



LEADING LEARNERS MULTI ACADEMY TRUST

The Scheme of Delegation is a key governance document which clarifies decision-making and the delegations within the Trust. The Academy Trust Handbook requires that it is published on the Trust's website (Academy Trust Handbook 2023 – Part 1, point,1.44). The document is supplemented with Terms of Reference for Trust Board Committees and for the Local Governing Boards, to clarify composition and areas of focus and responsibility. These documents are reviewed by the Trust Board on an annual basis.

An effective Scheme of Delegation will:

- reflect the trust's ethos, promoting a positive climate and a culture of honesty, transparency, and accountability for the benefit of all stakeholders
- ensure the executive leadership is clear about which decisions the trust board retains, and the extent of executive powers
- be clear about who appoints and performance manages the chief executive, other senior executives, and the schools' headteachers
- identify where the trust board retains responsibility for:
 - determining policy
 - management of risk
 - oversight of budgets and financial management
 - oversight of educational performance

The Scheme of Delegation aims to:

- Promote a culture of honesty and accountability
- Ensure the executive leadership is clear about which decisions the Trust Board remain in control of
- Identify responsibility for the appointment and performance management of the CEO/executive headteacher and academy headteachers
- Ensure that the role of the executive leadership is fully understood throughout the MAT
- Identify responsibility for policy and practice in each academy
- Identify responsibility for oversight of educational performance in each academy
- Identify responsibility for oversight of each academy's budget

The Board delegates some of its school level functions to the Local Governing Boards within each academy. The Local Governing Boards monitor and challenge the performance of their schools and ensure the safeguarding of the children, and ensure the ethos of the Trust is upheld. They promote stakeholder engagement and act as a point of consultation and representation.



As the Local Governing Boards have fewer governance functions, this affects their roles in Ofsted inspections as inspectors generally meet with trustees rather than local representatives.

There are three layers of governance within the Trust:

1. Members
 2. Trustees
 3. Local Governing Boards
- The members have a limited yet distinct and vitally important role.
 - The Board of Trustees is responsible for the core governance functions.
 - The Board of Trustees appoint the chief executive (CEO), to whom it delegates responsibility for the conduct and performance of the Trust, including the performance of the schools within the Trust, and for its financial management.
 - The Board constitutes committees for finance, audit and risk, and for curriculum and standards; these look in detail at resources and risk, and progress and attainment across the Trust.
 - The Board also constitutes academy committees (LGBs) to provide links to parents and the community, as well as for providing additional scrutiny of how the Trust is managing its schools. These may or may not have formal delegated governance functions or decision-making powers.
 - As required, panels are convened; for formal complaints, reviewing pupil exclusions and dealing with disciplinary matters.

The role of the Members

- The Members of the Trust are guardians of the governance of the Trust and must ensure it carries out its charitable objective.
- There must be a minimum of three Members, although the DfE prefer at least five; Members are not permitted to be employees of the academy trust.
- The Members agree the Trust's articles of association, appoint Trustees and appoint the trust's external auditors.
- The Members receive information about the trust's business and receive the annual report and accounts. If they have concerns that the trust is not carrying out its charitable objective, Members should remove Trustees that are failing to fulfil this responsibility.

The role of the Trustees

- 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 (within the terms of the Companies Act 2006).



- Trustees are responsible for the financial control and overall management of the trust, and in accordance with the provisions set out in the memorandum and articles of association and its funding agreement are legally accountable for all statutory functions and for the performance of all the schools within the trust; they do this by carrying out the core governance functions.
- The Board of Trustees approve a written scheme of financial delegation and if they choose to delegate to Board committees and Local Governing Boards, approve a written scheme of delegation and committee terms of reference.
- The Trust creates information pathways between the Trust Board, the Local Governing Boards and the Chief Executive so that LGB's may share with them any concerns (or celebrations) they may have.

