

Appendix 1 to the Scheme of Delegation

Table of Roles and Responsibilities

Responsibilities of the Diocesan Bishop and the Diocesan Education Service

Canon law (Church law) provides that each diocesan bishop has strategic responsibility to commission sufficient school places to meet the needs of baptised Catholic children resident in his area. A Catholic school is one which is recognised as such by the diocesan bishop. Canon 803 provides the definition of a Catholic school. Canon 803§1 provides that a school is Catholic if:

- (a) It is controlled¹ by a diocese or religious order; or
- (b) It is acknowledged in a written document as Catholic by the diocesan bishop.

All Catholic schools are subject to the jurisdiction of the diocesan bishop, even those that are not in diocesan trusteeship. Canon 806§1 provides:

“The Diocesan Bishop has the right to watch over and inspect Catholic schools in his territory...and has the right to issue directives concerning the general inspection of Catholic schools...those who are in charge of Catholic schools are to ensure, under the supervision of the local Ordinary², that the formation given in them, including its academic standards, are at least as outstanding as that in other schools in the area”.

In respect of his schools, which includes academies, the bishop has the legal right to appoint (and remove) an overall majority of directors and governors, who are known as foundation directors and foundation governors. In addition to all the other legal responsibilities of the academy trust company (for academies) and the governing body (for voluntary aided schools), the law recognises that foundation directors/governors are appointed specifically to ensure:

- That the Catholic character of the school is preserved;
- That the school is conducted in accordance with its trust deed; and
- That the religious education curriculum is in accordance with the bishop’s policy for his diocese, based on the Bishops’ Conference Curriculum Directory.

The diocesan bishop, acting through his Diocesan Schools Commissioner, is responsible for:

- The provision and future development of excellent Catholic education throughout the diocese
- The oversight of high educational standards, progress and outcomes in all diocesan schools

¹ The ‘control’ specified in canon 803 is normally established where the diocese or religious order owns the school and appoints the governing body (or at least a majority of it).

² ‘Ordinary’ includes the Diocesan Bishop and those, such as Vicars General and Episcopal Vicars, exercising Ordinary jurisdiction on his behalf as well as to describe the relevant Religious Superior in respect of religious order schools, and this also includes their respective representative officers.

- The appointment, development and training of foundation directors and governors and their removal
- The inspection of religious life of schools and RE (section 48 inspections)
- The development of Catholic teachers and leaders (and all appointments should be made in accordance with diocesan protocol)
- The oversight of school buildings/estate and capital projects
- Planning of school place provision
- Engaging with the RSC and Ofsted
- Maintaining links with the Catholic Education Service and the government

The CES model Scheme of Delegation, more particularly this table at Appendix I, is modelled on a 'traditional' multi-academy trust structure. 'Traditional' for the purposes of this document is used to describe a situation where there is substantial delegation to the local governing body level to make decisions, although such decisions must be in line with the overall strategic vision set by the directors. The model does, however, provide for certain functions to be undertaken by a senior executive leadership team. By comparison, some multi-academy trust companies will delegate very little to their local governing bodies and will retain all decision-making powers and/or delegate to a senior executive leadership team. It is envisaged that the bigger the multi-academy trust company, the larger the senior executive leadership team will be and, as such, the board of directors will delegate to the senior executive leadership team and not down to the academy level. This model would leave the local governing body free to concentrate on such things as educational standards at the academy and community relations.

In any event, the optimum structure, regardless of size or composition of the multi-academy trust company is for each 'layer' of the governance structure (being the board of directors, the senior executive leadership, any regional boards or hubs³, the local governing bodies and the headteachers as may be appropriate) feeds into the layer above so that the board of directors is free to carry out its strategic functions and is not involved in the operational or day to day aspects of running the academies within the multi academy trust company.

It is envisaged that the CES will be producing additional tables for Appendix I to reflect different governance structures as it becomes apparent that such structures are considered a successful model for governing a multi-academy trust company.

³ As a multi-academy trust company grows and accepts additional academies, the 'traditional' governance structure may no longer be fit for purpose, particularly because the level of information being produced for review and action by the directors may be too in-depth and require significant amounts of time and expertise to get to the headline information. In such a case, it is expected that the multi-academy trust company will look at ways of addressing this by altering its governance structure. Often this is done by introducing regional hubs so that the academies in the multi-academy trust company are split into, for example, geographical groupings. Each grouping may then have a regional board that would sit between the local governing body of each academy and the senior executive leadership and whose function it would be to assist and support each LGB but also to collate information and statistics, to analyse the same across the region and to report that back in an accessible format to the senior executive leadership for further dissemination as appropriate to the board of directors. Another foreseeable structural change may be to have one LGB across two or more schools; this is particularly relevant where there is an executive headteacher over more than one academy in the multi-academy trust company. It is possible that in such a case, two or more LGBS will be duplicating efforts and it may be more efficient and cost-effective for one LGB to be constituted across the academies.

DIOCESES ARE ADVISED TO REFLECT THEIR OWN DIOCESAN POLICIES AND PRACTICES IN THIS TABLE WHEN AGREEING IT WITH THEIR MULTI-ACADEMY TRUST COMPANIES. IT IS IMPORTANT FOR DIOCESES TO ENSURE THAT THEY HAVE DETERMINED WHETHER ANY COMPANY-

WIDE POLICY ADOPTED BY THE MULTI-ACADEMY TRUST COMPANY WILL NEED TO BE ADOPTED IN FULL IN EACH ACADEMY, WITHOUT ANY DEROGATION, OR WHETHER ANY COMPANY-WIDE POLICY IS ABLE TO BE ADAPTED AT A LOCAL LEVEL, BY THE LOCAL GOVERNING BODY, TO MEET THE SPECIFIC NEEDS OF THE ACADEMY. IF SUCH DEROGATION IS PERMITTED, IT IS IMPORTANT FOR THE DIOCESE TO DETERMINE HOW FAR SUCH DEROGATION SHOULD GO.

It is possible for multi-academy trust companies to amend this table to reflect their particular governance arrangements but any such changes will need to be made in accordance with any Diocesan policy and will need to be approved, in writing, by your Diocese before they take effect. It is envisaged that changes will need to be made to the table in certain circumstances such as, for example, where a school is joining the Multi-Academy Trust Company (i.e. transitional arrangements), where there are concerns about the performance of the Multi-Academy Trust Company or any of the academies within it and/or where an Interim Management Board has been put in place.

Explanation of the layers of governance in a ‘traditional’ Multi-Academy Trust Company structure

Members:

- Guardians of the governance of the Multi-Academy Trust Company
- Accountable to the Bishop (unless the Member is the Bishop)
- Signatories to the Memorandum and Articles of Association
- Akin to shareholders

Directors:

- Company Directors and Charity Trustees
- Accountable to the Members and the Bishop
- Duty to uphold the Multi-Academy Trust Company’s objects and to comply with any directives, advice and/or guidance issued by the Bishop
- Responsible for preserving and developing the Multi-Academy Trust Company’s Catholic character at all times, and this overriding duty (which is also a legal duty) should permeate everything that the Directors do.
- Responsible for the general control and management of the administration of the Multi-Academy Trust Company and for delivering the three core functions
- Responsible for standards of education in the academies within the Multi-Academy Trust Company
- Delegate functions to sub-committees, senior executive leadership, LGBs, and Principals/Headteachers
- Appoint the senior executive leadership
- Responsible for conducting an Annual Skills Audit to identify any knowledge gaps.

Senior executive leadership:

- Appointed by the Board of Directors and employed by the Multi-Academy Trust Company
- Expectation that this will include a senior executive, for example a CEO, if appropriate depending on the size and stage of development of the multi-academy trust company
- Responsible for 'operations' and for delivering the Board's vision and ethos – the 'professional leaders'
- Responsible for the Multi-Academy Trust Company's financial effectiveness and stability and for ensuring value for money
- Assist in the performance management of the Principals/Headteachers

LGB Governors:

- Appointed/elected to govern a specific academy within the Multi-Academy Trust Company in accordance with the Scheme of Delegation
- Have oversight of one academy in the multi-academy trust company and are accountable to the board of Directors of the multi-academy trust company
- Vital link to the local community
- Responsible for conducting an Annual Skills Audit to identify any knowledge gaps.

Principal/Headteacher:

- Responsible for day-to-day management of the Academy (or academies in an executive headship type arrangement)
- Responsible for performance management of staff excluding those staff whose performance is managed by the Directors, a committee of the Directors, the senior executive leadership, the LGB or a committee thereof.

Trust Wide Governance Structure Summary

Corporate governance provides a key function for any organisation. The Trust Board's role is to fulfill the following core functions⁴;

- ensuring clarity of vision, ethos and strategic direction
- holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
- overseeing and ensuring effective financial performance.

