



Scheme of Delegation
between
Laetare Catholic Multi-Academy Trust
(Company Number: 15731145)
and

Effective Date: September 2026

1. Introduction

The Board of Directors of the Laetare Catholic Multi Academy Trust (CMAT) has put in place this Scheme of Delegation to detail:

- the accountability arrangements for the CMAT;
- governance principles of the CMAT;
- the governance structure of the CMAT;
- the roles and responsibilities of those involved in the governance of the CMAT and its Academies; and
- how the functions of the CMAT are delegated.

This Scheme of Delegation seeks to balance clear accountability with the Trust's commitment to subsidiarity, collaboration and local leadership. It is intended not to centralise unnecessarily, but to provide clarity about how responsibility is exercised in a growing and maturing Trust.

The CMAT has a separate Scheme of Financial Delegation as required by the Academy Trust Handbook.

This Scheme of Delegation will be reviewed annually by the CMAT.

2. Our Mission in Catholic Education

The Laetare CMAT is dedicated to providing an outstanding and distinctive experience of Catholic education for the young people in its academies. It is rooted in the conviction that the distinctive charisms of the Religious Orders who founded schools are a powerful vehicle for inspiring academic and human excellence.

As a family of schools founded by Religious Orders, the Laetare CMAT is part of the Catholic Church's educational mission and it will continue to assist in the Church's mission of making Christ known to all people.

This means that:

- a) Each of our schools will *“place Christ at the centre of all that it does” and “integrate Gospel values and the teachings of the Catholic Church into every aspect of learning, teaching and the totality of school life”*.
- b) We will affirm the dignity of the human person and make *“an education in the fullness of humanity”* the defining feature of our schools.
- c) We will have a particular regard to the statements on Catholic education issued from time to time by the Holy See's Dicastery for Culture and Education and the Bishops' Conference of England and Wales.
- d) We will act under the jurisdiction of the relevant Diocesan Bishop who holds canonical responsibility for the provision of all Catholic education within his Diocese, including maintained schools, academies, free schools and other independent schools, non-maintained schools and sixth form colleges. His

oversight ensures that each school in the Laetare CMAT will be conducted in accordance with the teachings and discipline of the Catholic Church.¹

3. The Laetare Vision of Education

The vision of education we offer is inspired by, and shared with, the Gaudete Trust. It is centred in God, rooted in Christ, and animated by the spirit of the Founders of each of our Religious Orders.

Though our forms of education change over time in response to developing needs, we will remain faithful to the eternal values of the Gospel, to the Church that Christ founded and to the enduring spirit of our Founders.

We celebrate the diversity of God's creation and welcome and value the contribution made by those members of our communities who come from different faith traditions or none.

We offer a transforming, inclusive and ecological Catholic education founded on the belief that God's signature can be seen in every corner of our world and in the hearts of every human being.

We hope to awaken in each one of our young people to their dignity as a unique human being created by a God who loves them unconditionally. We believe that the liberating power of this truth will enable them to rejoice in their identity and achieve the fulness of life of which Jesus spoke.

We hope that they will grow in understanding of the inter-connectedness of our world and become responsible global citizens who care for the earth which is our common home.

We place a high value on both academic and human excellence, and we challenge and support each person to achieve the highest standards of which they are capable in both learning and in living.

We provide the highest standards of teaching and pastoral support to ensure that each young person flourishes. Our curriculum is intellectually rigorous and aspirational and prepares our young people to play an active and fruitful role in society.

We appoint leaders, staff and governors who are supportive of our vision and their adult formation and professional development is a key priority.

We place great importance on the spiritual dimension of our education, which helps our young people to search for meaning and integrate their beliefs with their day to day living. This is woven through every activity and every subject and can be discerned, for example, wherever there are conversations and reflection about the deeper meaning below the surface of ideas, events, or experiences, where there is silence and awe and wonder, where there is prayer and worship, where there is sacrament.

We encourage our young people to search for truth wherever it leads them, to develop critical minds that wrestle with the deeper questions of life and to grow hearts that are

¹ Canon 806§1

open to the needs of humanity. Faithful to the person of Jesus who taught us what it means to be human, we invite our young people to be people of faith, of hope, of forgiveness and love, people who will work for justice and show compassion for the vulnerable and the marginalised, people who will have the courage and independence of mind to challenge a materialistic culture, people who will have a care and respect for the earth, people who will be co-creators of a better world.

4. Laetare Values and Guiding Principles

MISSION AND VISION DRIVE

Our Mission and our Vision of Education drives the culture and structures of the Laetare CMAT.

RESPECT FOR DISTINCTIVENESS

We are committed to a governance model, which respects and empowers each school's unique identity and allows the individual charisms of each school's founder to be nurtured. We value both the unity that flows from the common vision and the diversity of its expression in individual schools. We ask for alignment rather than standardisation.

COLLABORATION FOR THE COMMON GOOD

The Laetare CMAT is, in its very essence, a collaborative venture. Our academies belong to different Religious Order foundations and a defining principle of the CMAT is that of collaboration. We recognise our responsibility to work for the Common Good, not just of the academies in the Laetare CMAT, but to the wider family of Religious Order schools so there is mutual benefit. In support of the view that "*The work of Catholic Education is essentially and always a work of partnerships*"², the CMAT looks to build bridges of collaboration with local Dioceses and their Catholic Multi-Academy Trusts and with the families and communities in the areas served by the Laetare CMAT.

SOLIDARITY

We are committed to the principle of solidarity, which recognises the inter-connectedness of individuals in a community - "*we are all linked by a single humanity that moves us to help one another*" (Pope Francis). Both those with responsibility for the Laetare CMAT, and the academies within it, think and act as a community. They share a particular commitment to the mutual support of all academies for whom the CMAT is responsible, especially those in need of assistance at any particular time. The CMAT promotes generous actions that recognise that at times individual academies will be capacity givers and others will be capacity takers, or both. Our policies prioritise funding support to schools in need of assistance, either by levying reduced charges for centralised services or weighting resource support in their favour. The Directors will ensure that common action and collaboration is conducted at the correct level and that the balance between subsidiarity and solidarity serves the common good in the most appropriate way.

