



# Scheme of Delegation

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## Introduction

This Scheme of Delegation applies to all Academies run by The Prince Albert Community Trust (PACT).

This Scheme of Delegation explains the ways in which the Trustees, Executive Leaders, Heads, Business Leads and Academy Committees fulfil their responsibilities for the leadership and management of the Trust and the Academies, and the accountability of each to ensure the success of the Trust and all Academies.

This Scheme of Delegation has been put in place by the Trustees from the effective date, in accordance with the provisions of the Articles and it should be read in conjunction with those Articles.

In the event of any conflict between any provision of this Scheme of Delegation and the Articles, the Articles shall prevail.

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 itself. Many decisions can and should be delegated to Executive Leaders, Board Committees, including Academy Committees and Senior Leaders. It is vital that the decision to delegate a function is made by the full Board of Trustees and is recorded. Without such formal delegation, the individual or committee has no power to act.

PACT has a Scheme of Delegation for schools that distinguishes between those schools that are and those that are not 'Requires Improvement' (RI) or 'Special Measures' (SM). Schools that are 'Good' or better have a larger amount delegated to them to enable local autonomy and decision making. The schools that are RI or SM have less delegation in recognition of the need for additional input from the Board in order to support a quick turnaround. In some cases, a RI or SM school may not have its own Academy Committee, their governance will be overseen solely by the Board.

## PACT Vision and Values

This scheme of delegation is underpinned by PACT's vision and values and a commitment to enable every pupils to succeed at school and in life. Our values are:

**In all that we do we demonstrate:**



**PASSION:**

inspiring a love of learning and being determined to make a difference



**ASPIRATION:**

wanting the very best for our pupils, our families, our communities and our staff



**COLLABORATION:**

working positively with each other, with parents and carers, other stakeholders and partners to achieve our goals



**TRUST:**

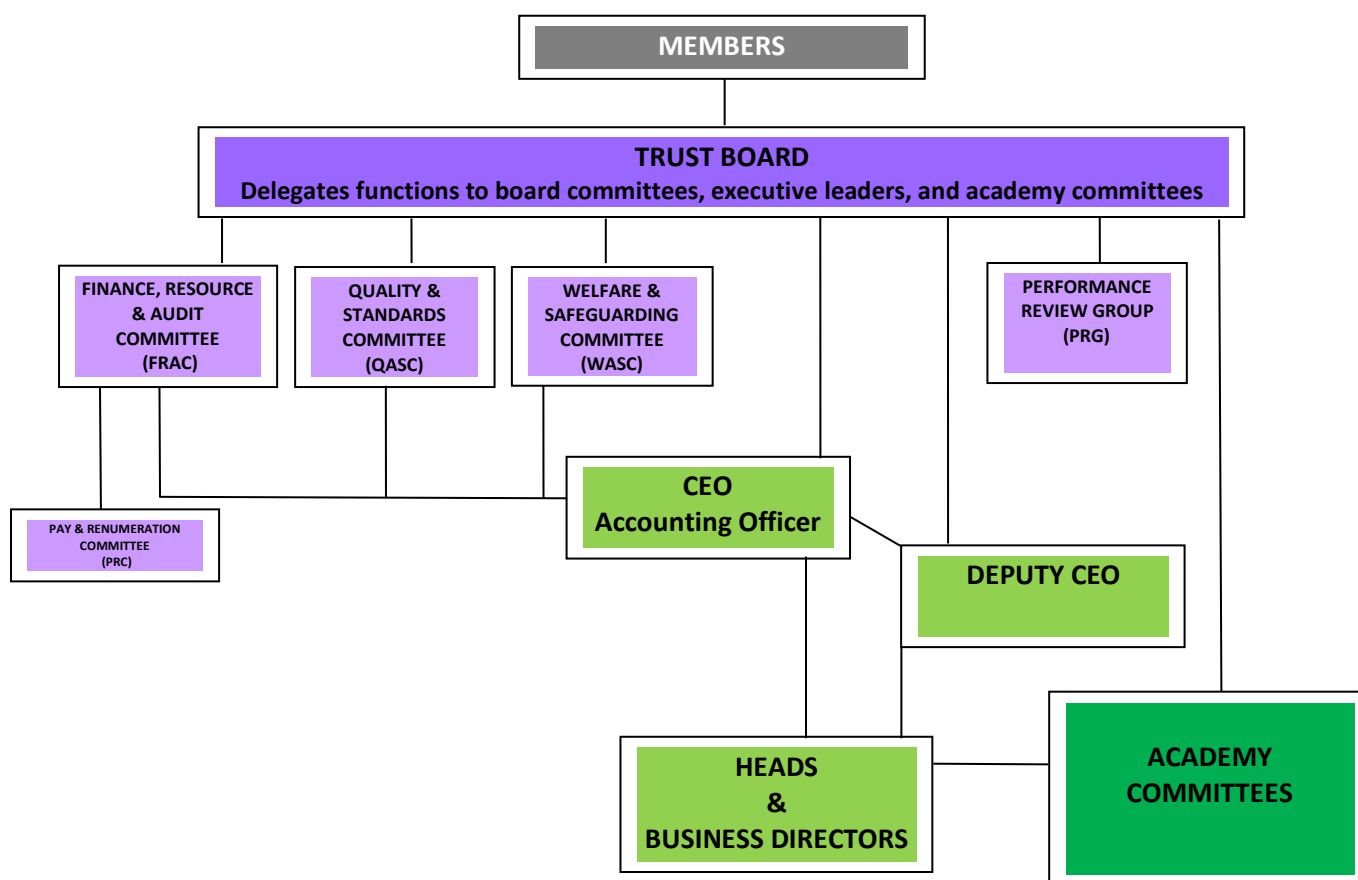
acting with integrity, being reliable and caring to create a safe and respectful environment for all to learn and work in

