



Scheme of Delegation – Roles and Responsibilities of Governance

The scheme of delegation outlines the different areas of responsibilities for: Trustees; Senior Executives and Central Office; Local Governing Committee/Education Advisory Board (LGC/EAG); and Headteacher. It has been divided into sub areas in which the responsibilities of each group are shown. Governance should be, at all times, in line with the strategies of the Group Board.

Section	Contents	Page
1	Governance	3
2	Strategy	4
3	Welfare and child protection	5
4	School Improvement	6
5	Quality of Teaching	7
6	Curriculum	8
7	Early years foundation stage (EYFS)	9
8	Staff professional development	10
9	Appraisal	11
10	Inspection	12
11	Communication	13
12	Links with parents, carers, guardians and the wider community	14
13	Recruitment of staff	15
14	Review of local school policies, processes and procedures	16
15	Risk management	17
16	Buildings and maintenance	18
17	Health & safety	19
18	Compliance & Provision of Information	20
19	Finance	21
20	Data protection/GDPR	22
21	Handling of complaints	11

1. Governance

Trustees (the Board)	Senior Executives and Central Team	Local Governing Committee/ Education Advisory Board	Headteacher
<ul style="list-style-type: none"> • Legally responsible for the charities, schools and their governance • responsible for the Board's own processes in line with the legal requirements as set down in the Articles of Association and, for academies, the Master Funding Agreement • legally responsible for statutory compliance • delegate certain responsibilities to the LGC/EAGs and to senior executives • responsible for succession planning and the recruitment of the Charity Chairs, Board Members and LGC/EAG Chairs to ensure an appropriate balance of skills and effectiveness • responsible for ensuring that Trustees have the right level of training • responsible for new Trustee/Governor induction • responsible for evaluating their own processes and effectiveness • responsible and accountable for evaluating the performance and effectiveness of LGC/EAGs • responsible for declaring any business interests. • 	<ul style="list-style-type: none"> • Act on behalf of the Board to enable it to discharge its duties in relation to statutory compliance and the performance of schools • support the Board and LGC/EAGs with their training and new Trustee/LGC/EAG member induction • provide the Board and LGC/EAGs with advice and guidance to help them improve and evaluate their processes and effectiveness • make recommendations to the Board on local governance model(s) • provide administrative support for the Board • review the independence and professionalism of clerking to ensure that LGC/EAGs have a high quality clerking service to drive improved governance • support the Charity Board in evaluating the performance and effectiveness of LGC/EAGs. • Responsible for securing provision of administrative support and, in consultation with the Company Secretary, independent and professional clerking for the LGC/EAG. 	<ul style="list-style-type: none"> • Responsible for its own processes in line with the legal requirements as set down in the Articles of Association and, for academies, the Master Funding Agreement • responsible for succession planning and the recruitment of LGC/EAG members to ensure an appropriate balance of skills and effectiveness • contributes to the recruitment of the LGC/EAG Chair • responsible for ensuring that members have the right level of training • responsible for supporting new LGC/EAG members • responsible for evaluating its own processes and effectiveness • responsible for maintaining its register of business interests • responsible for declaring any business interests they have in relation to the school. 	<ul style="list-style-type: none"> • responsible for ensuring Governor Hub is kept up to date with governance information • responsible for ensuring the Department for Education's (DfE) Get Information about Schools (GIAS) database is kept up to date with required governance information.

2. Strategy

Trustees (the Board)	Senior Executives and Central Team	Local Governing Committee/ Education Advisory Board	Headteacher
<ul style="list-style-type: none"> • Review and agree the overall vision, values, strategy and long term objectives for HVT. • approve key performance indicators against which to monitor implementation of strategy and long term objectives. 	<ul style="list-style-type: none"> • Develop and propose strategy to the Board • responsible for implementing the strategy approved by the Board • develop and propose key performance indicators (KPIs) against the strategy and long term objectives • monitor progress against strategic aims and KPIs, taking corrective action as required • provide professional support and challenge to schools in developing and implementing their strategic plan. 	<ul style="list-style-type: none"> • Responsible for overseeing the implementation of the Board's strategy as it applies to the school • oversees the development and regular updating of the school's annual Improvement Plan, based on accurate self-evaluation. 	<ul style="list-style-type: none"> • Responsible for developing the school's annual Improvement Plan, based on accurate self-evaluation

