



Scheme of Delegation

December 2020

Approved by:	Board of Trustees	Date: December 2020
Last reviewed on:	December 2020	
Next review due by:	December 2021	

Trust Vision and Principles

Vision

Aletheia schools are motivated by Christian values to serve our communities by improving the life chances of local children. Our schools seek to embody the Christian experience of community, where gifts are shared, where the emphasis is on what can be contributed and where each is given according to need. Aletheia schools welcome those of all faiths and none and are proud of the inclusive nature and diversity of each cohort. At the heart of the Aletheia vision are the belief in educational excellence and the belief that Aletheia is called to serve pupils, staff, parents and the local community by providing places where children and young people develop and thrive intellectually, socially, culturally and spiritually.

Aletheia is committed to sustaining and further improving high-quality schools and supporting schools in need of specific improvement. We seek to provide a range of support to schools that draws upon the wealth of practice from across our Trust, broaden the expertise available to schools through flexible working arrangements and retain the capacity to respond rapidly and effectively to the needs of individual schools. Pedagogical excellence is at the heart of all we do, with a sustained focus on collaborative and mastery learning. Our Teacher Training 'Hub' status aids our mission to recruit, train and retain staff of the highest quality within our local community.

The Trust provides a coherent and logical geographical context for all constituent schools. Belonging to a local Trust offers greater opportunities for influence than single schools can achieve; through collaboration the Trust aims to be greater than the sum of its individual member schools. We believe that the success of Aletheia is fostered by the opportunities for schools, leaders and governors to step forward as co-shapers of a school-led and self-improving system. Designated as an approved academy sponsor, we offer our distinctive ethos, school improvement strategy and strength of leadership to ensure all schools are supporting students to achieve of their very best.

AAAT will deliver its vision by:

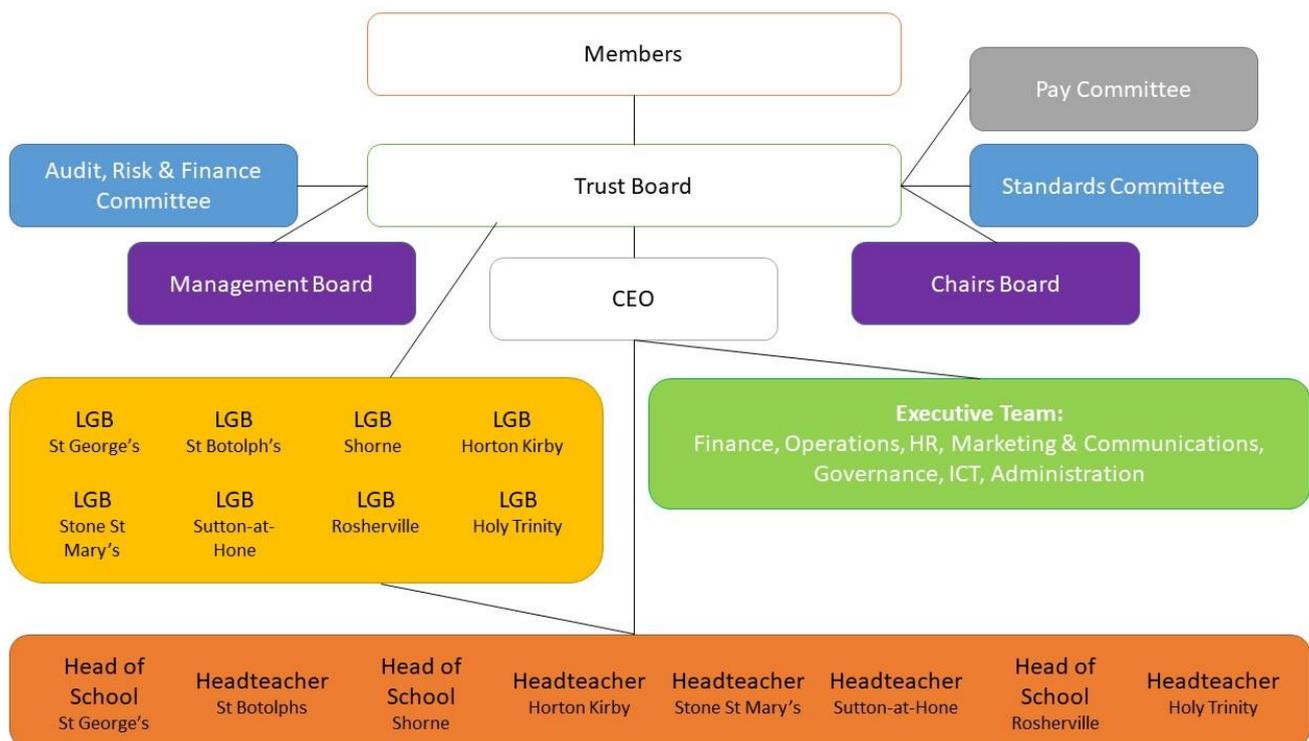
- Developing a Trust for all ages /phases of education, with member schools working in partnership and learning from each other.
- Promoting a Church of England ethos based on a belief in the value and potential of every student to achieve excellence academically; in religious education and their wider studies and become fully the person God intends.
- Pursuing educational excellence, so that outcomes for all learners are as good as they can be.
- Creating strong leadership at all levels that impacts effectively on academy performance.

