

Multi Academy Trust Board Scheme of Delegation

Date Prepared	Term 3 2021
Author	A Moon – TBM & Co. Sec
Checked by (Trustee)	Full Trust Board
Checked by Union Reps	N/A
Date ratified	30.3.21
Review date	Term 3 2022

Introduction	2
The academy trust	2-3
MAT roles and responsibilities grid	4
Review	5
Governance structure and lines of accountability	5
Roles and responsibilities of key groups/personnel	
Members	6
Trustees	6
Trust board committees	6
Chief Executive Officer	7
Executive Headteacher(s)	7
Regional governing bodies	7
Academy advisory groups	8
Key	8
Delegation grid	9-14

Introduction

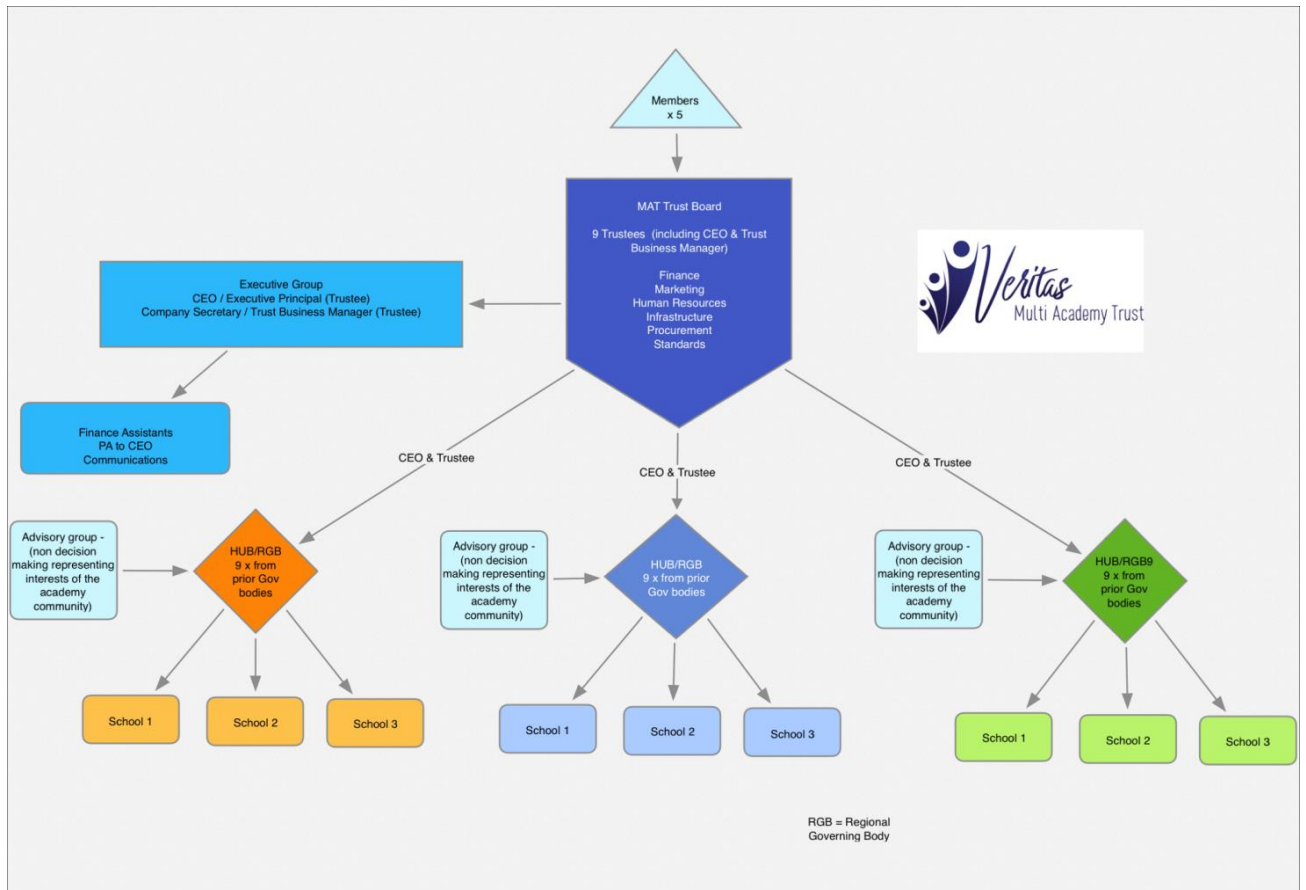
A multi academy trust's (MAT) board of trustees is accountable in law for all major decisions about their academies. However, this does not mean that the board is required to carry out all the trust's governance functions and many can and should be delegated, including to the CEO, the board's committees, and to regional governing bodies.