3. Welfare and child protection

Trustees (the Board)	Senior Executives and Central Team	Local Governing Committee/ Education Advisory Board	Headteacher
<ul style="list-style-type: none"> Accountable for setting overall policies for safeguarding and child protection to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare appoint a named safeguarding Trustee monitor data in relation to safeguarding incidents and their resolution. 	<ul style="list-style-type: none"> Provide safeguarding and child protection guidance for all schools, in line with statutory guidance and non-statutory national guidance monitor the implementation of the safeguarding and child protection guidance carry out safeguarding audit visits to monitor compliance with policies and effectiveness of practice responsible for monitoring that each LGC/EAG is effectively scrutinising statutory compliance with respect to safeguarding and child protection for all schools on behalf of the Board ensure all Board members have the appropriate child protection checks and are recorded on the central office Single Central Record. 	<ul style="list-style-type: none"> Appoints an LGC/EAG member to have specific responsibility for child protection in the school, reporting to full LGC/EAG as appropriate checks SCR at least termly monitors, supports and challenges the welfare and child protection in the school including <ul style="list-style-type: none"> (i) child protection (ii) exclusions (iii) serious disciplinary incidents (iv) attendance (v) behaviour 	<ul style="list-style-type: none"> Responsible for safeguarding and child protection within the school responsible for identifying risks to effective safeguarding and taking action to reduce potential risks responsible for the quality of spiritual, moral, social and cultural development of pupils responsible for ensuring that school policies and practices take into account the procedures and practice of the local authority responsible for providing reports on welfare and child protection to the LGC/EAG and to Central Office.

4. School Improvement

Trustees (the Board)	Senior Executives and Central Team	Local Governing Committee/ Education Advisory Board	Headteacher
<ul style="list-style-type: none"> • Create robust accountability, oversight and assurance for educational performance • hold executive leaders to account for the educational performance of HVT and its pupils, and the performance management of staff • accountable for the attainment and progress of disadvantaged pupils who attract the pupil premium, catch up and other targeted payments. 	<ul style="list-style-type: none"> • Provide professional support and challenge to schools to help drive improvement and high academic standards • set annual performance targets for schools relating to academic performance • responsible for monitoring the schools' performance • report to Trustees on schools' performance against targets • responsible for monitoring the schools' response to the recommendations of the last inspection • responsible for monitoring pupils' progress and attainment • responsible for monitoring progress and attainment of different groups of pupils (including but not limited to pupil premium and others facing financial disadvantage, special educational needs and disability, looked after children, different ethnic groups with English as an Additional Language, most able pupils, differing ability cohorts). 	<ul style="list-style-type: none"> • Responsible for supporting the school in its self-evaluation of significant strengths and weaknesses • responsible for knowing, understanding and challenging the school's response to the recommendations of its last inspection • responsible for knowing, understanding and challenging pupils' overall progress and attainment • responsible for knowing, understanding and challenging progress and attainment of different groups of pupils (including but not limited to pupil premium and others facing financial disadvantage, special educational needs and disability, looked after children, different ethnic groups with English as an Additional Language, most able pupils, differing ability cohorts). • responsible for knowing, understanding and challenging the provisions in place to support pupils' progress and attainment (and the progress and attainment of specific groups), and for knowing and understanding the impact of those provisions. 	<ul style="list-style-type: none"> • Responsible for the accurate self-evaluation of the school, its strengths and weaknesses and for implementing a plan of action to improve and develop based on the evaluation • has a detailed understanding of pupil attainment and progress (and the attainment and progress of specific groups), underpinned by sound evidence (including at individual pupil level) • ensures appropriate action is taken in a timely, consistent and strategic way to address areas of weakness and improve academic performance, drawing on the best available evidence and monitoring impact.

5. Quality of Teaching

Trustees (the Board)	Senior Executives and Central Team	Local Governing Committee/ Education Advisory Board	Headteacher
<ul style="list-style-type: none"> • Monitor and evaluate the quality of teaching across the Trust and ensure that sufficient resources are allocated to deliver the highest possible quality of teaching • ensure that the quality of teaching across the Trust is monitored and evaluated, and that resources are being used to best effect to improve it. 	<ul style="list-style-type: none"> • Responsible for supporting, challenging and advising the school in its programme of improvement • responsible for monitoring statutory compliance on behalf of the Board. 	<ul style="list-style-type: none"> • Responsible for knowing and understanding the school's own evaluation of the quality of teaching • with the central office team, responsible for supporting and challenging the school in its programme of improvement. 	<ul style="list-style-type: none"> • Responsible for the quality of teaching in the school • responsible for the accurate self-evaluation of the quality of teaching, its strengths and weaknesses and for taking action to improve the quality of teaching.