⁴ <https://www.gov.uk/guidance/academy-trust-handbook/part-1-roles-and-responsibilities>

To ensure Directors are able to fulfil these three Core functions the Trust Board Committee Structure is outlined below;

Board Element	Make Up	Meeting Frequency
Full Board	All Directors	One per half term
Resources and Risk Committee	3 Directors	Once per half term
Standards Committee	4 Directors	Four time per year

Summary of Directors Terms of Reference

The overarching function and responsibility of each element of the Directors committees is briefly summarised below;

Board Element	Function and Responsibility
Resources and Risk Committee	<ul style="list-style-type: none"> Assure Board of Directors that they meet all requirements regarding statutory compliance, solvency and probity. Ensure financial resources available to the academy company are managed effectively and efficiently, to provide a quality education for the children in the academies that is value for money. Provide internal scrutiny and a strong policy, in line with the Academies Financial Handbook. Ensure public money given to educate the children on roll is used effectively and efficiently. Enable the Board of Directors to be accountable for the use of: public monies, diocesan charitable assets (premises and buildings) made available to provide Catholic education; and all other resources held in the ownership of the academies. Monitor the Directors' strategic framework ensuring that the Board functions effectively and efficiently and improves the academies' performance. Make recommendations to the Board of Directors and to other committees as necessary and appropriate. Review the annual accounts, financial statements and statements on internal control and governance of the Trust to ensure that they can be recommended to the Board of Directors for approval. Review internal and external reports and make recommendations to the Board of Directors. Consider all relevant reports, including reports on the Trust's accounts, achievement of value for money and the response to any management letters. Fraud, including but not limited to: <ul style="list-style-type: none"> Review the adequacy of procedures for detecting, recording, and reporting fraud and other irregularities. Ensure that any material fraud or misappropriation is reported to the appropriate regulator in a timely manner. Money Laundering. Monitor the implementation and completion of actions resulting from any incident 'lessons learnt' reports.



	<ul style="list-style-type: none"> • Write off of bad debts. • ICT strategy. • Review the effectiveness and integrity of systems of internal control established to ensure that the aims, objectives and key performance targets of the organisation are achieved in the most economic, effective and environmentally preferable manner. • Ensure the Trust has an effective risk register in place to manage risk and said register includes contingency and business continuity planning. • Review the operation of the Academy's code of practice for members of the Board of Directors, Local Governing Bodies and the code of conduct for staff. • Consider any other matters where requested to do so by the Board of Directors.
Standards Committee	<ul style="list-style-type: none"> • Provide a sharply focused oversight of the academies' core business of curriculum, teaching, learning, and assessment, with a clear understanding of the direct impact of the quality of provision on children's learning, formation, attainment and progress that is shared by all Directors. • Provide a strong policy, monitoring, evaluation and reporting framework with respect to provision, performance and standards to enable the academies to meet the learning needs of all children, so they can make at least good progress across the subjects of the curriculum, but particularly in the core. • Enable the academies to be accountable for their performance and standards, by holding the Headteachers and other senior leaders to account for the quality of teaching, pupils' achievement, and pupils' behaviour and safety, and providing the kind of curricular experience and teaching and learning strategies that make the most difference to children's enjoyment in learning, their attainment in relation to national expectations, and rates of progress. • Enable the academies to be accountable for building a strong Catholic collaborative learning community, rooted in the teachings of Christ and his Church and the values of the Gospel, that meets the needs of the children who form the core of the academy communities, by ensuring the academies form good relationships and effective communication with all stakeholders and form part of a wider community working with parents, parishes, the neighbourhoods, other academies and schools and learning partnerships as well as national/international charities and communities. • Provide a strong policy, monitoring, evaluation and reporting framework so the academies meet the professional development needs of all staff who are expected to be ambitious for children, by aspiring to the best they can be as the professionals engaged in teaching, supporting, educating and forming the children in the academies. • Enable the academies to be accountable for building sustainable capacity, by ensuring the academies provide appropriate development opportunities for individuals and teams, and build effective and efficient systems so the academies run well in the best interests of the children.

The Role of Local Governing Bodies

Each school within our Trust will have their own Local Governing Body. These are a committee of the Board of Directors with responsibility for supporting and challenging local Headteachers and school leaders to provide the best possible Catholic provision for pupils in each school. Their terms of reference are summarised below. The full terms of reference are shared with all Local Governing Bodies.



- **Organisation**

- Local Governing Bodies meet termly, hold a meeting at the beginning of the Academic Year, and one Local Pay Committee meeting following the completion of the local appraisal cycle. The CSEL will provide for each Academy proposed agenda items.
- Financial decisions can be made at local level in line with Trust wide financial policies.
- Academy Key Performance Indicator's (KPI's) are set and Local Governing Bodies are asked to monitor these KPI's as part of their meeting cycle.

- **School Provision - Local Governing Bodies are asked to;**

- ensure an Academy Improvement plan is in place, monitored and reported on and the Academy is prepared for inspection,
- ensure each Academy Curriculum meets the requirements and is delivered as it is intended including challenging the quality of classroom provision for pupils to meet the needs of its local context, in line with Trust wide curriculum principles.
- ensure pupils with SEND need and disabilities have full access to the academy curriculum.
- ensure one Local Governor is appointed to have oversight of the Pupil Premium spend.
- ensure each Academy has a behaviour and exclusions (or equivalent policy) in place and review and challenge behaviour data as part of their termly business.
- to serve on relevant pupil discipline committees where the need arises ***not just limited to their local academy.***

- **Safeguarding - Local Governing Bodies are asked to;**

- ensure that all statutory safeguarding processes are in place including a Designated Safeguarding Leader, ensuring staff have completed safer recruitment training and implement the Safeguarding Policy and designate one Local Governor as the Safeguarding Governor.

- **Other Areas – Local Governing Bodies are asked to;**

- follow Diocesan guidelines in relation to admission policies and where appropriate to be part of local admissions committees.
- use any Trust wide policies that are approved by the Board of Directors and implement agrees staffing structures and terms and conditions.
- Support calendaring of Trust wide meeting cycles and INSET events as determined by the Catholic Senior Executive Leader.
- Ensure local compliances (Health and Safety/Risk/Websites/Estates are adhered to in line with Trust policy

The tables below outline where responsibilities' sit across the governance structure. This table should be read in conjunction with Board Committee Terms of Reference and Local Governing Body Terms of Reference.

ND: means non-delegable



Notes to assist in reading this table

There is an expectation that there will be one person on the senior executive leadership team who will lead and assume accountability for decisions taken by the team e.g. a CEO type figure.

In all that the multi-academy trust company does, it should ensure that any diocesan policy, procedure, protocol or guidance is reflected and followed, including by the academies within the multi-academy trust company.

In this table, the term ‘company’ shall mean the multi-academy trust company’.

In this table, the term ‘headteacher’ shall mean the principal or headteacher employed in the academy and reference to ‘headteachers’ shall mean each of the headteachers employed in each of the academies in the company.

A. GOVERNANCE					
Action	Members	Directors	Senior executive leadership (SEL)	Local governing body (LGB)	Principal/headteacher
1.Attend Annual General Meeting					
2.Vary the Articles of Association	Review and amend the Articles of Association subject to the written consent of the Diocesan Bishop and the Diocesan/Religious Order Trustees	Advise the members on review and amendment of the Articles of Association			
3.Change the name of the company/academies					
4.Appoint/remove directors	Appoint/remove relevant Directors ND	Appoint/remove relevant Directors ND			
5.Appoint/remove local governors				Appoint and remove relevant governors (subject to the Bishop’s right to appoint/remove foundation governors): Elect a chair and vice-chair from their number Ensure there are governors with specific responsibilities for SEND,	



