

# Scheme of Delegation



June 2020

# The Stour Academy Trust Board Scheme of Delegation

## Introduction

The Board of Directors is accountable in law for all major decisions about our academies. However, this does not mean that the Board is required to carry out all the Trust's governance functions and many are delegated, including, for example, to the CEO, the Board's Audit and Finance Committee and the Church Schools' Committee. It is vital that the decision to delegate a function is made by the full Board of Directors and is recorded. Without such delegation, the individual or committee has no power to act.

Our strategic and operating model should not be considered fixed. It must adapt in response to the scale, geography and performance of the schools within the Trust. The functions the Board has delegated is based on these factors and the way in which leadership is structured.

The scheme of delegation (SoD) is the key document defining the lines of responsibility and accountability in the Trust. It aims to be a simple, yet systematic way, of ensuring that the Members, Directors, Board committee(s), senior Trust leadership and academy Head Teachers are all clear about their roles and responsibilities. This overarching SoD for all decision making in the Trust should not be confused with the written scheme of delegation of financial powers referred to in the Academies Financial Handbook.

The detail of delegation is not set out in the articles of association, the Trust's governing document. The explicit detail shown below will also be of assistance to governing bodies of schools who may be potentially looking to join in the future.

The SoD is published on Trust and school websites.

## The status of a scheme of delegation

The Board has the power to appoint and remove committees at any time, with the exception of the Church Schools' Committee where no alteration or addition shall be made to the constitution, membership and proceedings, or scheme of delegation of the CSC without written consent of the Diocesan Corporate Member ("DCM")

A scheme of delegation must be fit for purpose which means it demonstrates clearly the lines of accountability.

## Format, structure and clarity

Our model aims to clarify decision making and lines of accountability in a simple, succinct and clear format. Each model includes:

- A structure diagram which shows the layers of governance and lines of accountability
- A short paragraph of text which describes the structure
- Detailed narrative on roles and responsibilities
- A grid format, with columns for each layer of governance, enables stakeholders to quickly determine who is responsible for each strategic decision within the Trust. The grid is in four

key areas to reflect both the governance framework and the three core functions of the governing Board:

1. The governance framework:
  - a. People
  - b. Systems and structures
  - c. Reporting
2. Being strategic
3. Holding to account
4. Ensuring financial probity

The model is intended to be working documents that both Board and executive leaders are able to revise and adapt in response to their context and circumstances.

## Review and adapt

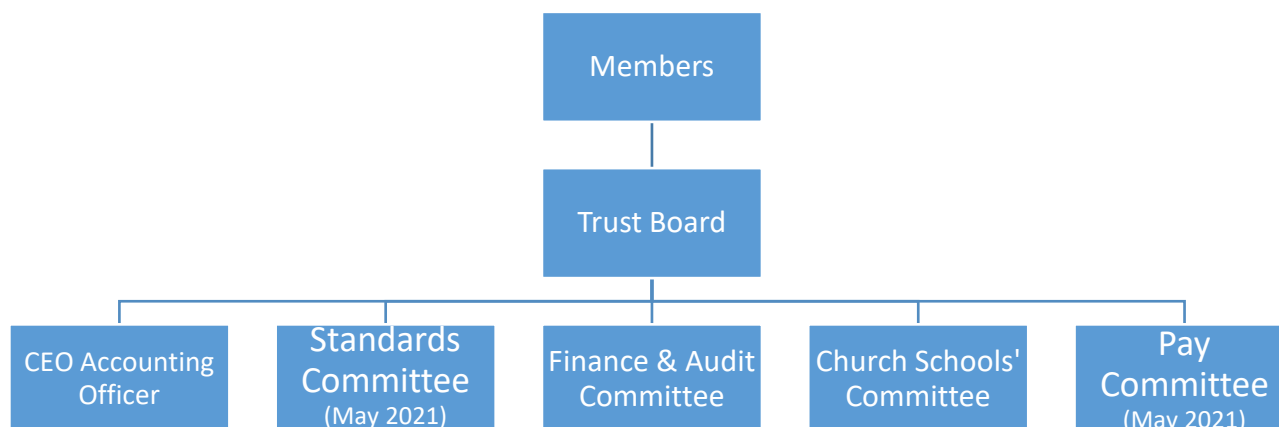
As we grow and develop the workings of the Trust, both in terms of governance and management is likely to change. The SoD should be reviewed annually, with changes made as the context changes, if necessary each year. This is not a failure, but recognition of the need to be responsive to changing circumstances and to adapt accordingly.