The role of Trust Board Committees

- Trustees delegate some governance functions to board committees, one of which must include audit and risk which advises on the adequacy of the trust's controls and risks.
- Board committees must have at least three trustees in membership, and trustees are in the majority for voting purposes; the Trust Board appoints board committee Chairs and committee members according to their skills.
- The Trust delegates detailed scrutiny of school performance to Local Governing Boards.

The role of Local Governing Boards

- Trustees delegate specific governance functions to LGBs. By committing to the separation of individuals on each tier in the governance structure, the trust demonstrates transparent decision making which prevents bias and reduces the risk of conflicts from emerging.
- The Trust Board appoints the LGB Chairs. LGBs appoint their own members, conduct their own skills audits and undertake training or seek to recruit additional members to fill gaps in knowledge and skills.
- Parent representation is at school level with parents elected to sit on the LGBs as opposed to trust wide elections for parent trustees.
- The Local Governing Boards should be involved in representation of the local community and its families, and be the recipients of detailed information about how their schools are being managed. Local boards are tasked with scrutinising management information thus providing assurance to trustees that the school is:
 - operating within the ethos and values of the trust and creating a positive climate for all stakeholders
 - working within agreed policies
 - meeting the agreed targets
 - engaging with stakeholders
 - acting as an ambassador for the trust
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- LGBs are responsible for overseeing safeguarding in their school(s) and designate a local Safeguarding Governor.
- In some cases where schools are small, or schools are in very close proximity, the trust may have one LGB overseeing that group of schools for the purposes of having an effective approach to local governance.
- The Trust Board is committed to the importance of local governance by strengthening channels of communication between trustees and LGBs, as well as providing specific training and development programmes for all involved in the governance of the trust.

The role of the chief executive

- The Trustees delegate the day to day management of the Trust to the Chief Executive, in turn, the Chief Executive reports back to the Board in line with the trust's appraisal and performance management policies.
- The Chief Executive is also the accounting officer and has a personal responsibility to parliament for the regularity, propriety and value for money, and for assuring the Board about compliance with the funding agreement and the Academies Financial Handbook.
- The Chief Executive is responsible for the leadership and management of the central executive team and the schools' headteachers and required to report back to the Trust Board and its committees.

The role of headteachers

- The Chief Executive delegates the day to day management of the Trust's schools to headteachers, line managing them in accordance with the trust's appraisal and performance management policies.
- Headteachers share information about how the Trust is managing the school with the Local Governing Board so that Governors build an understanding about how the school operates and are enabled to monitor and scrutinise how key policies and improvement plans are working in practice.

The grid below details the delegations to local boards and board committees. It is in four key areas to reflect both the governance framework and the three core functions of the governing board.

1. The governance framework:
 - a. People
 - b. Systems and structures
 - c. Reporting
2. Being strategic
3. Holding to account



Delegation and decision making - Leading Learners Trust

Reading the grid
✓ - governance function and decision making is at this level
C - to be consulted prior to decision being made
Note: Decisions delegated to the Trust Board may be delegated to a board committee but not the CEO, Local Governing Board or the Head teacher.

Governance function		Members	Trust Board / Board committees	CEO / accounting officer	Academy committees (LGBs)	HT
Governance framework: people	Appointment/removal of other Members and Trustees	✓				
	Removal of Local Governing Board members as necessary/required		✓			
	Parent Trustees/parent Local Governing Board members: appoint when elected				✓	
	Named Safeguarding Governor: appoint annually				✓	
	Named Safeguarding Governor: remove as necessary/required		✓		✓	
	Board committee chairs: appoint and remove		✓		✓	
	Named safeguarding Trustee: appoint and remove		✓			
	LGB Chairs: appoint and remove				✓	
	LGB members – appointment				✓	
	Clerk to Trust Board (Governance Professional) – appointment and/removal			✓		
	Clerk to Local Academy Board - appointment and/or removal				✓	
Governance framework: systems and structures	Articles of Association: review and agree	✓				
	Governance structure for the Trust: establish and review annually		✓			
	Committee terms of reference and scheme of delegation: agree annually		✓			
	Annual schedule of governance business: agree		✓		✓	
	Self-review of Trust Board and committees: complete annually		✓			
	Self-review of LGBs: complete annually				✓	
	Chair’s performance: carry out 360° review periodically			✓		



