



## ‘Developing a Lifelong Love of Learning’

‘Together, Kind, Evolving’

### Single Academy Trust Scheme of Delegation

#### Introduction

A multi academy trust’s board of trustees is accountable in law for all major decisions about all the schools within the trust. However, this does not mean that the board is required to carry out all the trust’s governance functions and many functions can and should be delegated elsewhere, including to the CEO, the board’s committees, and to academy committees, often known as local governing bodies (LGBs). It is vital that the decision to delegate a function is made by the full board of trustees and is recorded. Without such delegation, the individual or committee (board or academy) has no power to act.

Scartho Junior Academy is single academy trust and does not have a separate layer of governance at school level. Therefore, any scheme of delegation will be simpler and more straightforward as it will only need to make clear what is delegated to board committees and to the executive, who is the Principal. For this reason, many single academy trusts do not have a scheme of delegation, instead relying on their committee terms of reference to identify where governance functions are exercised, and who makes decisions. However, as a single academy trust, we have decided to have a scheme of delegation to inform us on the roles and responsibilities of members, trustees and board committees, and how these are organised within our trust.

The principle governing document in trusts is the articles of association. The articles set out the charitable purpose of the trust, providing a framework for trusts to act within both company and charity law. They will not however include the specific detail of the trust’s chosen governance structure and how governance functions have been delegated. This is why it is critical that we have agreed a scheme of delegation that explicitly establishes who carries out which governance function and can therefore make the decisions associated with that function.

#### Structure of Meetings

Members’ Meeting				
Once a year				
Full Governors’ Meeting	Resources, Risk and Audit Committee	Pupil Progress Committee	End of Term Governors’ Meetings	Principal’s Performance Management
3 x a year – at the beginning of each term	3 x a year – once a term	3 x a year – once a term	3 x a year – at the end of each term	Twice a year – Sept/Oct and July

It is important that the scheme of delegation is visible to all, both within and beyond the trust, so that it is clear how the governance structure and lines of accountability work. This is why the scheme of delegation is published on our website and reviewed annually by the governing body.

### **What makes an effective scheme of delegation?**

An effective scheme of delegation will:

- reflect our trust's ethos, promoting a positive climate and a culture of honesty, transparency, and accountability for the benefit of all stakeholders
- ensure the executive leadership (the Principal) is clear about which decisions they can make and the extent of executive powers
- be clear about who appoints and performance manages the Principal
- identifies where the trust delegates responsibility for:
  - determining policy
  - management of risk
  - oversight of budgets and financial management

### **What is the role of members?**

- The members of the trust are guardians of the governance of the trust and must ensure it carries out its charitable objective.
- There must be at least three members, although the DfE prefer at least five; members are not permitted to be employees of the academy trust.
- The members agree the trust's articles of association, appoint trustees and appoint the trust's external auditors.
- The members should receive information about the trust's business and receive the annual report and accounts. If they have concerns that the trust is not carrying out its charitable objective, members should remove trustees that are failing to fulfil this responsibility.

### **What is the role of trustees/governors?**

- The trust is a charitable company and so trustees are both charity trustees (within the terms of section 177(1) of the Charities Act 2011) and company directors (within the terms of the Companies Act 2006).
- Trustees are bound by both charity and company law so the terms 'trustees' and 'directors' are often used interchangeably. NGA uses the term trustee as it avoids the possible confusion caused when executive leaders are called directors but are neither company directors nor trustees. The use of trustee also serves to highlight the overarching charitable purpose of the organisation, distinguishing it from other directorships that may be held in the private sector.
- Trustees are responsible for the general control and management of the trust, and in accordance with the provisions set out in the memorandum and articles of association and its funding agreement are legally accountable for all statutory functions and for the performance of all the schools within the trust; they do this by carrying out the core governance functions.
- The board of trustees must approve a written scheme of financial delegation.

### **What is the role of academy committees?**

- Trustees delegate some governance functions to the academy committees.
- It is advisable for the trust board to approve the appointment of the academy committee chairs, and many will also approve the appointment of the majority of academy committee members.
- Being close to and representative of the community the school serves, the academy committees should be:
  - a valued point of consultation and representation in the development of trust policies
  - the recipients of detailed information about how the school is being managed
  - tasked with scrutinising management information thus providing assurance to trustees that the school is:
    - operating within the ethos and values of the trust and creating a positive climate for all stakeholders
    - working within agreed policies
    - meeting the agreed targets
    - engaging with stakeholders
    - acting as an ambassador for the trust
- The trust board should demonstrate the value they put on the academy committees by ensuring effective channels of communication between trustees and academy committees, as well as providing specific training and development programmes for all involved in the governance of the trust.

What is the role of the Principal?

