



TAME RIVER EDUCATIONAL TRUST

SCHEME OF DELEGATION

Please also refer to:

The Articles of Association

Academies Financial Handbook

The Funding Agreement

The Nolan Principles

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Review Post-Holder: The CEO

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Introduction

The **Tame River Educational Trust Ltd** ("The Trust") is a Multi-Academy Trust whose mission is to challenge educational and social disadvantage by establishing **great schools in which to teach, learn and belong**, and which promote learning, develop character, value diversity and build cultural capital. By the age of 16 we aim for every student to progress to suitably challenging post-16 studies or apprenticeships.

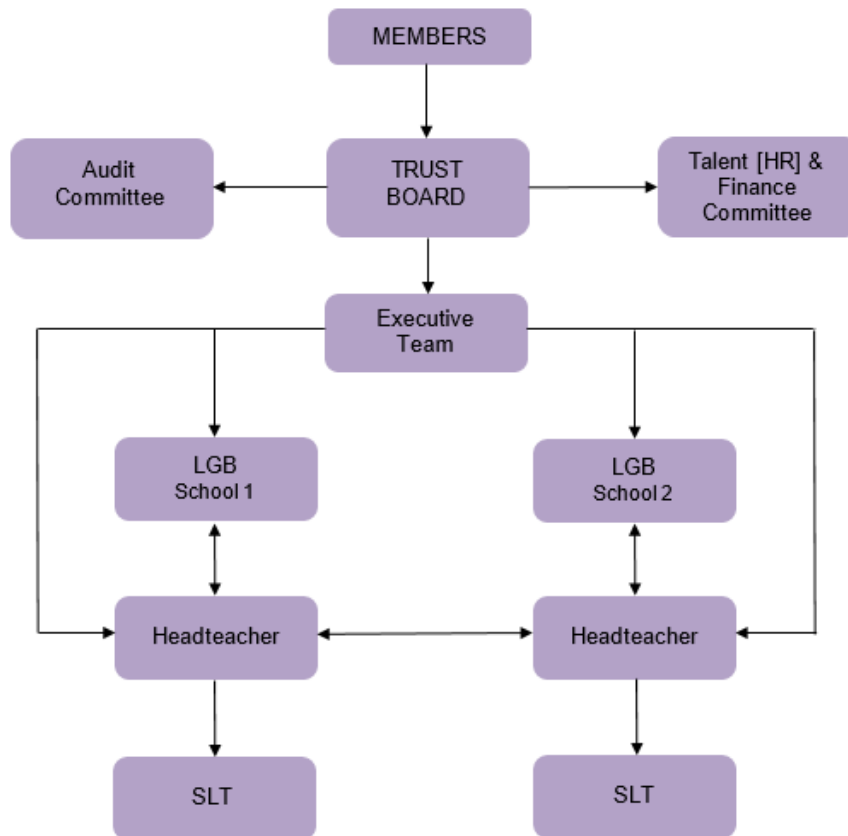
The Trust's model of governance is designed to support the Object, Purpose, Ethos and Mission (see above) of the Trust and the Core Educational Purposes identified by its founding schools and Sponsor:

- Our Trust will become known for imbuing in our learners, positive **character** traits and enquiring minds and for the **talent** and professionalism of our staff.
- Through a cycle of creative self and peer improvement, any school with us for three years or more will be in the **top 25% of similar schools nationally** for the **academic progress** of its learners.
- Students in our Trust will receive a distinctive **trust-wide community and educational dividend** in the form of Electives, where significant additional opportunities will be made available to them in the co-curriculum.

The **Tame River Educational Trust** is a company limited by guarantee and a charity regulated by the Department for Education.

The governance structure of the **Tame River Educational Trust Limited** is as below:





- a) The Members of the Trust define the Object of the Trust and its Articles of Association, set the Purpose and Ethos of the Trust, and appoint Trustees who they consider have the skills and experience to direct the operation of the Trust according to that Purpose and Ethos. The Members include our Sponsor, Tameside College, and at least [one] further Member appointed by that Sponsor. The Members will meet at least twice per year, and one of those meetings will be open to parents and carers of pupils who may submit questions prior to the meeting.
- b) The Trustees (who are, in legal terms, the Directors of the company) form the Trust Board, have overall responsibility and ultimate decision-making authority for all the work of the Trust, including the strategic leadership of its schools. The focus of the Trust Board is teaching and learning and the Core Educational Purposes. This is exercised principally through strategic planning and the setting of policy, holding the Executive Team to account for performance across all of the schools.

The Trust Board also maintains oversight of financial control, managed through business planning, monitoring of budgets, performance appraisal, the setting and monitoring of standards and the implementation of quality assurance processes. In this work, the Board is aided by two committees: Audit and Talent [HR] & Finance & Estates.



- c) The Trust Board delegates authority for the day-to-day operation of the academy trust broadly in three ways:
- i) by employing the staff, each of whom has a specific role which necessarily includes delegating to them the authority to carry out that role, from the CEO to an apprentice.
 - ii) by the appointment of sub-committees in accordance with this Scheme of Delegation, and the delegation of authority to those sub-committees as outlined below at (f) and in further detail in this Scheme.
 - ii) by setting Trust-wide policies and the overall strategic and school improvement plans for the Trust, all of which must be implemented and followed by the LGB members, Trust Executive and Sub Committee members and staff. (Those policies will include mechanisms for setting up and delegating authority to ad-hoc panels to determine particular issues, e.g. complaints, grievances and disciplinary issues).

The Trust Board will meet at least 3 times per school year.

- d) Governors at all levels must abide by the Trust's *Governor Code of Conduct*.
- e) The Executive Team is made up of the following permanent staff members as follows:
- the Chief Financial Officer (Director of Finance at launch)
 - the Chief Operations Officer (Senior Leader People & Partnerships at launch)
 - the Chief Executive Officer (CEO), to whom all other Executive Team Members report directly.

Their roles, and therefore their authority to act on behalf of the Trust Board, are primarily defined in their job descriptions. Other senior staff may be invited to contribute to the work of the Executive Team.

The CEO is a member of the Trust Board, and other members of the Executive Team will attend Trust Board, Trust Committee and LGB meetings as required.

The principal functions of the Executive Team are:

- i. to ensure that the Trust Board and its Committees are provided with all relevant information so as to be able to make informed decisions.
- ii. to lead the staff of the Trust, supporting the CEO as leader of that team, in her/his delegated responsibility for the operation of the Trust, including the performance of the Trust's schools.



- iii. to direct and support the operation of each academy, developing strategic plans and policies in core areas of the operation in accordance with the direction of the Trust Board.
- iv. These include teaching & learning, leadership development, training, risk, finance, HR and ICT. The Executive Team specifies management controls and reporting requirements; audits the associated processes, procedures and outcomes in each academy; identifies and delivers appropriate training and support; holds Headteachers to account; and reports to the Board on progress and concerns.
- v. to manage the growth of the Trust in accordance with the Strategic Plan, and the conversion of schools to academies. The Executive carries out due diligence across the school to establish its position and identify any action required, and, with the DfE, LA and solicitors, manages the associated legal processes, reporting to the Trust Board which makes the decision as to whether or not to bring a new school in to the Trust.

f) **Trust Committees**

I. Talent, Finance & Estates Committee

This Committee enables the full trust Board to focus on School Improvement, the Trust Mission and the 3 Core Educational Purposes by ensuring that the resources available to the Trust, funding, talent and estates, are used in a way which is compliant with the funding agreements and geared towards achieving School Improvement. A majority of its members are Trustees and some members are appointed by the Trustees to provide specific expertise.

The Talent, Finance and Estates Committee will meet up to 4 times per school year.

II. Audit Committee

The Audit Committee has oversight of the financial probity of the Trust and for ensuring that the governance and operation of the Trust is carried out in accordance with the funding and other legal obligations and the published policies of the Trust. A majority of its members are Trustees and some members are appointed by the Trustees to provide specific expertise. Those Trustees who are members of the Audit Committee will also be called upon to sit on panels formed to make specific decisions in accordance with Trust policies.

The Audit Committee will meet three times per school year.

g) **Local School Leadership and Governance**



Each school has its own Head and Senior Leadership Team, and a Local Governing Body (LGB) which supports and holds them to account for the performance of their school. The LGBs will include the Headteacher, two other staff members and at least two elected parents. Non-staff members of the LGBs will also be called upon to sit on panels to make specific decisions in accordance with Trust policies for their own school and, in some cases, for other schools in the Trust.

Headteachers and other Senior Leaders will meet regularly with members of the Executive Team to share data, experience and concerns. Their focus will be on the Quality of Education (curriculum, teaching and outcomes), Behaviour and Attitudes, Personal Development and Leadership & Management so as to ensure collaboration and mutual support.

The Chairs (or Vice-Chairs in their stead) will consult during the year, and such meetings will be attended and facilitated by the Trust Board Chair (or a Central Committee Chair or CEO in his or her absence). The group (the Chairs' Consultative Committee) is advisory, its purpose being to consider the operation of the LGBs and to share intelligence with the Trustees accordingly.

This scheme, as recommended by the DfE and NGA, does not detail every single function but seeks to determine clear lines of accountability and where certain functions and key decision-making should lie.