² The Cardinal Archbishop of Westminster, Vincent Nichols, in his forward to "*New Thinking, New Scholarship and New Research in Catholic Education. Responses to the Work of Gerald Grace.*" Edited by Sean Whittle 2021.

SUBSIDIARITY

The true collaborative nature of the Laetare CMAT is evident through the decision-making authority delegated to the Leadership Group which ensures input to the strategy and operation of the trust from all school leaders within the CMAT. Within the scope of the law, Laetare CMAT empowers each individual academy to take decisions at a local level on matters that affect it, on the understanding that decisions are compatible with the principles of solidarity, collaboration and the common good, working to maximise the life chances of all young people, regardless of the academy they attend. This proviso recognises our moral imperative as a CMAT to work for the Common Good and, in particular, to care for our most vulnerable members. It is the CMAT's expectation that schools will retain significant levels of autonomy which will be outlined in the Scheme of Delegation. Where governance responsibility is delegated, appropriate decision-making authority is given. The parameters of such authority is clear, and those to whom responsibility is given will be required to report to those who retain overall responsibility and accountability. The level of autonomy granted is linked to the quality of education provided and any support will be proportional to need and agreed with the academy. Autonomy will only be reduced if the performance of the academy falls below agreed standards. The autonomous decisions taken by an individual academy will be in line with the shared vision, values and strategic direction of the CMAT.

The Trust Board will seek, wherever possible, to enable decisions to be taken at the most appropriate local level, recognising the expertise, leadership and responsibilities of Principals and Local Governing Bodies and empowering them to respond effectively to the needs of their school communities. Delegated authority will be exercised in a manner that promotes local leadership, accountability and responsiveness to the individual context of each school, within the framework of the Trust's School Assurance and Support Framework.

EQUITY

Religious Orders and the Gaudete Trust are equitably represented at the Member level of governance. The academies are equal partners within the Laetare CMAT, and at all times, the partners will strive for consensus in decision-making.

TRANSPARENCY

All those involved in the running and oversight of the Trust and the academies will be open and honest in their dealings with each other, at all times acting in good faith and recognising the value of transparency in relation to decision making.

5. Purpose of Scheme of Delegation

The Laetare Catholic Multi Academy Trust (referred to herein as the "Trust") is a Catholic multi-academy trust which has been established by the Members of the Gaudete Trust and other Religious Orders. It is responsible for the running of a number of Catholic schools (referred to as the "Academies").

The governance structures will enable Religious Order Trustees, and the Trustees of the Gaudete Trust, to continue to have an influence on the development of their schools. This will include their involvement in the appointment of 'reserved posts' and nominating

Foundation Governors. There will be a commitment to strong Local Governing Bodies and to building on their knowledge of and partnership with their local communities.

There will be a collegial approach to leadership exemplified by the Leadership Group which utilises the wisdom and experience of the Principals and Chairs of Governors. This will guarantee the maximum level of autonomy that is compatible with the shared vision, values and strategic direction of the CMAT.

The academies shall, at all times, remain Catholic schools, conducted in conformity with any Trust Deed governing the use of land used by the CMAT and in conformity with Canon Law and with the teachings of the Catholic Church. Both the CMAT and the academies will comply with and observe any directive issued by or on behalf of the relevant local Bishop or the relevant Major Religious Superior / Gaudete Trust.

A CMAT is a charitable company limited by guarantee. It is both a company and an exempt charity. Directors of the company are also trustees of the charity. The CMAT is the legal entity and the employer of staff. It is accountable to the Secretary of State for the funding received and to the founding Religious Orders through the Trust Deed. The Laetare CMAT's constitution is set out in its Articles of Association, which delegate responsibility for the governance and management of the Trust to the Directors.

The Directors have put in place this Scheme of Delegation to provide clarity as to the roles and responsibilities of those involved in the governance of the academies and how decisions are made.

This Scheme of Delegation is consistent with, and incorporates the principles of delegation within a CMAT, as advised by the Catholic Education Service and reflected in the CES Adapted Model Articles for Single or Multi-Academy Trust Companies in the Trusteeship of Religious Orders. It accords with the Memorandum of Understanding put in place between the Secretary of State for Education and the Catholic Church.

