



Scheme of Delegation 2021

LAT033 Version 8 Updated March 2021

Approved by: Trustees 25th March 2021

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1. Guiding Principles

1.1. Learn-AT:

- is guided by its core purpose of *learning* and its core value of *fellowship*
- is committed to working collaboratively in the service of children and families in all of its academies;
- is unified by moral purpose – a belief in the power of education to transform children's life chances and choices;
- is bound by the terms of its Articles of Association to celebrate and nurture the distinctive and unique identity, ethos and character of each of its academies;
- will develop outward-looking and constructive relationships with a range of strategic professional partners;
- will recognise, celebrate and draw on internal Trust expertise and external specialists in the development of policy and practice;
- is committed to the provision of the highest quality professional learning, support and development for all staff;
- is inspired and guided by shared values held in common by the communities it serves.

1.2. In deciding levels of delegation, the Learn-AT Board of Trustees delegates responsibilities to the Local Governing Body which secure its ability to carry out authentic roles and responsibilities on behalf of its pupils, staff, families and the wider community and which enable individual schools and the wider Trust to thrive.

2. Delegation of functions in accordance with these principles

2.1. A multi-academy trust's (MAT) Board of Trustees 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. While the Board cannot ever delegate its accountability, it can delegate some of the detailed scrutiny, oversight and decision making. Many decisions will be delegated to Local Governing Bodies to the Trust Leader and to Trust Board committees (including Cluster Boards), where they exist.

2.2. Learn AT's guiding principles focus on collaboration and shared values, through which we celebrate and nurture the distinctiveness of each academy. This scheme sets out how that delegation is put into place, so that through the legal structure within which we operate, it is clear that the Local Governing Bodies, the TRUST LEADER and other senior executive officers have the power that they need to act on the Trustees' behalf.

2.3. This document is complemented by a written scheme of delegation of financial powers meeting the requirements of the Academies

Financial Handbook.

- 2.4. Procedures across each layer of governance will be streamlined so that there is no duplication of effort, for example by rewriting reports in different formats.
- 2.5. Further details of the terms and reference, roles and responsibilities of the Trust Board, its committees, including cluster boards, the academies' Local Governing Bodies and their sub-committees are outlined in the Learn-AT Governance Handbook.

3. Governance structure and lines of accountability

- 3.1. When a school first joins Learn-AT, LGBs and their governors transition to the new structure as they are. Where LGBs need to appoint new local governors, the Trustees, in consultation with LGBs, ratify all new governor appointments. The Diocese must also approve the appointment of Foundation Governors in the case of Church of England Schools. The Trustees have the right to appoint additional local governors where appropriate and to remove local governors. More information about local governor recruitment and appointments is available in the Learn-AT Governance Framework.
- 3.2. All Learn Academies Trust academies will have a Local Governing Body to which a range of decisions is delegated. Where schools share an executive headteacher, those academies may group together and the Trust may establish a Cluster Board (CB) in addition to the LGBs. The delegation of decisions between these bodies is defined in this Scheme of Delegation
- 3.3. Where the 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 a view to maintaining current levels of delegation.
- 3.4. In some circumstances the Trustees may appoint additional governors as a means of supporting decision-making within schools. However, the Trustees have the right to determine in certain circumstances that a Local Governing Body should have reduced decision-making powers. This will be unusual. A decision to remove delegated authority from a Local Governing Body will be made according to criteria outlined below. Where a school joins the Trust as a sponsored academy, however, a restricted scheme of delegation will be implemented until the school meets a range of criteria for re-instatement of delegated powers. Factors which may influence the Trustees decision about the level of delegation to each Local Governing Body include:
 - School performance
 - A recent Ofsted/DfE report
 - Financial and administrative performance

- Leadership and governance capacity and capability
 - Safeguarding and wellbeing concerns
 - Health and safety issues
 - Parental concerns/complaints
- 3.5. Learn-AT is committed to transparency in reporting. This means that reports about academies are shared with its LGB, and CB if one exists. Likewise, LGB and CB minutes are reported to the Board of Trustees.
- 3.6. With the Trust's Executive Team, the LGB and CB support the Trustees in identifying and addressing areas of concern in the academy. Where Trustees are concerned about an academy, at least one Trustee and the Trust Leader meet with representatives of the LGB to discuss the issue. The LGB would have an opportunity to consider and respond to any formal proposals for change to the scheme of delegation made by the Trustees, which would then be considered in a meeting of Trustees and LGB. Proposals for change might include additional support, additional governors, replacement governors, partial or full withdrawal of delegation.
- 3.7. The three schedules attached to this scheme demonstrate alternative approaches to delegation – with the first being the expected arrangement for all Learn-AT academies and certainly for the pioneer schools in the first instance. The second illustrates the Scheme of Delegation where there is a Cluster Board in addition to LGBs. The third schedule demonstrates a position where delegation to the Local Governing Body is significantly reduced. In any individual situation where the Trustees determine to vary delegation, a specific schedule would be set to reflect the circumstances of the school concerned. Where serious situations arise suddenly, such as gross financial mismanagement, a serious breach of safeguarding obligations or an adverse Ofsted inspection (any judgement less than good), Trustees will act swiftly to review delegated powers.

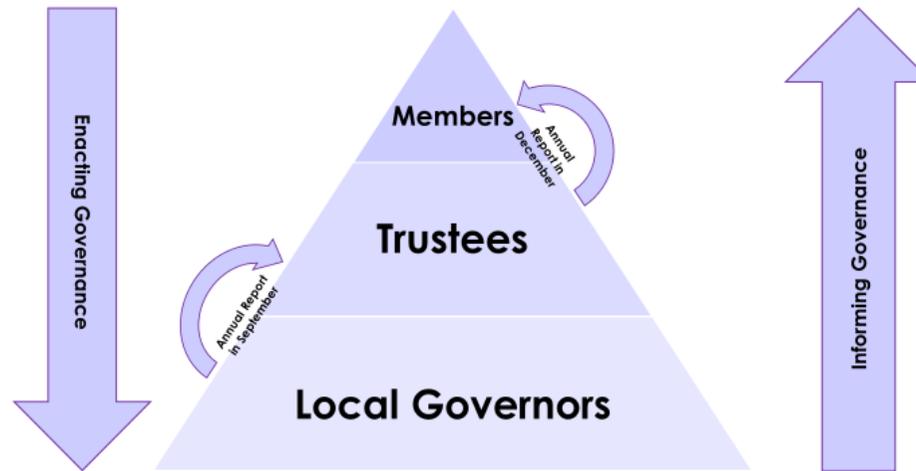
4. For those academies with local level delegation of decision-making powers

- 4.1. Local Governing Body (LGB) (and Cluster Board) responsibilities may include deciding certain policies, monitoring whether the school is working within the agreed Trust and statutory policies, whether standards are being met and if the money is being well spent. The LGB (and Cluster Board) will use its detailed knowledge and engagement with stakeholders to ensure that its school/s is/are being well served by the executive leadership. LGBs and/or Cluster Board, as Board committees, have direct access to the Trust Board if there are concerns.

5. The Trust Leader and Headteachers

- 5.1. In this Scheme of Delegation (SoD) the Trustees delegate responsibility for the performance of the Trust, including the performance of the academies within the Trust, to the Trust Leader. This means that the Trust Leader is accountable to the Board for the performance of the Trust as a whole, reporting to the Board on the performance of the Trust including on the performance of the Trust's schools, although this may be supplemented by monitoring reports from the LGBs and CBs.
- 5.2.** The Trust Leader is performance-managed by the Trust Board with support from an independent external adviser, appointed by the Board. In this scheme of delegation, the Trust Board delegates responsibility for the performance management of Headteachers to the LGB, and of Executive Headteachers to the Cluster Board, in accordance with Trust policy and with the full involvement of the Trust Leader and/or an independent external adviser, appointed by the Trust Board.

