

**KALEIDOSCOPE**

Multi Academy Trust

**Scheme of Delegation**  
**September 2020**

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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 governing 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 Governing Bodies (LGB). 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.

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, LGBs, executive leaders and Academy Headteachers are clear about who has responsibility 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 all those within the MAT, as well as to the governing 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 academy
- Set out mechanisms for the creation and monitoring of each academy's budget
- Set out mechanisms for risk management
- Set out mechanisms for the oversight of educational performance in each academy

## 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.

#### **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**

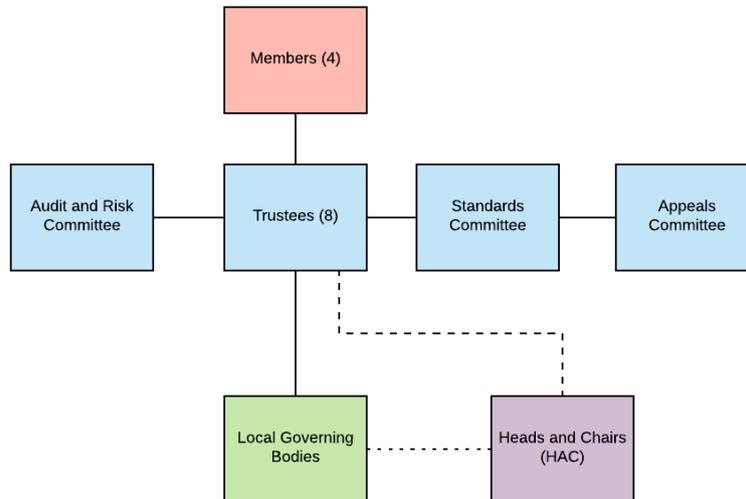


## Strategic Aims

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

- Maintain a knowledge of each other's schools 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 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 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 use of resources through efficiencies in the provision and procurement of goods and services
- 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
- Put the mental health and wellbeing of our children, families and staff at the centre of everything we do

## Governance



## 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 and Academy 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 LGBs, 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 academy to the Local Governing Body. (LGB).

Factors which may influence the decision to delegate include:

- School performance
- Meeting safeguarding requirements
- A recent Ofsted report

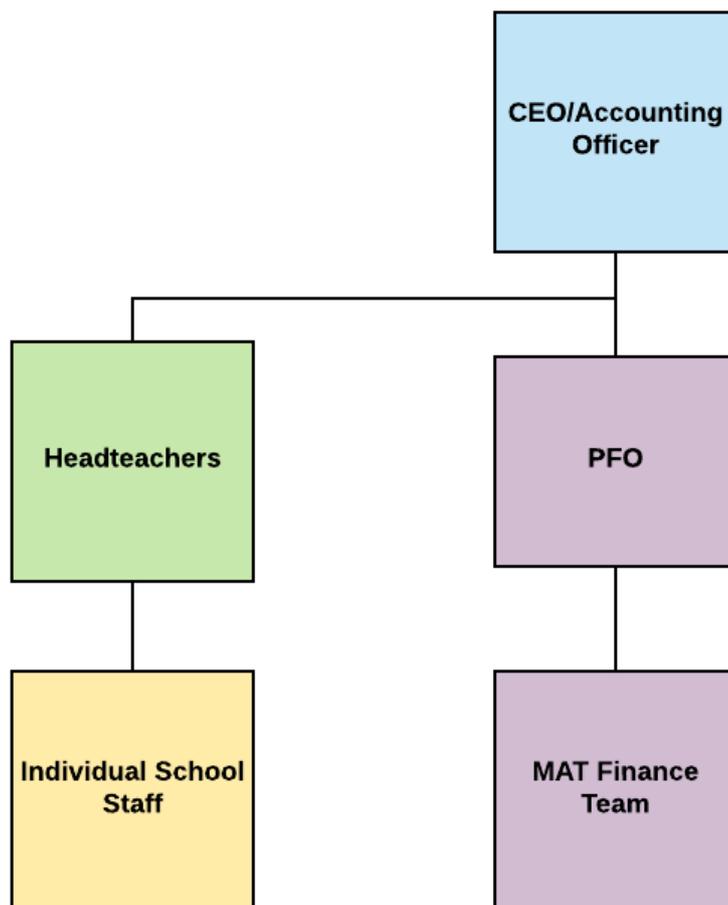
- Financial and administrative performance
- Leadership and governance capacity and capability
- Due diligence
- RAG Rating

Regardless of the school's performance, the Board of Trustees retains overall control, not the individual school; for this reason this model is referred to here as 'Earned Autonomy'.