6. Curriculum

Trustees (the Board)	Senior Executives and Central Team	Local Governing Committee/ Education Advisory Board	Headteacher
<ul style="list-style-type: none"> • Responsible for oversight of the curriculum as part of the overall strategy for school improvement. 	<ul style="list-style-type: none"> • Propose and develop curriculum that delivers the strategy • provide curriculum guidance for all schools • provide guidance, as appropriate, relating to qualifications in line with the overall school improvement strategy and curriculum guidance • monitor the implementation of the curriculum across HVT • (with the LGC/EAG) support, challenge and advise the school in the development and implementation of its curriculum policy and, where appropriate, qualifications policy • (with the LGC/EAG) support, challenge and advise the school in the development and implementation of its co-curricular provision • responsible for monitoring statutory compliance on behalf of the Board. 	<ul style="list-style-type: none"> • Responsible for agreeing the principles on which the school's curriculum policy and, where appropriate, qualifications policy are based in line with guidance • responsible for knowing and understanding the school's own evaluation of the quality of its curricular provision • (with the Executive/Central Office) support, challenge and advise the school in the development and implementation of its curriculum policy and, where appropriate, qualifications policy • (with the Executive/Central Office) support, challenge and advise the school in the development and implementation of its co-curricular provision. 	<ul style="list-style-type: none"> • Responsible for the development and implementation of the school's curriculum policy (KS1-KS3) and, where appropriate, qualifications policy (KS4 and KS5) in line with guidance • responsible for monitoring and evaluating the impact of the school's curricular provision.

7. Early years foundation stage (EYFS) (as applicable)

Trustees (the Board)	Senior Executives and Central Team	Local Governing Committee/ Education Advisory Board	Headteacher
<ul style="list-style-type: none"> • Receive annual reports on compliance, standards and proposed actions to address issues • review data on EYFS performance across all HVT schools with EYFS provision. 	<ul style="list-style-type: none"> • Responsible for monitoring statutory compliance with respect to EYFS. • review data on EYFS performance • provide advice, guidance, support and challenge with respect to EYFS provision. 	<ul style="list-style-type: none"> • Responsible for monitoring the school's evaluation of the quality of EYFS provision. 	<ul style="list-style-type: none"> • Responsible for quality of provision of EYFS, and for implementing actions to address weaknesses.

8. Staff professional development

Trustees (the Board)	Senior Executives and Central Team	Local Governing Committee/ Education Advisory Board	Headteacher
<ul style="list-style-type: none"> • Ensure that staff development is given appropriate attention and resource by the Executive • through monitoring performance of the organisation, challenge and support the executive to develop the capability of staff. 	<ul style="list-style-type: none"> • Ensure that the organisation provides appropriate professional development opportunities for all staff: Trust CPD Guarantee • provide support for professional development, training, induction, talent development and succession planning across HVT • lead strategic vision and the overall staff development strategy 	<ul style="list-style-type: none"> • Monitors effectiveness of professional development, talent management and succession planning and supports and challenges appropriately. 	<ul style="list-style-type: none"> • Develops and implements the Trust's continuing professional development (CPD) strategy, including delivery of CPD aligned with the school's improvement plan targeted to different groups of staff • reports on CPD and its impact to LGC/EAG and Central Office • maintains a structured approach to talent management and succession planning at school level • ensures staff are able to benefit from appropriate Trust wide professional development opportunities, in line with talent management objectives.