As with local authority maintained schools, operational decisions are made by staff, strategic decisions are made by members of the governance structure (in conjunction with and according to the information provided by the Senior Leader Staff who sit on or report to that particular part of the governance structure).

1. Members

The Members, (who include the Sponsor, Tameside College) are like shareholders in a commercial company. They are the only group able to alter the Articles of Association (with the consent of the Secretary of State), appoint the external auditors, appoint new Members, remove Members (other than the Sponsor) and appoint a majority of the Trustees.

The Sponsor is a "corporate" Member, which means it may nominate an individual to represent it at meetings and is able to change that nominated individual without notice. The Sponsor also has the right to appoint a further Member. Only the Sponsor can appoint, or remove, its representative or the further Member it appoints.

The other three Members are appointed by the Members as a group, by majority, and may only be removed by a majority of the Members.



The Members shall meet no less than twice per year and shall be quorate when at least 50% of the members attend. The Articles describe how members are recruited and replaced, and how they appoint the Trust Board. The Trust Board will submit an annual report on the performance of the Trust to the Members.

The Members do not have a fixed term of office, but in accordance with good practice for a charitable corporation no non-corporate Members shall serve for more than nine consecutive years.

The members are responsible for:

- 1.1 appointing and removing Members;
- 1.2 appointing (up to 7) and removing Trustees;
- 1.3 defining the Object, Purpose and Ethos of the Trust;
- 1.4 amending, if necessary, the Articles of the Trust, in agreement with the DfE;
- 1.5 appointing the external auditors and to receive the Trust's annual accounts;
- 1.6 changing, if necessary, the name of the Trust;
- 1.7 acting in the best interests of the Trust when exercising their vote.

Ensuring the continued appointment of a Trust Board able to provide the strategic direction, support and scrutiny required to achieve the Mission and Core Educational Purposes and the Trusts Object is a primary function of the Members therefore and maintaining an overview of Trustee performance, attendance and skills audit and succession planning shall be considered at least once each year.

The Members will hold one meeting in each year to which parents, carers and other community stakeholders will be invited, at which questions submitted prior to the meeting will be answered

2. Powers and duties reserved for the Trust Board

The Trustees (collectively the "Trust Board") oversee the operation of the Trust. They are the directors of the Trust (which is a company in legal terms) and the statutory governing body of each of its schools.

To further the Objects of the Trust, the Trust Board is responsible for ensuring clarity of vision and ethos, setting the strategic direction, holding the executive to account for the educational performance of the Trust's schools, and overseeing financial probity and compliance with health & safety, safeguarding and all other legislation and other guidance affecting its schools.

The Board will hold the CEO to account for the conduct and performance of the trust, including the academic performance of the schools within the trust, and for its financial management.

Whereas the Trust will delegate particular responsibility for the management of resources (finance, estates and HR) to its central committees, the Trust Board as a



whole will focus on the educational performance of the Trust and each of its schools, maintaining focus on the Mission and three Core Educational Purposes.

It is the Trust Board who will determine whether intervention is appropriate in a school, and what form that intervention should take (see Section 12B).

The Term of Office for Trustees (other than the CEO) is 4 years.

The Trustees elect a Chair and Vice Chair annually at the first meeting of each school year. The same Chair and or Vice-Chair may be re-elected [provided that his or her second consecutive term of office shall not expire before the end of the school year. In electing the Chair the Trustees shall consider any advice received from the Secretary of State acting through the Regional Schools Commissioner.

The Chair and the Vice-Chair should be persons with sufficient knowledge of education and governance to take a meaningful role in an Ofsted visit or conversation with the Regional Schools' Commissioner whether in respect of the Trust as a whole or any one of its schools.

The Trust Board may co-opt additional Trustees provided that the Members agree. Such co-opted Trustees may attend and vote at meetings, but they may not vote on the appointment or removal of other Trustees.

In so far as the business of each academy is concerned, the responsibility of the Trust Board is to determine the policy and procedures of the academy and to consider and respond to strategic issues.

The Trust Board shall meet at least 3 times per year and shall be quorate with 3 trustees or more.

The Board is responsible for every aspect of the operation of the Trust and its school, and delegates authority to act on its behalf by:

- setting Trust-wide policy so as to ensure compliance with the Objects, relevant legislation, the Trust's funding arrangements, the Mission and the Core Educational Purposes of the Trust.
- the appointment of Central Committees and Local Governing Bodies and thereby the delegation of governance functions according to this Scheme of Delegation.
- employing the Executive Team and every other staff member whose roles include making decisions for which the Trust Board is responsible.

Matters considered regularly by the Trust Board include:

- 2.1 approval and review of this scheme of delegation. The scheme must satisfy the Trust Board's ultimate responsibility for ensuring that there are adequate operational controls in place for all aspects of the operation of Trust. This Scheme of Delegation should be



- operated in conjunction with the Financial Policy and Handbook of the Trust
- 2.2 formal approval of the annual consolidated Trust budget at least eight weeks prior to the start of each financial year.
 - 2.3 considering budgetary control reports from the Finance Committee at every meeting, with relevant explanations and documentation where required
 - 2.4 authorising significant financial transactions, as laid out in Section 11
 - 2.5 authorising signatories to the Trusts bank account(s). All cheques and orders for the payment of money from such an account shall be signed by at least two signatories authorised by the Trust Board
 - 2.6 making recommendations as to the appointment of external auditors by Members
 - 2.7 receiving, approving and acting upon (as appropriate) a report and recommendations from the Audit Committee and the External Auditors on the financial statements and approving the audited financial statements prior to submission to the ESFA by 31 December
 - 2.8 receiving, approving and acting upon (as appropriate) the reports of the Audit Committee on the use of resources, systems of internal financial and compliance control, and discharge of financial and other legal responsibilities
 - 2.9 receiving, approving and acting upon (as appropriate) regular reports and recommendations from the Finance Committee on the annual budgets, financial performance against those budgets, the application of resources across the Trust, longer term financial plans, and business cases for expansion or other major developments across the Trust
 - 2.10 informing the DFE if it suspects any irregularity affecting resources (and this obligation extends to each Trustee individually).
 - 2.11 overseeing health & safety and the delegated responsibilities therein to LGBs
 - 2.12 The Trust Board will have the absolute discretion to review this Scheme of Delegation at least on an annual basis and to alter provisions within it.

3. Audit Committee

3.1 Authority



3.1.1 The Audit Committee is authorised by the Trust Board to investigate any activity carried out on behalf of the trust or in the course of its business, and to seek any information it requires from staff or governors, who are required to co-operate with the committee in the conduct of its enquiries. The Audit Committee is authorised to obtain independent professional advice if it considers this necessary. The Committee is an advisory body and has no executive powers, but reports and makes recommendations to the Trust Board.

3.2 Membership and quoracy

3.2.1 The Committee shall be appointed by the Trust Board. The Chair of the Trust Board shall **not** be a member of the Committee. The normal term of office will be four years.

The Committee, which is advisory, shall comprise of three Trustees with a quorum being two of those. The Trust Board may appoint a further two members to the Committee with appropriate financial and/or audit experience without voting rights, provided that any member who is not also a Trustee shall not count towards quorum. Decisions to be made at meetings of the Committee (for example as to a specific area of operation to be audited, or whether to approve a report to the trust Board) shall be determined by a majority of the votes of members present and voting. Where there is an equal division of votes, the Chair shall have a second or casting vote.

3.3 Chairing

3.3.1 The Chair of the Audit Committee shall be appointed by the Trust Board and must be a Trustee.

3.4 Attendance

3.4.1 The CFO will be an attendee. The Chair of the Trust Board shall have the right to attend any meeting of the Audit Committee. Others, such as the CEO and/or COO, and appropriate internal and external audit representatives will attend by invitation of the Chair of the Audit Committee.

3.5 Key purpose

3.5.1 The purpose of the Audit Committee is to monitor the integrity of the financial statements; to review the governance, internal control and risk management systems; and to review the internal and external audit services and to report its findings to the Trust Board, making recommendations to the Trust Board where it considers that action and improvement is needed.



3.6 Functions and duties

3.6.1 Governance, risk management and finance

- Review the annual accounts, financial statements and statements on internal control and Governance of the Trust to ensure that they can be recommended to the Trust Board for approval.
- Review internal and external reports and make recommendations to the Trust Board.
- Consider all relevant reports, including reports on the Trust's accounts, achievement of value for money and the response to any management letters.
- Review the effectiveness and integrity of systems of internal control established to ensure that the aims, objectives and key performance targets of the organisation are achieved in the most economic, effective and environmentally preferable manner.
- Review the effectiveness of systems to assess and manage risk.
- Review the operation of the academy's code of practice for members of the Trust Board, Local Governing Bodies and the code of conduct for staff.
- Consider any other matters where requested to do so by the Trust Board.

3.6.2 Internal audit

Determine the internal audit programme for the Trust annually and ensure that the function is adequately resourced and has appropriate standing within the Trust and its academies.

- Consider and monitor management's responses to any reviews of financial controls, and the timely and appropriate implementation of any recommendations.
- Monitor and review the effectiveness and quality of the internal audit function to ensure it provides appropriate independent assurance to the Trust and value for money.