6. Reporting Arrangements



Annual Reporting Calendar

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July
	LGB/Cluster Board report to Trustees			Trustees report to Members	Discussions between LGB/Cluster Board and Trustees where appropriate			Trustees highlight any concerns to be addressed in September annual reports from LGBs/Cluster Boards		Budget setting	

7. Learn-AT Governance Structure 2021

Members												
(Guardians of Governance; safeguard the vision and ethos of the Trust; sleeping partners – appoint trustees/directors; attend the Annual General Meeting, sign off annual report and accounts)												
Director of Diocese of Leicester Board of Education - Carolyn Lewis	Diocese of Leicester: Archdeacon of Leicester, The Rev'd Richard Worsfold			Diocese of Leicester: Rt Rev Martyn Snow, Bishop of Leicester		Duncan Pickering Solicitor; National Leader of Governance			Gillian Weston Chair of Learn-AT Trustees			
Trustees (Directors of Learn-AT – a charitable company and governors of the Trust in the legal sense)												
Non-Executive Trustees										Executive Trustee	In attendance	
Sir John Dunford (School leadership and improvement)	Jeremy Benson (Educational management leadership & governance) Vice-Chair/Chair of Finance	Gill Weston (Chair) (School leadership and improvement)	Rev. Barry Hill (Team Rector of Market Harborough)	Jayesh Joshi (IT / communications)	Bobby Thandi (Finance)	Kim Stuart (LGB Chairs' Trustee)	Karen Cooper HR Specialist	Nigel Corcoran (Estates)	Natalie Packer SEND Specialist	Stef Edwards (Trust Leader)	Wayne Burbidge Director of Finance and Operations	Steve Roddy Heads' Representative
Learn-AT Academies Local Governance												
Church Langton CE Primary	Husbands Bosworth CE Primary	Market Harborough CE	Lubenham All Saints Primary	St Andrews CE Primary	South Kilworth CE Primary	Great Bowden CE Academy	Ridgeway Primary	Blaby Stokes CE Primary	Meadowdale Primary	Red Hill Field Primary		
			Cluster Board			Cluster Board						
			Chair tbc			Chair – Elspeth Williams						
LGB	LGB	LGB	LGB	LGB	LGB	LGB	LGB	LGB	LGB	LGB		
John Day Chair	John Hallissey	Joan Williams	tbc	tbc	Oliver Johnson	Elspeth Williams		Emma Palmer	Josie Harrison	Steve Orton		

8. Roles and Responsibilities

The role of the members

- 8.1. Trust members are the guardians of a trust's governance; they safeguard the vision and ethos of the organisation. The members of the Trust have a different status to Trustees. Originally, they will have been the signatories to the memorandum of understanding and will have agreed the Trust's first Articles of Association (a document which outlines the governance structure and how the Trust will operate). The Articles of Association 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. Accordingly, 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.
- 8.2. 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 current expectations, only one member may be a Trustee. In Learn-AT's case that is the Chair of the Trust Board. Employees of the Trust are not permitted to be members. More information about the role of members can be found here:

[https://www.nga.org.uk/getattachment/MATs/NGA-Guidance/Members-of-the-academy-trust/Academy-Trusts-12pp-\(Nov-2019-WEB\)-AW-\(003\).pdf?lang=en-GB](https://www.nga.org.uk/getattachment/MATs/NGA-Guidance/Members-of-the-academy-trust/Academy-Trusts-12pp-(Nov-2019-WEB)-AW-(003).pdf?lang=en-GB)

The role of the Trustees (or Directors)

- 8.3. 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 committee 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
- 8.4. Because Trustees are bound by both charity and company law, 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 Trust Board is permitted to exercise all the powers of the Trust. The Trust Board will delegate to the Trust Leader

responsibility for the day to day operations of the Trust. The Trustees can determine whether to delegate any governance functions.

- 8.5. *In an emergency, the functions which the Board has reserved to itself for decision may be exercised by the Chair, after having consulted with one other Trustee or the Trust Leader. The Chair is required to report any actions or decisions so taken to the next formal meeting of the Board for ratification, with an explanation of why the emergency decision was required.*

The Trust has the right to review and adapt its governance structure at any time which includes removing delegation.

The role of committees of the Trust Board

- 8.6. The Trustees may establish committees either with delegated authority to make decisions or to provide advice and support, informing the overall work of the Trust Board. However, these committees are not legally accountable for statutory functions – the Trust Board retains overall accountability. The responsibilities of these Board committees are set out in their terms of reference:
- School Improvement
 - Finance
 - Risk and Audit
 - Pay
- 8.7. The responsibilities and authorities of Cluster Boards and Local Governing Bodies are set out in the Scheme of Delegation.

The role of Cluster Boards

- 8.8. Where executive leadership structures have been established between more than one academy, these structures may be reflected in the local governance structure by establishing a Cluster Board. Members of the Cluster Board are drawn from the Local Governing Bodies of the schools in the cluster. The Cluster Board members elect a chair to serve for a two year term. The Cluster Board can establish cluster sub-committees, with members drawn from the LGBs, to carry out specified local governance functions on behalf of the cluster.
- 8.9. The core purposes of Cluster Boards are:
- to provide advice, support and challenge to the executive headteacher in the strategic leadership and management of the schools in the cluster
 - to provide assurance to the Trust Board that financial controls are effective, school budgets are being well managed
 - to manage the performance of the executive headteacher in partnership with the Trust Leader;

- to report annually to the Trust Board on the schools' performance.
- 8.10. The role of the Cluster Board is an important one. It is to provide focused, authentic governance for the academies at a local level, which does not duplicate the role of the Trustees or of the LGBs. The Cluster Board monitors the academies' key performance indicators and acts as a critical friend to the Executive Headteacher and the cluster's senior leadership team, providing support and challenge where appropriate.
- 8.11. Cluster Boards carry out their functions in relation to their respective academies on behalf of the Trust Board and in accordance with policies determined by the Trust Board. The act of delegation from the Trust Board to the Cluster Board is a delegation of powers and duties, not a delegation or shedding of accountabilities.
- 8.12. Learn-AT's Trust Board expects Cluster Boards to report on these main areas:
- Curriculum and Standards
 - Finance, Risk, Resources and Pay

Sub-committees of the Cluster Board

- 8.13. The Cluster Board may establish sub-committees to carry out certain functions of the Cluster Board. The Trust Board will determine the main areas on which they expect the Cluster Board to report. However, the Cluster Board may determine how its sub-committees address those areas. The Cluster Board will determine the constitution, terms of reference and membership of the sub-committees it establishes and review them annually. The membership of Cluster Board sub-committees will usually be composed of members of the schools' LGBs. Joint working groups may also be established to promote professional collaboration and effective working in specific areas of governance, for example in relation to the governance of schools' religious foundation and SIAMs.

The role of Local Governing Bodies where there is a Cluster Board

- 8.14. The powers and duties retained by the LGBs where a cluster board has been established are clearly defined in this scheme of delegation and will usually include:
- School ethos (including Christian ethos in the case of Church of England schools)
 - Parental and community engagement
 - Health, Safety and Premises, including safeguarding

8.15. The role of an LGB is an important one. It is to provide focused, authentic governance for the Academy at a local level, which does not duplicate the role of the Cluster Board or the Trustees. The LGB monitors the Academy's key performance indicators in areas specified in the Scheme of Delegation and acts as a critical friend to the Head of School and the academy's senior leadership team, providing support and challenge where appropriate.

- The 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 act of delegation from the Trust Board to the LGBs is a delegation of powers and duties, not a delegation or shedding of accountabilities.



The number of Local Governors from each LGB on the Cluster Board or Cluster Board sub-Committee will depend on the number of schools/LGBs in the cluster.

