



The White Hills Park Trust
A Culture of Excellence

Scheme of Delegation Decision Matrix

APPROVED BY BOARD OF TRUSTEES: NOVEMBER 2018

DATE OF REVIEW: NOVEMBER 2019

The White Hills Park Trust will operate in line with the following principles.

The Trust is governed by the Trust Board and will:

1. Ensure clarity of vision, ethos and set the strategic direction of the Trust.
2. Hold Executive leaders, Local Governing Bodies and academies to account to ensure the highest quality educational provision, safeguarding and equality of opportunity for all its pupils and effective support and performance management of staff.
3. Ensure effective financial performance by implementing a robust scheme of delegation.
4. Consult Local Governing Bodies on proposals for, membership, structure, terms of reference for LGBs and sub-committees, on arrangements for the recruitment and appointment of governors, and the introduction of the Trust's multi-academy governance arrangements before any decisions are made.
5. Have the authority to take action, including the full or partial withdrawal of delegated authorities to individuals, groups and Local Governing Bodies should the individual, group, or Local Governing Body, fail to carry out their duties and responsibilities effectively in line with the scheme of delegation.
6. Operate in partnership and support Local Governing Bodies and academies to improve outcomes: the Trust will consult over arrangements that directly affect Local Governing Bodies and individual academies.
7. Implement effective arrangements for monitoring and evaluating the performance of Local Governing Bodies and academies.

Academies in the Trust will:

8. In accordance with the Trust Board scheme of delegation, make decisions on the strategic and tactical direction and policies affecting the day to day operation of the academy.
9. Report regularly to the Trust Board on the quality of educational provision, safeguarding and equality of opportunity for all its pupils and effective support and performance management of staff.

Purpose of the Scheme of Delegation:

- Ensure the executive leadership is clear about which decisions remain in the control of the Trust Board
- Ensure that the role of the executive leadership is fully understood throughout the MAT

- Promote a culture of honesty and accountability
- Identify responsibility for the appointment and performance management of the Executive Principal and academy principals
- Identify responsibility for policy and practice in each academy
- Identify responsibility for oversight of each academy's budget
- Identify responsibility for assessment of risk in each academy
- Identify responsibility for oversight of educational performance in each academy

Roles and Responsibilities

MEMBERS

As charitable companies limited by guarantee, the members have a similar role to the shareholders of a company. The role of Members and Trustees are separate in order to achieve robust accountability. Members are the subscribers to the Trusts memorandum of association (MA) and have ultimate control over the multi-academy trust, with the ability to:

- Amend the Articles of Association (AA's), subject to restrictions in the articles, funding agreement or charity laws
- Appoint/remove/suspend existing Members
- Appoint/remove/suspend existing Trustees
- By special resolution, issue direction to Trustees to take a specific action which may have implications for the LGBs
- Appoint the Trusts external auditors and receive/approve the financial statement and annual report.
- Change the name of the company and ultimately wind up the Academy Trust

TRUSTEES

The Trustees are both charity trustees and company directors. Academy Trusts are charitable companies and the trustees must comply with company

law requirements. The duties are largely the same as those of a governor of a maintained school, such as regularly attending meetings, managing conflicts of interest, seeking advice from the academy's leadership team and ensuring the academy has appropriate procedures in place for reporting financial information.

Trustees have responsibility for 3 core governance functions:

- ensuring clarity of visions, ethos and setting the strategic direction,
- holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
- ensuring effective financial performance

The Trustees set the strategic direction of the Trust by having the following accountability:

- Set the vision, values, aims and objectives for the Trust
- Agree the policy framework for LGBs to implement to achieve those aims and objectives
- Appoint/remove/suspend existing Governors of the Local Governing Body
- Review the Trust scheme of delegation arrangements annually
- Elect a chair, vice chairs and any other officers of the Trust

Trustees provide challenge and supports by monitoring, reviewing and evaluating:

- LGB and Academy progress towards the Trust annual priorities as detailed in the strategic plan
- The effectiveness of the Trust in relation to external benchmarks
- The implementation and effectiveness of the policy framework by the LGB and Academy
- The extent to which statutory duties have been met by the LGBs and Academy

Trustees ensure accountability by:

- Ratifying the annual evaluation of academy effectiveness through scrutiny of QA evidence / KPIs
- Holding the Executive Principal to account for the performance of the academies within the Trust including finance and the achievement of students
- Responding to OFSTED and other commissioned reports where necessary

- Establishing the framework through which parents and students are involved, consulted and informed
- Making available information to the community

TRUST BOARD

Trustees are appointed based on the skills set required to govern and reviewed through regular audit. Key skills include: leadership, pedagogy, finance, commercial, business, HR, curriculum, communication, digital, legal and strategy.