A. GOVERNANCE					
Action	Members	Directors	Senior executive leadership (SEL)	Local governing body (LGB)	Principal/headteacher
				<p>child protection, pupil premium and financial matters</p> <p>Give notice of any removal of a local governor (other than a foundation governor) to the directors</p> <p>Give notice of any resignation of a local governor to the directors</p>	
6. Annual Report on the company's performance	Receive annual report from directors/SEL	Submit and publish an annual report to members in respect of the company's performance ND	Assist the directors as required with the preparation of the annual report in respect of the company's performance	With the Headteacher, prepare an annual report on the academy's performance to inform the company's annual report prepared by the senior executive leadership	With the LGB, prepare an annual report on the academy's performance to inform the company's annual report prepared by the senior executive leadership
7. Preserve and develop the religious and educational character, mission and ethos of the company	Have oversight of the preservation and development of the religious and educational character, mission and ethos of the company and take action where there are shortcomings or any risk to the religious or educational character or the company's reputation.	<p>Preserve and develop the religious and educational character, mission and ethos of the company as determined by the Diocesan/Religious Order Trustees in accordance with the Articles of Association, and ensure that it is embedded in each academy ND</p> <p>Attend any diocesan, or other provider's, induction training as required by the Diocese</p>	<p>Preserve and develop the religious and educational character, mission and ethos of the company as determined by the Diocesan/Religious Order Trustees in accordance with the Articles of Association, and ensure that it is embedded in each academy</p> <p>Monitor the academies medium to long-term vision for their future viability as Catholic schools, ensuring that this is in accordance with the vision of the company, and that they each have a robust strategy in place for achieving their vision</p> <p>Attend any diocesan, or other provider's, induction training as required by the Diocese</p> <p>Deliver and oversee the delivery by the academies of public relations activities to ensure that they meet the company's requirements regarding preservation and development of the company and academies Catholic character in the wider community</p>	<p>Preserve and develop the religious and educational character, mission and ethos of a particular academy in collaboration with the headteacher to ensure that it is embedded in the academy</p> <p>Champion the company's vision, ethos and strategic direction in the academy</p> <p>Ensure that the academy has a medium to long-term vision for its future viability as a Catholic school and that there is a robust strategy in place for achieving its vision</p> <p>Attend any diocesan, or other provider's, induction training as required by the Diocese</p>	<p>Implement the religious and educational character, mission and ethos of the particular academy</p> <p>Attend any diocesan, or other provider's, induction training as required by the Diocese</p>
8. Carry out the three core functions		Ensure clarity of vision, ethos and strategic direction	Support the directors to carry out the three core functions effectively	Support the directors to carry out the three core functions	Support the directors to carry out the three core functions



A. GOVERNANCE					
Action	Members	Directors	Senior executive leadership (SEL)	Local governing body (LGB)	Principal/headteacher
		<p>Hold the headteachers and/or senior executive leadership e.g. the chief executive (as appropriate) to account for the educational performance of the academies in the company and its pupils, and for the internal organisation, management and control of the academies, including performance management of staff.</p> <p>Oversee the financial performance of the company and the academies within it and make sure its money is well spent</p>			
9.Strategic oversight of governance		Have strategic oversight of governance arrangements and their effectiveness across the company and the wider Diocese	Monitor governance arrangements and their effectiveness across the company and report to the directors to assist them with their duty to have strategic oversight	Assist the senior executive leadership with its report on governance arrangements in the academies in the company	
10.Succession planning		Prepare a succession plan	<p>Advise the directors on succession planning and development of the senior executive leadership and take action as required by the directors</p> <p>Advise the LGB on leadership succession planning</p>	Succession plan for local governance and senior leadership in conjunction with the wider company	Advise the LGB on succession planning for local governance and senior leadership
11.Reserved matters and business of the company		<p>Determine the directors' Reserved Matters i.e. non-delegable functions and responsibilities.</p> <p>Prepare an annual schedule of the directors' business.</p>	<p>Attend meetings of the directors and provide an Executive Report</p> <p>Recommend and secure (where appropriate) professional advice on behalf of the directors as requested</p> <p>Prepare and advise the directors on the annual schedule of directors' business</p> <p>Prepare an annual schedule of LGB business and advise the LGB on it</p>	Support the senior executive leadership to prepare an annual schedule of LGB business, as appropriate	



A. GOVERNANCE					
Action	Members	Directors	Senior executive leadership (SEL)	Local governing body (LGB)	Principal/headteacher
12.Appointments of administrative nature		<p>Appoint/remove a suitably qualified company secretary</p> <p>Appoint/remove a suitably experienced and trained clerk to the directors and to support clerking arrangements to the LGBs, as appropriate</p>	<p>Support the appointment process for the company secretary and the clerk</p>		
13.Compliance and/or administrative/company secretarial matters		<p>Understand and comply with all duties and requirements of a charity trustee</p> <p>Meet at least three times per year, once per term</p> <p>Update Edubase as required by the Academies Financial Handbook</p> <p>Receive advice from the senior executive leadership regarding the establishment and publication on the company's website, of the registers relating to business and pecuniary interests for members/directors/committee members/governors/senior staff members and instruct the senior executive leadership as necessary</p> <p>Ensure the preparation and filing of company registers e.g. members/directors/persons with significant control/secretaries etc.</p> <p>Complete and return to the ESFA a financial management and governance self-assessment form for new academies joining the company</p> <p>Ensure that the company's, as well as each individual academy's, governance details, including their accounts, are published on the</p>	<p>Support and advise the directors to ensure they are compliant with the duties and requirements placed upon them as charity trustees</p> <p>Assist the directors in their duty to update Edubase as required</p> <p>Ensure that the company is compliant with all relevant regulations including charity law, company law and education law and report any failings to the directors for action</p> <p>Advise the directors on the establishment and publication of the registers relating to business and pecuniary interests, for members/directors/committee members/governors/senior staff members, and take any action as required by the directors</p> <p>Prepare and file, or ensure that the company secretary/clerk has prepared and filed, company registers e.g. members/directors/persons with significant control/secretaries etc.</p> <p>Support the directors to ensure that the company's, as well as each individual academy's, governance details, including their accounts, are published on the company's, and individual academy's, websites</p>	<p>Meet at least three times per year, once per term</p> <p>Ensure that the academy is conducted in a way that is compliant with all relevant regulations including charity law, company law and education law and report any failings to the senior executive leadership for action</p> <p>Assist the senior executive leadership to ensure that the academy's governance details, including its accounts, are published on its website</p>	<p>Conduct the academy in a way that is compliant with all relevant regulations including charity law, company law and education law and report any failings to the Local Governing Body for action</p>



A. GOVERNANCE					
Action	Members	Directors	Senior executive leadership (SEL)	Local governing body (LGB)	Principal/headteacher
		<p>company's website along with any other details as required by the DfE, ESFA, Companies House or other organisation as required</p> <p>Pay diocesan contribution per pupil as stipulated from time to time by the Bishop</p>			
14.Documents, policies and procedures		<p>On an annual basis, review and amend (if appropriate), in line with Diocesan policy:</p> <ul style="list-style-type: none"> ➤ the policies of the company ➤ Code of Conduct ➤ The terms of reference for the directors and their sub-committees ➤ The constitution and terms of reference of the LGBs ➤ Terms of reference for delegation to the senior executive leadership ➤ Role descriptions for directors/chair to the directors/committee members ➤ This scheme of delegation and table of roles and functions <p>Approve and adopt the terms of reference produced by the senior executive leadership for committees of directors and LGBs</p>	<p>Advise the directors and the academies on company-wide and academy specific policy requirements and take action to prepare and/or amend any such policies as required by the directors</p> <p>Prepare terms of reference for any committees of directors and LGBs</p>	<p>Review and amend the policies of the academy in line with any company-wide policies</p> <p>Assist the headteacher to tailor company- wide policies for the particular academy</p> <p>Adopt any specific company policies in the academy</p>	<p>Tailor company-wide policies to the particular academy as recommended by the senior executive leadership</p> <p>Implement any relevant policies in the academy and ensure that the academy is conducted in accordance with any such policies</p>
15.Inspections		<p>Comply with any denominational inspections pursuant to s.48 and any additional canonical inspections, reviews and visitations of the bishop</p> <p>Comply with any other education inspections, e.g. s.5 as required by law</p>	<p>Support and assist the directors and/or the LGB to prepare for any inspections e.g. s.48, s.5</p> <p>Ensure that any inspection outcomes are carried out in the academies and/or the company as appropriate</p>	<p>Comply with any denominational inspections pursuant to s.48 and any additional canonical inspections and visitations of the bishop</p> <p>Comply with any other education inspections, e.g. s.5 as required by law</p> <p>Ensure that any actions arising from inspection outcomes are carried out in the academy</p>	<p>Comply with any denominational inspections pursuant to s.48 and any additional canonical inspections and visitations of the bishop</p> <p>Comply with any other education inspections, e.g. s.5 as required by law</p>



