



Learners' Trust – Scheme of Delegation

2025 Edition (last updated June 2024)



Precursor: Scheme of Delegation on two pages – a ‘bird’s eye’ view

The following is a high level, ‘at a glance’ overview of the Learners’ Trust Scheme of Delegation. Following an external review of governance in the summer of 2022, it was recommended that an abridged overview of the Scheme be made available by Trustees. This two-page overview doesn’t seek to determine the small detail, it purely illustrates the governance structure that exists within the MAT and provides a flavour of the delegated responsibilities that sit at each respective layer.

Level of Governance within the Learners’ Trust	Illustrative examples of rights and responsibilities	Role and responsibilities summary statement (with direct reference to the DfE’s Academies Handbook where relevant)
Members	Appointment of external auditors, hold Trustees to account for their performance or the performance of the MAT in general etc.	<p>Every trust has members who have a similar role to shareholders of a company limited by shares. They:</p> <ul style="list-style-type: none"> • are the subscribers to the memorandum of association (where they are founding members) • may amend the articles of association subject to any restrictions created by the funding agreement or charity law • may, by special resolution, appoint new members or remove existing members other than, where there is one, the foundation/sponsor body and any members it has appointed • have powers to appoint trustees as set out in the trust’s articles of association and powers under the Companies Act 2006 to remove trustees • may, by special resolution, issue direction to the trustees to take a specific action • appoint the trust’s external auditors and receive (but do not sign) the audited annual report and accounts (subject to the Companies Act) • have power to change the company’s name and, ultimately, wind it up.
Trustees	Setting the strategic vision, holding Executive Leaders and the wider Executive Team to account, having oversight of financial reports in order to challenge and support.	<p>The trustees should focus on three core functions:</p> <ul style="list-style-type: none"> • ensuring clarity of vision, ethos and strategic direction • holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff • overseeing and ensuring effective financial performance.



CEO and Executive Team	Challenging and supporting headteachers and senior leaders to ensure children get the very best educational experiences, opportunity and CHOICES.	Delivery of the strategic vision on behalf of the Trustees, including the oversight, performance and quality assurance of the work of a number of schools.
Headteachers and Senior Leaders	Operationally manage staffing deployment, school-led strategies and delegated budget within the culture of CHOICES.	Delivery of the operational day-to-day, smooth and effective running of an individual school in-line with the Trust's and school's strategic priorities.
School Champions Board	Undertake school visits to triangulate information, challenge and support the headteacher during School Champions meetings, ask questions to Trustees where appropriate. Operate within the trust culture of CHOICES.	Monitor an aspect of the school's work, in order to gain a further understanding of it, in order to provide a platform for support and challenge.



Scheme of Delegation

Introduction

The Scheme of Delegation has been developed to define the responsibilities and powers of Members, Directors, Local Boards and employees of Learners' Trust in respect of key aspects of the management of the Trust and its academies. At the heart of this document is a desire to enable CHOICES (C**o**n**n**ected **H**elpful **O**rganised **I**nformed **C**andid **E**ffective **S**imple) in line with the Trust's vision statement and, on a more fundamental level, to ensure clarity, transparency and consistency of approach across the organisation. Against this philosophical background, the Scheme of Delegation also helps to support the Trust's adherence to statutory guidance and its compliance with the relevant legal duties.

It sits alongside the MAT Financial Scheme of Delegation which covers all financial delegations and the suite of policies through which the Trust operates, which in turn further define individual and collective roles and responsibilities. The MAT Financial Scheme of Delegation information and other relevant policies are intended to be used *in conjunction* with the Scheme of Delegation. Content from these sources is therefore not repeated within this document.

The responsibilities set out in the Scheme of Delegation are assigned to the specific committees and any individual/s unless otherwise directed or agreed by the Board of Directors (referred to as the 'Trustees' throughout this document, commonly referred to as 'the Board' or 'Directors' elsewhere). For the avoidance of doubt, the terms 'Directors', 'Board' and 'Trustees' are used interchangeably in various national guidance documents, but have the same meaning. Similarly, the terms 'Governing Body', 'Local Board' and 'School Champions' are also interchangeably used. They too have the same meaning. 'School Champions' is the preferred term of the Trust and is used when describing schools already within the Trust throughout the Scheme of Delegation.

Delegations cannot be exercised other than by the designated committee or individual unless otherwise directed or agreed by the Trustees in advance.

The Chair or, in the absence of the Chair, Vice-Chair has power to carry out functions of the Trustees or School Champions in exceptional circumstances. For instance, where a delay in exercising a function is likely to be seriously detrimental to the interests of the Trust, school, a member of staff, a parent or pupil at



the school. However, this power does not include matters such as, but not limited to, the alteration and closure of the school, a change of school category, approval of budget, disciplinary policies and admissions.

In the absence or incapacity of the Headteacher, the delegations to the Headteacher stand delegated to the school's Trust Partner unless otherwise directed or agreed by the CEO.

