

Sir Robert Geffery's School Board of Trustees (Governing Body) Scheme of Delegation

Introduction

An academy trust's board of governors 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. Once determined the SoD must be published on the trust website.

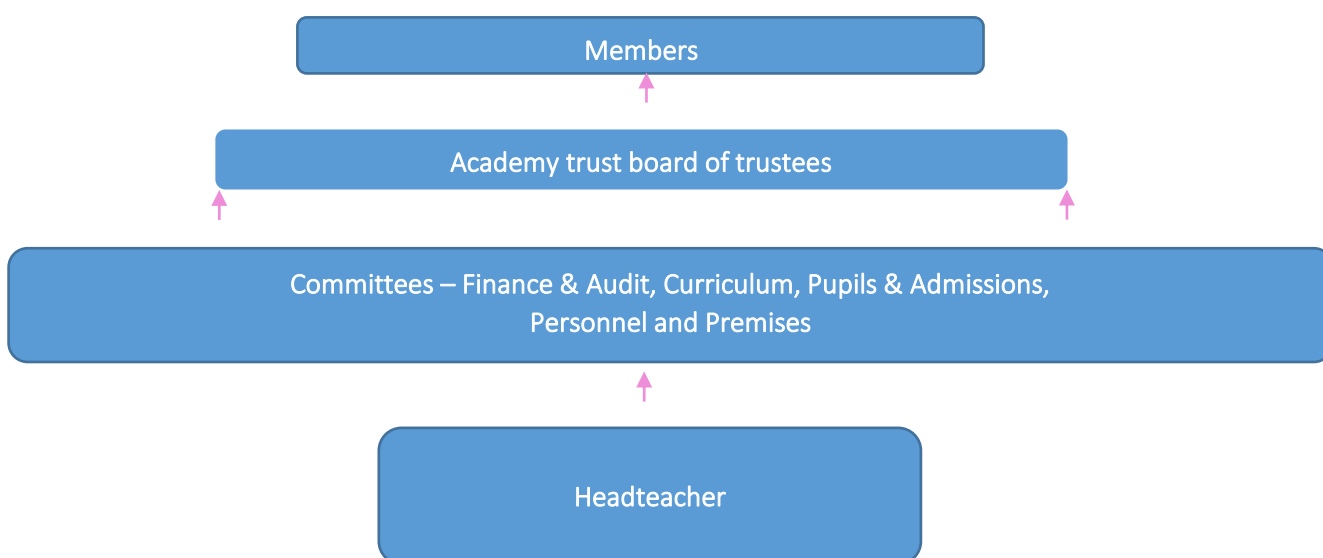
The purpose of Scheme of Delegation

A scheme of delegation (SoD) is the key document defining which functions have been delegated and to whom. It should be a simple yet systematic way of ensuring members, trustees, committees and individuals are clear about who has responsibility for making which decisions in the trust. This overarching SoD covering all decision making in the school should not be confused with the written scheme of delegation of financial powers referred to in the Academies Financial Handbook.

Review and adapt

The SoD should be reviewed annually, with revisions made as the context changes.

Governance structure and lines of accountability



The academy trust board of trustees (Governing Body) delegate responsibility for the day to day running of the academy to the Headteacher. The trustee board will hold the Headteacher to account

for the performance of the school. The Headteacher, 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 Headteacher will report to the board on the performance of the academy, although this will be supplemented by the monitoring of the Committees and individual trustees with any delegated responsibilities.

The Headteacher is performance managed by the trust board.

Roles and Responsibilities

The role of the Members

The members of the trust have a different status to trustees. Originally they will have been the signatories to the memorandum of association and will have agreed the trust's first articles of association (a document which outlines the governance structure and how the trust will operate). The articles of association will also describe how members are recruited and replaced, and how many of the trustees the members can appoint to the trust board. The members appoint trustees to ensure that the trust's charitable object is carried out and so must be able to remove trustees if they fail to fulfil this responsibility. Members are also responsible for approving any amendments made to the trust's articles of association.

While members are permitted to be appointed as trustees, in order to retain a degree of separation of powers between the members and the trust board, and in line with DfE expectations, not all members should be trustees. The DfE has amended the model articles to state that members are not permitted to be employees of the academy trust.

