



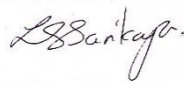
**ST. BART'S**  
MULTI-ACADEMY TRUST

**Scheme of Delegation  
2024 / 2025**

**June 2024**

## St. Bart's Multi-Academy Trust

### Scheme of Delegation

<b>Produced Date:</b>	<b>June 2024</b>	
<b>Approved by Trust Board:</b>		<b>Lisa Sarikaya</b> Chief Executive Officer
<b>Review Date:</b>	<b>June 2025</b>	

Date	Section Amended	Signature
10 June 2024	New document in line with updated Academy Trust Governance Guide	Mrs S Cope
15 July 2024	Amended to reflect change in Trust Board Committee organisation	Mrs S Cope



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## St. Bart's Mission

Our moral purpose is to ADVANCE EDUCATION and provide the best curriculum in all our schools, enabling every child to realise their full potential.

## St. Bart's Vision and Values

### Releasing Potential together through



We have a **Passion** for releasing potential in all our children and staff through the **Encouragement** and development of **Ambition**, aspiration and excellence in all aspects of our work. Our commitment is to place children at the centre of everything we do. Working in **Collaboration**, we strive to provide the highest quality of educational experiences and outcomes for young people in an inclusive environment. Through the **Enjoyment** of learning, we live life together in all its fullness through **PEACE**.

We believe this vision empowers children with the skills to make a positive impact on the future of the communities they serve.

Our Trust Christian ethos is also captured by the **PEACE** values and all schools work in close partnership (whether C of E or community) to ensure that all children, adults and the communities they serve flourish just as Jesus encouraged us to do in John 10:10 –

***“I have come that they may have life, and have it to the full.”***

## St. Bart's Sustainability

We are committed to educating our pupils about environmental concerns and the importance of living sustainably. We recognise our responsibility to ensure that pupils are prepared for a world impacted by climate change through learning and practical experience.

We encourage both pupils and staff to think about the environment and how their actions will impact upon their local surroundings, as well as the global environment.

We will ensure pupils are taught about environmental sustainability, promote an eco-friendly attitude, and ensure that the Trust itself is as sustainable as it can be.

# Scheme of Delegation

## 1. Introduction

St Bart's Multi-Academy Trust is a single legal entity. It is a charitable company limited by guarantee, governed by a Board of Trustees who are responsible for, and oversee the strategic control, management and administration of the Trust and all of its academies. The Trustees are accountable to external government agencies including the Department for Education (DfE) and Charity Commission for the quality of the education they provide and they are required to have systems in place through which they can assure themselves of quality, safety and good practice.

However, this does not mean that the Board is required to carry out all the Trust's governance functions and many can and should be delegated, including to the Chief Executive Officer and other Executive Leaders, Principals /Heads of School, Board Committees and Local Governing Committees. The decision to delegate a function is made by the Board of Trustees at their sole discretion and is recorded. Without such delegation, the Committee or individual has no power to act.

The Scheme of Delegation is the key document defining the lines of responsibility and accountability in our Multi-Academy Trust. It is a simple yet systematic way of ensuring that the Members, Trustees, Board Committees, Trust and School Leaders are all clear about their roles and responsibilities to ensure the success of the Trust and its academies. It takes into account the Master Funding Agreement, Supplemental Funding Agreements, Corporate and Charity law, the Academy Trust Handbook, CIPFA guidance and other DfE guidance.