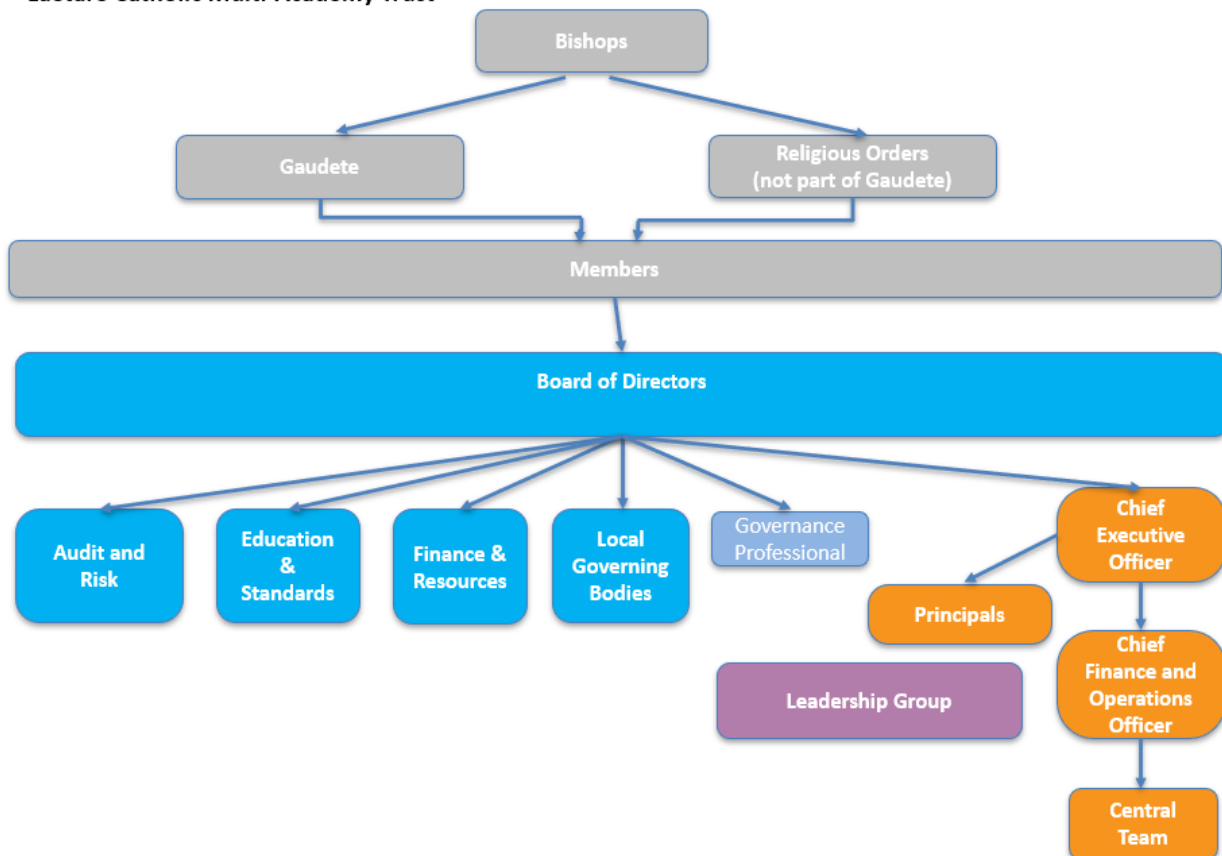
The purpose of good governance in the Laetare CMAT will be to:

- a) determine the vision and values of the Laetare CMAT;
- b) support leadership in determining and fulfilling the strategic direction of the Laetare CMAT;
- c) hold leadership to account and ensure staff and student wellbeing; and
- d) oversee the financial performance of the Laetare CMAT, ensuring there are systems in place to manage risk and ensure money is well spent.

6. Governance Structure

An overview of the governance structure is set out in the chart below:

Laetare Catholic Multi-Academy Trust



Role of Members

The **Members** of the Laetare CMAT oversee the Board of Directors (the “Trust Board”), holding the Directors to account and ensuring that the values and ethos of the Trust are upheld and the distinctiveness of the academies is preserved.

Members will be appointed by the Gaudete Trust and Religious Orders which reflect the make-up of schools in the CMAT. For those Religious Orders who have entrusted their schools to the Gaudete Trust, Members will be appointed by the Gaudete Trust in consultation with the relevant Religious Order. Exercising their responsibilities as Members will be one of the key ways in which Religious Orders will be able to continue to influence the development of the unique charism that animates their schools. The Religious Orders and the Gaudete Trust will be equitably represented at the Member level of governance.

The Members of the Laetare CMAT are equivalent to shareholders of a company but, as a CMAT is charitable with no power to distribute profit to shareholders, the Members are best viewed as guardians of the constitution, changing the Articles if necessary and ensuring the charitable objects are fulfilled.

The Members determine the governance structure of the CMAT and provide oversight and challenge to the Directors. The Members key responsibilities are:

- a) to secure Catholic education and ensure the CMAT remains true to its vision and values;
- b) to ensure the charitable objects of the CMAT are met;

- c) to determine the company's constitution i.e. the Articles of Association and approve of the governance structure; and
- d) to appoint and remove Directors.

Role of Directors

In the Laetare CMAT, those on the Trust Board are termed 'Directors' in order to distinguish them from the Religious Orders that are the Trustees of each of the academies. Decision-making and accountability rests with the Directors and they will be registered as company Directors at Companies House. The Directors are responsible for the actions of the CMAT and are accountable to the Members, Secretary of State and wider community for the quality of education and expenditure of public money. Directors meet as a Board of Directors (the Trust Board), which has overall responsibility and ultimate decision-making authority for all the work of the Laetare CMAT.

The Directors have overall responsibility and ultimate decision-making authority for all the work of the Trust, including the establishing and maintaining of the academies (which includes taking existing schools into the Trust and opening new schools). The Directors have ultimate responsibility for ensuring improvement and may direct change where necessary, following appropriate consultation and support.

There are no "terms of reference" for the Trust Board as the detail for the organisation of meetings of the Directors is set out in the Articles of Association. These determine meeting frequency, quorum and the appointment of a chair and vice chair. For ease of reference, the Trust Board is required to meet at least 3 times a year and quorum for any meeting is the greater of 3 and a third of the Directors appointed at any one time.

The Trust Board is made up of Directors appointed and removed by the Members.

As directed by the Members, a person cannot sit on a local governing body and the Board of Directors.

The Trust Board is the accountable body within the Trust and is responsible for the good governance of the Trust and its academies.

One of the key responsibilities of the Directors is to appoint staff to reserved posts. In the Laetare CMAT the Directors will work in partnership with the appropriate Religious Order, or with the Trustees of the Gaudete Trust, to ensure they are fully involved in the recruitment and appointment to the 'reserved' positions of Principal, Deputy Principal, Head of Religious Education and Chaplain. This will be articulated in the Memorandum of Understanding with each Religious Order.

All Directors must comply with the Director Code of Conduct adopted by the Trust.

Role of Local Governing Body

The Trust Board delegates aspects of governance and the day-to-day oversight of school leadership to the Local Governing Body.

The Foundation Governors of the Local Governing Body will be appointed (and can be removed) by the relevant Religious Superior (or by The Gaudete Trust, for schools entrusted to it). This will be articulated in the Memorandum of Understanding with each Religious Order.