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 MAT Board will hold the CEO to account for the performance of the Trust, including the performance of the academies within the Trust. This means that as the CEO is accountable to the Board for the performance of the Trust as a whole. The CEO will report to the Board on the performance of the Trust including on the performance of its academies, although this may be supplemented by monitoring reports from the LGBs. The performance of the CEO is managed by the Trust Board. The CEO manages the performance of the Academy Headteachers/ Heads of School, where there is a LGB, seeking input from its Chair. The CEO also holds other senior executives to account by line-managing 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.



Roles and responsibilities

The role of the 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.

Members are permitted to be appointed as Trustees but, in order to retain a degree of separation of powers between the Members and the Trust Board, and in line with DfE expectations the Trust has agreed that only the Chair of Trustees may be a Member. Members are not permitted to be employees of the Trust.

The role of the Trustees

The Trustees are the charity trustees (within the terms of section 177(1) of the Charities Act 2011) and are responsible for the general control and management of the administration of the Trust in accordance with the provisions set out in the Memorandum and Articles of Association. The Board of Trustees is the accountable body for the performance of all schools within the trust and as such must:

1. Ensure clarity of vision, ethos and strategic direction
2. Hold the executive to account for the educational performance of the schools 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

Trustees are bound by both charity and company law (Companies Act 2006), the terms 'trustees' and 'directors' are often used interchangeably. We use the term 'trustee' as it avoids the possible confusion caused when executive leaders are called 'directors' but are not company directors and 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 he/she undertakes 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 Financial Handbook (AFH) 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 remains solvent at all times 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 (taking an integrated approach to curriculum and financial planning).
11. To appoint, train and induct local governors, monitor the work of Local Governing Boards (LGBs) for each member academy, and delegate roles and responsibilities to those LGBs according to their capacity.
12. To agree end of key stage pupil achievement targets for each school, 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 take action when necessary in the light of that monitoring.
13. To set targets for pupil attendance for each school in the Trust, 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 Leader and teachers in their academies to be able to achieve a satisfactory work life balance.
 15. To receive 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 or 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 up to date at all times 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 'Competency Framework for Governance' 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 his or her 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 his or her 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 work of the Church of England.

Minimum time commitment

Trustees are expected to attend all three Full Board meetings and the meetings of any committees to which they have been appointed. Two 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 expected 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 committees

The Trustees may establish committees 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 members and committee chairs. Each committee must contain a majority of Trustees but may also include other people the Board chooses to appoint.

The Board must appoint an Audit & 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.

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. His or her 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 him or her 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 recruit new Trustees as required.
- To create a strong and fulfilling working relationship with 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 his or her performance.
- To consult with 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 and liaise 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 at Chairs' Briefings three times a year.

Occasional meetings to represent the Trust, for example the annual review at the Department of Education.

Qualities of a Chair

- Exemplary commitment to the Trust's principles, values and aims.
- Strategic vision in relation to the Trust's mission.
- Leadership skills and a readiness to exercise them.
- Experience of chairing meetings effectively.
- Willingness to devote time to carry out responsibilities.
- Sound, independent judgement, and the ability to think creatively in the context of the Trust and the external environment.
- Credibility and ability to represent the Trust to external bodies.
- Good communication and interpersonal skills.
- Tact, diplomacy and persuasiveness, combined with a willingness to challenge and criticise constructively.
- Networking ability.