The role of Local Governing Bodies

- 8.16. Where there is no Cluster Board, the core purposes of the Local Governing Body are:
- to provide advice, support and challenge to the headteacher in leading the school, helping all its pupils to thrive, guarding the ethos of the school and managing its relationship with its communities;
 - to manage the performance of the headteacher in partnership with the Trust Leader;
 - to report annually to the Trust Board on the school's performance.
- 8.17. The role of an LGB is an important one. It is to provide focused, authentic governance for the Academy at a local level, which does not duplicate the role of the Trustees. The LGB monitors the Academy's key performance indicators and acts as a critical friend to the Headteacher and the Academy's senior leadership team, providing support and challenge where appropriate.
- 8.18. The 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 act of delegation from the Trust Board to the LGBs is a delegation of powers and duties, not a delegation or shedding of responsibilities.

Sub-committees of the Local Governing Body

- 8.19. The LGB may establish sub-committees to carry out certain functions of the LGB. The Trust Board will determine the main areas on which they expect the LGB to report. However, it is for the LGB to determine how their sub-committees will address these reporting areas. The LGB will determine the constitution, terms of reference and membership of the sub-committees it establishes and review them annually.
- 8.20. Learn-AT's Trust Board expects LGBs to report on these main areas:
- Curriculum and Standards
 - Ethos and Community Engagement
 - Health, Safety and Premises, including Safeguarding
 - Finance, Risk, Resources and Pay

The role of the Trust Leader

- 8.21. The Trust Leader has the delegated responsibility for the operation of the Trust including the performance of the Trust's academies and

so the Trust Leader holds Headteachers to account and can performance manage the executive principals and Headteachers. Where the performance management of the Headteacher is delegated to a Local Governing sub-committee (LGB) or a Cluster Board this will be with the full involvement of the Trust Leader and /or an external adviser appointed by the Trust Board and in accordance with Trust policy. The Trust Leader is the Accounting Officer so has overall responsibility for the operation of the academy Trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability; avoiding waste and securing value for money. In this role the Trust Leader will have the power to challenge decisions made by Local Governing Bodies and may seek reconsideration of those decisions. The Trust Leader leads the executive management team of the Academy Trust. The Trust Leader will delegate executive management functions to the executive management team and is accountable to the Trust Board for the performance of the executive management team.

The role of the Headteacher

- 8.22.** The Headteacher is responsible for the strategic leadership and day to day management of the academy. The Headteacher remains the lead professional in the academy and reports to the LGB on matters which have been delegated – and may have responsibilities delegated to them by the LGB. This scheme delegates responsibility for the annual performance management of the Headteacher to the Trust Leader, to be undertaken in accordance with Trust policy and with the full involvement of the Local Governing Sub-Committee and/or external adviser appointed by the Trust Board.

The role of the Executive Headteacher

- 8.23.** The Executive Headteacher is responsible for the strategic leadership of the academies in the cluster. The Executive Headteacher remains the lead professional in the academies and reports to the Cluster Board on matters which have been delegated – and may have responsibilities delegated to them by the Cluster Board. The Executive Headteacher is ultimately accountable for the leadership and management of each school in the cluster and is responsible for advising, monitoring and managing the performance of the Heads of School. This scheme delegates responsibility for the annual performance management of the Executive Headteacher to the Trust Leader, to be undertaken in accordance with Trust policy and with the full involvement of the Cluster Board Executive Headteacher's Performance Review Sub-Committee and/or external adviser appointed by the Trust Board.

9. Learn-AT Scheme of Delegation 2021 – Unrestricted Delegation Model

Learn-AT Scheme of Delegation 2021– Unrestricted Delegation (No Cluster Board)		Delegation				
Area of Accountability	Members	Trustees	Trust Leader (& DFO)	Local Governing Body	Academy Head Teacher	
Governance						
	Appoint and remove members	✓				
	Role descriptions for members	✓				
	Appoint a Trust Company Secretary, and Clerk to the Trustees.		✓			
	Appoint a Clerk to the Local Governing Bodies		✓			
	Approve the appointment of Local Governors (including Associates) to LGB		✓	<A	<A	<A
	Remove Local Governors (including Associates) from the LGB		✓	<A	<A	<A
	Select and remove from appointed Local Governors: Chair, Vice-Chair.				✓	
Systems and Structures						
	Agree and review the Articles of Association.	✓				
	Receive an annual report from the Trustees and the Trust Leader on the Trust's performance.	✓				
	Review and amend: <ul style="list-style-type: none"> the Learn-AT Governance Policy the Learn-AT Scheme of Delegation the Terms of Reference for the Trust Board 		✓	<A		

	<ul style="list-style-type: none"> the Constitution and Terms of Reference of LGBs and their Pay Committees 					
	Review and amend the Terms of Reference for LGB sub committees				✓	
	Determine the educational character, mission, values, vision, culture and ethos of the Trust.		✓	<A		
	Determine Trust strategy.		✓			
	Determine, review and amend the policies of the Trust, including: data protection, information sharing, Freedom of Information, code of conduct, complaints, whistleblowing.		✓	<A		
	Ensure that the school has robust school development plan which aligns to the priorities of the Trust.				✓	
	Review and amend the policies of the Academy (in line with any relevant Trust prescribed policy).				✓	
	Succession planning for Trust Board and Local Governing Bodies.		✓	<A>	✓	<A
	Succession planning for Trust Leader and Headteachers.		✓	<A		
Reporting						
	Trust governance details on Trust website.		✓	<A		
	Academy Governance details on academy website with link to Trust website: ensure.		✓	<A		
	Register of all interests: business, pecuniary, loyalty for members/Trustees/committee members: establish and publish.		✓	<A		
	Annual report and accounts including accounting policies, signed statement on regularity, propriety, and compliance, incorporating governance statement		✓	<A		

	demonstrating value for money: submit.					
	Annual report on work of the school and LGB in line with Trust Board requirements.				✓	<A
Financial probity						
	To appoint external auditors	✓		<A		
	Establish a framework of internal controls including appointment of internal auditors.		✓	<A		
	To secure financial competency at Board level.		✓			
	To sign off annual accounts and reports.		✓			
	To establish and approve the financial scheme of delegation.		✓			
	Appoint a finance committee.		✓			
	To appoint an audit committee.		✓			
	Appoint the Trust Leader as Accounting Officer.		✓			
	Appoint a chief finance officer (DFO).		✓			
	To approve the annual budget for the Trust (including all the schools) and approve any significant changes to that budget.		✓	<A>	<A	<A
	Propose an annual cluster budget in line with the overall trust budget and with guidance from the Trust.		✓	<A		
	Deliver monthly management accounts and forecasts		✓	<A		
	Trust and School's Scheme of Financial Delegation: establish and review		✓	<A		
	Trust Leader pay award: agree		✓	<A		
	Agree Headteacher's pay award.		✓			

	To approve any contracts which involve related party transactions.		✓			
	To establish a charging and remissions policy and to keep this under review.		✓			
	To maintain a register of relevant personal and business interests.		✓			
	Staff appraisal procedure and pay progression: monitor and agree.		✓			<A
	Benchmarking and Trust-wide value for money: ensure robustness.		✓			
	Benchmarking and academy value for money: ensure robustness.		✓			
	Develop Trust-wide procurement strategies and efficiency savings programmes.		✓			
	Manage the Trust's cash position.		✓			
	Monitor pupil premium spend inc. Catch-Up, PE and Sports Premium.		✓			
	Ensure compliance with ESFA requirements.		✓			
	Insure adequate insurance is in place.		✓			
	Maintain the Trust's risk register.		✓			
	Maintain the school's risk register.				✓	
Curriculum and Standards						
	To approve a trust-wide school improvement framework.		✓	<A		
	Develop, monitor and approve a School Development/Improvement Plan which aligns with academies' and Trust key priorities.			A>	✓	<A

Attend Ofsted inspections.			A>	✓	<A
To receive an annual report from the Trustees and the Trust Leader on standards and Trust self-evaluation.		✓	✓	✓	✓
To appoint a Trust Board school improvement committee.		✓			
To approve Trust-wide curriculum and assessment frameworks, including EYFS.		✓	<A		
Ensure provision of a coherent, rounded and rigorous curriculum, which aligns to the Trust frameworks and includes a prohibition on political indoctrination, balanced treatment of political issues and a written policy on relationships and sex education.					
To determine a policy on religious education and collective acts of worship.					
To receive a termly report from the Trust Executive Team regarding standards across the Trust.					
To receive a termly report from the Headteacher regarding standards in school.					
To approve the curriculum proposed by the Headteacher (to the extent that it is consistent with the Trust-wide curriculum framework).					
To ensure effective processes are in place for developing and monitoring the quality of teaching and learning, the curriculum, inclusion and the sharing of good practice.					
To ensure effective processes are in place for developing and monitoring the quality of teaching and learning, the curriculum, inclusion and the sharing of good practice across the Trust.					
To approve a trust-wide school improvement framework.					