The role of a Governor within the Trust is an important one. In developing a governance structure, the Trust has sought to ensure that as much as possible the responsibility to govern is vested in those closest to the impact of decision making and that such responsibility matches the capacity of those assuming responsibility. The Trust Board has established Local Governing Bodies for each of the Academies for the most part made up of individuals drawn from the Academy's community, both as elected and appointed members.

The number of people who shall sit on the Local Governing Body shall be not less than three but, unless otherwise determined by the Directors, shall not be subject to any maximum.

The Local Governing Body shall have the following members:

- a) Six Foundation Governors (number of Foundation Governors must exceed the number of other members serving on the Local Governing Body by at least 2);
- b) One staff member; if determined by the Local Governing Body
- c) A minimum of two parent members;
- d) the Academy Principal;
- e) any Co-opted Governors determined by the Local Governing Body that bring specific skills and experience to a particular function; and
- f) any additional members, if appointed by the Directors at the request of the Secretary of State of Education (the "Secretary of State") pursuant to clause 102c) of the Master Funding Agreement entered into between the Company and the Secretary of State governing the affairs of the Company.

(A valid Local Governing Body with 5 - 7 Foundation Governors always includes the Principal, at least 2 parents, an optional staff member, and enough Foundation Governors to outnumber all other members by at least 2. For example, 5 Foundation Governors with 2 parents and the Principal, 6 with 1 staff and 2 parents, or 7 with 1 staff and 3 parents.)

Those serving on the Local Governing Body are accountable to the Directors and the Members and must ensure that at all times they act in good faith and in the best interests of the Academies and the Trust, exercising reasonable care and skill having particular regard to personal knowledge and experience.

The Local Governing Body is a committee of the Laetare CMAT Board, exercising meaningful delegated responsibility for those areas most central to the life and mission of the school. Those serving as Local Governors are accountable to the Directors and will be responsible for:

- a) Upholding the Catholic nature of the school and preserving the charism of the founding Religious Order;
- b) Ensuring clarity of vision and strategic direction of the school;
- c) Overseeing the financial and educational performance of the school and ensuring that money is well spent;
- d) Holding the school leadership to account for the educational performance of the school and its pupils, and for the performance management of staff;
- e) Ensuring that the school operates in accordance with the policies and procedures of the Laetare CMAT;

- f) Ensure staff and student well-being is prioritised; and
- g) Engaging with pupils, staff, parents, local parishes and the school community to understand their views of the school.

Each of the Members, Directors and Governors are required to observe any directions issued by the local Bishop in whose diocese the Academy resides.

As a matter of general principle, the Local Governing Body will adopt and will comply with all policies adopted by the Trust Board and will comply with any direction issued by the Trust Board and have regard to any advice given.

For the purposes of contracting with third parties, the Local Governing Body has authority to act to fulfil its responsibilities and make the decisions it is authorised to make as set out in the Leadership and Governance Decision Planner and the Trust's Financial Regulations Manual or Finance Policy (which will be compliant with the Department for Education Academies Trust Handbook).

The Local Governing Body will form panels to deliver specific projects if required, whether in conjunction with the Trust Board or alone, and subject to any guidance offered by the Trust Board from time to time.

The Directors may delegate procedures to the Local Governing Body, including disciplinary, grievance, capability, complaints and other procedures, where appropriate.

Where a panel is required to discharge a delegated function, the Local Governing Body may appoint governors from another Local Governing Body within the Trust to serve on that panel where this is considered necessary or desirable to provide appropriate expertise, capacity, independence or impartiality. Any such governor shall, for the purposes of that panel, have the same authority and responsibilities as a member of the Local Governing Body.

Those to whom delegated responsibility is given must acknowledge the limitations on their authority and must not act outside of their authority. Any wilful disregard of the matters expressed in this Scheme and in particular the relevant Terms of Reference is likely to lead to a removal of delegated authority.

In the event of any serious disagreement between the Trust Board (Directors) and a Local Governing Body which cannot be resolved by the Chair of the Local Governing Body discussing the matter with the Chair of the Trust Board, the matter will be referred to the Members or the appropriate Major Religious Superior (or The Gaudete Trust for schools entrusted to it) for a final resolution.

No alteration of the Articles or change to the Scheme or removal of delegated authority shall invalidate any prior act of the Local Governing Body (or other committee) which would have been valid if that alteration or withdrawal had not been made.

All Governors must comply with the Governor Code of Conduct adopted by the Trust.

Role of the Executive Team

As a non-executive body, the Trust Board must rely on others to fulfil the executive or management functions of the Trust. For the most part, this responsibility falls on the Principals of the academies, supported by the school leadership teams. Certain

functions relating to the leadership and management of the Trust itself, or which relate to the activities of more than one academy, is undertaken by an “Executive Team”, led by the “Chief Executive Officer” (the senior executive leader in the Trust) and supported by either or both the “Chief Operating Officer” (a senior officer with general operational responsibility) and the “Chief Financial Officer” (a senior officer with overall responsibility for the Trust’s financial systems and procedures).

The Chief Executive Officer is the “Accounting Officer” for the Trust, responsible to Parliament and to the Department for Education’s accounting officer for the financial resources under the Trust’s control and to assuring Parliament of high standards of probity in the management of public funds, particularly regularity, propriety and value for money.

The need for, and size of the Executive Team, is determined by the Trust Board, in consultation with the Leadership Group, reflecting the degree of collaboration across the Trust. Where possible, resources are drawn from the academies themselves rather than the use of external consultants or through recruitment.

The cost of the functions undertaken by the Executive Team, or actions at the request of the Trust Board, are generally funded on a fair and equal basis by the academies. This contribution will be set each year against a budget for the shared costs approved by the Trust Board in consultation with the Leadership Group and may vary according to the level of activities undertaken.

