



Scheme of Delegation



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Overview

At Waterton Academy Trust, our vision is the foundation upon which we build our educational community.



Our values guide everything we do at Waterton Academy Trust. They are reflected in our commitment to excellence, inclusion, and community. We are driven by a shared passion for nurturing the potential of every child, ensuring that our schools are places of joy, growth, and achievement. These values are the heart of our trust and the compass that directs our collective efforts to create an environment where success is a shared experience.



- C:** Centre for Excellence
- O:** Operations Office
- 1:** Wrenthorpe Academy & Pre-School
- 2:** Sharlston Community School
- 3:** Walton Primary Academy
- 4:** Normanton Junior Academy
- 5:** Lee Brigg Infant and Nursery School
- 6:** Normanton Common Primary Academy
- 7:** Crofton Infant's School
- 8:** Churchfield Primary School
- 9:** King's Meadow Academy & Pre-School
- 10:** West End Academy & Pre-School
- 11:** South Kirkby Academy
- 12:** Ackworth Mill Dam School
- 13:** Cherry Tree Academy & Pre-School
- 14:** Newstead Academy
- 15:** Kings Oak Primary Learning Centre



Introduction

A multi academy trust's (MAT) board of trustees is accountable in law for all major decisions relating to the organisation. However, this does not mean that the board is required to carry out all the trust's governance functions, and many can and should be delegated, including to the CEO, Hub Boards (HBs) and Academy Standards Committees (ASCs). It is vital that the decision to delegate a function is made by the full board of trustees and is recorded. Without such delegation, the individual or committee has no power to act.

The principle governing document for all trusts is the Articles of Association. The articles set out the charitable purpose of the trust, providing a framework for trusts to act within both company and charity law. They will not however include the specific detail of the trust's chosen governance structure and how governance functions have been delegated. This is why it is critical that trusts agree a scheme of delegation that explicitly establishes who carries out which governance function and can therefore make the decisions associated with that function.

A scheme of delegation is an essential requirement for effective governance and clear decision making. As a document, the scheme of delegation should be as simple and systematic as possible, so that the Members, Trustees, Hub Boards, ASCs and Executive Leaders are all clear about their roles and responsibilities within the governance structure.

It is important that the scheme of delegation is visible to all, both within and beyond the trust, so that it is clear how the governance structure and lines of accountability work. This is why the scheme of delegation must be published on the trust's website, as well as all of its schools' websites.

Which functions the board decides to delegate will vary depending upon the size of the MAT, both in terms of the number of academies and the number of pupils in the MAT, and the way in which its leadership is structured, as well as the geographical spread and the context of the academies. Generally, the larger the MAT, the more likely the need will be to delegate to regional or cluster committees as well as to academy committees.

It is especially important that schools joining academy trusts take time to understand the trust's scheme of delegation so that they are clear about the trust's approach to local governance and which functions are delegated.

