

Somerset Road Education Trust (SRET)

Scheme of Delegation (SoD)

Somerset Road Education Trust (SRET) is a Multi-Academy Trust (MAT) made up from three academies:

1. Exeter House Special School
2. St Mark's C.E. Junior School
3. Wyndham Park Infants School.

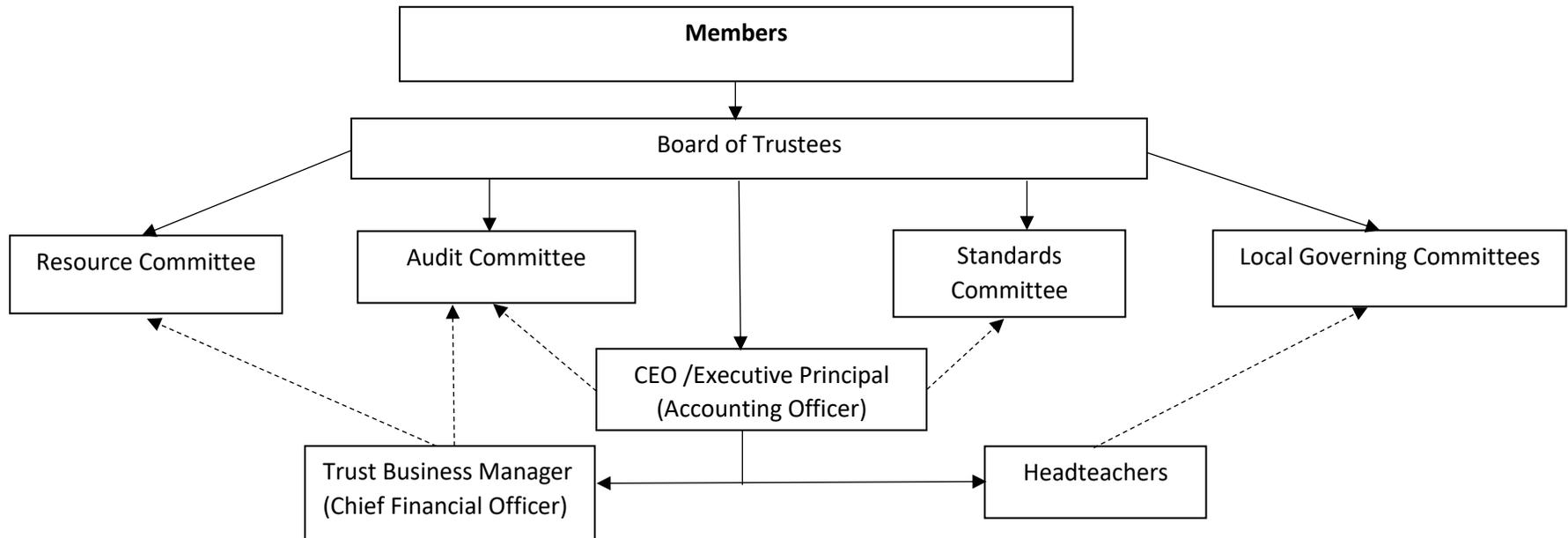
Introduction

The SRET Board of Trustees (BoT or board) is accountable in law for all decisions about its academies. However, this does not mean that the board is required to make all the decisions itself. Many decisions are delegated, including to the Chief Executive Officer (CEO), board committees and Local Governing Committees (LGCs). The decision to delegate a function is made by the board and is recorded. Without this formal delegation, the individual or committee has no power to act.

The purpose of the Scheme of Delegation

The Scheme of Delegation (SoD) defines which functions have been delegated and to whom. It ensures Members, Trustees, committees (including LGCs), executive leadership and individual academy Headteachers are clear about who has responsibility for making which decisions in the trust. As SRET matures and grows the workings of the MAT, both in terms of governance and management are likely to change. Therefore the SoD will be reviewed annually, with revisions made as the context changes, if necessary each year. This is done in recognition of the need to be responsive to changing circumstances and to adapt accordingly.

Governance and Senior Management Structure of SRET



Governance structure and lines of accountability

The Board of Trustees (BoT) delegates responsibility for delivery of the vision and strategy to the CEO/ Executive Principal. The board hold the CEO/ Executive Principal to account for the performance of the trust, including the performance of the academies within the trust. The CEO/ Executive Principal in turn holds other senior executives to account by line managing them (the Headteachers of the schools and the Trust Business Manager). Within SRET an Executive Management Committee (EMT) is used so that there is an appropriate delegation of responsibilities and a clear mechanism through which action, support and challenge can take place on a day to day basis.