3.6.3 External audit

- Consider and make recommendations to the Trust Board and Members on the appointment, reappointment and removal of the external auditors.



- Discuss with the external auditor the nature and scope of each forthcoming audit and ensure that the external auditor has the fullest co-operation of staff.
- Consider and advise the Trust Board on the Trust's annual and long-term audit programme.
- Review the findings of the audit with the external auditor considering any material issues which arose during the audit, any accounting and audit judgements and levels of errors identified during the audit.
- Meet with the external auditors at least once year to discuss their remit and any issues arising from the audit.
- Monitor and review the effectiveness and quality of the audit, assessing annually their independence and the relationship with the auditor as a whole, including the provision of any non-audit services, and value for money.

3.7 Frequency of meetings

3.7.1 The Audit Committee will meet three times per year.

3.8 Reporting

3.8.1 The Audit Committee will regularly report via its Minutes to the Trust Board.

3.8.2 The Audit Committee will provide a written annual report to the Trust Board and the Trust's Accounting Officer that outlines the activities of the Audit Committee as they relate to the year under review and to the terms of reference of the Committee. The report will also include the Committee's opinion on the adequacy and effectiveness of the Trust's risk management, control and governance processes, and for securing economy, efficiency and effectiveness.

3.9 Review of terms of reference

3.9.1 The terms of reference will be reviewed annually by the Audit Committee and recommended to the Trust Board for its approval.

4. Powers and duties delegated to the Talent [HR] & Finance Committee

4.1 Authority

4.1.1 The Committee works in accordance with the relevant part of section 4 of the Scheme of Delegation: Powers and duties reserved for the Committee. The Committee reports to the Trust Board on financial matters and is authorised to act on its behalf within its



delegated powers. The Committee is authorised to obtain independent professional advice if it considers this necessary in relation to its Finance responsibilities.

- 4.2.2 The Committee also reports to the Trust Board and makes decisions on Trust-wide decisions on HR development work, talent strategy (recruitment, retention and development) & staff pay. The Committee is authorised to obtain independent professional advice and benchmarking if it considers this necessary in relation to its Talent [HR] duties.

4.2 Membership and quoracy

- 4.2.1 The Committee shall be appointed by the Trust Board and have at least three members, with a quorum of two members. It will not contain any member from the Audit Committee. The normal term of office will be four years.

To assist it in discharging its function, the Committee may co-opt up to two additional members (not being members of the Trust Board) with appropriate financial, HR and / or audit experience. The Trust Board must give its prior approval to any such nominations (but without voting rights). Decisions to be made at meetings of the Committee shall be determined by a majority of the votes of members present and voting. Where there is an equal division of votes, the Chair shall have a second or casting vote.

4.3 Chairing

- 4.3.1 The Chair of the Talent [HR] & Finance Committee shall be appointed by the Trust Board. On appointment, the Chair will become a member of the Trust Board.

4.4 Attendance

- 4.4.1 The COO (with responsibility for the Talent HR Strategy and Partnership Development), the CFO and the CEO will be an attendee. The Chair of the Trust Board shall have the right to attend any meeting of the Committee. Others, such as appropriate internal and external audit or HR representatives will attend by invitation of the Chair.

4.5 Key purposes

- 4.5.1 **FINANCE & ESTATES:** The purpose of the Finance & Estates' arm of the Committee is to monitor the financial, resource, buildings and Health & Safety systems and performance of the Trust; to ensure that the Trust complies with the Academies Financial Handbook; to authorise spending within the limits laid out in Section 11 below; to oversee the annual budgeting and the medium-term financial plan;



and to recommend or otherwise the statutory accounts for Board approval. The Committee will also ensure that the schools and Trust conform to all relevant building and H&S statutory regulation and good practice.

- 4.5.2 TALENT [HR]: The purpose of the Talent [HR] arm of the Committee is to ensure the academies and the Trust have robust and effective recruitment, retention and development of the best staff talent available to the Trust. It is also charged with setting rates of senior staff pay (taking account of the Group Size, level of deprivation, nature of the role in a specific school and existing effectiveness of the respective schools in the Trust**) and to set the annual inflation increase for all staff.

4.6 Functions and duties

The Committee will be responsible for:

FINANCE & ESTATES

- 4.6.1 exercising the powers and duties of the Trust Board in respect of the financial, estates & health & safety administration of the Trust, except for those items specifically reserved for the Trust Board, the Local Governing Bodies and those delegated to the Headteachers and other staff;
- 4.6.2 reporting on decisions taken under delegated powers to the next meeting of the Trust Board
- 4.6.3 reviewing the annual Trust budget prior to the start of each financial year and recommending its acceptance, or otherwise to the Trust Board
- 4.6.4 considering budgetary control reports on the Trust's financial position at every meeting, taking appropriate action to contain expenditure within the budget and report to the Trust Board
- 4.6.5 reporting to the Trust Board all significant financial matters and any actual or potential overspending
- 4.6.6 authorising financial transactions of the Trust as laid out in Section 12
- 4.6.7 ensuring that the Finance Director has put in place arrangements for adequate insurance cover
- 4.6.8 ensuring that there are annual independent checks of assets and the asset register
- 4.6.9 reviewing the draft financial statements and highlighting any significant issues to the Trust Board, prior to submission to the Secretary of State by 31 December



4.6.10 overseeing and reporting on Trust resource, buildings, estate and H&S matters

TALENT [HR]

4.6.10 Advising on and supporting the Trust's Strategic Talent strategy;

4.6.11 setting rates of senior staff pay;

4.6.12 making any discretionary PRP awards in line with Appraisal Policy;

4.6.12 setting the annual inflation increase for all staff.

4.7 Frequency of meetings

4.7.1 The Talent [HR] & Finance Committee* will meet four times per year, covering financial, remuneration and HR duties.

4.8 Reporting

4.8.1 The Finance & Talent [HR] Committee will regularly report via its Minutes to Trust Board.

4.9 Review of terms of reference

4.9.1 The terms of reference will be reviewed annually by the Committee, and recommended to the Trust Board for its approval.

4.10 Decisions

4.10.1 The Committee will confirm its decisions in writing to the CEO, who will then authorise the COO and/or CFO (as appropriate) to action them.

5. Powers and duties delegated to the Local Governing Body

5.1 General provisions

5.1.1 A meeting of the Local Governing Body at which a quorum (50% of those entitled to attend and vote) is present may exercise all the powers so delegated.

5.1.2 In the exercise of its powers and functions, the Local Governing Body may consider any advice given by the Headteacher and any other executive officer as well as the Trust Board.

5.1.3 In the exercise of its functions, the Local Governing Body and its headteacher have delegated duties, acting on behalf of the Trust, to secure strong educational provision and strong: pupil outcomes; leadership and management; personal development; behaviour, attitudes and safety of



students and staff, as well as for the efficient and effective daily school operations.

5.2 Ethos, values and mission

5.2.1 Whilst the Local Governing Body shall be responsible for ensuring that the academy is conducted in accordance with its ethos and values, the determination of the Trust's overarching ethos and mission statement shall be the responsibility of the Trust Board.

5.2.2 At all times, the Trust Board and the Local Governing Body shall ensure that the academy is conducted in accordance with the object of the Trust, the terms of the Trust governing the use of the land which is used for the purposes of the academy and any agreement entered into with the Secretary of State for the funding of the academy.

5.3 Finance

5.3.1 The accounts of the Trust shall be the responsibility of the Trust Board but the Finance Department shall provide accurate and timely information about the finances of the Academy to the LGB at their meetings, and the LGB has both a right and a duty to scrutinise the accounts of its academy.

5.3.2 The Local Governing Body shall follow the advice of the CFO, who shall ensure that proper procedures are put in place for the safeguarding of funds and that the requirements of the Academies Financial Handbook are observed at all times as well as any requirements and recommendations of the Trust Board and the Secretary of State.

5.3.3 The Local Governing Body shall have the responsibility for the allocation of ring-fenced funding such as Pupil Premium and Catch-up Premium (but cannot over-spend in such cost-centres) and for holding the Headteacher to account for their impact on students' learning.

5.3.4 The Local Governing Body shall inform the Trust Board of any need for significant unplanned expenditure and will discuss with the Trust Board, and others as the Trust Board shall require, options for identifying available funding.

5.3.5 The Local Governing Body shall formally review the annual academy budget for approval by the Trust Board.

5.3.6 Authorising permanent changes to the academy's staffing structure within an agreed budget.

5.3.7 Maintenance of a Register of Business Interests for all governors and those academy staff with financial responsibilities.



5.4 Premises

5.4.1 The maintenance of the buildings and facilities used in respect of the academy is the responsibility of the Local Governing Body, who shall have regard at all times to the health & safety of the users of the buildings and the facilities and the legal responsibilities of the Trust Board (and / or any others) as owners of such buildings and facilities. Please note the special and different provision in this respect in the case of PFI schools.

5.4.2 The CFO of the Trust will be responsible for developing a ten-year estate management strategy that will identify the suitability of building and facilities in light of long term curriculum needs and the need for and availability of capital investment to meet the Local Governing Body's responsibility to ensure the buildings and facilities are maintained to a good standard, subject to requirements of any agreement under a PFI, where appropriate.