The Board of Directors delegates to the Chief Executive Officer (CEO) responsibility for delivery of the overall Laetare CMAT strategy, for the implementation of the policies and for the day-to-day running, internal organisation, management and control of the Laetare CMAT, its schools and any shared services.

The CEO in turn delegates to the Principal of each school, responsibility for the day-to-day running of the school, including the internal organisation, management and control of the school, the performance management of school staff, and the implementation of the policies of the Laetare CMAT and Local Governing Body.

The Trust recognises the Principal as the leader of the school, responsible for its day-to-day leadership, culture and educational provision. Within the framework of the Trust’s vision, policies and Scheme of Delegation, Principals are entrusted with significant professional responsibility and are expected to exercise leadership in a manner that reflects the distinctive character, context and needs of their school.

Role of the Leadership Group

The CEO will establish and chair a Leadership Group which will meet regularly and comprise all Principals within the Trust. Chairs of Local Governing Bodies may be invited to attend meetings at key points throughout the year where their contribution would support the consideration of strategic or operational matters.

The purpose of the Leadership Group is to provide a forum for the development of the Trust’s strategic vision, the consideration of policy and operational matters, and the sharing of professional expertise and best practice across the Trust. It is a key element of the Trust’s governance and leadership structure, ensuring that Principals contribute

meaningfully to the strategic direction, operational development and continuous improvement of the Trust.

The Leadership Group reflects the Trust's commitment to collaborative and collegial leadership. It will promote partnership working, support the development of leadership capacity at all levels, facilitate the sharing of expertise and resources, and contribute to the improvement and sustainability of educational standards across the Trust.

While the Leadership Group does not exercise delegated decision-making authority unless expressly provided for within this Scheme of Delegation or otherwise delegated by the Trust Board, the Trust Board and CEO will have due regard to the knowledge, experience and views of the Leadership Group when considering matters affecting individual academies or the Trust as a whole.

The Leadership Group will advise and support the Trust Board and CEO, facilitate effective communication between the Trust Board, Principals and Local Governing Bodies, and provide a mechanism through which strategic priorities, operational developments and emerging issues can be considered collectively.

Consistent with the Trust's principle that decisions should be taken at the most appropriate level, the Trust Board will seek, wherever possible, to empower Principals and local leaders to exercise leadership and responsibility within their areas of accountability. The Leadership Group will therefore play an important role in informing decision-making, shaping Trust strategy and supporting the effective delivery of the Trust's educational vision.

7. Table of Key Delegated Responsibilities

A summary of the key decision-making responsibilities is below:

Members	Directors/Trust Board	Local Governing Body
- determine constitution and religious character - hold the Directors to account for the conduct of the company - recognise any strategic partnerships - appoint Directors to conduct the company on behalf of the Members (and to remove directors where necessary)	- accountable to the Members for the conduct of the company - determine and evaluate CMAT strategic vision and overarching strategic plan - provide strategic leadership and governance of the CMAT - provide challenge and support to CMAT senior leaders - undertake the recruitment and performance review of Chief Executive Officer - develop and decide strategic and company-wide operational policies e.g. company procurement policy - facilitate collaboration - co-ordinate and oversee shared services and resources - develop and oversee the implementation of CMAT development plan - approve performance benchmarks - approve overall company budget and delegated school budgets - monitor expenditure in accordance with appropriate authorisations	- decide the school's strategic vision and uphold the school's distinctiveness and unique character, in harmony with the CMAT's strategic vision and ethos - support senior leadership team with specific emphasis on target setting, pupil monitoring and analysing progress data to inform curriculum & budgeting priorities - approve school development/action plan - review and monitor school budget - oversee expenditure ensuring the school works within its budget and implements the company's risk and financial management policies ensuring probity, prudence and efficiency - play an active part in the recruitment of the Headteacher and other 'reserved posts' - support the senior leadership team in the development and review of an appropriate staffing structure

	• oversee financial governance and risk management • determine the company's reserves/contingency policy • ensure appropriate insurance or risk cover is put in place • together with the appropriate Religious Order, or Gaudete Trust, and local governing body, undertake recruitment of Foundation Governors, Headteachers and other 'reserved posts' • develop shared governor training programmes and opportunities for professional development • support the development and building of leadership and governance capacity at school level • approve site and asset management strategy • oversee any significant capital expenditure and building projects ensuring compliance with company's finance policy • approve all funding applications	• support the Headteacher in the recruitment and performance management of personnel • responsible for staff welfare and wellbeing • responsible for pupil/student welfare and wellbeing • promote collaboration with other schools in the CMAT • develop and review delegated school policies (e.g. admissions, pupil behaviour, safeguarding) • provide advice and feedback to the Directors, ensuring the school is meeting the needs of its community • undertake all and any appropriate community consultation • provide a point of contact for parents, carers and other members of the local community, maintaining an effective link to the wider community • evaluate school performance ensuring appropriate training and development so that knowledge, skills and behaviours are appropriate for a dynamic education environment
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Chief Executive Officer	Chief Financial Operating Officer	Headteacher
• act as the company's Accounting Officer • provides leadership and vision to the CMAT • chairs Leadership Group and provides focal point for reporting to the CMAT Board • represents views of Leadership Group and supports implementation of strategic decisions by CMAT Board • advises on operational priorities and leads on development of CMAT strategic plan and company policies, which remain the responsibility of the CMAT Board • in conjunction with the relevant Chair of the Local Governing Committee, forms part of the performance management of Headteachers and supports their professional development • manages CMAT executive team ensuring high quality effective support is provided to CMAT schools • develop shared staff training programmes and opportunities for professional development	• responsible for all financial matters • fulfils responsibilities of "chief financial officer" under the Academies Trust Handbook • supports the CMAT CEO in managing operations and responsible for delivery of the company's financial and accounting processes • ensures there is sound and appropriate financial governance and that risk management arrangements are in place • develops and ensures the implementation of the company's financial management regulations and/or finance policy • prepares and monitors CMAT and school budgets • ensures delivery of annual accounts • advises on financial policies including the procurement policy and strategy • leads on any significant procurement and advises on and monitors less significant procurements in line with the company's procurement policy	• undertakes 'statutory' responsibilities as Headteacher • As part of the Leadership Group, advises on the strategic priorities and policies of the CMAT • provides leadership and vision to the school • responsible for standards and pupil outcomes • determines the curriculum priorities and takes responsibility for all teaching and learning • advises on and implements Board decisions affecting the School • advises on and implements the school's development/action plan strategic priorities • advises on and implements the staffing structure approved by the Local Governing Body for the School and is responsible for the organisation of resources • responsible for recruitment of school staff (other than 'reserved posts') and their professional development • undertakes performance management of school staff • responsible for applying the school's policies relating to staff

