



## Introduction

The YCAT Accountabilities Framework acts as our Scheme of Delegation, clarifying where responsibility and accountability sits across our key levels of leadership and governance, for each core element of our strategy (as per the lists in the table below).

Core elements of YCAT Strategy	Key levels of leadership and governance
<b>Improving Pupil Outcomes</b>  <b>Financial and Commercial Effectiveness</b>  <b>YCAT growth and learning</b>	<b>Headteacher</b> <b>Local Governing Body</b> <b>YCAT Central</b> <b>School Improvement Leadership Group (SILG)</b> <b>Finance Resources Audit &amp; Risk Committee (FRAR)</b> <b>YCAT Main Trust Board</b>

It provides a summary of the division of responsibilities

As a multi academy trust, YCAT’s Board of Trustees is the legally accountable body for the trust. However, the Board is supported by strong, focused local governance. Freed from the statutory responsibilities of local authority governing bodies, our LGBs can focus on improving outcomes for all the children in their school. They provide a powerful voice for the community in the school and the school in the community. They are also a powerful advocate for the needs of their school within YCAT. They monitor and check their school’s performance and drive sustained improvement providing support and challenge to ensure impact on improving pupils’ outcomes, but spend less time on policies and paperwork.

Within the YCAT governance structure we have two other groups to which key responsibilities are delegated; the Finance, Resources, Audit and Risk Committee (FRAR) which is made up of Trustees and the School Improvement Leadership Group (SILG). The SILG includes leadership staff from our schools as well as Trustees. Our Board delegates the responsibilities for policy setting and monitoring delivery of our strategy to these two focused groups. The main Board meets termly and its role is to oversee the work of the committees and groups, to make or ratify key decisions and to ensure YCAT’s strategy remains in line with our values and vision and continues to improve YCAT schools.

WHAT WE WILL DO: **IMPROVING PUPIL OUTCOMES**

Headteacher	Local Governing Body	SILG & FRAR	Trust Full Board
<ul style="list-style-type: none"> <li>• Propose targets for pupils’ attainment and progress for all groups in each year group in line with YCAT Strategy.</li> <li>• Revise School Improvement Plan to meet targets</li> <li>• Establish staffing structure to best meet needs of School Improvement Plan</li> <li>• Develop collaborative working projects to meet needs of School Improvement Plan</li> <li>• Monitor and evaluate assessment processes and hold regular Pupil Progress Meetings to check pupils are on track for targets.</li> <li>• Improve the quality of teaching through collaborative CPD and projects across YCAT. Supported by PM.</li> <li>• Monitor and audit the impact of teachers’ and TAs’ impact on pupils’ progress and identify training and recruitment needs.</li> <li>• Audit needs of non-teaching staff to plan CPD and recruitment.</li> <li>• Analyse all group’s attendance and behaviour logs.</li> <li>• Undertake safeguarding audits and progress on action points.</li> <li>• Monitor breadth and enrichment of curriculum , community links with SMSC and British values</li> </ul>	<ul style="list-style-type: none"> <li>• Agree targets for pupil attainment and progress for all groups in each year group, in line with YCAT strategy. Summarise rates of progress for all groups with strengths and AFIs.</li> <li>• Support and challenge in creating the School Improvement Plan.</li> <li>• Agree staffing structure that meets school needs and budget</li> <li>• Monitor school performance against key targets in the School Improvement Plan through reviewing and challenging headteacher and school leaders’ impact across a wide evidence base and data analysis.</li> <li>• Summarise the strengths and AFIs for teaching and learning.</li> <li>• Evaluate impact of CPD provision and school support on improvement.</li> <li>• Governors works with CEO in headteacher recruitment, Head teacher Performance Management and checks the effectiveness of performance management across the school.</li> <li>• Analyse attendance and behaviour at group level and identify areas for improvement.</li> <li>• Continuously improve the effectiveness of safeguarding.</li> </ul>	<p><b>SILG:</b></p> <ul style="list-style-type: none"> <li>• Develop YCAT School Improvement Strategy to meet values and vision</li> <li>• Plan provision and evidence based projects to meet each school’s Improvement Plan and targets.</li> <li>• Identify strategic priorities for the development of YCAT provision and support to better meet AFIs.</li> <li>• Support schools in improving teaching and learning through collaborative YCAT initiatives and systems (including HART).</li> <li>• Monitor termly overall YCAT progress against key targets and AFIs and ensure where concerns, further action is taken.</li> <li>• Undertake a full evaluative annual review of each school. Summary report to Trust Board.</li> <li>• Contribute to headteacher recruitment and performance management in conjunction with LGB.</li> <li>• Audit the development needs of staff across YCAT schools. Provide a large range of CPD and collaborative initiatives.</li> <li>• Identify talent within YCAT and strategically plan career development and succession planning.</li> </ul> <p><b>FRAR</b></p>	<ul style="list-style-type: none"> <li>• Custodians of YCAT values and vision.</li> <li>• Agree YCAT strategy and targets for improvement.</li> <li>• Receive summary update of progress against key targets from SILG and agree any changes to overall strategy.</li> <li>• Receive termly summary from SILG on each school’s progress and check there is consistent improvement.</li> <li>• Receive summary of each school’s full annual review ensure enough progress and improvement is being made.</li> <li>• Agree resources/budget to provide annual CPD and school to school support for all staff</li> <li>• Agree strategic succession plan for YCAT.</li> </ul>