This model of earned autonomy requires more than one scheme of delegation- see Appendix I and II. It should also be noted that the phrase 'earned autonomy' is used to show that some Local Governing Bodies have decision making powers and some may be advisory (known as Local Academy Councils).

A Local Governing Body with decision making powers is still reports 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 Academy Headteacher, and where there is an LGB, will seek input from the LGB chair.



## **For those academies with local level delegation:**

The Local Governing Body (LGB) is tasked with monitoring whether the school is working within the agreed policies, whether standards are being met, and if the money is being well spent. The LGB 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:

- Mr David Dennis (Chair)
- Mr Edward Gregory
- Mrs Anne Davey
- Mr Ian Blackburn

### **The Role of the Members**

The Members of the Trust have a different status to Trustees. Kaleidoscope Multi Academy Trust members are the signatories to the Memorandum of Understanding and have agreed the Trust's Articles of Association (a document that outlines the governance structure and how the Trust will operate). 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.

The members appoint Trustees to ensure that the Trust's charitable object is carried out and are 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.

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.

Members receive audited accounts and must meet at least once a year.

## Board of Trustees

Current Trustees:

- Dr Tristan Cogan (Chair)
- Mr David Amos
- Mr Norman Donovan
- Mrs Emma Stacey
- Mr Walter Lewis
- Mr Simon Marriott – CEO
- Mr Mark Perry
- Mrs Jane Barry

## The Role of the Trustees

Six Trustees are appointed by Members.

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
- Asset management
- Communication, Marketing and PR
- Legal
- Education
- 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 body for the performance of all schools within the trust and as such must:

- Ensure clarity of vision, ethos and strategic direction
- Hold the executive to account for the educational performance of the schools and their pupils, and the performance management of staff
- Oversee the financial performance of the trust and make sure its money is well spent

Because Trustees are bound by both charity and company law, the terms 'Trustees' and 'directors' are often used interchangeably. We use the term trustee as it avoids the possible confusion caused when executive leaders are called directors but are not company directors and Trustees.

The KMAT Trust Board is permitted to exercise all the powers of the academy trust. 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 Role of the Committees**

The Trustees have established three 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 Governing Bodies (LGB) are set out in their own Terms of Reference. The Trust Board may appoint committee members and committee chairs.

## **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 LGB) 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 Headteacher**

The Academy Headteacher is responsible for the day to day leadership and management of the Academy and is line managed by and accountable to the CEO. The Academy Headteacher will report to the LGB on matters that have been delegated to that committee as set out in the Scheme of Delegation. The Academy Headteacher is responsible for all aspects of performance, ensuring that his or her academy meets academy development plan targets and contributes to the achievement of Trust priorities, the realisation of its vision and exemplifying its values. All the Academy Headteachers share responsibility for the performance of pupils and staff across the Trust. Each Academy Headteacher is a member of the Heads and Chairs (HAC) group.

## **The Role of the Heads and Chairs (HAC) group**

The HAC group reports to the Trust Board and comprises of the Headteacher and a Governor representative 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. Its purpose is to develop and consolidate the collaborative ethos, co-ordinate 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.

## **The Role of the Local Governing Body (LGB)**

The LGB is responsible to the Trust Board. LGB's will approve the appointment of their Chairs, ensure that parents are elected to each LGB and will determine its structure and organisation. Responsibilities will include:

- Advising the Headteacher

- Building an understanding of how the school is led and managed
- Monitoring whether:
  - The school is working within agreed policies
  - The school is meeting the agreed targets
  - KMAT safeguarding procedures and training are in place
  - KMAT Health and Safety procedures and training are in place and followed
  - The school has a broad and balanced curriculum and meets national and local requirements
  - School finances and resources are within the budget set and agreed by the Trust Board
- Engaging with stakeholders
- 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
- Forming a panel to review complaints and exclusions
- Reporting to the Board through the Governor representative attending HAC

Delegation can be removed if Trustees determine that the LGB 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 Committee in a school and will appoint the chair and ensure parents are represented. The Advisory Committee 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 body 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 the 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 (Strategic)
- Teaching and Learning
- Finance
- Behaviour
- Governance
- Safeguarding
- Exclusions
- Attendance
- HR
- Staffing
- School's Overall Impact

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

- 1) Meeting with 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 meet to determine whether the school maintains Earned Autonomy.

