KALEIDOSCOPE
Multi Academy Trust

Scheme of Delegation

September 2026

Approved by: **Next Review:**	Kaleidoscope Trust Board July 2027	**Date:** September 2026

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Kaleidoscope Multi Academy Trust

Scheme of Delegation

Summary

The Kaleidoscope Multi Academy Trust (KMAT) is the legal entity responsible for the governance of all academies within the Trust. The Chief Executive Officer (CEO) is accountable for the performance of all academies within the Trust. The Kaleidoscope Multi Academy Trust shall have regard to any guidance as to the governance of academies that the Secretary of State may publish to the extent permitted by the partnership documents.

Kaleidoscope Multi Academy Trust Board of Trustees is accountable in law for all decisions about its academies. However, this does not mean that the Board makes all the decisions itself and as such, may choose to delegate to the CEO, Board Committees and Local Partnership Bodies (LPC). The decision to delegate a function is made by the full Board of Trustees and is recorded as such. **Without formal delegation, the individual or committee has no power to act.**

For all levels of governance, Kaleidoscope corporately commits to The Seven Principles of Public Life (The Nolan Principles):

Selflessness	All our decisions are taken in the public interest
Integrity	We will not act or take decisions in order to gain financial or other material benefit for ourselves, our family, or our friends
Objectivity	Our decisions are taken impartially, fairly and on merit, using the best evidence and without discrimination or bias
Accountability	We are open to submit ourselves to external scrutiny
Openness	We take decisions in an open and transparent manner
Honesty	We are truthful in our actions, decisions and reporting
Leadership	We demonstrate the highest standards of public life in our individual and corporate behaviour

IIn addition to the above, our Governance meetings are conducted in a spirit of openness and transparency and therefore it is essential that confidentiality is maintained at all times outside of meetings.

The Scheme of Delegation will be published on the Trust and its schools' websites.

The Objectives

The object of the Trust is to advance for the public benefit education in the UK, establishing, maintaining, carrying on, managing and developing schools providing high quality education to students from all backgrounds by offering a broad and balanced curriculum and fostering

collaboration across the Trust family of schools, other schools, educational establishments, the wider community for the benefit of the community and in line with schools' vision and values. In relation to all church academies these are to be conducted in accordance with the principles, practices and tenets of the Church of England both generally and in particular in relation to arranging for religious education and daily acts of worship.

Purpose of the Kaleidoscope Multi Academy Trust Scheme of Delegation

The Scheme of Delegation is the key document defining which functions have been delegated and to whom. This Scheme of Delegation ensures that Members, Trustees, Trust Board Committees, LPCs, Executive Leaders and Headteachers are clear about who has authority for making which decisions in the Trust. This overarching Scheme of Delegation covering all decision making in the Trust, is not to be confused with the written Scheme of Delegation of financial powers referred to in the Academies Financial Handbook. This Scheme of Delegation explicitly establishes who makes which decisions, and ensures this is clear to both those within the MAT, as well as to the partnership bodies of schools potentially looking to join. It will demonstrate clearly the lines of accountability**.** (Please refer to Appendices).

This Scheme of Delegation will:

- Ensure that the roles and responsibilities across the MAT are clearly understood
- Promote a culture of transparency and accountability
- Identify the mechanism for the appointment and performance management of all leaders
- Set out mechanisms for policy and practice in each school
- Set out mechanisms for the creation and monitoring of each school's budget
- Set out mechanisms for risk management
- Set out mechanisms for the oversight of educational performance in each school
- Set out mechanisms to ensure that Church schools promote their Christian distinctiveness and operate within the policy and expectations of the Church of England and Diocese of Bath and Wells

Vision and Values

Vision

Kaleidoscope's Vision is to create a Multi Academy Trust of exceptional and distinctive schools which deliver outstanding education and learning, who share best practice to raise standards and build aspiration for the children and members of its community, maintaining the positive diversity and choice for parents.

This vision will be achieved through the Trusts commitment, to the following Values:

Values

Distinctiveness:
We value and celebrate each school's individuality and diversity whilst growing and learning together. For Church Schools, this includes their Christian distinctiveness.

Trust:
We value the opportunity to work openly together in achieving our individual and common goals and aspirations.

Integrity:
We value honesty and professionalism when facing and overcoming challenges.

Fairness:
We value a community that has equality at its core; both in contributions and outcomes for all.

Friendship:
We value the mutual support and challenges of colleagues within a close community of schools.

Commitment:
We value the close collaborative relationship within our community for the benefit of all in support of group and individual needs.