	<ul style="list-style-type: none"> <li>• Carry out recruitment for teaching staff (excluding head) based on audit of school need.</li> <li>• Check SMSC is effectively threaded across a broad curriculum with community links that promotes British values.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure costed School Improvement Plan is achievable with resources available</li> </ul>	
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HOW WE WILL MEASURE SUCCESS: **IMPROVING PUPIL OUTCOMES**

Strategic Measure	Headteacher	Local Governing Body	SILG & FRAR	Trust Full Board
Pupil Progress and Attainment	<ul style="list-style-type: none"> <li>• Does the proportion of pupils in each group for each year group reaching expected standard from their starting points compare favourably with national average?</li> <li>• Does the progress made by each group for each year group compare favourably with national average?</li> <li>• Are gaps for key groups consistently closing?</li> </ul>	<ul style="list-style-type: none"> <li>• Do governors drive improvement and hold leaders to account for pupils' outcomes?</li> <li>• Do governors hold school leaders to account for at least national average progress for all groups of pupils in each year group?</li> <li>• Do governors check that gaps between groups and other pupils in the school are consistently diminishing over time?</li> </ul>	<p>SILG</p> <ul style="list-style-type: none"> <li>• Schools' summary attainment and progress discussed at SILG meetings.</li> <li>• Audit teachers needs for CPD and school to school support to further improve pupils' outcomes?</li> <li>• Plan improved provision across schools.</li> <li>• Full annual review of each school shows improvements in pupils' outcomes?</li> </ul>	<ul style="list-style-type: none"> <li>• Termly summary update on outcomes from each school.</li> <li>• Summary of Full Annual Review of each school shows consistent improvement in outcomes.</li> </ul>
Quality of teaching	<ul style="list-style-type: none"> <li>• Broad evidence base of teachers' impact on learning progress for all groups: lesson studies, observations, book scrutiny, pupil/staff discussions, tests and</li> </ul>	<ul style="list-style-type: none"> <li>• Do governors check that the school's monitoring of teaching has an impact on raising achievement over time for all groups?</li> </ul>	<ul style="list-style-type: none"> <li>• Plan improved CPD from audit of teachers needs for teaching and learning.</li> <li>• SILG meetings develop lesson studies and collaborative projects to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Has planned CPD and projects had an impact on improving teaching?</li> <li>• Summary of Full Annual Review of each school shows</li> </ul>

