



SCHEME OF DELEGATION AND GOVERNANCE



ACCOMPLISH

MULTI ACADEMY TRUST

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SCHEME OF DELEGATION

Summary

The Accomplish Multi Academy Trust (AMAT) is the legal entity responsible for the governance of all academies within the Trust. The Chief Executive Officer (CEO) is accountable for the performance of all academies within the Trust. The Accomplish Multi Academy Trust shall have regard to any guidance as to the governance of academies that the Secretary of State may publish to the extent permitted by the governing documents.

Accomplish Multi Academy Trust Board of Trustees is accountable in law for all decisions about its academies. However, this does not mean that the Board makes all the decisions itself and as such, may choose to delegate to the CEO, Board Committees and Local Governing Bodies (LGB). The decision to delegate a function is made by the full Board of Trustees and is recorded as such. Without formal delegation, the individual or committee has no power to act.

The Scheme of Delegation will be published on the Trust and its schools' websites.

The objectives

The objective of the Trust is to advance for the public benefit education in the UK, establishing, maintaining, carrying on, managing and developing schools providing high quality education to students from all backgrounds by offering a broad and balanced curriculum and fostering collaboration across the Trust family of schools, other schools, educational establishments, the wider community for the benefit of the community and in line with schools' vision and values.

Purpose of the Accomplish Multi Academy Trust Scheme of Delegation

The Scheme of Delegation is the key document defining which functions have been delegated and to whom. This Scheme of Delegation ensures that members, Trustees, Trust Board Committees, LGBs, Executive Leaders and Academy Headteachers are clear about who has responsibility for making which decisions in the Trust. This overarching Scheme of Delegation covering all decision making in the Trust, is not to be confused with the written Scheme of Delegation of financial powers referred to in the Academies Financial Handbook. This Scheme of Delegation explicitly establishes who makes which decisions, and ensures this is clear to both all those within the MAT, as well as to the governing bodies of schools potentially looking to join. It will demonstrate clearly the lines of accountability.

This Scheme of Delegation will:

- Ensure that the roles and responsibilities across the MAT are clearly understood
- Promote a culture of transparency and accountability
- Identify the mechanism for the appointment and performance management of all leaders
- Set out mechanisms for policy and practice in each academy
- Set out mechanisms for the creation and monitoring of each academy's budget
- Set out mechanisms for risk management
- Set out mechanisms for the oversight of educational performance in each academy

VISION & VALUES

Vision

Accomplish Vision is to create a Multi Academy Trust of exceptional and distinctive schools which deliver outstanding education and learning, who share best practice to raise standards and build aspiration for the children and members of its community, maintaining the positive diversity and choice for parents.

This vision will be achieved through the Trusts commitment, to the following Values:

Values

To achieve these aims, we have three principles & values which we will all have in common:

1. We **empower** each other to work hard and accomplish greatness.
2. We **celebrate uniqueness**
3. We **care** deeply about each other

Our values

We **empower** each other to work hard and accomplish greatness.

- Commitment to striving to be the very best we can all be in all that we do. Excellence is our aim for all.
- A relentless commitment to empower teamwork & collaboration
- Empowering high achievement & celebrating excellence in everything we do
- Accountability, creativity & entrepreneurial spirit developed in all
- Building partnerships in our region and across the country in order to empower each other

