



# Scheme of Delegation and Decision Making Framework

## Document Management

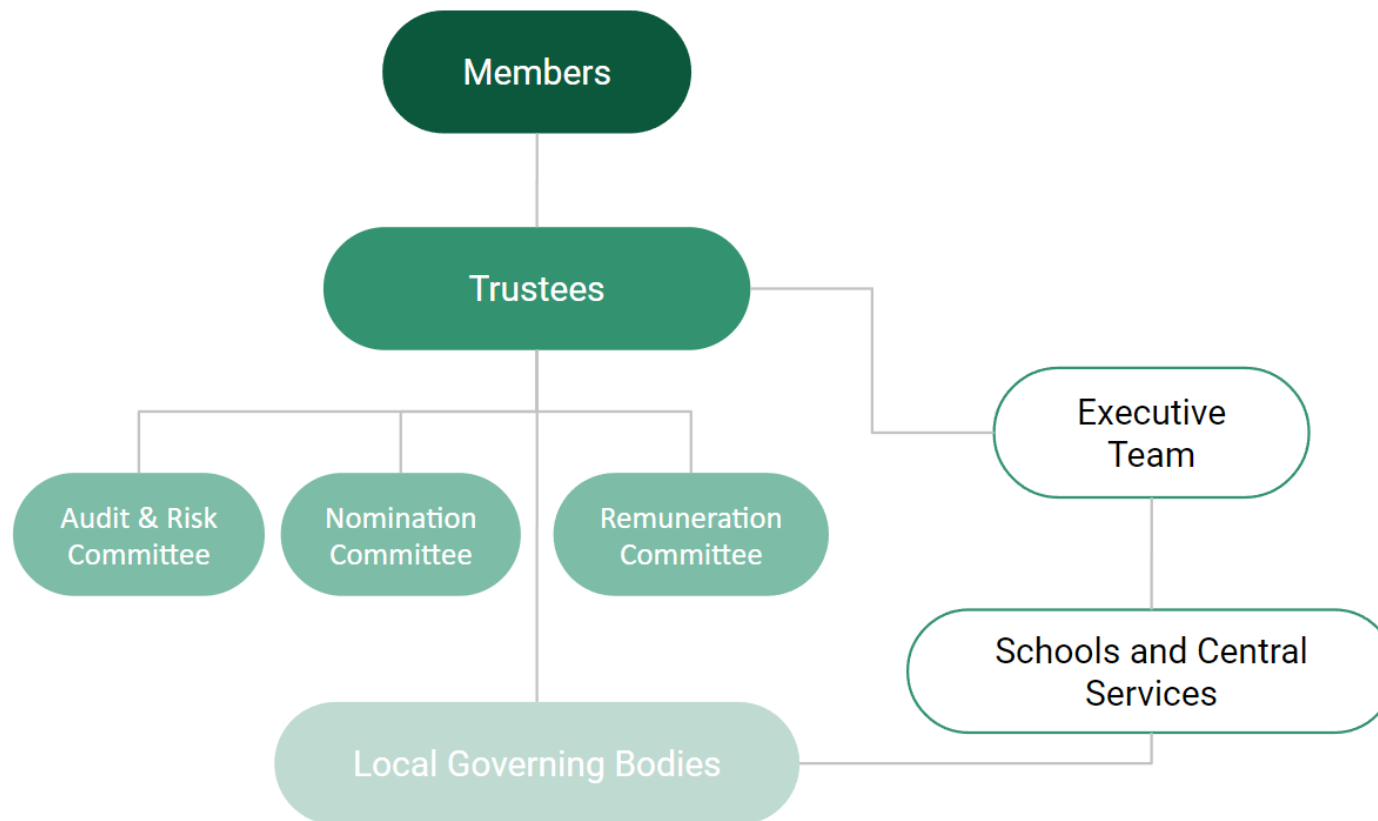
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| Date Approved:          | October 2023       |
| Next Review Date:       | September 2024     |
| Approved By:            | Board of Directors |
| Responsible for Review: | CEO                |

Swale Academies Trust (SAT) believes in a model of governance that allows for strategic Board decision making, focused and effective executive leadership and local engagement and input from stakeholders. Clarity on decision making and coordinated information flows between the tiers of governance and are crucial to ensuring that all stakeholders work together to support meaningful improvement across the Trust.

