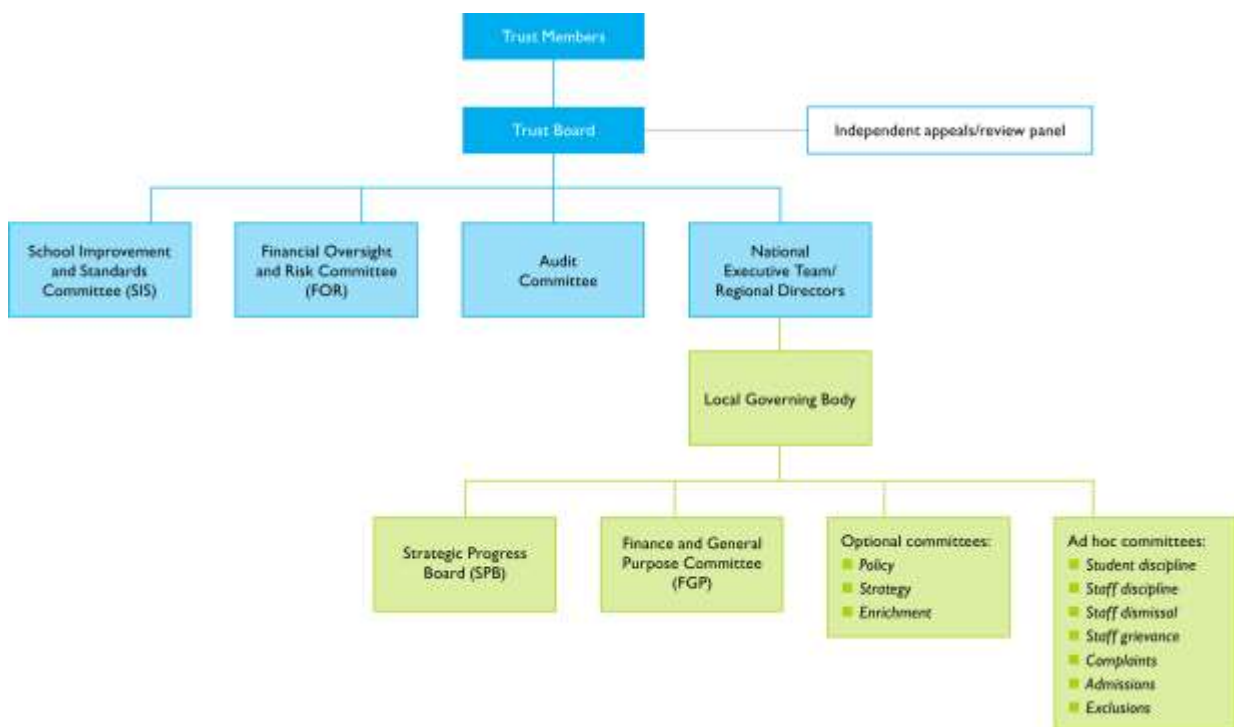


## Ormiston Academy Trust Scheme of Delegation

OAT is a charitable voluntary organisation which relies on the valuable input of a considerable number of non-executive volunteers, supported by an experienced team of staff. OAT is a relatively large Multi-Academy Trust that covers a sizeable geographical area. The Trust have been moving towards a more regional model of governance in order to better support school improvement.

In the OAT governance model, each academy is ultimately governed by the Board of Trustees. Ormiston Academies Trust will establish for each academy, a Local Governing Body. Local governance is delivered through these Local Governing Bodies, who are made up of staff, parents, local community members and a trust representative. National Governance is set by the Board of Trustees and delivered through the National Executive Team and the Regional Directors, on behalf of the Board.