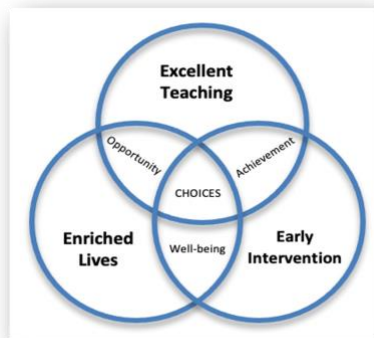
Where appropriate, specific reference is made to the [Academy Trust Handbook](#).

General principles aligned to our Mission, Culture and Strategy

Mission

We will use **collaboration** to:

- **Deliver excellent teaching** through effective professional learning communities;
- **Enrich lives** through inspiring curriculum experiences;
- **Ensure early intervention** through equity for all learners and intervening at the earliest possible opportunity.



General principles that underpin our mission are:

- safeguarding is a vital and integral part of the Trust's everyday work. It is of paramount importance in everything that is done and will remain high-



profile at all times;

- all representatives of the Trust will adopt a nuanced and targeted approach to tackling discrimination, inequality and prejudice wherever it occurs in order to form positive, productive and tolerant connections between people and eradicate hate and ignorance;
- every child has the right to the highest quality academic, social, emotional, spiritual and physical education;
- high quality intervention will be provided where appropriate to ensure that the learning, welfare and well-being needs of all pupils are met at the earliest opportunity;
- the Trust will aim to identify and foster the passions that motivates each child. Fundamentally this means working together so that children enjoy learning and want to go to school.

Culture

Through our behaviours we will be:

Connected (developing positive, well maintained and productive relationships)

Helpful (embracing servant leadership and using initiative to solve problems)

Organised (employing efficient strategies and trusting colleagues to deliver)

Informed (sharing information openly, broadly and deliberately)

Candid (disagreeing openly and compassionately)

Effective (retaining only our best elements and seeking continuous improvement)

Simple (avoiding complexity and increasing clarity)



General principles that underpin our culture are:

- the needs of children will be at the heart of every decision taken and the CHOICES culture will permeate all aspects of our work;
- there will be clear structures in place to ensure that the voices of all children, young people and other stakeholders within the Trust are heard and



valued.

Strategy

We will:

- **Bring sensible alignment and create capacity** for all schools
- **Seek continuous improvement** through marginal gains
- **Ensure support is bespoke and responsive to need**
- **Employ and invest in purpose driven, passionate educators**

Marginal Gains – The process of continual improvement through constant incremental gains

General principles that underpin our strategy are:

- all Trustees, School Champions members and professionals working for the Trust will accept and embrace their professional responsibility to care for every child and young person within the Trust and locality. They will be open to change, treating all within the wider community with dignity and respect at all times;
- the Trust will operate an 'audit culture' that monitors the key aspects of school performance through the function of the Central Team, most notably in an educational sense via the Trust Partners, who will strive to identify strengths and areas for development and improvement in each school setting;
- Learners' Trust will continually strive to be an employer of choice and value the contribution, welfare and well-being of its workforce;
- the partnership between the Trust and schools will cherish and seek to protect each school's distinctive ethos and identity, whilst at the same time recognising the power of working collaboratively within aligned systems and structures that a connected family of MAT schools can offer;
- where alignment and centralisation occur within the Learners' Trust, it will exist for purposes of risk mitigation, efficiency and in the interests of the wider organisation as a whole;
- Learners' Trust will unashamedly champion equity for all schools. Fundamental to this is an understanding that the schools are the Trust and the Trust



is the schools. Why we do things, what we do and how we do it affects and impacts upon others, both within and outside of the organisation;

- the Trust is the statutory body for all the schools within the Trust;
- the Secretary of State for Education has entered into an agreement with the Trust to run the schools in the MAT. The Trustees therefore act as the ultimate responsible body for the standards and operation of all schools across the Trust;
- the Members, Trustees and School Champions will work collaboratively, within a climate of healthy professional support, challenge and 'critical friendship';
- the Trustees will make decisions on matters which affect all academies in the Trust;
- School Champions will operate within the framework identified within the School Champions Handbook. Their core function will be to 'monitor an aspect of the school's work, in order to gain a further understanding of it, in order to provide a platform for support and challenge';
- School leaders will have, where possible, delegation of responsibility and decision making for the strategic direction and day-to-day operation of their schools. The Trustees, CEO and Trust Partners reserve the right to intervene if there is appropriate cause for concern in terms of school performance, financial indicators, associated risk or for any other reason that could be perceived by the Trustees, CEO or Trust Partner to reputationally damage either the school, MAT or both;
- the Trustees will take action, including the partial or full withdrawal of responsibilities, if it has evidence to suggest that an individual, group or whole body of School Champions are failing to carry out their duties effectively in relation to the Code of Conduct or the Scheme of Delegation;
- the Trust will endeavour to preserve Local Board's composition of members of schools judged to be 'Good' or better by OfSTED who are joining the Trust, where possible. Exceptions to this include, but aren't limited to, where alterations are required in order to comply with legal or statutory requirements, or to ensure overall operational effectiveness. Where schools are judged to 'Require Improvement' or have been deemed 'Inadequate' by OfSTED, the Local Board arrangements will be considered on a case-by-case basis. The Trust Partner will initially be involved in monitoring this, however, in these circumstances, both the CEO and representatives from the Trustees reserve the right to intervene at Local Board level at any point, for any reason. Where the Secretary of State has put in place an Interim Executive Board (IEB), the Trust will request some type of formal representation on the IEB prior to conversion (one or more of Trust Partner, CFO, CEO, or Trustee member/s). This will be negotiated in partnership



with the DfE;

- the Trustees will only consult School Champions in highly exceptional circumstances before putting in place any arrangements which directly affect either individual or all schools. Trustees will make decisions on policy or procedural matters. Trustees have no *requirement* to consult and, where this is entered into, it will be done at their discretion.



