Pioneer Academies Community Trust (PACT)

SCHEME OF DELEGATION

2025 - 2028

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Prepared by	**Trust Board**
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1. Introduction

The scheme of delegation is a vital document that acts as a bedrock for good governance. It is bespoke to our Trust in order to describe how the board have decided to delegate responsibilities within the MAT. The scheme of delegation is readily accessible, understood and used by all those involved in leadership and governance. The executive and committees of the Trust board draw their authority, legitimacy and power to make decisions from the scheme of delegation. Whilst making these decisions the Trust board is aware of its strategic functions and whilst exercising the power to delegate as;

- Much as possible while retaining accountability
- Close to the point of impact as possible

2. Setting the scheme of delegation

When setting the scheme of delegation, trustees allocate roles and responsibilities across a range of operational areas for each layer within the Trust (trustees, executive team, school leaders, and any local governance). The role and powers of members are not delegated by the board but determined by company and charity law and the Trust's articles of association. The board of trustees appoint the Chief Executive Officer (CEO) and hold this executive leader to account for the educational performance of the Trust's schools and their pupils, and the appraisal of staff.

The board constitutes a committee for finance and audit and risk to look in detail at financial budget arrangements and how these can be used effectively to impact on progress and attainment across the Trust. As a board committee, at least three trustees must sit on this to be quorate.

The board delegates some of its school level monitoring and scrutinising functions to Local Governing Bodies (LGBs) and uses these committees to promote stakeholder engagement and as a point of consultation and representation. Trustees do not sit on LGBs, and so lines of communication to the board of trustees must be clearly established. It is usual for the CEO to seek input from the chair of the LGB when undertaking the headteacher's appraisal.

As the headteacher is being line managed by the CEO, the LGB no longer carries out the governance function of holding the headteacher to account. However, they must be confident that the Trust's monitoring systems are working well, and if not, how they can make the Trust aware of their concerns.

3. Our mission

'Every child will have every opportunity to grow and achieve, every day'

4. Our vision

'That we work as a united network of partners and pioneers, who are ambitious and challenge boundaries in order to provide every opportunity for children'

