



Scheme of Delegation

Approved by:	Trust Board
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Introduction

The Northern Schools Trust (the Trust) is a multi-academy trust (MAT). The Board of Trustees (Directors) of the Trust is accountable in law for all decisions about its academies. However, this does not mean that the Board is required to make all the decisions itself. Many decisions can and should be delegated to the Chief Executive Officer (CEO) and committees including local governing bodies (LGBs.) It is vital that the decision to delegate a function is made by the full Board of Trustees and is recorded. Without such formal delegation, the individual or committee has no power to act.

The purpose of the scheme of delegation

This scheme of delegation is the key document defining which functions have been delegated and to whom. It ensures Members, Trustees, committees (including LGBs), CEO and Academy Heads are clear about who has responsibility for making which decisions in the Trust. This overarching scheme of delegation, covering all decision making in the Trust, should not be confused with the written scheme of delegation of financial powers (Financial Regulations) referred to in the Academies Financial Handbook.

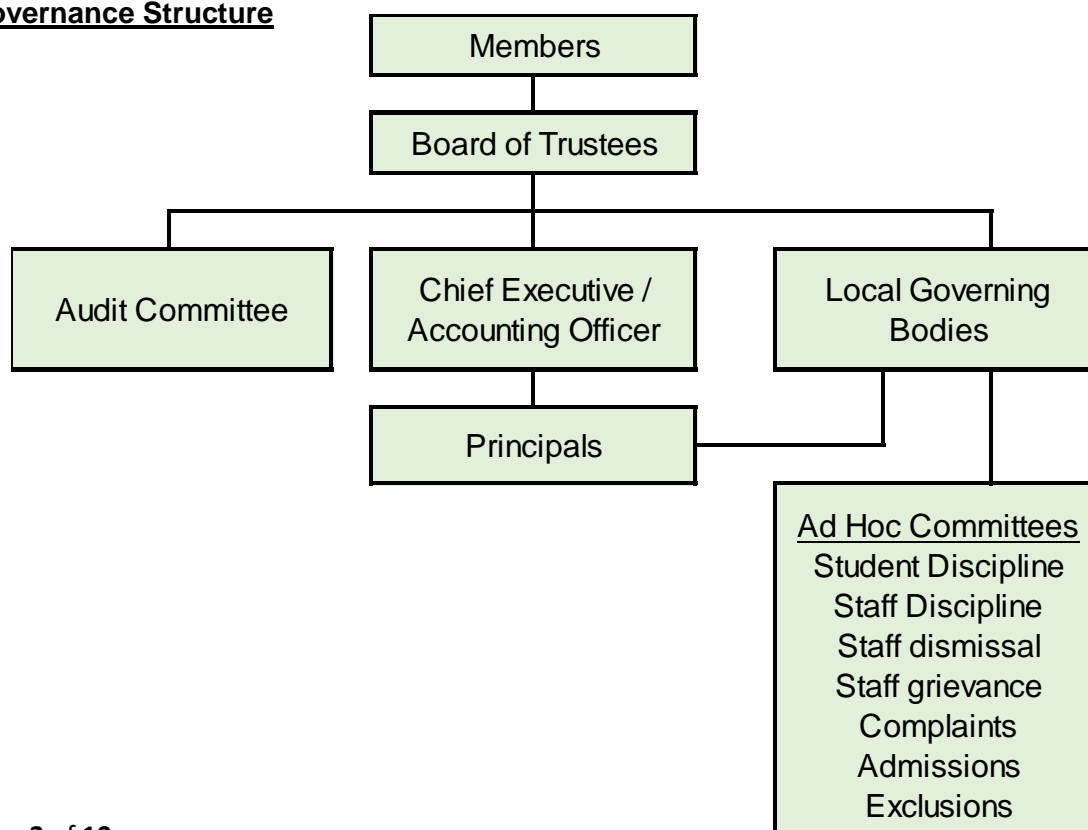
In this scheme of delegation, the Trust Board delegates responsibility for the performance of the Trust, including the performance of the academies within the Trust, to the CEO and committees including LGBs. The powers and decision-making functions delegated to committees can be amended or revoked at the discretion of the Trust Board.

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 the Trust's academies, although this may be supplemented by monitoring reports from committees.

The CEO is performance-managed by the Trust Board and in turn the CEO performance-manages the Academy Heads alongside the relevant governing body chair.

Details of delegated functions are contained within the Trust's Delegation Matrix.

Governance Structure



The role of the Members

The Members of the Trust have a different status from Trustees. Originally, they will have been the signatories to the memorandum of association and will have agreed the Trust's 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.

The Trust Board submits an annual report on the performance of the Trust to the Members. 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. Members are not permitted to be employees of the academy trust.

