governance functions including vision and budget-setting, senior executive leader oversight and performance management, are exercised in respect of each academy, where the board governs a number of schools*
- *explain how the roles of those in the governance structures relates to that of key executive leaders (such as the senior executive leader, any executive principals, regional directors, finance and HR directors) – this will help avoid duplication of work for example between the roles of the MAT executive leadership team and the local committee in holding individual academy leaders to account*



- *explain the circumstances in which the arrangements set out in the scheme may vary, including both the timeframe for the overall scheme being reviewed and updated, and any triggers that might lead the board to review or change levels of delegations*

Although trustees can choose to delegate certain powers, they cannot give up their legal duties to a third party – even to the members.

When setting the scheme of delegation, trustees must allocate roles and responsibilities across a range of operational areas for each layer within the trust (trustees, executive team, school leaders, and any local governance). The role and powers of members are not delegated by the board but determined by company and charity law (e.g. through the trust's articles of association); for trusts with a religious character, any guidance on members set by the appropriate religious authority should also be consulted.

The checklists below have been put together to provide a summary of areas that should be covered within the scheme of delegation. Whilst the checklists do not detail every possible area of delivery, and a scheme of delegation should be tailored to the delivery model of each trust, they act as useful lists of the minimum areas to be covered. Where relevant, a reference to the source government guidance is given, particularly for the areas that are compliance focused. The checklists focus on guidance set out by the DfE, and the core delivery areas involved in running a school trusts and does not cover the full set of requirements arising from charity and company law.

As the scheme of delegation outlines the responsibilities that are delegated by trustees, who are the legally liable body, the summary checklist is structured according to the three core functions of governance in trusts, as set out in the *Academy trust handbook* part 1 on board purpose:

The academy trust is the legal entity with the board having collective accountability and responsibility for the academy trust and assuring itself that there is compliance with regulatory, contractual, and statutory requirements. The academy trust board provides:

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



For the policies outlined in the tables below, each trust will decide how these documents are developed and approved between the trust board, board committees, executive team and local governance, keeping in mind the DfE's statutory guidance and other resources linked from the *Academy trusts: governance guide*.

In addition to the use of a scheme of delegation (usually in the form of a table) which sets out which individual or group performs each particular task (for example, setting a school's budget), the trust board must also be specific in documenting *how* it is delegating any powers to carry out that task to the individual or committee. That 'how' should be documented in a separate term of reference documents which are brought to the trust board for formal approval. The trust may also have 'link trustee' roles in particular areas of trust delivery such as safeguarding to provide additional assurance, but the whole board remains accountable.



Scheme of delegation summary checklist

Area of responsibility	Included?
Culture and engagement & Governance of the trust	
Setting trust vision	
Setting trust culture and values	
Setting expectations for trustee conduct and skills development	
Fostering equality, diversity and inclusion including building a diverse board	
Ensuring transparency of information	
Engaging with stakeholders and religious authorities	
Adhering to the articles of association	
Strategy	
Setting the trust strategy	
Championing the trust strategy	
Reviewing progress against the strategy	
Setting school improvement plan(s) in line with trust priorities	
Non-executive leadership	Included?
Establishing a high performing governance structure including appointing board committees and academy committees	
Appointing chair and vice chair	
Appointing parents as trustees or to local committees	
Appointing a governance professional	
Ensuring appointment checks, induction and training (including allocation of a governance CPD budget)	



Area of responsibility	Included?
Evaluating governance regularly	
Nominating a safeguarding lead trustee	
Nominating a SEND lead trustee or providing oversight of SEND through a committee	
Nominating a careers lead trustee	
Ensuring finance skill set on board and appropriate training as required	
Executive leadership	Included?
Appointing and performance managing the senior executive leader as accounting officer	
Overseeing staff wellbeing, workload and working conditions	
Setting pay levels, including executive pay	
Accountability	Included?
Ensuring strategic oversight and accountability	
Setting trust approach to curriculum and assessment, with regard to statutory requirements	
Delivering Early Years Foundation Stage (EYFS), in line with statutory requirements	
Setting and delivering school curriculum and assessment in line with trust approach	
Developing curriculum policies as required by school(s) (religious education, relationships, sex & health education, collective worship)	
Production and analysis of data	
Ensuring data analysis skill set	
Ensuring curriculum, staffing, and financial planning are aligned, including longer-term financial sustainability	
Delivering careers guidance in line with statutory requirements	
Appointing a chief financial officer	