- The members and trustees delegate the day-to-day management of the trust's school to the principal, line managing them in accordance with the trust's appraisal and performance management policies.
- The Principal shares information about how the trust is managing the school with the academy committee in order that committee members build an understanding about how the school operates and are enabled to monitor and scrutinise how key policies and improvement plans are working in practice.

## Delegation and decision making at Scartho Junior Academy

### Key

✓	Action can be taken at this level
	Not recommended for action to be taken at this level
	Action cannot be carried out at this level

### Committee Key

<b>PP</b>	Pupil Progress Committee
<b>RRA</b>	Resources, Risk and Audit Committee
<b>PPM</b>	Principal's Performance Management
<b>E</b>	Exclusions

Function	Task	Members	FGB	Committee	Individual Governor	Principal
<b>Governance framework: People</b>	Members: appoint/remove	✓				
	Trustees: appoint/remove	✓	✓			
	Parent Trustees: appoint when elected		✓			
	Board Committee Chairs: appoint/remove		✓			
	Named Safeguarding Trustee: appoint/remove		✓			
	Academy Committee Chairs: appoint/remove		✓			
	Academy Committee members: appoint/remove		✓			
	Clerk to the Board: appoint/remove		✓			
	Clerk to the Academy Committees: appoint/remove		✓			
<b>Governance Framework: Systems and Structures</b>	Articles of Association: review and agree	✓				
	Governance structure for the trust: establish and review		✓			
	Committee terms of reference and scheme of delegation: agree annually		✓			
	Annual schedule of governance: agree		✓			
	Self-review of trust board and academy committees: complete annually		✓			
<b>Being Strategic</b>	Determine trust policies: approve		✓	RRA/ PP		
	Management of risk: establish register, review and monitor		✓	RRA		
	Engagement with stakeholders: ensure		✓			
	Determine trust's vision, strategy and key priorities: approve		✓			

	Accounting officer: appoint/dismiss		✓			
	Principal: appoint/dismiss		✓			
	Budget plan to support delivery of trust's key priorities: agree		✓			
	Trust's staffing structure: agree		✓			
Holding to account	Ensuring compliance (e.g. safeguarding, H&S, employment)		✓	RRA		
	Monitoring progress on key priorities: agree reporting arrangements		✓			
	Performance management of Principal: undertake		✓	PPM		
Admissions	Determine the school's admissions arrangements annually, including the published admission number (PAN) and the oversubscription criteria		✓			
	Make sure the school's admissions arrangements comply with the School Admissions Code and are fair, clear and objective		✓	PP		
	Establish an independent appeals panel when there are admissions appeals		✓			
	Arrange for suitable full-time education for any pupil of compulsory school age who has a fixed-term exclusion of more than five school days					✓
	Convene <a href="#">a meeting to consider reinstating an excluded pupil</a> and consider parents' representations about an exclusion in some circumstances		✓	E	✓	
	Arrange an <a href="#">independent review panel</a> to consider permanent exclusions, where requested by parents		✓			
Curriculum	Make sure the school teaches a broad and balanced curriculum to the age of 16					✓
Finance and Budgets	Make day-to-day spending decisions under the amount of £5,000 SBM or Principal £5,000-£10,000 SBM & Principal					✓
	Appoint a senior executive leader as the accounting officer and a chief financial officer of the trust		✓			
	Maintain adequate accounting records and prepare an annual report and accounts in line with the Charity Commission's Statement of Recommended Practice (SORP) and Education and Skills Funding Agency's (ESFA) Accounts Direction		✓	RRA		

	Appoint an auditor		✓	RRA		
	Participate in annual accounts consolidation exercises as communicated by the Department for Education		✓	RRA		
	Refer potentially novel and contentious transactions to Education and Skills Funding Agency (ESFA) for explicit prior authorisation		✓			
	Make sure that the trust has adequate insurance cover or has opted into the academies risk protection arrangement (RPA)		✓	RRA		
	Establish an <a href="#">audit and risk committee</a> If your trust's annual income is less than £50 million, you can combine it with another committee		✓			
	Approve a balanced budget each financial year and submit to the ESFA		✓			
	Maintain a published <a href="#">register of interests</a> , including the business and pecuniary interests of members, trustees and local governors		✓			
	Monitor impact of pupil premium funding		✓	PP		
	Monitor impact of PE and sport premium funding		✓	PP		
<b>Governing Broad Procedures</b>	Hold full governing board meetings at least 3 times a year		✓			
	Elect a chair and vice-chair of trustees		✓			
	Appoint a clerk		✓			
	Determine the constitution, membership and terms of reference of any committee it decides to establish and review this annually. Appoint or elect a chair for each committee		✓			
	Check that all statutory policies and documents are in place		✓			
	Delegate functions to committees and individuals		✓			
<b>Health and Safety</b>	Monitor the implementation of the health and safety policy		✓	RRA		
	Make sure there is an appointed person in charge of first aid		✓	RRA		✓
<b>Parents and the Community</b>	Make sure the required information is published on the school website		✓	PP		✓
	Approve a complaints procedure		✓	PP	✓	✓