• responsible for ensuring that the company keeps proper financial records, has appropriate financial systems in place and manages opportunities and risk • submits annual “statement on regularity, propriety and compliance” to ESFA • manages CMAT’s external relations • builds effective partnerships with external agencies including the Regional Directors and the Education & Skills Funding Agency • leads and manages any process for the expansion of the CMAT and its schools	• undertakes contract management of any company wide contract and supports school-based teams to manage school contracts • develops and advises on operational support for the Headteachers • ensures there is risk protection cover in place for all risk areas • leads on any significant capital project including managing any application for capital funding and/or distribution of any capital grant	- such as grievance, disciplinary and competency • working with the CEO/CFO, determines the school budget and makes recommendations to the Local Governing Body • ensuring the school manages within its budget • advises on school policies, which are delegated to the Local Governing Body for determination • responsible for safeguarding and well-being of pupils and staff • decides any pupil exclusions • manages School’s relationship with its community
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It is proposed that distinction is made between those academies operating effectively and those requiring support to improve the quality of education, financial management or ethos development. Academies requiring support in these areas may temporarily be supported in their decision-making and this might lead to some of the delegated responsibility being removed. This would be for a defined time period and only in the areas requiring support.

The Trust is committed to the principle of subsidiarity and to maintaining the highest possible level of delegated responsibility within each academy. Where schools are operating effectively, significant autonomy and decision-making responsibility will remain at local level, reflecting the Trust’s commitment to local leadership, distinctiveness and accountability.

Where concerns arise relating to educational standards, Catholic life and mission, safeguarding, governance, finance or compliance, the Trust will work collaboratively with Principals and Local Governing Bodies to secure improvement through support, challenge and shared accountability.

The Trust’s approach to monitoring, support and intervention is set out in the Laetare CMAT School Assurance and Support Framework. This framework establishes how schools are supported, monitored and, where necessary, subject to additional oversight. It reflects the Trust’s commitment to collegial leadership, proportionality and the restoration of autonomy wherever possible.

Where risks remain significant or unresolved, the Trust Board may temporarily adjust or remove aspects of delegated responsibility for a defined period and only in those areas requiring additional oversight or intervention. The goal of any intervention will always be to restore strong local leadership, effective governance and full delegated autonomy as quickly as possible.

8. Financial Delegation

The Trust's financial procedures and authorisations are set out in the "Financial Scheme of Delegation" or "Finance Policy". Except as provided for in this Scheme of Delegation and subject to the requirements and restrictions set out in the Financial Regulations Manual/Finance Policy, budget responsibility is delegated to the respective academy and expenditure will be authorised (in so far as necessary) and monitored by the Local Governing Body.

No Trust or Academy monies (whether or not authority to expend has been devolved to the Local Governing Body) shall be paid into any bank account other than a bank account authorised by the Trust's Chief Financial Officer.

The Trust is required to have in place systems to identify and properly manage risk. The Local Governing Body is expected to comply with any policy or guidance issued by the Trust (and the Secretary of State for Education as Principal Regulator) and to ensure that proper procedures are put in place for the safeguarding of funds, including any voluntary funds or charitable funds obtained through fund raising activities.

The Local Governing Body is expected to report to the Trust Board on the management of the funds which are its responsibility and will notify the Trust Board (or as directed) as soon as reasonably practicable of the occurrence of any event or happening of any circumstance which might expose the Trust or the Academy to any loss or claim, including but not limited to any event which might be covered by the DfE's Risk Protection Arrangement scheme.

The Trust Board will have regard to the interests of all the academies in deciding and implementing any policy (including any reserves or contingency policy) or exercising any authority in respect of any one or all of the academies for which it is responsible. Notwithstanding this, the priority for the Trust Board is to put in place measures to ensure that any of the academies are supported when the need arises and remain financially viable. Where this may have a significant financial impact on the funding of the support provided by, or on behalf of the Trust Board, any policy shall first be discussed with the Leadership Group and its views considered in relation to the setting and implementation of any such policy.

9. Personnel

All staff employed by the Trust, or in connection with any academy, are employees of the Trust.

The Trust is required to adopt and ensure the consistent implementation of a series of HR policies and practices, which are expected to mirror those issued from time to time by the Catholic Education Service. The responsibility for the appointment and performance management of staff is set out in the relevant Table of Key Delegated Responsibilities and the Leadership and Governance Decision Planner.

The Trust Board must be informed of any proposed changes to any staffing restructure operated within an academy. The Trust Board, may also require changes to be made, but will consult first with the Local Governing Body before consulting more widely on any proposal.

Whilst the management of any claims and disputes involving staff (other than senior leaders) are expected to be dealt with at the local level in accordance with the Trust's Disciplinary Policy, the Trust Board should be kept informed, and any advice or guidance issued by or on behalf of the Trust Board should be followed.