On the following pages are the key areas of the scheme of delegation and information about who is responsible and who is accountable. The key below provides an explanation of each area of activity.

Responsible (R)

The person/ group who is ultimately accountable for the process, service or task being designed appropriately

Monitor (M)

The person/ group who are not directly involved with carrying out the task, but who ensure, at a strategic level work is impacting on standards.

Approve (A)

The person/ group responsible for the final decision on the process, service or task

Consulted (C)

The person/ group who are not directly involved with carrying out the task, but who are consulted; may be a stakeholder or subject matter expert.

Deliver (D)

The person/ group who actually carries out the process or task assignment ensuring the job gets done



Notable changes from previous iterations of the Scheme of Delegation

Under previous iterations of the Scheme of Delegation the notation 'I' was used to represent 'Informed'. In an early update to the Scheme (September 2020) it was decided that all groups listed within the table below *may* be informed, at an appropriate level of detail about each matter, at any given time. Therefore, there are circumstances where 'I' can apply to every delegated function, but there are also circumstances where individuals or groups do not have the automatic right to 'I'. Examples of this may include, but aren't limited to, specific detail relating to individual cases of ongoing disciplinary investigation, where 'I' would not be appropriate for certain groups.

In more recent updates (July 2022 and June 2024) greater clarity and transparency is provided around centralised function, Trust-wide alignment and the decision-making powers of Trustees. There's a complete openness and honesty about the vast majority of delegated power and function that sits with Trustees, and not locally with School Champions Boards. This is reflected nationally, most notably in the language used in the latest edition of the DfE (2020) 'Academies Handbook':

'As the accountable body, the board is the key decision maker. It may delegate operational matters to executive leaders and governance functions to committees (including local governing boards (LGBs) in MATs) or in some cases to individuals, but the board as a corporate entity remains accountable and responsible for all decisions made and executive leaders operate within the autonomy, powers and functions delegated to them by the board.' (p.19)

In the current version of the Scheme of Delegation the Members column remains. Following an external review of governance in the summer of 2022, it was suggested that this might be helpful in illustrating the separation between Members and Trustees, as well as precisely defining the contribution Members make to the wider governance structure within the MAT. Members scrutinise the effectiveness of the work of the board and Trust as a whole. Their primary function is to provide broad, strategic oversight of the organisation. 'Local Board' is termed 'School Champions' purely for consistency purposes and to reflect the language used in the Trust's most recent documentation.



The external review of governance in June 2022 also recommended that there be a high-level overview Scheme of Delegation summary document produced. This has been developed and quality assured by the Trustees, the Governance Professional and Executive team within the MAT. It can be found at the start of this document.

'Monitor' (denoted as 'M' throughout) has been left in the Scheme of Delegation. It is important to note however that the Trustees reserve the right to 'M' for any aspect of the scheme 'by exception'. That is, if a specific detail within the scheme, in their view, presents a significant threat to the mitigation or management of risk they may choose to directly monitor that item on a temporary basis, or until they are satisfied that the level of risk has been lowered to an acceptable level. At individual school level, 'M' is taken to mean monitoring how something, for instance policy, is enacted at a local level to gain an operational understanding, rather than the monitoring of overall effectiveness and strategic impact at MAT level that would ordinarily be undertaken by Trustees. This distinction is important to keep in mind, as there will be no difference in the notation used; 'M' includes all cases.



Scheme of Delegation							
Area	Resource	Detail	Members	Trustees	CEO/ Executive Team	Headteacher/ SLT	School Champions
1. Strategic Vision	1.1 Conversion Presentation	The Trust's mission, vision, strategy		M, R, A	D	C, D	M
	1.2 Articles of Association	The Articles of Association	R, M, A	D			
	1.3 Scheme of Delegation	The Scheme of Delegation of powers and responsibilities		M, R, A	D	C	
	1.4 Strategic Improvement Plan	The Trust's goals and how they are being met		M, R, A	D	D	M
	1.5 iAbacus	The self-evaluation and risk register tool for individual and groups of schools		M, R, A	D	C	
2. Governance	2.1 Trustees Handbook	The constitution, membership and proceedings of the Trust Board (Trustees)	M	R, A, D	C		
	2.2 Trustees Handbook	Elect (or remove) the Chair and Vice-Chair of the Trustees annually		M, R, A, D	C		
	2.3 Trustees Handbook	The performance review process for the Trustees and Chair of Trustees	M	R, A, D			
	2.4 Trustees Handbook	Register of business interests for the Trust Board and Trustees		M, R, A, D			
	2.5 DfE Guidance	Changes in the times of school sessions and dates of terms and holidays		A	M	R	
	2.6i Policy Schedule	i) The strategic formulation and roll-out of Trust-wide policies and procedures		A, R, M	R, C, D	D	