- **Members:** The role of Members is to hold the Trustees to account, assure themselves that the governance of the Trust is effective and that Trustees are acting in accordance with the Trust's charitable object(s). Members are 'eyes on, hands off' and are not involved in the day-to-day business of the Trust. However, Members have key powers, including the appointment of Trustees and amending the Memorandum and Articles of Association.
- **Board of Trustees:** The Board has overall accountability and legal responsibility for the Trust. They are accountable to the Members, Secretary of State for Education, the wider community for the quality of the education received by all pupils and for overseeing financial probity and expenditure of public money. The Board fulfils all statutory responsibilities by approving and monitoring the implementation and impact of Trust-wide educational and financial plans. As non-executive company directors, the Board holds legal liability for areas that would normally be the responsibility of a school governing body. They are personally responsible for ensuring the Trust meets its obligations as a company; for the strategic direction, overseeing policies, and delegating authority to the Executive Team, Board Committee or local governing body. While the Board may delegate many of its functions, the Board remains accountable. There are three Committees: Audit and Risk; Remunerations; and Nominations.
- **Chief Executive Officer (CEO):** The CEO is the most senior executive leader and Accounting Officer. The CEO is accountable for value for money, regularity and propriety. The Board delegates management of all schools, strategic planning and line management of senior leaders through the CEO.
- **Executive Team:** The Executive Team encompasses the Senior Leadership Team responsible for supporting schools to deliver educational and operational outcomes. The Board delegates the provision of all support systems to the Executive Team.
- **Local Governing Bodies (LGBs):** LGBs have responsibility for localised challenge and support but with no legal liability or final approval of core documents. They are delegated certain school-level responsibilities which enables them to focus on safeguarding, health /safety, school improvement and outcomes; and lead on local stakeholder engagement (staff, parents, community). More information about our LGBs can be found [here](#).
- **Headteachers:** Headteachers are responsible for delivering educational and operational outcomes in their individual school.

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| A - | Accountable | R - | Responsible | C - | Consulted |
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## Governance Structure



## Decision Making Framework

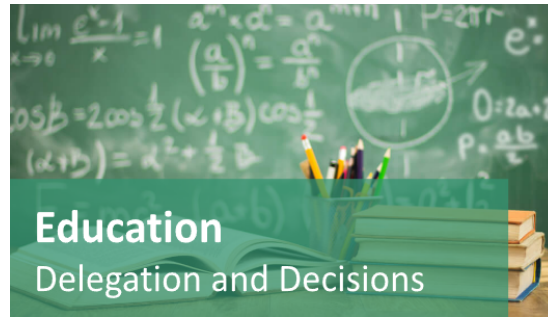


**A** **Accountable** - The individual/group that has overall responsibility for ensuring delivery of the particular task is completed/signed off and determining how the Trust and/or schools (as appropriate) should undertake the task.

**R** **Responsible** - The individual/group that has responsibility for undertaking the particular task delegated to them and reporting on its delivery at suitable intervals.

**C** **Consulted** - The individual/group that must be consulted and views taken into account as part of the process of completing a particular task.

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**Disclaimer:** This document is concerned with core activities that are carried out within each functional area of operational and strategic delivery and how they are coordinated between the various decision makers. It does not lay out every legal responsibility or activity within the remit of individual stakeholders. Nor does this document dictate when responsibilities may be further delegated within sets of stakeholders. For example, by a Headteacher to other staff within a school, or the Chief Executive Officer to other staff within the central team. Some schools operate with an Executive Head/Head of School model.

