



**Aletheia**  
Academies Trust

# **Scheme of Delegation**

**October 2024**

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# Introduction

The purpose of this document is to set out transparent delegations for specific areas of activity or decision-making within the Aletheia Academies Trust in a clear and accessible format. It is intended that this document will provide clarity for all involved in governance of the Trust and ensure consistency, avoid duplication and clearly define roles and responsibilities.

## Trust Vision and Values

### Vision

Aletheia schools are motivated by our vision and values to serve our communities by improving the life chances of local children. Aletheia schools welcome those of all faiths and none and are proud of the inclusive nature and diversity of each cohort of children. Our schools seek to embody the experience of community and collaboration, where talents are shared, where the emphasis is on what can be contributed and where each is given according to need.

At the heart of the Aletheia vision is the belief in educational and individual excellence and the belief that Aletheia is called to serve our local communities, now and for the future. We will do this by providing safe places where children, young people and adults develop and thrive intellectually, socially, physically, culturally, spiritually and emotionally.

Aletheia Academies Trust will deliver its vision by:



- ▶ Developing a Trust for all ages /phases of education, with member schools working in partnership and learning from each other.
- ▶ Promoting an ethos, motivated by Christian values and based on a belief in the value and potential of every student to achieve excellence academically and in their wider studies, and become fully the best person they can be.
- ▶ Pursuing pastoral excellence, so that our children and young people are fully prepared for the next phase in life.
- ▶ Creating strong leadership at all levels that impacts effectively on academy performance.
- ▶ Providing a sustainable model to support a self-improving school system and civic institution.

All schools joining the Trust will have already established their support for, and belief in, these core principles.

As schools join the Trust, existing Local Governing Boards (LGBs) will transition to the new structure as they are. However, where LGBs need to appoint new governors, the Trustees, in consultation with LGBs (and, in the case of Foundation Governors for Church schools, the Diocese) will ratify all new governor appointments. The Trustees have the right to appoint additional governors where appropriate and to remove governors if necessary.



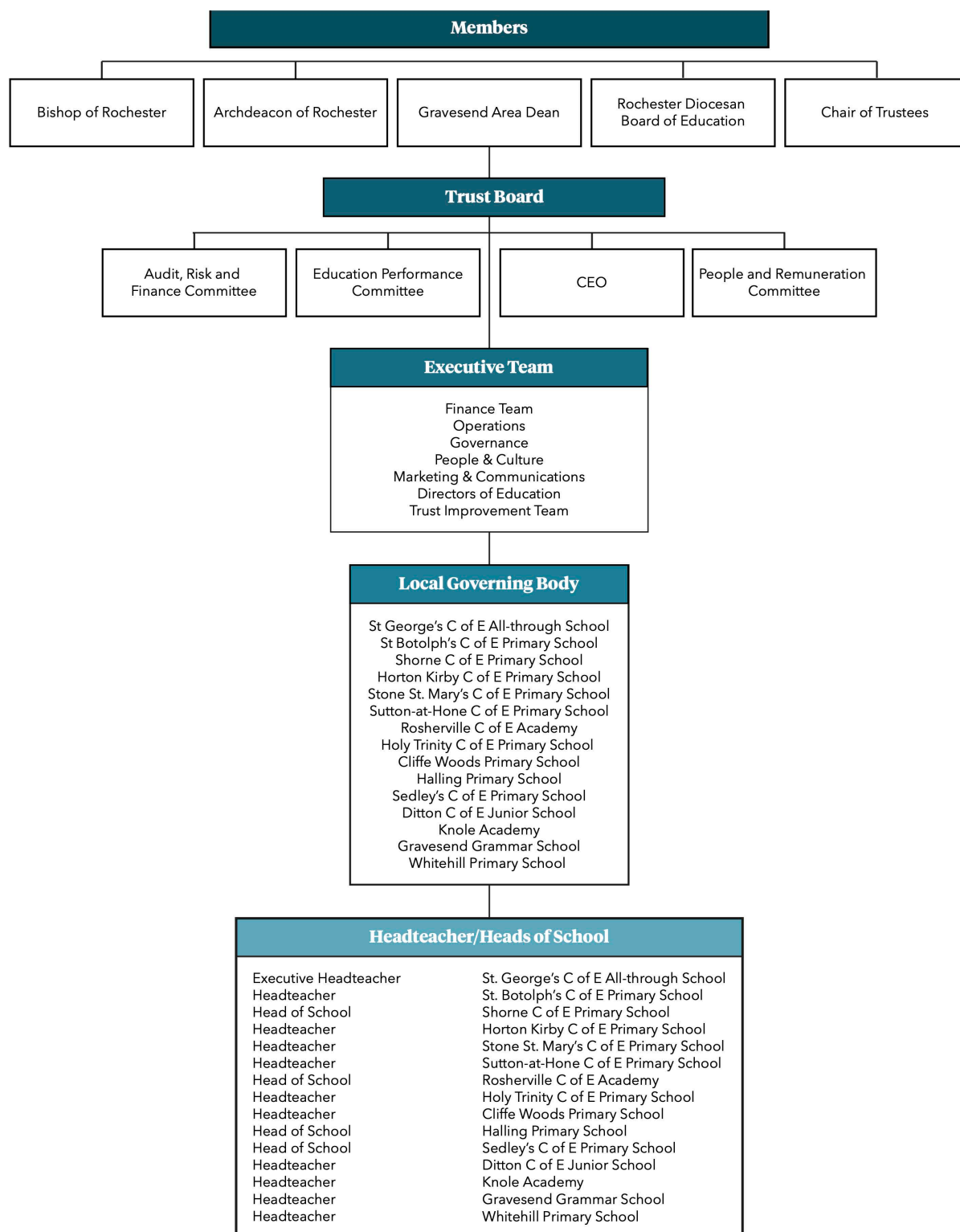
# Governance Structure and Lines of Accountability