Kaleidoscope's 5 Cs

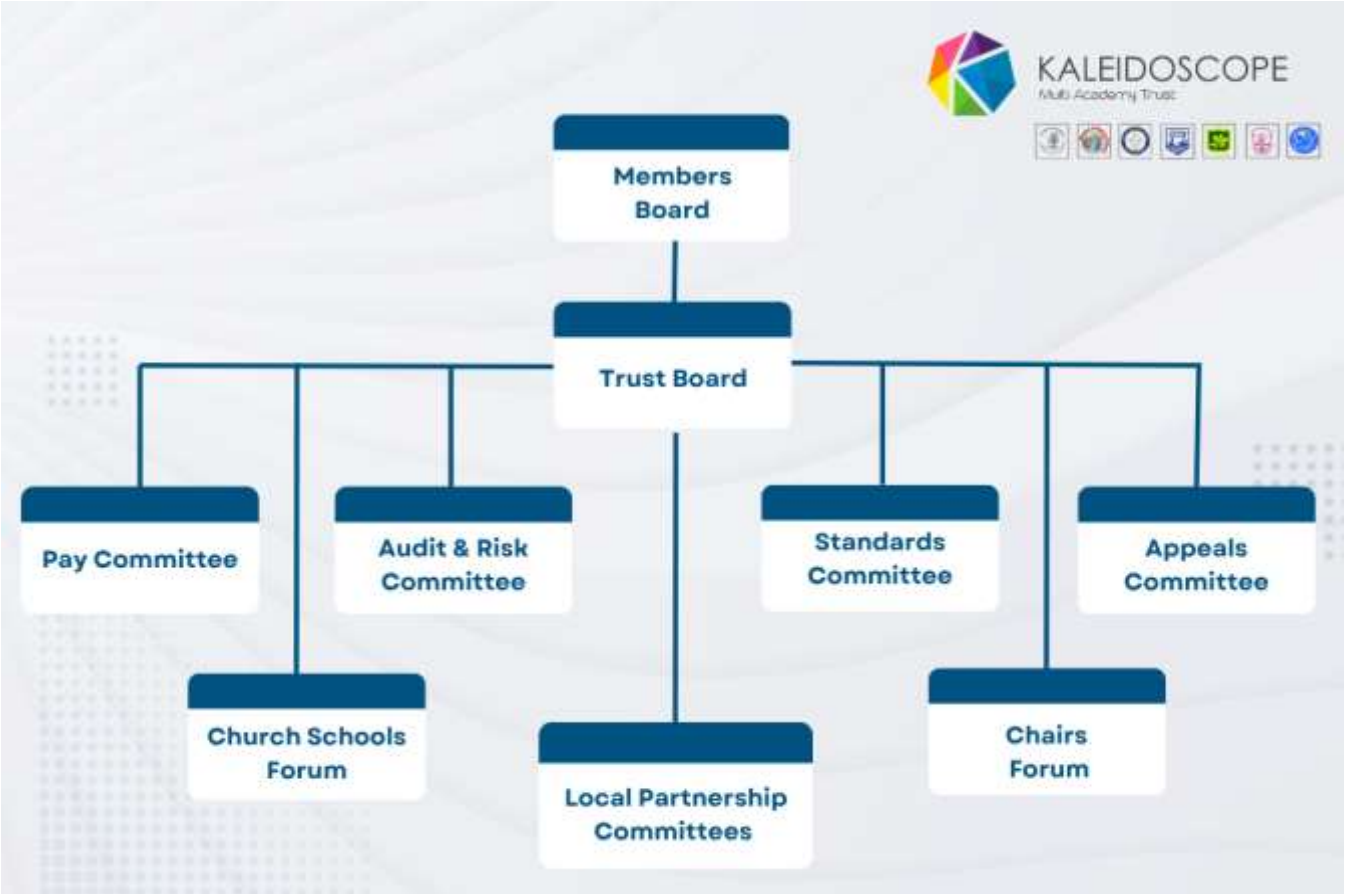
Strategic Aims

To achieve our vision and meet our values we aim to:

- Maintain a knowledge of each other's school and learn from the distinctive characteristics and individuality of each school.
- Maintain and promote the Christian distinctiveness of the Church schools within KMAT.
- Provide a collaborative responsibility for ensuring:
    - All schools are enabled to deliver the best possible outcomes for all learners

    - Sharing of best practice, assets and resources
    - Continuous improvement for all schools
    - Widening of curriculum and enrichment opportunities for all pupils
- To value each other's contributions, make improvements which are broadly aligned with each school's SDP/SIP and current governmental guidance and be accountable to each other and the communities we serve.
- Share, monitor and measure our educational and wellbeing goals for all children in schools within the Collaboration.
- Create structures which achieve better management of resources through efficiencies in the provision and procurement of goods and services.
- Oversight of the management of estates to ensure long term sustainability and safety
- Ensure safeguarding policy, practice and procedures follow national and local statutory guidelines.
- Explore and access additional sources of funding to support our aims.
- Embed high aspirations and tackle low achievement and performance.
- Develop our staff and provide additional career opportunities.
- Ensure that KMAT continues to work with all partners e.g. LA, other Trusts, the Diocese.
- Become a leading light in the development of high quality teaching and learning and share our successes with others.
- Be a centre of best practice and innovation.
- Put the mental health, wellbeing and safeguarding of our children, families and staff at the centre of everything we do.

Governance Structure



Accountability

The Board of Trustees delegates responsibility for delivery of the vision and strategy to the CEO. The KMAT Trust Board holds the CEO to account for the performance of the Trust, including the performance of the academies within the Trust. The CEO in turn holds other senior leaders to account by line managing them.

The Scheme of Delegation also includes delegation to the CEO, Executive Headteachers and Headteachers as well as to the committees of the Board of Trustees. The Board cannot delegate its responsibility or accountability, but delegates some of the detailed scrutiny, oversight and decision-making.

As the CEO is accountable to the Board for the performance of the Trust as a whole, the CEO will report 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 LPCs, external advisors and agencies.

The Trust Board determines on a case by case basis whether to delegate some day to day decision making, actions and monitoring concerning the performance of each school to the Local Partnership Committee (LPC).

Factors which may influence the decision to delegate include:

- The 7 Principles of Public Life are enacted and embedded
- School performance
- Meeting safeguarding requirements
- Meeting health and safety requirements
- A recent Ofsted report
- A recent SIAMs report (for Church Schools)
- Financial and administrative performance
- Leadership and governance capacity and capability
- Due diligence
- RAG Rating

Kaleidoscope operates with aspects of local delegation within a collaborative model.