Area of responsibility	Included?
Setting delegated authority limits for financial transactions	
Developing budgets	
Delivering monthly management accounts and forecasts	
Managing cash position	
Appointing an external auditor	
Delivering annual report and accounts, following the DfE academy accounts direction	
Developing finance policies (such as charging and remission, and procurement)	
Publishing required financial information, including a summary of how funding is distributed across schools in the trust	
Ensuring compliance with procurement frameworks	
Ensuring adequate insurance cover is in place	
Maintaining risk register	
Managing conflicts of interest and related party transactions	
Managing novel, contentious, and repercussive transactions	
Ensuring compliance with DfE requirements	
Compliance & Statutory guidance for trusts	Included?
Setting admissions policies	
Keeping admission and attendance registers	
Setting a clear trust-wide approach to inclusion, including cooperation with local authorities and other agencies.	
Ensuring compliance with SEND Code of Practice	
Delivering support for looked after children and previously looked-after children	

Area of responsibility	Included?
Monitoring pupil premium spend and PE and sport premium	
Setting health and safety policies and estates management strategy	
Attending trust inspections	
Setting governance policies (data protection, information sharing, cyber security, freedom of information, code of conduct, complaints, whistleblowing)	
Ensuring compliance with DfE's digital and technology standards including cyber security, filtering and monitoring, and wider digital strategy	
Setting trust safeguarding practices, with regard to statutory guidance, including appointing designated safeguarding lead (DSL)	
Setting safeguarding policies and assurance arrangements in line with current Keeping Children Safe In Education requirements, including online safety, filtering and monitoring, information-sharing, safer recruitment and emerging safeguarding risks	
Setting behaviour and welfare policies (behaviour, exclusions)	
Setting approach to directing pupils offsite, safeguarding separation, and suspensions, and exclusions	
Setting the school day and school year	
Managing the trust estate and school premises	
Setting the uniform policy	
Setting approach to staff appointment and dismissal	
Setting approach to appraisal and performance management	
Setting HR policies (appraisal, pay, disciplinary, grievance, capability, safer recruitment)	
Setting whistleblowing procedures (including a named whistleblowing trustee)	

Scheme of delegation detailed checklist

The Academy trusts: governance guide is referred to in this table as the '*Governance guide*'.

Area of responsibility	Details / suggested delegations	Reference
Culture and engagement & Governance of the trust		
Setting trust vision	The board is responsible for setting the trust's overall vision and strategy.	<i>Governance guide</i> , part 3
Setting trust culture and values	The board is responsible for setting the trust's overall culture and values. The trust's culture should be positive and collaborative.	<i>Governance guide</i> , parts 1.1.1, 1.1.2, 1.1.3
Setting expectations for trustee conduct	Effective boards set and maintain a code of conduct.	<i>Governance guide</i> , part 1.1.4
Fostering equality, diversity and inclusion including building a diverse board	Equality, diversity and inclusion (EDI) should be integrated into the trust's strategy and business plans. Trusts should ensure that inclusion is embedded across all aspects of provision.	<i>Governance guide</i> , parts 1.1.5, 2.4 <i>Academy trust handbook</i> , 1.16 – 1.20
Ensuring transparency of information	The trust must be transparent about its governance structures and stakeholders.	<i>Governance guide</i> , parts 1.1.6 and 1.1.7 <i>Academy trust handbook</i> 1.49 – 1.50; 2.54 – 2.58
Engaging with stakeholders and religious authorities	The board should oversee strategic relationships with parents and the trust's community, alongside the church community and diocese (in the context of church schools).	<i>Governance guide</i> , part 1.2
Adhering to the articles of association	The trust must adhere to its governing document. Should a conflict arise between a trust's articles and the <i>Academy trust handbook</i> , the trust should take advice on resolving the conflict.	<i>Governance guide</i> , part 2.3
Strategy		
Setting the trust strategy	The trust should have a written strategy for delivering the board's ambitions, which should encompass considerations around workload and wellbeing.	<i>Governance guide</i> , part 3.1