	<p>assessment shows that all teachers have an impact on progress?</p> <ul style="list-style-type: none"> <li>• All teaching has a consistent impact on improving progress.</li> <li>• If a member of staff is not having consistent on impact on learning progress what happens?</li> </ul>	<ul style="list-style-type: none"> <li>• Do governors know that teaching is consistently improving?</li> <li>• Do governors ensure that under performance in teaching is effectively tackled?</li> </ul>	<p>outcomes for groups of pupils.</p> <ul style="list-style-type: none"> <li>• Full annual review of each school identifies improvements in teaching and learning.</li> </ul>	<p>improvements in teaching.</p>
Leadership and Management	<ul style="list-style-type: none"> <li>• Are headteacher, senior leaders, middle leaders having an impact on raising outcomes?</li> <li>• Are headteacher and leaders consistently improving the impact of teaching and learning over time?</li> <li>• Are headteacher and leaders monitoring and improving the effectiveness of safeguarding, attendance and PDWB?</li> <li>• Does the headteacher and leaders ensure that the curriculum promotes SMSC, British values community?</li> </ul>	<ul style="list-style-type: none"> <li>• Are governors ambitious and challenging and do they drive forward school improvement in all areas?</li> <li>• Do governors analyse performance information: attainment, progress, attendance, behaviour and safeguarding to plan further improvement?</li> <li>• Do governors strategically plan continuous school improvement with focused action planning?</li> <li>• How do governors evaluate SMSC, British values and community are threaded throughout the curriculum?</li> </ul>	<ul style="list-style-type: none"> <li>• SILG identifies areas for development to improve the impact of leaders at all levels on school improvement.</li> <li>• SILG provides CPD and support for governors to further improve impact on improvement.</li> <li>• SILG identifies way to enhance SMSC and enrichment across schools.</li> <li>• Full annual review of each school identifies improvements in the impact of leadership on further school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of Full Annual Review of each school shows leadership is having impact on improvement in all areas.</li> </ul>

## YCAT ACCOUNTABILITIES FRAMEWORK- October 2017

<p>Attendance and Behaviour</p>	<ul style="list-style-type: none"> <li>• Are headteacher and leaders checking attendance and behaviour for groups and are improvement strategies having an impact?</li> <li>• Are learning behaviours good-enthusiastic and independent?</li> </ul>	<ul style="list-style-type: none"> <li>• Do governors check the attendance and behaviour of groups and plan strategically for further improvements?</li> <li>• How do governors evaluate attitudes for learning?</li> </ul>	<ul style="list-style-type: none"> <li>• SILG identifies strategies that have effectively improved attendance and behaviour in other contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Check updates and reviews show attendance is at least in line with national average and gaps are closing.</li> <li>• Check updates and reviews show behaviour is not deteriorating?</li> </ul>
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WHAT WE WILL DO: **FINANCIAL AND COMMERCIAL EFFECTIVENESS**

Headteacher	Local Governing Body	YCAT Central	SILG & FRAR	Trust Full Board
<ul style="list-style-type: none"> <li>• Prepare and propose budget and 3 year forecast to meet School Development Plan Targets in line with YCAT strategy</li> <li>• Deliver budget and financial targets</li> <li>• Prepare monthly and year end monitoring in line with Financial Management Policy</li> <li>• Find and implement efficiencies from local school procurement opportunities</li> <li>• Ensure compliance with YCAT policies (see more detail on 'Compliance' below)</li> <li>• Lead proposal development for significant building projects and refurb</li> <li>• Manage delivery of above projects</li> </ul>	<ul style="list-style-type: none"> <li>• Support and challenge on the development of, and input to the budget</li> <li>• Monitor and challenge school finances</li> <li>• Monitor and challenge locally led procurement</li> <li>• Support and challenge and input to the development of school building/ refurbishment proposals</li> <li>• Monitor school building projects</li> <li>• Manage commercial and financial risk at the school level and escalate to YCAT level in accordance with the Risk Management Strategy</li> <li>• Ensure YCAT policies are implemented within the school</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare and propose budget for YCAT Central Services</li> <li>• Consolidate school level budgets and prepare overall YCAT Budget and 3 year forecast</li> <li>• Prepare termly monitoring against YCAT budget</li> <li>• Prepare and submit all external financial returns including EFA Budget, Annual Return, March Accounts Return (where appropriate), Annual Financial Statements + any ad-hoc assurance requests</li> <li>• Manage external and internal audits</li> <li>• Maintain risk register for key strategic risks</li> <li>• Support building projects including sourcing funding where appropriate</li> <li>• Monitor YCAT level contracts and find/ implement efficiencies from procurement opportunities</li> <li>• Manage YCAT cashflow</li> <li>• Manage relationship/ returns with HMRC, Pensions etc.</li> <li>• Manage list of statutory policies</li> </ul>	<p><b>SILG:</b></p> <ul style="list-style-type: none"> <li>• Provide input to YCAT Central and FRAR on financial implications of strategy for improving pupil outcomes</li> <li>• Prepare 'Trustee's Report' for Annual Financial Statements</li> <li>• Agree policies for Health and Safety, Safeguarding, SEN, Admissions and Exclusions</li> </ul> <p><b>FRAR</b></p> <ul style="list-style-type: none"> <li>• Agree YCAT Central budget</li> <li>• Agree YCAT level budget and 3 year forecast</li> <li>• Monitor YCAT level finance on a termly basis</li> <li>• Monitor strategic risks</li> <li>• Agree content of 'Annual Report and Financial Statements'</li> <li>• Agree scope for internal audit</li> <li>• Monitor outcomes and recommendations for internal and external audit and agree actions</li> <li>• Agree priorities for YCAT Central procurement</li> <li>• Agree strategic investments</li> <li>• Agree policies for finance, HR, risk management</li> </ul>	<ul style="list-style-type: none"> <li>• Ratify YCAT Budget and forecast and ensure it is aligned to YCAT strategy</li> <li>• Ratify Annual Report and Financial Statements</li> <li>• Agree actions on strategic risks</li> <li>• Agree any strategic actions identified through budget setting and monitoring (i.e. monitor exceptions)</li> <li>• Review list of policies annually</li> </ul>