## Principles

1. Ormiston Academies Trust (OAT founded in 2009) is an incorporated company and charity that aims to establish and maintain a number of Academies in accordance with guidelines laid down in its funding agreement with the DfE.
2. Effective governance in our large Academy Trust is supported by the following:
  - Trust Members – the guardians of the constitution
  - Trust Board – the Directors / Trustees
  - Trust sub-committees
  - The National Executive Team - the Chief Executive Officer (the CEO), the National Director of Finance the National Director of HR and Operations, the National Director for Estates and Technology, the National Director of Education, and the National Director of Strategy and Quality
  - The Regional Directors – to whom the Principals are accountable
  - Local Governing Bodies – the Local Governors
3. The Trust Board has overall responsibility and ultimate decision-making authority for all the work of the Academy Trust, including the establishment and maintenance of the Academies.
4. The OAT governing model sets out the fundamental principles of the organisation. The model consists of the principles set out here, the Academy Trust Articles of Association and the detail set out in the Scheme of Delegation Matrix
5. The governance principles of OAT recognise the importance of developing relationships with common purpose and they are about developing processes and structures in a changing educational landscape,
6. We will continue to develop our governance arrangements to shape and take account of best practice in the sector.
7. We are compliant with the principles and regulations set out in the Academies Financial Handbook. OAT governance intends to continue to develop its governance in an effort to ensure outstanding practice in governance
8. Governance is underpinned by a common understanding about who is responsible for providing valuable input to decision making and who has the decision-making responsibility.

## Vision and Values

### Vision

Our vision is for all young people to have the highest academic, social and practical skills to allow them to lead a fulfilling life. We are determined to become the Trust that makes the biggest difference, both inside and outside the classroom. OAT academies share the Ormiston Academies Trust ethos of ensuring every child reaches their full potential; being aspirational and committed to academic excellence and being supportive yet courageous in our approach. The principles that lead to our academies' success are not complicated:

- It's about courage – addressing the challenge where it's not being addressed.
- It's about aspiration – no 'can't' or 'won't'. There's no place for excuses when a child's future is at stake.

- It's about culture – insistence on the highest standards of performance and behaviour, without exception.
- That goes for teachers and students.
- It's about great leadership and finding the best teachers.

To achieve our vision, we aim to create outstanding, non-selective local academies, which give young people from all backgrounds the opportunity to succeed, build on their strengths and share their skills to make things better.

## Values

Our work is informed by the following values:

- **Excellence:** supporting young people to fulfil their individual potential.
- **Inclusion:** responding to the individual needs of all students, whatever their background or ability.
- **Enjoyment:** stimulating curiosity and make learning fun.
- **Collaboration:** working in partnership to address local needs and build support for education

## Accountability for decisions

The Trust Board delegate authority to three key groups in order to ensure the effective leadership and governance of the Academy Trust.

The three key groups are:

- OAT National Executive Team
- OAT Regional Directors
- Local Governing Bodies and Interim Advisory Boards

The relationship between the Trust Board and the Executive Team, the Regional Directors and the Local Governing Bodies is characterised as a partnership to realise a common vision and a common purpose. In the case of the three tiers of Accountability the relationship between the three tiers of governance is also based on the principles of:

- No duplication of governance
- Governance should be as close as possible to the point of impact of decision-making

The Scheme of Delegation Matrix provides clarity as to who the decision makers are for different levels of decisions. Effectiveness of both management and governance is supported through clarity over who holds the decision-making responsibility and accountability and who supports and advises the decision makers.

## Intervention

Ormiston Academies Trust will stand down a local governing body (LGB) and appoint an Interim Advisory Board (IAB) in one or more of the following circumstances:

- Identification of weak governance
- In response to the outcome of an annual review of governance or Ofsted inspection
- In response to the outcome of an Ofsted inspection where there is a rating decline or an academy moves into a category of serious weakness or requiring improvement
- A sudden or unexpected dip in the academies mid-term performance
- Any identified safeguarding concern within the academy.

On appointment of the IAB, the Local Governing Body is fully disbanded and all delegated responsibilities of the LGB transfer to the IAB with immediate effect. The main function of the OAT-appointed IAB will be to secure governance of the academy, developing a sound basis for improvement and will be in place until the trigger is removed. The Regional Director will work in partnership with an IAB to determine priorities and set targets.

OAT do not adopt a one size fits all approach and is committed to appointing IAB's which are small, focused groups. Members will be chosen on a case-by-case basis in accordance with the skill and knowledge and the needs of individual academies.