The Trust Board (in conjunction with the Local Governing Bodies) will ensure that the Chief Executive Officer for the Laetare CMAT, the Principals and Deputy Principals for all Academies, as well as any key teaching staff responsible for co-ordinating religious education and any chaplain or reserved post, shall be practising Catholics. The Trust Board, when appointing to these reserved posts, will ensure the full involvement of the appropriate Religious Order and this will be articulated in the Memorandum of Understanding with each Religious Order.

10. Premises

The day-to-day maintenance and care of the buildings and facilities used in respect of the academy is the responsibility of the Local Governing Body (with management responsibility being delegated to the Principal), who shall have regard at all times to the safety of the users of the buildings and the facilities and the legal responsibilities of the Trust (and/or any others) as owner of such buildings and facilities.

The Trust is required to have, and to keep under review, a long-term estate management strategy that will identify the suitability of buildings and facilities in light of anticipated curriculum needs and projected pupil numbers. The Local Governing Body will advise the Trust Board of the need for and availability of any capital investment and will work with the Trust Board to agree any capital priorities and the delivery of any significant capital project.

No disposal or acquisition of land will be undertaken without the consent of the Trust Board. Temporary use and short-term lettings will be managed by the Local Governing Body, subject to any lettings policy issued by the Trust from time to time and observing any regulations issued by the Diocese.

Ownership of the land and property remains with the Religious Order who would need to be consulted on significant capital projects and disposal or acquisition of land. Religious Orders that are part of the Gaudete Trust have delegated stewardship of that property to the Gaudete Trust trustees who would need to be consulted on significant capital projects and disposal and acquisition of land and in turn would consult the Religious Order. This will be covered in the Memorandum of Agreement with the Gaudete Trust.

11. Regulatory Matters

The responsibility to ensure that the academy complies with all legal obligations and operates in accordance with any statutory guidance and any guidance issued by the Major Religious Superior or Gaudete Trust and the relevant local Bishop is a shared responsibility of Directors and Governors, as well as the Leadership Group.

The Local Governing Body has authority to determine any appeals against admission and any decision by the Principal to exclude any pupil.

12. Escalation and Reporting

Notwithstanding the level of delegated responsibility to the Local Governing Body and Leadership Group, the Directors remain legally responsible and accountable for all matters in connection with the academies. Appropriate systems will therefore be in place to enable the Trust Board to gain assurance regarding quality, safety, compliance and risk.

As a general principle, matters should be managed at the lowest appropriate level in line with the principle of subsidiarity, with escalation occurring only where defined thresholds are met.

The Principal is responsible for the day-to-day management of the academy and will report operational matters to the CEO. The CEO will determine whether matters require escalation to the Trust Board, taking into account risk, materiality and potential impact on the Trust.

Except in exceptional circumstances, matters should not be escalated directly to the Trust Board without prior consideration by the CEO.

Routine operational matters, including the majority of behaviour incidents, suspensions, and internal disciplinary issues, are expected to be managed at academy level by the Principal, with oversight from the Local Governing Body.

Such matters will not normally be escalated beyond the academy unless they meet the escalation thresholds set out below.

The Trust must be notified (via the CEO) of any incident or issue that meets one or more of the following criteria:

- a) Safeguarding and Pupil Welfare
 - incidents involving serious harm, or risk of serious harm, to a child
 - allegations or incidents requiring referral to external safeguarding agencies (e.g. social care, police, LADO)
 - safeguarding concerns that indicate a systemic failure in safeguarding practice
- b) Serious Misconduct or Criminal Matters
 - incidents involving serious violence, sexual misconduct, or criminal activity that may involve external agency investigation
 - any matter likely to result in police involvement or formal legal proceedings
- c) Staff Matters
 - suspension or dismissal of senior staff
 - allegations against staff that meet the threshold for referral to external authorities
- d) Health and Safety/Compliance
 - incidents resulting in death or serious injury
 - matters reportable to the Health and Safety Executive
 - receipt of any formal legal notice alleging breach of statutory obligations
- e) Financial or Regulatory Risk
 - suspected fraud or financial irregularity
 - potential breach of the Academy Trust Handbook or funding agreement

- any matter likely to attract regulatory scrutiny

f) Reputational Risk

- any incident likely to attract significant media attention or cause material reputational damage to the Trust or its academies

g) Inspection and External Scrutiny

- notification of Ofsted, Catholic Schools Inspectorate, or other formal inspections
- any formal complaint or investigation initiated by the Department for Education

For the avoidance of doubt, routine behaviour incidents, including most pupil fights and suspensions, do not in themselves require escalation. Escalation is only required where such incidents: involve serious harm or safeguarding thresholds; form part of a wider pattern indicating systemic failure; present a significant reputational or legal risk

Where a matter is escalated, appropriate steps will be taken by the CEO and, where necessary, the Trust Board to ensure that risks are managed effectively, with due regard to confidentiality, safeguarding obligations, and the principles of transparency and accountability.

13. Leadership Group: Terms of Reference

The purpose of the Leadership Group is to provide a focus for the setting of policy, determining operational delivery and to develop the strategic vision of the Trust. It illustrates the Trust's commitment to involving Principals as much as possible in strategic decision making. The Leadership Group will both support and advise the Trust Board and will facilitate communication between the Trust Board and the Local Governing Bodies as well as provide an opportunity for the academies to explore and develop areas of collaboration and shared working.

The Trust Board will consult the Leadership Group regularly and specifically on the matters noted in the Trust's Leadership and Governance Decision Planner as being the responsibility of the Directors and the Chief Executive Officer.

All Principals are members of the Leadership Group and Chairs of the Local Governing Bodies may be invited to participate in the Leadership Group. The Chief Executive Officer will chair meetings of the Leadership Group and will report to the Trust Board on matters discussed and agreed within the Leadership Group.

In the event the Leadership Group becomes unworkable due to size or the location of the schools, the Trust Board may establish subgroups based on phase or location.

The Leadership Group will also act as a strategic advisor on educational matters to ensure the long-term success of the academies and that continuous improvement is made within all academies.