The Multi Academy Trust Board will hold the Chief Executive officer (CEO) to account for the performances of the Trust, including the performance of the whole Trust and of its individual academies. The CEO provide to the Board reports on the performances of the Trust and its academies, - which may be supplemented by monitoring reports from the LGBs. The performance of the CEO is managed by the Trust Board. The CEO, or the designated Director of Education, manages the performance of the Academy Headteachers/ Heads of School, fulfilling this function in direct partnership with the Chair of the Local Governing Board where there is full delegation.

The CEO also holds other senior executives to account and line-manages them. While the Board can never delegate its accountability, it can and must delegate some of the detailed scrutiny, oversight and decision-making. Some decision-making will be delegated to the CEO or to committees, and much of the local decision-making to LGBs, but all those making decisions will be accountable to the Trust Board.



# Scheme of Delegation Diagram





# Roles and Responsibilities

## The role of Members

Members play a limited but crucial role in safeguarding academy trust governance by assuring themselves that it is effective. The Members of the Trust have a different status from that of Trustees and are not involved in the day-to-day business of the Trust although they are informed of its development.

The Articles of Association describe how Members are recruited and replaced, and how many Trustees the Members can appoint to the Trust Board. The Members appoint Trustees to ensure that the Trust's charitable objects are carried out and so will remove Trustees if they fail to fulfil this responsibility. Members are also responsible, in direct consultation with the Trust Board, for approving any amendments made to the Trust's Articles of Association. The Trust Board submits to the Members an Annual Report on the performance of the Trust, including its annual accounts.

Members appoint the Trust's auditors.

## The role of Trustees

The main responsibilities of the Board of Trustees are as follows:

1. To set and communicate a vision for the Trust and to plan strategically for its development, taking stakeholders' views into consideration.
2. To assess and manage principal risks to the Trust and to set an acceptable risk level in key areas and for key significant projects, through maintenance and consideration of a Trust Risk Register.



3. To appoint and hold to account the CEO for the implementation of the Trust's overall performance, and for the discharge of the role of Accounting Officer, and to determine arrangements for the performance management of the CEO.
4. To appoint a Chief Finance Officer, who is appropriately qualified and/or experienced, and ensure that they undertake relevant ongoing training.
5. To appoint a Clerk to the Board, with the skills and knowledge required for the role.
6. To ensure that the terms of the Funding Agreement are being fully met.
7. To ensure that all strategic decisions are taken in the light of the Trust's charitable objectives as set out in the annual report and in the articles.
8. To ensure the requirements of the Academies Trust Handbook (ATH) in force at the time are being fully met, including the Board's overall responsibility for Trust funds and its approval of a delegation of financial powers that maintains robust internal controls.
9. To ensure that the Trust undertakes prudent financial planning and always remains solvent so that it can continue to discharge its responsibilities.
10. To set a budget for the Trust and monitor it monthly, taking action, when necessary, in the light of that monitoring (using an integrated approach to curriculum and financial planning).
11. To appoint, train and induct local governors, monitor the work of a Local Governing Board (LGB) for each member academy, and delegate roles and responsibilities to LGBs according to their capacity.
12. To receive end-of-key-stage pupil achievement targets for each school, overall and by significant pupil groups such as the disadvantaged; to review the targets' appropriateness; to monitor end of achievement at least three times per year against those targets and to act, when necessary, in the light of that monitoring.





13. To monitor attendance at each school three times per year, taking appropriate action in the light of that monitoring.
14. To have regard to the need for the Executive Team and members of staff in the academies to be able to achieve a satisfactory work-life balance.
15. To receive, as requested, minutes of each Local Governing Board meeting (to include all papers and reports appended to them) and address issues arising from them, challenging the CEO where they reveal underperformance.
16. To ensure appropriate arrangements are made for the external verification or moderation of information provided by the CEO, CFO, LGBs, headteachers or other staff on any main area of responsibility, for example through commissioning of an external advisor or consultant from time to time, or the scrutiny of audit reports and external benchmarking data.
17. To ensure that the health and safety and safeguarding obligations of the Trust are met.
18. To maintain a register of interests that is always up to date and ensure that all conflicts of interest are declared and documented.
19. To complete the School Resource Management Self-Assessment and submit the completed checklist to the ESFA by the specified annual deadline.

## Qualities of a Trustee

The 'Academy Trust Governance Guidance' outlines the knowledge, skills and behaviours needed by trust boards for effective governance.

Each Trustee must have:

- ▶ A commitment to the principles, values and mission of the Trust.
- ▶ A willingness to meet the minimum time requirement.