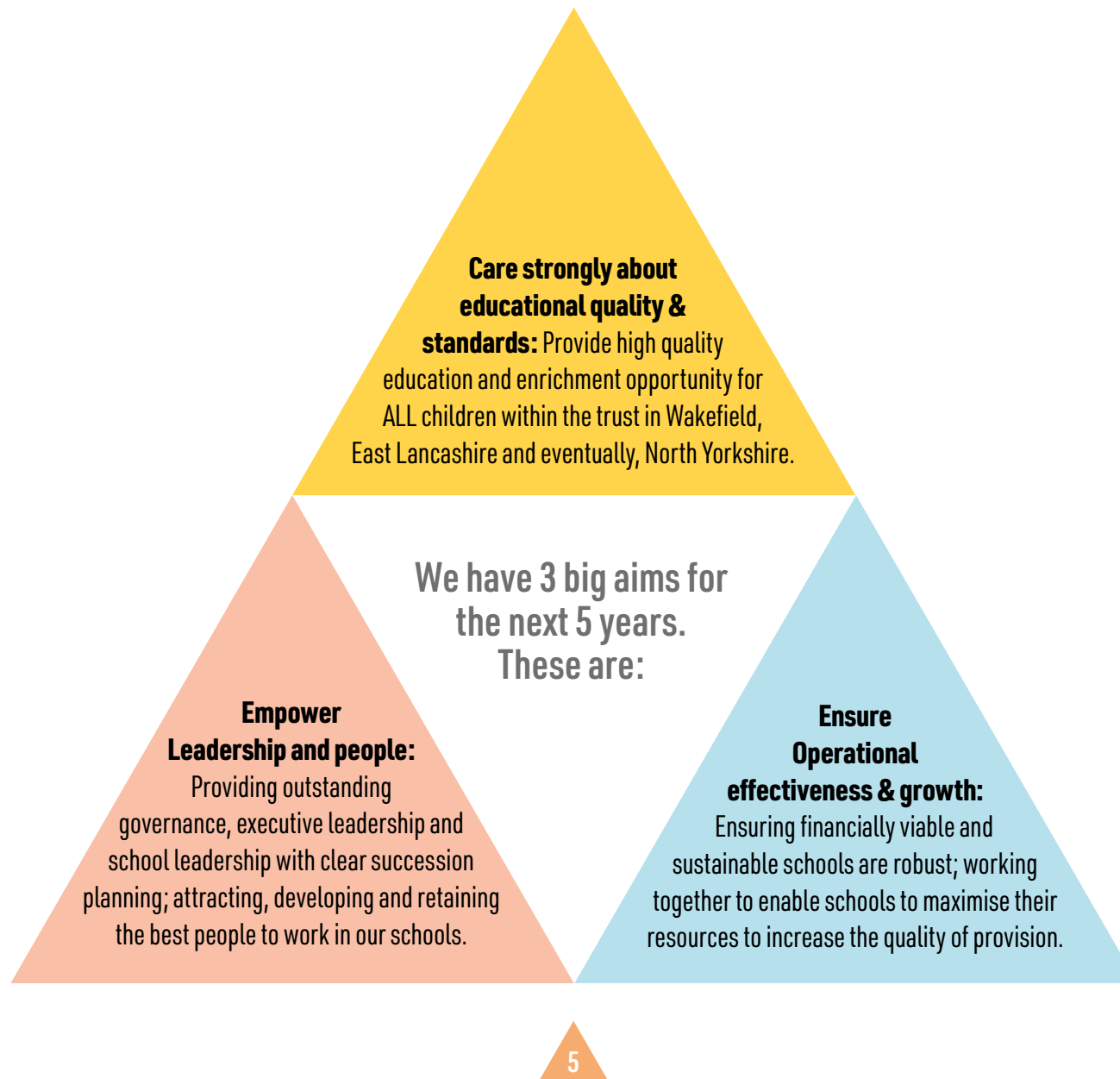
We **celebrate uniqueness**

- Motivate & promote children & adults' unique qualities
- Equity, diversity & inclusion are central to ensure we are fair, enact ethical leadership & remove barriers for all
- Attracting high quality diverse talent to work with our children
- Celebrating school's unique identities in our communities
- Championing our children's unique identities so that they will be confident, able to express themselves eloquently and importantly, have the ability to innovate.
- Children & adults will be self-disciplined, resilient and creative, with the agency to offer their uniqueness to the trust and their school.