**Exceptions:** In certain circumstances, such as in times of crisis, the Executive Team may take a more active role and responsibilities may change or stakeholders may go above and beyond the level of support that is articulated here. This document is reviewed on an annual basis in order to ensure that delegated responsibilities can be aligned with organisational need.

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|    | Governance - Strategy and Leadership   |         |             |     |                |     |             |
|----|--|---------|-------------|-----|----------------|-----|-------------|
|    |  | Members | Trust Board | CEO | Executive Team | LGB | Headteacher |
| 1  | Approve amendments to the articles of association.   | A       | R           |     |                |     |             |
| 2  | Approve a Scheme of Delegation   |         | A           | R   | C              |     |             |
| 3  | Set vision, culture, values and ethos of the Trust   |         | A           | R   | C              | C   | C           |
| 4  | Set vision, culture, values and ethos of the School  |         |             |     | C              | A   | R           |
| 5  | Set the Trust strategy, including the Trust Strategic Plan objectives  |         | A           | R   | C              | C   | C           |
| 6  | Set strategic objectives of the schools, including the School Strategic Plans and delivery of the Post-Ofsted Inspection action plan                                       |         |             |     | C              | A   | R           |
| 7  | Oversee and monitor the implementation of strategic objectives of the Trust  |         | A           | R   | C              |     |             |
| 8  | Oversee and monitor the implementation of strategic objectives of the schools  |         |             |     | C              | A   | R           |
| 9  | Comply with the Master Funding Agreement and all obligations including the Academies Trust Handbook and Articles   |         | A           | R   | C              |     |             |
| 10 | Comply with all regulations affecting the Trust (including charity law, company law, employment law, Data Protection, KCSIE, Freedom of Information and health and safety) |         | A           | R   | C              |     |             |
| 11 | Admission of new schools to join the Trust   |         | A           | R   | C              |     |             |
| 12 | Appointment of Trust internal and external auditors  | A       | R           |     |                |     |             |
| 13 | Engagement of local stakeholders and challenge on community aspects of the school  |         |             |     | C              | A   | R           |
| 14 | Appointment of Members   | A       | R           |     |                |     |             |
| 15 | Appointment /removal of Trustees   | A       | R           |     |                |     |             |
| 16 | Appointment/removal of Trust Board Governance Professional   |         | A           | R   | C              |     |             |
| 17 | Appointment/removal of LGB Chairs  |         | A           | R   | C              |     |             |
| 18 | Appointment/removal of Local Governors   |         |             |     | C              | A   | R           |
| 19 | Review and approve Trust-wide policies, including statutory policies, in accordance with the Trust Policy Schedule (see attached)  |         | A           | R   | C              |     |             |
| 20 | Review and approve individual school policies, in accordance with the Trust Policy Schedule (see attached)   |         |             |     | C              | A   | R           |
| 21 | Prepare and agree Terms of Reference for Trust Board Committees and LGBs   |         | A           | R   | C              |     |             |
| 22 | Maintaining the Trust Risk Register  |         | A           | R   | C              |     |             |

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|    |   | Members | Trust Board | CEO | Executive Team | LGB | Headteacher |
|----|---|---------|-------------|-----|----------------|-----|-------------|
| 23 | Media and PR – overseeing public relations activities to project the activities of the Trust and the schools to the wider community |         |             | A   | R              |     | C           |
| 24 | Determining and allocating central services provided to the schools by the Trust  |         |             | A   | R              |     | C           |
| 25 | Overseeing the effectiveness of services provided centrally by the Trust  |         |             | A   | R              |     | C           |