Our ambition is driven by 5 pillars of activity (*PACT Strategy>2025*) which focus on the following key priorities:

<p><b>Exceptional Welfare</b></p> <p>To ensure that every pupil attends a supportive and inclusive school where they feels safe and are mentally and physically healthy</p>	<p>Working with families and the wider community to create an environment in which pupils feel safe and well inside and outside of school</p> <p>Work with the appropriate agencies to provide the right support at the right time for families and pupils going through periods of emerging difficulty</p> <p>Implementation of a process for identifying and addressing issues pupils may experience with regard to mental health and wellbeing</p> <p>Empower pupils to make the right choices in increasingly complex and evolving social environments</p>
<p><b>Exceptional Education</b></p> <p>To provide a high quality education that enables all of our pupils to fulfil their potential and succeed in life</p>	<p>A broad, ambitious and inclusive curriculum that gives all pupils (with particular focus on those with special educational needs) fair access to an enriched, high quality education, that prepares them for a digital world and improves their life chances</p> <p>A high quality training and development programme to ensure an excellent teacher for every pupil</p> <p>Effective, evidence based and targeted support to ensure all pupils who have fallen behind, get back on track</p>
<p><b>Exceptional People</b></p> <p>To have the best team working with and for our pupils through investing in the growth and development of our staff</p>	<p>An effective organisational architecture that will facilitate people readiness and ensure that PACT continues to be strong and scalable</p> <p>A robust and comprehensive programme of professional learning and development for all staff at all levels</p> <p>Make PACT the employer of choice for exceptional talent</p>
<p><b>Exceptional Infrastructure</b></p> <p>To have buildings, technology, processes and policies that enable PACT to be a strong MAT</p>	<p>Creation and maintenance of a working environment that is conducive to delivering exceptional education</p> <p>A digital infrastructure that enables the organisation to work efficiently, securely and collaboratively. For this infrastructure to enable innovation and high levels of digital literacy within the curriculum</p> <p>Collaboration within and outside the sector to ensure the highest levels of expertise and opportunities for PACT</p>
<p><b>Sustainability</b></p> <p>To be a resilient, environmentally sustainable and nimble organisation with sound financial management and robust governance</p>	<p>Enhancing the strong and resilient financial position of PACT by securing additional revenue opportunities with external partners</p> <p>Developing the governance structure that enables PACT to remain strong whilst growing</p> <p>Reduction of the carbon footprint of PACT</p>