Scheme of Delegation

Area	Resource	Detail	Members	Trustees	CEO/ Executive Team	Headteacher/ SLT	School Champions
	2.6ii Policy Schedule	ii) The operational implementation of Trust-wide policies and procedures			M, A, R	R, C, D	M
3. Growth	3.1 Trust Board presentations	The development and implementation of a Trust growth strategy/intention		R, A, M	C, D		
4. Financial Stability	4.1 CFO	To provide Financial support to all schools within the Trust on a 1:18 ratio		R, A, M	D	C	
	4.2 Financial Procedures Policy	Compliance with the Academy Handbook and associated ESFA requirements		M, A	R, D	C	
	4.3 Financial Procedures Policy	Financial Policies and Procedures		M, A	R, D	D	
	4.4 Financial Procedures Policy	Banking arrangements		A, M	R, D		
	4.5 Board	Appoint and remove auditors, accountants, company secretary, clerk, accounting officer, principal finance officer, independent peer reviewer (responsible officer)	R	M, A	D		
	4.6 CFO	Actions that should be taken following the findings made by the auditors and the auditor's management letter, and any other financial reviews		A, R, M	D		
	4.7 Accounts Return	Trust's annual accounts and report of the Trustees		A, M	R, D		
	4.8 Trustees	Academy financial contributions to the management and governance costs of the Trust (Central Services recharge and Community Curriculum)		M, R, A	C, D	C	



Scheme of Delegation

Area	Resource	Detail	Members	Trustees	CEO/ Executive Team	Headteacher/ SLT	School Champions
4. Financial Stability	4.9 CEO	Determine which goods, works, and services will be procured centrally on behalf of all individual schools within the Trust		M, A	A, R, D	C	
	4.10 CFO	Fees and charges for school services, including but not limited to school meals, school visits, music tuition and the hire of school premises and facilities			A, R, M	D	
	4.11 CFO	Monitor pupil/student admission preferences and forecast admission numbers			R, M	C	M
	4.12 CFO	Agree the consolidated budget for schools within the Trust		A	R, M	C	M
	4.13 CFO	The reserves policy of the Trust and its academies		M, R, A	D	C	
	4.14 CFO	The Trust consolidated financial budget for the following year		M, A	R, D		
	4.15 COO	Income generation for the schools in the Trust, including lettings income, grants, fund raising and sponsorship opportunities and support the work of local PTAs/ Parents Associations in their fundraising activities		M	R, D	C	M
	4.16 CFO	Identify the risks to internal financial control across the Trust and agree a programme of work that will address these risks		M, A	R, D	C	
	4.17 COO	The appointment of contractors/ let tenders		M, A	R, D		
5. Operational Management	5.1 CEO	The Central Team structure and growth		M, A	R, D		
	5.2 COO	The performance of external providers e.g. bankers, services provided under SLAs		M, A	R	C	



Scheme of Delegation

Area	Resource	Detail	Members	Trustees	CEO/ Executive Team	Headteacher/ SLT	School Champions
	5.3 CFO	The levels of insurance cover for the Trust's assets		M, A	R, D		
	5.4 Board/HR Officer	The final appeal body in matters of pay and staff discipline		A, M, R, D	C	C	
	5.5 Local Authority Admissions	The admissions authority for individual schools within the Trust		A, M, R	D	C	
	5.6 CFO (or in the case of CFO, CEO or other nominated financial specialist)	To investigate financial irregularities		A, M	R, D, M	M, C	
6. Reputational Management	6.1 COO	Marketing and communications plan to promote the academies as the destination of choice for local parents, and to increase income		M	A, R, D	C, D	
7. Quality Assurance	7.1 iAbacus, Basecamp, Trust Partner	Strategy: The Trust ensures that schools have a robust organisational approach in place to deliver challenge and support for each school		M	A, R, D	C	M
	7.2 iAbacus, Basecamp, Trust Partner	Strategy: The Trust has a common understanding of what highly effective performance is		M	A, R, D	C	M
	7.3 iAbacus, Basecamp, Trust Partner	Strategy: The Trust has ensured that there is a pattern of consistent quality assurance		M	A, R, D	C	M
8. Risk Management	8.1 iAbacus	Establish and monitor a strategic risk register at Trust level		A, R, M	D	C	