HOW WE WILL MEASURE SUCCESS- FINANCIAL AND COMMERCIAL EFFECTIVENESS

Strategic Measure	Headteacher	Local Governing Body	YCAT Central	SILG & FRAR	Trust Full Board
Financial control	Monthly: revenue balance at least equal to budget	Termly: Revenue balance at least equal to budget	Prepare: Termly: Overall YCAT revenue balance at least equal to budget Monthly: Minimum cash level of £x Annually: Output from Internal and External Audit	<b>FRAR:</b> Review: Termly: Overall YCAT revenue balance at least equal to budget Termly: Minimum cash level of £x Annually: Output from Internal and External Audit and agree actions	Termly: RAG rating provided by FRAR on overall financial control  Annually: Key issues from internal/ external audit and agreed actions
Effective use of resources	Prepare: Termly: savings made through local procurement against target set Annually: benchmarking	Review: Termly: savings made through local procurement against target set Annually: benchmarking	Prepare: Termly: Savings made through re-procurement at YCAT level against target set Annually: benchmarking and comparison across YCAT schools	<b>FRAR:</b> Review: Termly: Savings made through re-procurement at YCAT level against target set Annually: benchmarking and comparison across YCAT schools	Termly: RAG rating provided by FRAR for 'effective use of resources'
Long term viability	Prepare: Annually: School Revenue balance over 3 year period	Review: Annually: School Revenue balance over 3 year period	Prepare: Annually: Revenue balance over 3 year period Termly: Significant increase in risk rating for strategic risk, or new risk	Review: Annually: Revenue balance over 3 year period Termly: Significant increase in risk rating for strategic risk, or new risk	Termly: RAG rating provided by FRAR for 'long term viability'
Compliance		100% compliance with YCAT level policies	Prepare: Annual updated list policies ensuring new statutory requirements included	100% compliance with YCAT policies across all schools	Review: Annual updated list of policies