In addition, all Trustees demonstrate the following skills and attributes:

- Maintain a constant focus on what's best for the Trust, academies, pupils and staff by challenging in a constructive manner, asking probing questions and ensuring alignment to the strategic picture, in terms of both the MAT and the academies within it.
- Understand and effectively carry out their roles, responsibilities and accountabilities, with the ability to consider dynamic and innovative options.
- Understand the financial and the business elements of leading a MAT, as well as the legal aspects of the role and how the trust and the business work.
- Work as part of a team and accept shared responsibility and accountability, as well as undertaking frequent self-evaluation in order to remain effective.
- Act with a strong moral purpose, integrity and honesty, and as an advocate for the MAT's values, ethos and philosophy.
- See and make the most of opportunities that are outside the day-to-day practices of the MAT or academy.
- Be innovative, creative and open-minded by engaging in futures thinking.
- Interpret data and monitor performance expertly
- Trustees will act in accordance with the agreed Code of Conduct at all times

GOVERNORS – THE LOCAL GOVERNING BODY

Individuals who sit on a Local Governing Body (LGB) are referred to as Governors, since Trustees delegate governance functions to the local level.

The Local Governing Body must meet and report to the Trust at least 3 times a year to assure that there is the highest quality education provision, safeguarding and equality of opportunity for all its pupils and effective support and performance management of staff.

Through formal reviews the LGB would be expected to robustly consider areas such as; quality of leadership; teaching, learning and assessment; culture and ethos; educational outcomes, standards and progress; quality of the curriculum offer; recruitment and retention levels of students and teachers and behaviour and welfare.

The LGB considers:

- The Academy Principal's Report – self-evaluation against current OFSTED criteria and any other criteria set by the LGB or the Trust
- Impact of key actions undertaken from the Academy Improvement Plan
- Monitoring activities undertaken by the academy and Governors
- Local and contextualised issues
- Recommendations to/Direction from the Trust Board

Membership

The Trust expects the LGB to represent the community it serves and, as well as the skills set, the LGB is expected to demonstrate that it has actively sought to create a diverse membership that includes:

- Chair
- Vice
- Head teacher of the academy
- At least 2 Staff members
- At least 2 parents
- Any other number as required by the LGB

EXECUTIVE PRINCIPAL

The Trust Board delegates responsibility for delivery of the vision and strategy to the Executive Principal. The MAT board will hold the CEO to account for the performance of the trust, including the performance of the academies within the trust. The CEO in turn holds other senior executives to account by line managing them.

The EP has the delegated responsibility for the operation of the trust including the performance of the trust's academies and so the EP performance manages the academy principals. As there is delegation to the Local Governing Body (LGB) this usually takes place with the LGB chair alongside.

The EP is the accounting officer so has overall responsibility for the operation of the Trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability; avoiding waste and securing value for money.

The EP leads the executive management team of the academy trust. The EP will delegate executive management functions to the executive management team and is accountable to the trust board for the performance of the executive management team.

ACADEMY PRINCIPAL:

The Academy Principal is responsible for the management of the academy and is managed by the executive principal but reports to the LGB on matters which have been delegated to the LGB.

Policy and strategy:

The Trust Board is responsible for ensuring that all statutory policies are in place. However, individual policies and strategy or elements of policy and strategy may be delegated to individual schools, particularly where the day to day operation of this sits at school level. This will be clear in the introduction to the policy, and accountability for the delegated elements will be at school level.

SCHEME OF DELEGATION MATRIX

The following matrix is based on the legal documents that inform the management and running of the Trust namely:

- The Articles of Association of the Trust AA
- The Master Funding Agreement MFA
- Supplementary Funding Agreements relative to each Academy SFA
- The Academy Financial Handbook AFH
- Scheme of Delegation SD
- Advice and guidance of the DfE and/or the ESFA GOV

The reference column below makes reference to the above documents by the Letter code detailed above.