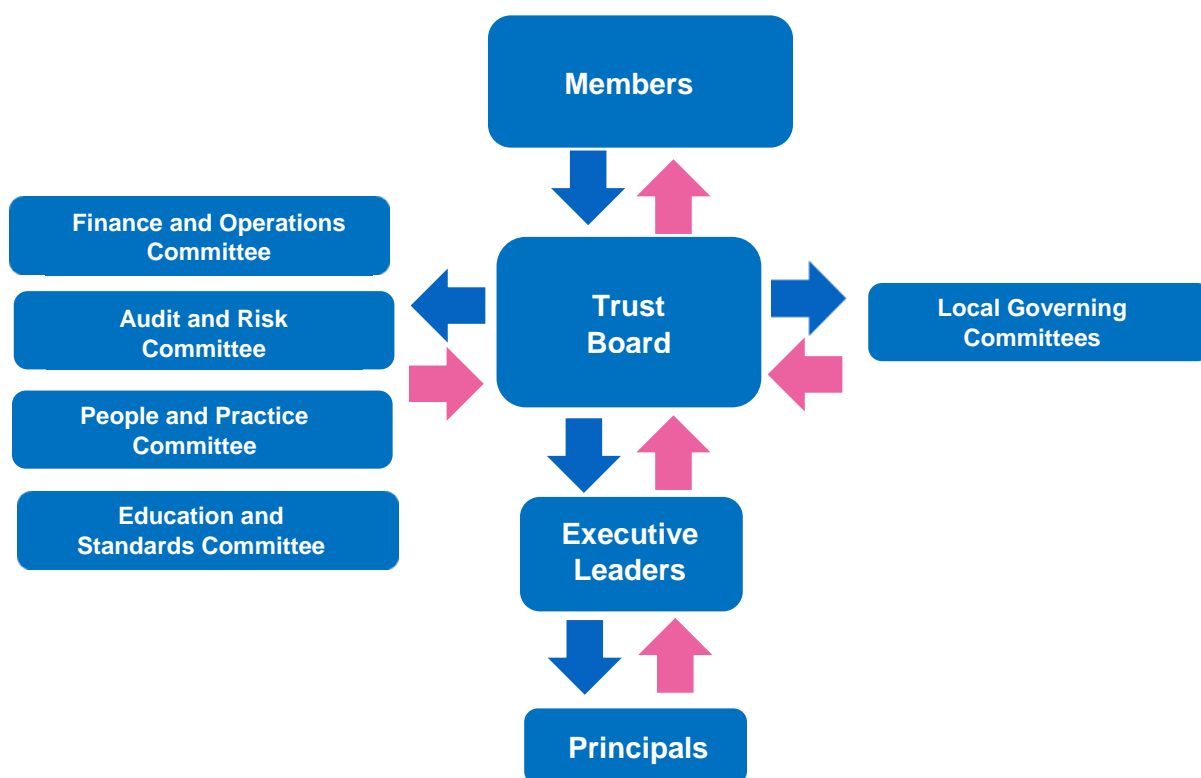
## 2. Summary of Governance Structure

Within our Trust, the purpose of governance is to provide:

- **Strategic leadership** - *the Board defines the Trust vision for high quality and inclusive education in line with its charitable objects. It establishes and fosters the Trust's culture and sets and champions the Trust strategy including determining what, if any, governance functions are delegated to the local tier*
- **Accountability and assurance** - *the Board has robust effective oversight of the operations and performance of the Academy Trust, including the provision of education, pupil welfare, overseeing and ensuring appropriate use of funding and effective financial performance and keeping their estate safe and well maintained*
- **Strategic engagement** - *the Board has strategic oversight of relationships with stakeholders. The Board involves parents, Academies and communities so that decision-making is supported by meaningful engagement.*

Academy Trust Handbook 2023

St Bart's Multi-Academy Trust governance structure can be illustrated by the following diagram:



### 3. Members

Trusts are founded by members who have a general duty to exercise their powers to further the Trust's charitable object which is "to advance for the public benefit, education in the United Kingdom". Members' powers are set out in the Trust's Articles of Association and in company law. They determine the Trust's constitution and governance structure, appointing, and removing Trustees and hold the Trust Board to account in relation to the governance and operation of the Trust. The Members operate independently of the Trustees and have a financial liability to the Trust in the event that it is wound up. The members must also ensure that the religious character of the church academies within the Trust is preserved and developed.