Governance function		Members	Trust Board / Board committees	CEO / accounting officer	Academy committees (LGBs)	HT
	Trustee/LGB member contribution: review annually		✓		✓	
Governance framework: reporting	Publish governance arrangements on trust and schools' websites: ensure			✓		
	Annual report on the performance of the Trust: submit to Members and publish		✓		C	
	Annual self-review/triannual external review of board effectiveness: submit to Members		✓		C	
	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		✓			
	ESFA required reports and returns submit		✓			
	Annual report on the work of the LGB: submit to Trust				✓	
Being strategic	Determine trust wide policies which reflect the Trust's ethos and values: approve		✓	C		
	Determine school level policies: approve				✓	C
	Management of risk: establish register, review and monitor		✓	C		
	Engagement with stakeholders: ensure		✓	✓	✓	✓
	Determine trust's vision, strategy and key priorities: approve		✓	C		
	Determine schools' vision, strategy and key priorities: approve			✓		C
	Chief executive officer: appointment and dismissal		✓			
	HTs: appointment and dismissal			✓		
	Budget plan to support delivery of trust key priorities: agree		✓	C		
	Budget plan to support delivery of schools' key priorities: agree			✓		C
	Trust's staffing structure: agree		✓	C		
	Schools' staffing structure: agree			✓		C
Holding to account	Ensuring compliance (e.g. safeguarding, H&S, employment): agree auditing and reporting arrangements		✓	C		
	Monitoring progress on key priorities: agree reporting arrangements		✓	C		
	Performance management of the chief executive: undertake		✓			
	Performance management of HTs: undertake			✓		



Governance function		Members	Trust Board / Board committees	CEO / accounting officer	Academy committees (LGBs)	HT
Financial oversight	External auditors: appoint	✓				
	Chief financial officer: appoint		✓	C		
	Trust's scheme of financial delegation: establish, monitor and review		✓	C		
	External auditors' report: receive and respond		✓			
	CEO pay award: agree		✓			
	Headteachers' pay award: agree			✓		
	Staff appraisal procedure and pay progression: review and agree			✓		
	Benchmarking and trust wide value for money: ensure robustness		✓	✓		
Monitoring budget: agree reporting		✓	C			



Leading Learners Local Governing Board - Terms of Reference

Membership

A minimum of seven and a maximum of nine Governors which includes:

- The Chair – appointed by the Trust (**nominated by the LGB and approved by the Board**)
- Two elected parents
- One elected member of staff
- Three further Governors appointed by the Local Governing Board

The Headteacher will be in attendance; the Clerk will convene and minute meetings.

Quorum

A minimum of three Governors.

Meetings

Four meetings a year, two in the autumn term, one in the spring term and one in the summer term.

***Trustees to consider if this is mandatory or if three meetings per year is acceptable.**

Reporting

Minutes to be available to the Clerk of the Trust Board within three weeks of the meeting.

Functions

Local Governing Boards are responsible for the link between the Trust and the parents and the community, feeding into the trust's oversight and management of the school. The board delegates to them the following functions:

1. Developing an understanding of how the trust and the school are led and managed by:
 1. Building an understanding of the trust's ambitions for the school and its pupils – its vision and strategy and how this is realised at school level.
 2. Knowing the trust's values and ensuring good understanding of key policies such as Safeguarding, KCSIE, Curriculum and Behaviour, understanding how these work in practice so that they are creating a healthy culture for all.
2. Being the link with parents and the community by:
 1. Building a knowledge of parents' views and the community context.
 2. Ensuring that trustees and the CEO are aware of parents' and community views.
3. Monitoring the work of the school, escalating any concerns to the CEO and / or trustees by:
 1. Scrutinising reports on the school's progress with achieving its ambitions.
 2. Scrutinising reports on how the school complies with key policies.
 3. Designating a local Safeguarding Governor to work with the school and liaise with the Trust Safeguarding Governor.
 4. Visiting the school during the school day and attending events as appropriate such as Parents Evenings, raising the visibility of the Local Governing Board.
4. Reviewing key decisions made by the headteacher e.g. pupil exclusions and responses to complaints.



Local Governing Board Schedule

Local Governing Board Meeting Schedule			
Autumn 1 (early Sept)	Autumn 2 (late in term)	Spring (mid term)	Summer (late in term)
Business: Confirm membership, chair, safeguarding lead Sign code of conduct Declare conflicts Confirm minutes	Business: Declare conflicts Confirm minutes	Business: Declare conflicts Confirm minutes	Business: Declare conflicts Confirm minutes
Reporting: HT report on: Initial analysis of public examination results against targets Update on operational matters (staffing, premises etc.) Confirm strategy for achieving the vision	Reporting: HT report on: Benchmarked validated performance data against national and local figures Progress towards meeting targets/KPIs, budget and staffing Safeguarding	Reporting: HT report on: Mid-year progress towards meeting targets/KPIs, budget and staffing Stakeholder survey results Safeguarding	Reporting: HT report on: End year progress Review of strategy and if it supports the achievement of the vision Propose targets/KPIs for following year(s) How budget and staffing will support strategy Safeguarding
Monitoring: Determine which aspects of improvement strategy and which key policies will be monitored and how	Monitoring: Committee members to report on monitoring visits	Monitoring: Committee members to report on monitoring visits	Monitoring: Review monitoring arrangements and their effectiveness and to begin thinking about strategy for the following year
Community: Determine interface with the school and agree plan for the year	Community: Report on community engagement	Community: Report on community engagement	Community: Review community engagement and effectiveness, plan strategy for following year
Building knowledge: Gain an understanding of pupil attainment and progress and performance targets for the year, and how these will be measured	Building knowledge: SLT to present on a curriculum area	Building knowledge: HT to lead on: Review of the school's SWOT, its vision and ethos, key priorities for achieving the vision, areas of risk	Building knowledge: SLT to present on how following year's curriculum will be broad and balanced and prepare students for the next stage of their education or adult life
Training and CPD: Identify training needs and plan delivery	Training and CPD ongoing Plan annual conference with Trust Board for thanks and acknowledgements, information sharing and training		



Local Governing Board Example Agenda

Meeting of the Local Governing Board Leading Learners Academy Trust Held on XXXXXX At XXXXXXXX				
	Item	Lead	Papers	Time
1. Business	1. Welcome and introductions 2. Attendance - to note apologies 3. Declarations of Interest - to note 4. Appointments and elections - to note 5. Urgent items - urgent items must be agreed with the chair in advance of the meeting 6. Other business - to agree and sign code of conduct and to discuss the training plan 7. Minutes of the last meeting – to agree	Clerk	Code of conduct Training plan Minutes	30 mins
2. Reporting	Headteacher's report To include: 1. Contextual details 2. Summary of achievement 3. Safeguarding 4. Targets for coming year 5. Briefing on the improvement cycle, and the role of the SEF and the SDP 6. Policy changes	HT	HT report SDP Policy schedule	60 mins
3. Monitoring	1. To approve visits' policy and protocols 2. To agree focus for spring term visits	Chair	Policy	10 mins
4. Community	To propose setting up a task and finish group to develop ideas for engaging with parents and the community	Chair		5 mins
5. Information	1. Meeting dates - to note meeting schedule 2. School events - list of events for members information	Clerk	Calendar	5 mins