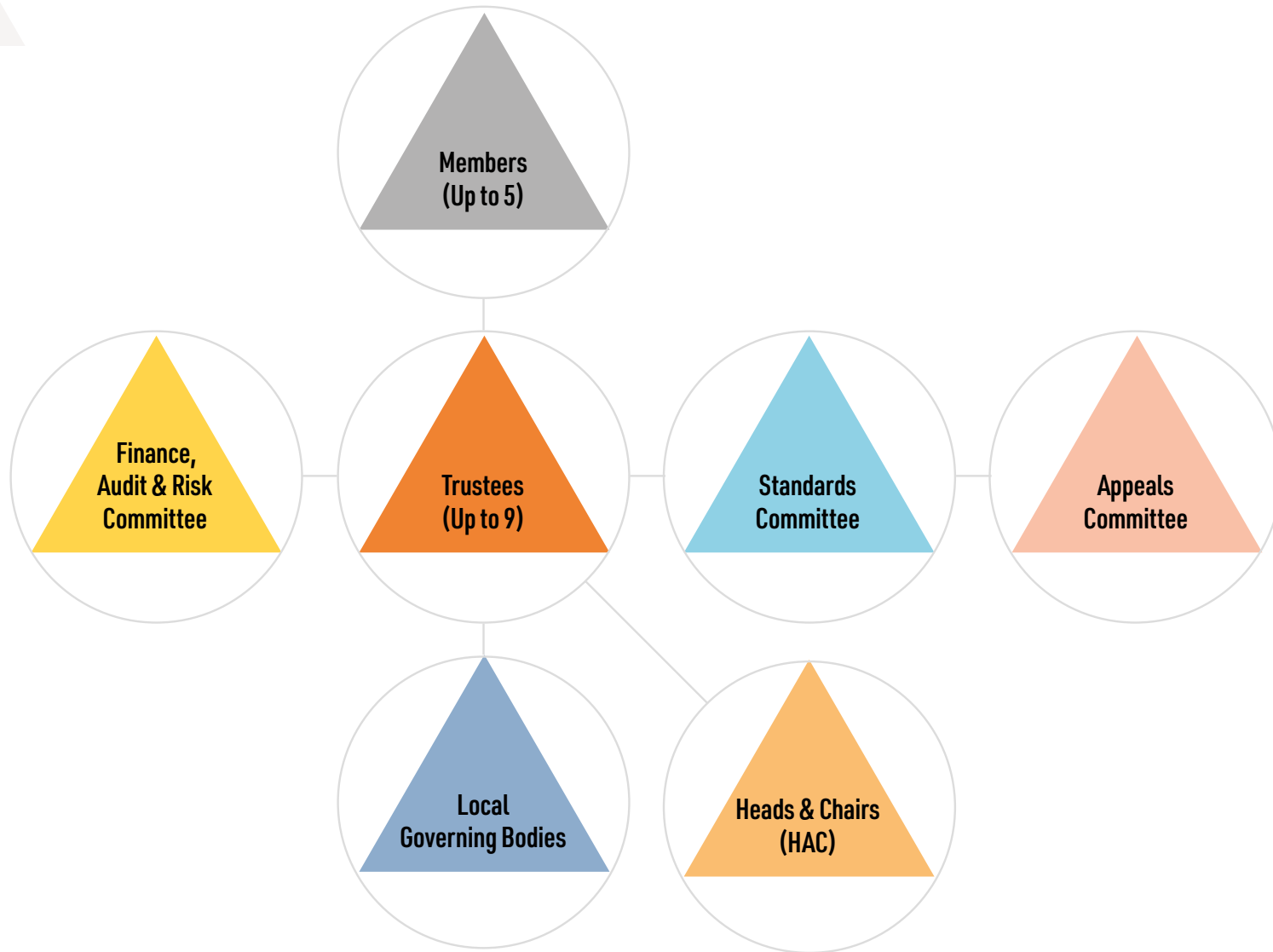
We **care** deeply about each other

- We care deeply about having the highest expectations of our children and staff, we value teaching and learning at the highest and will have a flexible, positive approach.
- We are as passionate about our staff, as we are about our children.
- We care deeply about collaboration & partnership working as this creates agency for everyone to accomplish great things
- We care about the quality of our CPD offer for all
- We care about valuing and celebrating the distinctiveness of our individual communities
- We care about keeping our children & staff emotionally, physically & mentally safe

STRATEGIC AIMS



GOVERNANCE



ACCOUNTABILITY

The Board of Trustees delegates responsibility for delivery of the vision and strategy to the CEO. The AMAT Trust Board holds 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 leaders to account by line managing them.

The Scheme of Delegation also includes delegation to the CEO and Academy Headteachers as well as to the committees of the Board of Trustees. The Board cannot delegate its responsibility or accountability, but delegates some of the detailed scrutiny, oversight and decision-making.

As the CEO is accountable to the Board for the performance of the Trust as a whole, the CEO will report to the Board on the performance of the Trust including on the performance of the Trust's schools, although this may be supplemented by monitoring reports from the LGBs, external advisors and agencies.

The Trust Board determines on a case-by-case basis whether to delegate some day-to-day decision making, actions and monitoring concerning the performance of each academy to the Local Governing Body (LGB).

Factors which may influence the decision to delegate include:

- School performance
- Meeting safeguarding requirements
- A recent Ofsted report
- Financial and administrative performance
- Leadership and governance capacity and capability
- Due diligence
- RAG Rating

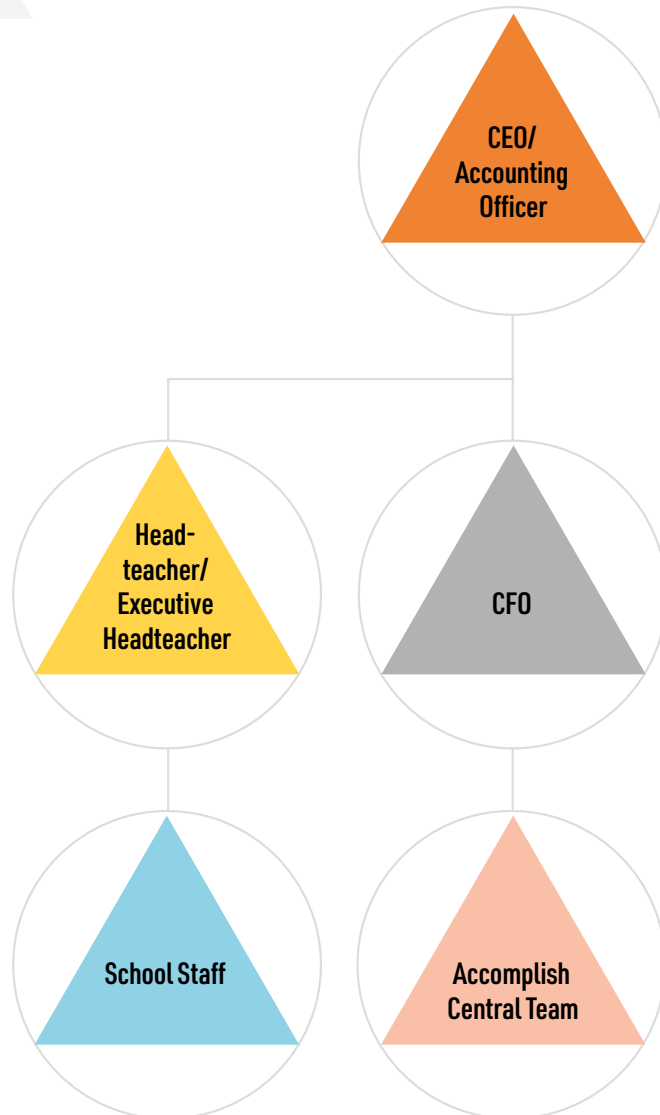
Regardless of the schools' performance, the Board of Trustees retains overall control. Accomplish operates as a collaborative model, with aspects of local delegation.