# YCAT ACCOUNTABILITIES FRAMEWORK- October 2017

## WHAT WE WILL DO: YCAT GROWTH AND LEARNING

Headteacher/ HART Business Manager (for CPD, HART and SCITT)	Local Governing Body	YCAT Central	SILG & FRAR	Trust Full Board
<ul style="list-style-type: none"> <li>• Identify potential new schools for discussion with SILG</li> <li>• Manage staff performance</li> <li>• Identify opportunities for and support staff development</li> <li>• Contribute to overall YCAT staff development through support to CPD, HART and SCITT</li> <li>• Identify income generation opportunities for staff and collaborative opportunities to share expertise.</li> </ul>	<ul style="list-style-type: none"> <li>• Support financial model of expert staff providing support in collaboration and remuneration to school</li> <li>• Support governors of interested new schools</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out due diligence for potential new schools</li> <li>• Project manage conversion of new schools</li> </ul>	<p><b>SILG:</b></p> <ul style="list-style-type: none"> <li>• Provide presentations for schools interested in joining.</li> <li>• Identify and work with potential new schools with similar ethos</li> <li>• Propose new school additions to Full Board</li> <li>• Support new school due diligence process with regard to <b>improving pupil outcomes</b> and compliance with H&amp;S, Safeguarding, SEN</li> <li>• Review overall staff development requirements and identify cross-YCAT initiatives</li> <li>• Manage delivery of cross-YCAT school improvement initiatives</li> <li>• Recommend potential new programmes for HART/ SCITT</li> <li>• Support the development of the SCITT Programme</li> <li>• Manage development of staff competencies and accreditation to support income generation</li> <li>• Manage succession planning</li> </ul> <p><b>FRAR</b></p> <ul style="list-style-type: none"> <li>• Support new school due diligence process with regard</li> </ul>	<ul style="list-style-type: none"> <li>• Agree decision to proceed with new schools subject to due diligence</li> <li>• Make final decision on new school joining YCAT</li> <li>• Agree key decisions regarding succession planning</li> </ul>



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HOW WE WILL MEASURE SUCCESS: **YCAT GROWTH AND LEARNING**

Strategic Measure	Headteacher	Local Governing Body	YCAT Central	SILG & FRAR	Trust Full Board
Bringing in new schools	Headteachers communicate with schools who have similar values.	Talk to and support governors interested in joining YCAT.	Established robust due diligence process	FRAR: Growth in line with financial strategy Robust due diligence completed	Termly: Size of YCAT (schools, staff, pupils, income) compared to target
Development of SCITT	Promoted SCITT and school delivered inputs.	Promote and support the SCITT by taking trainees.	Established cost effective systems.	Support CPD and support for all staff involved.	Agree costs strategy.
Supporting other schools	Planned balanced release of school staff to deliver support.	Support staff working beyond school for remuneration.	Established effective remuneration system for school support.	Strategically planned CPD to nurture and develop expertise for school to school support.	Evaluate impact of school to school support and costs.
Growing and retaining our staff	Identified talent to grow across schools provided with bespoke CPD	Accepted that staff need time to train and develop their skills.	Identify ways to financially support growth of staff.	Mentoring support provided to talented staff.	Approved resources to develop further skilled staff.
Succession planning	Agree need to plan future skilled staff to meet YCAT needs.	Governors agree need to target development for talent managed staff.	Resources allocated to support training of talented staff in succession plan.	Mentoring, challenge and support provided for targeted staff.	Approve financial resources to support CPD and mentoring.

WHAT WE WILL DO: **COMPLIANCE**

Policy area	Headteacher	Local Governing Body	YCAT Central	SILG & FRAR	Trust Full Board
Health and Safety	<ul style="list-style-type: none"> <li>Responsible for local implementation of policies including development of school procedures and internal reporting on statutory requirements and continuously improve effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor school compliance with YCAT Health and Safety policies and statutory obligations as well as challenging schools to ensure best practice is followed and continues to improve.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain list of up to date YCAT policies</li> </ul>	<b>SILG:</b> <ul style="list-style-type: none"> <li>Sets YCAT H&amp;S policies</li> <li>Monitors school H&amp;S by arranging inspections/ audits</li> <li>Supports schools with implementation as needed</li> </ul>	<ul style="list-style-type: none"> <li>Approves H&amp;S policy</li> <li>Accountable for ensuring a healthy environment for staff, pupils and other persons on YCAT properties</li> </ul>
Safeguarding	<ul style="list-style-type: none"> <li>Tailor YCAT policy to reflect school specific needs</li> <li>Appoint a Designated Senior Person</li> <li>Manage all safeguarding complaints (except those against head)</li> <li>Responsible for referrals for children at risk outside school environment</li> </ul>	<ul style="list-style-type: none"> <li>Approves School Safeguarding Policy</li> <li>Monitors implementation of safeguarding through reports from DSP on the measures being taken to ensure compliance and further improve provision.</li> <li>Ensure the policy is followed and translates into an effective culture across the school.</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>	<b>SILG</b> <ul style="list-style-type: none"> <li>Sets YCAT Safeguarding Policy</li> <li>Consulted in responding to any complaint against a member of staff</li> <li>Supports schools to assess the need for referrals for children at risk</li> <li>Supports further improvements in schools' systems.</li> </ul>	<ul style="list-style-type: none"> <li>Approves YCAT Safeguarding Policy</li> <li>Accountable for all legal responsibilities</li> <li>Responsible for dealing with any complaint against a headteacher</li> </ul>
SEND	<ul style="list-style-type: none"> <li>Sets school specific SEN Policy</li> <li>Appoint SENCO role.</li> <li>Responsible for implementation in line with statutory requirements</li> </ul>	<ul style="list-style-type: none"> <li>Monitors and challenges implementation of SEND policy and performance of SEN children</li> <li>Ensure the school's adopted policy is met in full by governors and staff</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>	<b>SILG</b> <ul style="list-style-type: none"> <li>Sets YCAT SEN Policy</li> <li>Supports development of School SEND policy</li> <li>Supports schools and monitors implementation.</li> <li>Provides extra support to schools appointing new SENCO.</li> </ul>	<ul style="list-style-type: none"> <li>Approves SEND Policy</li> <li>Accountable for all legal responsibilities</li> </ul>