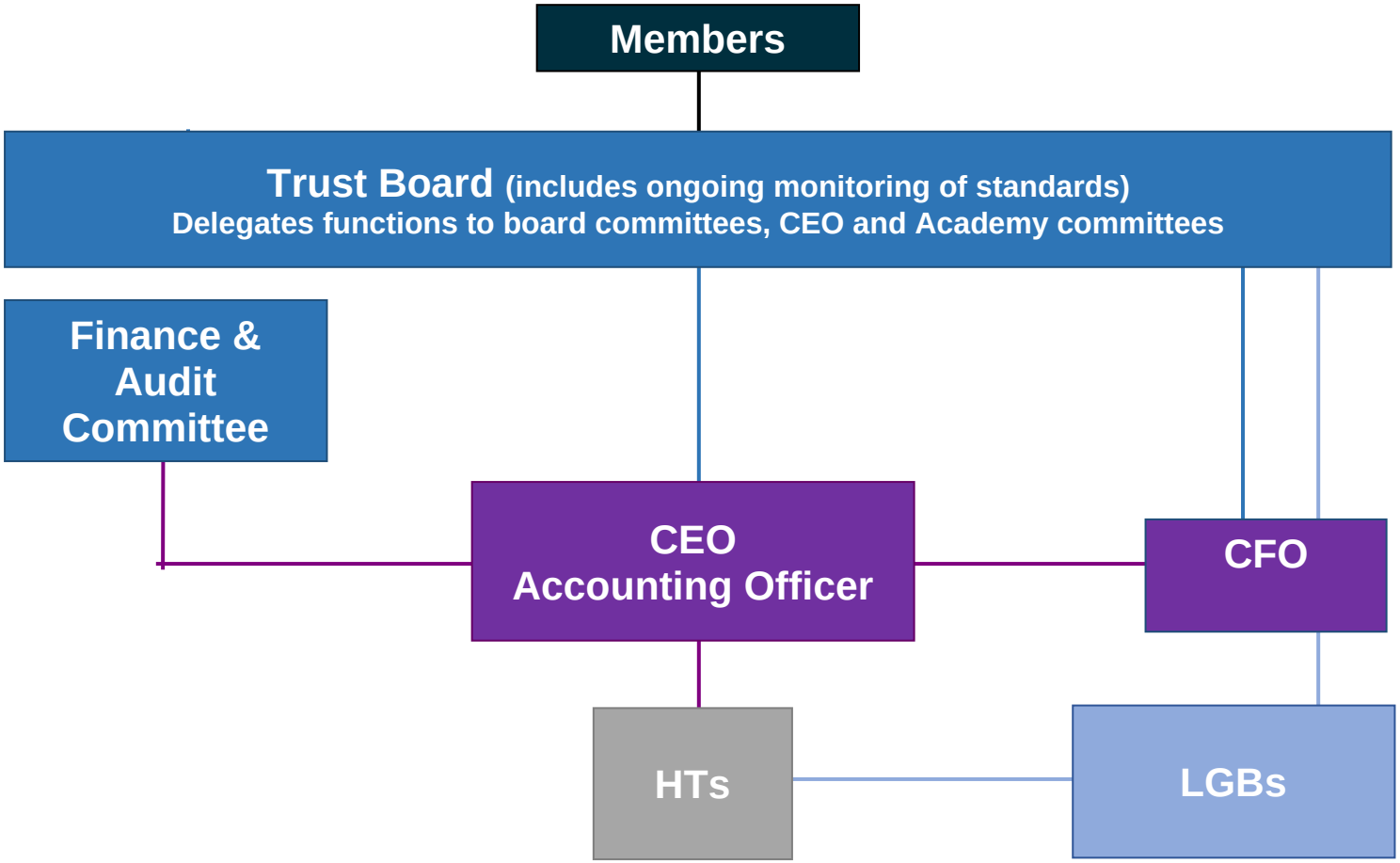
5. Our values

These align with those of our individual school's thus ensuring all reflect the communities they serve. PACT values are;

Passion *– everyone is unwaveringly passionate about our shared mission, and through a great love for what we do, we are motivated and committed to continually pushing boundaries and believing anything is possible.*

Achievement *– everyone supports each other to pursue what matters to them and makes them proud. We embrace every opportunity, challenge and determined to achieve excellence, and celebrate everyone's success.*
Connection *– everyone contributes and connects within a united, supportive community which builds upon empathy, compassion and understanding to have a positive impact beyond any one individual.*
Trust *– all decisions and actions are taken with authenticity, integrity and transparency; building trusting, respectful relationships where everyone feels safe, treasured and important.*

6. Governance structure and lines of accountability



7. Roles and Responsibilities

The role of the members

The members of the Trust are guardians of the governance of the Trust and as such have a different status to trustees. 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). The articles of association will also describe how members are recruited and replaced, and how many of the trustees the members can appoint to the Trust board. The members appoint trustees to ensure that the Trust's charitable object is carried out and so must be able to remove trustees if they fail to fulfil this responsibility. Accordingly, the Trust board submits an annual report on the performance of the Trust to the members. Members are also responsible for approving any amendments made to the Trust's articles of association.

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. Because trustees are bound by both charity and company law, the terms 'trustees' and 'directors' are often used interchangeably. The Trust uses the term trustee as it avoids the possible confusion caused when executive leaders are called directors but are neither company directors nor trustees.

The trustees are responsible for the general control and management of the administration of the Trust, and in accordance with the provisions set out in the memorandum and articles of association and its funding agreement, it is legally responsible and accountable for all statutory functions, for the performance of all schools within the Trust, and must approve a written scheme of delegation of financial powers that maintains robust internal control arrangements. In addition, it must carry out the three core governance functions:

- Ensure clarity of vision, ethos, and strategic direction.
- Hold the executive to account for the educational performance of the trust's schools and their pupils, and the performance management of staff.
- Oversee the financial performance of the trust and make sure its money is well spent.