SEND						
	Determine a Trust-wide SEND and Equalities policy		✓			
	Appoint a Local Governor responsible for SEND and inclusion, including Looked After Children.			A>	✓	<A
	Appoint a Trustee responsible for SEND and inclusion, including Looked After Children.		✓			
	Review and maintain the Academy's SEND and Equalities policy (consistent with any Trust-wide policy).			A>	✓	<A
	Adopt a Trust-wide Equality Policy and ensure compliance with the requirements of the Equalities Act.		✓	<A>	✓	<A
Safeguarding						
	Adopt a Trust-wide Safeguarding and Child Protection policy.		✓	A>		
	Adopt a Trust-wide policy regarding school trips.		✓	A>		
	Promote a robust safeguarding culture in all Trust Academies.		✓	A>	✓	
	Appoint a designated governor for safeguarding.				✓	
	Appoint a designated trustee for safeguarding		✓			
	Adopt the Learn-AT safeguarding and child protection policy for the Academy and monitor/ensure its implementation.			A>	✓	
	To ensure compliance with all safer recruitment requirements, including DBS checks and the completion and regular review of the single central record.			A>	✓	
Behaviour						
	Adopt a Trust-wide behaviour policy.		✓	<A		

	Review the use of exclusions across the Trust		✓	<A		
	Adopt and ensure the implementation of a behaviour policy for the Academy (consistent with Trust-wide framework).				✓	<A
	Convene a committee to review any exclusion of a pupil.				✓	
Admissions						
	Adopt a Trust-wide admissions policy.		✓			
	Undertake consultation, publish admissions and determine arrangements that are consistent with the Learn-AT admissions policy, as required in accordance with the School Admissions and Appeals Codes.			A>	✓	<A
	Publish an Academy prospectus.				✓	<A
	Determine admissions and make arrangements for admission appeals according to the Trust Admissions Policy			A>	✓	
	Ensure effective arrangements are in place for pupil recruitment.		✓		✓	
	Ensure accurate attendance registers and admissions records are kept.				✓	
Other Pupil-Related Matters						
	Receive a termly report from the Executive Team regarding standards (to include attendance and the impact of the Pupil Premium and Sports Grants).		✓	<A		

	Receive a termly report from the academy headteacher regarding standards (to include attendance and the impact of the Pupil Premium and Sports Grants)				✓	<A
	Adopt a Trust-wide Complaints Policy and receive reports from the Executive Team regarding the level of complaints across the Trust.		✓	<A		
	Review attendance and pupil absences (as part of the KPIs).		✓	<A	✓	<A
	Adopt the Learn-AT Complaints Policy for the Academy.				✓	<A
	Approve exceptional bans from the premises of any persons, ensuring that the relevant protocol is adhered to.				✓	<A
	Ensure effective arrangements are in place for pupil support and representation at the Academy.				✓	<A
Staffing						
	Define any overarching management structures across the Trust.		✓			
	Undertake the Performance management and pay of Trust Leader acting through the Trust Pay Committee		✓			
	Undertake Performance management and set pay of Headteacher		✓		<A	A
	Adopt Trust-wide HR policies and procures, including appraisal, pay, disciplinary, grievance, capability, safer recruitment.		✓		✓	
	Appoint, suspend and dismiss the Trust Leader acting through a committee.		✓			
	Appoint, suspend and dismiss the executive leaders (excluding the Trust Leader) acting through a committee.		✓	<A		

	Appoint, suspend and dismiss the Executive/Headteachers/Heads of School		✓	<A	<A	<A
	Appoint, suspend and dismiss and conduct the performance management review of the Trust Company Secretary.		✓	<A>	<A	
	Approve applications for early retirement.		✓	<A	<A	<A
	Agree an appropriate staffing structure for the Academy.			A>	✓	<A
	Approve the adjustment (appointment, removal and contract changes) of Academy staffing arrangements <i>which do not require a financial settlement.</i>				✓	<A
	Approve any removal/termination of contracts of academy staffing requiring any form of financial settlement.		✓	<A	<A	<A
	Ensure that there is effective communication between the Headteacher and the Trust Leader.				✓	<A
Information Management and Communication						
	Adopt data protection policies and procedures to cover: <ul style="list-style-type: none"> the requirement to notify individuals as to how information is to be used safe storage of data according to the GDPR and other legal or regulatory requirements. 		✓	<A		
	Adopt Trust-wide IT related policies and procedures		✓	<A	✓	
	Ensure the effective implementation of the data protection policies and procedures in the Academy.			A>	✓	<A
	Ensure effective systems are in place for communication with pupils, parents or carers, staff and the wider community.			A>	✓	<A
	Ensure that the Academy websites are compliant with the		✓	A>	✓	<A

	law/ statutory guidance and are up to date.					
Health and Safety, Risk and Estates						
	Review and monitor risk management for the Trust and maintain a Trust risk register.		✓			
	Approve insurance arrangements.		✓			
	Review and maintain a buildings strategy and asset management planning arrangements.		✓			
	Adopt a Trust-wide health and safety policy.		✓			
	Adopt a Trust-wide lettings policy.		✓			
	Appoint an LGB sub-committee responsible for health and safety.				✓	<A
	Review the Academy Risk Register and prepare a regular Risk Report for the Board of Trustees.			A>	✓	<A
Community Engagement and communications						
	Secure positive and proactive engagement and communication with parents and carers			A>	✓	<A
	Secure positive and proactive engagement and communication with the school's local community			A>	✓	<A
	Secure positive and proactive engagement and communication with the wider community across the Trust at local, regional and national level.		✓	<A	<A	<A
	Positive and constructive engagement with local, regional and national press		✓	<A	<A	<A

Equalities						
	Adopt a trust-wide Equalities Policy compliant with the requirements of the Equalities Act		✓			
	Oversee the implementation of all policies to ensure compliance with the Trust Equalities Policy and the requirements of the Equalities Act.				✓	

Key

Members	Trustees	Local Governors	Advice	Direction of Advice
✓	✓	✓	A	<>

10. Criteria for retaining delegated authority include:

- Grade 2 (Good) or above Ofsted rating
- Any or all of the following are at or above national average: EYFS, Year 1 phonics, KS1 English and Maths, KS2 English and Maths, absence. This will be considered at the Trustees' discretion
- Systems and procedures in the Academy exist which prioritise high quality teaching and learning and continuous school improvement, provide for sufficient challenge and feedback and enable support to be accessed from the academy leadership and Trust teams where necessary
- School is fully and appropriately staffed
- In year income higher than expenditure for capital and operating costs, day to day budgetary controls are adequate, 3-year financial plan shows income and expenditure balanced each year, reserves at target level (6% of GAG).
- Delegated authority may be returned for any section of the Scheme of Delegation at the discretion of the Trustees and according to the relevant criteria.
- A full complement of Local Governors is in place on the LGB, with appropriate skills and capacity, capable of providing quality

support, challenge and feedback to the academy and the Trust Board.