# Governance Structure and Lines of Accountability



- The Board of Trustees is responsible for the three core governance functions:
  - Ensuring clarity of vision, ethos, and strategic direction.
  - Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff.
  - Overseeing the financial performance of the organisation and making sure its money is well spent.
- The Board of Trustees appoint the Trust's Executive (Chief Executive Officer (CEO)) to whom it delegates responsibility for delivery of its vision and strategy and will hold the Executive Leadership 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 manage other senior leaders and the academies' Heads, setting their targets and performance managing them.
- The Board constitutes committees for finance, resource and audit and pay and remuneration; these look in detail at the resources, finances, executive pay, and other named roles. Please note this list is not exhaustive and exact duties are noted in the committee's terms of reference.
- The Board delegates some of its school level monitoring and scrutinising functions to Academy Committees and uses these committees to promote stakeholder engagement and as a point of consultation and representation. Trustees do not need to sit on Academy Committees, and so lines of communication to the Board of Trustees must be clearly established. It is usual for the CEO to seek input from the Chair of the Academy Committee when undertaking the Head's performance management.
- As the Heads are being line managed by the CEO, the Academy Committee no longer carries out the governance function of 'holding the Headteacher to account'. However, they 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 Academy Committee's role in Ofsted inspections.

## **Roles and Responsibilities**

### **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 will 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.

There must be at least three members, although the DfE prefer at least five, 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 Trust.

### **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. PACT uses the term Trustees to avoid confusion between employed staff who may be referred to a Director of a specific area.

The Trust Board 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(s), 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, mentioned above.

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

### **Trust 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, unless otherwise stated in the committee's terms of reference) 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 Representatives according to their skillset.

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'. In Trusts where the annual income is above £50,000,000, there must also be a separate Audit Committee.

PACT currently has four Board Committees:

- Finance, Resource and Audit Committee (FRAC) including sub-committee, Pay and Remuneration Committee (PRC)
- Quality and Standards Committee (QASC)
- Welfare and Safeguarding Committee (WASC)
- Performance Review Group (including external member) that oversees the performance management of Executive Leadership (PRG)

### **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 Heads. As there is delegation of some governance functions to Academy Committees, this may be with some input from the Academy Committee Chair.

The CEO is the Accounting Officer for the Trust, so has overall responsibility for the operation of the 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 Trust. They will delegate executive management functions to Executive Head Teachers, Business Directors or Heads and are accountable to the Trust Board for the performance of the Executive Management Team.

## **Academy Committees**

The Trustees may establish Academy Committees to carry out some of its school level governance functions, although as Trustees are not required to sit on these committees and the committee's decision making is limited. The Trust Board will appoint the chair and ensure that two parents are appointed to sit on each Academy Committee.

Delegated functions include:

- Provide a source of challenge and support to the Head of School.
- Ensure the development of a broad and balanced curriculum that will allow all pupils to be fully engaged, stretched, and motivated leading to significant levels of progress.
- Monitor attainment as identified through end of key stage assessments along with internal data for subsequent year groups.
- Monitor and review the quality of teaching and learning by holding a clear and concise picture of current standards and areas for development as identified through the school's development plan.
- Engage with all stake holders with specific regard for parents, understanding how to further develop positive relationships to support pupil progress, community cohesion and educational excellence across the MAT.
- Review, edit and subsequently amend school specific non-statutory and curriculum policies in line with best practice.
- In relation to SEN, to ensure that policies, procedures, and statutory guidance are followed ensuring best practice across the schools.
- Ensure that the school is adhering to safeguarding policies and procedures.
- Ensure that pupil premium and sports premium is being spent appropriately.
- Building an understanding of how the school is led and managed.
- Monitoring whether the school is:
  - Working within agreed policies
  - Is meeting their agreed targets.
- Report to the Board

As a committee of the Board, delegation can be removed at any time.

## **Heads of School and Headteachers (Heads)**

The Heads are responsible for the day-to-day management of the school and is managed by the CEO but reports to the Academy Committee on matters which have been delegated to it. This may include an element of monitoring and scrutiny of the school's management processes.

## **Overview of Delegation**

Please see overleaf.