In this SoD the board delegates responsibility for the performance of the trust, including the performance of the academies within the trust, to the CEO/ Executive Principal. However, specific responsibilities concerning the performance of each academy are delegated to the LGC. These responsibilities will include:

- monitoring whether the school is working within the agreed policies
- whether standards are being met
- if the money is being well spent

The LGC will use its detailed knowledge and engagement with stakeholders to ensure that their academy is being well served by the trust and as a board committee has direct access to the BoT if there are concerns.

This means that as the CEO/ Executive Principal is accountable to the board for the performance of the trust as a whole and will report to the BoT on the performance of the trust, including on the performance of individual academies. To ensure that oversight at Trust level is not just reliant on feedback from the CEO/ Executive Principal these views are correlated by feedback from Trust Committees and access to individual Headteacher reports and other monitoring reports from the LGCs.

The CEO/ Executive Principal is performance managed by the BoT, with the Chair of Trustees and Chair of the Executive Principal's LGC leading this process. The CEO/ Executive Principal performance manages the academy Headteachers with input from the LGC chair in each Headteacher's respective school.

Roles and responsibilities

The role of the Members

The Members of the SRET have a different status to the Trustees. Originally they will have been the signatories to the Memorandum of Association (MoA) and will have agreed the trust's first Articles of Association (AoA - a document which outlines the governance structure and how the trust will operate). The AoA describe how Members are recruited and replaced, and how many of the Trustees the Members can appoint to the BoT. The Members appoint Trustees to ensure that the trust's charitable objective is carried out and so must be able to remove Trustees if they fail to fulfil this responsibility. Accordingly, the BoT submits an annual report on the performance of the trust to the Members. Members are also responsible for approving any amendments made to the AoA. The Members are, in essence, the shareholders of the company. This is currently a group of five people, appointed by the Members themselves. One of the Members will also act as a Trustee. The Members have three core functions:

- Review and approve articles of association
- Receive the accounts and appoint the auditors.
- Appoint / remove Trustees.

This group holds an Annual General Meeting (AGM) and audit meetings.

Within SRET, only one Member may be a Trustee, this is done in order to retain a degree of separation of powers between the Members and the BoT, and in line with DfE expectations, no other Members are Trustees. Members are also not permitted to be employees of SRET.

The role of the Trustees

The Trustees of SRET are the charity Trustees (within the terms of section 177(1) of the Charities Act 2011) and are responsible for the general control and management of the administration of the trust in accordance with the provisions set out in the MoA and the AoA. The BoT is the accountable body for the performance of all academies within the SRET and as such:

- Ensures clarity of vision, ethos and strategic direction
- Appoints the CEO/ Executive Principal and holds the CEO/ Executive Principal to account for the educational performance of the academies and their pupils, and the performance management of staff
- Oversees the financial performance of the trust and makes sure its money is well spent

The BoT delegates to the CEO/ Executive Principal responsibility for the day to day operations of the trust. The Trustees also determine whether and what other governance functions they delegate. The BoT has the right to review and adapt its governance structure at any time which includes removing delegation. The BoT also maintains ultimate responsibility for all budgets, salaries and safeguarding.

Apart from ensuring good governance, the board's primary objectives are to assist the CEO/ Executive Principal in delivering the best possible outcomes for all students, and to hold the CEO/ Executive Principal to account for the ways in which this is carried out.

In addition to delegating responsibilities to LGCs the BoT delegates responsibility to three other committees who consider issues across the trust – the Standards Committee, the Finance and Resource Committee and the Audit Committee.

The role of committees

The Trustees have established committees with delegated authority to make decisions and for the purpose of providing advice and support, informing the overall work of the BoT. However these committees are not legally responsible or accountable for statutory functions – BoT retains overall accountability and responsibility. The responsibilities of committees are set out in their individual terms of reference (ToR); the responsibilities of LGCs are set out in the SoD decision making framework below. The BoT appoints committee members/participants and committee chairs.