The IAB will be responsible for the monitoring the quality of provision and standards of achievement within the academy by:

- Monitoring performance against targets set by the IAB
- Monitoring the implementation of the policy framework set by the IAB and its impact on standards of achievement
- Monitoring the academy self-evaluation and satisfying itself to the accuracy of this, including via external support as determined by the IAB
- Ensuring the academy complies with statutory requirements
- Providing robust challenge and support to the principal and SLT
- Monitoring and evaluating progress towards post-inspection or review action points
- The IAB will hold the principal and SLT to account, and be accountable to any interested party for the academy's performance by:
  - Receiving regular information from the principal and SLT on the performance of all aspects of the academy
  - Agreeing a performance management policy and monitoring its implementation
  - Conducting the performance management of the principal and monitoring progress towards agree targets
  - Ensuring that the annual academy prospectus meets statutory requirements
  - Monitoring the implementation of the OAT complaints policy
  - Receiving appeals on issues relating to staff grievance, capability, complaints and exclusions
  - Determining how the academy's relationships with key stakeholders will be managed including what will be communicated, in what medium and how frequently.

## Overview of key elements of our governance

### Ormiston Trust – Principal Sponsor and Members

Ormiston Trust, OAT's sponsor Trust is a charity and grant-making trust dedicated to improving the life chances of children and young people who face disadvantage. Ormiston Trust as one of the members has responsibility for the constitution along with the Chair of the Trust and Peter Murray. Ormiston Trust (OT) was founded by Peter Murray in 1969 in memory of his sister Fiona Ormiston Murray.

In 2006 the Trust became an academy sponsor, aiming to increase educational opportunity for all young people and to narrow the attainment gap. Through its subsidiary, Ormiston Academies Trust, OT is now responsible for a network of over 35 primary and secondary schools across the country from Grimsby to the Isle of Wight. Work in Ormiston academies is underpinned by a set of shared values including a commitment to parental and community engagement. In addition to this, Ormiston Trust in partnership with OAT is joint sponsor of Birmingham Ormiston Academy.

## Trust Board

The trustees are responsible for the general control and management of the administration of the Trust in accordance with the provisions set out in the Articles of Association.

The trustees establish a Local Governing Body (LGB) in each academy and delegate certain responsibilities to them, however, the Local Governing Bodies are not legally responsible or accountable for statutory functions.

The trustees retain authority and responsibility for the following:

- Compliance with the provisions of the funding agreements Agreement of the academy's annual funding in consultation with the Local Governing Body
- Compliance with the Academies Financial Handbook including, but without limitation, determination of procurement policies for the Trust
- Annual approval of the trust budget including those of each academy
- As the legal employer of all staff, responsibility for human resource policies and procedures and terms and conditions of service
- Appointment of the internal auditor for the academy Appointment, job description, remuneration, approval and dismissal of the principal
- Maintenance of the fixed asset register Compliance with all statutory regulations and Acts of Parliament governing the operation of the academy
- Determination of the admissions policy and arrangements for the academy in accordance with admissions law and Department for Education's (DfE) codes of practice
- Determination of the educational vision of the academy which regional directors will use to support the determination of the academy development plan

## Trust Board Sub-Committees

### Financial Oversight and Risk

The objective of the committee is to assist the board in meeting its responsibilities of monitoring financial performance and forecasts, ensuring the adequacy and effectiveness of the financial reporting, the value for money of resources, capital projects, and risk management.

### Audit

The objective of the committee is to assist the board in meeting its responsibilities for financial reporting, and internal and external auditing.

### School Improvement and Standards

The objective of the committee is to support the strategic role of the board by scrutinising in-depth the standards achieved by OAT academies and then to report its observations succinctly to the main board.

### National Executive Team

The OAT National Executive Team carries out the executive management function of the Academy Trust. The team focus on strategic and operational matters within the Trust and the performance and standards of each region. They operate under the leadership and direction of the CEO, who is by virtue of his/her position a Trustee of the Academy Trust. The Executive Team support the work of Regional Directors, Principals, their staff in each academy and the LGB, to ensure the vision of the Trust Board is achieved.

### Regional Directors

Each Regional Director is responsible for the oversight of the academies in their region and the line management of principals. Each Governing Body is supported by a Strategic Progress Board.

Membership is determined by the Regional Director but includes the Principal, the Vice Principal, the Chair of Governors and one other governor. These boards meet as often as is necessary to fulfil their responsibilities, but at least termly. The boards invite attendance at meetings from members of academies' senior and middle leadership teams to advise on a particular matter or range of issues as appropriate. Strategic Progress Boards are chaired by the Regional Director or nominated OAT representative.