The role of the Trustees

The academy 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. Because trustees are bound by both charity and company law, 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 trustees are responsible for the general control and management of the administration of the trust, and in accordance with the provisions set out in the Memorandum and Articles of Association and its Funding Agreement, it is legally responsible and accountable for all statutory functions, for the performance of the school, and must approve a written scheme of delegation of financial powers that maintains robust internal control arrangements. In addition it must carry out the three core governance functions:

1. Ensure clarity of vision, ethos and strategic direction
2. Hold the executive to account for the educational performance of the trust and their pupils, and the performance management of staff
3. Oversee the financial performance of the trust and make sure its money is well spent

The board of trustees has the right to review and adapt its governance structure at any time which

includes removing delegation.

The role of Trust Board Committees

The trustees may establish Committees to carry out some of its governance functions which may include making decisions, although any decisions made will be deemed decisions of the Trust Board. The membership (there must be at least three trustees) and responsibilities of Committees are set out in the individual committee's terms of reference. It is usual for the trust board to appoint committee chairs and committee members according to their skills.

The Academies Financial Handbook makes it clear that the board of trustees 'should have a Finance and Audit Committee to which the board delegates financial scrutiny and oversight'. In trusts with income above a certain level, there must also be a separate audit committee.

The role of the Headteacher

The Headteacher has the delegated responsibility for the operation of the school.

The Headteacher is the Accounting Officer, so has overall responsibility for the operation of the school's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability; avoiding waste and securing value for money.

The Headteacher leads the senior leadership team (SLT) of the school. The Headteacher will delegate management functions to the SLT and is accountable to the trust board for the performance of the SLT.

Key to the Scheme of Delegation

| Key | |
|---|---|
| Level 1: Members | |
| Level 2: Academy trust board of trustees | |
| Level 3: Committee | |
| Level 4: Individual trustee | |
| Level 5: Headteacher (Accounting Officer) | |
| Blue box | Function cannot be carried out at this level. |
| ✓ | Action to be undertaken at this level |
| A | Provide advice and support to those accountable for decision making |
| <> | Direction of advice and support |

| Area | Decision | Delegation | | | | |
|------------------------|--|------------|-------------|-----------|--------------------|-------------------------|
| | | Members | Trust Board | Committee | Individual trustee | Senior Executive Leader |
| Governance framework | | | | | | |
| People | Members: Appoint/Remove | ✓ | | | | |
| | Trustees: Appoint/Remove | ✓ | ✓ | | | |
| | Role descriptions for members | ✓ | | | | |
| | Role descriptions for trustees/chair/ specific roles/committee members: agree | | ✓ | <A | | |
| | Parent trustee: elected | | ✓ | | | |
| | Committee chairs: appoint and remove | | ✓ | <A | | |
| | Clerk to board: appoint and remove | | ✓ | | | |
| Systems and structures | Articles of association: agree and review | ✓ | <A | <A | | |
| | Governance structure (committees) for the school: establish and review annually | | ✓ | <A | | |
| | Terms of reference for committees and scheme of delegation agree annually | | ✓ | <A | | |
| | Skills audit: complete and recruit to fill gaps | | ✓ | | | |
| | Annual self-review of trust board and committee performance: complete annually | | ✓ | | | |
| | Chair's performance: carry out 360 review periodically | | ✓ | | | |
| | Trustee contribution: review annually | | ✓ | | | |

| Area | Decision | Delegation | | | | |
|-----------------|--|------------|-------------|-----------|--------------------|-------------------------|
| | | Members | Trust Board | Committee | Individual trustee | Senior Executive Leader |
| | Succession: plan | | ✓ | <A | | |
| | Annual schedule of business for trust board: agree | | ✓ | <A | | <A |
| Reporting | | | | | | |
| Reporting | Trust governance details on school website: ensure | | ✓ | <A | <A | <A |
| | Register of all interests, business, pecuniary, loyalty for members/trustees: establish and publish | | ✓ | <A | | |
| | Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit | | ✓ | <A | | |
| | To determine whether to publish a home school agreement (not statutory) | | | | | ✓ |
| | 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 | | ✓ | <A | <A | <A |
| | To publish and update at least annually a SEN information report (meeting requirements set out in the Special Educational Needs and Disability Regulations 2014) | | ✓ | ✓ | | ✓ |
| Being Strategic | | | | | | |
| | Determine trust policies which reflect the trust's ethos and values including: admissions; expenses; data protection and FOI; SEN, safeguarding and child protection and curriculum, : approve | | ✓ | <A | | <A |