This model with areas of local delegation requires more than one scheme of delegation. It should also be noted that the phrase local delegation is used to show that some Local Governing Bodies have specific decision making powers and some may be advisory (known as Local Academy Councils).

A Local Governing Body with decision making powers still reports to the Trust Board and its powers and decision-making functions can be amended or revoked by the Board.

The Trust Board will review the performance of the CEO. The CEO is responsible for the performance management of the Academy Headteacher, and where there is an LGB, will seek input from the LGB Chair.

STAFFING STRUCTURE



For those academies with local level delegation:

The Local Governing Body (LGB) is tasked with monitoring whether the school is working within the agreed policies, whether standards are being met, and if the money is being well spent. The LGB will use its detailed knowledge and engagement with stakeholders to ensure that their school is being well run and will report to the Trust Board.

For those academies with restricted delegation:

The Local Academy Council's role is to understand how the school is led and managed, acting as the eyes and ears of the school and its community and have a role in influencing decision- making. They will report to the Trust Board.

MEMBERS - ROLES AND RESPONSIBILITIES

The Role of the Members

The Members of the Trust have a different status to Trustees.

Every Trust has members who have a similar role to shareholders of a company limited by shares.

They:

- are the subscribers to the Memorandum of Association (where they are founding members).
- may amend the Articles of Association (a document that outlines the governance structure and how the Trust will operate) subject to any restrictions created by the funding agreement or charity law. The Articles of Association also describe how members are recruited and replaced, and how many of the Trustees the members can appoint to the Trust Board.
- may, by special resolution, appoint new members or remove existing members other than, where there is one, the foundation/sponsor body and any members it has appointed.
- have powers to appoint Trustees as set out in the Trust's articles of association and powers under the Companies Act 2006 to remove Trustees.
- may, by special resolution, issue direction to the Trustees to take a specific action
- appoint the Trust's external auditors and receive (but do not sign) the audited annual report and accounts (subject to the Companies Act).
- have power to change the company's name and, ultimately, wind it up.

While Members are permitted to be appointed as Trustees, in order to retain a degree of separation of powers between the members and the Trust Board, and in line with DfE, where possible members should not be Trustees. Members are not permitted to be employees of the Academy Trust.

Whilst responsibility to conduct the Trust's strategic business sits with the Trustees, if the governance of the Trust by the Board of Trustees becomes dysfunctional the Members will have a strong interest in ensuring the Board has plans to address the issues, or otherwise to remove the Board or individual Trustees and re-appoint Trustees with the skills necessary for effective governance.

Members must meet at least once a year, but in Accomplish meet at least 2 times each year.

TRUSTEES - ROLES AND RESPONSIBILITIES

The Role of Trustees

9 Trustees are appointed by Members. The Trustees of Accomplish Multi-Academy Trust are both charity Trustees and company directors. At Accomplish we refer to them as Trustees. Trustees are appointed for their knowledge skills and/or experience, ensuring an appropriate balance, in the following areas as required by the Board:

- Corporate and Business Strategy/Development
- Financial
- Human Resources
- Asset management
- Communication, Marketing and PR
- Legal
- Education
- Chief Executive Officer (Trust Performance and Development – education and standards)

The Trustees 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 memorandum and articles of association. The Board of Trustees is the accountable body for the performance of all schools within the Trust and as such must:

- ensure clarity of vision, ethos and strategic direction
- hold executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
- oversee and ensuring effective financial performance.

The Trustees must apply the highest standards of conduct and ensure robust governance, as these are critical for effective financial management. They should follow the Governance Handbook, which describes the following features of effective governance in more detail and will aid compliance with the Academy Trust Handbook:

- strategic leadership that sets and champions vision, ethos and strategy
- accountability that drives up educational standards and financial performance
- people with the right skills, experience, qualities and capacity
- structures that reinforce clearly defined roles and responsibilities
- compliance with statutory and contractual requirements
- evaluation of governance to monitor and improve its quality and impact.