This scheme of delegation (SoD) is the key document defining the lines of responsibility and accountability in Veritas Multi Academy Trust. It should be a simple yet systematic way of ensuring that the members, trustees, regional governing bodies, executive leadership and academy principals 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 Academy Trust

- The academy trust is responsible for:
- Pilgrims' Way Primary School & Nursery, Warden House Primary School and any further academies that may join in the future (the 'academies').
- The Academy Trust has entered into a master funding agreement and each academy will receive a separate supplemental funding agreement under section 1 of the Academies Act 2010 with the Secretary of State for Education in relation to the funding of the Academies (together, the "Funding Agreement").
- The Funding Agreement places a number of requirements on the Academy Trust including the requirement to comply with the Department for Education's (the "DfE") Academies Financial Handbook (the "Handbook").

The layers of governance and lines of accountability - The structure encompasses Members, Trustees and Regional Governing Bodies (RGB) to oversee the statutory obligations of the trust and academies. An employed Executive Group supports the work of the MAT Trust Board. Functions will be delegated by the MAT Trust Board to the RGBs and Executive Group.



Veritas MAT Roles and Responsibilities

Members <i>Establish and set the constitution of VMAT</i>			
<ul style="list-style-type: none"> - Appointing Members - Amend articles of association and memorandum of understanding - QA trustees to ensure they are fulfilling their statutory duties - Signing any special resolutions regarding the constitutional set up of the Trust 			
Trust Board <i>Sets the strategic direction, vision and ethos of VMAT and are accountable to the Secretary of State for the standards across trust schools.</i>		Regional Governing Body <i>Monitor the day-to-day running of each academy within VMAT and report to the Trust Board on the quality of standards within each academy under their governance.</i>	
Finance & Audit	<ul style="list-style-type: none"> - Appoint accounting officer & CFO - Produce a Trustees Report annually - Submit budget statement to the EFA for each academy - Audit financial procedures annually in each academy to ensure financial compliance - Appoint an accountant to engage in an audit of financial procedures across the MAT and produce corporate accounts. - Submission of bids to the EFSA on behalf of academies in the MAT - Manage the retention of funds for emergency work and the contribution of funds from academies in the MAT to the Trust Board - Run financial audit checks and report to the MAT Board - Insurance - Application for capital funding bids - Set the academy budget and present this to the trust board. - review the month's returns and report financial anomalies to the trust board. - Ensure VAT returns are produced by each member academy ready for Trustee consolidation. 	Finance & Audit	<ul style="list-style-type: none"> - evaluate the impact of key delegated budgets including Sports Premium, SEND funding and Pupil Premium Funding.
Ethos & Marketing	<ul style="list-style-type: none"> - Production of MAT prospectus. - Approve MAT business plan. - Promotion of MAT growth. - Due diligence for academies joining the MAT. - QA commissioning of support to other schools. - Appoint trustees 		
Human resources	<ul style="list-style-type: none"> - Appointment and disciplinary action relating to senior staff and appraisal of senior staff - Ensure parity of pay and conditions across Regional Governing Boards - Appoint a CEO and Company Secretary - Ensure pension funds are administered correctly - Quality assure the complaints procedures across the MAT - Hear an appeal against the procedures relating to how the RGB handled a complaint in accordance with MAT complaints policy 	Human resources	<ul style="list-style-type: none"> - Appointment of all Staff not on Leadership Scale. - Appraisal of staff not on leadership scale.
Infrastructure & Procurement	<ul style="list-style-type: none"> - Maintain a timeline of statutory duties to comply with health and safety legislation - QA Regional Governing Boards ensuring they have systems in place to maintain the health and safety standards of the academy. - QA the procurement undertaken as a trust and across academies within the trust 	Infrastructure	<ul style="list-style-type: none"> - Risk Assessment procedures across the academy. - Health and Safety of the academy. - Grounds maintenance.
Standards	<ul style="list-style-type: none"> - QA the strategic plans approved by the RGB - QA the system of self-review approved by the RGB - Determine and uphold the Ethos Statement - Provide opportunities for staff to engage in school to school support both across and beyond the MAT - Approve the Trust Strategic Plan. - Approve the Trust Self Review 	Standards	<ul style="list-style-type: none"> - Engage in Governor Monitoring visits to quality assure the impact of the school plan on the improvement in teaching and learning. - Approve the SEF and review all evaluative data for rigor and impact - Approve the academy Strategic Plan - Liaise with the Parent Consultation Group to ensure parent voice is strong in the academy.