RESPONSIBLE	The person / group who actually carries out the process or task assignment; responsible for getting the job done
ACCOUNTABLE	The person / group ultimately accountable for the process or task being completed appropriately; responsible person (s) are accountable to this group
CONSULTED	People who are not directly involved with carrying out the task, but are consulted and may contribute to the shaping
INFORMED	Those who receive information about the process or task, or need to stay informed

Governance	Members	Trust Board	Executive Principal	Local Governing Body	Academy Principal
Appoint new or remove existing Members	A, R				
Amend the Articles of Association	A, R				
Appoint/remove Trustees	A, R				
Appointment of Governors – ensuring processes in place for appointment of governors (including ensuring that the Governors have the skills to run the Academies)		A	C	R	C
Appointment of Trust external auditors	A		R		
Appointment of Trust internal auditors		A	R		
Appointment of MAT Board Company Secretary		A	R		
Appointment of Clerk to Local Governing Board		I	R		
Appointment of Chairs of LGB		A		R	I
Prepare scheme of delegation for LGBs		A/R	C	I	I
Implement training programme for Trustees and LGBs		A	R	I	I

Strategy and Leadership	Members	Trust Board	Executive Principal	Local Governing Body	Academy Principal
Change the name of the company (Trust)	A, R				
Set vision and strategic objectives of the Trust	C	A	R	C	C
Implementation of strategic objectives of the Trust		A	R	C	C
Set and scrutinise the strategic objectives of the Academies		C	C	A	R
Implementation of strategic objectives of an individual Academy		C	C	A	R
Review and approval of policies (including level of delegation to academies)		A	R	C	C
Manage response to legal claims		A	R	I	I
Manage strategic risk register	C	A	R	I	I
Other major strategic decisions	C	A	R	I	I
Design and implement the MAT Improvement Plan	I	A	R	C	C
Design and implement Academy plan in line with strategic aims of the Trust (annual requirement)		I	I	A	R
Reviewing performance of the Trust	I	A	R	I	I
Reviewing performance of Academies and reporting to Trust		I	I	A	R

Educational Effectiveness	Members	Trust Board	Executive Principal	Local Governing Body	Academy Principal
Ensuring appropriate levels of support, challenge and intervention to support delivery of education outcomes.		A	R	C	C
Establishing Trust Curriculum Policy		A	R	C	C
Reviewing and challenging the value for money of the use of Pupil Premium and other dedicated funding		C	C	A	R
Setting term dates and length of the academy day		A	R	C	C
Ensure school lunch is provided to appropriate nutritional standards				A	R
Ensure provision of free school meals to those meeting criteria				A	R
Agreeing formal collaborations and partnership	I	A	R	C	C

Finance, operations and asset management	Members	Trust Board	Executive Principal	Local Governing Body	Academy Principal
Determining and allocating the central services provided to the Academies by the Trust	I	A	R	C	C
Overseeing the effectiveness of services provided centrally by the Trust		A	R	C	C
Determining use of Academies' premises and ensuring premises are adequately maintained		A	R	C	C
Determining Trust insurance arrangements		A	R		
Overseeing media and public relations activities		I	A, R	C	C
Preparing Academy Prospectus and updating website			I	A	R
Ensuring Academy websites meet statutory requirements		A	R	I	I
Determining and overseeing the overall buildings replacement and maintenance schedule and plan		A	R	C	C
Agreeing Trust funding model including individual funding arrangements for Academies including scheme of delegation of financial authority	I	A	R	C	C
Formulating and setting the 3- 5 year Trust budget	I	A	R	C	I
Formulating and setting Academy budgets		I	I	A	R
Approval of Academy budgets		A	R		
Ensuring delivery of academy annual budgets (including managing Academy cash flow)		I	I	A	R

Ensure preparation of statutory annual accounts		A	R		
Acquiring and disposing of Trust land	C	A	R	I	I
Changing use and disposal of Assets	C	A	R	I	I
Agreeing the investment policy in line with the Academies Financial Handbook	C	A	R		
Establishing Trust procurement policies		A	R	I	I
Approval of borrowing	C	A	R		
Ensuring VAT compliance		A	R		I
Compliance: Funding Agreement – comply with all obligations including the Master and Supplementary Funding Agreements and the Academies Financial Handbook.	A	A	R	I	I
Compliance: Regulatory – with all regulations affecting the Trust (including all charity law, company law, employment law and health and safety)	A	A	R	I	I
Compliance: Financial Oversight - ensuring that there are appropriate financial controls so that there is regularity, probity and value for money in relation to the management of public funds.	C	A	R	I	I
Compliance – completing the register of business interests and put in place a procedure to deal with any conflicts of interest and connected party transactions –	I	A	R	I	I
Compliance – FOI requests and complaints		A	R	C	C
Set Admissions Policy	I	A	R	C	C
Admission application decisions and appeals		A	R	C	C