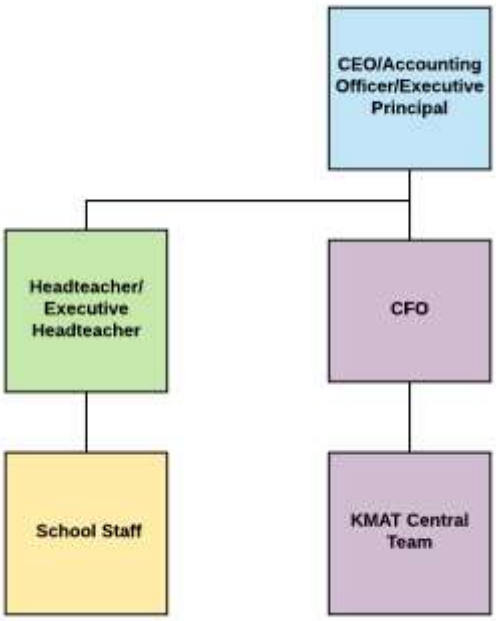
Regardless of the schools' performance, the Board of Trustees retains overall control.

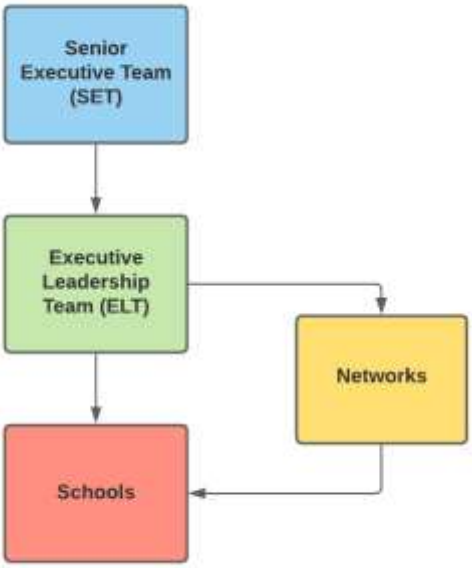
This model requires more than one scheme of delegation- see Appendix I and II. Some Local Partnership Bodies have specific decision-making powers and some may be advisory (known as Local Academy Councils).

As a sub-committee of the Trust Board, a Local Partnership Committee with decision making powers reports directly to the Trust Board and its powers and decision-making functions can be amended or revoked by the Board.

The Trust Board will review the performance of the CEO. The CEO is responsible for the performance management of the Executive Headteacher/Headteacher and, where there is an LPC, will seek input from the LPC Chair.

Kaleidoscope Leadership Structure





Kaleidoscope Leadership Structure

For those schools with local level delegation:

The Local Partnership Committee (LPC) is tasked with monitoring whether the school is working within Kaleidoscope Policies and procedures, whether standards for attainment, progress, curriculum, health and safety, safeguarding, SEND and wellbeing of all are being met. For Church Schools, LPCs are also tasked with monitoring their distinctive Christian ethos. Three times a year Local Partnership Bodies will be provided with an overview of headline financial performance within the current year and longer term forecast projections. The LPC will use its detailed knowledge and engagement with stakeholders to ensure that their school is being well run and will report to the Trust Board.

For those academies with restricted delegation:

The Local Academy Council's role is to understand how the school is led and managed, acting as the eyes and ears of the school and its community and have a role in influencing decision-making. They will report to the Trust Board.

Roles and Responsibilities

Members

The Trust comprises- 4 members:

- Ian Blackburn (Chair)

- Anne Davey (Foundation - Diocesan Corporate Member)
- Emma Stacey (Foundation)
- Lara Furmidge

The Role of the Members

The Members of the Trust have a different status to Trustees.

Every Trust has members who have a similar role to shareholders of a company limited by shares.

They:

- are the subscribers to the Memorandum of Association (where they are founding members)
- may amend the Articles of Association (a document that outlines the governance structure and how the Trust will operate) subject to any restrictions created by the funding agreement or charity law. 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.
- may, by special resolution, appoint new members or remove existing members other than, where there is one, the foundation/sponsor committee and any members it has appointed.
- have powers to appoint Trustees as set out in the Trust's articles of association and powers under the Companies Act 2006 to remove Trustees.
- may, by special resolution, issue direction to the Trustees to take a specific action
- appoint the Trust's external auditors and receive (but do not sign) the audited annual report and accounts (subject to the Companies Act).
- have power to change the company's name and, ultimately, wind it up.

Whilst responsibility to conduct the Trust's strategic business sits with the Trustees, if the governance of the Trust by the Board of Trustees becomes dysfunctional the Members will have a strong interest in ensuring the Board has plans to address the issues, or otherwise to remove the Board or individual Trustees and re-appoint Trustees with the skills necessary for effective governance.

Members must meet at least once a year, but in Kaleidoscope meet at least 3 times each year.

Board of Trustees

Current Trustees:

- Dr Tristan Cogan (Chair)
- John Clark
- Elizabeth Carrington-Porter
- Walter Lewis
- Clive Wilson (Foundation)
- Jane Barry (Foundation)
- Natalie Gale-Sides

The Role of the Trustees

6 Trustees are appointed by Members. The Trustees of Kaleidoscope Multi-Academy Trust are both charity Trustees and company directors. At Kaleidoscope we refer to them as Trustees. Trustees are appointed for their knowledge skills and/or experience, ensuring an appropriate balance between church and non-church representation, in the following areas as required by the Board:

- Corporate and Business Strategy/Development
- Financial
- Human Resources
- Health and Safety
- Safeguarding
- Wellbeing
- Asset management
- Communication, Marketing and PR
- Legal
- Education standards and provision
- Representatives for the Diocese of Bath and Wells
- Chief Executive Officer (Trust Performance and Development – education and standards)

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:

- ensure clarity of vision, ethos and strategic direction
- hold executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
- oversee and ensure effective financial performance.