Area of responsibility	Details / suggested delegations	Reference
Championing the trust strategy	The strategy should be clearly communicated and championed across the trust.	<i>Governance guide</i> , part 3.2
Reviewing progress against the strategy	The board has a responsibility to periodically review progress made against the strategy.	<i>Governance guide</i> , part 3.3
Setting school/ academy improvement plan in line with trust priorities	This is usually developed by the school and approved by the executive team, smaller trusts may also send a summary to the board.	Echoing themes in <i>Governance guide</i> , part 3
Reflecting the diocesan strategy (trusts with church academies)	The trust should engage directly with the diocese regarding its governance structures, and the trust's members must ensure the religious character of these schools is preserved.	<i>Governance guide</i> , part 2.1.1
Non-executive leadership		
Establishing a high performing governance structure including appointing board committees and academy committees	The board should establish a high-performing governance structure, with clear and non-duplicative layers of governance. 'The academy trust must establish an audit and risk committee, appointed by the board. Trusts with an annual income over £50 million (based on their last audited accounts) must have a dedicated audit and risk committee. Other trusts must either have a dedicated audit and risk committee or can combine it with another committee, such as finance'.	<i>Governance guide</i> , part 4.1; <i>Academy trust handbook</i> , section 3.6
Appointing chair and vice chair	The board should appoint a chair and vice chair.	<i>Governance guide</i> , parts 4.4.1-4.4.3
Appointing parent trustees/ local committee parent governors	Arrangements must also be made to ensure that parents are represented within the governance structure.	<i>Governance guide</i> , parts 4.4.5-4.4.6
Appointing a governance professional	The board must appoint a governance professional, to ensure strong governance support within the trust.	<i>Governance guide</i> , part 4.5.1
Ensuring appointment checks, induction and training	Relevant suitability checks must be undertaken on governance stakeholders in line with statutory requirements; this includes the board's responsibility for ensuring adequate suitability checks are completed when appointing a new chair of the board	<i>Governance guide</i> , parts 4.6 and 4.7

Area of responsibility	Details / suggested delegations	Reference
Evaluating governance regularly	The DfE recommends regular self-evaluation alongside external reviews of governance.	<i>Governance guide</i> , parts 4.8 and 4.9
Nominating safeguarding lead trustee	'An individual on the governing body should take strategic leadership responsibility for the organisation's wider safeguarding arrangements' and, ideally, there should also be a corresponding individual with this role at academy committee (local governance) level in a MAT.	<i>Keeping Children Safe in Education</i> ; <i>Governance guide</i> , part 4.3;
Nominating SEND lead trustee or providing oversight of SEND through a committee	'There should also be a trustee or a committee with specific oversight of the school's arrangements for SEN and disability'.	<i>Governance guide</i> , part 4.3; also in <i>SEN Code of Practice</i>
Nominating careers lead trustee	All trusts which contain secondary schools should have a trustee with specific strategic oversight responsibility for careers education.	<i>Governance guide</i> , part 4.3
Ensuring finance skill set on board	The board should 'identify the skills and experience it needs, including sufficient financial knowledge to hold the executive to account. It is important that everyone on the board has a basic understanding of the financial cycle, legal requirements on accountability, procurement and an oversight of the trust's spending, including how far they maximise value from resources and where there are opportunities to go further' 'This should include appropriate financial training covering financial management, control, monitoring and reporting, for trustees and in particular, for finance committee members and audit and risk committee members'.	<i>Governance guide</i>, part 6.3 <i>Academy trust handbook</i> 1.31; 3.10
Executive leadership		
Appointing and performance managing the senior executive leader (SEL) as Accounting Officer	'In single academy trusts this should be the principal. In trusts with multiple academies, it should be the chief executive or equivalent.'. The board appoints the Accounting Officer and this must be recorded in writing. 'The accounting officer should be employed by the trust'. The board should build effective relationships with the CEO and executive team and deliver effective appraisal and performance management.	<i>Governance guide</i> , parts 5.1 – 5.3; <i>Academy trust handbook</i> , section 1.33-1.34