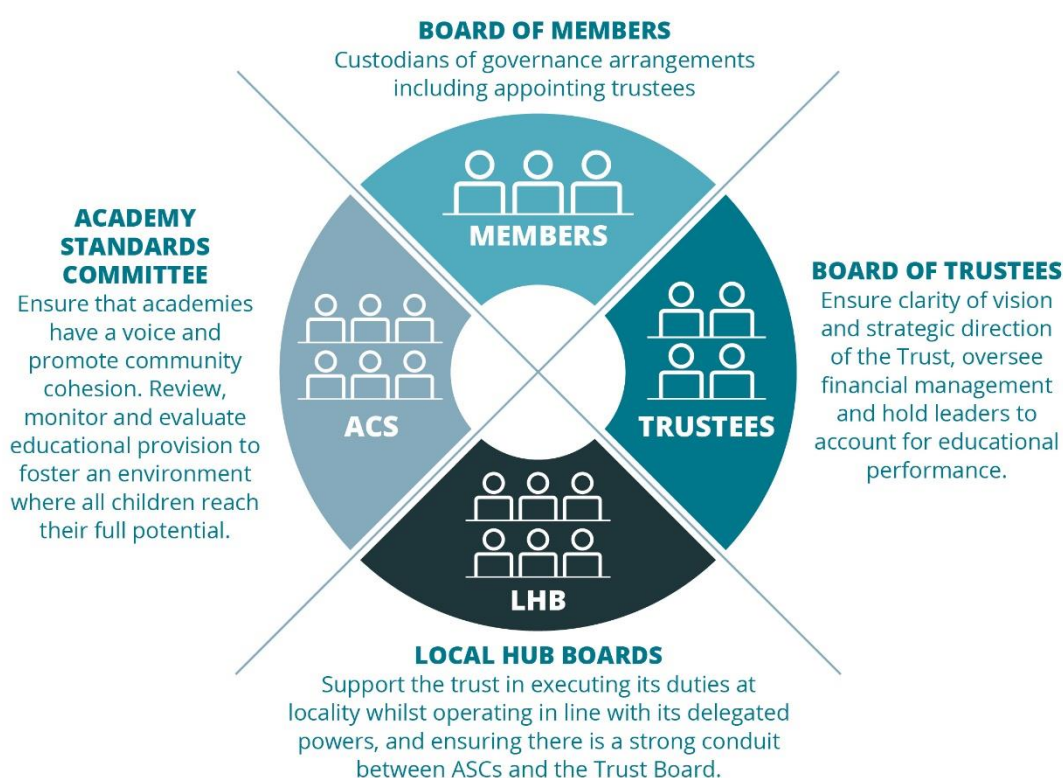
The SoD should be reviewed annually, with changes made as the context changes, if necessary, each year. This is a recognition of the need to be responsive to changing circumstances and to adapt accordingly. It is, however, important to ensure that all involved in governance are made aware of any changes and what these mean in practice.

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
- help to inform initial discussions with schools considering joining the MAT
- 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, risk management, oversight of budgets, financial management and educational performance

Governance structure and lines of accountability

The governance structure of Waterton Academy Trust operates within a hub model, facilitating growth and development across local hubs (groups of schools) within our partnership areas. The Trustees are responsible for executing the core strategic governance functions and Hub Boards hold devolved responsibilities alongside Academy Standards Committees.



There is separation of roles across all levels of governance to demonstrate transparent decision making and prevent bias and conflicts from emerging, thus strengthening the governance checks and balances within the trust.

The trust creates information pathways and a flow of communication between the Trust Board and its committees, the Hub Boards, the ASCs and the CEO. The Trust Board demonstrate the value they put on local governance by ensuring that these channels of communication are effective, and that there are training and development programmes for all involved in the governance of the trust.

The Trust Board establishes committees in compliance with the Academies Handbook and where a need is identified by the board. These committees have approved terms of reference setting out their remit and responsibilities and are constituted of trustees. Key feedback, recommendations for approvals, and the minutes of meetings are shared with the full board of trustees, Committees of the Trust Board are;

- Audit and Risk Committee
- People Committee
- Remuneration Committee

Roles and responsibilities

The role of the Members

- The members are the guardians of the governance of the trust, ensuring the charitable objectives are fulfilled
- A limited but distinct role
- Agree the trust's articles of association and are responsible for approving any amendments, appoint trustees and external auditors
- Receive the annual report, accounts and other information 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.
- Originally, they will have been the signatories to the memorandum of association and will have agreed the trust's first articles of association (the legal document which outlines the governance structure and how the trust will operate).
- There must be at least three members, although the DfE's recommendation is five.
- Members are not permitted to be employees of the academy trust.

The role of the Trustees

- The Trust Board are legally accountable for all statutory functions; and core governance functions;
 - o Ensuring there is clarity of vision, ethos and strategic direction.
 - o Holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff.
 - o Overseeing the financial performance of the organisation and making sure its money is well spent.
 - o Ensuring the voices of stakeholders are heard.