- ▶ Adherence to Nolan's seven principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership. An understanding and acceptance of the legal duties, responsibilities and liabilities of trusteeship.
- ▶ Strategic vision.
- ▶ Sound, independent judgement.
- ▶ A readiness to question, analyse, challenge and support, showing an understanding of the role of critical friendship.
- ▶ An ability to think creatively.
- ▶ A willingness to speak their mind and play an active role on the Board.
- ▶ A preparedness to work in partnership with others, showing an understanding of the importance of building strong working relationships with fellow Trustees, executive leaders and stakeholders.
- ▶ A readiness to pursue learning and development opportunities to improve their own and whole-board effectiveness.

The Trust Board collectively needs skills and experience in the following areas:

- ▶ Educational Management
- ▶ Financial Management
- ▶ Risk Management
- ▶ Human Resource Management



- ▶ Estate Management
- ▶ Management of Change
- ▶ Risk Management
- ▶ The Role of the Church of England in education

### Minimum time commitment

Trustees are expected to attend all four Full Board meetings and the meetings of any committees to which they have been appointed. Three of these Full Board Meetings take place in the early evening and the remaining meeting, in July, takes place during the day to enable an extended strategy meeting and the review of governance. Papers are distributed one week in advance of meetings. One of the meetings, which takes place in December, is immediately followed by the AGM.

Trustees are provided with an Induction Pack and training schedule on appointment. Trustees are invited to attend an induction session prior to their first Board meeting.

The Trust Board is permitted to exercise all the powers of the Academy Trust. The Trust Board will delegate to the Chief Executive Officer responsibility for the day-to-day operations of the Trust. The Trustees can determine whether to delegate any governance functions.

The Trust has the right to review and adapt its governance structure at any time, which includes removing delegation, without amendment of its Articles of Association or reference to the Members. The Board of Trustees elects its own Chair annually, who may serve as a Member.



## The role of Trust Board committees

The Board may establish committees of Trustees either with delegated authority to make decisions or for the purpose of providing advice and support, informing the overall work of the Trust Board. However, these committees are not legally responsible or accountable for statutory functions - the Trust Board retains overall accountability and responsibility. The responsibilities of Board committees are set out in their terms of reference. The Trust Board may appoint committee chairs. Each committee must contain a majority of Trustees but may also include other people the Board chooses to co-opt

The Board must appoint an Audit and Risk Committee (either a dedicated committee or combined with another committee) to advise on the adequacy of financial and other controls and risk management arrangements, to direct a programme of internal scrutiny and to consider the results and quality of external audit.

At present, the Trust Board Committees are 'Audit & Risk', 'Finance', 'Educational Performance' and 'People and Culture'.

## The role of the Chair of Trustees

The Chair's role, with the support of the Vice Chair and the Clerk, is to ensure the effective functioning of the Board and to set professional standards of governance and accountability for it. Their duties are to:

- ▶ Provide leadership and direction to the Trust Board and enable it to fulfil its responsibilities for the overall governance and strategic direction of the Trust.



- ▶ Work in partnership with the Chief Executive, helping them to achieve the aims of the Trust, and to optimise the relationship between the Trustees and the central staff.
- ▶ Facilitate the Trust Board in carefully considered strategic decision-making.
- ▶ Maintain careful oversight of any risk to the reputation and/or financial stability of the Trust.

The main responsibilities of the Chair are as follows:

### In Relation to the Trust Board

- ▶ To lead regular reviews of long-term aims of the Trust and formulation of strategic plans.
- ▶ To ensure the development of organisational policies, definition of goals and targets, and evaluation of performance against agreed targets.
- ▶ To approve the annual cycle of Board meetings and meeting agendas, chair and facilitate meetings, confirm the accuracy of minuting, monitor decisions taken at meetings and ensure they are implemented.
- ▶ To review annually the Board structure, role and staff relationships, and ensure implementation of agreed changes/developments.
- ▶ To promote team-working among Board members and encourage them to identify and recommend new Trustees as required.
- ▶ To create a strong and fulfilling working relationship between Trustees and the CEO through review and self-reflective evaluation of contributions and effectiveness of the Board.



### In relation to the Chief Executive Officer (CEO)

- ▶ With the Board, to appoint the CEO and lead the process of appraising and constructively guiding their performance.
- ▶ To consult with the CEO on matters of strategy, governance, finance and HR.
- ▶ To oversee the CEO's activities in the context of the implementation of Board's strategy and policies.
- ▶ To receive regular informal progress reports of the Trust's work and financial performance through the CEO, and the Trust's financial management accounts each month.
- ▶ To support the CEO with recruitment of senior staff.
- ▶ To represent the Trust as a spokesperson at appropriate events, meetings or functions.
- ▶ To lead the Board in fostering stakeholder relationships as agreed with the CEO.
- ▶ To act as final stage adjudicator for disciplinary and grievance procedures if required.
- ▶ To facilitate change and address conflict within the Trust Board and within the Trust, liaising with the CEO to achieve this.
- ▶ To undertake review of external complaints as defined by the Trust's Complaints Procedure.
- ▶ To ensure adherence and compliance around key policies and in all decisions and discussions of the Board and any sub-committees.



- ▶ To review annually the make-up and skills of the Board and the performance of the Clerk.

In order to perform the above role, the Chair should have reasonable access to all staff and information, in line with the Board's fiduciary duties.