### 4. Trust Board

The Trust 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. Trustees are bound by both charity and company law. The Trust Board is legally responsible and accountable to the Department for Education (DfE).

The Trust Board is determined to support a high performing and successful Multi Academy Trust that delivers the best educational experiences for all pupils. The Board is committed to all of our academies through:

- Retaining and celebrating their distinctive identity, and the enduring Christian distinctiveness of our church schools, whilst benefiting from being part of the Trust;
- Harnessing our collective expertise to drive school improvement and realise the best for all children and adults working and learning in our schools;
- Continuously improving through mutual support and collaboration so that every child meets their full potential;
- Celebrating and communicating successes to encourage aspiration and innovation;
- Being financially sustainable and legally compliant.

The Trust Board has collective accountability and strategic responsibility for the Trust. It has a focus on ensuring the Trust delivers an excellent education to pupils while maintaining effective financial management and must ensure compliance with:

- the Trust's charitable objects
- regulatory, contractual and statutory requirements
- their funding agreement

The Trust Board also has:

- strategic and statutory responsibility for safeguarding and special educational needs and disabilities (SEND) arrangements within (and across) the Academy Trust ensuring the promotion of pupil welfare and for keeping their estates safe and well-maintained
- a role in making sure that it delivers its commitment to other schools and academies, however it is done.

The Trust Board can delegate most operational matters. It can also delegate aspects of decision-making to a committee, but it cannot delegate responsibility and must retain overall control.

#### **Trust Board Chair's actions between meetings**

Trustees agree to allow the Trust Board Chair to take action when:

- it is not possible to call a Trust Board or committee meeting before the decision has to be made;
- not to act would be seriously detrimental to the interests of the Trust or/and its Academies, the pupils, their parents / carers, or anyone employed by the Trust; and
- it would not be possible to postpone a decision until a meeting of the Trust Board.

The use of Chair's action must be compliant with the Trust's financial regulations. Delegated decisions taken by the Chair should be reported in writing to the Trustees as soon as possible and recorded in Board minutes.

## **5. Trust Board Committees**

The Trust Board is supported by four committees. These are the **Audit and Risk Committee**, the **Finance and Operations Committee**, the **People and Practice Committee** and the **Education and Standards Committee**.

The committees' specific function is to support the Trust Board, CEO and relevant members of the Executive Leadership Team in their responsibilities for the educational performance of the Trust and its pupils in the context of the Trust's strategy.

The **Audit and Risk Committee** advises on the adequacy and effectiveness of the Trust's systems of internal control, audit arrangements, risk management and governance processes, securing economy, efficiency, and effectiveness (value for money).

The **Finance and Operations Committee** is responsible for financial oversight and scrutiny, ensuring Trust compliance with its policies and procedures, and with a focus on financial planning and risks, reporting, and monitoring. It supports the Board in maintaining the Trust as a going concern. In addition, the committee oversees the development of the Trust's estates strategy, Health and Safety, IT strategy and digital infrastructure so that they reflect the Trust's current and future educational requirements.

The **People and Practice Committee** ensures that the remuneration policy and practices of the Trust (including executive pay) reward fairly and responsibly, with a clear link to Trust and individual performance, having regard to statutory and regulatory requirements. The committee will consider, keep under review and make recommendations to the Board on the impact and implementation of any Trust-wide strategies and policies for human resources and organisational development, the impact and implementation of Trust-wide strategy and policy in all matters relating to the recruitment, reward, retention, motivation and development of the Academy Trust staff. The committee will review workload and well-being and develop/review a robust resourcing and talent management succession planning process for staff.

The **Education and Standards Committee** is responsible for approving, reviewing, and challenging educational provision and standards across the Academies, including; curriculum, attainment and progress data of all groups of pupils, attendance, the personal behaviour and development of pupils at and across all of the Trust's academies, and leadership & management of Academies within the Trust. By monitoring and reviewing the provision, curriculum and attainment of all groups of pupils, the committee aims to address and identify any areas of success, development or concern. The ultimate goal of the committee is to work to ensure pupils' needs are met and that they can reach their academic potential, regardless of their background.