Scheme of Delegation

Area	Resource	Detail	Members	Trustees	CEO/ Executive Team	Headteacher/ SLT	School Champions
8. Risk Management	8.2i Policy	i) Preparation of a disaster recovery/ business continuity plan for the Trust		M, A	R, D		
	8.2ii Policy	ii) Preparation of a disaster recovery/ business continuity plan for individual schools within Trust			M, A	R, D	
	8.3i Policy/ Website	i) The creation of a Code of Conduct for the Trustees, Central Team, Staff and School Champions		A, R, M	D	C	
	8.3ii Policy/Website	ii) The implementation of a Code of Conduct for the Board, School Champions and Staff		M, A	R, D	R, D	M
	8.4i Policy/ Website	i) The strategic formulation and roll-out of compliant SAR and ICO related publication scheme and procedures		A, R, M	R, C, D	D	
	8.4ii Policy Website	ii) The operational implementation of compliant SAR and ICO publication scheme and procedures Trust-wide policies and procedures		M	M, A, R	M, R, C, D	
	8.5i Policy	i) The strategic formulation and roll-out of compliant Health and Safety risk assessments for the Trust and individual schools within the Trust		A, R, M	R, C, D	D	
	8.5ii Policy	ii) The operational implementation of compliant Health and Safety risk assessments for the Trust and individual schools within the Trust		M	M, A, R	M, R, C, D	M
	8.6i Policy/ Website	i) The strategic formulation and roll-out of compliant GDPR and Data Protection procedures for the Trust and individual schools within the Trust		A, R, M	R, C, D	D	
	8.6ii Policy/ Website	ii) The operational implementation of compliant GDPR and Data Protection procedures for the Trust and individual schools within the Trust		M	M, A, R	M, R, C, D	M



Scheme of Delegation

Area	Resource	Detail	Members	Trustees	CEO/ Executive Team	Headteacher/ SLT	School Champions
8. Risk Management	8.7i Policy/ Website	i) The strategic formulation and roll-out of the Complaints policy and procedure for the Trust and individual schools within the Trust		A, R, M	R, C, D	D	
	8.7ii Policy/ Website	ii) The operational implementation of the Complaints policy and procedure for the Trust and individual schools within the Trust		M	M, A, R	M, R, C, D	M
	8.8i Policy/ Website	i) The strategic formulation and roll-out of the statutory Relationships and Sex Education policy for the Trust and individual schools within the Trust		A, R, M	R, C, D	D	
	8.8ii Policy/ Website	ii) The operational implementation of the Relationships and Sex Education policy for the Trust and individual schools within the Trust		M	M, A, R	M, R, C, D	M
	8.9i Policy/ Website	i) The strategic formulation and roll-out of the Accessibility Plan for the Trust and individual schools within the Trust		A, R, M	R, C, D	D	
	8.9ii Policy/ Website	ii) The operational implementation of the Accessibility Plan for the Trust and individual schools within the Trust		M	M, A, R	M, R, C, D	M
	8.10i Policy	i) The strategic formulation and roll-out of the Appraisal policy and procedures for the Trust and individual schools within the Trust		A, R, M	R, C, D	D	
	8.10ii Policy	ii) The operational implementation of the Appraisal policy and procedures for the Trust and individual schools within the Trust		M	M, A, R	M, R, C, D	M
	8.11i Policy/ Website	i) The strategic formulation and roll-out of Equality information and objectives (public sector equality duty) statement for publication on behalf of the Trust and individual schools within the Trust		A, R, M	R, C, D	D	



Scheme of Delegation

Area	Resource	Detail	Members	Trustees	CEO/ Executive Team	Headteacher/ SLT	School Champions
	8.11ii Policy/ Website	ii) The operational implementation of Equality information and objectives (public sector equality duty) statement for publication on behalf of the Trust and individual schools within the Trust		M	M, A, R	M, R, C, D	M
	8.12 Headteacher, IT@, COO	School information published on Trust website		C	A, M	R, D	
	8.13i Policy/ Website	i) The strategic formulation and roll-out of Child Protection policy and procedures for the Trust and individual schools within the Trust		A, R, M	R, C, D	C, D	
	8.13i Policy/ Website	ii) The operational implementation of Child Protection policy and procedures for the Trust and individual schools within the Trust		M	M, A, R	M, R, C, D	M
	8.14i Policy/ Website	i) The strategic formulation and roll-out of the Whistle-Blowing policy and procedures for the Trust and individual schools within the Trust		A, R, M	R, C, D	D	
	8.14ii Policy/ Website	ii) The operational implementation of the Whistle-Blowing policy and procedures for the Trust and individual schools within the Trust		M	M, A, R	M, R, C, D	M
	8.15i Policy/ Website	i) The strategic formulation and roll-out of the Statement of procedures for dealing with allegations of abuse against staff for the Trust and individual schools within the Trust		A, R, M	R, C, D	D	
	8.15ii Policy/ Website	ii) The operational implementation of the Statement of procedures for dealing with allegations of abuse against staff for the Trust and individual schools within the Trust		M	M, A, R	M, R, C, D	M



Scheme of Delegation

Area	Resource	Detail	Members	Trustees	CEO/ Executive Team	Headteacher/ SLT	School Champions
	8.16 Facilities Manager	Buildings: to provide premises management support to all schools within the Trust on a 1:36 ratio		R, A, M	D	C	
	8.17 CEO	Buildings: Plans for the purchase or disposal of any freehold property, and for granting or taking up of leasehold or tenancy of land or buildings		A, R, M	D		
	8.18 COO	Buildings: Recommendations for the future premises provision and development of a five-year asset management plan		A, M	R, D	C	
	8.19 COO	Buildings: Proposals for bidding and the use of capital funding for the individual school to the Trustees		A, M	R, D	C	M
	8.20 COO	Buildings: The appointment of architects, builders, grounds maintenance teams, surveyors etc. and monitor all aspects of their work		M	A, R	M	M
	8.21 COO	Buildings: Let and monitor the contracts for building maintenance and estates management for all individual schools		A, M	R, D	C	
	8.22 Health and Safety Audit	Buildings: Risk assessments to manage health and safety in all individual schools		M	A, R, M	C	
	8.23 Contractors SLA	Buildings: Premises staff are adequately trained			R, M	D	
	8.24 COO	Buildings: Collation of premises management documents			R, M, D		
	8.25 HR Officer	HR: to provide HR support to all schools within the Trust on a 1:18 ratio		R, A, M	D	C	