9. Appraisal

Trustees (the Board)	Senior Executives and Central Team	Local Governing Committee/ Education Advisory Board	Headteacher
<ul style="list-style-type: none"> • Responsible for approving overall policies for appraisal and pay • directly responsible for the appraisal of the Chief Executive. 	<ul style="list-style-type: none"> • Develop overall policies for appraisal and pay • directly responsible and accountable for the appraisal of Headteachers and all Central Office staff (although Executive Headteachers may take responsibility for the appraisal of some Headteachers) • provide professional support for appraisal across all schools • monitor appraisal across all schools through data tracking. 	<ul style="list-style-type: none"> • Receives reports on appraisal • hears appeals as part of the grievance, capability or disciplinary process. 	<ul style="list-style-type: none"> • Implements HVT appraisal policies for staff in school • implements HVT pay policies for staff in school • provides reports on appraisal to the LGC/EAG • ensures that approaches to pay and appraisal are conducted in a manner that adheres to equality legislation requirements.

10. Inspection

Trustees (the Board)	Senior Executives and Central Team	Local Governing Committee/ Education Advisory Board	Headteacher
<ul style="list-style-type: none"> • Represent the governance of the Trust during inspection • receive inspection reports and lessons learned as appropriate • receive reports regarding proposed actions to address key issue where a school is found to be inadequate or requiring improvements. 	<ul style="list-style-type: none"> • Provide support to the school prior to, during and after inspections. 	<ul style="list-style-type: none"> • Understands the requirements of the inspection process and supports the Headteacher • responsible for engaging fully with the inspection process • communicates the outcomes of the inspection process to parents, carers and guardians in line with statutory requirements. 	<ul style="list-style-type: none"> • Responsible for ensuring all staff and the LGC/EAG fully understand requirements of the inspection process.

11. Communication

Trustees (the Board)	Senior Executives and Central Team	Local Governing Committee/ Education Advisory Board	Headteacher
<ul style="list-style-type: none"> • Communicate a clear vision, strategy and long term objectives for HVT. 	<ul style="list-style-type: none"> • Ensure good communication between the Board, LGC/EAG Chairs Headteachers and other staff • ensure that staff understand relevant organisational priorities • ensure that schools are communicating appropriately with their communities. • responsible for submitting agendas / papers / minutes for LGC/EAG meetings 	<ul style="list-style-type: none"> • LGC/EAG Chair (with Headteacher) responsible for ensuring LGC/EAG members have all the information they require to be well informed about both the school and HVT • LGC/EAG Chair (with Headteacher) responsible for ensuring the views of the LGC/EAG are well communicated to Trustees and Central Team. • responsible for ensuring the activities of the LGC/EAG are communicated clearly to the school community • monitors communication with staff, parents and community to ensure that priorities are well understood and issues of concern addressed. 	<ul style="list-style-type: none"> • (With LGC/EAG Chair) responsible for ensuring LGC/EAG members have all the information they require to be well informed about both the school and HVT • (with LGC/EAG Chair) responsible for ensuring the views of the LGC/EAG are well communicated to Trustees and Central Office • ensures that organisational priorities are understood by staff, parents and pupils as appropriate.

12. Links with parents, carers, guardians and the wider community

Trustees (the Board)	Senior Executives and Central Team	Local Governing Committee/ Education Advisory Board	Headteacher
<ul style="list-style-type: none"> • Ensure development of strategy for links with parents, carers and guardians • reputational responsibility. 	<ul style="list-style-type: none"> • Develop strategy for links with parents, carers and guardians. 	<ul style="list-style-type: none"> • Responsible for monitoring the school's links with parents, carers, guardians and the wider community • responsible for supporting and challenging the school to improve and develop links. 	<ul style="list-style-type: none"> • Responsible for developing effective links with parents, carers, guardians and the wider community.