- The trust is a charitable company and as such, trustees are both charity trustees and company directors.
- The use of the word 'trustee' also serves to highlight the overarching charitable purpose of the organisation, distinguishing it from other directorships that may be held in the private sector.
- Waterton Academy Trust will use the term trustee when referring to those appointed to the Trust Board.
- Trustees may 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. Committees must have terms of reference in place.

The TB has the right to review and adapt its governance structure at any time which includes removing delegation

The role of the Hub Boards

- The Trust Board establishes Hub Boards (East Hub and West Hub) to build an understanding of how the hub's academies are led and managed, scrutinising local financial and educational performance; and are, in effect, committees for standards and finance.
- Support the Trust Board in executing its duties at locality
- Trustees will appoint the chair, who shall be a Trustee.
- As trustees are not required to sit on Hub Boards, decision-making is delegated.
- Each Academy Standards Committee appoints a governor from their ASC who will be their Hub Board representative.
- Each Hub will appoint two headteachers from their geographical area to be a hub board representative.

The role of the Academy Standards Committee (ASC)

- Trustees delegate and consult on some governance functions to Academy Standards Committees (ASCs);
- Consists of Parent, Community and Staff Governors, who review, monitor and evaluate educational provision.
- Provide support and challenge to hold the headteacher to account for the performance of the school.
- Works together to ensure clarity of vision, values, ethos and strategic direction of the school.
- The trust opts for parent representation to be at school level with parents elected to sit on the ASCs as opposed to trust wide elections for parent trustees.
- Where a number of schools are overseen by an executive headteacher, having one ASC overseeing that group of schools may be appropriate in some circumstances.

The role of the Chief Executive Officer (CEO)

- The trustees delegate the day-to-day management of the trust to the CEO, line managing them in line with the trust's appraisal and performance management policies.
- The CEO is also the accounting officer.
- The CEO is responsible for the leadership and management of the Executive Leadership Team (ELT), the Central Leadership Team (CLT), and the academies' headteachers and will report to the Trust Board and its committees.
- As the headteachers are being line managed by the CEO, neither the Hub Boards or ASCs carry out the governance function of holding the headteachers to account. However, Hub Boards must be confident that the trust's appraisal systems are working well, and if not, how they can make the trust aware of their concerns. This arrangement will also affect the Hub Boards and ASC's role in relation to Ofsted inspections.

The role of the Headteacher

- The chief executive delegates the day-to-day management of the trust's academies to headteachers or executive headteachers, line managing them in accordance with the trust's appraisal and performance management policies.
- headteachers or executive headteachers share information about how the trust is managing the school with the ASC 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.

Key		
A	Accountable (and approver)	Answerable for the task being delivered. Delegates the task to those responsible. There should be only one group/person accountable for each task/decision.
R	Responsible	Responsible for delivery and does the work to achieve the task. Can be shared between groups/individuals.
C	Consulted	Needs to be involved before the decision is made. Communication is two-way - these are important stakeholders or have relevant specialist knowledge.
I	Informed	Kept up to date on progress and key information.
	*Highlighted	Statutory expectation or necessary to comply with articles of association or funding agreement.

Delegation matrix

		Members	Trust Board	CEO	Hub Boards	ASC	HT
1	Board business						
1.1	Appoint/remove members	*A/R					
1.2	Appoint/remove trustees	*A/R	C				
1.3	Elect chair of trustees		*A/R				
1.4	Appoint and remove HB Chairs		*A/R		C		
1.5	Determine powers of chair in urgent situations		A/R				
1.6	Establish and review trust governance structure		*A/R	C			
1.7	Agree named safeguarding trustee		*A/R				
1.8	Agree named trustee for special educational needs and disabilities (SEND)		*A/R				
1.9	Appoint/remove ASC chairs		*A	C	C	R	C
1.10	Appoint/remove HB representatives		A	C	R	R	C
1.11	Appoint/remove ASC governors		*A	C		R	C
1.12	Appoint trust governance professional		*A	R			
1.13	Articles of association: review		*A/R	C			
1.14	Articles of association: ratify changes	*A/R					
1.15	Agree committee terms of reference		*A/R	C	C	C	C
1.16	Complete annual review of scheme of delegation		*A/R	C			
1.17	Commission external review of trust board effectiveness every three years or as appropriate	C	A/R	C	I	I	I