- There are no concerns relating to the safety of pupils or staff at the academy

Delegated authority for any or all of the roles and functions of the Local Governing Body according to the above criteria is exercised at the discretion of the Trustees.

11. Example Cluster Governance Unrestricted Delegation Model (2021)

Learn-AT Scheme of Delegation 2021 – Unrestricted Delegation – Cluster Governance Model		Delegation					
Area of Accountability	Members	Trustees	CEO (& DFO)	Cluster Board	Local Governing Body	Executive Head Teacher	
Governance							
	Appoint and remove members	✓					
	Role descriptions for members	✓					
	Appoint a Trust Company Secretary, and Clerk to the Trustees.		✓				
	Appoint a Clerk to the Local Governing Bodies		✓				
	Approve the appointment of Local Governors (including Associates) to LGB		✓	<A		<A	<A
	Remove Local Governors (including Associates) from the LGB		✓	<A		<A	<A
	Select and remove from appointed Local Governors: Chair, Vice-Chair.					✓	
	Select and remove from appointed Local Governor members of the Cluster Board: chair and vice chair				✓		
Systems and Structures							

Agree and review the Articles of Association.	✓					
Receive an annual report from the Trustees and the CEO on the Trust's performance.	✓					
Review and amend: <ul style="list-style-type: none"> the Learn-AT Governance Policy the Learn-AT Scheme of Delegation the Terms of Reference for the Trust Board the Constitution and Terms of Reference of LGBs and their Pay Committees 		✓	<A			
Review and amend terms of reference for Cluster Board sub committees				✓		
Determine the educational character, mission and ethos of the Trust.		✓	<A			
Determine, review and amend the policies of the Trust, including: data protection, information sharing, Freedom of Information, code of conduct, complaints, whistleblowing		✓	<A			
Ensure that the cluster has robust school and cluster development plans which align to the priorities of the Trust				✓		
Review and amend the policies of the Academies (in line with any relevant Trust prescribed policy).				✓		
Succession planning for Trust Board, Cluster Board and Local Governing Bodies		✓	<A>	✓	<A	<A

	Succession planning for Trust Leader and Headteachers		✓	<A			
Reporting							
	Trust governance details on Trust website: ensure		✓	<A			
	Academy Governance details on academy website with link to Trust website: ensure		✓	<A			
	Register of all interests: business, pecuniary, loyalty for members/Trustees/committee members: establish and publish		✓	<A			
	Annual report and accounts including accounting policies, signed statement on regularity, propriety, and compliance, incorporating governance statement demonstrating value for money: submit		✓	<A			
	Annual Report on work of the Cluster Board, LGBs and schools in line with Board requirements				✓	<A	<A
Financial probity							
	To appoint external auditors	✓		<A			
	Establish a framework of internal controls including appointment of internal auditors.		✓	<A			
	To secure financial competency at Board level.		✓				
	To sign off annual accounts and reports.	✓	✓				
	To establish and approve the financial scheme of delegation.		✓				

Appoint a finance committee.		✓				
To appoint an audit committee.		✓				
Appoint the Trust Leader as Accounting Officer.		✓				
Appoint a chief finance officer (DFO).		✓				
To approve the annual budget for the Trust (including all the schools) and approve any significant changes to that budget.		✓				
Propose an annual cluster budget in line with the overall trust budget and with guidance from the Trust.			<A>	A>	A>	✓
Deliver monthly management accounts and forecasts			✓			
Trust and School's Scheme of Financial Delegation: establish and review		✓	<A			
Trust Leader pay award: agree		✓	<A			
Agree Executive Headteacher's pay award.		✓				
Academy principal pay award: agree		✓	<A			
To approve any contracts which involve related party transactions.		✓	<A			
To establish a charging and remissions policy and to keep this under review.		✓				
To maintain a register of relevant personal and business interests.		✓				
Staff appraisal procedure and pay progression: monitor and agree.					✓	

	Benchmarking and Trust-wide value for money: ensure robustness.		✓				
	Benchmarking and academy value for money: ensure robustness.				✓		
	Develop Trust-wide procurement strategies and efficiency savings programmes.		✓				
	Manage the Trust's cash position.		✓				
	Monitor pupil premium spend inc. Catch-Up, PE and Sports Premium.		✓		✓		
	Ensure compliance with ESFA requirements.		✓				
	Ensure adequate insurance is in place.		✓				
	Maintain the Trust's risk register.		✓				
	Maintain the Cluster's risk registers.				✓	✓	
Curriculum and Standards							
	To approve a trust-wide school improvement framework.		✓				
	Develop, monitor and approve a Cluster Development Plan which aligns with academies' and Trust key priorities.			A>	✓	<A	<A
	Attend Ofsted inspections.		✓	✓	✓	✓	✓
	To receive an annual report from the Trustees and the Trust Leader on standards and Trust self-evaluation.	✓					
	To appoint a Trust Board school improvement committee.		✓				
	To approve Trust-wide curriculum and		✓				

assessment frameworks, including EYFS.						
Ensure provision of a coherent, rounded and rigorous curriculum which aligns to Trust frameworks and includes a prohibition on political indoctrination, balanced treatment of political issues and a written policy on relationships and sex education.				✓		<A
To determine a policy on religious education and collective acts of worship.				✓		
To receive a termly report from the Executive Team regarding standards across the Trust.		✓				
To receive a termly report from the Executive Headteacher regarding standards in cluster schools.				✓		
To approve the curriculum proposed by the Executive Headteacher (to the extent that it is consistent with the Trust-wide curriculum framework).				✓		
To ensure effective processes are in place for developing and monitoring the quality of teaching and learning, the curriculum, inclusion and the sharing of good practice across the cluster.				✓		
To ensure effective processes are in place for developing and monitoring the quality of teaching and learning, the curriculum, inclusion and the sharing of good practice across the Trust.		✓				
With the Executive Headteacher and the				✓		

	academies' senior teams, develop, monitor and approve Academy Development/Improvement Plans which aligns with academy, cluster and Trust key priorities.						
SEND							
	Determine a Trust-wide SEND and Equalities policy		✓				
	Appoint a Local Governor responsible for SEND and inclusion, including Looked After Children			A>	✓	<A	<A
	Appoint a Trustees responsible for SEND and Inclusion, including Looked After Children.		✓				
	Review and maintain the Cluster's SEND and Equalities policies (consistent with any Trust-wide policy).			A>	✓	<A	<A
	Adopt a Trust-wide Equality Policy and ensure compliance with the requirements of the Equalities Act.		✓	<A>	<A	<A	<A
Safeguarding							
	Adopt a Trust-wide Safeguarding and Child Protection policy.		✓	A>			
	Adopt a Trust-wide policy regarding school trips.		✓	A>			
	Promote a robust safeguarding culture in all Trust Academies.		✓	A>		✓	<A
	Appoint a designated governor for					✓	<A

	safeguarding.						
	Appoint a designated trustee for safeguarding		✓				
	Adopt the Learn-AT safeguarding and child protection policy for the Academy and monitor/ensure its implementation.			A>		✓	<A
	To ensure compliance with all safer recruitment requirements, including DBS checks and the completion and regular review of the single central record.			A>		✓	<A
Behaviour							
	Adopt a Trust-wide behaviour framework.		✓	<A			
	Review the use of exclusions across the Trust		✓	<A			
	Adopt and ensure the implementation of a behaviour policy for the Academy (consistent with Trust-wide framework).					✓	<A
	Convene a committee to review any exclusion of a pupil.					✓	<A
Admissions							
	Adopt a Trust-wide admissions policy.		✓				
	Undertake consultation, publish admissions and determine arrangements that are consistent with the Learn-AT admissions policy, as required in accordance with the School Admissions and Appeals Codes.			A>		✓	<A
	Publish an academy prospectus on the school website.					✓	<A