**Key**

✓ Action to be undertaken at this level.

Area	Decision	Delegation								
		Members	Trust Board	Company Secretary	FRAC	PRC	CEO/ Executive Leaders	Academy Committee	Heads	
<b>Governance framework</b>										
People	Members: Appoint/Remove	✓								
	Trustees: Appoint/Remove	✓ (up to 5 Trustees)	✓							
	Role descriptions for members	✓								
	Role descriptions for Trustees/Chair/ specific roles/committee: agree		✓							
	Appointing parent Trustee/committee member (where parental ballot is not possible)		✓					✓		
	Board Committee Chairs: appoint and remove		✓		✓	✓				
	Academy Committee chairs: appoint and remove		✓							
	Clerk to Board: appoint and remove		✓							
	Clerk to Academy Committee: appoint and remove		✓							
	Parental Engagement									
Parent/Carer Behaviour & Conduct: removal and review of premises bans								✓	✓	
Systems and structures	Articles of Association: review and agree	✓								
	Governance structure (committees) for the Trust: establish and review annually		✓							
	Terms of Reference for Board Committees and Scheme of Delegation for Academy Committees: agree annually		✓							
	Skills audit: complete and recruit to fill gaps		✓					✓		
	Regular self-review of Trust Board and Committees: complete annually or as appropriate		✓							
	Regular self-review of academy committees: complete annually or as appropriate							✓		
	Chair's performance reviewed periodically		✓					✓		
	Trustee / Academy Committee member contribution:		✓					✓		



Area	Decision	Delegation							
		Members	Trust Board	Company Secretary	FRAC	PRC	CEO/ Executive Leaders	Academy Committee	Heads
	review annually								
	Succession: plan for executive leadership		✓					✓	
	Annual schedule of business for Trust Board: agree		✓		✓	✓			
	Annual schedule of business for academy committee: agree							✓	
	Dealing with complaints: Stage 1 Stage 2 Stage 3		✓				✓	✓	✓ ✓
	Disciplinary Hearings		✓				✓		✓
	Exclusion Hearings		✓					✓	
<b>Reporting</b>									
Reporting	Publication on Trust and Schools' websites of all required details on governance arrangements: ensure		✓	✓				✓	
	Annual report on performance of the Trust: submit to members and publish		✓						
	Annual report and accounts including accounting policies, signed statement on regularity, propriety, and compliance, incorporating governance statement demonstrating value for money: submit.		✓						
	Approval of Annual Returns such as, AAR, BFR, GPG, ONS Survey.								
	Annual report/Impact Statement: work of academy committee: submit to trust and publish			✓				✓	
<b>Being Strategic</b>									
	Determine Trust wide policies which reflect the Trust's ethos and values (facilitating discussions with unions where appropriate) including admissions; charging and remissions; complaints; expenses; health and safety, premises management; data protection and FOI; staffing policies including capability, discipline, conduct and grievance: approve		✓		✓	✓	✓		
	Determine school level policies which reflect the		✓					✓	

Area	Decision	Delegation							
		Members	Trust Board	Company Secretary	FRAC	PRC	CEO/ Executive Leaders	Academy Committee	Heads
Being Strategic	school's ethos and values to include e.g., admissions; SEND; safeguarding and child protection; curriculum; behaviour: approve						✓		
	Pooling and distribution of funds: agree		✓						
	Management of risk: establish register, review, and monitor		✓					✓	
	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		✓						
	Schools vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		✓						✓
	Chief Executive Officer: appoint and dismiss		✓						
	Head of School: appoint and dismiss						✓		
	All other staff: appoint and dismiss						✓		
	Budget plan to support delivery of Trust key priorities: agree		✓						
	Budget plan to support delivery of school key priorities: agree						✓		
	Trust's staffing structure: agree		✓				✓		
	School staffing structure: agree						✓		
Holding to account									
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 the Executive Leadership: undertake					✓			
	Performance management of Head of School:						✓		