### Minimum time commitment

- ▶ Attendance at all Board meetings per year, one of which is followed by the AGM.
- ▶ Monthly one-to-one meetings with the CEO.
- ▶ Meetings with new and potential Trustees.
- ▶ Attendance of Chair and/or Vice Chair at Chairs' Briefings three times a year.
- ▶ Occasional meetings to represent the Trust, for example the annual review at the Department of Education.

### The role of the Head of Governance

The Head of Governance provides expert guidance to support and challenge the Board of Trustees and its committees in fulfilling their core functions, and in ensuring that the Trust meets its statutory duties. The Head of Governance is responsible for leading and assuring the consistency and quality of Trust-wide clerking and governance administration services.

The responsibilities of the Head of Governance are to ensure that:

- ▶ The governance of the Trust is conducted effectively and efficiently.
- ▶ The Trust Board operates within its powers.
- ▶ The Trust follows agreed and proper procedures.



- ▶ The Trust Board is supported in developing its expertise and methods of corporate working.
- ▶ The LGBs are supported to deliver their delegated remits effectively and efficiently within the Trust's governance structure.

## The role of the Chief Executive Officer (CEO)

The CEO has delegated responsibility for the operation of the Trust, including the performance of its academies. The CEO has a range of duties defined by the DFE, including those relating to the Prevent duty and safeguarding more widely.

The CEO, or the designated Director of Education, manages the performance of the Academy Headteachers/ Heads of School, fulfilling this function in direct partnership with the Chair of the Local Governing Board where there is full delegation.

The CEO leads the management of the Trust's Headteachers/Heads of School. The CEO, may delegate executive management functions to members of the Executive Management Team and is accountable to the Trust Board for the performance of that Team.

The CEO, as Accounting Officer, has overall legal responsibility for the implementation of the Trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability, avoiding waste, securing value for money and achieving economies of scale.

The Accounting Officer has oversight of financial transactions, by:

- ▶ Ensuring the Trust's property and assets are under the Trustees' control, and measures exist to prevent losses or misuse.





- ▶ Ensuring bank accounts, financial systems and financial records are operated by more than one person.
- ▶ Keeping full and accurate accounting records to support the annual accounts.

The Accounting Officer has, in law, a direct personal responsibility to Parliament for the discharge of these responsibilities. The Accounting Officer's annual statement on regularity, propriety and compliance must be included in the Trust's Annual Report. This is a formal declaration by the Trust's Accounting Officer that their personal responsibilities to Parliament for the resources under his control during the year have been met.

The Accounting Officer is held to account by other Trustees at all Trust Board and committee meetings, where they are questioned about projected and actual outturns (financial as well as educational) and projections, and Trustees assure themselves of the robustness of mitigation strategies against the Trust Risk Register.

## **The role of the Academy Headteacher / Head of School**

The Academy Headteacher/ Head of School is responsible for the day-to-day operation of the academy. The management of the Headteacher/Head of School is overseen by the CEO. The Headteacher/Head of School report to the LGB on matters which have been delegated to the LGB. This remains the case other than in exceptional circumstances whereby the CEO deems the matters arising to be of such significant importance that they exercise their authority to overrule decisions and actions made or implied by either the LGB and/or the Headteacher/Head of School in accordance with the delegated charts of decision-making as set out below.



It is the responsibility of the Headteacher/Head of School in each academy, working with the academy's Business Manager or the Trust's central finance team, to agree a detailed budget for the year in question, using the Trust's budget-planning format. That budget is then submitted to the Trust CFO for approval (in this the CFO is acting with delegated powers from the Trust Board). Once approved, the monthly reporting on income and spend is the responsibility of the school Headteacher/Head of School, with the support of the academy's Business Manager or central finance team and is communicated to the Trust CFO at regular meetings. If any variances are proposed to the budget, these must be agreed between the Headteacher/Head of School, the Chair of the LGB and the CFO. The CFO is accountable then to the Trust Board via the Trust Finance Committee for the overall financial outturns at the end of the year.



# Local Governing Board (LGB)

(Appendix 1). Each LGB must include at least two parent governors, who bring an important perspective but have the same responsibilities to the Trust as other local governors and need the same skills. Their role is to support the Trust, rather than to act as parent representatives.

At least three times per year, as per the Governance Annual Planner, the Headteacher/Head of School will produce a report which will cover the main areas for the LGB to review. This report will always be part of the communication between LGBs and the Trust Board. The report will cover standards being achieved by each year group in key curriculum areas, attendance, exclusions, behaviour, quality of teaching, and staffing issues. In addition, the Chair of each LGB, in collaboration with the clerk, will, after each LGB meeting, agree a short summary of ways in which the work of the school and the Headteacher were challenged or supported (normally covered in the Standards Dashboard). This will include any issues of concern, key areas of significant progress, and listing briefly any interventions put in place. Where there is an issue of grave concern about the school's or the Headteacher's performance, this may be communicated in a confidential annex to this summary report.

The full minutes of each LGB will be accessible to Trustees but issues in them will be addressed by exception only.

A forum of all LGB chairs will meet at least three times per year with the Chair/Vice-Chair of Trustees and CEO for a briefing by the latter and to raise matters of interest or concern.