Trustees must comply with the Trust's charitable objects, with company and charity law, and with their contractual obligations under the funding agreement.

They are to:

- act within their powers
- promote the success of the company
- exercise independent judgement
- exercise reasonable care, skill and diligence
- avoid conflicts of interest
- not accept benefits from third parties
- declare interest in proposed transactions or arrangements.

TRUSTEES - ROLES AND RESPONSIBILITIES

As an organisation, the Trust has a range of obligations under current legislation and statutory guidance. Trusts obligations include such matters as safeguarding, health and safety and estates management. Ensuring strong governance in these areas will be a key priority for the Board.

Safeguarding

Academy Trust Boards have a duty to:

- safeguard and promote the welfare of children
- have regard to any statutory guidance on safeguarding issued by the Secretary of State
- ensure the suitability of staff, supply staff, volunteers, contractors and proprietors.

When carrying out the Prevent duty as required under section 26 of the Counter Terrorism and Security Act, Trusts are required to follow the Home Office's 'Revised 15 Prevent duty guidance: for England and Wales' and the DfE's general advice 'Protecting children from radicalisation: the prevent duty'.

Additional roles

The Trustees must ensure regularity and propriety in use of the Trust's funds, and achieve economy, efficiency and effectiveness – the three elements of value for money. The Trustees must also take ownership of the Trust's financial sustainability and its ability to operate as a going concern.

Health and Safety

Under the Health and Safety at Work Act the Academy Trust, as an employer, is responsible for the health and safety of its staff, pupils, and any visitors.

Trust Boards should follow the Department's 'Health and Safety: responsibilities and duties for schools' as well as 'Health and Safety Executive (HSE) guidance for Education'.

Academy Trusts have a duty to manage asbestos in their schools effectively, compliant with the Control of Asbestos Regulations 2012.

Estates management

AMAT's estate is both an asset and a mechanism to deliver outcomes for pupils. The DfE expects academy Trusts to manage their school estate strategically and maintain their estate in a safe working condition.

The AMAT Trust Board is permitted to exercise all the powers of the Academy Trust. The AMAT Trust Board will delegate to the CEO responsibility for the day to day operations of the Trust. The Trustees can determine whether to delegate any governance functions.

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

The Chair of Trustees

The chair is responsible for ensuring the effective functioning of the Board and has a vital role in setting the highest expectations for professional standards of governance and accountability for the Board. It is the chair's responsibility to give the Trust Board clear leadership and direction, keeping it focused on its core functions. The chair's role will be informed by the governance professional's (clerk's) advice and support.

OTHER ROLES AND RESPONSIBILITIES

The Role of the Committees

The Trustees have established three committees either with delegated authority to make decisions or for the purpose of providing advice and support, informing the overall work of the Trust Board. However these committees are not legally responsible or accountable for statutory functions – the Trust Board retains overall accountability and responsibility. The responsibilities of Board committees are set out in their terms of reference; the responsibilities of Local Governing Bodies (LGB) are set out in their own Terms of Reference. The Trust Board may appoint committee members and committee chairs.

The committees are

- Finance, Audit and Risk
- Standards
- Appeals

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 ensuring the performance management of the Headteachers (in partnership with the LGB) is carried out.

The CEO 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.

The CEO 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 Accounting Officer

At AMAT, The Accounting Officer is the CEO. The appointment of an Accounting Officer does not remove the Trustees' responsibility for the proper conduct and financial operation of the Trust.

The Accounting Officer role includes specific responsibilities for financial matters. It includes a personal responsibility to Parliament, and to ESFA's accounting officer, for the Trust's financial resources. Accounting officers must be able to assure Parliament, and the public, of high standards of probity in the management of public funds, particularly regularity, propriety and value for money. Accounting officers must adhere to The 7 principles of public life.

The Accounting Officer must have oversight of financial transactions, by ensuring the Academy Trust's property and assets are under the Trustees' control, and measures exist to prevent losses or misuse by ensuring bank accounts, financial systems and financial records are operated by more than one person and keeping full and accurate accounting records to support their annual accounts.

The Accounting Officer completes and signs a statement on regularity, propriety and compliance each year and submits this to ESFA with the audited accounts. The Accounting Officer must also demonstrate how the Trust has secured value for money via the governance statement in the audited accounts.

The Accounting Officer has a duty to raise concerns. They must take personal responsibility (which must not be delegated) for assuring the Board that there is compliance with the funding agreement and handbook. They must advise the Board in writing if action it is considering is incompatible with the articles, funding agreement or handbook. Similarly, the Accounting Officer must advise the Board in writing if the Board fails to act where required by the funding agreement or handbook. Where the Board is minded to proceed, despite the accounting officer's advice, the Accounting Officer must consider the Board's reasons and if the Accounting Officer still considers the action proposed by the Board is in breach of the articles, the Funding Agreement or Handbook, the Accounting Officer must notify ESFA's Accounting Officer immediately in writing.