Key:

A Accountable (and approver)

R Responsible

C Consulted

I Informed

*Highlighted = Statutory expectation

Delegation matrix

		Members	Trust Board	CEO	Hub Boards	ASC	HT
1.18	Complete regular trust board self-review, including review of role of any chairs		A/R				
1.19	Skills audit of trustees - recruit to address gaps	I	A/R				
1.20	Establish and implement an induction and training and development programme for trustees		A/R	C			
1.21	Establish and implement an induction and training and development programme for ASC governors		A/R	C	C	C	C
1.22	Determine annual governance calendar and schedule of business		A/R	C	I	I	I
1.23	Complete review of local governance		A/R	R	C	C	C
1.24	Publish governance arrangements on trust and academy websites		*A	R			R
1.25	Ensure trust website is compliant and effective		*A	R			
1.26	Ensure academy websites are compliant and effective		*A	R			R
1.27	Submit annual report on the performance of the trust to members and publish		A	R	I	I	I
2	Vision and strategy						
2.1	Determine trust's vision, strategy and key priorities		A/R	R	C	C	C
2.2	Ensure engagement with stakeholders regarding vision, values and strategic priorities		A/R	R	R	R	R

Key:	A Accountable (and approver)	R Responsible	C Consulted	I Informed	*Highlighted = Statutory expectation
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Delegation matrix

		Members	Trust Board	CEO	Hub Boards	ASC	HT
2.3	Apply trust vision and strategy to individual academies		A	R	C	R	R
2.4	Agree trust growth plans		A/R	R			
2.5	Determine statutory trust-wide policies		*A/R	R	R	I	I
2.6	Determine academy level policies		*A	R		R	R
2.7	Establish risk register and conduct regular review		*A/R	R		R	R
2.8	Determine a programme of internal audit/scrutiny in line with the risk register and monitor its delivery		*A/R	R			
3	Finance and operations						
3.1	Appoint and remove external auditors	*A/R	C	C			
3.2	Appoint and performance manage chief financial officer		*A	R			
3.3	Produce trust's scheme of financial delegation, financial policies, and establish financial decision levels and limits		*A	R			
3.4	Receive external auditor's report	*A/R	C				
3.5	Action recommendations made arising from audits		*A/R	R			R
3.6	Produce annual report and accounts		*A	R			
3.7	Submit ESFA required reports and returns		*A	R			
3.8	Agree budget plan to support delivery of trust and academies strategic priorities		*A/R	R	C	C	C

Key:	A Accountable (and approver)	R Responsible	C Consulted	I Informed	*Highlighted = Statutory expectation
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Delegation matrix

		Members	Trust Board	CEO	Hub Boards	ASC	HT
3.9	Monitor trust and academies budget		*A/R	R	R	I	R
3.10	Carry out benchmarking and trust-wide value for money evaluation		A	R			C
3.11	Agree reporting and monitoring arrangements for trust and academy budgets		*A/R	R	R		I
3.12	Determine and implement investment strategy		A	R			
3.13	Monitor academy estates to ensure compliance, safety and that they are well maintained		*A	R	C	C	R
3.14	Agree data protection policy (and privacy notice) and comply with legal requirements		*A	R	C	I	R
3.15	Agree health and safety policy and comply with legal requirements		*A	R	C	I	R
3.16	Agree premises management strategy and policy documents,		*A	R	C	I	I
4	Workforce						
4.1	Appoint and dismiss CEO/Accounting Officer		*A/R				
4.2	Performance manage CEO		*A/R				
4.3	Agree CEO remuneration		*A/R				
4.4	Determine executive and trust leadership team staffing structure		A	R			

Key:	A Accountable (and approver)	R Responsible	C Consulted	I Informed	*Highlighted = Statutory expectation
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Delegation matrix