The Leadership Group will assist with succession planning and the building of leadership capacity.

The Leadership Group meets every half term. The agenda for the meetings will be flexible and adapted to need. A forum Chairs of Local Governing Bodies will meet termly.

A representative of the Trust Board may be asked to attend at the invitation of the Chair of the Leadership Group. The Directors will be informed of the dates for the meetings of the Leadership Group and periodically a representative of the Directors may attend.

The Trust Board recognises the important role played by the Leadership Group and commits to keeping the Leadership Group informed and to have regard to any advice or guidance provided by the Leadership Group on any matter affecting the Trust or the academies, including threats and opportunities facing the academies and the Trust more widely.

14. Leadership & Governance Decision Planner

Key

A = Decision maker
C = Level to be consulted by decision maker
P = Proposal made to decision maker

	Decision or Task	Members	Trust Board	CEO	Leadership Group	LGB	HT
1	Governance						
1.1	Approve any changes to Articles of Association	A	C				
1.2	Approve any changes to Scheme of Delegation		A			C	
1.3	Establish Trust Board Committees & Terms of Reference		A				
1.4	Establish Local Governing Bodies		A				
1.5	Appoint or remove Chair of Trust Board		A				
1.6	Appoint or remove Directors	A					
1.8	Elect Chair of Local Governing Body					A	
1.9	Appoint or remove Foundation Governors	Gaudete Trust or Religious Order					
1.10	Appoint or remove non-Foundation Governors on Local Governing Body					A	
1.11	Appoint or remove clerk to Trust Board		A				
1.12	Appoint or remove clerk to Local Governing Body					A	
1.13	Appoint or remove clerk to Academy Committee					A	
1.14	Act on Director skills audit and governance reviews		A				
1.15	Act on Governor skills audit					A	
1.16	Approve Director & Governor Expenses Policy		A				
1.17	Establish Register of Interests for Members	A					
1.18	Establish Register of Interests for Directors		A				
1.19	Establish Register of Interests for Governors					A	
1.20	Establish Register of Interests for central staff		A				
1.21	Manage conflicts of interest	A	A			A	
1.22	Appoint and remove Company Secretary	A					

1.23	Require an external review of governance	A	A	P		P	P
1.24	Approve Code of Conduct for Directors	A	C				
1.25	Approve Code of Conduct for Governors		A			C	
2	Financial Management						
2.1	Approve Scheme of Financial Delegation including Trust Financial Regulations and Procedures		A		C		
2.2	Appoint Trust auditors	A	C				
2.3	Approve Trust budget		A	P	C		
2.4	Monitor Trust budget		A	C	C		
2.5	Approve Academy budget plan		A			P	C
2.6	Monitor Academy budget					A	C
2.7	Receive Trust Annual Report and Accounts	A	P				
2.8	Approve Trust Annual Report and Accounts		A				
2.9	Undertake financial efficiency review (across Trust)			A	C		C
2.10	Undertake financial efficiency review (across Academy)					A	C
2.11	Compile Trust Risk Register			A	C		
2.12	Approve and monitor Trust Risk Register		A	C	C		
2.13	Compile and review Academy Risk Register						A
2.14	Approve and monitor Academy Risk Register					A	C
2.15	Approve Trust Accounts Return to DfE		A				
2.16	Respond to Auditor's Management Letter		A	C			
2.17	Establish Trust Whistleblowing Policy		A	P			
3	Strategy & Performance						
3.1	Approve Trust Strategic Plan		A	P	C		
3.2	Approve new Academies joining the Trust		A	P	C		
3.3	Approve Academy Admission Policy					A	
3.4	Monitor Academy performance			C		A	C
3.5	Set Academy Improvement Plan					A	P
3.6	Determine if intervention required		A	P		C	C

3.7	SEND Policy					A	P
3.8	Teaching & Learning Policy					A	P
3.9	Curriculum Policy					A	P
3.10	Relationships and Sex Education Policy					A	P
3.11	Religious Education Policy					A	P
3.12	Academy term dates			C	P	A	P
3.13	Adoption & review of non-HR Academy policies					A	P
3.14	Academy exclusions						A
3.15	Appeal against permanent exclusion					A	
3.16	Safeguarding Policy		A	C	P	C	C
3.17	Trust and Academy Complaints Policy		A		P		
4	HR Policies						
4.1	Determine Trust executive staff structure and grades		A	P	C		
4.2	Determine Academy staffing structure and grades		A	C	C	P	C
4.3	CEO appointment	C	A				
4.4	Executive Team appointments		A	P	C		
4.5	Academy Principal appointments		A	C		P	
4.6	Academy teaching and support staff appointments						A
4.7	Performance management of CEO		A				
4.8	Performance Management of Academy staff						A
4.9	Suspension or dismissal of CEO/Executive Team	C	A				
4.10	Suspension or dismissal of Academy Principal		A	C		C	
4.11	Performance Management of Academy Principal			C		A	
4.12	Performance Management of SLT						A
4.13	Suspension and dismissal of other teaching and support staff			C		A	P
4.14	Redundancy of staff		A			P	P
4.15	Restructuring of staff		A	C		P	P
4.16	Pay & Remuneration Policy		A	P	C	C	
4.17	Job Role Salary & Grading Policy		A	P	C	C	
4.18	Changes to Employee Terms & Conditions or Collective Agreements		A	P	C	C	C
4.19	Performance Management & Appraisal Review Policy		A		P	C	

4.20	Disciplinary Policy		A		P	C	
4.21	Grievance Policy		A		P	C	
4.22	Capability Policy		A		P	C	
4.23	Employee Health & Safety Policy		A	C	P	C	C
5	Land & Contracts						
5.1	Asset Management Strategy and insurance		A	P			
5.2	Condition Surveys		A	P			
5.3	Expansion and Redevelopment Works		A	P			P
5.4	Lettings and shared use			A			P
5.5	Strategic support and shared services			A			P