Trustee committees (see separate ToR for each committee)

| Committee | Purpose | Membership | Frequency of meeting |
|--|--|--|-----------------------------|
| Audit | <ul style="list-style-type: none"> The role of the Audit Committee is to maintain an oversight of the Trust's governance, risk management, internal control and value for money framework. It advises the Board on the appointment or dismissal of the external and internal auditors. | <ul style="list-style-type: none"> At least two, but ideally three Trustees, and up to two co-opted members. The committee is quorate if two members are present, and the Trustees being in the majority. The Exec. Principal may attend but is not a voting member. | 3 x a year |
| Resource (finance, HR, health and safety, buildings) | <ul style="list-style-type: none"> The Resource Committee is a committee of the SRET board of trustees delegated to provide advice and recommendations to the board in the following areas: FINANCE, HEALTH AND SAFETY, PREMISES MANAGEMENT, HUMAN RESOURCES. | <ul style="list-style-type: none"> At Least five Trustees, including the leads for the four areas of responsibility. SRET Business Manager SRET CEO/ Executive principal The Head Teacher of each school [associate members] | 3 x a year |
| Standards | <ul style="list-style-type: none"> To ensure the standards and pupil outcomes across SRET improve and to ensure a strategy is in place for continued improvement of standards at all three schools, with a view to them each achieving and sustaining outstanding levels of performance | <ul style="list-style-type: none"> At least three [maximum five] Trustees who are not employees of SRET. This group to be a majority. 1 Governor from one of the SRET school LGBs SRET CEO/ Executive Principal Headteachers from each academy [associate members] | 3 x a year |
| Local Governing Committees (LGCs) | <ul style="list-style-type: none"> Advise, challenge and oversee compliance of individual academies and those responsible for the day-to-day management of the academies under their jurisdiction challenge Hold the Headteachers of the individual academies to account in relation to the performance and progress of their academies. | <ul style="list-style-type: none"> At least 8 [maximum 12] members only 1 trustee (who is also chair of the LGC) At least 2 parent governors Headteacher of the academy | 6 x a year |

The role of the Local Governing Committee (LGC)

The Board of Trustees (BoT) will establish LGCs, appoint the chair, ensure a minimum of two parents are elected to the LGC and will determine what will be delegated. As a committee of the board, delegation can be removed at any time. The LGCs have the responsibility to advise, challenge and oversee compliance of individual academies and those responsible for the day-to-day management of the academies under their jurisdiction. The majority of the leadership and management of each academy is delegated to the Headteacher of each academy by the Board of Trustees. The chairperson of each LGC is also a Trustee. This is done to ensure that there is a direct link to the BoT for the LGC as a committee of the board and also ensures greater consistency of governance across each of the academies. Members of each LGC are expected to make regular visits to their academies during each academic year and focus on key areas of oversight identified as a product of their delegated responsibilities. This enables each LGC to understand and review the work and progress of their academy. Governors submit reports following their visits for consideration at the relevant Governing Committee. All LGCs have specific members with responsibility/ oversight for the specific areas of leadership, teaching, learning and assessment, Pupil outcomes and safeguarding.

The LGCs of each individual academy, through their delegated responsibilities, challenge and hold the Headteachers of the individual academies to account in relation to the performance and progress of their academies. Where the CEO/ Executive Principal is also the substantive Headteacher of an academy the Deputy Headteacher is expected to attend LGC meetings to respond to specific responsibilities (as delegated by the CEO/ Executive Principal). The CEO/ Executive Principal is held to direct account by the BoT for standards and performance in both their academy and other academies across the trust.

The role of the Chief Executive Officer (CEO)/ Executive Principal

The CEO/ Executive Principal has the delegated responsibility for the operation of SRET, including the performance of the trust's academies. In doing this the CEO performance manages the academy Headteachers. This role is carried out alongside the LGC chair of each individual academy. The CEO/ Executive Principal is the de facto Accounting Officer (AO) so has overall responsibility for:

- the operation of the academy trust's financial responsibilities
- must ensure that the organisation is run with financial effectiveness and stability
- avoiding waste and securing value for money.

The CEO/ Executive Principal is designated as a trustee (unless they choose not to be, in which case they will be an associate trustee). The CEO/Executive Principal also leads the Executive Management Committee (EMT), which is the operational group that functions to improve performance and outcomes across the Trust. The EMT includes the other two Headteachers. The CEO/ Executive Principal delegates executive management functions to the members in the EMT as appropriate and as such is accountable to the BoT for the performance of the EMT.