The Trustees must apply the highest standards of conduct and ensure robust governance, as these are critical for effective financial management. They should follow the Governance Handbook, which describes the following features of effective governance in more detail and will aid compliance with the Academy Trust Handbook:

- strategic leadership that sets and champions vision, ethos and strategy
- accountability that drives up educational standards and financial performance
- people with the right skills, experience, qualities and capacity
- structures that reinforce clearly defined roles and responsibilities
- compliance with statutory and contractual requirements (including safeguarding)
- evaluation of governance to monitor and improve its quality and impact.

Trustees must comply with the Trust's charitable objects, with company and charity law, and with their contractual obligations under the funding agreement.

They are to:

- act within their powers
- promote the success of the company
- exercise independent judgement
- exercise reasonable care, skill and diligence
- avoid conflicts of interest
- not accept benefits from third parties
- declare interest in proposed transactions or arrangements.

As an organisation, the Trust has a range of obligations under current legislation and statutory guidance. Trusts obligations include such matters as safeguarding, health and safety and estates management. Ensuring strong governance in these areas will be a key priority for the Board.

Safeguarding

Academy Trust Boards have a duty to:

- safeguard and promote the welfare of children
- have regard to any statutory guidance on safeguarding issued by the Secretary of State
- ensure the suitability of staff, supply staff, volunteers, contractors and proprietors.

When carrying out the Prevent duty as required under section 26 of the Counter Terrorism and Security Act, Trusts are required to follow the Home Office's 'Revised 15 Prevent duty guidance: for England and Wales' and the DfE's general advice 'Protecting children from radicalisation: the prevent duty'.

Additional roles

The Trustees must ensure regularity and propriety in use of the Trust's funds, and achieve economy, efficiency and effectiveness – the three elements of value for money. The Trustees must also take ownership of the Trust's financial sustainability and its ability to operate as a going concern.

Health and Safety

Under the Health and Safety at Work Act the Academy Trust, as an employer, is responsible for the health and safety of its staff, pupils, and any visitors.
Trust Boards should follow the Department's 'Health and Safety: responsibilities and duties for schools' as well as 'Health and Safety Executive (HSE) guidance for Education'.
Academy Trusts have a duty to manage asbestos in their schools effectively, compliant with the Control of Asbestos Regulations 2012.

Estates management

KMAT's estate is both an asset and a mechanism to deliver outcomes for pupils. The DfE expects Trusts to manage their school estate strategically and maintain their estate in a safe working condition.

The KMAT Trust Board will delegate to the CEO responsibility for the day to day operations of the Trust. The Trustees can determine whether to delegate any governance functions. The Trust has the right to review and adapt its governance structure at any time which includes removing delegation.

The Chair of Trustees

The Chair is responsible for ensuring the effective functioning of the Board and has a vital role in setting the highest expectations for professional standards of governance and accountability for the Board. It is the Chair's responsibility to give the Trust Board clear leadership and direction, keeping it focused on its core functions. The Chair's role will be informed by the Governance Professionals advice and support.

The Role of the Committees

The Trustees have established committees either with delegated authority to make decisions or for the purpose of providing advice and support, informing the overall work of the Trust Board. However, these committees are not legally responsible or accountable for statutory functions – the Trust Board retains overall accountability and responsibility. The responsibilities of Board committees are set out in their terms of reference; the responsibilities of Local Partnership Bodies (LPC) are set out in the Kaleidoscope LPC Terms of Reference. The Trust Board will formally appoint committee members and committee chairs.

The committees are:

- Audit and Risk
- Standards
- Appeals
- Local Partnership Bodies

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 ensuring the performance management of the Headteachers (in partnership with the LPC) is carried out.

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 Role of the Accounting Officer

At KMAT, The Accounting Officer is the CEO. The appointment of an Accounting Officer does not remove the Trustees' responsibility for the proper conduct and financial operation of the Trust.

The Accounting Officer role includes specific responsibilities for financial matters. It includes a personal responsibility to Parliament, and to ESFA's accounting officer, for the Trust's financial resources. Accounting officers must be able to assure Parliament, and the public, of high standards of probity in the management of public funds, particularly regularity, propriety and value for money. Accounting officers must adhere to the 7 principles of public life.

The Accounting Officer must have oversight of financial transactions, by ensuring the Academy Trust's property and assets are under the Trustees' control, and measures exist to prevent losses or misuse by ensuring bank accounts, financial systems and financial records are operated by more than one person and keeping full and accurate accounting records to support their annual accounts.

The Accounting Officer completes and signs a statement on regularity, propriety and compliance each year and submits this to ESFA with the audited accounts. The Accounting Officer must also demonstrate how the Trust has secured value for money via the governance statement in the audited accounts.

The Accounting Officer has a duty to raise concerns. They must take personal responsibility (which must not be delegated) for assuring the Board that there is compliance with the funding agreement and handbook. They must advise the Board in writing if action it is considering is incompatible with the articles, funding agreement or handbook. Similarly, the Accounting Officer must advise the Board in writing if the Board fails to act where required by the funding agreement or handbook. Where the Board is minded to proceed, despite the accounting officer's advice, the Accounting Officer must consider the Board's reasons and if the Accounting Officer still considers the action proposed by the Board is in breach of the articles, the Funding Agreement or Handbook, the Accounting Officer must notify ESFA's Accounting Officer immediately in writing.

The Role of the Chief Finance Officer (CFO)

The Board has appointed a CFO, who is the Trust's finance director and business manager to whom responsibility for the Trust's detailed financial procedures is delegated. The CFO plays both a technical and leadership role. The CFO is employed by the Trust.