The board of trustees has the right to review and adapt its governance structure at any time which includes removing delegation.

The role of trust board committees

The trustees may establish committees to carry out some of its governance functions which may include making decisions, although any decisions made will be deemed decisions of the Trust board. The membership (there must be at least three trustees) and responsibilities of board committees are set out in the committee's terms of reference. It is usual for the Trust board to appoint board committee chairs and committee members according to their skills.

The *Academy trust handbook*. makes it clear that the board of trustees 'must appoint an audit and risk committee to advise on the adequacy of the Trust's controls and risks'.

The role of the chief executive officer (CEO)

The CEO;

- Has the delegated responsibility for the operation of the Trust including the performance of the Trust's academies and so the CEO performance manages the academy head teachers.
- Is the accounting officer so has overall responsibility for the operation of the academy Trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability, avoiding waste, and securing value for money.
- Leads the executive management team of the academy Trust. The CEO 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.

The role of the chief finance officer (CFO)

The CFO;

- Promotes a culture of innovation and challenge in transforming financial performance and undertakes the Head of Profession role for Finance. Their role is to develop and lead a long-term financial planning process to support the Trust in achieving its strategic outcomes.
- Is responsible in ensuring effective budget allocation processes are in place to achieve the financial strategy and that risks are identified and managed and ensures that effective and proactive performance monitoring procedures are in place to deliver the financial strategy of the Trust.
- Contributes to the Trust's development and at an executive level, assists in directing the organisation's growth strategy, clearly articulating the justification and impact on the organisation.
- Has a specific role with regard to stewardship. This includes ensuring that the governance structures in the academy Trust include a clear scheme of delegation to committees and staff and that they codify financial control, internal control, risk management and assurance, as well as defining a framework of financial accountabilities and reporting. They will also ensure that the scheme of financial delegation is complied with.

The role of the LGB

The trustees establish LGBs to carry out some of its school level governance functions. Their delegated functions include:

- Building an understanding of how the school is led and managed
- Monitoring whether the school is working within agreed policies and is meeting the agreed targets
- Managing its finances well
- Engaging with stakeholders
- Being a point of consultation and representation; reporting to the board

As the LGB is a committee of the board, delegation can be removed at any time.

The role of the academy headteacher

The academy headteacher is responsible for the day-to-day management of the academy and is managed by the CEO. The headteacher reports to the LGB on matters which have been delegated to it which may include an element of monitoring and scrutiny of the school's management processes.

Key

R	**Responsible**	Responsible for the delivery. Does the work to achieve the task. Can be shared between groups/individuals.
A	**Accountable**	Ultimately answerable for the task being delivered. Delegates the task to those responsible. There should be only one group/person accountable for each task/decision in the majority of cases.
C	**Consulted**	Needs to be actively involved before the decision is made. Communication is two-way – these are important stakeholders or have relevant specialist knowledge in the subject.
I	**Informed**	Those to be kept up-to-date on progress. Communication is one-way, and may be updated only when the decision has been taken or the task completed.
References to the CEO include members of the central team to whom the CEO will delegate		

1. Systems and Structures		Delegation					
		Members	Trust Board	Finance & Audit Committee	CEO/CFO	LGB	Academy Headteacher
1.1	Annual schedule of business for Trust Board: agree		R	I	A		
1.2	Governance structure (committees) for the Trust: establish and review annually		R	I	A		
1.3	Terms of reference for Board committees and scheme of delegation for LGBs: agree annually		R	C	A	I	I
1.4	Management of risk - establish a register: review and monitor		I	R	A		
1.5	Annual schedule of business for LGBs: agree		I		R	C	A
1.6	Self-review of Trust Board including skills audit		R	I	A		
1.7	Self-review of LGBs including skills audit		I		I	R	A
1.8	Trust Improvement Plan: reviewed annually		R	C	A	I	C
1.9	Academy Improvement Plan and associated subject action plans: reviewed annually		I		C	A	R
1.10	Academy SEF evaluation: reviewed termly		I		C	A	R
1.11	Determine internal categorisation of individual academy		I		A	C	R
1.12	Clerk to the Board: appoint/remove		A	I	R		
1.13	Clerk to the LGBs: appoint/remove		A		R	I	C
1.14	Appointment and removal of Chairs of LGBs		A			R	
1.15	Disband an ineffective LGB and appoint an Interim Advisory Board (IAB)		A		R	I	C
1.16	Members - appoint and remove	A			R		
1.17	Trustees - appoint and remove	A	A		R		
1.18	LGB members elected/removed		A		R	I	C