The purpose of a Strategic Progress Board is to ensure the delivery of rapid and impact-focused improvement, to monitor and advise on the self-evaluation processes and areas for improvement with particular regard to outcomes and success criteria. These boards make judgements on perceived requirements for intervention, enhancement and support with regards to:

- Areas for development as identified through external and internal inspection and reviews
- An academy's progress towards agreed performance targets
- Particular priorities an academy has identified.

### Local Governing Bodies (LGBs)

OAT trustees delegate the running of the academy to the Principal and Local Governing Body which specifically has the following duties:

- Supporting the Regional Director in holding the Principal and academy senior leadership team to account for the educational performance of the academy and its students
- Holding the Principal and academy senior leadership team to account for the performance management of staff
- Monitoring progress towards targets and the effectiveness of the academy development plan
- Implementation of actions required to comply with statutory regulations and the funding agreements
- Implementation of the policies agreed by the Trustees with regard to admissions and to the educational vision of the academy, including, but without limitation, the academy's academy development plan
- Oversight of the academy's day to day activities
- Consideration of the academy's required funding and support to the Trustees in connection with the agreement with the DfE of the academy's budget
- Monitoring and reviewing expenditure on a regular basis and ensure compliance with the overall financial plan for the academy
- Maintenance of proper accounting records and the preparation of income and expenditure and balance sheets as required by the Chief Financial Officer
- Assisting the Trustees in complying with the provisions of the funding agreements where requested from time to time
- Maintenance of the academy estate in accordance with the guidelines established by the Trust
- Implementation of the Trust's procurement policies insofar as they impact on the academy
- Managing the academy's cash flow and monitoring expenditure by the academy in accordance with policies determined by the Trustees
- Notifying the Trust of any significant changes to fixed assets used by the academy.

The appointment, job description, appraisal and dismissal of all members of staff of the academy excluding the Principal but the remuneration of every member of staff and their terms of service shall be within the parameters from time to time established by the Trustees.

## Overview: composition of governance elements

### Trust Members

- The Ormiston Trust
- Up to 2 persons appointed by the principal sponsor
- Chairman of trustees

Members may agree unanimously, in writing, to appoint such additional members as they see fit.

### Trust Board

- Chief Executive Officer
- A minimum of three trustees and no maximum. Ormiston Trust can appoint a maximum of ten trustees.

### Local Governing Bodies

The Local Governing Bodies of Ormiston academies vary in number but have a minimum of five members including the Principal. We have taken a skills based approach to getting the right governors for each academy. Our approach aims to increase the effectiveness of the governing body ensuring that it sets the vision and direction for the future and holds the academy to account for its standards and conduct.

However, the membership of all OAT governing bodies includes:

- the Principal;
- at least one but no more than two elected Parent Members;
- at least one but no, more than two elected Staff Members;
- at least one member co-opted by governors and representing the local community;
- one OAT nominee
- such other members as the Trust decides

An OAT governor represents Ormiston on the local governing body and will have been nominated by the Trust because of the added value they bring through their skills, professional expertise, local connections or wider links. Ormiston appoints OAT nominees to the governing body. The OAT CEO makes this appointment.

The total membership of any Local Governing Body shall be not less than 5 and not more than 15. The Local Governing Body may also appoint optional Associates to provide specific skills, knowledge and/or experience to the Local Governing Body. The scope and length of service shall be agreed with the Chair of governors but will not exceed a normal term of office (4 years). Associates may attend (but may not vote at) Local Governing Body meetings and may serve on committees. Associates may serve as chairs of committees where the committee has delegated powers to elect their own chair and where they are able to operate effectively within the legal constraints of their role.

# Ormiston Academies Trust Scheme of Delegation Matrix

This scheme of delegation is structured in accordance with the functions of the National Executive Team

1. Human Resources and Operations
2. Strategy and Quality
3. Education
4. Estates and Technology
5. Finance

## RASCI Key:

### Responsible

Those responsible for the task, who ensure that it is done.

### Accountable

Those ultimately answerable for the correct and thorough completion of the deliverable or task, and the one who delegates the work to those responsible.