Area	Decision	Delegation							
		Members	Trust Board	Company Secretary	FRAC	PRC	CEO/ Executive Leaders	Academy Committee	Heads
	undertake								
	Trustee monitoring: agree arrangements	✓	✓						
	Academy Committee Representative monitoring: agree arrangements		✓					✓	
	Academy Committee overall performance monitoring: agree arrangements		✓						
<b>Ensuring financial probity</b>									
Ensuring financial probity	Appoint Chief financial officer for delivery of Trusts detailed accounting processes		✓				✓		
	Trust's scheme of financial delegation: establish and review		✓		✓				
	School's scheme of financial delegation: establish and review				✓		✓		
	Appoint external auditors	✓							
	External auditors' report: receive and respond	✓	✓					✓	
	CEO pay award: agree		✓			✓			
	Head of School pay award: agree		✓		✓				
	Staff appraisal procedure and pay progression: review and agree		✓				✓		
	Benchmarking and Trust wide value for money: ensure robustness				✓				
	Benchmarking value for money: ensure robustness				✓		✓		
	Develop Trust wide procurement strategies and efficiency savings programme						✓		
	Changes to the current budget						✓		
	Approval of the annual budget		✓						
Review and approve trust wide procurement strategies and efficiency savings programme					✓				
<b>Operations</b>									
Estates,	Implement and review H&S policies, procurement and training. Provide H&S support		✓				✓		✓
	Ensure statutory H&S audits are reviewed and actioned accordingly						✓		

Area	Decision	Delegation							
		Members	Trust Board	Company Secretary	FRAC	PRC	CEO/ Executive Leaders	Academy Committee	Heads
Facilities and Health & Safety	Approve all relevant H&S policies and procedures						✓		
	Develop and monitor Trust estates strategic plan						✓		
	Manage and monitor statutory maintenance and building priorities to ensure they meet legal requirements and school needs						✓		
	Manage and monitor school facility usage including procedures and service level agreements						✓		
Cyber Security	Ensuring that systems are protected from unauthorised access: agree implementation of security systems such as 2FA						✓		
	Exemption for a stakeholder from any security protections in place such as 2FA: authorise exemption						✓		
	Technical security measures are set out in the PACT Technical Security Policy: review and approve policy						✓		
	Business Continuity Plan for PACT ICT Services including Disaster Recovery and Cyber Response Planning: review and approve policy/plan						✓		
<b>Quality of Education</b>									
Quality of Education	Robust accountability, oversight and assurance for educational performance for all pupil, including SEND		✓				✓	✓	✓
	Oversight of the curriculum and overall strategy for school improvement						✓	✓	✓
	Oversight of internal and external inspection and development against actions required		✓				✓	✓	✓
	Understanding of staff development, appropriate to the needs of the Trust/school			✓			✓	✓	✓
	Oversight of strategy to ensure effective relationships with parents and wider community							✓	✓
<b>Safeguarding &amp; Child Protection</b>									
	Oversee audit visits to monitor statutory compliance against policies						✓	✓	
	Appoint a named Academy Committee Safeguarding representative			✓				✓	
	Form a team of Board members to hold the Trust		✓	✓					

Area	Decision	Delegation							
		Members	Trust Board	Company Secretary	FRAC	PRC	CEO/ Executive Leaders	Academy Committee	Heads
Safeguarding & Child Protection	accountable for overall policies and effective practise								
	Ensure all Trust Board members complete statutory safeguarding training			✓					
	Completes termly single central record checks						✓		✓
	Responsible for monitoring statutory compliance with respect to the quality of spiritual, moral, social and cultural development of pupils								✓
<b>Policies, Procedures and Legal</b>									
Policies, procedures and legal matters	Trust policies and procedures	The policy schedule will set out specific roles and responsibilities including for review and approval of individual policies							
	Governance policies and procedures		✓	✓				✓	
	Take legal advice on any matter			✓			✓		✓
	Legal action this is not linked to reputational matters						✓		
	Legal action that could be linked to the reputation of the Trust				✓		✓		

## **Review**

The Scheme of Delegation shall operate from the effective date in respect of the Trust and all Academies. The Trustees will review the Scheme of Delegation at least on an annual basis, and alter any provision of it. In considering any material changes to this Scheme of Delegation or any framework on which it is based, the Trustees will have regard to and give due consideration of any views of the Executive Leaders and Academy Committees.