A. GOVERNANCE					
Action	Members	Directors	Senior executive leadership (SEL)	Local governing body (LGB)	Principal/headteacher
					Implement any actions arising from inspection outcomes in the academy
16.School to school support		In line with diocesan protocol, broker appropriate internal and external school-to-school support as necessary to facilitate excellent Catholic education across all the academies in the company	Support the directors in their responsibility to broker school-to-school support	Implement any school-to-school support opportunities as directed by the senior executive leadership and monitor any such arrangements, reporting back to the senior executive leadership at appropriate intervals or as required	Implement school-to-school support opportunities in the academy as directed by the senior executive leadership
17.Performance management of non-executives		Perform 360 review of the chair ND Carry out the annual self-evaluation of the directors to assess the contributions made by the directors'/committee members and report to the members for action, if appropriate ND	Assist and support the directors to carry out the annual self-evaluation of the board as appropriate Perform 360 review of the LGB chair	Carry out the annual self-evaluation of the LGB and report findings to the senior executive leadership/directors as appropriate	
18. School level matters		Instruct the senior executive leadership as appropriate in respect of any reports made by them relating to matters in the individual academies within the company	Monitor school life in the academies in the company and report any relevant findings to the directors for action as appropriate. As part of this, monitor Pupil, Parent and Staff Voice across the academies in the company	Ensure the spiritual wellbeing of pupils at the academy Support the headteacher to develop a school development plan and oversee it carried out in practice With the headteacher, establish and develop Pupil, Parent and Staff Voice and monitor the same, reporting any issues or other matters to the senior executive leadership/directors as appropriate Establish and maintain relationships with the parish priest, local Church and parish community to work with them as they contribute to the Catholic formation of the pupils at the academy Establish and maintain relationships with parents of pupils attending the academy to support	Prepare a school development plan Attend meetings of the LGB and provide a headteacher's report Advise the LGB on its annual schedule of business Build relationships with other local schools, agencies and businesses in the wider community to enhance the quality of education provided for pupils at the academy Assist the LGB to develop Pupil, Parent and Staff Voice



A. GOVERNANCE					
Action	Members	Directors	Senior executive leadership (SEL)	Local governing body (LGB)	Principal/headteacher
				them in their role as primary educators Establish and maintain a relationship with members of the wider local community, including assisting the principal to build relationships with other schools, agencies and businesses in the community to enhance the quality of Catholic education provided for pupils Support and work with other LGBs in the company Generally, support and challenge the headteacher	

Useful Resources:

- Articles of Association of the company – the company’s constitutional document which should be based on the February 2015 model available on the DfE website
- Academies Financial Handbook – a key document which sets out the framework for multi-academy trust companies reflecting their status as companies, charities and public bodies. Compliance with the Academies Financial Handbook is required through the company’s Funding Agreement with the Secretary of State
- Master Funding Agreement – the agreement entered into between the company and the Secretary of State to receive public funds for the establishment and running of academies
- Supplemental Funding Agreement - the agreement(s) entered into between the company and the Secretary of State which sets out how each of the academies in the company will be operated
- Memorandum of Understanding between the Catholic Church and the department for Education (April 2016) – sets out the key principles to inform the working relationship between the DfE, the CES and the Catholic dioceses with regard to Catholic schools becoming academies
- Charity Commission Guidance ‘CC3: the essential trustee: what you need to know, what you need to do’
- CES Governor skills audit
- CES Governing Body Self-Evaluation Form
- CES Governance Statements
- CES Code of Conduct
- CES Protocol between dioceses and schools
- CES ‘A clarification of roles and responsibilities’
- CES Recruitment Resources for Foundation Directors and Foundation Governors
- CES website best practice guidance for governor recruitment
- CES governor recruitment campaign guide



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- CES Equality Act Guidance for Catholic Schools
- CES Guidance on Public Sector Equality Duty in England
- CES Guidance on Public Sector Equality Duty in Wales
- CES 'Pupils of Other faiths in Catholic Schools'
- CES 'Catholic Schools, Children of Other Faiths and Community Cohesion'
- CES Checklist for External Speakers in Schools
- [CES Protocol for inspection of publicly funded schools with a religious character]
- List of statutory policies for schools (DfE document but link available on the CES website)



B. FINANCE					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
1.Appointment of auditors	Receive annual accounts of the company	<p>Appoint the external auditors and issue a letter of engagement for the external auditor's contract</p> <p>Appoint an audit committee to inform the Governance Statement and to provide assurance, as far as possible, the company's external auditors ND</p>			
2.Appointment of finance personnel		<p>Appoint an Accounting Officer ND</p> <p>Appoint a chief financial officer (which can be the finance director, school business manager or equivalent) to lead on finance</p> <p>Appoint a finance committee (as per the Academies Financial handbook)</p>	CEO or designated senior executive to act as the Accounting Officer	Appoint a local governor(s) responsible for finance (where some financial matters have been delegated to the LGB)	
3.Budgeting and financial control		<p>Ensure compliance with the requirements in the Academies Financial Handbook</p> <p>Approve and keep under review the financial scheme of delegation ND</p> <p>Determine and communicate service charges to the LGBs relating to the provision of centralised functions OR agree top-slice and all centralised services and what must be paid for separately by each academy in the company</p> <p>Approve the annual balanced budget for the company and each academy in the company to include overall approval of management accounts for each individual academy (and minute it)</p> <p>Budget plan on a 5-year rolling basis</p> <p>Consider monthly budget monitoring reports and take action as necessary</p> <p>Submit the budget forecast to the ESFA</p> <p>Approve any significant changes to the approved budget</p> <p>Monitor income, expenditure, cash flow and balance sheet of the company and take appropriate action where necessary to ensure</p>	<p>Take action as required by the directors to meet all requirements of the Academies Financial Handbook</p> <p>Prepare the financial scheme of delegation and take any action as determined by the directors following their review of it</p> <p>Support the directors, and carry out any instructions from them, relating to their responsibilities for budget planning and ensuring the ongoing viability of the company and the academies within it</p> <p>Monitor the income, expenditure, cash flow and balance sheet of the company and produce monthly budget monitoring reports for the directors highlighting any concerns or issues</p> <p>Report to the directors on the financial performance of the company at least 3 times per year</p> <p>Ensure proper financial controls are in place</p> <p>Support the directors and LGB to ensure robustness of benchmarking in</p>	<p>Be mindful of the academy's annual budget and operate within it</p> <p>Monitor the income, expenditure and cash flow of the academy and report any issues to the senior executive leadership/directors</p> <p>Ensure any variances from the budget are reported to the Finance Committee/board of directors</p> <p>Ensure proper financial controls are in place at the academy</p> <p>Assist the senior executive leadership to produce a report on the effectiveness of central services, as may be required</p>	<p>Ensure the preparation of the annual budget for the academy with the assistance of relevant staff in line with any company-wide policy or guidance</p> <p>Monitor the income, expenditure and cash flow of the academy and report any issues to the LGB/senior executive leadership</p> <p>Prepare monitoring reports for the LGB and summary reports for the Finance Committee to feed up to the board of directors as appropriate</p> <p>Ensure proper financial controls are in place at the academy</p>



B. FINANCE					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
		<p>appropriate use of funds and to balance the company's books</p> <p>Ensure proper financial controls are in place</p> <p>Ensure robustness of benchmarking in terms of company value for money</p> <p>Receive a report on the effectiveness of central services from the senior executive leadership and take action, as appropriate</p> <p>Ensure any company borrowing has received ESFA approval</p>	<p>terms of value for money of the company and, also, the individual academies</p> <p>Report to the directors on the effectiveness of central services, as appropriate, and take action as directed by them</p> <p>Comply with the ESFA requirements in respect of borrowing by the company</p> <p>Open bank accounts</p>		
4.Accounting		<p>Ensure that the accounts are audited in accordance with the Diocesan/Religious Order Trustees' requirements relating to accounting for Church assets</p> <p>Produce, submit and publish annual audited accounts and report including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money</p>	<p>Support and advise the directors in respect of the annual accounts and report</p> <p>Support LGBs and headteachers in local academy monitoring and management of budgets and finances</p> <p>Consider any variances on delegated budget reported by the LGBs</p>	<p>Ensure the academy keeps proper records and provide information to assist the company to prepare the annual accounts or any other accounting matters</p>	<p>Keep proper records and provide information to assist the company to prepare the annual accounts or any other accounting matters</p>
5.Documents, policies and Procedures		<p>Adopt and review all financial policies as required by the Academies Financial Handbook and/or as recommended by the auditors and ensure that they meet the company's charitable objects</p> <p>Adopt and review the charging and remissions policy prepared by the senior executive leadership</p> <p>Ensure a register of business and pecuniary interests is maintained for the company</p>	<p>Prepare all financial policies as required by the Academies Financial Handbook and/or as recommended by the auditors for adoption by the directors</p> <p>Prepare a charging and remissions policy for adoption by the directors</p> <p>Maintain a register of business and pecuniary interests for the company</p> <p>Keep all relevant financial records for at least 6 years after the end of the funding period to which they relate and</p>	<p>Maintain a register of business and pecuniary interests for the academy</p>	