OTHER ROLES AND RESPONSIBILITIES

The Role of the Chief Finance Officer (CFO)

The Board has appointed a CFO, who is the Trust's finance director and business manager to whom responsibility for the Trust's detailed financial procedures is delegated. The CFO plays both a technical and leadership role. The CFO is employed by the Trust.

The Governance Professional (Clerk to the Board)

AMAT has appointed a Governance Professional to support the Board of Trustees who is someone other than a Trustee, Headteacher, Chief Executive of the Trust.

The Governance Professional contributes to the efficient functioning of the Board by providing:

- guidance to ensure the Board works in compliance with the appropriate legal and regulatory framework, and understands the potential consequences of non-compliance
- independent advice on procedural matters relating to operation of the Board
- administrative and organisational support.
- For non-executive Trustees a knowledgeable Governance Professional (or Company Secretary) is an essential part of their tool kit.

The Role of the Academy Headteacher/ Executive Headteacher

The Academy Headteacher is responsible for the day-to-day leadership and management of the Academy and is line managed by the CEO. The Academy Headteacher will report to the LGB on matters that have been delegated to that committee as set out in the Scheme of Delegation. The Academy Headteacher is responsible for all aspects of performance, ensuring that his or her academy meets academy development plan targets and contributes to the achievement of Trust priorities, the realisation of its vision and exemplifying its values. All the Academy Headteachers share responsibility for the performance of pupils and staff across the Trust. Each Academy Headteacher is a member of the Heads and Chairs (HAC) group and the Accomplish Executive Leadership Team, as part of which they have focused areas of responsibility across AMAT.

The Role of the Heads and Chairs (HAC) group

The HAC group reports to the Trust Board and comprises of the Headteacher and a senior Governor (if not the Chair) representative from each of the schools in the Multi Academy Trust. The purpose of this group is to ensure a clear pathway of information to and from the CEO and

Trust Board members, ensuring that their school's Governors are kept informed and updated. Its purpose is to develop and consolidate the collaborative ethos, co-ordinate training and share good practice at a senior level that is already established and to make suggestions as to the next areas of collaboration and development. Its role is also to ensure that Trust Policy, procedures and practice are embedded across each school and LGB.

THE ROLE OF THE LOCAL GOVERNING BODY (LGB)

LGB's will approve the appointment of their Chairs, ensure that parents are elected to each LGB and will follow the structure and organisation as outlined within the AMAT Terms of Reference for Local Governing Bodies. Responsibilities will include:

- Building an understanding of how the school is led and managed
- Monitoring whether the school is:
 - Working within agreed AMAT policies.
 - Ensure local policies are in place, up to date and followed.
 - Is meeting the agreed targets.
- Monitor that the school website complies with statutory and AMAT requirements, is clear, informative and promotes the school.
- Monitors and reports that AMAT safeguarding procedures and training are in place.
- Monitors and reports that staff and pupil wellbeing is a high priority.
- Monitors and reports that the AMAT Health and Safety procedures and training are in place and followed.
- Monitor that the school building is safe and well managed.
- Monitor that the school has a broad and balanced curriculum and meets national and local requirements.
- Monitoring that its finances, and resources are within the budget set and agreed by the Trust Board.
- Ensure Pupil Premium and Sports Premium is monitored effectively
- Engaging with stakeholders.
- Form a panel to review complaints and exclusions.
- Support the recruitment process.

- Providing a representative to advise the CEO as part of the Headteacher/Executive Headteacher appraisal process.
- Monitors that the school has suitable and sufficient staffing.
- Reporting to the Board through the Governor representative attending HAC.

Locally delegated responsibilities can be removed if Trustees determine that the LGB is unable to meet Key Performance Indicators. (See Accomplish RAG Rating).

Finance

The accounts of the Company shall be the responsibility of the Trustees but the Finance Department shall provide accurate and timely information about the finances of the Academy to the LGB at their meetings, and the LGB has both a right and a duty to scrutinize the accounts of its academies.

The Local Governing Body shall follow the advice and instruction of the Chief Finance Officer, who shall ensure that proper procedures are put in place for the safeguarding of funds and that the requirements of the Academies Trust Handbook are observed at all times as well as any requirements and recommendations of the Trustees and the Secretary of State.

The Local Governing Body shall have the responsibility for holding the Headteacher to account for the allocation of ring-fenced funding such as Pupil Premium, Sports Premium and Catch-up Premium, and its impact on students' outcomes.

The Local Governing Body shall inform the Trustees of any need for significant unplanned expenditure and will discuss with the Trustees, and others as the Trustees shall require, options for identifying available funding.

The Local Governing Body shall formally review the annual Academy budget for approval by the Trust Board.