	Determine admissions and make arrangements for admission appeals according to the Trust Admissions Policy			A>		✓	<A
	Ensure effective arrangements are in place for pupil recruitment.		✓		✓	<A	<A
	Ensure accurate attendance registers and admissions records are kept.					✓	
Other Pupil-Related Matters							
	Receive a termly report from the Executive Team regarding standards (to include attendance and the impact of the Pupil Premium and Sports Grants).		✓	<A			
	Receive a termly report from the executive headteacher regarding standards (to include attendance and the impact of the Pupil Premium and Sports Grants)				✓	<A	<A
	Adopt a Trust-wide Complaints Policy and receive reports from the Executive Team regarding the level of complaints across the Trust.		✓	<A			
	Review attendance and pupil absences (as part of the KPIs).		✓	<A		✓	<A
	Adopt the Learn-AT Complaints Policy for the Academy.					✓	<A
	Approve exceptional bans from the premises of any persons, ensuring that the					✓	<A

	relevant protocol is adhered to.						
	Ensure effective arrangements are in place for pupil support and representation at the Academy.					✓	<A
Staffing							
	Define any overarching management structures across the Trust.		✓				
	Undertake the Performance management and pay of CEO acting through the Trust Pay Committee.		✓				
	Undertake Performance management and set pay of Executive Headteacher.		✓		<A		A
	Adopt Trust-wide HR policies and procures, including appraisal, pay, disciplinary, grievance, capability, safer recruitment.		✓				
	Appoint, suspend and dismiss the CEO acting through a committee.		✓				
	Appoint, suspend and dismiss the executive leaders (excluding the CEO) acting through a committee.		✓	<A			
	Appoint, suspend and dismiss the Executive/Headteachers/Heads of School.		✓	<A	<A	<A	<A
	Appoint, suspend and dismiss and conduct the performance management review of the Trust Company Secretary.		✓	<A>			
	Approve applications for early retirement.		✓	<A			<A
	Agree an appropriate staffing structure for the Academy.			A>	✓	<A	<A

	Approve the adjustment (appointment, removal and contract changes) of Academy staffing arrangements <i>which do not require a financial settlement.</i>				✓	<A	<A
	Approve any removal/termination of contracts of academy staffing requiring any form of financial settlement.		✓	<A		<A	<A
	Ensure that there is effective communication between the Executive Headteacher and the Trust Leader.				✓	<A	<A
Information Management and Communication							
	Adopt data protection policies and procedures to cover: <ul style="list-style-type: none"> the requirement to notify individuals as to how information is to be used safe storage of data according to the GDPR and other legal or regulatory requirements. 		✓	<A			
	Adopt Trust-wide IT related policies and procedures		✓	<A	✓		
	Ensure the effective implementation of the data protection policies and procedures in the Academy.			A>	✓		<A
	Ensure effective systems are in place for communication with pupils, parents or carers, staff and the wider community.			A>		✓	<A
	Ensure that the Academies' websites are compliant with the law/ statutory guidance and are up to date.		✓	<A>	✓	<A	<A

Health and Safety, Risk and Estates							
	Review and monitor risk management for the Trust and maintain a Trust risk register.		✓				
	Approve insurance arrangements.		✓				
	Review and maintain a buildings strategy and asset management planning arrangements.		✓				
	Adopt a Trust-wide health and safety policy.		✓				
	Adopt a Trust-wide lettings policy.		✓				
	Ensure compliance with H&S law, Trust-wide H&S policy and implementation of robust H&S systems and procedures in the academy.					✓	<A
	Review the Academy Risk Register and prepare a regular Risk Report for the Board of Trustees.			A>		✓	<A
Community and Parental Engagement							
	Secure positive and proactive engagement and communication with parents and carers					✓	<A
	Secure positive and proactive engagement and communication with the school's local community					✓	<A
	Secure positive and proactive engagement and communication with the wider community across the Trust at local, regional and national level.		✓	<A			

	Positive and constructive engagement with local, regional and national press		✓	<A			
Equalities							
	Adopt a trust-wide Equalities Policy compliant with the requirements of the Equalities Act		✓				
	Oversee the implementation of all policies to ensure compliance with the Trust Equalities Policy and the requirements of the Equalities Act.				✓		

Members	Trustees	Cluster Board	Local Governors	Advice	Direction of Advice
✓	✓	✓	✓	A	<>

Example Learn-AT Scheme of Delegation 2021 - Restricted

Learn-AT Scheme of Delegation 2021– <i>Restricted Delegation</i>			Delegation			
Area of Accountability	Members	Trustees	TRUST LEADER (& DFO)	Local Governing Body	Academy Head Teacher	
Governance						
Appoint and remove members	✓					

	Role descriptions for members	✓				
	Carry out the duties and responsibilities of Trust Members in line with the Trust's Governance Code of Conduct.	✓				
	Appoint a Trust Company Secretary, and Clerk to the Trustees.		✓			
	Appoint a Clerk to the Local Governing Bodies		✓			
	Appoint Local Governors to LGB		✓	<A	<A	<A
	Select and remove from appointed Local Governors: Chair, Vice-Chair and Local Governors, including those with specific responsibilities for special educational needs, child protection, pupil premium and financial matters.		✓	<A	<A	<A
	Carry out the duties and responsibilities of governance in line with the Trust's Governance Code of Conduct.		✓		✓	
Systems and Structures						
	Agree and review the Articles of Association.	✓				
	Determine the name of the Trust.	✓				
	Receive an annual report from the Trustees and the TRUST LEADER on the Trust's performance.	✓				
	Carry out the duties and responsibilities of Trustees in line with the Trust's Governance Code of Conduct.		✓	<A		
	Review and amend: <ul style="list-style-type: none"> the Learn-AT Governance Policy the Learn-AT Scheme of Delegation 		✓	<A		

	<ul style="list-style-type: none"> the Terms of Reference for the Trust Board the Constitution and Terms of Reference of LGBs and their subcommittees the Terms of Reference for delegation to the Executive team the Learn-AT governance roles and functions 					
	Determine the Board's Reserved Matters.	✓	<A			
	Determine the educational character, mission and ethos of the Trust.	✓	<A			
	Determine, review and amend the policies of the Trust, including: data protection, information sharing, Freedom of Information, code of conduct, complaints, whistleblowing	✓	<A			
	Conduct an annual skills audit of the and recruit to gaps	✓	<A			
	Carry out the duties and responsibilities of governance as defined in the Trust's Governance Code of Conduct.	✓		✓		
	Champion the Learn-AT vision and values in the academy and to ensure the spiritual wellbeing of the pupils.			✓		
	Determine the educational and spiritual character, mission or ethos of a particular Academy (to the extent that it is not inconsistent with that of the Trust) in collaboration with the Headteacher.		A>	✓		<A
	Ensure that the school has a medium to long-term vision for its future and that there is a robust strategy in place for achieving its vision.	✓				
	Review and amend the policies of the Academy (in line with any Trust prescribed policy).			✓		<A
	Implement a means whereby the Academy can receive and react to pupil, parent and staff feedback.			✓		

