



AIM Academies Trust exists to transform the life chances of all young people and adults, including those who have traditionally fallen short within the education system. AIM Academies Trust believes that demographics should not define destiny.

Our Trust work focuses on:

Transforming Culture and Environment: All AIM Academies Trust schools will be calm, focussed and happy environments for learning with simple yet consistently implemented systems and structures. There will be the highest expectations for all students where we will 'sweat the small stuff' to ensure a culture of aspiration and drive is created. We also strive for the physical environment to be inspirational for students and families supporting the ethos of developing Leaders for Tomorrow.

Transforming Curriculum and Outcomes: All AIM Academies Trust Teachers will teach a high-quality shared knowledge-rich curriculum with a common assessment framework in line with other AIM academies. The curriculum is developed collaboratively amongst schools and refined as a result of teacher input and local needs of the students.

Transforming Teaching and Teacher Development: All AIM Academies Trust Teachers will all have access to the highest quality instructional coaching; to ensure all teachers are teaching consistently great lessons. We believe teacher development is a core aspect of our work and to develop a culture that is committed to continuous improvement. It is this belief that led to London Academy being one of the founding schools behind the Institute for Teaching that delivers the first-ever Masters in Expert Teaching.

Transforming Leaders and Leadership: All AIM Academies Trust schools will offer leaders at all levels the opportunity to develop, grow and flourish in this vocation. We have established the AIM Alliance Schools that currently has 21 partner schools in which we offer Schools Direct places alongside delivering the NPQML and NPQSL and wider qualifications such as a Level 2 Certificate in Mental Health delivered in partnership with the charity Place to Be.

Transforming Lives: AIM Academies Trust is committed to ensuring everyone, adults and young people, flourish and thrive in their life. AIM Academies Trust is committed to achieving transformational outcomes in their broadest sense, not just the highest academic standards but equipping children to have a transformational impact on their community. We have an entitlement curriculum that is focussing upon visits to Universities, residential trips and wider curriculum offers to develop students' cultural capital.

Governance Arrangements

AIM Academies Trust (AIMAT, the Trust) is a multi-academy Trust, which is one legal entity responsible for the running of academies. The Governance Structure has two primary purposes; to ensure educational outcomes are strong, and in line with the Ofsted framework and to ensure there is full compliance with the EFSA guidance for the proper use of Public Funds.

AIMAT has a Finance Manual that sets out how the Trust and schools handle their finances in a clear and responsible manner; meeting the requirements of the ESFA Financial Handbook (reviewed on an annual basis). The Trust is accountable to the Education Skills Funding Agency (ESFA) for proper use of public funds. The purpose of the AIMAT Finance Manual document is to set out the financial regulations the Trust and academies adhere to, therefore providing the AIMAT Board with assurances that the resources are being properly applied in delivering the educational objectives of the Trust. These regulations apply to the Trust and all AIMAT academies and are relevant to staff at all levels, in particular, office administration staff, senior leaders, Executive/Headteachers and central staff. This document lay out the levels of delegations form the Trust board over its specific duties. It serves as a decision-making framework.



Governance & Organisation Structure

- **Members** – Members have responsibility for ensuring the purpose of the Trust is met, determining the Trust’s constitution and governance structure, and appointing and removing Trustees, this is a strategic ‘eyes on, hands off’ role. This Scheme of Delegation focuses on the delegations from the Trust Board within the Trust. Members have an overarching oversight role, but are referenced in their role to appoint Trustees and the external auditors.
- **Trust Board** – The Trust Board hold ultimate legal **accountability** for all aspects of operational delivery, as well as being **responsible** for Trust policy and decision-making. The Trustees oversee the management and administration of the Trust and the academies run by the Trust and delegate authority and responsibility to others, including executive officers and school leadership teams who undertake the day to day management of the academies. Key matters reserved to the Board include strategic direction, vision and values, and approval of the Trust business plan, policies and educational targets. The Trust Board is supported by the Finance, Audit and Risk Committee.
- **Executive Team** – the Executive Team is comprised of the Executive Principal; Director of Academies; COO; Director of HR; Director of ICT and Director of Estates and are **responsible** for the operational running of the organisation at Trust level and **supporting** Trust academies with academy level operational matters.
- **Principal** – the Principal is **responsible** for a range of operational delivery areas within their academy, in line with AIM Academies Trust delivery models.
- **Local Governing Body** – the Local Governing Body are accountable to the Trust Board for ensuring that the Principals fulfil their responsibilities for educational outcomes for children and young people; safeguarding; health & safety; and financial outcomes of their academy. In other areas, they provide a crucial challenge and support role by monitoring academy outcomes.