The role of the Trustees

The Trustees are charity trustees (within the terms of section 177(1) of the Charities Act 2011) as well as Directors of the company limited by guarantee 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 academies within the Trust and as such must:

- Ensure clarity of vision, ethos and strategic direction
- Hold the executive to account for the educational performance of the schools and their pupils, and the performance management of staff
- Oversee the financial performance of the Trust and make sure its money is well spent

Because Trustees are bound by both charity and company law, the terms 'trustees' and 'directors' are often used interchangeably.

The Trust Board is permitted to exercise all the powers of the academy trust. The Trust Board will delegate to the CEO 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, including the removal of delegated powers.

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.

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 responsibilities for academy governing committees are set out in the scheme of delegation and terms of reference.

The Trust Board may appoint committee members and committee chairs.

The role of Principals

The Principals are responsible for the day to day management of their academy.

The role of the Local Governing Body (LGB)

The role of the LGB is important in providing focussed governance for each individual academy at a local level. It monitors the academy's key performance indicators and acts as a critical friend to the Academy Heads and the senior leadership team, providing support and challenge as appropriate.

LGBs carry out their functions in relation to their respective academy on behalf of the Trust Board and in accordance with policies determined by the Trust Board. The Trust scheme of delegation sets out clearly the delegation of powers, duties and responsibilities.

The Trust Board has ultimate responsibility and accountability and retains the right to overrule a decision of the LGB and/or to remove delegated powers should they consider it to be in the best interest of the academy or the wider Multi-Academy Trust.

Delegated Responsibility Matrix

Key

Level 1 = decisions made by Trust – full Board or committee

Level 2 = decisions delegated to a local governing body

Level 3 = decisions delegated to Principal

Action Sheet Tasks	Decision Level		
	Level 1	Level 2	Level 3
Finance			
To approve the first formal budget plan each financial year	✓	x	x
To monitor monthly expenditure	✓	✓	
Miscellaneous financial decisions:			
Above set financial limit		✓	
Below set financial limit			✓
To investigate financial irregularities (head suspected)	✓	x	x
To investigate other irregularities (other suspected)		✓	✓
To enter into contracts (above set financial limit)	✓		
To enter into contracts (below set financial limit)			✓
To make payments (above set financial limit)		✓	✓
To draw up a charging and remissions policy for activities (non NC based) in consultation with the LEA		✓	
Staffing			
To develop, review and oversee implementation of the Trust Boards' personnel policies (with reference to employment law and HR guidance)	✓	x	x
Head teacher appointments (selection panel)	✓	x	x
Deputy appointments (selection panel)		✓	
Appoint other teachers (GB will be involved in the selection panel)		✓	✓
Appoint support staff (GB, may if they wish, be involved in the selection panel)			✓
To appoint teachers to leadership group (as defined by agreed staffing structure)			✓
To establish and maintain pay policies for MAT	✓		
To draft/amend and review whole school pay procedures		✓	✓
Pay discretions (the head should not advise on their own pay)		✓	✓
Establishing disciplinary/capability procedures	✓	x	x
Running disciplinary/capability process			✓
Dismissal (head)	✓	✓	x

Action Sheet Tasks	Decision Level		
	Level 1	Level 2	Level 3
Staffing (continued)			
Suspending head	✓	✓	x
Dismissal (other staff)			✓
Suspending staff (except head)			✓
Ending suspension (head)	✓	✓	x
Ending a suspension (except head)		✓	X
Determining dismissal payments/early retirement	✓		
Determining staff complement policy	✓		
Determining staff complement procedure		✓	✓
To establish and maintain a performance management policy	✓		
To implement the performance management of staff		✓	✓
To implement the performance management of the Headteachers		✓	
To draft and review a policy on absence management		✓	
Curriculum			
Ensure National Curriculum (NC) taught to all pupils (monitoring curriculum)			✓
To consider any disapplication for pupil(s)			✓
To draft curriculum policy			✓
To implement curriculum policy			✓
To agree or reject and review curriculum policy		✓	
Responsible for standards of teaching			✓
To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)		✓	✓
Responsibility for individual child's education			✓
Provision of a sex education policy – make and keep up to date a written policy			✓
To prohibit political indoctrination and ensuring the balanced treatment of political issues			✓
To monitor and review implementation of the curriculum policy	✓		
To ensure that the school meets for 380 sessions in a school year		✓	✓
To set the times of school sessions and the dates of the school terms and holidays	✓		
To ensure that the curriculum contributes to community cohesion	✓	✓	
To ensure that only approved external qualifications and syllabuses are offered to pupils of compulsory school age	✓	✓	