The role of the Clerk

The Clerk is the Trust Board's governance professional, accountable to it. The Clerk is paid to undertake the role and report directly to the Chair. The 'Clerking Competency Framework' outlines the knowledge, skills and behaviours to provide professional clerking to the Trust Board.

The responsibilities of the Clerk are as follows:

- To help the Board understand its role, functions and legal duties, and to provide it with impartial advice.
- To support the Chair and the Board with organising meetings, circulating papers and minuting.
- To advise the Board on its compliance with the Articles of Association, funding agreement and with relevant legislation and regulations.
- To support the Chair to enable and facilitate strategic debate and decision making.
- To provide guidance on procedural matters relating to the operation of the Board.

The role of the Chief Executive Officer (CEO)

The CEO has the 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 that relating to the Prevent duty and safeguarding more widely. The CEO manages the performance of the Academy Headteachers/ Heads of School, fulfilling this function in direct partnership with the Chair where there is full delegation to a Local Governing Board (LGB).

The CEO leads management of the Trust's Headteachers. The CEO will delegate executive management functions to members of the Executive Management Team and is accountable to the Trust Board for the performance of the Executive Management 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 and 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 their 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 he or she is 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. This happens at Board meetings and at every committee meeting.

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 Academy Headteacher/Head of School is managed by the CEO but, if there is delegation, reports 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 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 school'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 and Audit Committee for the overall financial outturns at the end of the year.

Local Governing Board (LGB)

Local Governing Board are constituted in accordance with the relevant Trust policy document (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 act as parent representatives.

At least three times per year, the Headteacher/Head of School will produce a written report for the LGB covering the main areas of the LGB's responsibilities. 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 annexe to this summary report.

The full minutes of each LGB will be available to Trustees on a regular cycle, but issues in them will be addressed by exception only.

A forum for all LGB chairs also meets at least three times per year with the Chair of Trustees and CEO 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 Trust 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 take action 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 performance management of the Headteacher/Head of School and all academy staff in accordance with the Trust Performance Management Policy and agree 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 while developing and strengthening the quality of the workforce.
17. To maintain and up-to-date register of interests and ensure that all conflicts of interest are declared and documented.

Earned Autonomy

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

Any approach used would be bespoke to each situation and LGBs would be able to make their case known if any disagreement arose in 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 particular 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 Academy Ambassadors and the Church of England, and others as appropriate.
- All Governors will be asked to provide a CV and to complete a 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 and are asked to provide a cv and will be interviewed before appointment by a panel of Trustees.
- 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 mentored by 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.

Appendices

1. Constitution of Local Governing Bodies
2. Audit, Finance and Risk Committee – Terms of Reference
3. Standards Committee – Terms of Reference
4. Pay Committee – Terms of Reference

Policy schedule Appendices to be added following Board discussion

Key

Blue box Function cannot be legally 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

Grid 1 – delegation to school committee

Level 1: Members

Level 2: Board of trustees

Level 3: Chief executive officer

Level 4: Local governance Board (LGB)

Level 5: Academy Headteacher

Grid 2 – no local delegation

Level 1: Members

Level 2: Board of trustees

Level 3: Chief executive officer

Level 4: Academy Headteacher

Level 5: Governance Academy council

Delegated decision making – Local Governing Board

Area	Function	Delegation				
		Members	Trust Board	CEO	LGB	Academy Headteacher
The governance framework						
People	Members: Appoint/Remove	✓				
	Trustees: Appoint/Remove	✓	<A	<A		
	Role descriptions for members	✓				
	Role descriptions for trustees/chair/specific role/committee members: agree		✓	<A		
	Committee chairs: appoint and remove		✓	<A		
	LGB chairs & governors: to appoint and remove the LGB Chair, and to recommend to the Trust Board the appointment		✓	<A	<✓	
	Clerk to trust board: appoint and remove		✓			
	Clerk to LGB: appoint and remove in consultation with the CEO				✓	
Systems and structures	Articles of Association: Agree and Review	✓	<A	<A		
	Governance Structure (Committees) for the Trust: Establish and review annually		✓	<A		
	Terms of References for Trust Committees (including Audit if required, and scheme for Academy Committees): Agree annually		✓	<A		
	Terms of Reference for LGB: Agree annually		✓	<A	✓	
	Skills audit: Complete and recruit to fill gaps accordingly recommending potential members of the LGB to the Trust Board		✓	<A>	✓	A
	Annual Self-Review of Trust Board and Committee performance: complete annually		✓			
	Annual Self-Review of LGB performance: complete annually				✓	
	Chairs' performance: undertake an annual 360 Review		✓		✓	