### Support

Resources allocated to responsible. Unlike consulted, who may provide input to the task, support help complete the task.

### Consulted

Those whose opinions are sought, and with whom there is two-way communication.

### Informed

Those who are kept up-to-date on progress.



## Ormiston Scheme of Delegation Matrix

| Function                              | No. | HR and Operations  | Trustees | National Executive / Regional Directors | LGB/IAB | Principal |
|---------------------------------------|-----|--|----------|---|---------|-----------|
| <b>HR and Operations (Appraisal)</b>  | 1   | To ensure that an approved appraisal policy in place   | A        | R                                       | I       | I         |
|                                       | 2   | To secure the statutory appraisal of Principal   | A        | R                                       | S       | I         |
|                                       | 3   | To review annually the performance management policy   | A        | R                                       | I       | I         |
|                                       | 4   | Maintain accurate and effective and secure employee records  | A        | S                                       | S       | R         |
|                                       | 5   | To secure the statutory appraisal of all academy staff   | A        | I                                       | I       | R         |
| <b>HR and Operations (Governance)</b> | 6   | To draw up governing documents and any amendments thereafter   | A        | R                                       | I       | I         |
|                                       | 7   | To appoint (and remove) the chair of the LGB   | A        | R                                       | I       | I         |
|                                       | 8   | To appoint and dismiss the clerk to the LGB  | A        | R                                       | I       | I         |
|                                       | 9   | To hold a full LGB meeting at least three times in a school year or a meeting of the temporary governing body as often may require | A        | I                                       | R       | S         |
|                                       | 10  | To appoint, and actively seek members of the LGB   | A        | S                                       | R       | I         |
|                                       | 11  | To remove members of the LGB other than the chair and OAT nominee  | A        | S                                       | R       | I         |
|                                       | 12  | To appoint the IAB and disband an ineffective governing body   | A        | R                                       | I       | I         |
|                                       | 13  | To set up a register of LGB members' Personal Interests  | A        | S                                       | R       | I         |
|                                       | 14  | To approve and set up a governors' Expenses Scheme   | A        | R                                       | I       | I         |
|                                       | 15  | To consider whether or not to exercise delegation of functions to individuals/committee  | A        | R                                       | S       | I         |
|                                       | 16  | To regulate the LGB procedures   | A        | R                                       | C       | I         |
|                                       | 17  | To determine the development needs of governors and put in place an appropriate programme  | A        | S                                       | R       | I         |
|                                       | 18  | To draw up governing documents and any amendments thereafter   | A        | R                                       | I       | I         |
|                                       | 19  | To appoint (and remove) the chair of the LGB   | A        | R                                       | I       | I         |
|                                       | 20  | To appoint and dismiss the clerk to the LGB  | A        | R                                       | I       | I         |
|                                       | 21  | To hold a full LGB meeting at least three times in a school year or a meeting of the temporary governing body as often may require | A        | I                                       | R       | S         |
|                                       | 22  | To provide to OAT, on an annual basis, copies of all academy current policies and procedures and a                                 | A        | I                                       | R       | S         |

|   |  |   |   |   |   |   |
|---|--|---|---|---|---|---|
|   |  | schedule for their review, to review and update policies where allocated to the academy |   |   |   |   |
| <b>HR and Operations</b><br><b>(Staffing)</b> | 23   | To provide a Complaints Procedure policy  | A | R | I | I |
|   | 24   | To appoint a principal (through a selection panel) including pre-recruitment checks     | A | R | C | I |
|   | 25   | To appoint a Deputy Principal (through a selection panel)                               | A | I | C | R |
|   | 26   | To agree a pay policy for academy staff   | A | R | I | C |
|   | 27   | To exercise pay discretions   | A | S | C | R |
|   | 28   | Establishing disciplinary/capability procedures   | A | R | I | I |
|   | 29   | Dismissal of Principal  | A | R | C | I |
|   | 30   | Suspension of Principal   | A | R | C | I |
|   | 31   | Ending of suspension of Principal   | A | R | C | I |
|   | 32   | Formulation of Employment Policies  | A | R | I | I |
|   | 33   | Formulation of Staff Handbook   | A | I | C | R |
|   | 34   | Pre-recruitment checks  | A | I | S | R |
|   | 35   | To appoint teachers other than Principals and SLT                                       | A | I | S | R |
|   | 36   | To appoint non-teaching staff   | A | I | S | R |
|   | 37   | Appointment of members of SLT   | A | I | C | R |
|   | 38   | Dismissal of staff other than Principals  | A | S | C | R |
|   | 39   | Suspension of staff   | A | S | C | R |
|   | 40   | Ending of suspension of other staff   | A | S | C | R |
|   | 41   | Determining staff complement within agreed budget                                       | A | C | C | R |
|   | 42   | Determining dismissal payment/early retirement of the Principal                         | A | R | I | I |
| 43  | Determining dismissal payment/early retirement of others | A   | S | C | R |   |
| 44  | Conduct of staff Appraisals                              | A   | I | S | R |   |