- The roles and responsibilities grid outlines at a glance where accountability lies

Review and adapt

This Scheme of Delegation will be reviewed at least annually but should the need arise it may be updated at the point of transfer of additional academies.

The purpose of the document being to:

- Promote a culture of honesty and accountability
- Ensure the executive leadership is clear about which decisions the MAT Trust Board remain in control of
- Identify responsibility for the appointment and performance management of the CEO/executive headteacher and academy headteachers
- Ensure that the role of the executive leadership is fully understood throughout the MAT
- Identify responsibility for policy and practice in each academy
- Identify responsibility for oversight of standards in each academy
- Identify responsibility for oversight of each academy's budget
- Identify responsibility for assessment of risk in each academy

Governance structure and lines of accountability

- The board of trustees is responsible for the three core governance functions.
- The board of trustees 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 executive headteachers who in turn line manage the academies' headteachers, setting their targets and performance managing them.
- The board constitutes committees for finance and standards; these look in detail at resources and progress and attainment across the trust. As board committees, at least three trustees must sit on each.
- The board delegates some of its school level monitoring and scrutinising functions to Regional Governing Bodies (RGB). Trustees do not need to sit on RGBs, and so lines of communication to the board of trustees must be clearly established.
- The board of trustees delegates stakeholder engagement to RGBs who also act as a point of consultation and representation with the advisory group to ensure parent and community voice remains strong.
- As the executive headteacher is being line managed by the CEO, neither the RGB nor the advisory group carry out the governance function of holding the executive headteacher to account. However the RGB must be confident that the trust's performance management systems are working well, and if not, how they can make the trust aware of their concerns. This arrangement will also affect the RGB and advisory group role in Ofsted inspections. *During the trust's growth phase, the role of CEO and Executive headteacher will be carried out by one person – under this model the Performance Management and pay review will be carried out by the board of trustees and quality assured by an external advisor.*

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 trustees. Originally they will have been 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. The trust board reports annually 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 five members, and while members are permitted to be appointed as trustees, in order to retain a degree of separation of powers between the members and the trust board, and in line with DfE expectations, not all members should be trustees. Members are not permitted to be employees of the academy trust.

The role of the trustees

The MAT is a charitable company and so trustees are both charity trustees (within the terms of section 177(1) of the Charities Act 2011) and company directors. Because trustees are bound by both charity and company law, the terms 'trustees' and 'directors' are often used interchangeably.

The trustees 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 academies 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 academies 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 board of trustees has the right to review and adapt its governance structure at any time which includes removing delegation.

The role of board committees

The trustees 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 (there must be at least three trustees) and responsibilities of board committees are set out in the committee's terms of reference. It is usual for the trust board to appoint board committee chairs and committee members according to their skills.

The Academies Financial Handbook makes it clear that the board of trustees 'should have a finance committee to which the board delegates financial scrutiny and oversight'.

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 performance manages the academy executive headteachers. As there is the delegation of some governance functions to the RGB, support with pay recommendation will be approved by the board of Trustees.

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 and is accountable to the trust board for the performance of the executive management team. The executive management team will consist of members of the executive group and a representative Executive headteacher or headteacher for member academies.

The role of the executive headteacher

The executive headteacher performance manages the academies' headteachers who are responsible for the day to day management of their academies. The executive headteacher reports to the RGB on functions that have been delegated to it which may include an element of monitoring and scrutiny of the hub's schools' management processes.

The role of the regional governing bodies

The trustees may establish Regional Governing Bodies to carry out some of its school level governance functions, although as trustees are not required to sit on RGB committees, decision making is limited. The RGB will appoint the chair; quality assurance to be provided by the trust board.

Delegated functions are outlined in the Roles and Responsibilities table on page 4. As a committee of the board, delegation can be removed at any time.

The role of advisory groups

The trustees may establish advisory groups to carry out some of its school level functions. Trustees are not required to sit on advisory groups. Usually the RGB will appoint the chair, and ensure that the advisory group is representative of the school and community.