| Area | Decision | Delegation | | | | |
|-----------------|--|------------|-------------|-----------|--------------------|-------------------------|
| | | Members | Trust Board | Committee | Individual trustee | Senior Executive Leader |
| Being Strategic | Determine trust staffing policies which reflect the trust's ethos and values including appraisal, capability, discipline, conduct and grievance: approve | | ✓ | <A | | <A |
| | Determine trust policy for complaints, health and safety, accessibility plan, premises management, data protection and FOI: approve | | ✓ | ✓ | | <A |
| | Establish trust policy for sex education, careers guidance | | | | | ✓ |
| | Determine a behaviour and discipline policy that promotes good behaviour among pupils and defines the sanctions to be adopted where pupils misbehave | | ✓ | <A | | <A |
| | To draft content of school behaviour policy and publicise it to staff, students and parents. | | | | | ✓ |
| | To annually determine admission arrangements and to carry out consultation where changes are proposed, or where the governing board has not consulted on their arrangements in the last seven years. | | ✓ | <A | | |
| | Ensure a broad and balanced curriculum is in place | | ✓ | <A | | <A |
| | To set the times of school sessions and the dates of school terms and holidays | | ✓ | | | |
| | Agree enrichment/extra-curricular offer including any additional services required | | | ✓ | | ✓ |
| | Imbed agreed curriculum and enrichment offer within the day to day operation of the academy trust | | | | | ✓ |
| | To establish and agree a Pay policy | | ✓ | ✓ | | |
| | Management of risk: establish register, review and monitor | | ✓ | ✓ | ✓ | <A |

| Area | Decision | Delegation | | | | |
|--------------------|--|------------|-------------|-----------|--------------------|-------------------------|
| | | Members | Trust Board | Committee | Individual trustee | Senior Executive Leader |
| | Engagement with stakeholders | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine | | ✓ | <A | | <A |
| | Headteacher: Appoint and dismiss | | ✓ | | | |
| | To decide whether to join or form a multi-academy trust | | ✓ | | | |
| | Budget plan to support delivery of school key priorities: agree | | ✓ | <A | | |
| | Academy staffing structure: agree | | ✓ | <A | | <A |
| | Appoint teaching staff | | | A> | | ✓ |
| | Appoint non-teaching staff | | | | | ✓ |
| Holding to account | | | | | | |
| Holding to account | Auditing and reporting arrangements for matters of compliance (eg safeguarding, H&S, employment): agree | | ✓ | <A | <A | <A |
| | To produce and maintain a central record of recruitment and vetting checks | | | | | ✓ |
| | To 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 | | ✓ | ✓ | <A | <A |

| Area | Decision | Delegation | | | | |
|-----------------------------------|--|------------|-------------|-----------|--------------------|-------------------------|
| | | Members | Trust Board | Committee | Individual trustee | Senior Executive Leader |
| | Reporting arrangements for progress on key priorities: agree | | ✓ | ✓ | | <A |
| | Performance management of the Headteacher: undertake | | ✓ | | | |
| | Performance management of staff: undertake | | | | | ✓ |
| | Establish and review procedures for addressing staff discipline, conduct and grievance | | ✓ | ✓ | | |
| | Trustee monitoring: agree arrangements | | ✓ | <A | | |
| | To 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. | | | ✓ | | |
| | To ensure that health and safety regulations are followed | | | | | ✓ |
| | Ensure that school lunch nutritional standards are met | | | | | ✓ |
| | Maintain a register of pupil attendance | | | | | ✓ |
| | To ensure provision of free meals to those pupils meeting the criteria, including Universal Infant Free School Meals (if applicable) | | | | | ✓ |
| Ensuring financial probity | | | | | | |
| | Chief financial officer for delivery of trusts detailed accounting processes: appoint | | ✓ | <A | | |

| Area | Decision | Delegation | | | | |
|----------------------------|--|------------|-------------|-----------|--------------------|-------------------------|
| | | Members | Trust Board | Committee | Individual trustee | Senior Executive Leader |
| Ensuring financial probity | Trust's scheme of financial delegation: establish and review | | ✓ | ✓ | <A | <A |
| | External auditors' report: receive and respond | | ✓ | ✓ | | <A |
| | Principal pay award: agree | | ✓ | | | |
| | Staff appraisal procedure and pay progression: monitor and agree | | ✓ | ✓ | | <A |
| | Benchmarking and academy trust value for money: ensure robustness | | ✓ | <A | | |
| | Develop trust procurement strategies and efficiency savings programme | | | ✓ | | |
| | To approve the first formal budget plan each financial year | | ✓ | ✓ | | |
| | To 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) | | ✓ | ✓ | | |
| | To establish and agree charging and remissions policy | | ✓ | ✓ | | |
| | Buildings insurance and personal liability | | ✓ | ✓ | | ✓ |