## 6. Local Governing Committees

A Local Governing Committee (LGC) is a committee of the Trust Board that is established under the Trust's Articles of Association. Each LGC is made up of representatives from the Trust, its Academies and their local communities, including two elected parent governors. Within our Church of England Academies, the LGC will also consist of at least two foundation governors. These individuals have a special responsibility; to preserve the religious character of the Academy.

At Academy level, the Local Governing Committee will monitor and understand how the Academy is led and managed, in accordance with the powers delegated to it. It will provide a vehicle for Trust Board engagement of the Academy, its pupils, parents/carers and the local community. It serves to help ensure that Trustees stay connected, providing vital local intelligence and feedback, reflecting positive factors as well as challenges and threats facing each community.

More detail on the role and responsibilities of each of the Trust Board committees can be found under the relevant Committee Terms of Reference.

## 7. Senior Executive Leaders

This is the central team of the Trust consisting of the senior executive leaders responsible for the operational running of the organisation, supporting individual Academies with operational matters to meet the both the core object of the Trust, to advance education for public benefit, and to achieve strategic targets as set by the Trust Board.

The membership of the Executive Team includes the Chief Executive Officer/Accounting Officer, Deputy Chief Executive Officer, Chief Operating Officer and Chief Finance Officer. The Trust Board appoint the Chief Executive (CEO), to whom it delegates responsibility for delivery of the vision and strategy of the Trust. The CEO is held to account for the conduct and performance of the Trust, including the performance of the academies within the Trust, and for financial management. The CEO is the Accounting Officer 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 Team of the Trust.

## 8. Principals

The Academy Principals within the Trust are responsible for all aspects of the day to day running of their setting and operational delivery of Academy strategic improvement plans. Principals share information about the



Academy with the Local Governing Committees (LGCs) so that Governors build an understanding about how the Academy operates and are enabled to monitor and scrutinise how key policies and improvement plans are working in practice.

## **9. Governance Support**

Every Trust Board must have a Governance Professional, who is someone other than a Trustee, Principal or Senior Executive leader of the Trust. The role is a discrete and independent function who receives direction from and remains accountable to the Trust Board. The role of the Governance Professional is to:

- provide independent governance advice, guidance and effective administrative support to the Trust Board
- support the Trust Board to meet high standards of governance, including fulfilling legal or regulatory requirements and decision-making
- help the Trust Board to understand its role and legal duties
- support the Trust Board Chair to facilitate strategic debate and decision-making
- promote the flow of information throughout the governance structure, including between the Trust Board, its committees including Local Governing Committees and Members

## **10. Delegation**

In addition to the delegations set out in this document, some functions may be further delegated, for example by the Chief Executive Officer to members of the Executive Team or from one of the Academy Principals to senior Academy staff. The Trust Board retains overarching responsibility for all decisions made.

For the avoidance of doubt, where a power is not expressly delegated by the Trustees it will be deemed to have been retained by the Trustees regardless of whether it is, or is not, specified in the Scheme.

## **11. Approval and Renewal**

The Trust Scheme of Delegation will be renewed at least annually or so that the roles and responsibilities outlined continually reflect the Trust's Organisation.

## 12. Scheme of Delegation Matrix 2024 - 25


The Department for Education has published 5 pillars of academy trust quality which cover:


1. Governance and leadership - *Passion*
2. Finance and operations - *Encouragement*
3. High-quality and inclusive education - *Ambition*
4. School improvement - *Collaboration*
5. Workforce - *Enjoyment*


The Trust has aligned its vision to each pillar with the scheme of delegation structured around the governance and leadership pillar. It has been written according to the 'RACI' framework, based on the various operational areas of activities across St Bart's Multi-Academy Trust.