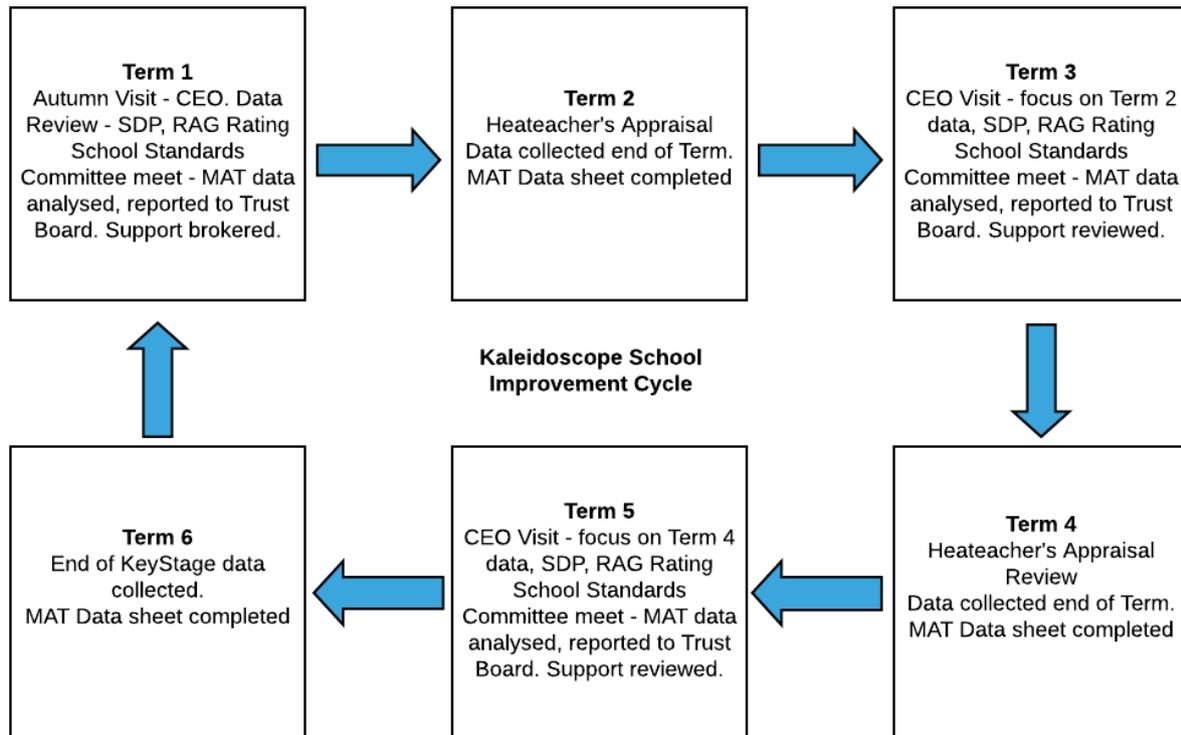
### Shared data systems

KMAT schools use FFT to record assessment data over the year. There is KMAT Timetable which details when assessments are taken and by which year group. This enables analyse at a school and MAT level. This information is reported to the Trust Board (monitored in detail by the Trust Standards Committee) and used to focus school improvement support or share best practice across KMAT. End of Key Stage outcomes are also analysed using FFT. It is used to support the RAG rating judgement.

Currently FFT does not support in year EYFS data. KMAT uses Tapestry for this.

Individual schools will also collect their own data to support teaching, subject and school development.