B. FINANCE					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
		Ensure that the company keeps all relevant financial records for at least 6 years after the end of the funding period to which they relate	ensure that retention meets data protection requirements		
6.Staffing		Agree pay for all headteachers, executive headteachers and senior executive leadership members, including CEO if appropriate ND	Support the directors to determine pay for all headteachers, executive headteachers and senior executive leadership members (taking into account that there may be a conflict of interest) Set up and approve staff expenses for the senior executive leadership	Provide local intelligence to the directors/senior executive leadership to inform decisions relating to headteacher pay	Set up and approve staff expenses at the academy in accordance with any company-wide policy Submit expenses in accordance with company-wide policy
7.School level matters			Monitor the provision of free school meals across the company and follow up with LGBs where there are any issues	Monitor the provision of free school meals to those pupils meeting the criteria and follow up where there are any issues	Ensure provision of free school meals to those meeting the criteria

Useful Resources:

- CES model Governance Statements for Academy Trust Companies



C. CONTRACTS					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
1. Procurement		Adopt a company-wide competitive tendering policy and ensure OJEU procurement thresholds are observed ND Ensure transparency in relationships with connected parties	Prepare a company-wide competitive tendering policy for adoption by the directors Develop company-wide procurement strategies and efficiency savings programme (in line with the company-wide policy) and review opportunities for collaborative procurement	Support the directors in their monitoring and evaluation of the delivery of any central services and functions provided or procured by the company for the academy	
2. Ethical considerations		Ensure the business of the company is conducted ethically and in line with corporate social responsibility indicators to ensure that all suppliers used take account of economic, social and environmental factors insofar as permitted by the Academies Financial Handbook	Conduct the business of the company ethically and in line with corporate social responsibility indicators to ensure that all suppliers used take account of economic, social and environmental factors insofar as permitted by the Academies Financial Handbook	Ensure the business of the academy is conducted ethically and in line with requirements set by the directors to ensure that all suppliers used take account of economic, social and environmental factors	Conduct the business of the academy ethically and in line with corporate social responsibility indicators to ensure that all suppliers used take account of economic, social and environmental factors insofar as permitted by the Academies Financial Handbook
3. Entering into contracts		Approve any service contracts for directors of the company (subject to any policy on conflicts of interest/pecuniary interests/connected party transactions) Set the delegated levels of authority for contracts Approve contracts with a value above £100,000 Approve contracts which constitute related party transactions	Enter into contracts up to the limits of delegation and within an agreed budget	Enter into contracts up to the limits of delegation and within an agreed budget	Enter into contracts up to the limits of delegation and within an agreed budget
4. Payments and expenses		Set up and approve a directors' expenses policy in accordance with the company's conflicts of interest policy	Make payments within agreed financial limits	Make payments within agreed financial limits	Make payments within agreed financial limits Act as a signatory of an academy specific bank account in accordance with the company's financial regulation



D. STANDARDS					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
1. Monitoring and reporting		<p>Receive an annual report from the CEO/senior executive leadership on standards</p> <p>Receive a termly report from the senior executive leadership/standards committee and the headteachers regarding standards</p> <p>Report any relevant information to the Bishop in order to provide assurances that standards across the academies in the company are being met</p> <p>Intervene, in a timely manner, where standards fall below that which is expected of the academies within the company</p> <p>Set company-wide performance management targets relating to standards, if necessary</p>	<p>Provide an annual report on standards to the directors</p> <p>Provide a termly report to the directors (via standards committee possibly) regarding standards and raise concerns and provide strategies</p> <p>Generally, act effectively to ensure high standards, draw up and implement plans if standards are not rising, set up support strategies and alert the directors to any shortcomings or fall in standards before they become serious</p> <p>Share external information and intelligence across the company from DfE/Ofsted etc relating to standards</p> <p>Provide oversight of the target setting for pupil achievement and progress by the headteachers and monitor against targets</p> <p>Monitor the KPI figures reported from the headteachers relating to standards and take up any issues with the LGB and report to the directors</p>	<p>Monitor the KPI figures reported from the headteacher relating to standards and report any issues to the senior executive leadership</p>	<p>Report bi-termly KPI figures to the senior executive leadership and the LGB relating to standards</p> <p>Set targets for pupil achievement and progress and monitor against targets and report findings to the LGB/senior executive leadership</p>
2. Appointment of committees		<p>Appoint an education standards committee</p>	<p>Assist the directors as required with regard to any issue or matter raised by the standards committee</p>	<p>Designate a member of the LGB as governor responsible for standards at the academy and ensure that such governor report to the senior executive leadership as appropriate]</p>	<p>Report the on standards at the academy to the governor designated with responsibility for standards, as appropriate]</p>
3. Ofsted		<p>Liaise with Ofsted and assist the academies with inspections</p> <p>Direct senior executive leadership as appropriate where concerns are raised relating to inspections</p>	<p>Liaise with Ofsted as required by the directors</p> <p>Prepare the company for inspection and manage the process where the impact of the company is under review</p> <p>Support LGBs and principals/headteachers where there is an individual academy inspection</p> <p>Advise LGBs where any concerns are raised relating to inspections and report to the directors for any further action</p>	<p>Ensure the academy is prepared for an inspection and support the principal/headteacher</p> <p>Report any concerns relating to inspection to the senior executive leadership</p>	<p>Prepare and brief staff and appropriate personnel ready for inspection</p> <p>Report any concerns relating to inspection to the LGB/senior executive leadership</p>



D. STANDARDS					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
4. School level matters			Support the LGB and headteachers to develop an academy development plan	Develop and approve the academy development plan and monitor its impact, reporting any issues to the senior executive leadership/directors	In conjunction with the LGB and senior executive leadership, prepare a draft academy development plan for approval by the LGB



E. CURRICULUM					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
1.Appointment of committees		Appoint a curriculum committee			
2. Curriculum		Set KPIs and ensure curriculum committee enforces these	Advise directors on the setting of KPIs Review the contents and delivery of the curriculum across the academies including compliance with any funding agreement requirements and take action where there are any shortcomings	Approve the curriculum proposed by the headteacher (to the extent that it is consistent with the company-wide policy) Ensure that the curriculum of the school, including all the subjects of the National Curriculum, is taught in the light of the Gospel values and actively promotes the spiritual and moral development of its pupils Ensure that RE is in accordance with the Curriculum Directory and the bishop's policy and that it constitutes 10% of the weekly timetable in the academy in accordance with the tenets and norms of the Catholic church (or 5% for KS5) Ensure that the headteacher is complying with the requirement to provide a daily collective act of worship in accordance with the rites, practices, disciplines and liturgical norms of the Catholic church and take action to address any issues, as appropriate Ensure that relationships and sex education is taught in accordance with the social and moral teachings of the Catholic Church having regard to any company-wide policy Monitor the quality assurance of teaching and learning, the curriculum, inclusion and the sharing of good practice across the academy and take action where any issues arise	Ensure that the curriculum of the school, including all the subjects of the National Curriculum, is taught in the light of the Gospel values and actively promotes the spiritual and moral development of its pupils Ensure the curriculum is appropriately delivered at the academy Ensure that religious education is in accordance with the teachings, doctrines, discipline and norms of the Catholic church, both as a core subject and integrated into other subject areas Ensure that religious education constitutes 10% of the weekly timetable of the academy in accordance with the tenets and norms of the Catholic church (or 5% for KS5) Make provision for a daily collective act of worship in accordance with the rites, practices, disciplines and liturgical norms of the Catholic church
3.Policies and procedures		Determine a company-wide curriculum policy to ensure provision of a balanced and broadly-based curriculum. This will include ND : Ensuring that the Catholic character of company permeates the curriculum and life at each of the academies in the company	Prepare and oversee the implementation of a company-wide curriculum policy, particularly that each academy in the company preserves and develops its Catholic character through the curriculum	Ensure the company policies are applied at the academy	Implement the policies that are adopted by the academy and ensure that they are complied with



E. CURRICULUM					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
		<p>Ensuring that every pupil is well-equipped to follow their vocation as active citizens in service to the world</p> <p>the curriculum, extra-curricular activities and ethos will prepare pupils for life in modern Britain; and</p> <p>A written policy on relationships and sex education, in accordance with any diocesan policy and/or CES policy, which shall be taught in accordance with the social and moral teachings of the Catholic church</p> <p>Determine a company-wide policy on religious education and collective acts of worship in accordance with the Bishops' Conference Curriculum Directory and the tenets and norms of the Catholic church</p> <p>Ensure effective processes are in place for monitoring the quality assurance of teaching and learning, the curriculum, inclusion and the sharing of good practice across the academies in the company</p>			