**Key:**


<b>R</b>	<b>Responsible</b>	Responsible for delivering the area of activity/decision in line with agreed policies. Several individuals / bodies can be either jointly responsible or responsible for delivering a specific aspect of the task. For example, while one person may be responsible for delivering an objective, others may be responsible for monitoring or scrutinising that delivery or preparing information and reports.
<b>A</b>	<b>Accountable</b>	This is usually the Trust Board as the legally accountable and liable body, there is only one person/group accountable for each item.
<b>C</b>	<b>Consulted</b>	Consulted on the area of activity/decision and entitled to give/receive feedback. While those responsible and accountable are not obliged to accept the views put forward, they must be actively considered.
<b>I</b>	<b>Informed</b>	Informed of the area of activity/decision through agreed communications channels. They need updates on progress or decision, but they do not need to be formally consulted, nor do they contribute directly to the task or decision. No feedback is required from this tier of governance.


Link to Trust Quality Descriptor Leadership and Governance		Members	Trust Board	CEO / Executive Leaders	LGC	Principal
<b>Culture and Engagement</b>	Set the Trust vision	I	A/R	R	I	I
	Set the culture and values of the Trust fostering the individuality of each Academy	I	A/R	R	R	R
	Create and maintain a Code of Conduct for all levels of Governance		A/R	R	R	R
	Foster Equality, Diversity and Inclusion – including building a diverse board, compliance with PSED and publication of equality objectives		A	R	R	R
	Ensure up to date Trust Governance details (and Executive leaders information where required) are published on Get Information about Schools, Companies House and the Trust and Academy websites		A	R		
	Ensure up to date LGC members details are published on Get Information About Schools and the Academy websites		A		R	R
	Ensure Engagement with stakeholders and religious authorities		A	R	R	R
<b>Governance of the Trust</b>	Hold Trustees to account for achieving the Trusts objectives, effective governance and working with the law and any guidance on the governance of Academy Trusts	A/R				
	Regularly review and adhere to the Articles of Association	A/R	R			
<b>Strategy</b>	Approve, champion and review the Trust's strategy and key priorities	I	A/R	C	I	I
	Agree and review the progress of Trust Strategic and Operational Plan including growth model		A	R		
	Ensure Strategic Development Plans (Academy) are in place in line with Trust priorities and regularly reviewed		A	R	R	R

Link to Trust Quality Descriptor Leadership and Governance		Members	Trust Board	CEO / Executive Leaders	LGC	Principal
<b>Non Executive Leadership</b>	Establish a high performing governance structure including appointing Trust Board committees and Local Governing Committees		A/R	R		
	Appoint / remove Members	A/R	I			
	Appoint / remove Trustees	A/R	C			
	Appoint / remove Chair / Vice Chair of Trust Board	I	A/R			
	Appoint and remove Governance Professional to the Trust Board		A/R		I	I
	Appoint / remove Board Committee Chairs (incl. Chairs at LGC level)		A/R		I (LGC Chair)	I (LGC Chair)
	Determine LGC Composition Local Governing Committee(LGC) Members: appoint and remove with the exception of Parent / Staff / Foundation LGC members		A/R	R	I	I
	Approve the appointment of the Foundation / Parent / Staff LGC members		A/R		I	I
	Determine and allocate specific Trustee roles (including Safeguarding, SEND and Careers lead trustees)		A/R			I
	Ensure financial skill set on Trust Board		A/R			
	Allocate governor specific roles at LGC level (including Safeguarding, SEND and Careers ( <i>secondary only</i> ) link roles)		A	I	R	R
	Establish Governance structure for the Trust and review annually		A/R		I	I
	Agree Scheme of Delegation and review annually		A/R	R	I	I
	Review and Agree Terms of Reference for Trust Committees including LGC		A/R	R	I	I
	Approve annual Schedule of Governance Business inclusive of appointing board committees		A/R	R	I	I
	Arrange regular External Reviews of Governance: submit to Members	I	A/R	R	I	I
	Complete annual Self-review of member contributions / impact on Trust Board and committees (including skills audits / training plan)	I	A/R			
	Complete annual LGC Skills audit and submit to Trust Board		A		R	R
	Complete annual report on the work of the LGC (Impact Statement): submit to Trust Board		A		R	R
	Evaluate and analyse Local Governing Committee member contribution (including skills audits/training plan)		A/R	R		
Ensure appointment checks, induction and training are undertaken.		A	R		R	