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|    | Education   |             |     |                |     |             |
|----|---|-------------|-----|----------------|-----|-------------|
|    |   | Trust Board | CEO | Executive Team | LGB | Headteacher |
| 1  | Schools have ambitious targets based on rigorous analysis of prior attainment.  | A           | C   | R              |     |             |
| 2  | Approval of school targets for student achievement/outcomes, and attendance   |             |     | C              | A   | R           |
| 3  | Monitoring of school targets for student achievement/outcomes, and attendance   |             |     | C              | A   | R           |
| 4  | Curriculum is broad, balanced, ambitious and meets the needs of the individual school's community.  | A           | C   | R              |     |             |
| 5  | Curriculum – setting the curriculum for the schools and reviewing its effectiveness   |             |     | C              | A   | R           |
| 6  | Reviewing and challenging the pupil premium spend, including sports premium – evaluating the value for money in terms of educational outcomes and narrowing the achievement gap |             |     | C              | A   | R           |
| 7  | Strategic Trust oversight and compliance with the SEND Code of Practice.  | A           | C   | R              |     |             |
| 8  | Individual school compliance with the SEND Code of Practice   |             |     | C              | A   | R           |
| 9  | Set Admissions Policy and ensure compliance with statutory requirements   |             |     | C              | A   | R           |
| 10 | Collective worship arrangements for schools, without religious character  |             |     | C              | A   | R           |
| 11 | Set Attendance and Behaviour Policies and procedures for each school  |             |     | C              | A   | R           |
| 12 | Set Suspensions and Permanent Exclusions Policy and ensure compliance with statutory requirements   | A           | C   | R              |     |             |
| 13 | Receive suspension and permanent exclusion information, and monitor the use of exclusions (Trust level)   | A           | C   | R              |     |             |
| 14 | Receive suspension and permanent exclusion information, and monitor the use of exclusions (school level)  |             |     | C              | A   | R           |
| 15 | School Hours – setting the opening and closing times for the schools and the length of school day   |             |     | C              | A   | R           |
| 16 | Set Term Dates  |             |     | C              | A   | R           |

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|    | Safeguarding   |             |     |                |     |                                |
|----|--|-------------|-----|----------------|-----|--------------------------------|
|    |  | Trust Board | CEO | Executive Team | LGB | Headteacher/<br>Head of School |
| 18 | Review and approve the Trust Child Protection and Safeguarding policies and related procedures       | A           | C   | R              |     |                                |
| 19 | Review the school's Child Protection and Safeguarding policies and related procedures                |             |     | C              | A   | R                              |
| 20 | Completion of annual safeguarding audits, including PREVENT  |             |     | C              | A   | R                              |
| 21 | Action Plans from the annual safeguarding audits, including PREVENT                                  |             |     | C              | A   | R                              |
| 22 | Ensure school compliance with safeguarding policies and procedures, statutory and local requirements |             |     | C              | A   | R                              |

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|    | Human Resources  |             |       |                |     |             |
|----|--|-------------|-------|----------------|-----|-------------|
|    |  | Trust Board | CEO   | Executive Team | LGB | Headteacher |
| 1  | Appointing the CEO   | A + R       |       |                |     |             |
| 2  | Appointing the Executive Team  | A           | R     |                |     |             |
| 3  | Appointing the Headteachers/Heads of School  |             | A     | R              | C   |             |
| 4  | Appointing Senior Leaders (in all schools)   |             |       | A              |     | R           |
| 5  | Appointing cross-Trust/central staff   |             | A     | R              |     | C           |
| 6  | Appointing other school staff  |             |       | C              |     | A + R       |
| 7  | To complete the appraisal and pay review of the CEO  | A + R       |       |                |     |             |
| 8  | To complete the appraisal and pay review of Executive Team   |             | A + R |                |     |             |
| 9  | To complete the appraisal and pay review of the Headteachers/Heads of School   |             | A     | R              |     |             |
| 10 | To complete the appraisal and pay review of all other staff  |             |       | A              |     | R           |
| 11 | Setting Terms and Conditions of Employment   | A           | R     | R              |     |             |
| 12 | Suspending or dismissing the CEO (in accordance with the Trust Disciplinary and Conduct, and Capability policies)                              | A+R         |       |                |     |             |
| 13 | Suspending or dismissing executive and all other school staff (in accordance with the Trust Disciplinary and Conduct, and Capability policies) | A           | R     | C              |     |             |
| 14 | Remuneration, benefits and incentives and non-contractual and non-statutory severance, exit and such payments for senior executives and above  | A           | R     |                |     |             |
| 15 | Approving any senior Trust staff restructures and redundancies   | A           | R     |                |     |             |
| 16 | Approving school staff structures and restructures/ redundancies   |             |       | A              | C   | R           |
| 17 | Allocation of TLR/SEN values and other discretionary allowances  |             |       | A              |     | R           |

