

Big Life Schools Scheme of Delegation

Policy Data Sheet

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Big Life Schools MAT

Scheme of Delegation

This Scheme of Delegation outlines the delegated responsibilities between the key governance tiers within the Big Life Schools Trust (“the Trust”) – the Members of the Trust, MAT Board, Chief Executive Officer, Local Governing Committees and Headteachers.

This summary is designed for use by governance stakeholders within the Trust and external regulators, including Ofsted and the Education & Skills Funding Agency (“EFSA”).

Summary of governance structure

Within the Trust, the overarching approach to delegations for each governance tier is as follows:

- Members – Members have responsibility for ensuring that the charitable purpose of the Trust is pursued. They have a limited and distinct role as set out in the scheme of delegation below.
- MAT Board – The MAT Board holds the ultimate legal accountability for all aspects of operation delivery, policy and decision making. They oversee the management and administration of the Trust and the academies within it. The MAT Board will deal with non delegated key matters such as strategic direction, vision and values and educational targets.
- CEO – Holds delegated responsibility from the MAT Board to manage the day to day activities of the Trust.
- Local Governing Committees – LGCs hold delegated power from the MAT Board at school level to make decisions and scrutinise at a local level.
- Headteachers – The Headteachers within the Trust are responsible for all aspects of the day to day running of their setting and operational delivery of school improvement plans.

A multi academy trust’s board of trustees is accountable in law for all major decisions about all the schools within the Trust. However, this does not mean that the board is required to carry out all the Trust’s governance functions and many functions can and should be delegated elsewhere, including to the CEO, the board’s committees, and to LGCs.

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At all levels of delegation, the MAT Board retains the right to withdraw delegation of certain responsibilities or functions if performance in the delegated area is a cause for concern or there is a need to refocus the delegated powers to secure rapid improvements. For example, if a school’s leadership and management is judged to be inadequate, the Trustees may wish to take responsibility for governance at a local level to ensure the correct support and scrutiny is in place.

The decisions as to which powers the board has delegated are recorded in the table below. This allows individuals and groups to act promptly when such power is within their remit.

| |
|--|
| Reading the grid |
| ✓ - action to be undertaken at this level |
| A - provide advice and support to those with decision making power |
| < / > - Demonstrates which way up/down the decision chain the advice must be provided |
| Note: Decisions retained by the MAT Board may be delegated to the Risk and Audit Committee but not to the CEO, LGC or Headteacher |

| | Governance function | Members | MAT board | MAT Board Risk and Audit Committee | CEO | Local Governing Committees | Headteacher |
|-------------------------------------|--------------------------|---------|-----------|------------------------------------|-----|----------------------------|-------------|
| Governance framework: people | Members: appoint/remove | ✓ | | | | | |
| | Trustees: appoint/remove | ✓ | ✓ | | | | |

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|---|---|-----------|------------------------------------|-----|----------------------------|-------------|
| Parent LGC members: appoint when elected | | ✓ | | | ✓ | |
| Audit and Risk Committee chair: appoint and remove | | ✓ | | | | |
| Named safeguarding trustee: appoint and remove | | ✓ | | | | |
| LGC chairs: appoint and remove | | ✓ | | | | |
| LGC members: appoint and remove | | ✓ | | | ✓ | |
| Clerk to board: appoint and remove | | ✓ | | | | |
| LGC Governance Professional appoint and remove | | ✓ | | | ✓ | |
| Governance framework: systems and structures | Articles of association: review and agree | ✓ | <A | | | |
| | Governance structure for the trust: establish and review annually | | ✓ | | | |
| | Committee terms of reference and scheme of delegation: agree annually | | ✓ | | | |

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|--|--|-----------|------------------------------------|-----|----------------------------|-------------|
| Annual schedule of governance business: agree | | ✓ | | <A> | ✓ | |
| Self-review of MAT board and committees: complete annually | | ✓ | | | | |
| Self-review of LGCs: complete annually | | | | | ✓ | |
| Chair's performance: carry out 360° review periodically | | ✓ | | | | |
| LGC member contribution: review annually | | ✓ | | | ✓ | |
| Governance framework: reporting | Publish governance arrangements on Trust and schools' websites: ensure | | | ✓ | | ✓ |
| | Annual report on the 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 | | ✓ | | | |

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|---|---------|-----------|------------------------------------|-----|----------------------------|-------------|
| money: submit to members and Companies House | | | | | | |
| ESFA required reports and returns - submit | | ✓ | | <A | | |
| Annual report work of school LGCs: submit to Trust and publish | | | | | ✓ | |
| Being strategic Determine trust wide policies which reflect the Trust's values: approve | | ✓ | | A | | |
| Determine school level policies: approve | | | | | ✓ | <A |
| Management of risk: establish register, review and monitor | | ✓ | ✓ | <A | | |
| Engagement with stakeholders: ensure | | ✓ | | ✓ | ✓ | ✓ |
| Determine Trust's vision, strategy and key priorities: approve | | ✓ | | A | | |
| Determine schools' vision, strategy and key priorities: approve | | | | ✓ | | |