Useful Resources

- Catholic Values and 'British Values' Practical Advice from the CES
- CES resources on Relationship and Sex Education including:
 - A model Primary Catholic RSE curriculum
 - A model Secondary Catholic RSE curriculum
 - A model policy for relationship & sex education
 - Good practice in developing a school RSE policy
 - Catholic RSE Quality Standard
 - Governor audit for monitoring RSE
 - Who is responsible for teaching RSE to children and young people
 - Outstanding RSE in a Catholic context - A case study



F. SPECIAL EDUCATIONAL NEEDS & DISABILITIES					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
1.Appointments		Appoint a lead SEND director		Appoint a local governor responsible for SEND and inclusion	Designate a teacher to be responsible for coordinating SEND provision
2.Compliance		Ensure training and legal compliance issues Review report on SEND produced by the senior executive leadership and address any shortcomings through the senior executive leadership as appropriate	Ensure compliance with legal requirements relating to SEND within the academies and the provision of training to ensure such compliance Produce a report to the directors on SEND provision across the company and take action as they direct. In particular, the senior executive leadership should identify any local SEND offer gaps and take action to address such gaps with director approval Review KPIs across the academies for identification of any areas of concern for referral to the directors	Ensure compliance with legal requirements relating to SEND within the academy	Implement and comply with the legal requirements relating to SEND at the academy Liaise with the local authority in respect of pupils who have, or might have, SEND Make provision for SEND pupils with or without a statement or EHC Plan
3.Documents, policies and procedures		Adopt a company-wide SEND policy ND Consider the safeguarding audit outcomes and instruct the senior executive leadership to address any shortcomings, as appropriate	In accordance with directions from the directors, prepare the company's SEND policy for adoption by the directors Provide oversight of the implementation of the company-wide SEND policy Carry out a company-wide safeguarding audit and report the outcomes to the directors for action, as appropriate	Review and maintain the academy's SEND policy Provide oversight of the implementation of the policy within the academy and compliance with the legal requirements relating to disability and report to the senior executive leadership/directors Assist the senior executive leadership with the safeguarding audit at the academy	Implement the SEND policy in the academy Assist the senior executive leadership with the safeguarding audit at the academy



G. SAFEGUARDING					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
1. Monitoring and reporting		Instruct the senior executive leadership on action to be taken where safeguarding practice in the academies is falling short of the standards expected	Monitor safeguarding practice (including compliance with legislation) across the company and report to the directors (as matters arise and at least annually) for instructions for action where safeguarding practice is falling short of the standards expected Report to the directors on the procedures in place for safeguarding Identify training needs and report to the directors	Ensure that safeguarding practices are followed at the academy and report any shortcomings to the senior executive leadership Identify training needs and report to the senior executive leadership	Implement and comply with any safeguarding practices at the academy and report any shortcomings to the LGB/senior executive leadership
2. Compliance		Ensure training and legal compliance issues Ensure the single central record is maintained for all company-based and cross-school appointments	Arrange training to ensure legal compliance Monitor directors' compliance with the duty to maintain the single central record and take appropriate action where there are any shortcomings	Ensure completion of the single central record and its regular updating	Maintain the single central record Ensure compliance with all relevant regulations e.g. risk assessments, health and safety etc
3. Recruitment and appointments relating to safeguarding		Ensure that at least one director on any recruitment panel has up to date safeguarding training Ensure safer recruitment training is made available to all governors and senior leaders	Ensure directors have up to date safer recruitment and general safeguarding training Ensure that each academy has appointed a designated teacher to support looked after children	Appoint a designated governor for safeguarding Ensure that at least one governor on any recruitment panel has up to date safeguarding and safer recruitment training	Appoint a designated teacher to support looked after children and to ensure the role is compliant with statutory guidance Appoint a designated safeguarding lead and clearly identify them and all other qualified safeguarding staff
4. Documents, policies and procedures		Adopt a company-wide safeguarding and child protection policy bearing in mind local variance if the company spans more than one local authority area ND Adopt a company-wide policy regarding school trips ND	Make arrangements for safeguarding audits to be conducted by independent personnel Prepare a company-wide safeguarding and child protection policy for adoption by the directors bearing in mind local variance if the company spans more than one local authority area Put in place effective systems for safeguarding pupils and take appropriate action where these are not followed	Review and maintain a safeguarding and child protection policy for the academy (consistent with the company-wide policy)	Implement the safeguarding and child protection policy at the academy



H. BEHAVIOUR					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
1.Exclusions		Review the use of exclusions across the company and ensure that appropriate action is taken by the senior executive leadership	Review the overall pattern of exclusions across academies and report to the directors, taking any action they direct	Convene a committee to review any exclusion of a pupil Review the overall pattern of exclusions at the academy and report to the senior executive leadership/directors	Exclude a pupil for a fixed term or permanently, as appropriate
2.Documents, policies and procedures		Adopt a company-wide behaviour policy that reflects the Catholic character, ethos and values of the company ND Adopt a company-wide exclusions policy	Prepare a company-wide behaviour policy for adoption by the directors Prepare a company-wide exclusions policy for adoption by the directors	Assist the headteacher to prepare a behaviour policy for the academy in line with the company-wide policy Assist the headteacher to prepare an exclusions policy for the academy in line with the company-wide policy	With the LGB, prepare a behaviour policy for the academy in line with the company-wide policy With the LGB, prepare an exclusions policy for the academy in line with the company-wide policy Ensure effective operation of all policies at the academy



I. ADMISSIONS					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
1.Place planning		<p>Assist the diocese with any requirements it may have relating to the Bishop's duty to ensure that there are sufficient school places available for the baptised Catholic children resident in his area</p> <p>Receive an annual report from the senior executive leadership and share the report with the Diocesan Education Service to assist the Bishop in his responsibilities relating to place planning</p> <p>Obtain diocesan approval to expand school places across the company</p>	<p>Prepare an annual report to the directors on the need for school places within the local community, using local intelligence, which will be used to assist the Bishop with his school place planning duties across the diocese</p>	<p>Assist the senior executive leadership to prepare an annual report to the directors on the need for school places within the local community, using local intelligence, which will be used to assist the Bishop with his school place planning duties across the diocese</p>	<p>Advise the LGB/senior executive leadership in respect of the need for future places at the academy which will assist the senior executive leadership to prepare their annual report on the need for school places</p>
2.Admissions arrangements		<p>[Determine the extent to which the directors will delegate the responsibility for determining admissions arrangements to the academies and insert here. This section of the table is based on feedback from the CES academies working group which determined that it is usual practice for the directors to delegate admissions arrangements and decisions to the LGB]</p> <p>Comply with Diocesan guidance on admissions</p> <p>Comply with the Schools Admissions and Appeals Codes</p>	<p>Prepare the company-wide admissions policy (taking into account any Diocesan guidance and the Schools Admissions and Appeals Codes) which will set out the parameters within which the LGB may determine admissions arrangements</p> <p>Provide oversight, and support, of the implementation of admissions arrangements across the company</p> <p>Ensure that the impact of any proposed changes to an academy's admission arrangements are considered in light of the other academies in the company and other catholic schools generally in the diocese Report to the directors regarding admissions arrangements across the academies in the company</p> <p>Ensure effective arrangements are in place for pupil recruitment to the academies in the company</p> <p>Provide advice and guidance to directors regarding the requirements of the Schools Admissions and Appeals Codes</p>	<p>Undertake consultation, determine and publish admissions arrangements as required in accordance with the company-wide admissions policy</p> <p>Make arrangements for determining admissions and hearing admission appeals</p> <p>Ensure effective arrangements are in place for pupil recruitment</p> <p>Contribute to the development of the academy prospectus (if there is one)</p>	<p>Provide advice and guidance to the LGB and the directors as to requirements under the School Admissions and Appeals Codes</p> <p>Make arrangements for determining admissions and hearing admissions appeals in line with the company-wide policy</p> <p>Participate in local admissions forum</p> <p>Ensure participation in the fair access protocol</p> <p>Ensure effective arrangements are in place for pupil recruitment to the academy</p>



I. ADMISSIONS					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
3. Documents, policies and procedures		<p>Adopt the company-wide admissions policy prepared by the senior executive leadership and ensure that it complies with all diocesan requirements ND</p> <p>Review and approve all academy admissions policies before they are determined and published by the LGB</p>	<p>Work with the diocese to produce a company-wide admissions policy for adoption by the directors and ensure that it complies with all diocesan requirements</p> <p>Ensure all policies are reviewed by the directors and are compliant with the School Admissions and Appeals Codes</p>	Adopt the company-wide admissions policy in the academy	Ensure compliance with the company-wide admissions policy

Useful Resources:

- Diocesan guidance on admissions
- CES Guidance on Eastern Catholic Churches



J. OTHER PUPIL RELATED MATTERS					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
1.Complaints		<p>Adopt a company-wide complaints policy and receive reports from the senior executive leadership regarding the level of complaints across the company ND</p> <p>Notify the diocese of any school level complaints. The directors <i>must</i> notify the diocese of any complaints or issues that could bring into disrepute the Catholic character of the company and/or the academies within it</p>	<p>Prepare a company-wide complaints policy for adoption by the directors and publish the policy on the company's website following adoption</p> <p>Review the level of complaints across the company and report to the directors outlining the changes initiated as necessary to address any issues</p>	<p>Adopt an academy complaints policy (consistent with the company-wide policy)</p> <p>Hear complaints at the relevant stage</p>	<p>Prepare an academy complaints policy consistent with the company-wide policy for adoption by the LGB and hear complaints at the relevant stage</p>
2.School level matters		<p>Review data provided by the senior executive leadership/LGB relating to pupil premium and sports premium and take action to address any issues, as appropriate</p> <p>Set the times of academy sessions and the dates of academy terms and holidays in conjunction with the LGBs</p> <p>Ensure that the academy meets for 380 sessions in an academy year</p>	<p>Monitor the levels of attendance in the academies and the use of home-academy agreements and report termly to the directors</p> <p>Monitor the impact of the pupil premium/sports premium across the company and report to the directors</p>	<p>Consult with directors on the times of academy sessions and the dates of academy terms and holidays times</p> <p>Review attendance and pupil absences</p> <p>Support the company and the headteacher in the extended school provision in the academy</p> <p>Ensure effective arrangements are in place for pupil support and representation at the academy</p> <p>Appoint a local governor responsible for statutory grants including pupil premium and sports premium</p> <p>Monitor the impact of the pupil premium and the sports premium in the academy and advise senior executive leadership/directors</p> <p>Support and advise the headteacher to determine KPIs</p> <p>Monitor that the school lunch provision at the academy meets the appropriate nutritional standards and take action, as appropriate, if not</p>	<p>Comply with times of academy sessions and the dates of academy terms and holidays as set by the directors</p> <p>Maintain a register of pupil attendance and report on attendance and pupil absences (as part of the KPIs) to the LGB</p> <p>Determine key priorities and KPIs against which pupil progress can be measured</p> <p>Review and maintain home-academy agreements, if appropriate, which should reflect support for the academy's Catholic character</p> <p>Ensure effective deployment of the pupil premium and monitor its impact, reporting any issues to the LGB</p> <p>Ensure that the school lunch provision at the academy meets the appropriate nutritional standards</p>



K. STAFFING					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
1.Appointments		<p>Appoint a HR committee to oversee recruitment, induction, training, CPD, wellbeing, dismissals and other HR processes for all staff within the company at a strategic level</p> <p>Ensure that certain posts are filled by practising Catholics in observance of the Bishops' Memorandum on Appointment of Teachers in Catholic Schools,</p> <p>Ensure that diocesan protocol is followed in respect of the appointment of any other senior post which directly affects the Catholic mission of the company and its academies, including but not limited to the CEO, or other senior executive(s) and lay chaplains, and is in accordance with the Bishops' Memorandum on Appointment of Teachers in Catholic schools</p> <p>Ensure that the diocese is involved in any recruitment selection and appointment being made, particularly relating to any senior posts which directly affect the Catholic mission of the company and its academies</p> <p>Determine appointments to be made across one or more academy in the company in line with any diocesan protocol</p>	<p>Take any action relating to staff appointments across the company as required by the directors</p> <p>Ensure that the directors involve the diocese at the appropriate stages in any recruitment process</p>	<p>Support the directors in the process to appoint the headteacher and any other relevant post as requested by the senior executive leadership (acting with the delegated authority of the directors)</p>	<p>With the LGB, appoint teaching and non-teaching staff</p>
2.Staffing structures		<p>Determine and review any overarching management structures across the company and budget in accordance with diocesan policy ND</p> <p>Determine and review staffing structures across the company to ensure financial viability and sustainability whilst ensuring that the educational outcomes of the pupils are protected</p> <p>Approve any senior leadership and high-level non-teaching structures as determined by the senior executive leadership</p>	<p>With directors' approval, determine the senior leadership and high-level non-teaching structures for each academy and advise the directors on the financial viability and sustainability of those structures whilst ensuring that the educational outcomes of the pupils are protected</p> <p>Monitor and review staffing changes across the company and report any issues to the directors</p>	<p>Having regard to the company's strategic plans, support the headteacher in the development and review (from time to time) of an appropriate staffing structure for the academy and for the appointment of academy staff and to ensure that the academy is fully staffed in accordance with that structure</p>	<p>Determine staffing requirements within the academy and budget</p>



K. STAFFING					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
		Develop Catholic leadership within the company and the wider diocese	Support the headteachers to determine staffing structures at the academy Take action as required by the directors to develop Catholic leadership within the company and the wider diocese		
3.Pay		Establish a pay committee	Review pay across the academies to guard against equal pay claims and to seek opportunities for harmonisation of pay, where appropriate	Advise and support the directors to determine headteachers' pay	
4.Terms and conditions of employment		Ensure harmonisation of terms and conditions of employment across the company to avoid the risk of employment claims considering legal requirements relating to, in particular, equal pay, discrimination and TUPE transfers	Review the terms and conditions of employment across the academies and advise the directors where there is a possibility of employment claims and/or unrest in the workforce and take any action as directed by the directors to ensure that this risk is minimised/removed	Review the terms and conditions of employment across the academy and advise the senior executive leadership where there is a possibility of employment claims and/or unrest in the workforce and take any action as directed by the senior executive leadership to ensure that this risk is minimised/removed	
5.Performance management		Conduct the performance management review of the senior executive leader/ CEO (acting through the pay committee) ND Conduct the performance management review of the company secretary and the clerk (acting through a committee) With the senior executive leadership and the local governing body, performance manage the headteachers	Senior executive leader/CEO to conduct the performance management review of the other executive leaders with support from the relevant committees e.g. pay committee, HR committee with the directors and the LGB, performance manage the headteachers	Support the senior executive leadership and the directors as appropriate, to conduct the performance management of the headteacher	Conduct the performance management and pay progression of staff in the academy in line with the academy's pay policy and appraisal policy
6.Suspension and dismissals		Suspend and dismiss all executive leadership posts Suspend and dismiss the company secretary and clerk Notify the diocese of any suspension or action taken under a disciplinary policy which could result in dismissal of a staff member, particularly where any misconduct may bring the Catholic	Senior executive leader/CEO to assist the directors to suspend and dismiss all other executive leadership posts, as required by the directors With the advice and approval of the directors and the diocese, suspend and dismiss the headteachers (including any executive headteacher or Head of School), deputy headteacher, head of religious	Suspend or dismiss teaching and non-teaching staff in consultation with the senior executive leadership	



K. STAFFING					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
		character of the company and its academies into disrepute	education and lay chaplain employed by the company		
7. Documents, policies and procedures		<p>Ensure the adoption of CES employment documents (with amendments where appropriate), including the model contracts of employment and workplace policies, in observance of the Bishops' Memorandum on Appointment of Teachers in Catholic Schools</p> <p>Ensure consultation with staff and trade union officials/representatives before adoption of workplace policies, as appropriate</p> <p>Adopt a pay policy</p> <p>Adopt company-wide staff policies and procedures ND</p> <p>Put in place an appropriate whistleblowing procedure</p>	<p>Prepare a pay policy for adoption by the directors</p> <p>Advise the directors on suitable company-wide policies and procedures and ensure their effective implementation, in particular the CES model employment documents pursuant to the Bishops' Memorandum on the Appointment of Teachers in Catholic Schools</p>	<p>Ensure the company's policies on all HR matters are implemented in the academy</p> <p>Monitor and scrutinise the implementation of the company's policies at the academy for HR matters including the appointment, induction and performance management of staff, pay review process, and procedures for dealing with disciplinary matters, grievances and dismissal</p>	Implement the company-wide policies and procedures in the academy
8. Miscellaneous			<p>Ensure that there is effective communication between all levels of governance in the company</p> <p>Where there is no capital cost Applications for non-contentious ill health retirement or other similar occurrences can be approved by the SEL and reported to the appropriate committee.</p>	<p>Ensure that there is effective communication between the headteacher and the senior executive leadership, HR committee and pay committee</p>	<p>Recommend applications for early retirement, secondment and leave of absence to the SEL</p>

Useful Resources:

The Bishops' Memorandum on Appointment of Teachers in Catholic Schools

CES model employment documents, including the User Guide

CES Guidance Note on Recruitment of Staff for Governing Bodies

CES Guidance and Model Policy on Disqualification under the Childcare Act 2006



L. COMMUNICATIONS AND INFORMATION MANAGEMENT					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
1.Compliance		<p>Refer any direct communications from RSCs to the diocese</p> <p>Notify the diocese of any warning notice or other notice of failing or shortcoming received from the RSC/DfE/ESFA/local authority/Ofsted etc</p> <p>Work with the diocese to respond to any media interest and ensure that any public statements and/or responses to media enquiries are approved by the diocese</p>	<p>Refer any direct communications from RSCs to the directors</p> <p>Notify the directors of any warning notice or other notice of failing or shortcoming received from the RSC/DfE/ESFA/local authority/Ofsted etc for further reporting to the diocese</p> <p>Ensure compliance with all data protection legislation and good practice across the academies</p> <p>Develop and implement an integrated ICT strategy to ensure compatibility of systems across all the academies in the company to facilitate maximum efficiency and cohesiveness and report any issues to the directors</p> <p>Support the individual academies on the effective safe storage of data</p> <p>Maintain accurate and secure staff records for the senior executive leadership</p> <p>Ensure that registration with the Information Commissioner's Office is up to date</p> <p>Maintain and develop the company's website</p> <p>Register the company with the Information Commissioner's Office and maintain such registration</p>	<p>Refer any direct communications from RSCs to the directors/senior executive leadership</p> <p>Notify the directors/senior executive leadership of any warning notice or other notice of failing or shortcoming received from the RSC/DfE/ESFA/local authority/Ofsted etc for further reporting to the diocese</p> <p>Forward any media interest to the directors/senior executive leadership and ensure that any public statements and/or responses to media enquiries are approved by the directors</p> <p>Ensure systems in place are in line with the company's strategy at the academy for effective communication with pupils, parents or carers, staff, parish priests, diocese and the wider community including the support of a local parent teacher association (if established)</p>	<p>Refer any direct communications from RSCs to the LGB/senior executive leadership</p> <p>Notify the LGB/senior executive leadership of any warning notice or other notice of failing or shortcoming received from the RSC/DfE/ESFA/local authority/Ofsted etc for further reporting to the directors</p> <p>Forward any media interest to the directors/senior executive leadership/LGB and ensure that any public statements and/or responses to media enquiries are approved by the directors</p> <p>Ensure the publication of academy information, ensuring that all electronic communication, including web pages, are up to date</p> <p>Maintain accurate and secure staff records for the academy</p> <p>Ensure compliance with all data protection legislation and good practice at the academy</p> <p>Liaise with the senior executive leadership on the accessibility plan for the academy</p>
2.Documents, policies and procedures		<p>Adopt data protection policies and procedures to comply with legislation relating to data protection and freedom of information</p>	<p>Prepare a company-wide data protection policy for adoption by the directors</p>	<p>Ensure the effective implementation of the data protection policies and procedures in the academy</p>	<p>Implement and comply with the academy's data protection policy</p>

Useful Resources:

- CES Guidance Note on the Data Protection Act 1998
- CES Guidance Note on Freedom of Information
- CES Press Release: Writing Best Practice Guide
- CES model Diocesan Communications Protocol



M. HEALTH & SAFETY					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
1. Health & Safety		Adopt a company-wide health and safety policy ND	<p>Prepare a company-wide health and safety policy for the directors' approval</p> <p>Monitor and support the implementation of the company-wide health and safety policy and report any issues to the directors</p> <p>Draw up, agree and monitor an accessibility plan for each academy in consultation with the headteachers, reporting any issues to the directors</p>	<p>Adopt a health and safety policy (in line with the company-wide policy)</p> <p>Appoint a local governor responsible for health and safety</p> <p>Review the implementation of the health and safety policy and ensure that appropriate risk assessments are being carried out in the academy</p> <p>Conduct site inspections to review any health and safety issues and the security of premises and equipment</p>	<p>Prepare a health and safety policy for the academy (in line with the company-wide policy) for adoption by the LGB</p> <p>Monitor the accident book and agree appropriate actions with the LGB/senior executive leadership</p> <p>Ensure suitable risk assessments are prepared and appropriate actions taken</p> <p>Review security of premises and equipment</p>



N. RISK					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
		<p>Appoint a risk and audit committee</p> <p>Adopt the disaster recover/business continuity plan for the company and the academies within it and monitor that each academy has implemented such plans</p> <p>Review risk management and the risk register kept by the senior executive leadership</p> <p>Approve insurance arrangements in accordance with Diocesan/Religious Order Trustees' requirements</p> <p>Commence or settle any litigation proceedings ND</p> <p>Provide any relevant and appropriate guarantees and indemnities as authorised by the members/Diocesan Trustees/Religious Order Trustees and in accordance with any requirements prescribed by the Academies Financial Handbook and/or the ESFA</p>	<p>Prepare a disaster recover/business continuity plan for the company and the academies within it and report to the directors on how the plan is being implemented in each academy</p> <p>Prepare and maintain a company-wide risk register</p> <p>Review the risk reports provided by the LGBs and make any recommendations/notifications to the directors as appropriate</p> <p>Ensure that any necessary actions are taken to eliminate/reduce any identified risks</p> <p>Provide the directors with all relevant information and requirements relating to warranties and indemnities as prescribed by the Academies Financial Handbook and/or the ESFA</p>	<p>Ensure the academy complies with the disaster recover/business continuity plan for the academy</p> <p>Review the risk register of the academy and prepare a risk report for the senior executive leadership/directors</p>	<p>Implement and ensure that the academy is compliant with the disaster recover/business continuity plan for the academy</p> <p>Prepare the risk register for the LGB having regard to the risks identified by the senior executive leadership and audit processes</p>

Useful Resources

Church Scheme Rules on RPA for Church Academies



O. SCHOOL ESTATE					
Action	Members	Directors	Senior executive leadership (SEL)	Local Governing Body (LGB)	Principal/headteacher
1. Insurance		Approve insurance arrangements in accordance with Diocesan/Religious Order Trustees' requirements	Procure buildings and related insurance for the company and all the academies within it ensuring compliance with Diocesan/Religious Order Trustees' requirements	Ensure compliance with all insurance obligations/requirements at the academy	Ensure compliance with all insurance obligations/requirements at the academy
2. School land and buildings		<p>Ensure that the company follows the Joint CES and National Society document "The Accounting Treatment of Land Occupied by Church Academies" as published from time to time</p> <p>Review and maintain any buildings strategy and asset management planning arrangements in accordance with any requirements set by the Diocesan/Religious Order Trustees, including seeking their agreement to any such plans as appropriate</p> <p>Apply to the Diocesan/Religious Order Trustees for any funding/consent to building works before undertaking any works</p> <p>Select, plan and oversee any capital projects and buildings improvements as agreed by the Diocesan/Religious Order Trustees and in accordance with all diocesan protocols</p> <p>Apply to the Diocesan/Religious Order Trustees for permission for change of use of assets</p> <p>Ensure land and buildings are maintained and fit for purpose</p>	<p>Make any proposals relating to the school estate to the directors in accordance with any requirements set by the Diocesan/Religious Order Trustees</p> <p>Provide evidence of compliance with all statutory requirements for works e.g. planning approval, listed buildings consent, buildings regulations consent etc</p> <p>Prepare any buildings strategy and asset management planning arrangements in accordance with any requirements set by the Diocesan/Religious Order Trustees and ensure that agreement has been sought from them, as appropriate</p> <p>With agreement from the Diocesan/Religious Order Trustees, advise the directors and manage, in conjunction with them, any capital and building improvement grants</p> <p>Prepare a report for the directors to share with the Diocesan/Religious Order Trustees on the overall state of the school estate</p> <p>Ensure all statutory testing and maintenance requirements are complied with e.g. asbestos management plan, fire risk assessments, water hygiene, electrical safety etc</p>	<p>Monitor the arrangements for the effective supervision of building maintenance and minor works and take up any issues with the senior executive leadership</p> <p>Seek approval from the directors for any changes to fixed assets used by the academy</p>	
3. Lettings		Adopt a company-wide lettings policy in accordance with the Diocesan/Religious Order Trustees' requirements ND	Prepare a company-wide lettings policy in accordance with the Diocesan/Religious Order Trustees' requirements for adoption by the directors	Ensure the company-wide lettings policy is implemented at the academy	Implement and comply with the company-wide lettings policy in the academy

Useful resources

CES model Protocol between dioceses and multi-academy trust companies

Joint CES and National Society document "The Accounting Treatment of Land Occupied by Church Academies"

Catholic Church Insurance Association: Guidance for Roman Catholic Parishes when letting Diocesan Premises