Scheme of Delegation

Area	Resource	Detail	Members	Trustees	CEO/ Executive Team	Headteacher/ SLT	School Champions
	8.26 HR Officer	HR: The recruitment, induction, training, CPD, wellbeing and other HR processes for all staff within the Trust at a strategic level		A, M	R, D	D	
	8.27i Staff Absence Management Policies	i) The strategic formulation and roll-out of the Staff absence Management policy and procedure for the Trust and individual schools within the Trust		A, R, M	R, C, D	D	
	8.27ii Staff Absence Management Policies	ii) The operational implementation of the Staff absence Management policy and procedure for the Trust and individual schools within the Trust		M	M, A, R	M, R, C, D	M
	8.28i Discipline, conduct and grievance policies	i) HR: The strategic formulation and roll-out of Procedures for addressing staff discipline, conduct and grievance for the Trust and individual schools within the Trust		A, R, M	R, C, D	D	
	8.28ii Discipline, conduct and grievance policies	ii) HR: The operational implementation of Procedures for addressing staff discipline, conduct and grievance for the Trust and individual schools within the Trust		M	M, A, R	M, R, C, D	M
	8.29 Trust Values	HR: Determination of the Pay Policy for the Trust (including Executive Pay)		A, R, M	D		
	8.30 Pay Policy, Appraisal Policy	HR: The Trustees will have independent HR advice and the freedom to nominate an independent specialist external advisor when setting and reviewing the appraisal objectives of the CEO		M, D, R, A	C		
	8.31 Pay Policy, Appraisal Policy	HR: The Trustees will have independent HR advice and access to (including representation at the setting/review process should they choose) the		M, A	D, R, C		



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Area	Resource	Detail	Members	Trustees	CEO/ Executive Team	Headteacher/ SLT	School Champions
		appraisal objectives of the Trust Partners and others within the Central Team					
	8.32 Pay Policy, Appraisal Policy	HR: To ratify appropriate salary ranges and starting salaries for Lead Practitioners, and members of the leadership group		A, R, M, D			
	8.33 Pay Policy, Appraisal Policy	HR: To ratify annual pay progress for teachers (by 31 October at the latest) as set out in the Pay Policy			M	R, A, D	M
	8.34i Pay Policy, Appraisal Policy	HR: To approve annual pay progression for the headteachers and Central Team, including TBMs, COO, CFO, TPs and the CEO (by 31 December at the latest)		M	A, R, D		
	8.34ii Pay Policy, Appraisal Policy	HR: To approve annual pay progression and set objectives for Headteachers (by 31 December at the latest)		M, A	R, D	C	M
	8.35 Trust Values	HR: To determine the application of national inflationary increases as required		M	A, R, D		
	8.36 Trust Partner/ HR Officer	HR: Workforce remodelling/ seeking and ensuring cross-academy collaborations for efficiency and effectiveness		M	R, A, D	C	
	8.37 HR Officer	HR: Payment made in respect of dismissal, or to secure the resignation of a member of staff (includes early retirement and redundancies) and the amount of any such payment (including severance payments).		M	R, A, D	C	
	8.38 HR Officer in conjunction with TPS	HR: To decide whether to grant early retirement to teachers		M	R, A, D	C	



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Area	Resource	Detail	Members	Trustees	CEO/ Executive Team	Headteacher/ SLT	School Champions
	8.39 Pay Policy, Appraisal Policy	HR: Applications to be paid on the Upper Pay Range			M	R, A, D	
	8.40 HR Officer	HR: Ensure all staffing structures and appointments are in line with the staffing establishment and the Scheme of Financial Delegation		M	A	R, C, D	
	8.41 HR Officer	HR: Procedures for the appointment of senior staff at the schools		M	A, R	D, C	
	8.42 HR Officer	HR: Participate in the recruitment panel for positions of Executive Leaders (e.g. Trust Partners) and/or Headteachers		M, R, A	R, D		
	8.43 HR Officer	HR: Confirming the appointment of a Head Teacher or senior leaders in academies			A, R, D	M	
	8.44 Inventory/ Integris	HR: Ensure a Central record of recruitment and vetting checks is in place			M	A, R, D	M
9. Talent Management	9.1 Vision, aims and values documentation	Strategy: The Trust is building a culture that identifies people's skills and interests and engages staff at all levels		M	R, D, A	C, D	M
	9.2 Succession planning documentation, Learners First/HE partnerships	Strategy: The Trust has a well-developed strategy for developing staff across their careers, from ITT, ECT to those with established careers in the profession.		M	R, D, A	C, D	M
	9.3 Succession planning documentation	Strategy: The 'rule of three' (weeks/ months/ years) for key posts in the Trust is in place for the Trust and individual schools		M	R, D, A	C, D	
	9.4 Succession planning documentation	Strategy: The Trust has plans to recruit the education, finance, human resources and business experience appropriate to the size of the Trust		M, A	R, D	C	