2.Education		Delegation					
		Members	Trust Board	Finance & Audit Committee	CEO/CFO	LGB	Academy Headteacher
2.1	Educational performance of Academies		I		A	A	R
2.2	Educational performance of the Trust	I	A		R		I
2.3	Determine Trust wide policies which reflect the Trust's ethos and values See statutory policy checklist appendix 2		A		R	I	C
2.4	Determine academy level policies which reflect the academy's ethos and values See statutory policy checklist appendix 2		I		A	C	R
2.5	Development of curriculum and assessment, with reference to statutory requirements		I		C	A	R
2.6	Determining and changing school hours and term dates		I		A	C	R
2.7	Determining and changing the start and finish of the school day		I		A	C	R
2.8	Approving residential and educational visits: prepared by individual academy and checked by Evolve		I		I	A	R

3.Safeguarding and SEND		Delegation					
		Members	Trust Board	Finance & Audit Committee	CEO/CFO	LGB	Academy Headteacher
3.1	To develop and review Safeguarding Policies and arrangements		A		R	C	C
3.2	To implement Safeguarding Policies and arrangements		I		I	A	R
3.3	Compliance with SEND Code of Practice (Children's & Families Act)		A		C	R	R
3.4	Suspension and exclusion of pupils – CEO must be informed of proposed permanent exclusions		I		C	A	R
3.5	Compliance with all catering regulations/legislation: supported by CMC		I		A	C	R

4.Parents, Community and Stakeholder Engagement		Delegation					
		Members	Trust Board	Finance & Audit Committee	CEO/CFO	LGB	Academy Headteacher
4.1	Determine admission arrangements for the Trust		A		R	C	C
4.2	Responsibility for delivery of the Academy's Admissions Policy		I		C	A	R
4.3	Maintaining effective engagement and communications with parents, the wider community and local partnerships		I		I	A	R
4.4	Relationship with the Local Authority - Academy operations		I		A	I	R
	Strategic relationship with the Local Authority		A		R	I	C
4.5	Manage relations with Regional Directors, ESFA & DfE		A		R	I	I
4.6	Relationship with the media - routine Academy matters		I		A	I	R
	Media - significant Academy matters / Trust matters		A		R	I	I
4.7	Determine Academy identity and branding		I		A	C	R

5. Estates and Asset Management		Delegation					
		Members	Trust Board	Finance & Audit Committee	CEO/CFO	LGB	Academy Headteacher
5.1	Premises Management & Capital Investment: Development and review of the Academy Estates Development Plans		A	C	R	I	C
	Premises Management & Capital Investment: Implementation of Trust's Capital Strategy		A	C	R	I	R
5.2	Compliance with all aspects of H&S Policy and Regulation supported by Clear Risk Management		A	R	R	R	R
5.3	Provision of adequate insurances		A		R	I	I
5.4	Responsibility for premises security		I		C	A	R