13. Recruitment of staff

Trustees (the Board)	Senior Executives and Central Team	Local Governing Committee/ Education Advisory Board	Headteacher
<ul style="list-style-type: none"> • Responsible for the recruitment and appointment of the Chief Executive • subject to availability and at the invitation of the relevant Executive, contribute to the recruitment and appointment of Headteachers and Senior Executives. • To receive and approve any staffing restructure plans 	<ul style="list-style-type: none"> • Provide the Board and schools with professional HR support and advice relating to the recruitment of staff • responsible for the recruitment and appointment of Headteachers • responsible for recruitment to Central Office positions • responsible for ensuring schools adhere to the recruitment process • responsible for ensuring vacancies are approved and within budget prior to recruitment process commencing • responsible for monitoring the Central Office Single Central Record (SCR) and statutory compliance with safer recruitment on behalf of the Board • support the Headteacher by joining appointment panels or otherwise contributing to the appointment process of senior leadership team members • provide LGC/EAGs and schools with relevant data regarding staff recruitment and retention, including Trust and national benchmarks where available. • To support the Headteacher in the development of staffing restructure plans to present to Trustees 	<ul style="list-style-type: none"> • Contributes to the appointment of the Headteacher in close consultation with the Executive team • supports the Headteacher by joining appointment panels for senior leadership posts (and for posts below Deputy Headteacher and Assistant Headteacher when invited to do so) or otherwise contributing to the appointment process • using key performance data provided by the school and Central Office, stays fully aware of the school's activity in terms of its staff, staffing structures and more general HR data, and can support and challenge appropriately • responsible for knowing and understanding the training requirements for safer recruitment including LGC/EAG members' training if taking part in recruitment processes. • supports the Headteacher with any staff restructure plans. 	<ul style="list-style-type: none"> • Responsible for the recruitment and appointment of school staff (other than the Headteacher) in line with the Recruitment policy and guidelines. • responsible for communicating senior staff appointments to the LGC/EAG • reports key performance on recruitment and more general HR to Central Office and the LGC/EAG • responsible for the accuracy of the school's Single Central Record and statutory compliance with safer recruitment requirements. • consults with the Senior Executives on staff restructure plans.

14. Review of local school policies, processes and procedures

Trustees (the Board)	Senior Executives and Central Team	Local Governing Committee/ Education Advisory Board	Headteacher
<ul style="list-style-type: none"> • Review and approve on an annual basis the Trust's Statutory policies: <ul style="list-style-type: none"> ◦ <i>Child Protection policy on the recommendation of the Trust's named Safeguarding Trustee</i> ◦ <i>Supporting Pupils with Medical Needs policy</i> ◦ <i>SEND</i> ◦ <i>Teachers Pay</i> ◦ <i>Admissions arrangements</i> ◦ <i>Instrument of Governance</i> ◦ <i>Governing Body minutes and papers considered at meetings</i> 	<ul style="list-style-type: none"> ◦ Review and approve on an annual basis the Trust's statutory policies: <ul style="list-style-type: none"> ◦ <i>Capability of staff</i> ◦ <i>Staff discipline, conduct and grievance</i> ◦ <i>Charging and Remissions</i> ◦ <i>Health & Safety policy</i> ◦ <i>Appraisal</i> ◦ <i>Data protection</i> ◦ <i>SCR</i> ◦ <i>Complaints</i> ◦ <i>Freedom of Information</i> ◦ <i>Governor allowances</i> ◦ <i>Premises management</i> ◦ <i>Equality information and objectives</i> ◦ <i>School information published on websites</i> ◦ <i>Register of Business Interests</i> ◦ <i>EYFS</i> ◦ <i>Trust Attendance</i> ◦ Development of exemplar policies, policy guidance and compliance checklists ◦ monitor schools' adherence to the cycle of policy reviews. 	<ul style="list-style-type: none"> • Ensure adherence to regular cycle of school policy reviews • ensure that practice within the school reflects most up-to-date policy documents – if practice does not follow policy guidance then policies are not effective and should be reviewed • regular cycle of process scrutiny e.g. attendance registers, complaints log, work experience procedures. • <i>Behaviour statement – at start of Behaviour policy</i> 	<ul style="list-style-type: none"> • Regular updating and review of all statutory school policies <ul style="list-style-type: none"> ◦ <i>Behaviour policy</i> ◦ <i>Sex Education</i> ◦ <i>Accessibility plan</i> ◦ <i>Home school agreement</i> ◦ <i>Equality information and objectives</i> ◦ <i>School information published on websites</i> ◦ <i>Register of pupil admissions and attendance</i> • Regular updating and review of all school-based policies e.g. curriculum • regular updating of process and procedures e.g. attendance registers, complaints log, work experience procedures • ensures that school health and safety policies are implemented in accordance with Trust's requirements including those determined by local risk assessment. •