	Establish and maintain a relationship with members of the local community.				✓	
	Succession: plan		✓	<A>	✓	<A>
	Chair's performance – carry out 360* review periodically		✓			
	Annual schedule of business for LGB: agree		✓	A>	✓	<A>
	Annual self-review of Trust Board and committee performance		✓			
	Annual self-review of LGB performance				✓	
Reporting						
	Trust governance details on Trust website: ensure		✓	<A>		
	Academy Governance details on academy website with link to Trust website: ensure		✓	<A>		
	Register of all interests: business, pecuniary, loyalty for members/Trustees/committee members: establish and publish		✓	<A>		
	Annual report on performance of 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 the LGB: submit to Trust and publish				✓	<A>
Being Strategic						
	Determine Trust policies which reflect the Trust's ethos and values (facilitating discussions with unions where appropriate) including charging and remissions; complaints, expenses; health and safety, pay and performance management; premises management; data protection, GDPR and FOI; staffing policies		✓	<A>		

	including capability, discipline, conduct and grievance, safeguarding; admissions; school improvement including assessment: curriculum; approve:					
	Determine some school level policies which reflect the Trust's overarching policies and frameworks and the school's ethos and values.			A>	✓	<A
	Central spend/top-slice: agree		✓	<A		
	Management of risk: establish register, review and monitor		✓	<A>	✓	A
	Engagement with stakeholders	✓	✓	✓	✓	✓
	Trusts' vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		✓	<A		
	Schools' vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		✓	<A	<A	<A
Financial probity						
	To appoint external auditors	✓		<A		
	Establish a framework of internal controls including appointment of internal auditors.		✓			
	To secure financial competency at Board level.		✓			
	To sign off annual accounts and reports.		✓			
	To establish and approve the Trust's financial scheme of delegation.		✓			
	To appoint a finance committee.		✓			
	To appoint an audit committee.		✓			
	To approve the annual budget for the Trust (including all		✓			

	schools) and approve any significant changes to that budget				
	Budget plan to support delivery of schools' key priorities: agree		✓	<A	A
	Deliver monthly management accounts and forecasts.		✓		
	To establish a charging and remissions policy and to keep this under review.		✓		
	To appoint the Trust Leader as Accounting Officer.		✓		
	To maintain a register of relevant personal and business interests.		✓		
	To appoint a committee responsible for the oversight of finance in the academy.			A>	✓
	Appoint a Chief Finance Officer.		✓	<A	
	School's Scheme of Financial Delegation: establish and review.		✓	<A	
	External auditors' report: receive and respond.	✓	✓	<A	
	Trust Leader pay award: agree.		✓	<A	
	Headteacher pay award: agree.		✓	<A	
	Staff appraisal procedure and pay progression: monitor and agree.		✓	<A	✓
	Benchmarking and Trust-wide value for money: ensure robustness.		✓	<A	
	Benchmarking and academy value for money: ensure robustness.		✓	<A	<A
	Develop Trust-wide procurement strategies and efficiency savings programmes.		✓		
	To approve any contracts which involve related party transactions.		✓		

	Manage the Trust's cash position.		✓			
	Monitor pupil premium spend inc. Catch-Up, PE and Sports Premium.		✓			
	Ensure compliance with ESFA requirements.		✓			
	Insure adequate insurance is in place.		✓			
	Maintain the Trust's risk register.		✓			
	Maintain the school's risk register.				✓	
Holding to Account						
	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree		✓			
	Reporting arrangements for progress on key priorities: agree		✓			
	Performance management of TRUST LEADER : undertake		✓			
	Performance management of Headteacher: undertake		✓			
	Trustee monitoring: agree arrangements		✓	<A		
	LGB monitoring: agree arrangements		✓	A>		
Contracts						
	Approve any service contract for Trustees	✓				
	Adopt a Trust-wide procurement policy.		✓	<A		
	Set the delegated levels of authority for contracts.		✓	<A		
	Approve contracts with a value above £25,000.		✓	<A		
	Approve any contracts which involve related party transactions.		✓	<A		
	Support the Trust Board in its monitoring and evaluation of the delivery of any central services and functions provided or			<A	✓	

	procured by the Trust for the Academy.					
Curriculum and Standards						
	To approve a trust-wide school improvement framework.		✓	<A		
	Develop, monitor and approve a School Development/Improvement Plan which aligns with academies' and Trust key priorities.		✓	<A		
	Attend Ofsted inspections.		✓	<A	✓	✓
	To receive an annual report from the Trustees and the Trust Leader on standards and Trust self-evaluation.		✓	<A		
	To appoint a Trust Board school improvement committee.		✓	<A		
	To approve Trust-wide curriculum and assessment frameworks, including EYFS.		✓	<A		
	Ensure provision of a coherent, rounded and rigorous curriculum, which aligns to the Trust frameworks and includes a prohibition on political indoctrination, balanced treatment of political issues and a written policy on relationships and sex education.				✓	<A
	To determine a policy on religious education and collective acts of worship.			A>	✓	<A
	To receive a termly report from the Trust Executive Team regarding standards across the Trust.		✓	<A		
	To receive a termly report from the Headteacher regarding standards in school.		✓	<A		
	To approve the curriculum proposed by the Headteacher (to the extent that it is consistent with the Trust-wide curriculum framework).		✓	<A	<A	<A
	To ensure effective processes are in place for developing and monitoring the quality of teaching and learning, the curriculum,		✓	<A	<A	<A

	inclusion and the sharing of good practice.					
	To ensure effective processes are in place for developing and monitoring the quality of teaching and learning, the curriculum, inclusion and the sharing of good practice across the Trust.		✓	<A	<A	<A
SEND						
	To determine a Trust-wide SEND and Equalities policy.		✓			
	To appoint a Local Governor responsible for SEN and inclusion, including Looked After Children.			A>	✓	<A
	To appoint a Trustee responsible for SEND and Inclusion, including Looked After Children.		✓			
	To review and maintain the Academy's SEND and Equalities policy (consistent with any Trust-wide policy).			A>	✓	<A
	To provide oversight of the implementation of the policy within the Academy and compliance with the requirements of the Equalities Act.			A>	✓	<A
Safeguarding						
	To adopt a Trust-wide safeguarding and Child Protection policy.		✓	A>		
	To adopt a Trust-wide policy regarding school trips.		✓	A>		
	To support the promotion of a robust safeguarding culture in all Trust Academies.		✓	A>		
	To appoint a designated governor for safeguarding.			A>	✓	<A
	Appoint a designated trustee for safeguarding		✓			
	To adopt the Learn-AT safeguarding and child protection policy for the Academy and monitor/ensure its implementation.			A>	✓	<A
	To ensure compliance with all safer recruitment requirements, including DBS checks and the completion and regular review of			A>	✓	<A

	the single central record.					
	To support the promotion of a robust safeguarding culture in the Academy.			A>	✓	<A
Behaviour						
	To adopt a Trust-wide behaviour policy.		✓	<A		
	To review the use of exclusions across the Trust		✓	<A		
	To adopt and ensure the implementation of a behaviour policy for the Academy (consistent with Trust-wide framework).				✓	<A
	To convene a committee to review any exclusion of a pupil.				✓	
Admissions						
	To adopt a Trust-wide admissions policy.		✓			
	To undertake consultation, publish admissions and determine arrangements that are consistent with the Learn-AT admissions policy, as required in accordance with the School Admissions and Appeals Codes.			A>	✓	<A
	To develop an Academy prospectus.				✓	<A
	To make arrangements for determining admissions and hearing admission appeals.			A>	✓	
	To ensure effective arrangements are in place for pupil recruitment.			A>	✓	<A
	Ensure accurate attendance registers and admissions records are kept.				✓	
Other Pupil-Related Matters						
	To receive a termly report from the Executive Team regarding standards (to include attendance).		✓	<A		

	To adopt a Trust-wide Complaints Policy and receive reports from the Executive Team regarding the level of complaints across the Trust.		✓	<A		
	To review attendance and pupil absences (as part of the KPIs).		✓	<A	✓	<A
	To monitor the impact of the pupil premium in the Academy.		✓	<A		<A
	Monitor the impact of the sports premium in the Academy.		✓	<A		
	Adopt the Learn-AT Complaints policy for the Academy.				✓	<A
	Liaise with the Headteacher over exceptional bans from the premises of any persons, ensuring that the relevant protocol is adhered to.				✓	<A
	Ensure effective arrangements are in place for pupil support and representation at the Academy.				✓	<A
Staffing						
	Define any overarching management structures across Trust and budget.		✓			
	Adopt Trust-wide HR policies and procedures, including appraisal, pay, disciplinary, grievance, capability, safer recruitment.		✓			
	Appoint, suspend and dismiss the Trust Leader acting through a committee.		✓			
	Conduct the performance management review of the Trust Leader (acting through the pay committee).		✓			
	Appoint, suspend and dismiss the executive leaders (excluding the Trust Leader) acting through a committee and in consultation with the Trust Leader		✓	<A		
	Appoint, suspend and dismiss the Executive/Headteachers/Heads of School		✓	<A>	<A	<A