6.Governance		Delegation					
		Members	Trust Board	Finance & Audit Committee	CEO/CFO	LGB	Academy Headteacher
6.1	Amending Articles of Association	**A**	**R**		**I**		
6.2	Changes to other constitutional documents		**A**		**R**		
6.3	Changes to Master Funding Agreement		**A**		**R**		
6.4	Approval of Trust-wide policies *(See Appendix 2)*		**A**	**A**	**R**	**I**	**I**
6.5	Approval of statutory Academy policies *(See Appendix 3)*		**I**		**C**	**A**	**R**
6.6	Ensuring that statutory documents/information are up to date and published on each Academy's website (link to Trust's website)				**I**	**A**	**R**
6.7	Making a *Significant Change (See appendix 4)*		**A**		**R**	**C**	**C**
6.8	Academy conversions and sponsorship		**A**		**R**		
6.9	Compliance with Academy Trust Handbook		**A**	**R**	**R**	**R**	**R**
6.10	Maintaining Register of Interests and details of related party		**A**		**R**	**R**	
6.11	Chair of trust urgent action in exceptional circumstances		**A**		**R**		
6.12	Effective operation of LGB meetings (supported by ROSIS)		**I**		**A**	**R**	**R**

7.Finance, Audit and Risk		Delegation					
		Members	Trust Board	Finance & Audit Committee	CEO/CFO	LGB	Academy Headteacher
7.1	Approval of financial regulations which conform with the academy trust handbook		A	C	R		I
7.2	Approval of academy financial procedures which conform with the trust financial regulations		A		R	I	I
7.3	To establish financial decision levels and limits		A	C	R	I	I
7.4	Safeguard public funds and comply with all requirements of the Trust Financial Regulations		A	R	R	R	R
7.5	Agree the annual budget and subsequent two-year financial forecasts:						
	Trust wide budget proposals		A	C	R		
	Trust central services charge		A	C	R	I	I
	Academy budget recommendations		I	C	R	I	A
7.6	Management of the Trust's financial position		A	C	R		
7.7	Monthly management of the Academies financial positions			I	A	I	R
7.8	Agree changes to financial plans where costs contained within the approved in-year financial position:						
	Additional income – including any associated spend requirements			I	A	I	R
	Premises			I	A	I	R
	Other spend			I	A	I	R
	Changes to staffing structure: Within approved total staffing budget			I	A	I	R
	Changes to staffing structure: Outside of approved total staffing budget			I	A	I	R
7.9	Agree changes to financial plans adversely impacting on the approved in-year financial position			C	A	I	R
7.10	Appointment of external auditors	A	C	C	R		

7.Finance, Audit and Risk		Delegation					
		Members	Trust Board	Finance & Audit Committee	CEO/CFO	LGB	Academy Headteacher
7.11	Appointment of internal auditors and agree annual plan		A	C	R		
7.12	Risk Management		A	C	R	C	R
7.13	Ensuring compliance with Data Protection / GDPR policies and regulations		A	C	R	R	R
7.14	Auditing and reporting arrangements for matters of compliance			A	R	R	R
7.15	Benchmarking and Trust wide value for money: robustness		I	A	R		
7.16	Benchmarking and Academy value for money: robustness		I	A	R	I	R
7.17	Review and approve trust wide procurement strategies and efficiency savings programme		I	A	R	I	I
7.18	Compliance with cyber security – supported by Secure Schools		R	R	R	R	R

8.People and Performance		Delegation					
		Members	Trust Board	Finance & Audit Committee	CEO/CFO	LGB	Academy Headteacher
8.1	Recruitment and appointment of Headteacher		A		R	C	
8.2	Suspend (including ending suspension) and dismiss headteacher		A		R	C	
8.3	Recruitment and appointment of CEO/Accounting Officer		A/R				
8.4	Suspend (including ending suspension) and dismiss CEO		A/R				
8.5	Recruitment and appointment of Chief Finance Officer		A	C	R	I	I
8.6	Suspend (including ending suspension) and dismiss CFO		A	C	R		
8.7	Recruitment and appointment of other members of Executive Team		A	C	R	I	I