| Strategy and Quality                    |    |   | Trustees | National Executive / Regional Directors | LGB/IAB | Principal |
|---|----|---|----------|---|---------|-----------|
| Strategy and Quality (Services)         | 45 | To determine the scope of central services to be delivered by OAT to and on behalf of the academy                   | A        | R                                       | I       | I         |
|   | 46 | To identify additional services to be procured on behalf of the academy   | A        | R                                       | I       | C         |
|   | 47 | To ensure centrally produced services provide value for money   | A        | R                                       | I       | C         |
| Strategy and Quality (Compliance)       | 48 | To set the times of school sessions and the dates of school terms and holidays                                      | A        | C                                       | I       | R         |
|   | 49 | To ensure that the school meets the statutory requirement for [380] sessions in a school year                       | A        | I                                       | R       | S         |
|   | 50 | To consider requests from other schools to join the company   | A        | R                                       | I       | I         |
|   | 51 | To determine, on an annual basis, those policies which will be developed by OAT and mandatory for all OAT academies | A        | R                                       | I       | I         |
|   | 52 | To consult before setting / amending an admissions policy   | A        | C                                       | C       | R         |
|   | 53 | Admissions: application decisions   | A        | I                                       | C       | R         |
|   | 54 | If appropriate to appeal against LA directions to admit pupil(s)  | A        | I                                       | C       | R         |
|   | 55 | To publish proposals to change category of school   | A        | R                                       | C       | I         |
|   | 56 | To prepare and publish the school prospectus  | A        | I                                       | I       | R         |
|   | 57 | To ensure academy website is fully compliant  | A        | S                                       | S       | R         |
| School Improvement                      |    |   | Trustees | National Executive / Regional Directors | LGB/IAB | Principal |
| Education (Development and Operational) | 58 | To propose targets for pupil achievement  | A        | S                                       | S       | R         |
|   | 59 | To agree targets for pupil achievement  | A        | R                                       | C       | C         |
|   | 60 | To establish a behaviour policy   | A        | R                                       | S       | S         |
|   | 61 | To review the use of exclusion and to decide whether or not to confirm all permanent exclusions                     | A        | I                                       | R       | S         |
|   | 62 | To direct reinstatement of excluded pupils  | A        | I                                       | R       | I         |
|   | 63 | Production of the Academy Improvement Plan  | A        | I                                       | S       | R         |
|   | 64 | Agree the Academy Improvement Plan  | A        | R                                       | S       | S         |