Authorising permanent changes to the Academy's staffing structure within an agreed budget.

Maintenance of a Register of Business Interests for all Governors and those Academy staff with financial responsibilities.

THE ROLE OF THE LOCAL GOVERNING BODY (LGB)

Estates

The maintenance of the buildings and facilities used in respect of the Academy is the responsibility of the Local Governing Body, who shall have regard at all times to the safety of the users of the buildings and the facilities and the legal responsibilities of the Trustees (and/or any others) as owners of such buildings and facilities.

The COO/CFO, managed by the CEO, will be responsible for developing a ten-year estate management strategy that will identify the suitability of buildings and facilities in light of long-term curriculum needs and the need for and availability of capital investment to meet the Local Governing Body's responsibility to ensure the buildings and facilities are maintained to a good standard.

The responsibility for any disposals or acquisitions of land to be used by the Trust will be that of the Trustees.

Resources

Headteacher

The Trustees shall appoint the Headteacher, in consultation with the Local Governing Bodies. The Trustees and the Local Governing Body may delegate such powers and functions as they consider are required by the Headteacher for the internal organisation, management and control of the Academy (including the implementation of all policies approved by the Trustees and the Local Governing Body and for the direction of the teaching and curriculum at the Academy).

THE ROLE OF THE LOCAL ADVISORY COMMITTEE (LAC)

Where necessary the Trust Board will establish an Advisory Board in a school and will appoint the chair and ensure parents are represented. The Advisory Board will:

- Seek to understand how the school is led and managed: the Headteacher will report termly on how the school is fulfilling the Trust's ethos, vision and strategy.
- Act as the panel when reviewing the head's decisions on exclusions, and parents' complaints.
- Be the consultative body for the school's stakeholders.
- Represent the school's stakeholders.
- Forge links with the community.
- Act as an ambassador for the school.

MODEL FOR SCHOOL IMPROVEMENT

As set out in our vision statement, the core purpose of the AMAT is to deliver an exceptional education for all learners in our Trust community. We will use this principle in developing an effective model for school improvement, which will ensure impact on the achievement and life chances of every child in the Trust.

In order to achieve this we have established the following Quality Assurance Procedures.

RAG Rating System

Each school will have its RAG rating updated terms 1, 3 and 5 under the following headings:

- Ofsted grade
- Pupil attainment
- Pupil Progress
- Leadership and Management
- Curriculum
- Teaching and Learning and Assessment
- Behaviour
- Wellbeing/Personal Development
- Safeguarding
- Governance
- Finance
- Exclusions
- Attendance
- HR/Staffing
- Health and Safety
- School's Overall Impact

If the school is showing a range of red indicators across key areas then the following process is applied.

1. Meeting with CEO to discuss issues and review actions, and support – in line with the School Improvement Pathway.
2. If rapid improvement is not evidenced a full review is undertaken by the CEO and School Improvement Partner.
3. If the outcome of the review causes concern (leadership capacity cannot enable rapid improvement) then the Trust Board meet to determine whether the school maintains its locally delegated responsibilities.

Executive Leadership Team

As part of our collaborative model, each Headteacher/Executive Headteacher and Heads of School are members of the Executive Leadership Team. Each is responsible for leading a key area across AMAT and works with the CEO to ensure that this area follows statutory requirements and best practice.

Networks

Networks are led by Deputy Heads or Senior leaders. They are responsible for developing and implementing practice across subjects and key areas across AMAT.

Shared Data Systems

AMAT schools use Hello Data Integris systems to record assessment data over the year. There is a AMAT Assessment Timetable which details when assessments are taken and by which year group. This enables analysis at a school and MAT level. This information is reported to the Trust Board (monitored in detail by the Trust Standards Committee) and used to focus school improvement support or share best practice across AMAT. End of Key Stage outcomes are also analysed using Hello Data. It is used to support the RAG rating judgement. Individual schools will also collect their own data to support teaching, subject and school development.

MODEL FOR SCHOOL IMPROVEMENT

School Improvement Cycle

Term 1

Autumn Visit – CEO, Data Review, SDP, RAG Rating School Standards, Headteacher Performance Management

Committee meet – MAT Data analysed, reported to Board. Support brokered.

Term 1:2

Headteacher's Appraisal, Data analysed end of term, MAT Data Analysis completed

Term 2:1

CEO Visit – focus on Term 2 data, SDP, RAG Rating, School Standards

Term 2:2

Headteacher interim review. Data collected. MAT analysis completed. Committee Meet- MAT data analysed, reported to Trust Board. Support reviewed.

Term 3:1

CEO Visit – focus on Term 2 data, SDP, RAG Rating, School Standards

Term 3:2

End of key stage data reviewed and analysed. Reported to the board.