Defining the CEO/ Executive Principal role within the trust

| | | |
|---|---|---|
| Accountability, compliance and organisational delivery | School Improvement and Development | Safeguarding and pupil welfare (part of standards) |
|---|---|---|

| | | |
|---|---|--|
| <ul style="list-style-type: none"> • Accounting Officer • Leading a vision for development, improvement and growth within the trust • Develop a model for strategic oversight and improvement in the trust • Be accountable for standards and outcomes across the trust • Take overall operational responsibility for safeguarding and health and safety within the trust • Ensuring GDPR compliance • Undertake and maintain the trust’s Risk Management Plan • Lead on the writing and maintenance of the Trust development plan • Lead on the Executive Management Team • Line manage those employed across the trust (where employment is not specific to individual schools) • Ensure rigorous systems for recognising, intervening in and supporting / holding to account where underperformance has been recognised | <ul style="list-style-type: none"> • Responsible for developing and leading the process for improvement across the trust, providing quality assurance and accountability; • Provide strategic direction and leadership for Teaching and Learning across the academies • Lead a trust-wide school improvement function that will ensure that the requirements in each academy’s performance are identified and analysed, appropriately costed and prioritised solutions are developed and secured. This could include the commissioning of internal resources through academy-to-academy support and/or external support from a range of providers or individuals who meet agreed criteria for quality, including evidence of effectiveness and impact. | <ul style="list-style-type: none"> • Operational responsibility for leading and developing safeguarding • Development of a strategy to ensure highly effective approach to and oversight of safeguarding and enhancement of pupil welfare • Develop strategies for the support and improvement of parental engagement etc |
|---|---|--|

The Executive Management Team (EMT)

This is a central mechanism through which the CEO both delegates responsibility for ensuring that the organisation is run effectively and also tracks, monitors and evaluates progress and effectiveness within the organisation.

The role of the Headteacher

The Headteacher is responsible for the day to day management of their academy and is directly accountable to the CEO, but also reports to the LGC on matters which have been delegated to the LGC.

Framework for decision making responsibilities within SRET

Key

Level 1: Members

Level 2: Board of trustees of the multi academy trust

Level 3: Chief executive officer

Level 4: Local governing committee (LGC)

Level 5: Academy principal

Blue box Function **cannot** be legally carried out at this level.

✓ Action to be undertaken at this level

✓ Action to be undertaken at this level

A Provide advice and support to those accountable for decision making

<> Direction of advice and support

| Area | Decision | Delegation | | | | |
|------------------------|---|------------|-------------|-----|-----|---------------------|
| | | Members | Trust Board | CEO | LGC | Academy Headteacher |
| Governance framework | | | | | | |
| People | Members: Appoint/Remove | ✓ | | | | |
| | Trustees: Appoint/Remove | ✓ | | | | |
| | Role descriptions for members | ✓ | | | | |
| | Role descriptions for Trustees/chair/ specific roles/committee members: agree | | ✓ | <A | | |
| | Parent trustee/committee member: elected | | ✓ | | ✓ | |
| | Committee chairs: appoint and remove | | ✓ | <A | | |
| | LGC chairs: appoint and remove | | ✓ | <A | ✓ | |
| | Clerk to board: appoint and remove | | ✓ | | | |
| | Clerk to LGC: appoint and remove | | ✓ | | ✓ | |
| Systems and structures | Articles of association: agree and review | ✓ | <A | <A | | |
| | Governance structure (committees) for the trust: establish and review annually | | ✓ | <A | | |
| | Terms of reference for trust committees (including audit if required, and scheme for school committees): agree annually | | ✓ | <A | | |
| | Terms of reference for LGC/local committees: agree and review annually | | ✓ | <A | | |