Area	Function	Delegation				
		Members	Trust Board	CEO	LGB	Academy Headteacher
	Trustee and Committee Member Contribution: Review annually		✓		✓	
Reporting						
Reporting	Trust governance details on trust and academies' websites: ensure		✓	<A		
	Academy governance details on academy website: ensure		✓	<A		
	Register of all interests, business, pecuniary, loyalty for members/trustees/committee members: establish and publish		✓	<A		
	Annual report on performance of the trust: submit to members and publish		✓	<A		
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money		✓	<A		
	Annual report work of LGB: compile and produce for Trust Review					✓
Being Strategic						
Being Strategic	Succession: Plan, implement and review		✓	<A>	✓	A
	Annual Schedule of Business (Business Plan) for Trust Board: Plan, implement and review		✓	<A		
	Annual Schedule of Business (Business Plan) for LGB: Plan, design, review and implement			A>	✓	A
	Policies: Determine and approve trust wide policies which reflect 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		✓	<A		

Area	Function	Delegation				
		Members	Trust Board	CEO	LGB	Academy Headteacher
	To determine those individual academy-level policies which reflect the academy's ethos and the Trust's policies and values.				✓	A
	Central spend/top slice: agree		✓	<A		
	Management of risk: establish register, review and monitor		✓	<A>	✓	A
	Engagement with stake holders	✓	✓	✓✓	✓	A
	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		✓	<A		
	To determine within the framework of the Trust's vision and priorities, and with the advice of the CEO, the Academy's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured			A>	✓	A
	Chief Executive Officer: Appoint and dismiss		✓			
	Academy Headteacher: To agree with the Trust Board the appointment and dismissal of the Academy Headteacher		A>	<A>	✓	
	Budget plan to support delivery of trust's key priorities: agree		✓	<A		
	Budget plan to support delivery of Academy key priorities: agree				✓	A
	Trust's staffing structure: agree		✓	<A		
	Academy staffing structure: agree			A>	✓	A

Area	Function	Delegation				
		Members	Trust Board	CEO	LGB	Academy Headteacher
Holding to Account						
Holding to account	To agree auditing and reporting arrangement for matters of compliance (e.g. safeguarding, health and safety, employment), with advice from the CEO		✓	<A>	✓	A
	Reporting arrangements for progress on key priorities: To agree, with advice from the CEO, arrangements for reporting progress on key priorities		✓	<A>	✓	A
	Performance management of the Chief Executive Officer: undertake		✓			
	Performance management of the Headteacher: undertake			✓✓	✓	
	Trustee monitoring: agree arrangements		✓	<A		
	LGB governor monitoring: To agree a programme of monitoring		A>		✓	A
Ensuring financial probity						
Ensuring financial probity	Chief financial officer for delivery of trusts detailed accounting process: appoint		✓	<A		
	Trust's scheme of financial delegation: establish and review		✓	<A		
	Academies' scheme of financial delegation: establish and review		✓	<A		
	External auditors' report: receive and respond		✓	<A	✓	A
	CEO pay award: agree		✓			
	Academy Headteacher pay award: agree			A>	✓	
	Staff appraisal procedure and pay progression: monitor and agree		✓	A>	✓	A

Area	Function	Delegation				
		Members	Trust Board	CEO	LGB	Academy Headteacher
	Benchmarking and trust wide value for money: ensure robustness		✓	<A		
	Benchmarking and individual academy value for money: ensure robustness				✓	A
	Develop trust wide procurement strategies and efficiency savings program			✓		