		Members	Trust Board	CEO	Hub Boards	ASC	HT
4.5	Appoint / remove senior trust staff		A	R			
4.6	Conduct executive team appraisals		A	R			
4.7	Agree executive team remuneration (other than that of the CEO)		A/R	C			
4.8	Conduct headteacher appraisals			A/R		C	
4.9	Agree headteacher remuneration		A/R	R			
4.10	Review and agree all staff appraisal procedure and pay progression policy		A/R	R			
4.11	Conduct appraisal of academy staff			A			R
4.12	Determine academy staffing structure			A/R		C	R
4.13	Appoint / remove academy staff			A / R		C	R
4.14	Headteacher appointments and dismissal		A	R		C	
4.15	Deputy Headteacher appointments and dismissal		A	R		C	R
4.16	Trust wide pay policy, terms and conditions of employment		*A	R		I	I
4.17	Determine disciplinary, grievance and capability policies		*A	R		I	I
4.18	Undertake panel hearings for disciplinary and capability matters relating to the CEO		A/R				

Key:	A Accountable (and approver)	R Responsible	C Consulted	I Informed	*Highlighted = Statutory expectation
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Delegation matrix

		Members	Trust Board	CEO	Hub Boards	ASC	HT
4.19	Approval of exit payments/early retirement/pension discretion (above a certain threshold)		*A/R	R			
4.20	Agree whistleblowing policy		*A/R	R		I	I
4.21	Monitor and support the wellbeing of all staff including through staff surveys		A	R	C	C	R
5	Pupils and learning						
5.1	Agree safeguarding and child protection policy		*A	R	C	I	C
5.2	Agree attendance policy		*A	R	C	I	C
5.3	Agree school uniform policy		*A	R		C	C
5.4	Agree policy for pupils with SEND		*A	R	C	I	
5.5	Agree policy for supporting pupils with medical conditions		*A	R		I	C
5.6	Agree charging and remissions policy		*A	R	C	I	I
5.7	Agree behaviour policy		*A	R	C	C	C
5.8	Agree relationships education policy		*A	R	C	C	C
5.9	Agree equality information and objectives (public sector equality duty) statement and monitor delivery		*A/R	R		C	C
5.10	Approve trust curriculum intent		A	R	C	C	C
5.11	Ensure high standards of teaching and learning		A	R		R	R
Key:	A Accountable (and approver)	R Responsible	C Consulted	I Informed	*Highlighted = Statutory expectation		

Delegation matrix


		Members	Trust Board	CEO	Hub Boards	ASC	HT
5.12	Set targets for trust outcomes		A	R	C	I	C
5.13	Plan and deliver individual school development plans			A/R		C	R
5.14	Determine & monitor use of pupil premium and sports premium		A	R		R	R
5.15	Ensure provision of religious education in line with statutory requirements		A	R		R	R
5.16	Ensure delivery of ensuring all pupils take part in daily collective worship		A	R		R	R
5.17	Set the dates of school terms and holidays		A	R		C	R
5.18	Set the times of school sessions		A	R		C	R
5.19	Review headteacher decision to suspend/exclude pupils		*A	R		I	I
5.20	Monitor rates of suspension and exclusion across the trust		A/R	R	C	R	R
5.21	Agree admissions policy		*A/R	R		C	C
5.22	Implement admissions appeal process		*A	R		I	R
5.23	Determine and implement complaints policy		*A/R	R		I	I
6	Community						
6.1	Develop stakeholder partnerships across the trust		A/R	R	R	C	C

Key:	A Accountable (and approver)	R Responsible	C Consulted	I Informed	*Highlighted = Statutory expectation
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Delegation matrix

		Members	Trust Board	CEO	Hub Boards	ASC	HT
6.2	Develop stakeholder partnerships at school level		C	R	R	A	R
6.3	Build relationships with external organisations that can add value to the trust and its academies		A	R	R	R	R

Key:	A Accountable (and approver)	R Responsible	C Consulted	I Informed	*Highlighted = Statutory expectation
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