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Area	Resource	Detail	Members	Trustees	CEO/ Executive Team	Headteacher/ SLT	School Champions
	9.5 Board member/s	The Trustees will have at least one representative on all Central Team/Executive Team appointments and reserve the right to have representation on any appointment to individual schools (although this would usually be in the appointment of Headteachers only)		M, A, D	R, D	C	
	9.6 Human resources	Strategy: The Trust can deploy its most talented staff to work in more than one school on secondments or permanent transfers, creating career development and succession solutions		M	R, D, A	C	M
	9.7 Strategy document	Strategy: The Trust has an employer of choice strategy		M, A	R, D	C	
	9.8 DfE/RSC and other national provider training	Strategy: The Trust is building relationships across the sector with people it would potentially like to hire to the most senior and influential positions in the organisation		M	R, D, A	C	
10. School Improvement	10.1 Trust Partner	To provide leadership support through a Trust Partner at a 1:6 ratio		R, A, M	D	C	
	10.2 iAbacus	Leadership and Policy: in consultation with the Trustees, determine key performance indicators and targets for the individual school		M	R, A	C, D	M
	10.3 Visitors on Site Policy	Leadership and Policy: Day to day management of the school and day to day charge of who can enter the school premises			M	A, R, D	
	10.4 iAbacus	Leadership and Policy: The research and preparation of the school's annual self-evaluation including the analysis of performance data			A, M	R, D	M



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Area	Resource	Detail	Members	Trustees	CEO/ Executive Team	Headteacher/ SLT	School Champions
10. School Improvement	10.5 OfSTED website, Inspection documentation	Leadership and Policy: Any recommendations from OFSTED are implemented			A, M	R, D	M
	10.6 Basecamp	Leadership and Policy: Carrying out all aspects of the Head Teacher's appraisal		M	A, R, D	C	M
	10.7 Reporting document	Leadership and Policy: To approve format and ensure distribution of reports to parents			M	A, R, D	M
	10.8 Integris	Leadership and Policy: To ensure provision of free school meals to all those who meet the criteria			M	A, R, D	M
	10.9i Home-School Policy	i) Leadership and Policy: The strategic formulation and roll-out of Adoption and review of home school and elective education arrangements for the Trust and individual schools within the Trust		A, R, M	R, C, D	D	
	10.9ii Home-School Policy	ii) Leadership and Policy: The operational implementation of Adoption and review of home school and elective education arrangements for the Trust and individual schools within the Trust		M	M, A, R	M, R, C, D	M
	10.10i Safeguarding Policy	i) Safeguarding: The strategic formulation and roll-out of compliant, effective and up to date Safeguarding and Child Protection policies and procedures for the Trust and individual schools within the Trust		A, R, M	R, C, D	D	



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Area	Resource	Detail	Members	Trustees	CEO/ Executive Team	Headteacher/ SLT	School Champions
10. School Improvement	10.10ii Safeguarding Policy	ii) Safeguarding: The operational implementation of compliant, effective and up to date Safeguarding and Child Protection policies and procedures for the Trust and individual schools within the Trust		M	M, A, R	M, R, C, D	M
	10.11i Curriculum Map/ Policy	i) Safeguarding: The strategic formulation and roll-out of policies and procedures that promote Welfare, Well-being and Healthy Lifestyles for staff and pupils across the Trust and within individual schools		A, R, M	R, C, D	D	
	10.11ii Curriculum Map/ Policy	ii) Safeguarding: The operational implementation of policies and procedures that promote Welfare, Well-being and Healthy Lifestyles for staff and pupils across the Trust and within individual schools		M	M, A, R	M, R, C, D	M
	10.12 IT@ Surveys	Pupil Morale: Be responsible for collating and responding to pupil views about the work of the school on an annual basis through questionnaires and forum meetings			M	A, R, D	M
	10.13 IT@ Surveys	Pupil Morale: Check that pupils/students feel safe and secure in the individual schools within the Trust.			M	A, R, D	M
	10.14 Questionnaire Infographic Staff Forum	Staff Morale: Be responsible for collating and responding to staff views about the work of the school on an annual basis through questionnaires and forum meetings			M	A, R, D	M
	10.15 Questionnaire Infographic Parent Forum	Parent Morale: Be responsible for collating and responding to parental views about the work of the school on an annual basis through questionnaires and forum meetings			M	A, R, D	M