The Members of the Board and Trustees have ultimate responsibility for the Trust’s finances and educational outcomes of the Academy. It is specifically responsible for ensuring that the Trust’s funds are used only in accordance with the following documents:

- AIM Academies Trust Articles of Association
- The Funding Agreement
- The ESFA Academies Financial Handbook

The main responsibilities of the Board as outlined in the Funding Agreement include:

- Ensuring that the grant from the funding body is used only for the purposes intended
- Approving the annual budget
- Approving the scheme of delegated authority
- Appointing key members of staff (CEO, Executive Principal, Head teachers and Chair of Local Governing Body)
- Establishing a Finance & Audit Committee, setting and varying its terms of reference and reviewing its work

The members of the Board have statutory duties as Company Directors, which are set out in sections 170 to 177 of the Companies Act 2006. These comprise of duties to:

- Act within their powers
- Promote the success of the company
- Exercise independent judgement



- Exercise reasonable care, skill and diligence
- Avoid conflict of interest
- Not to accept benefits from third parties, and
- Declare any interest in proposed transactions or arrangement

Scheme of Delegation - Powers and Duties Reserved for the Trust

The Trust is responsible for the operational and the financial probity of its academies. As such, the AIMAT Board has provided the Trust's Scheme of Delegation. The Accounting Officer, a role carried out by the Chief Executive Officer, reserves the right to suspend and/or withdraw delegated authorities in whole or part where these financial regulations are not being adhered to. This would effectively withdraw delegated financial authority to make expenditure on staff or other resources.

The Accounting Officer role is mandated by the DfE and this role is personally responsible to Parliament, and to the ESFA, for the resources under their control, and must be able to assure Parliament and the public of the high standards of the probity in the management of public funds. The Accounting Officer takes personal responsibility for regularity, propriety and Value for Money.

Senior Officer Roles:

The following list provides an overview of the senior roles within the Trust who are responsible for financial management:

Members of Trust Board: The members of the Board have statutory duties as Company Directors, which are set out in sections 170 to 177 of the Companies Act 2006.

Chair of Trust Board: Manage the Trust Board and the Performance Management of the CEO

Chief Executive Officer/Executive Principal – As the appointed Accounting Officer, this is the key executive responsible for delivering the overall strategy of the Trust, including its educational outcomes within the constraints of financial sustainability. This role leads on the deployment of resources on a day-to-day basis. This role has specific responsibilities ultimately for financial matters and the Trust compliance with the Education and Skills Funding Agency (ESFA)

Principal/Head Teacher – Responsible to the Executive Principal/Chief Executive Officer for the management of the Academy's finances. The Principal/Head teacher takes responsibility for the management of the academies financial position, ensuring basic controls over the finances are adhered to and making sure that all financial matters are conducted with due consideration for regularity, propriety and value for money.

Note: The overriding legal assumption that sits behind the scheme of delegation is that all academies are governed by one trust and a single board of directors. The board of directors is the legally accountable body. Although the trust board may delegate many of its functions it still remains accountable for these functions.



Table: Strategic Level Division of Responsibilities

Functional area	Board	Executive Team	School Principal	Local governing body (LGB)
<p>Teaching & learning</p>	<ul style="list-style-type: none"> • Approve the strategic vision for education • Accountable for the overall quality and impact of teaching 	<ul style="list-style-type: none"> • Responsible for the overall quality and impact of teaching across the trust • Responsible for maintaining a view of the quality of teaching in all schools through effective Teacher Evaluation • Delivery of Trust Professional Development • Development of the AIM Alliance Schools • Support school Principals in setting the strategic vision and model for teaching, arranging CPD/ coaching and reporting on teacher performance • Evaluate and review the quality of teaching, assessment and student attainment within schools. 	<ul style="list-style-type: none"> • Implement trust wide approaches to Teacher Evaluation • Set and deliver the vision and model for developing teaching and approach to improving teacher quality • Arrange CPD and coaching for teachers 	<ul style="list-style-type: none"> • Monitor school approach to securing the quality and impact of teaching, including the effectiveness of CPD and coaching for teachers
<p>Curriculum & assessment</p>	<ul style="list-style-type: none"> • Approve trust pupil performance targets • Accountable for all curriculum and assessment practices meeting requirements laid out in statutory guidance 	<ul style="list-style-type: none"> • Responsible for trust targets, approve school targets • Responsible for all curriculum and assessment practices, meeting requirements laid out in statutory guidance • Determine the trust assessment cycle • Undertake Achievement Reviews in line with review cycle • Provide guidance to schools on approaches to assessment, curriculum and inclusion • Approve school curriculum and assessment models • Commission SEND & PP audits 	<ul style="list-style-type: none"> • Accountable for meeting school targets • Propose school targets to Executive team • Ensure that school targets relate to individual pupil targets • Implement the trust assessment cycle • Develop school approaches to assessment, curriculum and inclusion • Engage with SEND & PP audit process 	<ul style="list-style-type: none"> • Review school approaches to assessment, curriculum, inclusion • Consulted on SEND & PP audits (SEND link) Review SEND & PP audits (LGB) • Consulted on school targets (Chair) • Monitor progress towards school targets