The main responsibilities of a Local Governing Board are as follows:

1. To ensure that the terms of the Scheme of Delegation are being fully met.
2. To plan for the academy's development within the strategic framework of the Trust and taking stakeholders' views into consideration, with a strong focus on the quality of education provided, ensuring coherence and continuity, and following key priorities and key performance criteria.
3. In decision-making, to ensure accordance with the Trust's charitable objectives (as set out in the annual report and the articles), and with its vision and values.
4. To determine those individual academy-level policies which reflect the academy's ethos and the Trust's policies and values.
5. To assess and manage principal risks to each academy and to set an acceptable risk level in key areas and for key significant projects, through maintenance and consideration of a risk register.
6. To provide challenge and support to the Headteacher/ Head of School.
7. To agree with the CEO the appointment of senior leaders and participate in the process of their selection.
8. To agree with the CEO the appointment of a Clerk to the LGB.
9. To plan and review development of each academy, ensuring that all strategic decisions are taken in the light of the Trust's charitable objectives as set out in the annual report and in the articles, and agreed key priorities and key performance indicators.
10. To ensure the effective planning, prudent management and careful monitoring of the use of all finance allocated, including the pupil premium.
11. To agree end of key stage pupil achievement targets for each academy, overall and by significant pupil groups such as the disadvantaged, to monitor end of key stage achievement at least three times per year and to act, when necessary, in the light of that monitoring.



12. To set targets for pupil attendance for each academy, to monitor attendance at each school three times per year, taking appropriate action in the light of that monitoring.
13. To complete an annual self-review of the LGB's performance and produce a report on the work of the LGB.
14. To undertake, with the CEO or the designated Director of Education, the performance management of the Headteacher/Head of School and ensure implementation of the Trust Performance Management Policy for all members of staff, agreeing any resulting pay awards.
15. To ensure that continuous professional development, aligned to the curriculum, is provided for teachers and other staff so that teaching improves.
16. To consider the workload and wellbeing of staff, including the Headteacher, while developing and strengthening the quality of the workforce.
17. To maintain an up-to-date register of interests and ensure that all conflicts of interest are declared and documented.



# Earned Autonomy

Aletheia Academies Trust begins with the principle that a wide range of responsibilities and decisions are delegated to Local Governing Boards (LGB). These responsibilities will include monitoring whether the school is working within its agreed policies, standards are being met, and the funding is being appropriately spent. The LGB will use its detailed knowledge and engagement with stakeholders to ensure that their academy is being well-served by the school leadership team. More specifically, this will include regular scrutiny of the performance of the academy; holding the Headteacher/Head of School to account for pupil outcomes and the quality of teaching, learning and assessment; ensuring compliance with Trust policies and with agreed budget constraints and parameters; determining, sustaining and celebrating the ethos and character of the academy. As a committee of the Trust Board, it has direct access to the Board if there are concerns. Where the Trust determines not to delegate, academy councils may be established.

In this Scheme of Delegation (SoD), the Trust Board retains the power to determine on a case-by-case basis whether to delegate responsibility for the performance of each academy to a Local Governing Board (LGB). It is the starting point of the Trust that there is full delegation to each Local Governing Board. This scheme sets out how that delegation is put into place, so that from the legal structure within which The Trust operates, the Local Governing Boards and the CEO have the power they need to act on the Trustees' behalf.

Factors which may influence the decision to delegate include, but are not limited to:

- ▶ School performance
- ▶ A recent Ofsted report



- ▶ Financial and administrative performance
- ▶ Leadership and governance capacity
- ▶ Safeguarding and wellbeing concerns

Specific matters arising and requiring immediate attention and/or action, which fall outside of the control of the LGB and or Headteacher/Head of School, are in the first instance automatically delegated to the CEO, who, in accordance with this SoD, will decide if an emergency panel from the Trust needs to be called upon to authorise the relevant and appropriate actions to be undertaken thereon.

This model is often referred to as 'earned autonomy' and requires more than one scheme of delegation. Within the context of this Scheme of Delegation, it should be noted that the phrase 'earned autonomy' is used to show that in the Trust, some LGBs may have decision-making powers, and some may be simply academy councils (i.e., advisory). An LGB with decision-making powers is still a committee of the Trust Board and its powers and decision-making functions can be amended or revoked by the Trust Board. Where Trustees have concerns about the performance of any of the academies within the Trust, their initial response would be to offer support from within the Trust - with an intention, where possible, to maintain current levels of delegation.



# Support Process and Reduced Delegation

Initial Concerns	<ul style="list-style-type: none"><li>▶ Concerns identified by monitoring or support requested by the school.</li></ul>
Informal Discussion	<ul style="list-style-type: none"><li>▶ CEO meets with any or all of Headteacher/Head of School/ Senior Leaders/Governors to discuss informally.</li><li>▶ CEO procures support at an informal level and monitors progress.</li><li>▶ Where situation escalates or little improvement made CEO moves support to a task group action plan.</li></ul>
Task Group Action Plan	<ul style="list-style-type: none"><li>▶ Task Group formed of elected Trustees and, if appropriate, Headteacher/Head of Schools from the Management Board or Chairs of Local Governing Boards.</li><li>▶ CEO co-ordinates response of more formal support with an action plan and clearly defined timeline.</li><li>▶ Task Group recommends reduced delegation.</li></ul>
Ongoing Support	<ul style="list-style-type: none"><li>▶ Task Group reviews progress at key stages.</li><li>▶ CEO co-ordinates response of more formal support with an action plan and clearly defined timeline.</li><li>▶ With progress in key areas delegations moved to LGB.</li></ul>
Summary Review	<ul style="list-style-type: none"><li>▶ CEO presents review findings to the Trust Board.</li><li>▶ Action plan closes with approval for re-instatement of full delegation or autonomy is withdrawn.</li></ul>





Any approach used would be bespoke to each situation and LGBs would be able to make their case known if any disagreement arose over a Trust's decision to take this route. It may be that only some areas have reduced delegation and timeframes could be very different in different circumstances. However, the decisions made and ratified by the Trustees would be final.