Link to Trust Quality Descriptor Leadership and Governance		Members	Trust Board	CEO / Executive Leaders	LGC	Principal
<b>Non Executive Leadership</b>	Chair's performance: carry out the 360° review periodically		A/R	R		
	Approve a scheme for paying Governors allowances		A	R	I	
<b>Executive Leadership</b>	Appoint / dismiss Chief Executive Officer (CEO) / Accounting Officer	I	A/R			
	Appoint / dismiss Executive leaders (Deputy Chief Executive Officer, Chief Operating Officer, Chief Finance Officer)	I	A	R Only CEO has responsibility		
	Appoint / dismiss Principals		A/R	R	I	
	Agree CEO pay levels and award		A/R			
	Agree Executive Leaders and Principals pay levels and award		A	R		
	Undertake Performance management of the Chief Executive Officer / Accounting Officer		A/R			
	Undertake Performance management of Executive Leaders		A	R		
	Undertake Performance management of Principals		A	R	R	
<b>Accountability</b>	Appoint External Auditors	A	R			
	Establish controls framework including internal audit		A	R		
	Receive and respond to External and Internal Audit reports	I	A/R	R		
	Deliver Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit to members and Companies House	A	R	R		

Link to Trust Quality Descriptor Leadership and Governance		Members	Trust Board	CEO / Executive Leaders	LGC	Principal
Accountability	Benchmark Trust wide value for money to ensure robustness		A	R		
	Ensure Trust's continuing compliance with all requirements of ESFA/DfE and Funding Agreement		A	R		
	Develop finance policies (charging and remission, procurement)		A	R	R (Charging & Remission)	R (Charging & Remission)
	Manage conflicts of interest and related party transactions		A	R		
	Develop Trust wide procurement strategies and efficiency savings programme		A	R		I
	Monitor and review Trust's Scheme of Financial Delegation – setting delegated authority limits for financial transactions		A	R		
	Agree and monitor Budget plan to support delivery of Trust key priorities		A	R		
	Agree and monitor Budget plan to support delivery of Academy key priorities		A	R	R Monitor budget plan	R
	Deliver monthly management accounts and forecasts		A	R		
	Manage cash position		A	R		
	Ensure investment risk is properly managed		A	R		
	Ensure the Trust is adequately insured (RPA)		A	R		I
	Approve and maintain the risk process/register and approve the risk appetite		A	R		
	Complete Risk Register at Academy level		A		R	R
	Ensure risk assessments are in place to safeguard and promote pupils' and staff welfare		A	R		R
	Review and evaluate performance across the MAT through production and rigorous analysis of education data		A	R	R	R
	Establish, publish and keep under regular review Member and Trustee Register of Interests	R	A/R	R		
Establish, publish and keep under regular LGC Members Register of Interests		A		R	R	