|   |    |   |   |   |   |   |
|---|----|---|---|---|---|---|
|   | 65 | Post-Inspection action plan   | A | S | I | R |
|   | 66 | To develop a safeguarding policy in line with statutory requirements and best practice  | A | R | I | I |
|   | 67 | To decide to offer additional activities and to decide what form these should take  | A | I | I | R |
|   | 68 | To put into place any additional services to be provided  | A | I | I | R |
|   | 69 | To ensure delivery of services offered  | A | I | I | R |
|   | 70 | To implement the Trust's safeguarding policy  | A | S | S | R |
|   | 71 | Maintain accurate and effective and secure pupil records in partnership with the LGB  | A | I | S | R |
|   | 72 | Set monitoring and evaluation cycle   | A | R | I | C |
|   | 73 | Comply with all Data Protection legislation and good practice   | A | R | I | S |
|   | 74 | Assemble data for pupil assessment and other returns  | A | C | I | R |
| <b>Education<br/>(Quality of Education)</b> | 75 | To develop a curriculum policy  | A | C | C | R |
|   | 76 | To implement curriculum policy  | A | I | S | R |
|   | 77 | To prohibit radicalisation, and promote equality and diversity, and tolerance and ensuring the balanced treatment of political issues | A | S | S | R |
|   | 78 | Ensuring provision of RE in line with school's basic curriculum   | A | I | S | R |
|   | 79 | To discharge duties in respect of pupils with special educational needs and disabilities  | A | I | S | R |
|   | 80 | Quality of teaching   | A | I | S | R |
|   | 81 | Quality of individual child's education   | A | I | S | R |
|   | 82 | Pupil outcomes  | A | S | S | R |
|   | 83 | To ensure that all pupils take part in a daily act of collective worship  | A | I | S | R |
|   | 84 | To ensure provision of free school meals to those pupils meeting the criteria   | A | I | S | R |
|   | 85 | To decide how to apply Pupil Premium  | A | I | C | R |
|   | 86 | Provision of sex education - to establish and keep up to date a written policy  | A | I | S | R |

| Estates and Technology |     |   | Trustees | National Executive / Regional Directors | LGB/IAB | Principal |
|------------------------|-----|---|----------|---|---------|-----------|
| Estates and Technology | 87  | To institute a health and safety policy   | A        | S                                       | C       | R         |
|                        | 88  | Buildings insurance and public liability  | A        | R                                       | I       | C         |
|                        | 89  | Developing academy buildings and facilities estate long term strategy or master plan  | A        | R                                       | I       | I         |
|                        | 90  | Producing and maintaining buildings, including developing properly funded maintenance plan  | A        | S                                       | S       | R         |
|                        | 91  | To ensure that health and safety regulations are followed   | A        | S                                       | S       | R         |
|                        | 92  | Premises security   | A        | S                                       | S       | R         |
|                        | 93  | Premises management   | A        | S                                       | S       | R         |
| Finance                |     |   | Trustees | National Executive / Regional Directors | LGB/IAB | Principal |
| Finance                | 94  | To develop and propose the individual academy budget  | A        | I                                       | C       | R         |
|                        | 95  | To recommend the first formal budget plan each financial year   | A        | C                                       | R       | S         |
|                        | 96  | To plan, manage and monitor monthly expenditure and financial reports, and identify actual or potential items of budget overspend/underspend    | A        | C                                       | S       | R         |
|                        | 97  | To approve any amount to be transferred between budget headings and/or likely budget overspends within OAT rules                                | A        | I                                       | R       | S         |
|                        | 98  | To establish financial decision levels and limits   | A        | R                                       | I       | I         |
|                        | 99  | To establish a charging and remissions policy for the academy   | A        | R                                       | I       | I         |
|                        | 100 | To appoint the internal auditor for the academy   | A        | R                                       | I       | I         |
|                        | 101 | Agreeing miscellaneous financial expenditure outside the agreed budget  | A        | R                                       | S       | S         |
|                        | 102 | To enter into additional contracts which exceed the agreed annual budget allocation within limits specified in the Financial Regulations Manual | A        | R                                       | I       | I         |
|                        | 103 | To authorise acquisition of assets within limits specified in the Financial Regulations Manual  | A        | I                                       | R       | S         |
|                        | 104 | To authorise disposal of assets within limits specified in the Financial Regulations Manual   | A        | I                                       | R       | S         |
|                        | 105 | To appoint internal and external auditors   | A        | R                                       | I       | I         |
|                        | 106 | To make payments within agreed financial limits   | A        | I                                       | I       | R         |

|  |     |  |   |   |   |   |
|--|-----|--|---|---|---|---|
|  | 107 | To collect income due to the academy                     | A | I | I | R |
|  | 108 | To maintain proper financial records for the academy     | A | I | S | R |
|  | 109 | To prepare monthly accounts for the academy              | A | I | I | R |
|  | 110 | To monitor compliance with approved financial Procedures | A | R | S | S |
|  | 111 | To develop risk management strategies                    | A | R | I | I |
|  | 112 | To decide how to apply Pupil Premium                     | A | I | C | R |