Action Sheet Tasks	Decision Level		
	Level 1	Level 2	Level 3
Curriculum (continued)			
To set and publish targets for pupil achievement		✓	
To review and amend curriculum policies			✓
To ensure that the school appoints a SENCO		✓	
To review (amend) and monitor the school's SEN policy		✓	
To discharge other duties in respect of pupils with special educational needs		✓	✓
To review (amend) and monitor the Board of Directors' other policies to ensure inclusion (in regard to gender, social disadvantage, race equality and disability discrimination)		✓	
To monitor pupil achievement against set targets		✓	
To approve off-site visits and activities of up to 1 day			✓
To approve off-site visits and activities of more than 24 hours or which involve a hazardous pursuit or journey by air or sea		✓	
Premises			
To obtain buildings insurance	✓	✓	
To develop a school buildings strategy (including repairs) and contributing to Asset Management Planning arrangements	✓	✓	
To procure and agree a maintenance strategy for new buildings including developing a properly funded maintenance plan	✓	✓	
To recommend a hiring policy to the Board of Directors and to oversee its implementation		✓	✓
To approve hiring policy and charges	✓	✓	
Health & Safety			
To implement H&S arrangements	✓	✓	
To monitor health & safety arrangement		✓	
To ensure that suitable risk assessments are prepared and action taken to minimise risk			✓
To monitor accident book and agree appropriate action		✓	
Behaviour			
To determine a discipline policy		✓	
Headteacher has powers to search, with or without consent, a pupil whom they reasonably suspect is carrying a knife or other weapon.			✓
To exclude a pupil for one or more fixed terms (not exceeding 45 days in total in a year) or permanently			✓
To direct reinstatement of excluded pupils		✓	x

Action Sheet Tasks	Decision Level		
	Level 1	Level 2	Level 3
Behaviour (continued)			
To review the use of exclusion and decide whether or not to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 5 days in total in a term or would lose the opportunity to sit a public examination.	x	✓	x
To review the overall pattern and use of exclusions within the school	✓	✓	
To monitor and review pupil attendance	✓	✓	
To set attendance targets		✓	
To decide whether parenting contacts should form part of the school's		✓	
To implement parent contracts			✓
Admissions			
To consult annually before setting an admissions policy	✓	✓	x
To appeal against LEA directions to admit pupil(s)		✓	x
Religious education			
Responsibility for ensuring provision of RE in line with school's basic curriculum (implementation)			✓
To ensure provision of RE in line with school's basic curriculum (monitoring)		✓	
Insurances			
Buildings insurance	✓		
Strategy (including budgeting for repairs etc.) and Asset management plans			
To ensure health & safety issues are met		✓	
School organisation			
To draw up instrument of government and amendments thereafter	✓		
To publish proposals to change category of school	✓		
To draft a school action plan following OFSTED inspection and distribute copies to parents	✓	✓	
To ensure that recommendations following Ofsted inspection are incorporated into the school business and development plan/school improvement plan	✓	✓	✓
To prepare and review a strategy for school improvement		✓	✓
To agree priorities for the school improvement plan		✓	✓
To approve school improvement plan	✓	✓	
To monitor school improvement plan	✓	✓	
To provide information to be published by governing bodies (in so far as approval of the school prospectus)		✓	

Action Sheet Tasks	Decision Level		
	Level 1	Level 2	Level 3
Pupil Welfare			
To decide the content, presentation and cost of school food, and where there is a cash cafeteria system, set the standard meals allowance for those entitled to free meals. To ensure provision of free school meals to those pupils meeting criteria			✓
To ensure that school policy and procedure for Looked After Children are consistent with measures set out in the statutory guidance		✓	
To decide whether to appoint a designated Director of Safeguarding Children or to retain as a full Board of Directors task	✓		
To carry out annual review of Safeguarding Children and Child Protection policy and procedures and report to the Board of Directors		✓	
Procedures			
To appoint (and remove) the chair and vice-chair of a permanent or temporary governing body	✓	✓	
To appoint and dismiss the clerk to the governors	✓		
To appoint and remove Directors	✓	members	
To hold a Trust/governing body meeting once a term, or a meeting of the temporary governing body as often as occasion may require	✓	✓	
To set up a Register of Governors' Business Interests	✓		
To approve and set up an Expenses scheme	✓		
To discharge duties in respect of pupils with special needs by appointing a "responsible" person			✓
To consider whether or not to exercise delegation of functions to individuals or committees	✓		
To regulate the GB's procedures where not set out in law) e.g. Standing Orders	✓		
To review at least once a year the establishment, terms of reference and membership of committees	✓		
To agree a policy and protocol for Director visits to the school	✓		
Community			
To plan and coordinate strategies by which the Board of Directors can demonstrate its accountability and consult parents and community	✓		
To consider matters relating to the role of the school in the community, including public relations	✓		
To ensure that the school contributes to community cohesion	✓	✓	

Action Sheet Tasks	Decision Level		
	Level 1	Level 2	Level 3
Extended schools			
To research and review the opportunities/challenges arising from extended school provision (from a pupil learning perspective)	✓		
To research and review the opportunities/challenges arising from extended school provision (from a premises and resources perspective)	✓		
To decide to offer additional activities under extended schools provision – or to cease provision		✓	
To put into place additional services provided		✓	
To ensure delivery of services provided		✓	