Area of responsibility	Details / suggested delegations	Reference
Overseeing staff wellbeing, workload and working conditions	'The trust, as the employer, has a duty of care towards its workers. Therefore the board will want to consider the wellbeing and work-life balance of all its staff.'	<i>Governance guide</i> , part 5.4
Setting pay levels, including executive pay	The board is responsible for ensuring compliance with all requirements as laid out in relevant legislation, regulations and the <i>Academy trust handbook</i>. 'The board must ensure its approach to pay and benefits is transparent, proportionate and justifiable... Decisions about levels of executive pay are evidence-based and are a reasonable and defensible reflection of the individual's role and responsibilities'. (<i>Governance guide</i>) 'There must be an agreed pay policy that sets out the process for determining executive pay, including scrutiny by the board, proportionality, documented decision-making with rationale and approval by the board. Executive remuneration must not increase at a faster rate than that of the trust's teachers, unless there is clear justification and the trust has received prior approval from DfE' (<i>Academy trust handbook</i>) From 1 October 2026, new trust appointments exceeding £174,000 or the pro rata equivalent (or performance-related pay above £25,000) must receive DfE approval prior to the post being advertised.	<i>Governance guide</i> , part 5.5; <i>Academy trust handbook</i> , section 2.31-2.36
Accountability		
Ensuring strategic oversight and accountability	The board holds overarching responsibility for ensuring accountability within the trust, once the strategy is set – across educational and financial areas	<i>Governance guide</i> , part 6.1
Setting trust approach to curriculum and assessment, with regard to statutory requirements	'The roles and responsibilities between the board, executive and schools will vary by trust in relation to curriculum – although the board remains accountable for educational performance and ensuring statutory requirements are met.	<i>Governance guide</i> , part 6.2; refer also to academy funding agreement(s) for curriculum information to be published on the school's website
Delivering Early Years Foundation Stage (EYFS), in line with statutory requirements	EYFS policies and procedures should be set in line with the EYFS framework.	<i>Governance guide</i> , part 7.16.3

Area of responsibility	Details / suggested delegations	Reference
Setting and delivering school curriculum and assessment in line with trust approach	School leaders will generally be responsible for delivering in their school, with oversight and support offered by the executive team.	<i>Governance guide</i> , part 6.2
Developing curriculum policies as required by school(s) (religious education, relationships, sex & health education, collective worship)	Academy schools must deliver these curriculum areas in line with their funding agreement and any emerging areas of government guidance that will apply to academies. As noted above, the relative roles and responsibilities between the board, executive team and schools will vary by trust in relation to curriculum – although the board remains accountable for ensuring statutory requirements are met.	<i>Governance guide</i> , part 6.2 funding agreements
Production and analysis of data	'An effective board will have access to objective, high quality and timely data and know the questions that need to be asked of executive leaders.'	<i>Governance guide</i> , part 6.2.1
Ensuring data analysis skill set	'An effective board will have at least one person with the skills to interpret the full detail of educational performance data and ensure the board has a correct understanding of the trust's educational performance'.	<i>Governance guide</i> , part 6.2.1
Aligning curriculum, staffing and financial planning	The board should ensure that curriculum, staffing and budget planning are considered together, so that educational priorities are supported by sustainable financial planning, appropriate resourcing and accurate longer-term forecasting.	<i>Academy trust handbook</i> 2.9 – 2.21
Delivering careers guidance, with regards to statutory requirements	All schools must ensure there is an opportunity for a range of education and training providers to access all pupils in years 7-13, per statutory careers guidance. The board should ensure compliance is achieved, with the executive team and schools delivering careers guidance.	<i>Governance guide</i> , statutory guidance and additional resources
Appointing CFO	The board 'must appoint a chief financial officer (CFO) to whom responsibility for the trust's detailed financial procedures is delegated'. The CFO should attend finance committee and audit and risk committee meetings to support trustees in providing effective financial oversight. Trusts must follow DfE requirements for the appointment and ongoing CPD for the CFO and finance staff (including ensuring the CFO is suitably qualified).	<i>Governance guide</i> , part 6.3; <i>Academy trust handbook</i> , section 1.44 <i>Academy trust handbook</i> 1.45 – 1.47.