5.4.3 The responsibility for any disposals or acquisitions of land to be used by the Trust will be that of the Trust Board, subject to any such agreement, above.

5.5 Resources

5.5.1 Headteacher

The Trustees shall have the final responsibility in appointing the Headteacher. During the recruitment process this should be done in consultation with the Local Governing Bodies, who can be represented by up to 50% of the panel members on each day of the process. The Trustees and the Local Governing Body may delegate such powers and functions as they consider are required by the Headteacher for the internal organisation, management and control of the academy (including the implementation of all policies approved by the Trustees and the Local Governing Body and for the direction of the teaching and curriculum at the academy).

5.5.2 Other staff

5.5.2.1 The Local Governing Body shall be responsible for the appointment and management of all other staff to be employed at the academy provided that the Local Governing Body shall:

- comply with all policies dealing with staff issued by the Trust Board from time to time
- take account of any pay terms set by the Trust Board
- adopt any standard contracts or terms and conditions for the employment of staff issued by the Trust Board



- manage any claims and disputes with staff members having regard to any advice and recommendations given by the Trust Board

5.5.2.2 The Local Governing Body shall carry out the performance management of all senior staff and will be consulted by the CEO on the performance management of the headteacher and shall put in place procedures for the proper appraisal of all staff, as well as their pay progression, following decisions made by the Talent [HR] Committee on behalf of the Trust Board.

5.6 Curriculum, teaching and standards

5.6.1 The Local Governing Body shall be responsible for the setting and review of the curriculum but shall have regard to any views of the Trust Board in recognition of the Mission of the Trust, including the Core Educational Purposes, as well as the its obligation to the Secretary of State to provide a broad and balanced curriculum, ambitious for all (including SEND) that remains so for as many as possible for as long as possible and which provides curricular and co-curricular cultural capital opportunity.

5.6.2 The Local Governing Body shall be responsible for the standards achieved by the academy and the pupils attending the academy but shall follow such advice and recommendations of the Trust Board as they might issue from time to time.

5.6.3 The Local Governing Body shall be responsible for the quality of teaching in line with the national teacher standards and for securing, for the critical mass of teachers in school, teaching to the Tame River Teacher Gold Standard. The Local Governing Body shall ensure the headteacher secures this particularly for those teachers in school on the Upper Pay Spine.

5.7 Regulatory matters

5.7.1 The responsibility for the satisfaction and observance of all regulatory and legal matters remains with the Trust Board but the Local Governing Body shall do all such things as the Trust Board may specify as being necessary to ensure that the Trust is meeting its legal obligations.

5.8 Operational matters

5.8.1 The Local Governing Body will adopt and will comply with all policies of the Trust Board from time to time.

5.8.2 The Local Governing Body will review its local policies and practices on a regular basis, having regard to recommendations made by the Trust Board from time to time, in order to ensure that the governance of the academy is best able to adapt to the changing political and legal environment.



5.8.3 The Local Governing Body shall provide such data and information regarding the business of the academy and the pupils attending the academy as the Trust Board may require from time to time.

5.8.4 The Local Governing Body shall work closely with and shall promptly implement any advice or recommendations made by the Trust Board in the event that intervention, restriction or withdrawal of delegation is required (as referred to in section 12B) and the Board expressly reserves the unfettered right to review or remove any power or responsibility conferred on the Local Governing Body under this Scheme of Delegation, in such circumstances.

5.8.5 The Local Governing Body shall be responsible for the annual review of the academy's admissions policy before recommending its approval by the Trust Board.

5.8.6 Any decision to expand (or reduce) the capacity of the academy shall be that of the Trust Board, who shall have regard to the views of the Local Governing Body, and must be approved by the Secretary of State as a "significant change"

5.9 Annual review

5.9.1 This Scheme of Delegation shall operate from the effective date in respect of any named academy. Where applicable, it will be based on the framework Scheme of Delegation that will have been put in place on the incorporation of the Trust and will have been attached to Trust's first Articles of Association.

5.9.2 The Trust Board will have the discretion to review this Scheme of Delegation at least on an annual basis and to alter any provisions of it.

5.9.3 In considering any material changes to this Scheme of Delegation or any framework on which it is based, the Trust Board will have regard and give due consideration to any views of the Local Governing Body.

5.10 Meetings

5.10.1 The Local Governing body will meet not less than four times per year. The Chair of the Trust Board, or any other Trustee, shall have the right to attend any meeting of the Local Governing Body. The number of meetings in the year (provided this totals four or more) and the number of governors is at the discretion of the Local Governing Body and will be in line with its stated policy on such matters (see the requirements in The Introduction)

6. Powers and duties delegated to the CEO

The CEO has delegated responsibility for the operation of the Trust including the performance of the Trust's academies.



The CEO shall be responsible for:

- 6.1 fulfilling the role of Accounting Officer of the Trust, ultimately answering to the Public Accounts Parliamentary Standing Committee for the Trust's use of public funds.
- 6.2 working with the Trust Board, the Executive Team, the LGB and the headteacher, to secure adherence to the Trust and school mission and the pursuit of the Trust's 3 Core Educational Purposes through the performance, culture and climate of the school.
- 6.3 leading the Executive Team and being accountable for their performance to the Trust Board.
- 6.4 authorising financial transactions in line with the arrangements laid out in Section 11 7.3, approving all senior staff salary amendments.
- 6.5 line managing other senior executives and the school headteachers, setting their targets and performance managing them.
- 6.6 seeking input from the Chair of the LGB when undertaking the headteacher's performance management.

7. Powers and duties delegated to the Chief Finance Officer (Finance Director, at launch)

The CFO shall be responsible for:

- 7.1 preparing, after discussion with the CEO and Executive Team, an annual draft budget plan for consideration by the Finance Committee and Trust Board before the start of the relevant financial year.
- 7.2 working with the COO to secure a secure, strong and affordable Talent HR Strategy.
- 7.3 monthly monitoring of expenditure and income against the approved budget and submitting reports on the academy's financial position to every meeting of the Finance Committee. Any actual or potential material overspending shall be reported to the Finance Committee.
- 7.4 authorising financial transactions in line with the arrangements laid out in section 11.
- 7.5 operating financial controls in line with the Academies' Financial handbook and other regulations.
- 7.6 ensuring the appropriate segregation of duties between staff responsible for processing orders, receiving deliveries and processing payments.



- 7.7 notifying the Finance Committee on any eventuality that could affect the Trust's insurance arrangements.
- 7.8 maintaining a permanent and continuous register of all items of furniture, equipment, vehicles and plant in the Trust.
- 7.9 insuring all of the assets used by the Trust.
- 7.10 maintaining the standards of control for such systems in operation within the trust to include the use of properly licensed software, and for the security and privacy of data in accordance with the UK Data Protection Act and the EU General Data Protection Regulation.

8. Powers and duties delegated to the Chief Operating Officer (Senior Leader People & Partnerships at launch)

The COO shall be responsible for:

- 8.1 preparing, after discussion with the CEO and Executive Team, an annual draft staffing plan for consideration by the Talent [HR] Committee and Trust Board before the start of the relevant financial year, working with the CFO.
- 8.2 working with HR leads in schools to ensure the monthly monitoring of staffing need, attendance, absence and supply against the approved budget and submitting reports on the academy's HR position to every meeting of the Committee. Any actual or potential material significant staffing change shall be reported to the Committee.
- 8.3 supporting the CEO and AEHT in the formulation of the Trust's Talent Strategy.
- 8.4 operating HR controls in line with the employment legislation and other regulations.
- 8.6 notifying the Committee on any eventuality that could affect the Trust's staffing arrangements.
- 8.7 maintaining a permanent and continuous register of all legally required staffing and personnel matters.
- 8.8 maintaining the standards of control for such systems in operation within the trust to include the security and privacy of data in accordance with the EU General Data Protection Regulation.
- 8.9 ensuring, by working with headteachers and HR leads in the academies that all matters relating to safeguarding and staff well-being are attended to.



9. Powers and duties delegated to the Headteacher

The Headteacher has delegated powers and functions in respect of internal organisation, management and control of her/his academy, the implementation of all policies approved by the Trust Board and for the direction of and performance outcomes from teaching and the curriculum.

The Headteacher shall also be responsible for:

9.1 securing a strong school performance in relation to student outcomes, educational provision, the achievement in school of the Trust Mission and its three Core Educational Purposes.

9.2 reviewing income and expenditure reports with the Finance Department, highlighting actual or potential overspending.

9.3 authorising financial transactions in line with the arrangements laid out in section 12.

9.4 ensuring the arrangements for collection of income, ordering of goods and services, payments and security of assets are in accordance with the Financial Policy and Procedures.

9.5 ensuring that all contracts and agreements conform to the Financial Policy and Procedures.

9.6 approving new staff appointments within the authorised establishment.

9.7 certifying the payment of salaries each month, in conjunction with the CFO and COO.

9.8 ensuring that proper security is maintained at all times for all buildings, furniture, equipment, vehicles, stocks, stores, cash, information and records etc. under her/his control.

9.9 the operation of financial processes within the academy, ensuring that adequate operational controls are in place and that the principles of sound internal control are maintained.

9.10 ensuring that full, accurate and up to date records are maintained in order to provide financial and statistical information.