### **Annual review of Governance, Governor and Trustee succession planning**

Each Trustee will contribute to the Board Annual Self Review. In addition, at least once every three years the Board should commission an external review of its governance, including a review of its own performance. The Board annual self-review and any external review will be reported to Members at the Annual General Meeting (AGM). In addition, the Chair and Vice Chair of Trustees will use the outcomes to inform training, development and to shape improvement in the Board's working. The Board will be responsible not only for evaluating its own performance but also for evaluating the performance of the Local Governing Boards.

- ▶ The Trust understands that, where possible, the membership of each group reflects the diversity of the community it serves, and it is essential that there is a combination of experienced and newer Governors and Trustees covering a wide range of areas of expertise. Normally Governors and Trustees should not serve more than two consecutive terms in office (unless for reasons such as covering skills shortage areas or other exceptional reasons).
- ▶ Annual reviews of governor expertise contribute to the strategy for the recruitment, retention, development and succession planning of Governors and Trustees.
- ▶ The Trust maintains a register of terms of office, skills and background, and other relevant information about each Governor



and Trustee. The compilation of the Governor information is to be provided to the Trust Board by the Chairs of the individual LGBs and to identify likely or actual vacancies or gaps.

- ▶ Role descriptions for Governors and Trustees are maintained by the Trust and can be adapted to reflect skills gaps.
- ▶ Recruitment uses a mixed approach of personal contacts, advertising (across the Trust and externally), approaches to national and local organisations, including for example the Church of England, and others as appropriate.
- ▶ All Governors will be asked to provide a completed application form and Skills Audit and will be interviewed by members of the LGB. Recommendations to appoint are sent to the Trust Board for approval.
- ▶ All potential Trustees are asked to provide a completed application form and will be interviewed before appointment by the CEO and the Chair of Trustees or delegated Trustee.
- ▶ The Trustees remain mindful of the importance of diversity and equality in Trustee and Governor appointments.
- ▶ Appointments are conditional on a satisfactory Enhanced DBS check.
- ▶ All new Governors and Trustees are systematically inducted using an established programme, which includes familiarity with this Governance plan, updated annually, and are offered, as a mentor, a named more-experienced colleague in their first year.
- ▶ Training for all Governors and Trustees is made available by the Trust to enable Governors and Trustees to carry out their role effectively.



# Delegated Decision Making

Key:

	Function cannot be legally carried out at this level.
<b>Approve</b>	Provides final authorisation and <b>approval</b> , known as ratification of a decision. Has primary <b>responsibility for decision making</b> and where appropriate, determine how the task will be undertaken .
<b>Consulted</b>	Will be <b>consulted</b> and part of the process and <b>provide advice and support</b> to those accountable for decision making. Their contributions <i>may</i> inform the approach or decision,
<b>Implement</b>	<b>Implements</b> and puts in place the necessary actions across the Trust, or within individual academies, following approval.  Operational responsible for undertaking a task and reporting on its <b>delivery</b> at suitable intervals. It is recognised that to deliver may draw on other resources or work with colleagues to achieve this.
<b>Review</b>	Responsible for <b>reviewing</b> whether a task or action is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure task is delivered appropriately.
<b>Informed</b>	Will receive one-way information on decisions or approaches.



Area	Function	Delegation				
		Members	Trust Board	CEO	LGB	Academy Headteacher
<b>The Governance Framework</b>						
People	Members: Appoint/Remove	Approve				
	Trustees: Appoint/Remove	Approve	Consulted	Consulted		
	Role Descriptions for Members	Approve				
	Role Descriptions for Trustees/Chair/Specific Role/Committee Members: Agree		Approve	Consulted		
	Committee Chairs: Appoint/Remove		Approve	Consulted		
	LGB Chairs & Governors: Appoint and remove the LGB Chair and recommend to the Trust Board the appointment.		Approve	Consulted	Consulted Implement	
	Clerk to Trust Board: Appoint/Remove		Approve	Consulted		
	Clerk to LGB: Appoint/Remove in consultation with the CEO			Consulted	Approve	
Chief Executive Officer: Appoint and dismiss		Approve			Informed	Informed
Academy Headteacher: To agree with the Trust Board the			Informed	Approve	Consulted	Consulted