The Governance Professional (Clerk to the Board)

KMAT has appointed a Governance Professional to support the Board of Trustees who is someone other than a Trustee, Headteacher, Chief Executive of the Trust.

The Governance Professional contributes to the efficient functioning of the Board by providing:

- guidance to ensure the Board works in compliance with the appropriate legal and regulatory framework, and understands the potential consequences of non-compliance
- independent advice on procedural matters relating to operation of the Board
- administrative and organisational support.

The Role of the Headteacher/Executive Headteacher

The Executive Headteacher/Headteacher is line-managed by the CEO. Heads of School are line managed by the Executive Headteacher. The Headteacher or Head of School is responsible for the day to day leadership and management of the school. The Executive Headteacher/Headteacher will report to the LPC on matters that have been delegated to that committee as set out in the Scheme of Delegation. The Executive Headteacher/ Headteacher is responsible for all aspects of performance, ensuring that their school meets School Development/Improvement Plan targets and contributes to the achievement of Trust priorities, the realisation of its vision and exemplifying its values. All the Executive Headteachers/Headteachers/Heads of School share responsibility for the performance of pupils and staff across the Trust. Each Executive Headteacher/Headteacher/Head of School is a member of the Kaleidoscope Executive Leadership Team, as part of which they have focused areas of responsibility across KMAT.

The Role of the Chairs' Forum

The Chairs Forum is represented by Chairs of Partners from each of the schools in the Multi Academy Trust. The purpose of this group is to ensure a clear pathway of information to and from the CEO and Trust Board members, ensuring that their school's Partners are kept informed and updated. Its purpose is to develop and consolidate the collaborative ethos, coordinate training and share good practice at a senior level that is already established and to make suggestions as to the next areas of collaboration and development. Its role is also to ensure that Trust Policy, procedures and practice are embedded across each school and LPC.

The Role of the Church School's Forum

This forum is comprised of leadership and governance (including Trustees and Members) representatives from Church Schools within the Trust. Our aim is to promote Christian distinctiveness, promote best practice for Church Schools e.g. Collective Worship, spirituality, develop and review policies for Kaleidoscope Church Schools, feedback key information and initiatives from the Diocese, support our schools with meeting SIAMs requirements and create a space to discuss spiritual aspects of our roles.

The Role of the Local Partnership Committee (LPC)

LPC's will elect their Chairs, ensure that parents are elected to each LPC and will follow the structure and organisation as outlined within the KMAT Terms of Reference for Local Partnership Bodies. Responsibilities (based upon the NGA recommended responsibilities) will include:

Standards

1. Ensure that the trust's vision, ethos and strategy is adopted and applied by school leaders.
2. Work with senior leaders to identify areas for improvement and develop strategies to address them in line with the trust's strategic objectives.
3. Monitor school performance and improvement through regular reviews of performance data, including exam results, attendance rates, and pupil progress.
4. Ensure that the school's curriculum is being provided to pupils in an appropriate manner for the school's context.
5. Ensure that the required policies and procedures are in place and that the school is operating

effectively in line with these policies.
6. Establish a strong relationship with the Headteacher/Executive Headteacher/Head of School in order to provide effective support and challenge, including providing feedback to their performance management process.

Stakeholder engagement
1. Consult stakeholders – parents, staff and pupils – and use insights to inform decision-making.
2. Help stakeholders to understand the trust's values and vision for the future.
3. **For the Chair (or representative if the Chair is not available) to attend the Kaleidoscope Chairs Forum - to provide the trust board with insight into the challenges and opportunities faced by the school's local community and feed back key Trust messages and strategies to the LPC.**

Safeguarding
1. Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school.
2. Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
3. Monitor the implementation of safeguarding policies and the effectiveness of procedures.
4. Designate a link governor to take leadership responsibility for safeguarding.
5. Monitor the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe.

SEND
1. Ensure that the trust policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.
2. Seek assurance that staff are trained to implement pupil strategies and support plans.
3. Ensure pupils with SEND have the resources they need to succeed.
4. Designate a link governor to take leadership responsibility for SEND.
5. Work in partnership with the Special Educational Needs Coordinator (SENCO) and other stakeholders across the MAT community to ensure that pupils with SEND are well-supported and included in all aspects of school life.
6. Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.

In the case of Church Schools – demonstrating Christian distinctiveness and working with the agreed policies and principles of the Church of England and Diocese of Bath and Wells.

Locally delegated responsibilities can be removed if Trustees determine that the LPC is unable to meet Key Performance Indicators. (See Kaleidoscope RAG Rating).

The Role of the Local Advisory Committee (LAC)

Where necessary the Trust Board will establish an Advisory Board in a school and will appoint the chair and ensure parents are represented. The Advisory Board will:

- Seek to understand how the school is led and managed; the Headteacher will report termly on how the school is fulfilling the Trust's ethos, vision and strategy.
- Act as the panel when reviewing the head's decisions on exclusions, and parents' complaints.
- Be the consultative committee for the school's stakeholders.
- Represent the school's stakeholders.
- Forge links with the community.
- Act as an ambassador for the school.

Model for School Improvement

As set out in our vision statement, the core purpose of KMAT is to deliver an exceptional education for all learners in our Trust community. We will use this principle in developing an effective model for school improvement, which will ensure impact on the achievement and life chances of every child in the Trust.

In order to achieve this, we have established the following Quality Assurance Procedures.

RAG Rating System

Each school will have its RAG rating updated terms 1, 3 and 5 under the following headings:

- Ofsted grade
- SIAMS grade (if appropriate)
- Pupil attainment
- Pupil Progress
- Leadership and Management
- Quality of Education
- EYFS
- Attendance
- Behaviour and Attitudes
- Wellbeing/Personal Development
- Safeguarding
- Governance
- Finance
- HR/Staffing
- Health and Safety
- Overall rating

If the school is showing a range of red indicators across key areas then the following process is applied.