Area of responsibility	Details / suggested delegations	Reference
Setting delegated authority limits for financial transactions	Delegated authority limits must be set by the board and communicated throughout the trust. The board approves delegated authority limits.	<i>Governance guide</i> , part 6.3; <i>Academy trust handbook</i> , section 2.4
Establishing controls framework including internal audit	A trust 'must have sound internal control, risk management and assurance processes.'. The board, and audit and risk committee, holds responsibility for approving the annual programme of internal scrutiny as put forward by the executive team, with input from internal auditors as relevant.	<i>Governance guide</i> , part 6.4; <i>Academy trust handbook</i> section 2.6
Developing budget	The board approves the budget which has been developed by the executive team, with local governance inputting in line with delegated authorities.	<i>Governance guide</i> , part 6.3; <i>Academy trust handbook</i> sections 2.9-14
Delivering monthly management accounts and forecasts	'The trust must prepare management accounts every month setting out its financial performance and position. Management must take appropriate action to ensure ongoing viability... The board must ensure budget forecasts for the current year and beyond are compiled accurately'. The board must review management accounts when it meets and the chair must receive the management accounts every month.	<i>Academy trust handbook</i> , sections 2.18-2.21
Managing cash position	'The trust must manage its cash position robustly. It must avoid becoming overdrawn on any of its bank accounts so that it does not breach restrictions on borrowing'. The board are responsible for holding oversight of cash management across the trust.	<i>Academy trust handbook</i> , section 2.22
Appointing external auditor	'Academy trusts must appoint an auditor to give an opinion on whether their annual accounts present a true and fair view of the trust's financial performance and position (appointment being by the members, other than where the Companies Act permits the trustees to appoint) and, as reporting accountant, provide a regularity assurance conclusion.'	<i>Governance guide</i> , part 6.3; <i>Academy trust handbook</i> sections 4.5-4.8
Delivering annual report and accounts, with regard to accounts consolidation exercises required by DfE	The trust must 'prepare an annual report and accounts in line with the Charity Commission's Statement of Recommended Practice (SORP) and DfE's Accounts Direction'. The board approve the annual report and accounts.	<i>Governance guide</i> , part 6.3; <i>Academy trust handbook</i> sections 4.1-4.4

Area of responsibility	Details / suggested delegations	Reference
Publishing governance and financial information	The board should ensure the trust publishes the governance and financial information required by DfE, including a summary statement explaining how funding is distributed across schools within the trust, alongside the annual accounts.	<i>Academy trust handbook</i> 2.54 – 2.58; 4.1 – 4.4
Developing finance policies (charging and remission, investments and savings, procurement)	The board approve finance policies, as developed by the executive team. This must include assurances that the trust is following all DfE requirements set out in relation to purchasing decisions and procurement frameworks (including those for supply staff, energy contracts and Management Information Systems).	<i>Governance guide</i> , part 6.3, 7.5.2; <i>Academy trust handbook</i> section 2.23 – 2.30
Ensuring adequate insurance cover is in place	The trust 'must have adequate insurance cover in compliance with its legal obligations or be a member of the academies' risk protection arrangements (RPA)', including relevant approvals on indemnities.	<i>Governance guide</i> , part 6.7; <i>Academy trust handbook</i> , section 2.45-2.47
Maintaining risk register	'The trust must manage risks to ensure its effective operation and must maintain a risk register'. The board must take a whole trust approach to risk and should hold oversight of strategic risks across the trust. Local governance in a multi-academy trust can hold oversight of school-level risks.	<i>Governance guide</i> , part 6.4; <i>Academy trust handbook</i> , section 2.43-2.44
Managing conflicts of interest and related party transactions	The trust 'must maintain a register of interests', and adhere to guidance around related party transactions.	<i>Governance guide</i> , parts 6.5 and 6.6; <i>Academy trust handbook</i> sections 1.51 – 1.54, and 5.37 – 5.44.
Managing novel, contentious and repercussive transactions	'Novel, contentious or repercussive transactions must always be referred to DfE for approval, and the request must be made to, and approved by, DfE before the transaction is agreed and before the transaction occurs'.	<i>Academy trust handbook</i> section 5.5; 5.13 – 5.14; 5.45 – 5.56
Ensuring compliance with DfE requirements	Compliance must be ensured in areas including special payments, disposal of land and assets and use of School Condition Allocations, use of school premises. The board should ensure compliance with the executive team delivering on all requirements.	Throughout <i>Governance guide</i> compliance section (Part 7); <i>Academy trust handbook</i> , section 5.1-5.62