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|--|--|--|---|-----|---|---|
| | Skills audit: complete and recruit to fill gaps | | ✓ | <A> | ✓ | A |
| | Annual self-review of trust board and committee performance: complete annually | | ✓ | | | |

| Area | Decision | Delegation | | | | |
|------------------------|--|------------|-------------|-----|-----|---------------------|
| | | Members | Trust Board | CEO | LGC | Academy Headteacher |
| Systems and structures | Annual self-review of LGC performance: complete annually | | | | ✓ | |
| | Chair's performance: carry out 360 review periodically | | ✓ | | ✓ | |
| | Trustee / committee member contribution: review annually | | ✓ | | ✓ | |
| | Succession: plan | | ✓ | <A> | ✓ | A |
| | Annual schedule of business for trust board: agree | | ✓ | <A | | |
| | Annual schedule of business for LGC: agree | | | A> | ✓ | A |
| Reporting | | | | | | |
| Reporting | Trust governance details on trust and academies' websites: ensure | | ✓ | <A | | |
| | Academy governance details on academy website: ensure | | ✓ | <A | | |
| | Register of all interests, business, pecuniary, loyalty for members/Trustees/committee members: establish and publish | | ✓ | <A | | |
| | Annual report on performance of the trust: submit to members and publish | | ✓ | <A | | |
| | Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit | | ✓ | <A | | |
| | Annual report work of LGC: submit to trust and publish | | | | ✓ | A |

| Area | Decision | Delegation | | | | |
|--|---|------------|-------------|-----|-----|---------------------|
| | | Members | Trust Board | CEO | LGC | Academy Headteacher |
| Being Strategic | | | | | | |
| Being Strategic | Determine trust wide policies which reflect the trust's ethos and values (facilitating discussions with unions where appropriate) including: admissions; charging and remissions; complaints; expenses; health and safety, premises management; data protection and FOI; staffing policies including capability, discipline, conduct and grievance: approve | | ✓ | <A | | |
| | Determine school level policies which reflect the school's ethos and values to include e.g. admissions; SEND; safeguarding and child protection; curriculum; behaviour: approve | | | A> | A | ✓ |
| | Central spend / top slice: agree | | ✓ | <A | | |
| | Management of risk: establish register, review and monitor | | ✓ | <A> | ✓ | A |
| | Engagement with stakeholders | ✓ | ✓ | ✓✓ | ✓ | ✓ |
| | Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine | | ✓ | <A | | |
| | Schools vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine | | | A> | A | ✓ |
| | Chief Executive Officer: Appoint, and dismiss (Suspend – Chair of Trustee Board) | | ✓ | | | |
| Academy Headteacher : Appoint, suspend and dismiss | | | ✓ | | | |

| Area | Decision | Delegation | | | | |
|--------------------|---|------------|-------------|-----|-----|---------------------|
| | | Members | Trust Board | CEO | LGC | Academy Headteacher |
| Being Strategic | Budget plan to support delivery of trust key priorities: agree | | ✓ | <A | | |
| | Budget plan to support delivery of school key priorities: agree | | | A> | A | ✓ |
| | Trust's staffing structure: agree | | ✓ | <A | | |
| | School staffing structure: agree | | | A> | A | ✓ |
| Holding to account | | | | | | |
| Holding to account | Auditing and reporting arrangements for matters of compliance (eg safeguarding, H&S, employment): agree | | ✓ | <A> | ✓ | A |
| | Reporting arrangements for progress on key priorities: agree | | ✓ | <A> | ✓ | A |
| | Performance management of the Chief Executive Officer: undertake | | ✓ | | | |
| | Performance management of academy headteacher : undertake | | | ✓ | A | |
| | Trustee monitoring: agree arrangements | | ✓ | <A | | |
| | LGC member monitoring: agree arrangements | | | | ✓ | A |

| Area | Decision | Delegation | | | | |
|----------------------------|---|------------|-------------|-----|-----|---------------------|
| | | Members | Trust Board | CEO | LGC | Academy Headteacher |
| | | | | | | |
| Ensuring financial probity | | | | | | |
| Ensuring financial probity | Chief financial officer for delivery of trusts detailed accounting processes: appoint | | ✓ | <A | | |
| | Trust's scheme of financial delegation: establish and review | | ✓ | <A | | |
| | School's scheme of financial delegation: establish and review | | ✓ | <A | | |
| | External auditors' report: receive and respond | | ✓ | <A | ✓ | A |
| | CEO pay award: agree | | ✓ | | | |
| | Academy headteacher pay award: agree | | | ✓ | A | |
| | Staff appraisal procedure and pay progression: monitor and agree | | ✓ | A> | A | ✓ |
| | Benchmarking and trust wide value for money: ensure robustness | | ✓ | <A | | |
| | Benchmarking and academy value for money: ensure robustness | | | | ✓ | A |
| | Develop trust wide procurement strategies and efficiency savings programme | | | ✓ | | |