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Area	Resource	Detail	Members	Trustees	CEO/ Executive Team	Headteacher/ SLT	School Champions
10. School Improvement	10.16i Policy	i) Policy: The strategic formulation and roll-out of Holiday Leave and Entitlement arrangements for the Trust and individual schools within the Trust		A, R, M	R, C, D	D	
	10.16ii Policy	ii) Policy: The operational implementation of Holiday Leave and Entitlement arrangements for the Trust and individual schools within the Trust		M	M, A, R	M, R, C, D	M
	10.17 Attendance Monitoring	Attendance: To monitor attendance against targets, including Persistent Absentees		M	M	R, A, D	M
	10.18 LA Admissions	Attendance: The Admissions Policy and admit pupils whose parents have chosen the school where places are available			M	R, A, D	M
	10.19 Attendance Monitoring	Attendance: Ensure attendance register is kept, and reports produced accordingly for challenge		M	M	R, A, D	M
	10.20 Attendance Policy	Attendance: Employing attendance improvement strategies		M	M	R, A, D	M
	10.21 Curriculum Map	SMSC and Personal Development: The social, moral, spiritual and cultural education provided by the school			M	R, A, D	M
	10.22 SMSC Audit	SMSC and Personal Development: The work of the pastoral system			M	R, A, D	M
	10.23 Behaviour Policy	SMSC and Personal Development: Pupil/student welfare and reward policies and procedures			M	R, A, D	M



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Area	Resource	Detail	Members	Trustees	CEO/ Executive Team	Headteacher/ SLT	School Champions
	10.24i Behaviour Policy	i) Behaviour: The strategic formulation and roll-out of Behaviour policies for the Trust and individual schools within the Trust		M, A	M	R, A, D	M
	10.24ii Behaviour Policy	ii) Behaviour: The operational implementation of Behaviour policies for the Trust and individual schools within the Trust		M	M, A, R	M, R, C, D	M
	10.25 Suspensions and Exclusions Policy	Behaviour: The implementation of Suspensions/Permanent exclusion guidance (Suspensions and Exclusions Policy within Behaviour, see 10.24i and 10.24ii above)		M, A	M, A	R, A, D	A, M
	10.26 Suspensions and Exclusions Policy	Behaviour: Consider representations about exclusions		M	R, A, D	C	M
	10.27i Teaching and learning policy	i) Quality of Education: The strategic formulation and roll-out of Teaching and Learning policies for the Trust and individual schools within the Trust		M, A	M	R, A, D	M
	10.27ii Teaching and learning policy	ii) Quality of Education: The operational implementation of Teaching and Learning policies for the Trust and individual schools within the Trust		M	M, A, R	M, R, C, D	M
	10.28 Teaching and Learning Audit	Quality of Education: Information and data about teaching performance			M	R, A, D	M
	10.29 Trust Partner	Quality of Education: Provide support, guidance and accountability for the senior leaders on teaching and learning matters		M	R, A, D	C	M
	10.30 National guidance	Curriculum: Advise schools on the Academy's curriculum statutory obligations		M	R, A, D		M



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Area	Resource	Detail	Members	Trustees	CEO/ Executive Team	Headteacher/ SLT	School Champions
	10.31i Curriculum Policy	i) Quality of Education: The strategic formulation and roll-out of RE and Collective Worship policies for the Trust and individual schools within the Trust		M, A	M	R, A, D	M
	10.31ii Curriculum Policy	ii) Quality of Education: The operational implementation of RE and Collective Worship policies for the Trust and individual schools within the Trust		M	M, A, R	M, R, C, D	M
	10.32i EYFS Policy	i) Curriculum: The strategic formulation and roll-out of Early Years Foundation Stage (EYFS) policies for the Trust and individual schools within the Trust		M, A	M	R, A, D	M
	10.32ii EYFS Policy	ii) Curriculum: The operational implementation of Early Years Foundation Stage (EYFS) policies for the Trust and individual schools within the Trust		M	M, A, R	M, R, C, D	M
	10.33 Extended Services Report	Curriculum: Assess the impact of extracurricular activities on pupil/student attainment			M	R, A, D	M
	10.34 Pupil Premium Report	Pupil Premium: The effectiveness of policies and provision for pupils/students and the impact of targeted funding for pupil premium on pupil/student progress and attainment			M	R, A, D	M
	10.35 SEN Report	Inclusion/ SEN: Equality of access to the taught curriculum and all forms of teaching and learning			M	R, A, D	M
	10.36 SEN Report	Inclusion/ SEN: To ensure that the school has robust identification and intervention procedures in place to address the needs of all current and prospective pupils within the ethos and facilities of the school			M	R, A, D	M
	10.37 SEN Report	Inclusion/ SEN: The requirements of children with special needs are met			M	R, A, D	M



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	10.38 Sports Premium Report	Sports Premium: Use of the primary PE and sport premium and measure its impact on outcomes for pupils		M	M	R, A, D	M
	10.39 IT Technician	IT: to provide ICT support to all schools within the Trust on a 1:6 ratio		M, A	R, M	D	M
	10.40 IT Strategy	IT: ICT strategy for the Trust that maximises the use of technology in both administrative and academic settings		M	A, M	R, D	M
	10.41 COO	IT: Compatibility and integration of computer systems across all schools in the Trust to facilitate maximum efficiency and cohesiveness		M	A, M	R, D	
11. Collaborations	11.1 Network meetings, Basecamp Campfires	Consider any areas that would benefit from a MAT wide approach, including sharing of teaching and learning resources and approaches through networks and learning from existing high-quality practice		M	R, A, D	C	
12. School Performance	12.1 Hello Data	Individual school performance against approved plans and key performance indicators and targets		A, M	M	R, D	M
	12.2 Hello Data	MAT level pupil progress and attainment		M	R, A, D	C	