	Establish a complaints panel to consider formal complaints about the school and any community facilities or services it provides		✓			
	Make sure the school complies with the Freedom of Information Act 2000		✓	RRA		
	Make sure the school complies with the General Data Protection Regulations (GDPR)		✓	RRA		
<b>Pupil Wellbeing</b>	Make sure eligible pupils receive free school meals		✓	PP		✓
	Appoint a designated teacher to promote the educational achievement of looked after children (LAC) and post-LAC and that they undertake appropriate training		✓	PP		✓
	Make sure the school complies with the Equality Act 2010 and the Public Sector Equality Duty and publishes equality objectives and information about how it is doing this		✓			
	Make arrangements for supporting pupils with medical conditions		✓	RRA		✓
<b>Safeguarding</b>	Check that the school complies with statutory guidance on safeguarding		✓	PP		
	Make sure there's a child protection policy in place		✓			
	Make sure a senior board level governor takes leadership responsibility for safeguarding and that they receive training		✓	PP		
	Make sure governors receive safeguarding training		✓	RRA / PP	✓	✓
	Appoint a member of staff to be the designated safeguarding lead					✓
	Make sure that effective support is provided for any employee facing an allegation		✓	RRA		✓
	Appoint a member of staff to be the designated safeguarding lead					✓
	Make sure that effective support is provided for any employee facing an allegation		✓	RRA		✓
<b>Special Educational Needs and Disabilities (SEND)</b>	Designate a member of the governing board or a committee to have oversight of the school's arrangements for SEND		✓			
	Make sure that the necessary special education provision is made for any pupil who has SEN, and monitor its			PP	✓	✓

	effectiveness					
	Make sure that parents are notified by the school when special educational provision is being made for their child					✓
	Make sure the school produces and publishes online its school SEN information report		✓	PP		✓
	Co-operate with the local authority in developing the local offer			PP		✓
	Make sure the school follows the statutory SEND Code of Practice		✓			✓
	Make sure that there is a qualified teacher as the special educational needs co-ordinator (SENCO) for the school		✓	PP		✓
	Make sure that the teachers in the school are aware of the importance of identifying pupils who have SEN and providing appropriate teaching					✓
Staffing Matters	Appoint a senior executive leader (who should be the academy's principal)		✓			
	Make sure safer recruitment procedures are applied (for example, disclosure and barring checks)		✓			
	Make sure employment law and guidance is being followed		✓	RRA		
	Approve staffing structure changes		✓	RRA		
	Dismiss the headteacher		✓			

## Annual Trust Meeting and Business Schedule

Full Governing Body			
	Autumn Term	Spring Term	Summer Term
<b>Business</b>	Confirm membership, chair, safeguarding lead Sign code of conduct Declare conflicts Confirm minutes	Declare conflicts Confirm minutes	Declare conflicts Confirm minutes
<b>Reporting</b>	Principal to report on: Initial analysis of public examination results against targets Update on operational matters (staffing, premises etc.) Confirm strategy for achieving the vision	Principal to report on: Mid year progress towards meeting targets/KPIs, budget and staffing	Principal to report on: Review of strategy and if it supports the achievement of the vision
<b>Monitoring</b>	Determine which aspects of improvement strategy and which key policies will be monitored and how	Committee members to report on monitoring visits	Committee members to report on monitoring visits
<b>Community</b>	Determine interface with the school and agree plan for the year	Report on community engagement	Review community engagement and effectiveness, plan strategy for following year
<b>Building Knowledge</b>	Gain an understanding of pupil attainment and progress and performance targets for the year, and how these will be measured	Principal to lead on: Review of the school's SEF, its vision and ethos, key priorities for achieving the vision, areas of risk	SLT to present on how following year's curriculum will be broad and balanced and prepare students for the next stage of their education or adult life
<b>Policies</b>	<ul style="list-style-type: none"> <li>• Admissions</li> <li>• Disclosure and Barring</li> <li>• Freedom of Information</li> <li>• Intimate Care</li> <li>• Staff Induction</li> <li>• Educations Visits</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Equality</li> <li>• Pupil Equality</li> <li>• Allegations against Staff</li> <li>• Exclusions</li> <li>• Staff Code of Conduct</li> <li>• Staff Discipline, Conduct and Grievance</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Complaints</li> <li>• Equality Objectives (every four years)</li> </ul>
<b>Training and CPD</b>	Safeguarding and 'Keeping Children Safe in Education' updates Training Linked to Governing Body Action Plan and Self Evaluation		