Link to Trust Quality Descriptor Leadership and Governance		Members	Trust Board	CEO / Executive Leaders	LGC	Principal
Accountability	Ensure Gift and Hospitality policy and register is in place and annually reviewed		A	R	R	R
	Set the Trust approach to curriculum and assessment, with regard to statutory requirements		A	R	I	I
	Set the Academy approach to curriculum and assessment in line with statutory requirements and context of the Academy and in line with Trust approach		A	R	R	R
	Deliver Early Years Foundation Stage (EYFS), in line with statutory requirements where applicable		A	R	R	R
	Ensure adherence with: keeping children safe in education, relating to safeguarding and safer recruitment		A	R	R	R
	Deliver career guidance with regards to statutory requirements (Secondary Academies only)		A	R	I	R
	For Church Academies, monitor and support the Christian distinctiveness and church ethos of the Academy		A	R	R	R
Compliance	Ensure compliance with the Data Protection legislation and handling personal data in line with it		A	R	R	R
	Ensure compliance with the Freedom of Information Act, including publication of a Freedom Of Information scheme		A	R		R
	Ensure adequate preparation if a cyber incident occurs and there is an awareness of cyber risks		A	R	R	R
	Adopt a Trust-wide complaints procedure and monitor complaints		A	R	R	R
	Set safeguarding and pupil welfare policies, procedures and practices (including training), with regard to legislation and statutory guidance, inclusive of disclosure and barring service checks (DBS) and including appointing designated safeguarding lead (DSL)		A	R	R	R
	Set HR policies and procedures (appraisal, pay, conduct, disciplinary, grievance, capability, safer recruitment)		A	R		
	Agree and publish Whistleblowing procedures		A	R	I	I
	Agree and Implement Health and Safety policies complying with within all relevant health and safety legislation to ensure that all pupils, staff and visitors are kept safe at all times within the procedures and practices of the Trust		A	R	R	R
	Ensure the Estates Strategy is fit for purpose and recommend to the Board		A	R		

Link to Trust Quality Descriptor Leadership and Governance		Members	Trust Board	CEO / Executive Leaders	LGC	Principal
<b>Compliance</b>	Develop and implement uniform policies in line with DfE guidance and with regard to ensure the costs of school uniforms is ensure the cost of school uniforms is reasonable and secures the best value for money		A	I	R	R
	Ensure all other statutory policies and procedures are in place, approved and reviewed in line with DfE guidance. (Trust Level)		A	R	I	I
	Ensure statutory policies are in place, approved and reviewed in line with DfE guidance including behaviour and welfare policies. (Academy Level)		A		R	R
	Formally approve and review non DfE statutory Academy specific policies (Curriculum policies as required Collective Worship/Religious Education)		A		R	R
	Maintain the attendance and admissions registers		A			R
	Ensure pupil attendance is monitored and challenged in line with statutory guidance		A	R	R	R
	Approve Admissions policy and arrangements and appeals		A		R	R
	Approve direction of pupils offsite (Alternative Provision)		A	C		R
	Review the decision to suspend or permanently exclude a pupil / direct reinstatement of a pupil in line with statutory guidance		A		R	
	Set approach to staff appointment and dismissal, with regard to statutory requirements		A	R		I
	Appoint / dismiss Vice Principal & Assistant Principal (Academy)		A	R	I	R
	Agree Trust staffing structure		A	R		
	Agree Academy staffing structure		A	R	I	R
	Moving of staff within the Trust to meet local need		A	R	I	C
	Set pay and conditions of service for Academy and centrally employed staff		A	R		I
	Review and agree Academy and centrally employed staff appraisal procedure (Performance Management)		A	R	I	R
Ensure compliance with SEND Code of Practice		A	R	R	R	



Link to Trust Quality Descriptor Leadership and Governance		Members	Trust Board	CEO / Executive Leaders	LGC	Principal
<b>Compliance</b>	Ensure that there is a designated member of staff identified and support for (post) Looked after Children		A	R	R	R
	Monitor , review and challenge the strategy and spend of pupil premium/ PE and sports premium in terms of educational outcomes and narrowing the achievement gap		A	I	R	
	Attend Trust inspections		A	R	R	R
	Set length of academy day		A	C	C	R
	Set Term dates		A	R	I	I
	Ensure Trust Website Content and Compliance is in line with ESFA and DfE guidance		A	R		
	Ensure Academy Website Content and Compliance is in line with DfE guidance		A	R	R	R



# ST. BART'S

MULTI-ACADEMY TRUST

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