Area	Function	Delegation				
		Members	Trust Board	CEO	LGB	Academy Headteacher
	appointment and dismissal of the Academy Headteacher			Implement		
Systems Structures and Documents	Articles of Association: Agree and Review	Approve	Consulted Implement	Consulted Implement		
	Governance Structure (Committees) for the Trust: Establish and review annually		Approve Review	Consulted		
	Terms of Reference for Trust Committees (including Audit if required, and scheme for Academy Committees): Agree annually		Approve	Consulted Implement		
	Terms of Reference for LGB: Agree annually			Consulted	Approve Implement	
	Skills audit: Complete and recruit to fill gaps accordingly recommending potential members of the LGB to the Trust Board		Approve For Trust Board Implement	Consulted	Approve For LGB Implement	Consulted
	Annual Self-Review of Trust Board and Committee performance: complete annually		Implement			
	Annual Self-Review of LGB performance: Complete annually				Implement	
	Chairs' performance: Undertake an annual 360 Review		Implement for CEO	Consulted	Implement for LGB	Consulted
	Trustee and LGB Contribution: Review annually		Implement		Implement	
	Policies: Determine and approve Trust wide policies which reflect		Approve	Consulted Monitor	Informed	Informed Consulted



Area	Function	Delegation				
		Members	Trust Board	CEO	LGB	Academy Headteacher
	the Trust's ethos and values (facilitating discussions with unions where appropriate) including admissions; charging and remissions; complaints; expenses; health and safety; premises; data protection and FOI; staffing policies including capability, discipline, conduct and grievance conduct and grievance.			Implement		
	To determine those individual academy-level policies which reflect the academy's ethos and the Trust's policies and values				Approve Consulted Monitor	Implement
<b>Reporting</b>						
Reporting	Trust governance details on Trust and Academies' websites: Ensure			Monitor Implement For Trust	Informed Implement For Academies	Informed
	Academy governance details on academy website: Ensure			Monitor Implement For Trust	Monitor Implement For Academies	Monitor
	Register of all interests, business, pecuniary, loyalty for Members/Trustees/Committee Members: Establish and publish			Implement Monitor Via the Clerk	Implement Monitor For LGBs via the Clerk	
	Annual report on performance of the Trust: Submit to members and publish		Implement	Consulted Implement		
	Annual report and accounts including accounting policies, signed statement on regularity,		Approve	Consulted Monitor		



Area	Function	Delegation				
		Members	Trust Board	CEO	LGB	Academy Headteacher
	propriety, and compliance, incorporating governance statement demonstrating value for money: Submit					
	Annual report works of LGB: Compile and produce for Trust Review.		Approve	Consulted Monitor	Implement	Consulted
<b>Being Strategic</b>						
Being Strategic	Succession: Plan, implement and review.		Implement	Consulted Monitor	Implement	Consulted
	180-Day Plan for Trust Board: plan, implement and review.		Approve	Consulted Implement Monitor		
	Annual Calendar of 180-day Plan) for LGB: plan, design, review and implement.			Consulted Monitor	Approve Implement	Consulted
	Central spend/top slice: Agree		Approve	Consulted	Informed	Informed
	Management of risk: Establish register, review and monitor		Approve For Trust Monitor	Consulted Monitor	Approve For LGB Monitor	Consulted# Monitor
	Engagement with stakeholders	Implement	Implement	Implement	Implement	Implement
	Key Performance Indicators: Determine, define and agree key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured in line with the Trust's vision and strategy		Approve	Consulted Implement		
	To determine within the framework of the Trust's vision and priorities, and with the advice of the CEO, the		Approve For Trust	Consulted Monitor Implement	Approve For Academies Implement	Consulted Implement



Area	Function	Delegation				
		Members	Trust Board	CEO	LGB	Academy Headteacher
	Academy's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured					
	Budget plan to support delivery of Trust's key priorities: Agree		Approve	Consulted Implement		
	Budget plan to support delivery of Academy's key priorities: agree			Consulted	Approve Implement	Consulted
	Trust's staffing structure: Agree		Consulted	Approve		
	Academy staffing structure: Agree			Approve	Consulted	Approve Implement
<b>Holding to Account</b>						
Holding to Account	To agree auditing and report arrangement for matters of compliance (e.g., safeguarding, health and safety, employment), with advice from the CEO		Approve	Consulted	Consulted	Consulted
	Reporting arrangements for progress on key priorities: To agree, with advice from the CEO, arrangements for reporting progress on key priorities		Approve For Trust	Consulted	Approve For LGB	Consulted For LGB
	Performance management of the Chief Executive Officer: Undertake		Approve			
	Performance management of the Headteacher: Undertake			Implement	Consulted	





Area	Function	Delegation				
		Members	Trust Board	CEO	LGB	Academy Headteacher
	Trustee monitoring: Agree arrangements		Approve	Consulted		
	LGB Governor monitoring: To agree a programme of monitoring			Informed	Approve Implement At school level	Consulted
	LGB Training: evaluate needs of LGB alongside review to skills audit and implement appropriate training			Approve For Trust Wide Training Implement (in consultation with Governance Lead)	Approve Implement (in consultation with Clerk and Governance Lead)	
<b>Ensuring Financial Probity</b>						
Ensuring Financial Probity	Chief Financial Officer for delivery of Trust's detailed accounting process: Appoint		Approve	Consulted Monitor		
	Trust's scheme of financial delegation: Establish and review		Approve	Consulted Monitor		
	Academies' scheme of financial delegation: Establish and review		Approve	Consulted Monitor		
	External auditors' report: receive and respond		Approve	Consulted	Informed	Informed
	CEO pay award: Agree		Approve			
	Academy Headteacher pay award: Agree			Approve	Consulted	
	Staff appraisal procedure and pay progression: Monitor and agree		Approve For Trust	Consulted Implement	Consulted Monitor	Implement Monitor