End of Term Strategic Full Governing Body Meeting			
	Autumn Term	Spring Term	Summer Term
<b>Business</b>	Declare conflicts Confirm minutes	Declare conflicts Confirm minutes	Declare conflicts Confirm minutes  Ratify the budget for the next academic year
<b>Reporting</b>	Principal to report on: Benchmarked validated performance data against national and local figures Progress towards meeting targets/KPIs, budget and staffing	Principal to report on: Stakeholder survey results	Principal to report on: End year progress Review of strategy and if it supports the achievement of the vision Propose targets/KPIs for following year(s) How budget and staffing will support strategy
<b>Monitoring</b>	Committee members to report on monitoring visits	Committee members to report on monitoring visits	Committee members to report on monitoring visits
<b>Community</b>	Report on community engagement	Report on community engagement	Report on community engagement
<b>Building Knowledge</b>	SLT to present on a curriculum area	SLT to present on a curriculum area	SLT to present on a curriculum area
<b>Policies</b>	<ul style="list-style-type: none"> <li>SEND</li> <li>Supporting Pupils with Medical Conditions</li> <li>Safeguarding</li> <li>Child Protection</li> <li>Whistleblowing</li> <li>Prevent</li> </ul>	<ul style="list-style-type: none"> <li>Anti-Bullying</li> <li>Looked After Children (LAC)</li> <li>Online Safety</li> <li>Data Protection</li> <li>Appraisal</li> <li>Capability</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour</li> <li>First Aid</li> <li>Joint Site Users</li> <li>Missing Child in Education</li> <li>Site Security</li> </ul>
<b>Training and CPD</b>	Training Linked to Governing Body Action Plan and Self Evaluation		

Pupil Progress Committee			
	Autumn Term	Spring Term	Summer Term
<b>Business</b>	Declare conflicts	Declare conflicts	Declare conflicts

	Confirm terms of reference Confirm minutes	Confirm minutes	Confirm minutes
<b>Reporting</b>	Report on end of Autumn standards and progress	Report on end of Spring standards and progress	Report on end of Summer standards and progress, Y4 MTC and Y6 SATs
<b>Monitoring</b>	Reflection on curriculum monitoring that has taken place	Reflection on curriculum monitoring that has taken place	Reflection on curriculum monitoring that has taken place
<b>Building Knowledge</b>	Presentation on the assessment processes through the school	Presentation on the school's curriculum and how it is organised	Presentation on the school's approach to nurture, mental health and wellbeing
<b>Policies</b>	<ul style="list-style-type: none"> <li>Relationships and Sex Education (RSE)</li> </ul>	<ul style="list-style-type: none"> <li>Spiritual, Moral, Social and Cultural (SMSC)</li> <li>Homework</li> </ul>	<ul style="list-style-type: none"> <li>Feedback and Marking</li> </ul>
<b>Training and CPD</b>	Training Linked to Governing Body Action Plan and Self Evaluation		

<b>Resources, Risk and Audit Committee</b>			
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Business</b>	Declare conflicts Confirm terms of reference Confirm minutes	Declare conflicts Confirm minutes	Declare conflicts Confirm minutes
<b>Reporting</b>	Budget monitoring & cash flow forecast Financial procedure rules and scheme of delegation Risk register Disaster management plan Approved contractors' register Internal audit services Principal's performance management Additional funding grants	Budget monitoring & cash flow forecast Financial procedure rules and scheme of delegation Risk register Disaster management plan Principal's performance management - update Additional funding grants	Budget monitoring & cash flow forecast Financial procedure rules and scheme of delegation Risk register Disaster management plan Principal's performance management - update Additional funding grants
<b>Monitoring</b>	Report on monitoring of the budget and in year adjustments	Report on monitoring of the budget and in year adjustments	Receive the budget and recommend to main governing body
<b>Building Knowledge</b>	Budget processes	Risk processes	Audit processes
<b>Policies</b>	<ul style="list-style-type: none"> <li>Accessibility</li> </ul>	<ul style="list-style-type: none"> <li>Time off in Lieu</li> </ul>	<ul style="list-style-type: none"> <li>Credit Card</li> </ul>

	<ul style="list-style-type: none"> <li>• Fire Evacuation</li> <li>• Pay</li> <li>• Safer Recruitment</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Safety</li> <li>• Charging and Remissions</li> <li>• ECT Induction</li> </ul>	<ul style="list-style-type: none"> <li>• Investment and Reserves</li> <li>• Finance Procedures</li> </ul>
<b>Training and CPD</b>	Training Linked to Governing Body Action Plan and Self Evaluation		