



# SINGLE ACADEMY TRUST 2020-2021 SCHEME OF DELEGATION

## **Introduction**

An academy trust's board of trustees is accountable in law for all decisions about its academy. However, this does not mean that the full board is required to make all the decisions itself. Many decisions can be delegated to the principal (the senior executive leader in a single academy trust), trust board committees and individual trustees. It is vital that the decision to delegate a function is made by the full board of trustees and is recorded. Without such formal delegation, the individual or committee has no power to act.

What functions the board decides to delegate will vary depending upon individual circumstances.

The board of trustees must provide details of the academy trust's governance arrangements in the governance statement published within its annual accounts and on its website.

This includes its Scheme of Delegation (SoD) for governance functions, setting out what the board has delegated to its committees, and in the case of MATs, to local governing bodies.

## **The purpose of scheme of delegation**

Deciding what to retain at trustee level and what to delegate will vary from trust to trust. The detail will not be set out in the articles of association, the academy trusts governing document. This is why it is critical that the academy trust agree a SoD that explicitly establishes who makes which decisions and ensures this is clear to all.

## **Format, structure and clarity**

While schemes will vary from trust to trust depending on whether they are a single academy trust, a small Multi-academy trust (MAT), a medium MAT or large MAT covering a wider geographical area, there are basic principles to follow. This scheme of delegation aims to clarify decision making and lines of accountability in a simple, succinct and clear format and as such includes:

- A short paragraph of text which outlines the structure
- Details on roles and responsibilities
- A grid format, with columns for each layer of governance which enables stakeholders to quickly determine who has the power to take which decisions within the trust. The grid is in four key areas to reflect both the governance framework and the three core functions of the governing board:
  1. The governance framework:
    - a. People
    - b. Systems and structures
    - c. Reporting
  2. Being strategic
  3. Holding to account
  4. Ensuring financial probity

This document is intended to be a working document that the trust board and executive leaders can revise and adapt in response to their context and circumstances.

Each trust should ensure that their scheme is tailored to their own chosen structure.

The SoD should be reviewed annually, with revisions made as the context changes, if necessary, each year to reflect changing circumstances. It is, however, important to ensure that all involved in governance are made aware of any changes and what these mean in practice.

### **Governance structure and lines of accountability**

The academy trust board delegate responsibility for the day to day running of the academy to the principal. The trust board will hold the principal to account for the performance of the academy. The principal in turn holds other members of the senior leadership team to account by line managing them. While the board cannot ever delegate its accountability, it can delegate some of the detailed scrutiny, oversight and decision making.

The principal will report to the board on the performance of the academy, although this will be supplemented by the monitoring of trust board committees and individual trustees with any delegated responsibilities.

The principal is performance managed by the trust board.

This scheme of delegation is to support governing bodies to record their delegation of functions by listing areas of business and the types of decision typically taken each year. (It will also provide useful evidence for Ofsted). This document can also be used to create the governing body's committee remits; the listed business functions are the suggested list of business areas that each committee will undertake during the year.

### **Quoracy and reporting**

Reference should be made to Articles of Association for quoracy and reporting of decisions made by committees.

Area		Function	In our academy, this responsibility is delegated to:
<b>The governance framework</b>			
People	1	Members: appoint/remove	Members Board
	2	Appointed Trustees: appoint/remove/suspend	Members Board
		Staff Trustees: appoint/remove/suspend (staff ballot) Parent Trustees: appoint/remove/suspend (parent ballot) Co-opted Trustees: appoint/remove/suspend (FGB appoint)	FGB
		Foundation Trustees: appoint/remove/suspend	SNET
	3	Role descriptions for members	Members Board
	4	Role descriptions for trustees/chair/specific roles/committee members: agree	FGB
	5	Parent trustee: elected (manage nomination and election process)	FGB
	6	Trust Board chair/vice-chair: appoint/ remove	FGB
	7	Committee chairs/vice-chairs: appoint/ remove	FGB
8	Clerk to board/committees: appoint/remove	FGB	
Systems and Structures	1	Articles of association: agree and review	Members Board
	2	Establishment and membership of committees including selection panels for principal/ Headteacher and deputy Headteacher recruitment: review and agree annually	FGB
	3	Terms of reference for trust committees (including audit if required, and scheme of delegation): agree annually	FGB
	4	Decide on arrangements for trust board meetings (legal minimum 3 per year) and any additional attendance	FGB
	5	Regulate the procedures at meetings	FGB
	6	Skills audit: complete and recruit to fill gaps	Chair of FGB
	7	Annual self-review of trust board and committee performance: complete annually	FGB
	8	Agree and monitor a training strategy to support annual self-review of trust board and committee performance	Training co-ordinator
	9	Chair's performance: carry out 360 review periodically	Training co-ordinator
	10	Trustee contribution: review annually	Members Board
	11	Succession: plan	Termly strategic working party feedback and approve at FGB
	12	Annual schedule of business for trust board: agree	FGB