Typically, functions may include:

- Building an understanding of how the school is led and managed
- Engaging with stakeholders
- Being a point of consultation and representation

Advisory groups are appointed by the RGBs and any delegation can be removed at any time.

Key	
Column 1:	Members
Column 2:	Board of trustees of the multi academy trust
Column 3:	Trust board finance committee
Column 4:	Trust board standards committee
Column 5:	Chief executive officer
Column 6:	Regional governing body
Column 7:	Executive principal
Blue box	Function cannot be legally carried out at this level.
✓	Action to be undertaken at this level
✓	Action to be undertaken at this level
A	Provide advice and support to those accountable for decision making
<>	Direction of advice and support

Area	Decision	Delegation						
		Members	Trust Board	TB Business Committee	TB Standards Committee	CEO	Regional Governing Body	Executive Headteacher
Governance framework								
People	Members: Appoint/Remove	✓						
	Trustees: Appoint/Remove		✓					
	Role descriptions for members	✓						
	Role descriptions for trustees/chair/ specific roles/committee/advisory group members		✓			<A		
	Regional governing body/Advisory group: elected		A>				✓	
	Board committee chairs: appoint and remove		✓	✓	✓	<A		
	Regional governing body/Advisory group chairs: appoint and remove		✓			<A>	✓	
	Clerk to board: appoint and remove		✓					
	Clerk to Regional governing body/Advisory group: 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 for academy committees: agree annually		✓			<A		
	Skills audit: complete and recruit to fill gaps		✓			<A>	✓	<A

Systems and structures	Annual self review of trust board and committees: complete annually		✓					
	Annual self review of Regional governing body/Advisory groups: complete annually						✓	
	Chair's performance: carry out 360 review periodically		✓				✓	
	Trustee / Regional governing body/Advisory group: review of governance annually		✓				A	
	Succession: plan		✓			<A>	✓	A
	Annual schedule of business: agree		✓	✓	✓	<A		
	Annual schedule of business for Regional governing body/Advisory group I: agree					A>	✓	A
Reporting								
Reporting	Publication on trust and schools' websites of all required details on governance arrangements		✓	✓	✓	<A	✓	A
	Annual report on performance of the trust: submit to members and publish		✓			<A		
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit		✓	<A		<A		
	RGB to provide annual statement that is published in the Annual Accounts Return					A>	✓	
Being Strategic								
	Determine trust wide policies which reflect the trust's ethos and values (facilitating discussions		✓	<A	<A	<A		

Being Strategic	with unions where appropriate) including: admissions; charging and remissions; complaints; safeguarding, expenses; health and safety, premises management; data protection and FOI; staffing policies including capability, discipline, conduct and grievance							
	Determine school level policies which reflect the school's ethos and values to include e.g. admissions; SEND; child protection; curriculum; behaviour: approve					A>	✓	<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	A>	✓			<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
	Chief executive officer: appoint and dismiss		✓					
Being Strategic	Academy headteacher : appoint and dismiss		✓			<A	<A	
	Develop and approve budget plan to support delivery of trust and School key priorities		✓	<A		<A		<A
	Trust's staffing structure: agree		✓	<A		<A		

	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)		✓	✓	✓	<A>	✓	<A
	Reporting arrangements for progress on key priorities		✓	<A	<A	<A>	✓	<A
	Performance management of the Chief Executive Officer		✓					
	Performance management of academy headteacher: undertake * See note under lines of accountability above during growth development phase					✓	<A	
	Trustee monitoring		✓			<A		
	Regional governing body monitoring					A>	✓	<A
	Regional governing body overall performance		✓			<A		
Ensuring financial probity								
	Chief financial officer for delivery of trust's detailed accounting processes: appoint		✓	<A		<A		

Ensuring financial probity	Establish and review trust and schools' scheme of financial delegation		✓	<A		<A		
	External auditors' report: receive and respond		✓			<A		<A
	CEO pay award: agree		✓					
	Academy headteacher pay award: agree * See note under lines of accountability above during growth development phase		✓			A>		
	Staff appraisal procedure and pay progression: review and agree		✓			✓	(Non-Leadership) ✓	<A
	Benchmarking and trust wide value for money: ensure robustness			✓		<A		<A
	Develop trust wide procurement strategies and efficiency savings programme					✓		
	Review and approve trust wide procurement strategies and efficiency savings programme			✓				