9.11 ensuring that all records and documents are available for audit by the appointed external auditors and Audit Committee.

9.12 the day-to-day leadership and management of the school (working to the CEO and LGB).

9.13 reporting to the Local Governing Body on matters which have been delegated to it.



9.14 the health, safety, child protection and safeguarding arrangements for students, staff and visitors.

9.15 the application of all equality and diversity legislation.

10. Powers and duties delegated to other staff

Members of staff with delegated responsibilities should be aware that these must be exercised in accordance with Financial Policy and Procedures.

The following responsibilities are delegated to other staff in addition to the Headteacher and CFO and COO:

10.1 budget holders are responsible for checking and certifying monthly statements of expenditure against their delegated budget and for reporting any errors or irregularities to Finance. Any actual or potential overspending shall also be reported to the Trust's Finance & Buildings' Director

10.2 departmental budget holders can authorise orders up to £1,000 provided it is within the scope and remaining balance of their delegated budget

10.3 The following members of staff, in addition to the Headteacher and CFO, are authorised to open tenders in the presence of another authorised person:

- “ CEO

10.4 The following members of staff are authorised to receive and check goods:

- “ budget holders
- “ Administrators nominated by the budget holder

10.5 Budget Holders can authorise time records and authorise overtime within their delegated budget and can call on the support of HR in so doing.



11. Summary of financial authorisation levels

| Delegated Duty | Value | Delegated Authority | Method |
|---|---|--|--|
| Ordering goods and services (raising requisitions) | Up to £999 | Budget holder | Selection from preferred supplier list unless agreed otherwise with FD |
| | £1,000 to £4,999 | As above plus school Finance Lead | |
| Signatories for cheques, BACS payment authorisations and other bank transfers | £5,000 to £14,999 | As above plus either Headteacher or FD | Minimum of three quotes |
| | £15,000 to £24,999 | As above plus CEO | |
| | £25,000 to £99,999 | Finance Committee | Formal tendering process, including advertising in OJEU (if over the OJEU threshold) |
| | £100,000 and over | Trust Board | |
| | Authority to accept other than lowest quotation or tender | Approval from the delegated authority at the next level up | |
| Signatories for DFE grant claims and DFE returns | Any | Two signatories (or as required by DFE) from: - FD - Headteacher | |
| Disposal of assets (Excluding Land and Buildings: DfE Approval needed) | Up to £999 | FD | |
| | £1,000 to £9,999 | Headteacher/FD | |
| | £10,000 to £19,999 | As above plus the CEO | |
| | £20,000 and over | As above plus Finance Committee | |
| Write-off of bad debts | Up to £5,000 | FD, CEO | |



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|--|--|---------------------------------|--------------------------------|
| | £5,000 to £45,000 | As above plus Finance Committee | |
| | Over £45,000 | As above plus DFE approval | |
| Purchase or sale of any freehold property | Any | DFE approval required | |
| Delegated Duty | Value | Delegated Authority | Method |
| Granting / take up of any leasehold or tenancy agreement exceeding 3 years | Any | DFE approval required | |
| Raising invoices to collect income | Up to £50,000 | FD | |
| | £50,001 to £100,000 | As above plus CEO | |
| | Over £100,000 | As above plus Finance Committee | |
| Payroll | BACs Run | School Finance Lead | Headteacher review and approve |
| | Discretionary payments from £500 to £1,499 | FD & Headteacher | |
| | Discretionary payments from £1,500 to £4,999 | As above plus CEO | |
| | £5,000 and over | As above plus Trust Board | |
| | £50,000 and over | As above plus ESFA | |



12. Model of Governance: the **Tame River Educational Trust**

| | Academy Headteacher (Delivers on academy performance and operations) | LGB (Monitors and challenges academies) | Executive and Operations (Approves key items and supports academies) | Trust Board (Ultimately accountable and approves all statutory policies and finance) |
|----------------------------|---|---|--|--|
| Academy Improvement | <ul style="list-style-type: none"> “ Develops and implements academy strategy, culture and ethos in line with overall Trust mission. “ Develops and then proposes academy priorities and academy improvement plan (AIP), including suggesting targets. “ Initiates academy expansion strategy. “ Delivers as per AIP and targets. “ Develops and proposes curriculum model. “ Leads assessment processes. “ Improves teaching quality through performance management, CPD, etc. in line with Trust Talent Strategy “ Commissions Trust AIP support. | <ul style="list-style-type: none"> “ Supports and challenges and then agrees the development of the AIP, SEF, and academy expansion strategy. “ Supports the Headteacher to develop and implement local academy culture, community links and ethos. “ Supports and challenges, and then agrees, the academy curriculum model. “ Monitors academy performance against AIP and targets, through reviewing and challenging Headteacher updates and data analysis. LGB will also receive Trust Review reports and KPIs. | <ul style="list-style-type: none"> “ Approves: academy culture and ethos; academy targets; AIP and academy priorities; curriculum model; behaviour policy “ Develops and approves academy expansion strategy - can also initiate academy expansion strategy. “ Deploys support to academies, including: implementing AIP; Talent Strategy; Leadership and Staff Professional Growth Plan; improving teaching quality; managing assessment processes; analysing academy data. “ Monitors academy performance. | <ul style="list-style-type: none"> “ Ensures clarity of vision and ethos, and sets the strategic direction of the Trust. “ Holds Executive to account on academy improvement, and all operational areas. “ Responsible for Trust Performance: both academic and financial |



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| <p>Headteacher recruitment, appraisal</p> | <ul style="list-style-type: none"> " Prepares cyclical and end of year Appraisal self-review " Undertakes appraisal of academy's senior staff and their 360s | <ul style="list-style-type: none"> " LGB Chair or representatives: engages in Headteacher recruitment " Works with CEO on Headteacher appraisal and PRP | <ul style="list-style-type: none"> " Conducts Headteacher recruitment. " Conducts headteacher appraisals with engagement from LGB Chair. " Makes pay recommendations to the Talent & Finance Committee. | <ul style="list-style-type: none"> " Talent and Finance Committee approves salary and PRP. |
| <p>Academy Headteacher (Delivers on academy performance and operations)</p> | | <p>LGB (Monitors and challenges academies)</p> | <p>Executive and Operations (Approves key items and supports academies)</p> | <p>Trust Board (Ultimately accountable and approves all statutory policies and finance)</p> |
| <p>Finance and procurement</p> | <ul style="list-style-type: none"> " Delivers budget and financial targets. " Works with Finance Dept to prepare and propose budget and 3 year forecasting. " Works with Finance Dept on preparation of monthly and end-of-year academy finance documents. " Finds and implements local academy procurement opportunities. " Manages delivery of IT contract locally. " Provides feedback to Executive on performance of central services. | <ul style="list-style-type: none"> " Supports and challenges on the development of the budget. " Receives timely and accurate financial information. " Accountable (to Trust Board) for Pupil Premium, Catch-up, Sports Premium and SEND expenditure (& other as delegated). " Monitors and challenges academy finances, particularly against budget and the use of resources vs. education plans. " Monitors and challenges locally-led procurement. | <ul style="list-style-type: none"> " Sets financial policies. " Recommends to Trust Board: academy budgets and forecasts; use of reserves and endowments; central recharge " Recommends academy finance targets to Finance Committee of Trust Board. " Supports Headteachers with academy finances. " Responsible for all MAT finances. " Finds, implements and manages Trust-wide procurement opportunities. | <ul style="list-style-type: none"> " Accountable for ensuring financial compliance and sustainability. " Appoints Talent & Finance and Audit Committees. " Approves use of reserves and inter-academy loan process. " Approves: Trust budget and central recharge; financial targets for academies; use of capital endowments; running academy deficit & recovery plan; and, financial statements " Audits budgeting and procurement processes. |



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| <p>HR / Recruitment</p> | <ul style="list-style-type: none"> “ Ensures HR policies and processes are implemented in line with policy, including: performance appraisals and pay reviews, ER (unless against a Headteacher), local academy recruitment (unless for Headteacher or new TRET academy, then Executive conducts). “ Develops and presents staff restructure proposals. “ Liaises with local level professional associations and Trades' Unions. | <ul style="list-style-type: none"> “ Scrutinises significant staff restructures. “ Monitors implementation of key HR policies, esp. pay and performance. “ Responsible for additional HR activities; “ And supplies representation for hearings and tribunals. “ Complaints' Panel leads on complaints to the academy at Stage Two (against staff or against the Headteacher), informing the Executive Team/CEO | <ul style="list-style-type: none"> “ Drafts Talent Strategy, including HR, recruitment, development and retention policies. “ Approves significant staff restructures. “ The CEO may lead on a complaint against the Headteacher of an academy at Stage One. “ Conducts recruitment of a Headteacher or for a new TRET academy. “ Supports academies with ongoing HR guidance. | <ul style="list-style-type: none"> “ Accountable for all HR compliance. “ Approves Talent Strategy & all HR policies (<i>some non-statutory policies are delegated to Audit and Risk Committee or Executive Team</i>). “ Approves recruitment of a Headteacher or for a new TRET academy. “ Conducts recruitment of a CEO, HR and FD (or any future COO); approved by Members. “ Audit Committee members populate panel for final appeals on disciplinary and grievance |
| <p>Academy Headteacher (Delivers on academy performance and operations)</p> | | <p>LGB (Monitors and challenges academies)</p> | <p>Executive and Operations (Approves key items and supports academies)</p> | <p>Trust Board (Ultimately accountable and approves all statutory policies and finance)</p> |
| <ul style="list-style-type: none"> “ Develops and retains great staff in academies as part of Talent Strategy. “ Has the power to dismiss, in line with Trust policies and having consulted the Executive. “ Leads on Complaints' Policy at Stage One | | | <ul style="list-style-type: none"> “ Responsible for additional HR activities including: “ supplying representation for hearings; “ conducting Staff Consultative Committee as required liaising with regional/national level professional | <ul style="list-style-type: none"> “ Chair leads on complaints against CEO, guided by independent advice. “ Leads Finance Committee “ Leads Audit Committee “ Talent [HR] Committee: <ul style="list-style-type: none"> ○ sets pay policy ○ makes decisions on senior salaries, ranges and PRP |