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|---|---------|-----------|------------------------------------|-----|----------------------------|-------------|
| Chief executive officer: appoint and dismiss | | ✓ | ✓ | | | |
| Accounting officer: appoint and dismiss | | ✓ | ✓ | | | |
| Headteachers: appoint and dismiss | | ✓ | | | | |
| Budget plan to support delivery of trust key priorities: agree | | ✓ | | <A | | <A |
| Budget plan to support delivery of schools' key priorities: agree | | ✓ | | | <A | <A |
| Trust's staffing structure: agree | | ✓ | | <A | | |
| Schools' staffing structure: agree | | | | ✓ | | <A |
| Admission of new academies to the MAT | | ✓ | | <A | | |
| Ensuring compliance (e.g. safeguarding, H&S, employment, whistleblowing): agree auditing and reporting arrangements | | ✓ | ✓ | <A | | <A |

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|----------------------------|---|---------|-----------|------------------------------------|-----|----------------------------|-------------|
| Holding to account | Monitoring progress on key priorities: agree reporting arrangements | | ✓ | ✓ | <A | | |
| | Performance management of the chief executive: undertake | | ✓ | ✓ | | | |
| | Performance management of HTs: undertake | | | | ✓ | <A | |
| Financial oversight | External auditors: appoint | ✓ | | | | | |
| | Chief financial officer: appoint | | ✓ | ✓ | <A | | |
| | Trust's scheme of financial delegation: establish, monitor and review | | ✓ | ✓ | <A | | |
| | External auditors' report: receive and respond | | ✓ | <A | <A | | |
| | CEO pay award: agree | | ✓ | ✓ | | | |
| | Headteacher's pay award: agree | | ✓ | ✓ | <A | <A | |
| | Staff appraisal procedure and pay progression: review and agree | | ✓ | ✓ | <A | | |

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| Benchmarking and trust wide value for money: ensure robustness | | ✓ | ✓ | <A | | |
| Monitoring budget: agree reporting | | ✓ | ✓ | <A | | <A |
| Admissions Setting Admissions Policies | | ✓ | ✓ | <A | | <A |
| Keeping Admission and Attendance Registers | | | | | | ✓ |
| Compliance with admissions and appeals codes | | ✓ | ✓ | <A | | |
| Arranging suitable independent appeals panels | | | | ✓ | | |
| Setting individual school PANs | | ✓ | ✓ | <A | | <A |
| Safeguarding Setting of Safeguarding Practices and Policies | | ✓ | | | | <A |
| Support for LAC, Disadvantaged and SEN students | | | | | | ✓ |
| Monitoring effect of additional grants | | ✓ | | | | <A |
| Monitoring amount of additional grants | | | | | ✓ | |

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|---|---|-----------|------------------------------------|-----|----------------------------|-------------|
| Setting and monitoring of Behaviour Policy | | | | | ✓ | <A |
| Monitoring of Single Central Record | | | | ✓ | ✓ | ✓ |
| Statutory Safeguarding Employment Checks | | | | ✓ | ✓ | ✓ |
| Standards, Curriculum and Assessment | Set the Trust approach to Curriculum and Assessment with regard to statutory requirements | | | ✓ | | <A |
| | Develop statutory curriculum policies | | | ✓ | <A | <A |
| | Trust and School academic targets | | | A> | | ✓ |
| | School Self Evaluation | | | A> | A> | ✓ |
| | Delivery of careers guidance | | | | | ✓ |
| | Term dates | | | | ✓ | <A |
| | Length of the School Day | | ✓ | | <A | <A |
| | Fixed Term Exclusions | | | | A> | ✓ |
| | Permanent Exclusions | | A> | | A> | ✓ |

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| | Exclusion Reviews | | | | | ✓ | |
| Human Resources | Approval of annual staffing plan | | | | ✓ | | <A |
| | Authority to increase school/organisational headcount within existing staffing budget | | ✓ | ✓ | ✓ | | |
| | Job Description – Sign off | | ✓ | ✓ | ✓ | | <A |
| | Job evaluation policy and procedures | | ✓ | ✓ | | | |
| | Varying employment terms and conditions | | ✓ | | <A | | <A |
| | Suspension of school staff (deputy headteacher and below) | | | | A> | | ✓ |
| | Suspension of the headteachers | | | | ✓ | | |
| | Suspension of executive staff | | | | ✓ | | |
| | Suspension of the Chief Executive Officer | | ✓ | ✓ | | | |
| | Dismissal of school staff (deputy headteacher and below) | | | | A> | | ✓ |

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|---|---------|-----------|------------------------------------|-----|----------------------------|-------------|
| Dismissal of headteachers | | | | ✓ | | |
| Dismissal of executive staff | | | | ✓ | | |
| Dismissal of the Chief Executive Officer | | ✓ | ✓ | | | |
| Appeals | | ✓ | | | ✓ | |
| Complaints | | | | A> | | ✓ |
| Complaints made under Stage 2 of the policy (formal complaint) | | | | A> | ✓ | |
| Complaints made under Stage 2 of the policy about a headteacher (formal complaint) | | | | ✓ | | |
| Complaints made about executive trust staff under Stage 2 of the policy (formal complaint) | ✓ | ✓ | | | | |
| Complaints made about the CEO under Stage 2 of the policy (formal complaint) | | | | | ✓ | |
| Complaints made under Stage 3 of the policy (regarding the schools, all staff including the headteachers) | | | | | | |

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|---------------------|---|-----------|------------------------------------|-----|----------------------------|-------------|
| | Complaints made under Stage 3 of the policy (regarding the executive team, including the CEO) | ✓ | ✓ | | | |

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