Area of responsibility	Details / suggested delegations	Reference
Compliance and Statutory guidance for trusts		
Setting admissions policies	The <i>School Admissions Code</i> is the statutory guidance that schools must follow when carrying out duties relating to school admissions. As the admissions authority the academy trust should approve all relevant admissions arrangements in line with the code.	<i>Governance guide</i> , part 7.1
Keeping admission and attendance registers	'All boards must ensure that academies are keeping admission and attendance registers according to [regulations].' The board holds responsibility for receiving assurance on overall compliance, with delivery carried out by the executive team and schools.	<i>Governance guide</i> , part 7.2
Ensuring compliance with Equalities legislation and SEND Code of Practice	'Boards have legal duties in relation to pupils with SEN and disabilities that are set out in the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014 and must, in exercising their functions under part 3 of the act, have regard to the SEND Code of Practice'. The board holds responsibility for ensuring compliance, with delivery carried out by the executive team and schools. The board is responsible for obtaining assurances regarding the quality and consistency of inclusive practice across the trust.	<i>Governance guide</i> , parts 7.4.1; <i>SEND Code of Practice</i> ; Children and Families Act 2014 <i>Academy trust handbook</i> 1.16 – 1.20
Setting and assuring a trust-wide approach to inclusion	The board should obtain assurance that inclusion is embedded across the trust, including arrangements for pupils with SEND, disadvantaged pupils and children known to social care. Trusts must also comply with legal duties to cooperate with local authorities and other agencies where relevant, working constructively with local partners to support effective local arrangements and improve outcomes for pupils.	<i>Academy trust handbook</i> 1.16 – 1.20
Delivering support for looked after children and previously looked-after children	'Boards must appoint a designated staff member to support the educational achievement of looked-after and previously looked-after children'.	<i>Governance guide</i> , part 7.4.2
Monitoring pupil premium spend and PE and sport premium	'As part of their grant conditions, boards will scrutinise a school's pupil premium strategy statement and discuss the rationale for pupil premium spending with senior leaders.'. In a multi-academy trust setting, this monitoring can be delegated to schools.	<i>Governance guide</i> , part 7.5

Area of responsibility	Details / suggested delegations	Reference
Setting health and safety policies and estates management strategy	Trusts must ensure compliance with health and safety legislation, including food safety, supporting pupils with additional health needs, allergy safety, first aid and fire safety. The DfE also 'expects academy trusts to manage their school estate strategically and effectively and maintain their estate in a safe working condition'.	<i>Governance guide</i> , part 7; <i>Academy trust handbook</i> section 1.25
Attending trust inspections	The <i>Governance guide</i> summarises the Ofsted inspection process. A trust should decide which governance representatives will be present - depending on the trust's size, this may be trustees and/or executive leaders and/or local governors	<i>Governance guide</i> , part 7.7
Setting governance policies (data protection, information sharing, cyber security, freedom of information, code of conduct, complaints, whistleblowing, fraud)	Trusts must set policies for a range of areas of governance, data protection and cyber security. Trusts must also ensure all relevant policies are published online in accordance with government guidance. For this and the other policies outlined below, the trust will decide how policies are developed and approved, between the trust board, executive team and local governance, in accordance with the DfE's 'statutory guidance and additional resources' section of the <i>Governance guide</i> .	<i>Governance guide</i> , Parts 7 , (particularly part 7.3-7.9) and statutory guidance and additional resources; <i>Academy trust handbook</i> sections 2.53-2.57, 6.9-6.15
Monitoring progress towards DfE digital and technology standards	The board should receive assurance that the trust is working towards DfE's digital and technology standards, including the core standards by 2030, and that cyber security, filtering and monitoring, network infrastructure and digital leadership are treated as governance and risk matters.	<i>Academy trust handbook</i> 1.21
Setting trust safeguarding practices, with regard to statutory guidance, including appointing designated safeguarding lead (DSL)	All boards 'have a duty to ensure that they: carry out their functions with a view to safeguarding and promoting the welfare of children; have regard to the statutory guidance issued by the Secretary of State for Education relating to arrangements required to fulfil their safeguarding duties'	<i>Governance guide</i> , part 7.10 <i>Academy trust handbook</i> 1.13 - 1.16
Setting safeguarding policies and assurance arrangements	Policies, procedures and training should reflect the latest <i>Keeping Children Safe in Education</i> requirements, including online safety, filtering and monitoring, information-sharing, safer recruitment, child-on-child abuse, allegations against staff, serious violence and emerging safeguarding risks.	<i>Governance guide</i> , part 7.10; <i>Keeping Children Safe in Education</i>
Carrying out disclosure and barring service (DBS) checks	Ensuring delivery of DBS and section 128 checks in line with trust and <i>Keeping Children Safe in Education</i> requirements. The board should receive assurance that these checks are delivered by the executive team and school staff.	<i>Governance guide</i> , part 4.6