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

### Resources currently available in the MAT to support schools:

- Very experienced Headteachers with a strong track record of improvement supported by very able and experienced senior leaders.
- Expertise in all curriculum areas and SEN across the schools.
- A School Improvement Adviser with 20 years' experience as an Adviser and an Ofsted Inspector.
- A Trustee Board Member with many years' experience as a Principal Educational Psychologist.
- A Trustee Board Member with 20 years' experience as an Adviser/ Ofsted Registered Inspector and Lead Officer for Schools Causing Concern in a Local Authority.
- Members and Governors with successful secondary headship and senior leadership experience; Primary headship and Diocesan advisor experience;
- A database of Trust Academy staff with identified expertise and a willingness to support other schools;
- A wide range of external contacts which could be bought in if necessary e.g. Babcock, ex- local authority advisors; ex-local Headteachers.

[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 RQTs – expert teachers.

### Staff Development (in school, across schools/Trust/Teaching Schools) – 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.
- Support for NQTs.

## 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 Governing Body (LGB)

Level 5: Academy Headteacher

Blue box Function **cannot** be legally carried out at this level.

✓ Action to be undertaken at this level

**A** Provide advice and support to those accountable for decision making

## Appendix I: With Local Delegation

Area	Decision	Delegation				
		Members	Trust Board	CEO	LGB	Academy Headteacher
Governance framework						
<b>People</b>	Members: Appoint/Remove	✓				
	Trustees: Appoint/Remove	✓				
	Role descriptions for members	✓				
	Role descriptions for Trustees/Chair/ specific roles/committee members: agree		✓			
	Parent Trustee/committee member: elected		✓			
	Committee chairs: appoint and remove		✓			
	LGB chairs: appoint and remove		✓	A	A	
	Clerk to Board: appoint and remove		✓			
	Appointment of the Responsible Officer Role and if necessary the Audit Cttee		✓			
	Clerk to LGB: appoint and remove				✓	
<b>Systems and structures</b>	Articles of Association: agree and review	✓	A	A		
	Governance structure (committees) for the Trust: establish and review annually		✓			
	Terms of reference for Trust committees (including audit if required, and scheme for school committees): agree annually		✓			
	Terms of reference for LGB/local committees: agree and review annually		✓			

## Appendix I: With Local Delegation

Area	Decision	Delegation				
		Members	Trust Board	CEO	LGB	Academy Headteacher
Systems and structures	Skills audit: complete and recruit to fill gaps		✓	A	✓	A
	Annual self-review of Trust Board and committee performance: complete annually		✓			
	Annual self-review of LGB performance: complete annually				✓	
	Chair's performance: carry out 360 review periodically	✓			✓	
	Trustee / committee member contribution: review annually	✓				
	Succession: plan	✓	✓	A	A	A
	Annual schedule of business for Trust Board: agree		✓			
	Annual schedule of business for LGB: agree		✓	A	A	A
Reporting						
Reporting	Trust governance details on Trust and academies' websites: ensure		✓	A		
	Academy or School governance details on academy website: ensure			A	✓	✓
	Register of all interests, business, pecuniary, loyalty for members/Trustees/committee members: establish and publish		✓	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		

## Appendix I: With Local Delegation

Area	Decision	Delegation				
		Members	Trust Board	CEO	LGB	Academy Headteacher
	Annual report work of LGB: submit to Trust and publish				✓	A
Being Strategic						
<b>Strategic Direction and Development</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		✓	A		
	Determine school level policies which reflect the Trusts ethos and values			A	✓	✓
	Central spend / top slice: agree		✓	A		
	Management of risk: establish register, review and monitor		✓	✓	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		
	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 Headteacher : Appoint and dismiss		✓	✓	A	

## Appendix I: With Local Delegation

Area	Decision	Delegation				
		Members	Trust Board	CEO	LGB	Academy Headteacher
	Budget plan to support delivery of Trust key priorities: agree		✓	A		
	Budget plan to support delivery of school key priorities: agree		✓	A	A	A
	Trust's staffing structure: agree		✓	A		
	School staffing structure: agree			✓	A	A
Holding to account						
<b>Holding to account</b>	Auditing and reporting arrangements for matters of compliance (eg safeguarding, H&S, employment): agree		✓	A	A	A
	Reporting arrangements for progress on key priorities: agree		✓	A	A	A
	Performance management of the Chief Executive Officer: undertake		✓			
	Performance management of Academy Headteacher : undertake			✓	A	
	Trustee monitoring: agree arrangements	✓	A	A		
	LGB member monitoring: agree arrangements		✓	A	A	A
Ensuring financial probity						