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|---|--|--|--|--|--|---|--|
| Safeguarding, H&S and other compliance | (except if against the Headteacher). | | <ul style="list-style-type: none"> associations/unions when required " Recruits Trust operational staff. " Recommends Trust pay scales. | | | | |
| | <ul style="list-style-type: none"> " Ensures compliance with statutory obligations and mandatory Trust policies, including H&S, safeguarding, SEND, admissions and exclusions. " Provides information for FOI requests. " Responds to all academy level complaints (after response to any complaint against the Headteacher, may require support at Stage One from CEO). " Finance Depts oversees PFI contracts (site, catering, IT) at operational level* | <ul style="list-style-type: none"> " Monitors academy implementation of statutory compliance and risk management. " Leads on non-safeguarding complaints against Headteacher, and provides complaints' panel at Stage 2 for an Academy. " Appoints link governor for Safeguarding and SEND (mandatory). | <ul style="list-style-type: none"> " Drafts statutory and Trust policies. " Leads PFI & contracts overall (FD) and supports Finance Depts in academies with such work " Leads on safeguarding issues against the Headteacher. " Supports academies as needed, e.g. Admissions, safeguarding, H&S, etc. " Responsible for additional activities, including: lead admissions' appeals " Coordinates response to FOI requests | <ul style="list-style-type: none"> " Accountable for all compliance. Approve all statutory policies. " Audits application of Policy | | | |
| Academy Headteacher (Delivers on academy performance and operations) | | LGB (Monitors and challenges academies) | | Executive and Operations (Approves key items and supports academies) | | Trust Board (Ultimately accountable and approves all statutory policies and finance) | |



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|-----------------------------------|---|---|--|--|
| <p>Comms and community</p> | <ul style="list-style-type: none"> " Delivers on academy communications strategy and academy visual identity. " Manages parent, community, local stakeholder and academy media engagement. " Leads on LA communications. " Refers any reputational risk to the CEO | <ul style="list-style-type: none"> " Supports and promotes family communications and community engagement. | <ul style="list-style-type: none"> " Develops comms toolkit and guidance. " Manages crisis communications and reputational risk with academy. " Supports Headteachers with LAs and families as needed. " Leads on marketing for Trust and academies and develops brand guidelines. | <ul style="list-style-type: none"> " Approves any changes to the overall Tame River Educational Trust brand. |
| <p>Capital projects</p> | <ul style="list-style-type: none"> " Leads proposal development for significant building/IT projects and refurbishments. " Leads on project delivery with engagement from Executive and LGB especially on procurement and CDM compliance. " Manages (PFI) buildings, catering and IT at operational level through Finance & Site Teams | <ul style="list-style-type: none"> " Supports and challenges the development of academy building / refurbishment proposals. " Monitors academy building projects. | <ul style="list-style-type: none"> " Approves significant building projects and smaller refurbishments if over £25K or if academy in deficit. " Supports significant building project delivery. " Engages in project delivery for procurement if subject to OJEC procurement law and CDM. " Leads (PFI) buildings, catering and IT at strategic level through FD | <ul style="list-style-type: none"> " Accountable for all compliance with building projects. " Engages in procurement process for significant projects. " Grants initial approval of all building projects. " Intervenes in PFI estate difficulties if they arise " Audits processes on capital projects |



Compliance Delegations

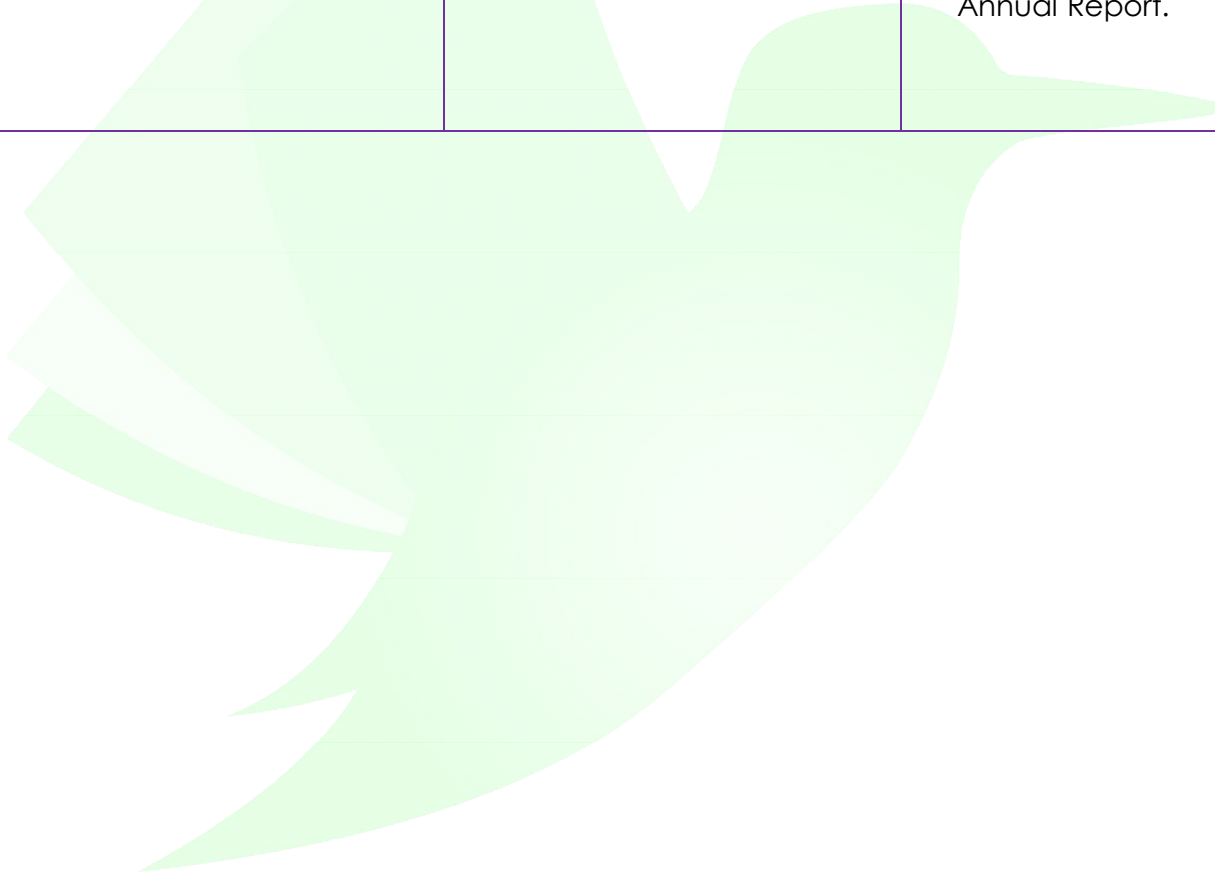
| | Academy Headteacher (Delivers on academy performance and operations) | LGB (Monitors and challenges academies) | Executive and Operations (Approves key items and supports academies) | Trust Board (Ultimately accountable and approves all statutory policies and finance) |
|--------------------------|--|---|---|--|
| Health and Safety | <ul style="list-style-type: none"> “ Responsible for local implementation of policies, including development of academy procedures and internal reporting on statutory requirements. | <ul style="list-style-type: none"> “ Monitors academy compliance with H&S policies and statutory obligations as well as challenging academies to ensure best practice is followed. | <ul style="list-style-type: none"> “ Drafts Trust H&S policies. “ Monitors academy H&S by arranging inspections / audits. “ Supports implementation, as needed. | <ul style="list-style-type: none"> “ Accountable for ensuring a safe and healthy environment for staff, pupil sand other persons on Trust premises. “ Approves H&S policy. “ Audits application of H&S Policy |
| Safeguarding | <ul style="list-style-type: none"> “ Tailors Trust policy to her/his academy. “ Appoints Designated Senior Lead (DSL). “ Manages all safeguarding complaints (exc. against Headteacher), with Executive engagement. “ Responsible for referrals for children at risk, including outside academy environment. | <ul style="list-style-type: none"> “ Signs off academy safeguarding policy. “ Monitors implementation of safeguarding through reports from DSL on the measures being taken to ensure compliance. “ Ensures the list of aspects to monitor is in the Safeguarding Policy. | <ul style="list-style-type: none"> “ Drafts Trust Safeguarding Policy. “ Responsible for dealing with any complaint against Headteacher at Stage One (Stage 2 – Complaints’ Panel of GB). “ Consulted in responding to any complaint against a staff member. | <ul style="list-style-type: none"> “ Accountable for all legal responsibilities. “ Approves Trust safeguarding policy. “ Audits application of safeguarding policy |
| SEND | <ul style="list-style-type: none"> “ Sets academy specific SEND policy. “ Appoints qualified SENCo or secures early training. “ Responsible for implementation in line with | <ul style="list-style-type: none"> “ Monitors and challenges implementation of SEND policy and performance of SEND students. | <ul style="list-style-type: none"> “ Drafts Trust SEND policy. “ Engaged on academy SEND policy. “ Supports academies and monitors implementation. | <ul style="list-style-type: none"> “ Accountable for all legal responsibilities. “ Approves SEND policy. “ Audits application of SEND policy and performace. |