## The scheme of delegation will:

- Promote a culture of honesty and accountability.
- Ensure the senior leadership is clear about which decisions the Trust Board have responsibility for.
- Identify responsibility for the appointment and performance management of the CEO, senior members of the Trust Leadership Team and academy Head Teachers (plus executive principal where appointed).
- Ensure that the role of the senior leadership is fully understood throughout the Trust.
- Identify responsibility for policy and practice.
- Identify responsibility for oversight of educational performance in each academy.
- Ensures that each school's Christian vision continues to inform its provision, relationships and outcomes.
- Identify responsibility for oversight of each academy's budget.
- Identify responsibility for assessment of risk in each academy.

## Delegation to committees

### Governance Structure of The Stour Academy Trust – September 2020



### Governance structure and lines of accountability

- The Board of Directors is responsible for the three core governance functions.
- The Board of Directors appoint the chief executive (CEO), to whom it delegates responsibility for delivery of its vision and strategy, and will hold the CEO to account for the conduct and performance of the Trust, including the performance of the academies within the Trust, and for its financial management.
- In turn, the CEO line manages other senior executives and the academies' Head Teachers, setting their targets and performance managing them.
- The Board constitutes a committee for finance; this committee looks in detail at resources. The whole Board looks in detail at progress and attainment across the Trust. At least three Directors must sit on the audit and finance committee.
- The Church Schools' Committee is established to support local governance under Article 100 (a) through a CSC and ensures that each school's Christian vision continues to inform its provision, relationships and outcomes.

### Roles and responsibilities

#### The role of the Members

The Members of the Trust are guardians of the governance of the Trust and as such have a different status to Directors. Originally they were the signatories to the memorandum of association and will have agreed the Trust's first articles of association (the legal document which outlines the governance structure and how the Trust will operate). The articles of association describe how members are recruited and replaced, and how many of the Directors the Members can appoint to

the Trust Board. The Members appoint Directors to ensure that the Trust's charitable object is carried out and so must be able to remove Directors 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.

There must be at least three Members, although the DfE prefer at least five. Members are not permitted to be employees of the Trust.

## The role of the Directors

The Trust is a charitable company and so Directors are both charity Trustees (within the terms of section 177(1) of the Charities Act 2011) and company Directors. Because Directors are bound by both charity and company law, the terms 'Trustees' and 'Directors' are often used interchangeably. NGA uses the term Trustee as it avoids the possible confusion caused when executive leaders are called directors but are neither company Directors nor Trustees.

The Directors are responsible for the general control and management of the administration of the Trust, and in accordance with the provisions set out in the memorandum and articles of association and its funding agreement, it is legally responsible and accountable for all statutory functions, for the performance of all schools within the Trust, and must approve a written scheme of delegation of financial powers that maintains robust internal control arrangements. In addition, it must carry out the three core governance functions:

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

## The role of Board committees

The Directors may establish committees to carry out some of its governance functions which may include making decisions, although any decisions made will be deemed decisions of the Trust Board. The membership and responsibilities of Board committees are set out in the committee's terms of reference. The Trust Board must appoint Board committee chairs and committee members according to their skills. The Academies Financial Handbook 2019 makes it clear that the Board of Directors 'should have an audit and finance committee to which the Board delegates financial scrutiny and oversight'. In Trusts with income above a certain level, there must also be a separate audit committee.

## The role of the chief executive officer (CEO)

The CEO has the delegated responsibility for the operation of the Trust including the performance of the Trust's academies and so the CEO oversees the performance management of the Deputy CEO and the academy principals.