Functional area	Board	Executive Team	School Principal	Local governing body (LGB)
<p>Culture, ethos & wellbeing</p>	<ul style="list-style-type: none"> • Approve Behaviour and Safeguarding policies • Accountable for exclusions, pastoral and safeguarding arrangements meeting national requirements laid out in statutory guidance 	<ul style="list-style-type: none"> • Agree Exclusions and Safeguarding policies • Responsible for exclusions, pastoral and safeguarding arrangements meeting national requirements laid out in statutory guidance • Set Behaviour and Safeguarding policies • Responsible for ensuring trust practices around Exclusions, pastoral and Safeguarding arrangements meet national requirements • Arrange Exclusions training and independent review panels (IRPs) • Undertake annual safeguarding audits and report to the Board • Respond to issues flagged by DBS • Provide guidance to schools on a positive approach to culture, ethos and wellbeing • Respond to any complaints against Principal and support school in event of complaints against staff • Provide guidance to Principals to ensure effective pastoral arrangements and adherence to safeguarding and child protection policies • Sign off Permanent Exclusions and review fixed term exclusion data • Review school mobility trends 	<ul style="list-style-type: none"> • Set school approaches to culture, ethos and wellbeing including the behaviour model and routines, attendance and inclusion practices • Ensure compliance with trust policies and guidance on statutory responsibilities • Implement effective school attendance, inclusion and safeguarding procedures inc. training and DBS processes within trust policies • Set internal exclusions procedures and ensure exclusion administration fulfils all relevant requirements for these, fixed term and permanent exclusions • Respond to safeguarding and other complaints against staff • Oversee referral of at-risk children to Local Authority and other agencies 	<ul style="list-style-type: none"> • Review school approach to culture, ethos and wellbeing including behaviour model and routines, attendance and inclusion • Review Exclusion decisions through governor panels and engage in IRP process if required • Informed of safeguarding complaints, referrals and training within school



Functional area	Board	Executive Team	School Principal	Local governing body (LGB)
<p>Our people</p>	<ul style="list-style-type: none"> • Approve all relevant HR policies • Accountable for meeting statutory reporting requirements 	<ul style="list-style-type: none"> • Set all trust HR policies including recruitment, performance management, capability, disciplinary/grievance, pay, leave and organisational change • Undertake an annual staff wellbeing and workload survey • Set overarching approach to attraction & recruitment & performance appraisal • Set central staff structure • Develop HR plans for schools to ensure staffing structures, skills sets and future workforce plans are in place and within budget, and that risks identified in HR monitoring and reports are acted upon • Oversee Principal appointments • Be responsible for Principal induction • Line manage Principals in line with performance targets; support with coaching & mentoring • Responsible for managing levels of TUPE risk identified during due diligence for new schools • Decide on tribunal and settlement strategies • Review growth opportunities • Provide strategic guidance to Principals to support staff line management according to performance targets • Engage in Disciplinary and Grievance panels and appeals • Conduct the schools Pay Award and Pay Scales process annually in consultation with unions • Provide employee relations, KCSIE (Keeping Children Safe in Education) checks and SCR (Single Central Record) reporting, payroll, pensions and recruitment training and guidance to schools • Liaise with unions • Oversee all HR monitoring and reporting • Accountable for meeting statutory reporting requirements 	<ul style="list-style-type: none"> • Establish a culture and level of organisation which actively contributes to staff wellbeing • Recruit for and induct to school roles in line with overall AIM approach to attraction and recruitment • Implement AIM approach to performance appraisal, probation, leadership development, pay and benefits, disciplinary and grievance including investigations at school level and other HR policies as relevant • Ensure effective SCR (Single Central Record) procedures are being followed • Determine the school staffing structure in line with budget requirements 	<ul style="list-style-type: none"> • Monitor compliance with SCR (Single Central Record) process • Consulted on Principal appointment and appraisal (Chair) • Consulted on restructure proposals