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| Equalities | all relevant statutory requirements. | | | |
| | <ul style="list-style-type: none"> " Responsible for ensuring compliance with all aspects of equalities legislation. " Monitors performance of sub-groups and intervenes as required. | <ul style="list-style-type: none"> " Receives reports on the performance of sub-groups. " Undertakes Complaints' Committee Sub-Group resolution of Stage 2 complaints | <ul style="list-style-type: none"> " Scrutinises Stage 2 complaints and protected characteristics. | <ul style="list-style-type: none"> " Sets employee equalities objectives. " Populates (from Audit Committee) panel to determine final appeals on complaints. " Audits processes |
| Academy Headteacher (Delivers on academy performance and operations) | | | | |
| LGB (Monitors and challenges academies) | | | | |
| Executive and Operations (Approves key items and supports academies) | | | | |
| Trust Board (Ultimately accountable and approves all statutory policies and finance) | | | | |
| Admissions | <ul style="list-style-type: none"> " Participates and negotiates with LA over local fair access / in year placements protocols – and then implements (including lawful behaviour placements and managed moves). | <ul style="list-style-type: none"> " Recommends Academy Admissions' Policy. " Kept informed of major aspects such as policy and appeals. " Monitors fair access in line with guiding principles. | <ul style="list-style-type: none"> " Drafts mandatory admissions policy and responsible for its implementation. " Manages admissions' appeals. " Sets guiding principles for fair access / in year protocols; provides expertise. | <ul style="list-style-type: none"> " Accountable for all legal responsibilities. " Approves academy admissions policies. " Delegates Admissions Appeals to Executive Team " Audits Admissions and Appeals processes |
| Exclusions | <ul style="list-style-type: none"> " Responsible for issuing an exclusion, informing all relevant parties and managing any appeal processes. | <ul style="list-style-type: none"> " Informed of every permanent exclusion and monitors FTE frequency, sub-groups and trends. " Makes final decision if governor panel needed. | <ul style="list-style-type: none"> " Drafts mandatory exclusions policy. " Provides expert supports to help manage most serious exclusions appeals (e.g. for independent review panel). | <ul style="list-style-type: none"> " Accountable for all legal responsibilities. " Approves exclusions policy. " May overturn governor panel decision at the request of the Executive Team. Audits exclusion process and appeals |



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| FOI requests | " Provides information needed to respond to FOI requests. | " Engaged as needed to respond accurately to requests. | " Responds to FOI requests where Executive role required. | " Accountable for ensuring Trust fulfils FOI / Data Protection statutory elements. |
| Finance | " Accountable for financial probity and best value in academy expenditure. | " Register and publish all pecuniary and business interests. | " Responsible for Trust-wide financial regularity, propriety and compliance. " Prepares EFA returns and Annual Report. | " Accountable for Trust-wide financial regularity, propriety and compliance. " Responsible for Scheme of Delegation. " Acts on the advice of its Finance and Audit Committees. |



Governor and Staffing Delegations

| | Members | Trust Board | Executive | LGB | Headteacher |
|--|---------|-------------|-----------|--------------|-------------|
| Agree and review Articles of Association | A | R | | | |
| Appoint / remove Members | A | | | | |
| Appoint / remove Trustees | A | R | | | |
| Appoint / remove LGB Chair | | A | R | | C |
| Appoint / remove LGB members | | A | C | R | |
| Appoint / remove Clerks | | A | R | R (LGB only) | |
| Role descriptors for Trustees / Committees / Chairs / LGBs | | A | C | | |
| Appoint / remove CEO | | A | | | |
| Appoint / remove COO or equivalent | | A | R | | |
| Appoint / remove Associate Executive Headteacher | | A | R | | |
| Appoint / remove Headteacher | | A | R | C | |
| Appoint / remove SLT | | | A | C | R |
| Appoint / remove other Staff | | C | C | A | A |
| Annual pay policy | | A | R | C | |
| Annual PRP procedure | | A | R | C | C |
| CEO appraisal and pay award | | A | | | |
| FD/HRD appraisal and pay award | | A | R | | |



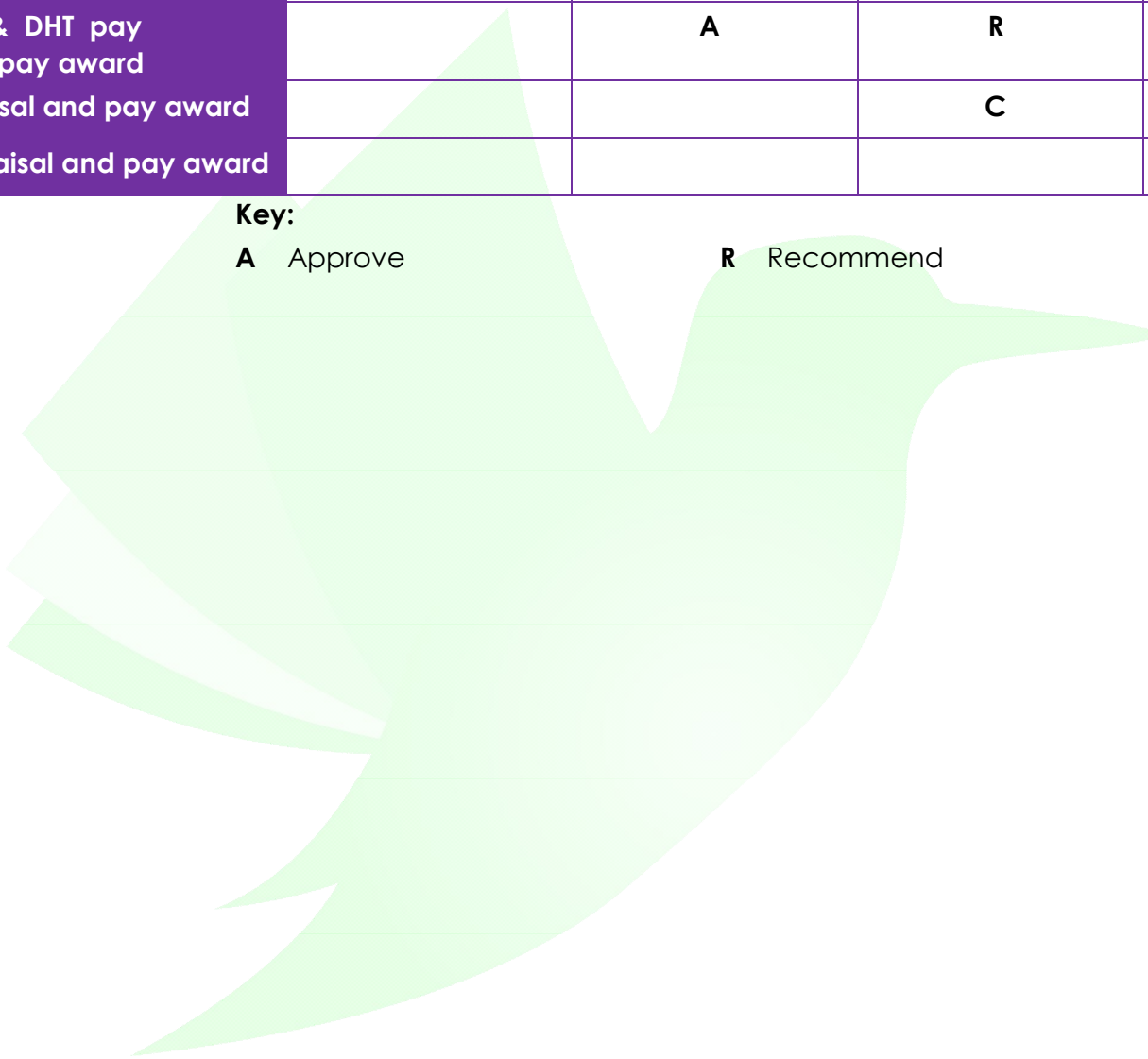
| | | | | | |
|---|--|----------|----------|------------------------|-------------------|
| Associate Executive Headteacher appraisal and pay award | | A | R | | |
| Headteacher & DHT pay appraisal and pay award | | A | R | C (Chair on HT) | C (on DHT) |
| SLT pay appraisal and pay award | | | C | R | A |
| Staff pay appraisal and pay award | | | | R | A |

Key:

A Approve

R Recommend

C Consulted



12B Intervention Triggers (including withdrawal or restriction of delegation to an LGB where appropriate)

Levels of Intervention

1. Intervention by the Regional Schools' Commission

At a regional level, on behalf of the Secretary of State for Education and working to the National Commissioner, the Regional Schools' Commission is able to intervene in Trusts or Academies in certain circumstances and to commission support, in others.