Area of responsibility	Details / suggested delegations	Reference
Setting safeguarding policies (safeguarding and child protection, pupil mental health and wellbeing, Prevent, looked after children, safer recruitment, supporting pupils with medical conditions, allergy safety)	Policies and procedures should include reference to child-on-child abuse, gender issues, and allegations made against teachers and other staff.	<i>Governance guide</i> , part 7.10
Setting behaviour and welfare policies (behaviour, exclusions)	'A trust must promote good behaviour among pupils by: implementing a written behaviour policy; keeping a record of the sanctions imposed upon pupils for serious misbehaviour; and using an anti-bullying strategy to help prevent bullying.'	<i>Governance guide</i> , part 7.11
Setting approach to directing pupils offsite, exclusions	An academy may direct a pupil off-site under general powers in their articles of association. The board has key responsibilities in relation to considering whether excluded pupils should be reinstated and arranging an independent review panel. The trust board holds responsibility for ensuring overall compliance, with delivery carried out by the executive team and schools. Within a multi-academy trust context, it will often be the local academy committees that convene exclusion panels to consider individual exclusions.	<i>Governance guide</i> , part 7.11; Articles of Association
Setting the school day and school year	Trusts have the flexibility to set their own school day and school year, and the delegations for this responsibility must be clear.	<i>Governance guide</i> , part 7.13
Managing the trust estate and school premises	The DfE 'expects academy trusts to manage their school estate strategically and effectively and maintain their estate in a safe working condition. This includes complying with statutory duties to ensure the health and safety of building occupants.'	<i>Governance guide</i> , part 7.14; <i>Academy trust handbook</i> , section 1.25
Setting the uniform policy	The board can decide, or delegate, on uniform policy that must align with statutory guidance.	<i>Governance guide</i> , part 7.16
Setting approach to staff appointment and dismissal	The requirements on academy trusts are set out in their funding agreements and regulations and [...] 'Staffing and employment advice for schools'. The board holds overall responsibility for ensuring compliance, with delivery carried out by the executive team and schools, and input from unions as agreed.	<i>Governance guide</i> , part 7.17

Area of responsibility	Details / suggested delegations	Reference
Setting approach to appraisal and performance management	Trusts are responsible for setting their own appraisal and performance management processes in line with requirements laid out relevant legislation, guidance, and regulations.	<i>Governance guide</i> , part 7.17.2
Setting HR policies (appraisal, pay, disciplinary, grievance, capability, safer recruitment)	Academy trusts are responsible for establishing their own staff procedures in line with relevant legislation and guidance. The board holds responsibility for ensuring compliance, with delivery carried out by the executive team and schools, and input from unions as agreed.	<i>Governance guide</i> , part 7.17
Setting whistleblowing procedures	The trust must have set whistleblowing procedures in place that must be clearly accessible to staff. It should also appoint a whistleblowing trustee and member of staff to whom staff can report concerns.	<i>Governance guide</i> , part 7.18; <i>Academy trust handbook</i> section 2.48-2.52



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