The CEO 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.

The CEO leads the executive management team of the academy Trust. The CEO will delegate executive management functions to the executive management team (Deputy CEO, Chief Operating Officer, Director of HR and Director of Communications) is accountable to the Trust Board for the performance of the executive management team.

| Key       |   |
|-----------|---|
| Column 1: | Members   |
| Column 2: | Board of Directors of the multi academy trust                       |
| Column 3: | Trust Board Audit and Finance committee                             |
| Column 4: | Trust Board Pay Committee   |
| Column 5: | Trust Board Standards Committee                                     |
| Column 6: | Chief Executive Officer   |
| Column 7: | Church Schools' Committee   |
| Column 8: | Academy Head Teacher  |
| ✓         | Action to be undertaken at this level                               |
| A         | Provide advice and support to those accountable for decision making |

| Area                   | Decision   | Delegation |             |                   |     |           |     |     |              |
|------------------------|--|------------|-------------|-------------------|-----|-----------|-----|-----|--------------|
|                        |  | Members    | Trust Board | Audit and Finance | Pay | Standards | CEO | CSC | Head Teacher |
| Governance framework   |  |            |             |                   |     |           |     |     |              |
| People                 | Members: Appoint/Remove  | ✓          |             |                   |     |           |     |     |              |
|                        | Directors: Appoint/Remove  | ✓          | ✓           |                   |     |           |     |     |              |
|                        | Role descriptions for members  | ✓          |             |                   |     |           |     |     |              |
|                        | Role descriptions for directors/chair/committees: agree                          |            | ✓           |                   |     |           | A   |     |              |
|                        | Parent director/committee: elected   |            | ✓           |                   |     |           |     |     |              |
|                        | Board committee chairs: appoint and remove                                       |            | ✓           | ✓                 | ✓   | ✓         | A   | ✓   |              |
|                        | Clerk to board: appoint and remove   |            | ✓           |                   |     |           |     |     |              |
|                        | Clerk to committees: appoint and remove  |            | ✓           |                   |     |           |     |     |              |
| Systems and Structures | Articles of association: review and agree  | ✓          | A           |                   |     |           | A   |     |              |
|                        | Governance structure (committees) for the trust: establish and review annually   |            | ✓           |                   |     |           | A   |     |              |
|                        | Terms of reference for board committees and scheme of delegation: agree annually |            | ✓           |                   |     |           | A   |     |              |
|                        | Skills audit: complete and recruit to fill gaps annually                         |            | ✓           |                   |     |           | A   |     |              |
|                        | Annual self-review of trust board and committees                                 |            | ✓           |                   |     |           |     |     |              |
|                        | Chair's performance: carry out 360 review periodically                           |            | ✓           |                   |     |           |     |     |              |
|                        | Directors / member contribution: review annually                                 |            | ✓           |                   |     |           |     |     |              |
|                        | Succession plan  |            | ✓           |                   |     |           | ✓   |     |              |

| Area            | Decision   | Delegation |             |                   |     |           |     |     |              |
|-----------------|--|------------|-------------|-------------------|-----|-----------|-----|-----|--------------|
|                 |  | Members    | Trust Board | Audit and Finance | Pay | Standards | CEO | CSC | Head Teacher |
|                 | Annual schedule of business for trust board: agree   |            | ✓           | ✓                 | ✓   | ✓         | A   | ✓   |              |
| Reporting       |  |            |             |                   |     |           |     |     |              |
| Reporting       | Publication on trust and schools' websites of all required details on governance arrangements: ensure  |            | ✓           |                   |     |           | A   | ✓   | A            |
|                 | Annual report on performance of the trust: submit to members and publish   |            | ✓           |                   |     |           | A   |     | A            |
|                 | Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit |            | ✓           | A                 |     |           | A   |     |              |
| Being Strategic |  |            |             |                   |     |           |     |     |              |
| Being Strategic | Determine statutory policies which reflect the trust's ethos and values  |            | ✓           | ✓                 | ✓   | ✓         | ✓   | ✓   | A            |
|                 | Determine non statutory policies which reflect the school's ethos and values   |            |             |                   |     |           | ✓   | ✓   | A            |
|                 | Central spend / top slice: agree   |            | ✓           | A                 |     |           | A   |     |              |
|                 | Management of risk: establish register, review and monitor   |            | ✓           | A                 |     | A         | A   |     | A            |
|                 | Engagement with stakeholders   | ✓          | ✓           | ✓                 | ✓   | ✓         | ✓   | ✓   | ✓            |
|                 | Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine                    |            | ✓           |                   |     |           |     | ✓   | ✓            |