The RSC can intervene, making use of a range of information:

- With under-performing academies or Trusts to ensure high quality support is commissioned to improve educational standards quickly;
- With the ESFA, where governance is inadequate or where there is suspected financial mis-management and/or non-compliance with the funding agreement, as explained in the Academies' Financial Handbook;
- To take action against poorly performing sponsors and trusts (as above).

RSC Intervention is likely to be direct where:

- There is an Ofsted judgement of Inadequate
- Governance is inadequate.
- Financial mis-management and/or financial non-compliance

The RSC may commission support, using a range of information, where:

- Academies receive an Ofsted judgement of Requires Improvement. There may be closer intervention in the case of a RI judgement being repeated.

2. Intervention by the Trust: Formal intervention. Formal Support.

The Trust can only intervene (up to and including the withdrawal of delegation to the Local Governing Body) and/or implement more formal support in its academies, in ways that are also available to Local Authorities in maintained schools, in the following areas:



- To understand an academy's performance and to work with it to explore ways to support and secure progress;
- To work closely with the RSC to ensure academies receive the commissioned support they need in relation to level 1, above;
- Where significant under-performance is recognised, to work with the RSC to ensure the right approach, using intervention powers to improve leadership and standards;
- To ensure good and outstanding schools in the Trust take responsibility for their own improvement and support other schools in the Trust;
- To ensure H&S legislation is in place and being followed;
- To ensure its schools are operating in line with the *SEND Code of Practice* and the *Equality Act 1996*;
- To ensure a school is safeguarding and promoting the welfare of all its children and young people, in line with the 1989 and 2004 *Children Acts* and the statutory guidance in *Keeping Children Safe in Education* and *Working Together to Safeguard Children (2018)*;
- To oversee school governance, taking an active interest in the quality of governance in the Local Governing Body (including to ensure there are up-to-date records of the Governing Body and information on the governors is published on the academy website) and to ensure governors have the necessary skills and have in place appropriate monitoring arrangements to secure strong finance, health & safety and educational performance standards (and, in line with the *Education Act of 2002*, ensure that governors have the necessary training made available to them and individual governors take advantage of that training).

The Reason for and Spirit Behind Trust intervention (Level 2) and Support (Level 3)

The Trust is committed to its mission and core educational purposes and must ensure its academies are, too. The Trust is also committed to the principles of Trust-wide collaboration and school-to-school support. We strive to share our expertise and resources, through the Talent HR Strategy, Guilds, Leadership Teams, Executive Scorecards and beyond, in order to achieve our mission and core educational purposes.

The Trust assumes that its local governors are best placed to provide the support and challenge to their headteacher and SLT, but also recognises the role of the Executive Team and the Trustees in the provision of support and challenge to the LGBs, particularly where capacity, skills and/or expertise are stretched.

The Trustees, the Executive Team and others will take appropriate action to support and resolve issues in capacity in a LGB for the benefit of students and staff and LGB members in our schools. External inspections or verification visits, such as from Ofsted, should confirm, rather than inform, the Trust of its standards in our schools.



The information gathered by the Trust will inform the level of support required by the school. In the spirit of our leadership culture, the willingness of the school to engage with school improvement activity and the leadership capacity necessary to drive these improvements in the school will be evaluated as part of the risk assessment and scorecard process.

Possible Trust Intervention Triggers in relation to our Mission and Core Education Purposes

Mission: *Our Trust will host a family of great community-based schools in which to learn, teach and belong:*

- School at risk of financial difficulty or ineffective management by governors;
- One or more of the four SEF main headings suggesting requires improvement or a risk, thereof;
- A trend of falling student numbers on roll, beyond the local trend;
- A trend of falling numbers of first place choices for Year 7 places;
- A significant health & safety issues;
- Significant adverse publicity, including on social media;
- A deterioration in the positive relationships with partner primary schools, locally.
- A high number or complaints by parents or members of the local community.

In relation to our core educational purposes, the following may trigger intervention or support:-

Core Educational Purpose 1: *Our Trust will become known for imbuing in our learners, positive character traits and enquiring minds and for the talent and professionalism of our staff:*

- Significant issues in relation to the behaviour of children, a trend of increased use of internal or external exclusions and/or disproportionate exclusions of disadvantaged students;
- Significant or persistent levels of teaching assessed internally as less than good and, of UPS teachers from 2024 (or within 3 years of joining a school in the Trust), as not yet at the Tame River Teacher Gold Standard;
- A school's failure to promote, secure, lead, fund and properly administer the Trust Character Pillar Programme, starting with Year 7 from September 2021 (or at the end of its first full year as a Trust member);
- A trend of very low uptake of the English Baccalaureate at Key Stage 4, overall, for all students and the disadvantaged;



- A school's failure to promote, secure, lead, fund and properly administer staff development and training in line with the Tame River Teacher Gold Standard and/or to support the Tame River Highly Effective Teacher Programme 3;
- Disproportionate staffing issues, including difficulty in recruitment and retention, high levels of absence, staff turnover, challenges and appeals to annual appraisal/threshold decisions or other grievances or incidences of disciplinary or capability measures.

Core Educational Purpose 2: through a cycle of creative self and peer improvement, any school with us for three years or more will be in the top 25% of similar schools nationally for the academic progress of its learners. *

In relation to this core purpose the lasting impact of the Education Sector's recovery from the pandemic and lockdown is likely to be great. During this period, the Trust and its schools will have to consider other academic performance measures (yet to be explored) should it prove impossible, nationally, to provide such 'similar schools' performance data. Should the national benchmark measures change, this core educational purpose and the data emanating from it will also change: the focus will remain on academic progress. *

- By the end of 2021-22 (or at the end of the first full year of a school being a member of the Trust) overall student level data, external outcomes and/or internal assessment indicating that the school is not in the top 50% of similar schools, nationally. *
- By the end of 2022-23 (or at the end of the second full year of a school being a member of the Trust) overall student level data, external outcomes and/or internal assessment indicating that the school is not in the top 40% of similar schools, nationally. *
- By the end of 2023-24 (or at the end of the third full year of a school being a member of the Trust) and thereafter, overall student level data, external outcomes and/or internal assessment indicating that the school is not in the top 30% of similar schools, nationally. *
- Significant concerns in the progress and performance of students in English (including Literature) and mathematics;
- Significant concerns in the progress and performance of disadvantage students in the school.
- A trend of significant concerns in the progress and performance of students in science, humanities and/or modern foreign languages;



Core Educational Purpose 3: *students in our Trust will receive a distinctive Trust-wide community and educational dividend in the form of Electives, where significant additional opportunities will be made available to them.*

- A school's failure to promote, secure, lead, staff, fund and properly administer the Trust Electives starting with year 7 from 2021 (or at the end of the school's second full year as a member of the Trust)
- A trend of poor enrichment, extra-curricular and cultural capital provision, in breach of its stated school Curriculum Intent.
- A trend, from student-level data, of very poor uptake in attending and participating in the school's Electives.
- A trend, from disadvantaged and SEND student-level data, of a disproportionately poor uptake in attending and participating in the school's Electives.

3. Support by the Trust

Support Strategy where there are no Intervention Triggers:

- Regular 1:1 line management meetings for heads with CEO
- Regular HT meetings to share best practice, identify issues and share solutions
- Headteacher annual appraisal and mid-term review meeting
- Peer reviews
- Annual internal review
- Business and finance meetings CFO/school finance staff
- Access to the Tame River Professional Development Pathways for teaching, support and leadership
- Guild membership and/or participation
- Access to coaching and mentoring



- Facilitation and support for Trust-wide leadership groups e.g. safeguarding and SENDCo and Learning Support, including in the Inclusion and Learning Support Guild
- Regular teach-meets to share best practice
- Joint INSET programmes
- Governor support programme
- Support for new headteachers and new members of SLT, as required
- Attendance Officers working collaboratively across all schools

Support Strategy where there are Intervention Triggers:

If a school is causing concern the CEO will work with the head more regularly, through CEO additional support visits and broker additional support for the school from within the Trust and/or from external sources. The School Improvement Plan will be closely monitored, and clear actions against time-scales agreed at line management meetings.

Support may be:

- Local Governor training
- Financial monitoring visits from the CFO
- HR, Talent and/or Partnership Working visits from the COO
- CEO/AEHT additional support and visits
- Trust-led internal review of areas causing concern



- Support from a leader from another school or Trust
- Mentoring from an LLE/NLE
- Additional support from consultants
- Programme of visits to other schools for key personnel
- Staff placed on support programmes or action plans with a personalised CPD or holding to account package
- A formal school improvement action plan

Summary

Any withdrawal of Delegation to the Local Governing Body shall be proportionate to the cause(s) of concern and any action taken will be with a view to returning full delegation authority to the school and its LGB as soon as is consistent with the delivery of our Mission and three Core Education Purposes.