15. Risk management

Trustees (the Board)	Senior Executives and Central Team	Local Governing Committee/ Education Advisory Board	Headteacher
<ul style="list-style-type: none"> • Overall responsibility for the risk management framework • approve the Trust Risk Management Policy, including setting risk tolerances and determining risk appetite • consider the minutes of the Risk & Audit Committee, including the committee's review of the Strategic Risk Register, at each of its quarterly meetings and an annual report from the Chair of the committee. 	<ul style="list-style-type: none"> • Manage the strategic risks facing the organisation • draft and implement a Trust Risk Management Policy • maintain, regularly review and update the Trust Strategic Risk Register • audit school compliance with policy including existence and regular review of school key risk register. 	<ul style="list-style-type: none"> • Oversees risk management at the local level 	<ul style="list-style-type: none"> • Responsibility for risk management at their school

16. Buildings and maintenance

Trustees (the Board)	Senior Executives and Central Team	Local Governing Committee/ Education Advisory Board	Headteacher
<ul style="list-style-type: none"> • Review and support the strategy plan for capital expenditure, considering all schools' 3 year plans. • review capital project proposals and allocate capital funds in accordance with the charities' finances. 	<ul style="list-style-type: none"> • Develop a rolling 3 year strategy plan for capital expenditure, considering all schools' 3 year plans • develop the wider estates policy in line with the charities' strategy • provide the Board and schools with professional support, challenge and advice relating to the management of buildings and estates • review, prioritise and approve proposals for capital investment • responsible for monitoring compliance with statutory regulations relating to premises and accommodation. • receive, review and report to the Board and relevant committees on proposals schools for planned capital works. • Monitors planned and approved capital works • monitors the impact of the strategic plan on the quality of school buildings • responsible, with the Headteacher, for developing priorities for capital expenditure and large scale 'minor works' in line with the strategic plan. • supports the Headteacher in preparing curriculum-based business plans for capital projects. 	<ul style="list-style-type: none"> • Receive reports on 3 year strategy plan for capital expenditure, including CIF bids 	<ul style="list-style-type: none"> • Responsible for the maintenance of the school and facilities, with support from central office • responsible, with the LGC/EAG, for developing priorities for capital expenditure and large scale 'minor works' in line with the strategic plan. • develops curriculum-based business plans for capital projects.

17. Health & safety

Trustees (the Board)	Senior Executives and Central Team	Facilities and Estates Committee	Headteacher
<ul style="list-style-type: none"> • Form the corporate body and serve as the employer under the Health and Safety at Work Act 1974 • responsible for setting overall policies for health and safety that are applicable to all Trust operations • periodically review organisational health and safety performance • ensure adequate resources are made available for the discharge of the employer's health and safety duties. 	<ul style="list-style-type: none"> • Commission appropriate health and safety professional support to develop health and safety policies and monitor performance • define the Trust's risk appetite with regard to health and safety compliance • provide health and safety support to all schools and central office • provide central office staff with the training, information, instruction and supervision as necessary to meet statutory requirements and fulfil their duties in a safe manner. 	<ul style="list-style-type: none"> • Appoints a Trustee to have specific responsibility for health and safety in the school, attending the Trust's Facilities and Estates Committee and reporting to full Board as appropriate • monitors, supports and challenges the health and safety performance at the school. 	<ul style="list-style-type: none"> • Accountable for health and safety performance within the school • responsible for the implementation of health and safety policies and for statutory compliance • ensures that all staff within their school have received sufficient training, information, instruction and supervision as necessary to meet statutory requirements and fulfil their duties in a safe manner • responsible for providing reports on health and safety to the Facilities and Estates Committee • may delegate some health and safety responsibilities to a Health and Safety Coordinator in accordance with the Trust's Health and Safety Policy.

18. Compliance

Trustees (the Board)	Senior Executives and Central Team	Audit & Risk and Facilities & Estates Committees	Headteacher
<ul style="list-style-type: none"> • Accountable for the provision of clear and regular information to a range of relevant bodies • accountable for statutory compliance, including all charity law, company law, employment law and health & safety 	<ul style="list-style-type: none"> • Monitor statutory compliance on behalf of the Board • responsible for monitoring statutory compliance in relation to the information provided to the regulators, parents and others on behalf on the Board • provide guidance and model policies. 	<ul style="list-style-type: none"> • Responsible for monitoring the quality of financial information provided by the school • responsible for supporting and challenging the school on the quality of financial information • responsible for reviewing financial policies and their implementation within an annual programme. 	<ul style="list-style-type: none"> • Responsible for the development and implementation of school policies in line with statutory requirements and HVT guidance • ensures LGC/EAG access to all information provided to regulators, parents, prospective parents and the local community • ensures the information provided by the school is of a high quality.