8.People and Performance		Delegation					
		Members	Trust Board	Finance & Audit Committee	CEO/CFO	LGB	Academy Headteacher
8.8	Suspend (including ending suspension) and dismiss members of Executive Team		**A**	**C**	**R**	**I**	**I**
8.9	Determine annual pay awards (i.e. inflation, considering nationally negotiated settlements).		**A**	**C**	**R**		
8.10	Performance Management, Appraisal & Remuneration of CEO		**A/R**	**C**	**C**		
8.11	Performance Management, Appraisal & Remuneration of Other Executive Team members		**A**	**C**	**R**		
8.12	Performance Management, Appraisal & Remuneration of Headteachers		**A**	**C**	**R**	**C**	**R**
8.13	Performance Management, Appraisal & Remuneration of other Academy personnel		**I**	**C**	**C**	**A**	**R**
8.14	Performance Management, Appraisal & Remuneration of Central Team personnel		**A**	**C**	**R**		
8.15	Employee severance arrangements :						
	Negotiations		**A**		**C**		**R**
	Entering Agreements (NB: agreements exceeding £50k require **prior** ESFA approval)		**A**	**I**	**R**	**I**	**C**
8.16	Compliance with all HR statutory policies – supported by Advanced HR		**A**		**R**	**R**	**R**

Appendix 1 - Financial Regulations – Executive Summary

Academies must be aware of all aspects of the Financial Regulations in order to discharge their financial management responsibilities in line with the DFE and Trust requirements. These are set out in the Trust's financial policies and procedures document including schedule of financial delegation.

Related Party Transactions

- Must notify the CFO of any transactions with related parties prior to the transaction taking place (Require ESFA notification and/or approval).

Appendix 2 – Trust Policies

TRUST POLICIES	APPROVING BODY
Admission arrangements (These are also published on the trust website) **Allegations of abuse against staff** **Business Continuity Policy** **Children with Health Needs who cannot attend school** **Code of Conduct** **Complaints** **Data Protection (GDPR)** **Disciplinary Procedure** **ECT Policy** **Equality and Diversity** **Equality information and objectives** **Financial Regulations** **First Aid** **Freedom of Information** **Grievance Procedure (staff)** **Health & Safety** **Information Security and acceptable use of ICT** **Pay policy** **Procurement and Tendering** **Pupil Suspension and Exclusions** **Reserves** **Risk Management** **Safeguarding and Child Protection** **Supporting Pupils with Medical Needs**	**Full Board**

TRUST POLICIES	APPROVING BODY
Accounting Policy **Special leave and leave of absence** **Appraisal of teaching staff** **Capability of staff** **Cyber Response Plan** **Data handling and lawful basis for processing** **Data Retention** **Flexible working** **Maternity/Paternity/Adoption & shared parental leave** **Publication Scheme and FOI** **Safer Recruitment** **Sickness absence** **Staff Code of Conduct** **Staff Discipline at work** **Staff Grievance** **Trustee and Governance allowance** **Whistleblowing**	**Finance, Audit and Risk**

Appendix 3 - LGB

DFE POLICIES TO BE PUBLISHED ON WEBSITE (updated annually)	APPROVED BY
Accessibility Plan **Attendance (adapting trust template)** **Behaviour policy and practice (including anti-bullying)** **Charges and Remission** **Educational visits (Trust template, supported by Evolve and approved by LGB)** **Equalities (adapting trust guidance)** **Lettings** **Safeguarding and Child Protection policies and procedures (personalised)** **Relationships and sex education** **Special educational needs and disability** **Uniform**	**Local Governing Body**

Appendix 4 - Significant change

Academy trusts proposing to make a significant change must submit a proposal for change and follow the required process with the Department for Education, in advance of the change being made. Failure to do so will constitute a breach of their Funding Agreement (FA), which could result in further action by the Department for Education to address the breach. Changes categorised as a 'significant change':

- Expansion of physical capacity (premises enlargement)
- Expansion onto an additional or satellite site
- Changes affecting SEN units or resourced provision (including adding a resourced provision)
- Change of lower or upper age limit (including adding a nursery)
- Amalgamating or de-amalgamating with another academy
- Transfer to or acquiring another site
- Change of gender composition