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|   | Premises Management, including Health and Safety   |             |     |                |     |              |
|---|--|-------------|-----|----------------|-----|--------------|
|   |  | Trust Board | CEO | Executive Team | LGB | Headteacher/ |
| 1 | Strategic implementation and adherence to the Health and Safety Policy at Trust level, including Health and Safety Audits and Fire Risk Assessments in each school.      | A           | R   | R              |     |              |
| 2 | Implementation and adherence to the Health and Safety Policy at school level, including Health and Safety Audits and Fire Risk Assessments and Educational Visits Policy |             |     | C              | A   | R            |
| 3 | Daily oversight of Health and Safety compliance throughout the school  |             |     | C              | A   | R            |
| 4 | Health and Safety RIDDOR reporting   |             |     | C              | A   | R            |
| 5 | Actions Plans from Health and Safety and fire assessment audits  |             |     | C              | A   | R            |
| 6 | Management of the Asbestos Management Plan   |             |     | C              | A   | R            |
| 7 | Setting an estates management strategy   | A           | R   | R              |     | C            |
| 8 | Premises Management – determining and overseeing the overall buildings replacement and maintenance schedule and plan   | A           |     | R              | C   | C            |

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|    | Finance   |             |     |                |     |             |
|----|---|-------------|-----|----------------|-----|-------------|
|    |   | Trust Board | CEO | Executive Team | LGB | Headteacher |
| 1  | 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 | A           | R   | C              |     |             |
| 2  | Compliance – completing the register of business interests and put in place a procedure to deal with any conflicts of interest and related party transactions                                   | A           | R   | C              |     |             |
| 3  | Funding Model – agreeing a funding model across the Trust and develop an individual funding model for the schools, so as to ensure the Trust’s financial health in the short term and long term | A           | R   | R              |     |             |
| 4  | School and Central Annual Budgets – developing and preparation of school budgets for Trust Board approval   | A           | R   | R              |     |             |
| 5  | Receive, monitor and challenge Trust-level budget monitoring reports and associated papers  | A           | R   | R              |     |             |
| 6  | Receive, monitor and challenge school-level budget monitoring reports and associated papers   |             |     | C              | A   | R           |
| 7  | Formulating and monitoring financial KPIs   | A           | R   | R              |     |             |
| 8  | Reviewing and establishing annually the financial regulations   |             | A   | R              |     |             |
| 9  | Ensure compliance with the Trust’s financial regulations and reporting requirements, the Funding Agreement and Academies Trust Handbook   |             | A   | R              |     |             |
| 10 | Completion and submission of the annual accounts and statutory financial reports  | A           | R   | R              |     |             |
| 11 | Establishing controls framework including internal audit  |             | A   | R              |     |             |
| 12 | Authorise and record the acquisition and disposal of assets on the register   |             | A   | R              |     |             |
| 13 | Approval of leases and other legal arrangements, in liaison with the ESFA where applicable  | A           | R   | R              |     |             |
| 14 | Decision to procure outside of policy or financial regulations  | A           |     | R              |     |             |
| 15 | Additional funding, including Pupil Premium and Primary Sports Funding – reviewing and challenging the value for money  |             |     | C              | A   | R           |
| 16 | Arranging insurance and public liability for the Trust  | A           | R   | R              |     |             |

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