1) Meeting with the CEO to discuss issues and review actions, and support – in line with the School Improvement Pathway.

2) If rapid improvement is not evidenced a full review is undertaken by the CEO and School Improvement Partner.

3) If the outcome of the review causes concern (leadership capacity cannot enable rapid improvement) then the Trust Board will meet to determine whether the school maintains its locally delegated responsibilities.

Executive Leadership Team

As part of our collaborative model, each Headteacher/Executive Headteacher and Heads of School are members of the Executive Leadership Team. Each is responsible for leading a key area across KMAT and works with the CEO to ensure that this area follows statutory requirements and best practice.

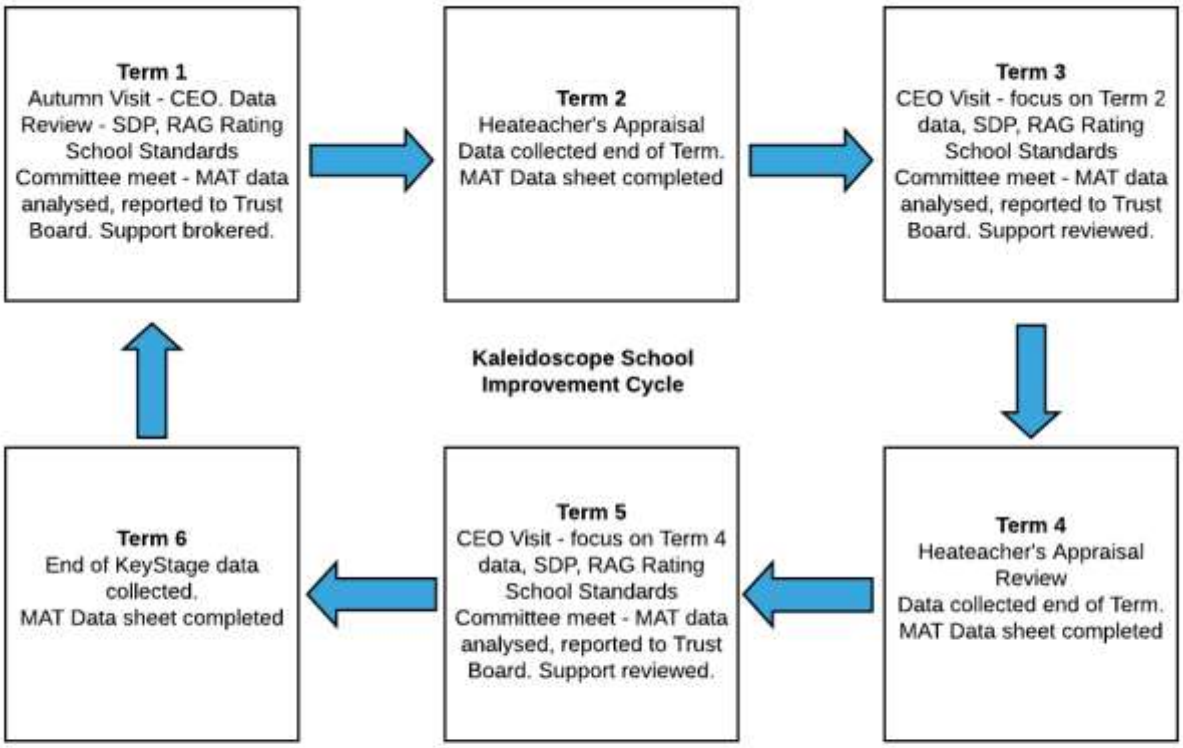
School Improvement Leads

KMAT has two experienced School Improvement leads who support the CEO and ELT in monitoring and leading school improvement for English and Maths.

Networks

Networks are led by representatives from schools. They are responsible for working with the Executive Leadership Team to develop and implement practice across subjects and key areas across KMAT.

School Improvement Cycle



Each school will have a Review conducted by our external Advisor linked to an area of school improvement

Additional support will follow the School Improvement Pathway document

Actions following identification of Schools at risk of underachievement:

1. CEO, School Improvement Adviser and Designated Board Member meet with school leaders to identify key areas for improvement and write School Support Plan (see below).

2. Resource implications of the School Support Plan identified and shared with the Trust Board.

3. Other schools and/or outside agencies contacted to ensure support is available for the identified areas.

4. Plan implemented and monitored by the CEO on a regular basis.

5. A School is removed from category when targets are met and there is evidence of sustainable improvement.

Resources currently available in the MAT to support schools:

- Experienced Headteachers and leaders with a strong track record of improvement also supported by very able and experienced Senior Leaders
- Expertise in all curriculum areas and SEND across the schools
- An external School Improvement Adviser
- Members and Partners with a range of skills and expertise
- The Executive Leadership Team
- A database of Trust Academy staff with identified expertise and a willingness to support other schools
- Financial advice and support from the Central Team
- HR support
- Compliance support for buildings and estates
- A wide range of external contacts which could be bought in if necessary.