Functional area	Board	Executive Team	School Principal	Local governing body (LGB)
<p>Parents & community</p>	<ul style="list-style-type: none"> Accountable for meeting statutory admissions and publication requirements 	<ul style="list-style-type: none"> Responsible for meeting statutory admissions and publication requirements Manage external relationships with local authorities and Regional Schools Commissioner Oversee admissions arrangements including policies and appeals Oversee compliance with website publication requirements Provide advice/guidance on media communications, ensuring consistency Manage crisis communications Set school brand guidelines and website design Provide guidance and examples of best practice on communication with parents 	<ul style="list-style-type: none"> Manage school admissions appeals in line with AIM guidance Maintain effective engagement and communication with parents and the wider community Maintain school website in line with compliance requirement Plan and deliver open days, offer and acceptance process and parental engagement Manage local media, community, LA relations 	<ul style="list-style-type: none"> Support engagement with parents, community and LA Consulted on changes to admissions policy
<p>Finance</p>	<ul style="list-style-type: none"> Approve all relevant Finance policies Approve Executive Team remuneration Approve Principal remuneration Accountable for meeting statutory requirements around reporting, budget submissions and financial controls Approve funding from reserves Review internal audit outcomes Follow the delegated levels set out in the Trust Finance Regulations including purchases, contracts, procurement etc 	<ul style="list-style-type: none"> Set all Finance policies including policies and best practice around financial control Propose the AIM Scheme of Delegation to the Risk & Audit Committee Approve Principal pay Set school and central finance targets and budgets including setting holdback charge Prepare trust budgets, forecasts, reports, statements & tax returns Manage internal and external audits Accountable for meeting statutory requirements around reporting and budget submissions to Companies House and ESFA Decide procurement strategy, including mandating contracts and frameworks for tenders. Ensure that the delegated approval levels in the Trust Finance Regulations are followed and Board approval is sought where required 	<ul style="list-style-type: none"> Develop and propose school revenue and capital budget and 3 year plan Deliver financial targets Ensure compliance with the financial Scheme of Delegation Determine school staffing structure Engage in internal audit activities at school level Deliver finance administration and internal controls arrangements in line with AIM approach Identify and engage in activities to generate additional income, including actively engaging in letting opportunities 	<ul style="list-style-type: none"> Informed of finance policies and budget targets Consulted on draft budget and 3year plan Monitor management accounts Review capital plans and proposed funding Informed of procurement activity Support activities to generate additional income

Functional area	Board	Executive Team	School Principal	Local governing body (LGB)
Recruitment		<ul style="list-style-type: none"> • Recruit for central & Principal roles • Conduct pre-appointment checks for central/ Principal roles • Sign off school budget and staffing structures • Review Principals' pay recommendations for staff • Set school improvement budget and agree with Principal's school funding arrangements • Oversee all accounting and finance teams • Sign off on year end packs for all schools • Sign off on all items of exceptional spend • Sign off any new roles • outside the agreed budget model staffing structure 	<ul style="list-style-type: none"> • Approve all new recruitment (replacement and new roles) for positions where base salary is less than £70k and within agreed budget model staffing structure 	<ul style="list-style-type: none"> • Review updates on recruitment and retention data
IT	<ul style="list-style-type: none"> • Approve IT policy • Approve network IT outsourcing strategy 	<ul style="list-style-type: none"> • Set trusts IT policies • Set the trust's IT strategy • Lead on engagement with IT contractors/ service providers at school level • Set schools IT and Acceptable Use policy • Lead on contract management for overall IT service • Set standardised solutions • Lead on IT procurement 	<ul style="list-style-type: none"> • Set school IT strategy (in line with trust scope) • Implement the Acceptable Use policy amongst pupils and staff • Approve IT Project budgets • Engage and approve decisions for IT Projects • Ensure that procurement is in line with the IT Catalogue and procurement • Inform filtering policy of what can and cannot be whitelisted in school 	<ul style="list-style-type: none"> • Informed of IT strategy including capital investments