Without local delegation – Academy Council

Area	Function	Delegation				
		Members	Trust Board	CEO	Academy Council	Academy Headteacher
The governance framework						
People	Members: Appoint/Remove	✓				
	Trustees: Appoint/Remove	✓	<A	<A		
	Role descriptions for members	✓				
	Role descriptions for trustees/chair/ specific roles/committee members: agree		✓			
	Committee (including Academy committees) chairs and members: appoint and remove		✓			
	Academy council chairs and members: appoint and remove		✓	A		
	Clerk to Trust board: appoint and remove		✓			
	Clerk to Academy committees: appoint and remove		✓		✓	
Systems and structures	Articles of association: agree and review	✓	<A	<A		
	Governance structure (committees) for the trust: establish and review annually		✓	<A		
	Terms of reference for trust committees (including audit if required, and scheme of delegation for school committees): agree and review annually		✓	<A		
	Terms of reference for academy council: agree and review annually		✓	<A		
	Skills audit: complete and recruit to fill gaps		✓	<A>	✓	
	Annual self-review of trust board performance: complete annually		✓			

Area	Function	Delegation				
		Members	Trust Board	CEO	Academy Council	Academy Headteacher
	Chairs' (both Trust and Council) performance: carry out 360 review periodically		✓		✓	
	Trustee contribution: review annually		✓			
	Academy Council members' contribution: review annually		✓	<A		
Reporting	Trust governance details on trust and academies' websites		✓	A		
	Academy governance details on academy website: ensure			✓	<A	
	Register of all interests, business, pecuniary, loyalty for members/trustees/committee members: establish and publish		✓	<A		
	Annual report on performance of the trust: submit to members 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		
	Annual report on work of academy council: compile and produce for Trust review				<A	?
Being strategic						
Being Strategic	Succession: Plan, design, review and implement.		✓	<A>	✓	A
	Annual schedule of Business (Business Plan) for Trust Board and Committees: Plan, design, review and implement.		✓	<A		
	Annual schedule of Business (Business Plan) for Committees: Plan, design, review and implement.		✓	A>	✓	A
	Annual schedule of Business (Business Plan) for Academy Council: Plan, design, review and implement		✓	<A		

Area	Function	Delegation				
		Members	Trust Board	CEO	Academy Council	Academy Headteacher
	Policies: Determine and approve Trust wide policies which reflect the trust's ethos and values (facilitating discussions with unions where appropriate) including: admissions; charging and remissions; complaints; expenses; health and safety, premises management; data protection and FOI; staffing policies including capability, discipline, conduct and grievance:		✓	<A		
	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				✓	A
	Central spend / top slice: agree		✓	<A		
	Management of risk: establish register, review and monitor		✓	<A>	✓	A
	Engagement with stake holders	✓	✓	✓✓	✓	✓
	Key Performance Indicators: Determine, define and approve key priorities and key performance indicators (HPI's) against which progress towards achieving the vision can be measured in line with the Trust's Vision and Strategy		✓	<A		
	Academies' vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine			A>	✓	A
	Chief Executive Officer: Appoint and dismiss		✓			
	Academy Headteachers: Appoint and dismiss		A>	<A>	✓	A
	Budget plan to support delivery of trust key priorities: agree		✓	<A		
	Budget plan to support delivery of Academy's key priorities: agree		✓	A	✓	A
	Trust's staffing structure: agree		✓	<A		

Area	Function	Delegation				
		Members	Trust Board	CEO	Academy Council	Academy Headteacher
	Academies' staffing structure: agree			A>	✓	A
	Academies' staffing structure: agree			A>	✓	A
Holding to account						
Holding to account	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree		✓	<A>		
	Reporting arrangements for progress on key priorities: agree		✓	<A>		
	Performance management of the Chief Executive Officer: undertake		✓			
	Performance management of academy Headteacher: undertake			✓✓	✓	
	Trustee monitoring: agree arrangements		✓	<A		
	Academy council member monitoring: agree arrangements				A	✓
Ensuring financial probity						
Ensuring financial probity	Chief financial officer for delivery of trusts detailed accounting processes: appoint		✓	<A		
	Trust's scheme of financial delegation: establish and review		✓	<A		
	Academies' scheme of financial delegation: establish and review		✓	<A		
	External auditors' report: receive and respond		✓	<A		
	CEO pay award: agree		✓			

Area	Function	Delegation				
		Members	Trust Board	CEO	Academy Council	Academy Headteacher
	Academy Headteacher pay award: agree			✓		
	Staff appraisal procedure and pay progression: monitor and agree			✓		
	Benchmarking and trust wide value for money: ensure robustness		✓	<A		
	Benchmarking and academy value for money: ensure robustness			A>		
	Develop trust wide procurement strategies and efficiency savings			✓		