INTENSIVE SUPPORT PLAN FOR SCHOOLS AT RISK

SCHOOL:
KEY AREA:

TARGET	ACTIONS REQUIRED	PERSONNEL RESPONSIBLE	TIMELINE and MILESTONES
SUCCESS CRITERIA	**MONITORING SCHEDULE**	**EVALUATION**	
		Quantitative	**Qualitative**

Leadership Models and Pathways - a culture of 'invitational leadership'

- Leadership opportunities at all levels – expert teachers, school and Trust-based champions for teaching and learning, core subjects and themes, primary/secondary Trust 'lead practitioners.
- Leadership training.
- Senior leadership opportunities to 'act up' in Trust-wide roles.
- Secondments/'shadowing' opportunities.
- Roles for expert teachers

Staff Development (in school, across schools/Trust/Teaching Hubs) – See detailed CPD plan

- Networks for sharing practice.
- Planned and flexible school to school support.
- Access to accredited national qualifications.
- Access to training through Teaching School.
- Kaleidoscope CPD Plan
- Opportunities to work in other schools.
- Trust INSET training and conference.
- Networking with other Trusts.
- Early Careers Teacher (ECT) Framework to support new teachers.

Key to Scheme of Delegation Charts

Key
Level 1: Members
Level 2: Board of Trustees of the Multi-Academy Trust
Level 3: Chief Executive Officer (CEO)
Level 4: Local Partnership Committee (LPC)
Level 5: Executive Headteacher/Headteacher
Blue box Function **cannot** be legally carried out at this level.
✔ Accountable for decision making
A Provide advice and support to those accountable for decision making
C Comply - ensure KMAT policies and procedures are in place and followed
D Deliver

Appendix I: With Local Delegation

Area	Decision	Delegation				
		Members	Trust Board	CEO	LPC	Executive Headteacher/ Headteacher
Governance Framework & People						
People	Members: Appoint/Remove	✓				
	Trustees: Appoint/Remove	✓				
	Role descriptions for members	✓				
	Role descriptions for Trustees/Chair/ specific roles/committee members: agree		✓	A		
	Non-LPC Committee chairs: appoint and remove		✓			
	LPC chairs: appoint		A	A	✓	
	Appoint and remove Partners		✓	A	A	
	Elect Parent Partners				✓	
	Clerk to Board: appoint and remove		✓			
	Appointment of the Responsible Officer Role and if necessary the Audit Committee		✓			
	Governance Professional of the LPC: appoint and remove				✓	D
Area	Decision	Members	Trust Board	CEO	LPC	Executive Headteacher/ Headteacher
Systems and Structures						
Systems	Articles of Association: agree and review	✓	D	A		

	Governance structure (committees) for the Trust: establish and review annually		✔	A		
	Terms of reference for Trust committees (including audit if required, and scheme for school committees): agree annually		✔	A		
	Terms of reference for LPC/local committees: agree and review annually		✔	A	A	
	Skills audit: complete and recruit to fill gaps		✔	A	C	A
	Annual self-review of Trust Board and committee performance: complete annually		✔			
	Annual self-review of LPC performance: complete annually		✔		D	
	Chair of Trustees performance: carry out 360 review periodically	✔				
	LPC performance: carry out 360 review periodically		✔		D	
	Trustee / committee member contribution: review annually	✔				
	Succession: plan	✔	✔	D	A	A
	Annual schedule of business for Trust Board: agree		✔		A	
	Decision	Members	Trust Board	CEO	LPC	Executive Headteacher/ Headteacher
	Annual schedule of business for LPC: agree		✔	A	A and C	A
Reporting						
Reporting	Trust governance details on Trust and schools' websites: ensure		✔	D	C	D
	School governance details on academy website: ensure		✔	✔	C	D
	Register of all interests, business, pecuniary, loyalty for Members/Trustees/Committee members/LPC: establish and publish		✔	A	D	C

	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		✔	D		
	Annual report work of LPC: submit to Trust and publish		✔		D	A
Strategic Direction and Development						
Strategy	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		✔	D	A and C	A and C
	Determine school level policies which reflect the Trusts ethos and values			A	✔	D
Strategy	Decision	Members	Trust Board	CEO	LPC	Executive Headteacher/ Headteacher
	Central spend / top slice: agree		✔	A		
	Management of risk: establish register, review and monitor		✔	D	C	A and C
	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		✔	D	A	A and D
	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	✔

	Chief executive officer: Appoint and dismiss		✔			
	Executive Headteacher/Headteacher/Head of School : Appoint and dismiss		✔	✔	A	
	Budget plan to support delivery of Trust key priorities: agree		✔	A	A	A
	Budget plan to support delivery of school key priorities: agree		✔	A		A
	Trust's staffing structure: agree		✔	A	C	A
	School staffing structure: agree			✔	C	A
	Decision	Members	Trust Board	CEO	LPC	Executive Headteacher/ Headteacher
Holding to account						
Account-ability	Auditing and reporting arrangements for matters of compliance (eg safeguarding, H&S, employment): agree		✔	D	C and D	C and D
	Reporting arrangements for progress on key priorities: agree		✔	D	C and D	C and D
	Performance management of the Chief Executive Officer: undertake		✔	C		
	Performance management of Executive Headteacher/Headteacher: undertake			✔	A	C
	Trustee monitoring: agree arrangements	✔				
	LPC member monitoring: agree arrangements		✔	A	D	A
Ensuring financial probity						
	Chief Financial Officer for delivery of Trusts detailed accounting processes: appoint		✔	A		