<p>Estates</p>	<ul style="list-style-type: none"> • Accountable for meeting statutory requirements around health and safety (H&S) • Approve all relevant H&S policies 	<ul style="list-style-type: none"> • Responsible for meeting statutory requirements around health and safety (H&S) • Set trust H&S policy • Arrange H&S and fire risk audits • Oversee all aspects of initial capital build inc. procurement, legal and project management • Support schools in arranging contracts e.g. school catering, M&E, energy • Set trusts capital strategy and SCA allocation • Review the school's routine compliance audits and the implementation of action plans 	<ul style="list-style-type: none"> • Implement school H&S policies and procedures • Maintain an up to date asset register • Ensure that appropriate risk assessments are in place • Engage in H&S and fire risk audits • Ensure compliance with procurement and building maintenance regulations at school level • Engage in capital build projects as required • Determine and deliver ongoing maintenance and capital works strategy 	<ul style="list-style-type: none"> • Informed of H&S arrangements • Monitor H&S incidents at school • Review audit (including fire safety) outcomes • Informed of capital build project updates
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Functional area	Board	Executive Team	School Principal	Local governing body (LGB)
Projects	<ul style="list-style-type: none"> • Approve the strategy for growth • Sign off five stage approvals for new schools • Accountable for signing new school legal documentation 	<ul style="list-style-type: none"> • Responsibility for trust growth • Accountable for pre-opening financial approvals • Approve pre-opening legal documentation • Approve transition and new school plans • Provide educational and leadership strategy for transition and new schools 	<ul style="list-style-type: none"> • Informed of development of the trust 	<ul style="list-style-type: none"> • Informed of development of the trust
Monitoring & Reporting	<ul style="list-style-type: none"> • Review trust wide improvement plans 	<ul style="list-style-type: none"> • Set trust improvement planning templates • Set standards for schools in terms of their use of data to support decision making • Maintain systems map and support schools in designing their approach to data • Publish guidance and training materials on how to use data systems • Support third party data integrations and procure data tools for use across the network • Develop Academy Improvement Plans • Sign off school SEFs and improvement plans • Lead on annual external monitoring and lead regional peer review • Support Principals preparing for Ofsted inspections & monitoring visits • Represent the Board in Ofsted inspection governance meetings • Provide an annual report to LGBs on school performance 	<ul style="list-style-type: none"> • Develop Self Evaluation and Academy Improvement Plan • Provide regular analysis of school performance data to the Executive Team and LGB via Principal's report • Ensure that any issues with data collection are actioned 	<ul style="list-style-type: none"> • Review school performance data • Informed of the outcomes of external monitoring • Attend annual monitoring visit (Chair) • Informed of any issues with data quality • Undertake Ofsted training and attend inspection where possible (Chair and Safeguarding link)

<p>Governance & Accountabilities</p>	<ul style="list-style-type: none"> • Approve Scheme of Delegation, Terms of Reference, Risk Framework and Policy Framework • Accountable for meeting statutory requirements around data protection and security • Accountable for meeting statutory requirements for governance arrangements 	<ul style="list-style-type: none"> • Develop Scheme of Delegation, Terms of Reference and Policy Framework • Responsible for meeting statutory requirements around data protection and security • Approve data protection policy • Provide data protection guidelines and standards and oversee network approach to data protection controls • Lead response in event of data breach • Develop Risk Framework and register • Responsible for oversight and review of school risk registers • Accountable for meeting statutory requirements around governance arrangements • Responsible for Business Continuity Plan • Accountable for oversight of school Business Continuity Plan • Review the school's routine compliance audits: website, data protection, safeguarding, SCR and pathways and enrichment • Support Principals with preparation of school Business Continuity Plans 	<ul style="list-style-type: none"> • Ensure required policies are in place and communicated to all staff according to overall AIM approach • Conduct routine annual audits (website, data protection safeguarding, SCR and pathways and enrichment) • Responsible for individual school risk register and provide timely information to the Executive Team on status of risks and controls • Ensure school meets and implements data protection requirements and standards at school level in line with overall AIM approach • Develop school Business Continuity Plan 	<ul style="list-style-type: none"> • Agree additions to school level policies, school [risk register] and individual audit reports • Review school risks • Informed of overall approach to DP and security • Informed of data breaches and status of Subject Access Requests • Review school Business Continuity Plan
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