| Area               | Decision  | Delegation |             |                   |     |           |     |     |              |
|--------------------|---|------------|-------------|-------------------|-----|-----------|-----|-----|--------------|
|                    |   | Members    | Trust Board | Audit and Finance | Pay | Standards | CEO | CSC | Head Teacher |
|                    | Schools key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine |            | ✓           |                   |     |           | ✓   | ✓   | ✓            |
|                    | Chief executive officer: appoint and dismiss  |            | ✓           |                   |     |           |     |     |              |
|                    | Academy Head Teacher : appoint and dismiss  |            |             |                   |     |           | ✓   | A   |              |
|                    | Budget plan to support delivery of key priorities: agree  |            | ✓           | A                 | A   |           | A   |     |              |
|                    | Trust's staffing structure: agree   |            | ✓           |                   |     |           | ✓   |     |              |
|                    | School staffing structure: agree  |            |             |                   |     |           | ✓   |     | A            |
| Holding to account |   |            |             |                   |     |           |     |     |              |
| Holding to account | Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree                                   |            | ✓           | ✓                 | ✓   | ✓         | A   |     | A            |
|                    | Reporting arrangements for progress on key priorities: agree  |            | ✓           | A                 |     | A         | A   |     | A            |
|                    | Performance management of the Chief Executive Officer and senior Trust staff: undertake   |            | ✓           |                   |     |           |     |     |              |
|                    | Performance management of academy head teacher : undertake  |            |             |                   |     |           | ✓   |     |              |
|                    | Director monitoring: agree arrangements   |            | ✓           |                   |     |           | A   |     |              |

| Area                       | Decision  | Delegation |             |                   |     |           |     |     |              |
|----------------------------|---|------------|-------------|-------------------|-----|-----------|-----|-----|--------------|
|                            |   | Members    | Trust Board | Audit and Finance | Pay | Standards | CEO | CSC | Head Teacher |
|                            | Sub committee monitoring: agree arrangements  |            |             | ✓                 |     | ✓         | A   | ✓   |              |
|                            | Ensuring financial probity  |            |             |                   |     |           |     |     |              |
| Ensuring financial probity | Appoint Chief financial officer for delivery of trusts detailed accounting processes  |            |             |                   |     |           | ✓   |     |              |
|                            | Trust's scheme of financial delegation: establish and review                          |            | ✓           | A                 |     |           | A   |     |              |
|                            | External auditors' report: receive and respond  | ✓          | ✓           | A                 |     |           | A   |     |              |
|                            | CEO and Central Team pay award: agree   |            | ✓           |                   | ✓   |           |     |     |              |
|                            | CEO and Central Team 3 year remuneration: review                                      |            | ✓           |                   |     |           |     |     |              |
|                            | Head teacher pay award: agree   |            |             |                   |     |           | ✓   |     |              |
|                            | Staff appraisal procedure and pay progression: review and agree                       |            |             |                   |     |           | ✓   |     | A            |
|                            | Benchmarking and trust wide value for money: ensure robustness                        |            |             | ✓                 |     |           | A   |     |              |
|                            | Develop trust wide procurement strategies and efficiency savings programme            |            |             |                   |     |           | ✓   |     |              |
|                            | Review and approve trust wide procurement strategies and efficiency savings programme |            |             | ✓                 |     |           | A   |     |              |