Finance	Trust's scheme of financial delegation: establish and review		✔	A		
	School's scheme of financial delegation: establish and review		✔	A		
	External auditors' report: receive and respond		✔	D		D
	CEO pay award: agree		✔			
	Executive Headteacher/Headteacher pay award: agree		✔	A	A	
	Decision	Members	Trust Board	CEO	LPC	Executive Headteacher/ Headteacher
	Staff appraisal procedure and pay progression: monitor and agree		✔	✔		D
	Benchmarking and Trust wide value for money: ensure robustness		✔	D		D
	Benchmarking and academy value for money: ensure robustness		✔	D		D
	Develop Trust wide procurement strategies and efficiency savings programme		✔	✔		C and D
	Set the school budget in conjunction with the CFO within KMAT guidelines		✔	D		D and C
	Monitor that the school budget follows the one set by Trustees		✔	D		D
	Make in year budget adjustments following guidance from CFO		✔	D		C
Safeguarding (including site and premises)						
Safe-guarding	Trusts Safeguarding Policy is in place, compliant with statutory guidelines and reviewed annually.		✔	D	C	C
	Staff and relevant adults receive statutory safeguarding training.		✔	D	C	D
	Statutory Safer Recruitment Policy is in place		✔	D	C	D
	Staff and partners have undertaken and are up to date with safer recruitment training		✔	D	C	D

	A Health and Safety Policy is in place and follows statutory requirements		✔	D	C	C
	Regular site Health and Safety audits take place		✔	D	D	D
	Decision	Members	Trust Board	CEO	LPC	Executive Headteacher/ Headteacher
	Statutory Compliance checks are undertaken		✔	D	C	D
Oversight of Curriculum and Education performance						
Oversight	A broad and balanced curriculum is in place which meets national, local, C of E and KMAT guidelines		A	✔	C	D
	Pupils achieve good outcomes (in line with national expectations). Where this is not the case, plans are put in place to raise standards)		✔	✔	A	D

Appendix II: Without local delegation – Local Academy Council

Area	Function	With Restricted Delegation				
		Members	Trust Board	CEO	Executive Head/Head-teacher	LPC
The governance framework						
People	Members: Appoint/Remove	✓				
	Trustees: Appoint/Remove	✓				
	Role descriptions for members	✓				
	Role descriptions for Trustees/Chair/ specific roles/committee members: agree		✓			
	Local Academy Council member: elected		✓			A
	Committee (including school committee) chairs: appoint and remove		✓			
	Local Academy Council chairs: appoint and remove		✓	A		
	Clerk to Board: appoint and remove		✓			
	Clerk to school committees: appoint and remove		✓			A
Systems and structures	Articles of Association: agree and review	✓	A	A		
	Governance structure (committees) for the Trust: establish and review annually		✓	A		
	Function	Members	Trust Board	CEO	Executive Head/Head-teacher	LPC
	Terms of reference for Trust committees (including audit if required, and Scheme of Delegation for school committees): agree and review annually		✓			

Systems and structures	Terms of reference for Local Academy Council: agree and review annually		✔			
	Skills audit: complete and recruit to fill gaps		✔	A		A
	Annual self review of Trust Board performance: complete annually	✔	A			
	Chair's performance: carry out 360 review periodically		✔			A
	Trustee contribution: review annually		✔			
	Local Academy Council's members' contribution: review annually		✔	A		A
	Succession: plan		✔	A	A	A
	Annual schedule of business for Trust Board: agree		✔	A		
	Annual schedule of business for committees: agree		✔	A		
	Annual schedule of business for Local Academy Council: agree		✔	A		
Reporting	Trust governance details on Trust and academies' websites: ensure		✔	A		
	Academy governance details on academy website: ensure			✔	A	
	Function	Members	Trust Board	CEO	Executive Head/Head-teacher	LPC
	Register of all interests, business, pecuniary, loyalty for members/Trustees/committee members: establish and publish		✔	A		
	Annual report on performance of the Trust: submit to members and publish		✔	A		
Reporting	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit		✔			

	Annual report on work of Local Academy Council: submit to Trust and publish				A	✓
Being strategic						
Being strategic	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		✓	A		
	Determine school level policies which reflect the school's ethos and values to include e.g. admissions; SEND; safeguarding and child protection; curriculum; behaviour: approve			A	✓	A
	Central spend / top slice: agree		✓	A		
	Management of risk: establish register, review and monitor		✓	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		
	Function	Members	Trust Board	CEO	Executive Head/Head-teacher	LPC
	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
	Chief Executive Officer: Appoint and dismiss		✓			
	Academy Headteachers: Appoint and dismiss		✓	A		
	Budget plan to support delivery of Trust key priorities: agree		✓	A		
Being strategic	Budget plan to support delivery of school key priorities: agree		✓	A	A	
	Trust's staffing structure: agree		✓	A		

	Academies' or Schools' staffing structure: agree		✔	A	A	
Holding to account						
Holding to account	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree		✔	D	A	D
	Reporting arrangements for progress on key priorities: agree		✔	A		
	Performance management of the Chief Executive Officer: undertake		✔			
	Performance management of academy principals: undertake			✔		
	Trustee monitoring: agree arrangements		✔	A		
	Function	Members	Trust Board	CEO	Executive Head/Head-teacher	LPC
	Local Academy Council member monitoring: agree arrangements		✔	A	A	A
Ensuring financial probity						
Ensuring financial probity	Chief financial officer for delivery of Trust's detailed accounting processes: appoint		✔	A		
	Trust's scheme of financial delegation: establish and review		✔	A		
	School's scheme of financial delegation: establish and review		✔	A		
	External auditors' report: receive and respond		✔	A		
	CEO pay award: agree		✔			
	Academy Headteacher pay award: agree		✔	A		
	Staff appraisal procedure and pay progression: monitor and agree		✔	A		A and D
	Benchmarking and Trust wide value for money: ensure robustness		✔	A		

	Benchmarking and school value for money: ensure robustness		✔	D		D
	Develop Trust wide procurement strategies and efficiency savings programme		✔	D		D

Appendix III: Scheme of Financial Delegation

This information is detailed in full within the Kaleidoscope Financial Handbook, which is based upon the Academy Trust Handbook 2025.