19. Finance

Trustees (the Board)	Senior Executives and Central Team	Local Governing Committee/ Education Advisory Board	Headteacher
<ul style="list-style-type: none"> • Legally responsible for the charities' assets and accounts and for statutory compliance including the funding agreement • maintain robust financial oversight in accordance with the Education and Skills Funding Agency (ESFA) Academies financial handbook • review and support a strategic vision for the finances of the group, the individual charities and the schools in accordance with the strategy • set the financial parameters for the schools' budgets and 3 year forecasts and approve the consolidated position for each charity • develop and monitor the strategic plan for capital expenditure, considering all schools' 3 Year Plans. • consider management accounts six times a year (Chair to consider on a monthly basis) • ensure an appropriate, reasonable and timely response to any findings given by auditors, taking the opportunity to strengthen the systems of financial management and control. 	<ul style="list-style-type: none"> • Responsible for compliance with the ESFA Academies financial handbook and funding agreement • develop a financial plan in accordance with the strategic vision • act on behalf of the Board to discharge the duties in relation to statutory compliance and financial performance of the schools • provide accounting, financial planning, treasury and financial systems services for schools • work closely with the Headteacher and school in the preparation of the budget and 3 year forecast, setting national assumptions and reviewing and challenging locally set assumptions • prepare the consolidated charity budgets for approval by the Board • monitor the schools' financial performance and challenges where there are variances to budget and the 3 year forecast • cooperate with auditors and implement their reasonable recommendations. • Ensure that the Trust gets 'best value' in relation to procurement of traded services 	<ul style="list-style-type: none"> • The LGC and EAB have no financial power. 	<ul style="list-style-type: none"> • Works closely with the central office executives in the preparation of the budget and 3 year forecast for approval by the Board in line with Group financial requirements • responsible for controlling costs and ensuring budget commitments are met • responsible for developing capital expenditure priorities for submission in line with the school's 5 year strategic plan • ensures compliance with all Trust financial policies and procedures • cooperates with auditors and implements their reasonable recommendations.

20. Data protection/General Data Protection Regulation (GDPR)

Trustees (the Board)	Senior Executives and Central Team	Local Governing Committee/ Education Advisory Board	Headteacher
<ul style="list-style-type: none"> • Accountable for compliance with all data protection legislation • appoint a suitably qualified Data Protection Officer (DPO) • ensure adequate resource for GDPR compliance. 	<ul style="list-style-type: none"> • Decide response to data breaches including reporting to the Information Commissioner's Office (ICO) • ensure Group ICO notifications are accurate and up to date • prepare, review and update a suite of data protection policies • ensure central office GDPR compliance • train school Data Protection Leads (DPLs) on policy and procedure • audit schools' GDPR compliance • update DPLs on ICO guidance and decisions • provide GDPR video briefing (s) 	<ul style="list-style-type: none"> • Ensure a DPL is appointed • review compliance with DPL. 	<ul style="list-style-type: none"> • Appoint a DPL of sufficient seniority • provide DPL with adequate support and resource to fulfil their role • ensure compliance with Group data protection policies and procedures

21. Handling of complaints

Trustees (the Board)	Senior Executives and Central Team	Local Governing Committee/ Education Advisory Board	Headteacher
<ul style="list-style-type: none"> • Ensure that a suitable complaints policy exists • receive and where appropriate investigate complaints about an LGC/EAG Chair. • receive and pass on to the relevant Executive complaints from the Department for Education (DfE), the Education and Standards Funding Agency (ESFA), Ofsted, Independent Schools Inspectorate (ISI) and similar bodies. 	<ul style="list-style-type: none"> • Put in place a suitable complaints policy • responsible for monitoring statutory compliance in relation to complaints • provide guidance and model policies on complaints handling • ensure complaints received at Central Office are directed to the appropriate person in line with the complaints policy. 	<ul style="list-style-type: none"> • Responsible for handling and monitoring of complaints • responsible for managing and hearing any appeals as part of the complaints process • receives regular reports from the Headteacher on all complaints. 	<ul style="list-style-type: none"> • Responsible for responding to and dealing with all complaints • provides the LGC/EAG with regular reports on all complaints.