## YCAT ACCOUNTABILITIES FRAMEWORK- October 2017

Policy area	Headteacher	Local Governing Body	YCAT Central	SILG & FRAR	Trust Full Board
Admissions	<ul style="list-style-type: none"> <li>Responsible for implementation of YCAT admissions policy in line with LA policy.</li> </ul>	<ul style="list-style-type: none"> <li>Kept informed of major aspects such as policy and appeals</li> <li>Monitor fair access in line with guiding principles</li> </ul>	As above	<b>SILG</b> <ul style="list-style-type: none"> <li>Sets YCAT mandatory admissions policy</li> <li>Responsible for admission appeals for new YCAT schools</li> <li>Sets guiding principles for fair access/ in year placements protocols and provides expertise</li> </ul>	<ul style="list-style-type: none"> <li>Approves YCAT Admissions Policy framework</li> <li>Accountable for all legal responsibilities</li> </ul>
Exclusions	<ul style="list-style-type: none"> <li>Responsible for issuing an exclusion, informing all relevant parties and managing any appeal processes</li> </ul>	<ul style="list-style-type: none"> <li>Informed of any exclusion</li> <li>Makes final decision if governors' panel is needed</li> </ul>	As above	<b>SILG</b> <ul style="list-style-type: none"> <li>Sets YCAT mandatory exclusions policy</li> <li>Provides expert support to help manage exclusion appeals</li> </ul>	<ul style="list-style-type: none"> <li>Approves exclusion policy</li> <li>Accountable for all legal responsibilities</li> </ul>
HR	<ul style="list-style-type: none"> <li>Ensures HR policies and processes are implemented in line with YCAT policies</li> </ul>	<ul style="list-style-type: none"> <li>Monitors implementation of key YCAT policies especially pay and performance</li> </ul>	As above	<b>SILG</b> <ul style="list-style-type: none"> <li>Identifies, in conjunction with external HR specialists, any necessary changes to YCAT HR Policies</li> <li>Sets YCAT HR policies</li> </ul>	<ul style="list-style-type: none"> <li>Approves all HR statutory Policies</li> <li>Accountable for HR Compliance</li> </ul>
Finance	<ul style="list-style-type: none"> <li>Ensures finance processes are implemented in line with YCAT Financial Management Policy and procedures</li> </ul>	<ul style="list-style-type: none"> <li>Monitors implementation of YCAT financial management policy and procedures</li> </ul>	<ul style="list-style-type: none"> <li>Prepares YCAT Financial Management Policy</li> <li>Prepares YCAT Risk Management Strategy</li> <li>Prepares YCAT financial management procedures</li> </ul>	<b>FRAR</b> <ul style="list-style-type: none"> <li>Sets YCAT Financial Management Policy</li> <li>Sets YCAT Risk Management Strategy</li> <li>Approves YCAT financial procedures</li> </ul>	<ul style="list-style-type: none"> <li>Approves YCAT financial Management Policy</li> <li>Approves YCAT risk management strategy</li> <li>Accountable for all financial compliance</li> </ul>