Reporting	1	Ensure Trust governance details on trust website	Head Teacher
	2	Register of all interests, business, pecuniary, loyalty for members/trustees: establish and publish	SBM
	3	Annual report on performance of the trust: submit to members and publish	SBM
	4	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: approve and pass to Members	FGB
	5	Determine whether to publish a home school agreement (not statutory)	HT
	6	Issue press statements	FGB
	7	Overall responsibility for ensuring that statutory requirements for information published on the school website, including required details of governance arrangements, performance, financial and equality data are met	HT
	8	Publish and update at least annually a SEN information report (meeting requirements set out in the Special Educational Needs and Disability Regulations 2014)	SENCO
<b>Being strategic</b>			
Being strategic	1	Review, approve and monitor trust policies including admissions; expenses; SEN, safeguarding and child protection and curriculum	FGB
	2	Annually review, agree and monitor the implementation of the pay policy	FGB
	3	Annually review and agree the appraisal policy	FGB
	4	Implement the appraisal policy	HT
	5	Review, approve and monitor all other trust staffing policies including capability, discipline, conduct and grievance	FGB
	6	Review, approve and monitor trust policies for complaints, health and safety, accessibility plan, premises management, data protection and FOI	FGB
	7	Approve and monitor trust policy for RSHE, RE, collective worship, careers guidance	C&S
	8	Annually review the behaviour and anti-bullying policy and the use of exclusion in comparison with local and national data	FGB
	9	Draft content of school behaviour policy and publicise it to staff, students and parents.	FGB
	10	Determine admission arrangements annually by 28th February every year even if there is no change ensuring that all appropriate bodies are notified. Publish a copy of the determined arrangements on the school website and send to the Local Authority by 15th March.	FGB
	11	Carry out statutory consultation when changes are proposed to the admission arrangements, as outlined in the School Admissions Code (paragraphs 1.42-1.45) for a minimum of 6 weeks. This must take place between 1 October and 31 January. This includes catchment areas, supplementary information forms and 6th form arrangements where relevant	FGB

		or where the Trust has not consulted on their arrangements in the last seven years.	
	12	Verify and rank admission applications against the academy oversubscription criteria in line with the LA coordinated scheme	Admissions Committee
	13	Notify the LA of applications and outcomes for in-year applications (for academies not participating in the LA coordinated scheme)	SBM
	14	Make arrangements for any admission appeals and attend as necessary (presenting the academy's case)	SBM/SNET admissions panel
Being strategic (cont)	15	Ensure a broad and balanced curriculum is in place	FGB
	16	Ensure the curriculum complies with the Equality Act legislation	FGB
	17	Decide which subject options should be taught having regard to resources and implement provision for flexibility in the curriculum (including activities outside school day)	HT
	18	Agree enrichment/extra-curricular offer including any additional services required	HT
	19	Embed agreed curriculum and enrichment offer within the day to day operation of the academy trust	HT
	20	Approve the annual school holiday pattern	FGB
	21	Approve school session times taking into account recommended minimum weekly lesson time	FGB
	22	Ensure that the school meets for 380 sessions in a school year	FGB
	23	Monitor Infant Class Size compliance (if applicable)	FGB
	24	To be involved in the formulation and review of school self-evaluation (SEF)	Termly strategic working party feedback and approve at FGB
	25	Approve and monitor the SEF/Academy Improvement Plan	FGB
	26	To comply with the requirements of the Ofsted Inspection Framework	FGB
	27	To consider in detail any inspection report made by Ofsted	FGB
	28	To ensure that recommendations following an Ofsted inspection are incorporated into the AIP/SIP	HT
	29	Monitor standards of teaching and attainment	FGB
	30	Management of risk: establish register, review and monitor	F&GP
	31	Monitor the arrangements for school visits/residential visits	F&GP
	32	Engagement with stakeholders	FGB
	33	Academy staffing structure: agree	FGB
	34	Recruit a new principal, determine job description and pay	FGB
35	Recruit a new deputy principal, determine job description and pay	FGB	
36	Ratification of the appointment of a principal and deputy principal	FGB	