## Appendix I: With Local Delegation

Area	Decision	Delegation				
		Members	Trust Board	CEO	LGB	Academy Headteacher
Ensuring financial probity	Principal Financial Officer for delivery of Trusts 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	A	A
	CEO pay award: agree		✓			
	Academy Headteacher pay award: agree		✓	A	A	
	Staff appraisal procedure and pay progression: monitor and agree		✓	✓	A	A
	Benchmarking and Trust wide value for money: ensure robustness		✓	A		
	Benchmarking and academy value for money: ensure robustness		✓	A	A	A
	Develop Trust wide procurement strategies and efficiency savings programme		✓	✓		
	Set the school budget in conjunction with the PFO within KMAT guidelines		✓	A	A	A
	Monitor the school budget		✓	✓	A	A

## Appendix I: With Local Delegation

Area	Decision	Delegation				
		Members	Trust Board	CEO	LGB	Academy Headteacher
	Make in year budget adjustments following guidance from PFO		✓	A	A	A
Safeguarding (including site and premises)						
<b>Safeguarding</b>	Trusts Safeguarding Policy is in place, compliant with statutory guidelines and reviewed annually.		✓	✓	A	A
	Staff and relevant adults receive statutory safeguarding training.		✓	✓	✓	✓
	Statutory a Safer Recruitment Policy is in place		✓	A	A	A
	Staff and governors have undertaken and are up to date with safer recruitment training		✓	✓	✓	✓
	A Health and Safety Policy is in place and follows statutory requirements		✓	A	A	A
	Regular site Health and Safety audits take place				✓	A
	Statutory Compliance checks are undertaken		✓	✓	A	A
Oversite of curriculum and Education performance						
	A broad and balanced curriculum is in place which meets national, local and KMAT guidelines		A	✓	A	✓
	Pupils achieve good outcomes (in line with national expectations). Where this is not the case, plans are put in place to raise standards)		A	✓	A	✓

## Appendix II: With Restricted Local Delegation

Area	Function	With Restricted Delegation				
		Members	Trust Board	CEO	Academy Headteacher	Local Academy Council
The governance framework						
<b>People</b>	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
<b>Systems and structures</b>	Articles of Association: agree and review	✓	A	A		
	Governance structure (committees) for the Trust: establish and review annually		✓	A		
	Terms of reference for Trust committees (including audit if required, and Scheme of Delegation for school committees): agree and review annually		✓			

## Appendix II: With Restricted Local Delegation

Area	Function	With Restricted Delegation				
		Members	Trust Board	CEO	Academy Headteacher	Local Academy Council
	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		
<b>Reporting</b>	Trust governance details on Trust and academies' websites: ensure		✓	A		
	Academy governance details on academy website: ensure			✓	A	
	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		

## Appendix II: With Restricted Local Delegation

Area	Function	With Restricted Delegation				
		Members	Trust Board	CEO	Academy Headteacher	Local Academy Council
	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	✓
<b>Being strategic</b>						
<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		✓	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		
	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

## Appendix II: With Restricted Local Delegation

Area	Function	With Restricted Delegation				
		Members	Trust Board	CEO	Academy Headteacher	Local Academy Council
	Chief Executive Officer: Appoint and dismiss		✓			
	Academy Headteachers: Appoint and dismiss		✓	A		
	Budget plan to support delivery of Trust key priorities: agree		✓	A		
	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	
<b>Holding to account</b>						
<b>Holding to account</b>	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree		✓	A		
	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		
	Local Academy Council member monitoring: agree arrangements		✓	A	A	A
<b>Ensuring financial probity</b>						

## Appendix II: With Restricted Local Delegation

Area	Function	With Restricted Delegation				
		Members	Trust Board	CEO	Academy Headteacher	Local Academy Council
<b>Ensuring financial probity</b>	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		
	Benchmarking and Trust wide value for money: ensure robustness		✓	A		
	Benchmarking and academy value for money: ensure robustness		✓	A		
	Develop Trust wide procurement strategies and efficiency savings programme		✓	A		

## **Appendix III: Scheme of Financial Delegation**

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