Area	Function	Delegation				
		Members	Trust Board	CEO	LGB	Academy Headteacher
	Benchmarking and Trust wide value for money: Ensure robustness		Approve	Consulted		
	Benchmarking and individual academy value for money: Ensure robustness				Approve	Consulted
	Develop Trust wide procurement strategies and efficiency saving programme		Monitor	Implement		

### No Local Delegation - Local Governing Board

Area	Function	Delegation				
		Members	Trust Board	CEO	LGB	Academy Headteacher
The Governance Framework						
People	Members: Appoint/Remove	Approve				
	Trustees: Appoint/Remove	Approve	Consulted	Consulted		
	Role descriptions for Members	Approve				
	Role descriptions for Trustees/Chair/specific role/Committee Members: agree		Approve	Consulted		
	Committee (including Academy Committees) Chairs and Members: Appoint/Remove		Approve	Consulted		



	Academy Council Chairs and Members: Appoint/Remove		Approve	Consulted		
	Clerk to Trust Board: Appoint/Remove		Approve	Consulted		
Systems and Structures	Articles of Association: Agree and review	Approve	Consulted	Consulted		
	Governance Structure (Committees) for the Trust: Establish and review annually		Approve	Consulted		
	Terms of Reference for Trust Committees (including audit if required, and scheme of delegation for school committees): Agree and review annually		Approve	Consulted		
	Terms of Reference for academy council: Agree and review annually		Approve	Consulted		
	Skills audit: Complete and recruit to fill gaps		Approve For Trust	Consulted	Approve For Academies	
	Annual Self-Review of Trust Board performance: complete annually		Approve			
	Chairs' (both Trust and Council) performance: carry out 360 reviews periodically		Approve For Trust		Approve For Academies	
	Academy Council Members' contribution: Review annually		Approve	Consulted Monitor		
	<b>Reporting</b>					
Reporting	Trust governance details on Trust and Academies' websites: Ensure		Approve			
	Academy governance details on academy website: Ensure				Approve	
	Register of all interests, business, pecuniary, loyalty for Members/Trustees/Committee Members: Establish and publish		Approve	Consulted		
	Annual report on performance of the Trust: Submit to members and publish		Approve	Consulted		
	Annual report and accounts including accounting policies, signed statement on regularity, propriety, and		Approve	Consulted		



	compliance, incorporating governance statement demonstrating value for money: Submit					
	Annual report works of academy council: Compile and produce for Trust Review				Approve	Consulted
<b>Being Strategic</b>						
	Annual schedule of Business (Business Plan) for Trust Board and Committees: Plan, design, review and implement		Approve	Consulted		
	Annual schedule of Business (Business Plan) for Committees: Plan, design, review and implement		Approve	Consulted		Consulted
	Annual schedule of Business (Business Plan) for Academy Council: Plan, design, review and implement		Approve	Consulted		
	Determine Academy level policies which reflect the Academy's ethos and values to include e.g., admissions; SEND; safeguarding and child protection; curriculum; behaviour: Approve				Approve	Consulted
	Central spend/top slice: Agree		Approve	Consulted		
	Management of risk: Establish register, review and monitor		Approve	Consulted		
	Engagement with stakeholders	Approve	Approve	Approve	Approve	Approve
	Key Performance Indicators: Determine, define and agree key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured in line with the Trust's vision and strategy		Approve	Consulted		
	Academies' vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: Determine		Approve	Approve	Consulted	Implement
	Academy staffing structure: Agree			Approve	Consulted	Consulted
<b>Holding to Account</b>						



Holding to Account	Auditing and report arrangement for matters of compliance (e.g., safeguarding, health and safety, employment): Agree		Approve	Consulted		
	Reporting arrangements for progress on key priorities: Agree		Approve	Consulted		
	Performance management of academy Headteacher: Undertake			Approve	Consulted	
	Academy council member monitoring: Agree arrangements				Approve	Consulted
<b>Ensuring Financial Probity</b>						
Ensuring Financial Probity	Chief Financial Officer for delivery of Trust's detailed accounting process: Appoint		Approve	Consulted Monitor		
	Trust's scheme of financial delegation: Establish and review		Approve	Consulted Monitor		
	Academies' scheme of financial delegation: Establish and review		Approve	Consulted Monitor		
	External auditors' report: receive and respond		Approve	Consulted		
	CEO pay award: Agree		Approve			
	Academy Headteacher pay award: Agree			Approve		
	Staff appraisal procedure and pay progression: Monitor and agree			Approve		
	Benchmarking and Trust wide value for money: Ensure robustness		Approve	Consulted		
	Benchmarking and academy value for money: Ensure robustness			Consulted		
	Develop Trust wide procurement strategies and efficiency savings		Monitor	Implement		



# Appendices

1. Constitution of Local Governing Bodies
2. Audit and Risk Committee - Terms of Reference
3. Finance Committee - Terms of Reference
4. Education Performance Committee - Terms of Reference
5. People and Culture Committee - Terms of Reference

Policy schedule Appendices to be added following Board discussion.