	37	Recruit staff on the leadership spine, determine job description and pay	FGB
	38	Dismiss/suspend of the principal	FGB
	39	End the suspension of the principal	FGB
	40	Determine the arrangements for the appointment/dismissal/suspension of teaching staff	HT
	41	Determine the arrangements for the appointment/dismissal/suspension of non-teaching staff	HT
	42	Decide whether to join or form a multi-academy trust	Members Board and FGB
<b>Holding to account</b>			
Holding to account	1	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree	FGB
	2	Carry out an annual review of safeguarding children and child protection policy and procedures	Safeguarding Governor
	3	Ensure a designated teacher for looked after children has been appointed and reports to the trustees at least once per year	HT
	4	Ensure a Single Central Record (SCR) including safer recruitment vetting checks is constantly kept up to date in line with statutory requirements - with expectation that the principal will maintain	Safeguarding Governor
	5	Have due regard to the need to prevent people from being drawn into terrorism and to oversee the incorporation of the necessary procedures and practices outlined in the <i>Prevent</i> duty into the child protection policy	HT
	6	Monitor school records and ensure statutory requirements are met in accordance with the Data Protection Act and General Data Protection Regulations	F&GP
	7	Develop and systematically review policies relating to staffing matters and to make recommendations for adoption/ amendment of these to the Trust Board e.g. disciplinary/capability procedures/absence management	HT
	8	Undertake the Principal's appraisal	Appraisal Governors
	9	Monitor staff appraisal procedure	C&S
	10	Hear appeals made by staff in relation to the above and to ensure that any hearing or appeal panels set up to consider staffing matters are properly convened	Discipline & Grievance Committee
	11	Determine dismissal payments/early retirement	FGB
	12	Agree arrangements for Trustee monitoring e.g. appraisal link, safeguarding link, complaints link, etc	FGB
	13	Review all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in a term or would lose the opportunity to sit a public examination.	Pupil Discipline Committee
	14	Appoint a clerk to the Discipline Committee (who is not a trustee or the principal)	Local Authority
	15	Set targets for pupil achievement	HT
	16	Approve targets and monitor pupil achievement against those set targets	C&S

	17	Determine matters relating to health and safety and the security of the premises and its occupants	F&GP
	18	Monitor the use and suitability of the premises in relation to the above	F&GP
	19	Ensure that school lunch nutritional standards are met	F&GP
	20	Maintain a register of pupil attendance	SBM
	21	Monitor and review pupil attendance	FGB
	22	Ensure provision of free meals to those pupils meeting the criteria, including Universal Infant Free School Meals (if applicable)	SBM
<b>Ensuring financial probity</b>			
Ensuring financial probity	1	Appoint a Chief financial officer for delivery of trusts detailed accounting processes	FGB
	2	Appoint a Responsible Officer or equivalent (if applicable)	FGB
	3	Ensure that annual accounts are kept in accordance with the DfE guidance	FGB
	4	Approve Trust's scheme of financial delegation	FGB
	5	External auditors: appoint/remove	Members Board
	6	External auditors' report: receive, respond, sign (chair)	Chair to FGB
	7	Agree Principal's pay award in accordance with the required executive pay arrangements	Pay Committee
	8	Monitor and agreed staff pay progression	FGB
	9	Establish an audit committee or equivalent	N/A
	10	Approve the annual budget plan and budget forecast	FGB
	11	Monitor expenditure against the budget plan and agree adjustments as necessary	F&GP
	12	Ensure spending decisions represent value for money	SBM
	13	Approve finance policies	FGB
	14	Apply internal delegation levels	FGB
	15	Enter into contracts (dependant on level of delegated authority)	In progress will create appendix
	16	Write off bad debts	FGB
	17	Operate the Trust's arrangements for obtaining quotations and inviting tenders	SBM
	18	Maintain inventories and security of assets	SBM
	19	Monitor and approve use of income from the sale of assets	N/A
	20	Review, approve and monitor a lettings policy	F&GP
	21	Review, approve and monitor a charging and remissions policy	F&GP

	22	Determine insurance arrangements	FGB
	23	Agree annual action plans and monitor how school premiums are spent (i.e. PE and sports premium, Year 7 numeracy and maths catch up premium, service premium and the pupil premium)	F&GP