	Appoint, suspend and dismiss and conduct the performance management review of the Trust Company Secretary.		✓			
	Approve applications for early retirement.		✓	<A	<A	<A
	Conduct the Performance Management of the Headteacher.			✓	<A	
	Agree an appropriate staffing structure for the Academy.		✓	<A	<A	<A
	Approve the adjustment (appointment, removal and contract changes) of all Academy staffing arrangements.		✓	A>		<A
	Ensure that there is effective communication between the Headteacher and the Trust Leader.		✓		✓	
	Ensure the Academy Trust's policies on all HR matters are implemented in the Academy.		✓	<A	<A	<A
Information Management and Communication						
	To adopt data protection policies and procedures to cover: <ul style="list-style-type: none"> the requirement to notify individuals as to how information is to be used safe storage of data according to the GDPR and other legal or regulatory requirements. 		✓	<A		
	To adopt IT related policies and procedures		✓	<A		
	To ensure the effective implementation of the data protection policies and procedures in the Academy.			A>	✓	<A
	To ensure systems are in place in line with the Trust's strategy at the Academy for effective communication with pupil, parents or carers, staff and the wider community including the support of a local parent teacher association (if established)			A>	✓	<A
	To ensure the effective implementation of the IT policies and procedures in the Academy.			A>	✓	<A
	To ensure that the Academy's website is compliant and up to			A>	✓	<A

	date.					
Health and Safety, Risk and Estates						
	To appoint an estates and free schools committee.		✓			
	To appoint an audit (and risk) committee.		✓			
	To review risk management and maintain a risk register.		✓			
	To approve insurance arrangements.		✓			
	To review and maintain a buildings strategy and asset management planning arrangements.		✓			
	To adopt a Trust-wide health and safety policy.		✓			
	To adopt a Trust-wide lettings policy.		✓			
	To appoint a Local Governing Body Committee responsible for health and safety.				✓	<A
	To review the risk register of the Academy and prepare a regular Risk Report for the Board of Trustees.			A>	✓	<A
	To adopt a health and safety policy for the Academy (in line with the Trust-wide policy).			A>	✓	<A
	To review the implementation of the above policy and ensure that appropriate risk assessments are being carried out in the Academy.			A>	✓	<A
	To conduct site inspections to review any health and safety issues and the security of premises and equipment.			A>	✓	<A
	To decide in partnership with the headteacher about closing the school on health and safety grounds (e.g. snow)			A>	✓	<A
Community and Parental Engagement						

	Secure positive and proactive engagement and communication with parents and carers			A>	✓	<A
	Secure positive and proactive engagement and communication with the school's local community			A>	✓	<A
	Secure positive and proactive engagement and communication with the wider community across the Trust at local, regional and national level.		✓			
	Positive and constructive engagement with local, regional and national press		✓			
Equalities						
	Adopt a trust-wide Equalities Policy compliant with the requirements of the Equalities Act		✓			
	Oversee the implementation of all policies to ensure compliance with the Trust Equalities Policy and the requirements of the Equalities Act.				✓	

Appendix 1: process for restriction of delegation

12. Criteria for restricting delegated authority include:

- Grade 3 (Requires Improvement) or below Ofsted rating
- Any or all of the following are below national average: EYFS, Year 1 phonics, KS1 English and Maths, KS2 English and maths, absence. This will be considered at the Trustees' discretion.
- Systems and procedures in the Academy do not prioritise high quality teaching and learning and continuous school improvement, provide for sufficient challenge and feedback or enable support to be accessed from the academy leadership and Trust teams where necessary
- School is not fully and appropriately staffed
- In year income expenditure for capital and operating costs is higher than income, day to day budgetary controls are inadequate, 3-year financial plan shows income and expenditure are not balanced each year, reserves are below target level (6% of GAG).
- A full complement of Local Governors with appropriate skills and capacity, capable of providing quality support, challenge and feedback to the academy and the Trust Board is not in place on the LGB.
- There are concerns relating to the safety of pupils or staff at the academy
- There is an increase in parental concerns and complaints
- There are safeguarding concerns

- **Delegated authority for any or all of the roles and functions of the Local Governing Body according to the above criteria is exercised at the discretion of the Trustees. Delegated authority may be returned for any section of the Scheme of Delegation at the discretion of the Trustees and according to the relevant criteria.**

13. Where a Cluster Board is in place

13.1. Where the Trust Board has concerns about any or all of the schools in a cluster, trustees may agree an individual scheme of delegation for the Cluster Board, in consultation with members of LGBs and the Cluster Board.

14. Criteria for re-instating delegated authority include:

- Grade 2 (Good) or above Ofsted rating
- All of the following are at or above national average: EYFS, Year 1 phonics, KS1 English and Maths, KS2 English and maths, absence
- Systems and procedures in the Academy exist which prioritise high quality teaching and learning and continuous school improvement, provide for sufficient challenge and feedback and enable support to be accessed from the academy leadership and Trust teams where necessary
- School is fully and appropriately staffed
- In year income higher than vs expenditure for capital and operating costs, day to day budgetary controls are adequate, 3-year financial plan shows income and expenditure balanced each year, reserves at target level (6% of GAG).
- Delegated authority may be returned for any section of the Scheme of Delegation at the discretion of the Trustees and according to the relevant criteria.
- A full complement of Local Governors is in place on the LGB, with appropriate skills and capacity, capable of providing quality support, challenge and feedback to the academy and the Trust Board.
- There are no concerns relating to the safety of pupils or staff at the academy
- There are high levels of parental satisfaction

15. Process for review

- 15.1. Under normal circumstances a process of consultation would be undertaken with the LGB before any amendment to delegation was implemented. However, where necessary to respond to urgent issues, the restriction of delegation remains at the Trustees' discretion.

16. Additional support and reduced delegation

- 16.1. Where concerns begin to gradually arise or emerge about a school, the Trust's initial response will be to support the LGB in the lead in addressing issues. There will be transparency in reporting about a school - so any advice to Trustees sought from external consultants or NLGs is shared with the school concerned. If concerns persist and/or there is limited progress, the TRUST LEADER will recommend to Trustees a plan for a schedule of reduced delegation. It may be that concerns are discussed and monitored with HTs as it is the HTs' role to lead local governors and ensure they understand their roles as local governors in a multi-academy trust.
- 16.2. The flowchart below is indicative of the potential stages of how avenues of support are sought before reduced delegation is considered (some or all of these stages may be missed out and in many instances a task group may not be necessary). Any approach used would be bespoke to each situation and LGBs could be able to make their case known if any disagreement arose in a Trust's decision to take this route. Their views would be heard in writing at the next available meeting of the full board. However, the decisions made and ratified by the Trustees would be final. It may be that only some areas have reduced delegation and timeframes could be very different in different circumstances.
- 16.3. In all cases the return of delegation would aim to be as swiftly as possible. Systems and processes would be put in place to support governors to work back towards full delegation again.

17. Appeal process for suspension of delegated authority

- 17.1. A Local Governing Body in dispute over any aspect of delegation, may, through the Chair, make their case in writing to the Board of Trustees for consideration at its next available meeting.
- 17.2. In all cases, local governors will be given a minimum of 5 days' notice to send an appeal.
- 17.3. Trustees should respond within 20 days.
- 17.4. Any serious breaches of the Nolan Principles and/or trust policy may be reported to the DfE and/or the EFSA.

Flow Chart