Actions following identification of Schools at risk of underachievement:

1. CEO, School Improvement Adviser and Designated Board Member meet with school leaders to identify key areas for improvement and write School Support Plan (see below).
2. Resource implications of School Support Plan identified and shared with the Trust Board.
3. Other schools and/or outside agencies contacted to ensure support is available for the identified areas.
4. Plan implemented and monitored by the CEO on a regular basis.
5. School removed from category when targets are met and there is evidence of sustainable improvement.

Resources currently available in the MAT to support schools:

- Very experienced Headteachers with a strong track record of improvement supported by very able and experienced senior leaders.
- Expertise in all curriculum areas and SEN across the schools.
- A School Improvement Adviser with 20 years' experience as an Adviser
- Anchored Education to support with safeguarding, SCR reviews & SEN audits
- Members and Governors with successful CEO, headship and senior leadership experience and Primary headship experience.
- A database of Trust Academy staff with identified expertise and a willingness to support other schools.
- A wide range of external contacts which could be bought in if necessary

MODEL FOR SCHOOL IMPROVEMENT

INTENSIVE SUPPORT PLAN FOR SCHOOLS AT RISK

SCHOOL:			
KEY AREA:			
TARGET	ACTIONS REQUIRED	PERSONNEL RESPONSIBLE	TIMELINE and MILESTONES
SUCCESS CRITERIA	MONITORING SCHEDULE	EVALUATION	
		Quantitative	Qualitative

Leadership Models and Pathways - a culture of 'invitational leadership'

- Leadership opportunities at all levels – expert teachers, school and Trust-based champions for teaching and learning, core subjects and themes, primary Trust 'lead practitioners'.
- Leadership training.
- Senior leadership opportunities to 'act up' in Trust-wide roles.
- Secondments/'shadowing' opportunities.
- Roles for expert teachers

Staff Development (in school, across schools/Trust/English Hub) – See detailed CPD plan

- Networks for sharing practice.
- Planned and flexible school to school support.
- Access to accredited national qualifications through the National College
- Access to training through English Hub.
- Accomplish CPD Plan
- Opportunities to work in other schools.
- Trust INSET training and conference.
- Networking with other Trusts.
- Early Careers Teacher (ECT) Framework to support new teachers.

APPENDICES

Key to Scheme of Delegation Charts	
Level 1	Members
Level 2	Board of Trustees of the Multi-Academy Trust
Level 3	Chief Executive Officer (CEO)
Level 4	Local Governing Body (LGB)
Level 5	Academy Headteacher
	Function cannot be legally carried out at this level.
✓	Accountable for decision making
A	Provide advice and support to those accountable for decision making
C	Comply - ensure AMAT policies and procedures are in place and followed
D	Deliver

APPENDIX I: **WITH** LOCAL DELEGATION

AREA	DECISION	DELEGATION				
		Members	Trust Board	CEO	LGB	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					
	Parent Trustee/committee member: elected					
	Committee chairs: appoint and remove					
	LGB chairs: appoint and remove			A	A	
	Clerk to Board: appoint and remove					
	Appointment of the Responsible Officer Role and if necessary the Audit Cttee					
	Clerk to LGB: appoint and remove				✓	

APPENDIX I: **WITH** LOCAL DELEGATION

AREA	DECISION	DELEGATION				
		Members	Trust Board	CEO	LGB	Academy Headteacher
Governance framework						
Systems and structures	Articles of Association: agree and review	✓	D	A		
	Governance structure (committees) for the Trust: establish and review annually		✓			
	Terms of reference for Trust committees (including audit if required, and scheme for school committees): agree annually		✓			
	Terms of reference for LGB/local committees: agree and review annually		✓			
	Skills audit: complete and recruit to fill gaps		✓	A	C	A
	Annual self-review of Trust Board and committee performance: complete annually		✓			
	Annual self-review of LGB performance: complete annually		✓		D	
	Chair of Trustees performance: carry out 360 review periodically	✓				
	Chair of Governors performance: carry out 360 review periodically		✓		D	
	Trustee / committee member contribution: review annually	✓				
	Succession: plan	✓	✓	D	A	A
	Annual schedule of business for Trust Board: agree		✓			
	Annual schedule of business for LGB: agree		✓	A	A and C	A

APPENDIX I: **WITH** LOCAL DELEGATION

AREA	DECISION	DELEGATION				
		Members	Trust Board	CEO	LGB	Academy Headteacher
Reporting						
Reporting	Trust governance details on Trust and academies' websites: ensure		✓	D		
	Academy or School governance details on academy website: ensure		✓	D	C	D
	Register of all interests, business, pecuniary, loyalty for Members/Trustees/Committee members/ LGB: establish and publish		✓	A	C	C
	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		✓	D		
	Annual report work of LGB: submit to Trust and publish				D	A

APPENDIX I: **WITH** LOCAL DELEGATION

AREA	DECISION	DELEGATION				
		Members	Trust Board	CEO	LGB	Academy Headteacher
Being Strategic						
Strategic Direction and Development	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		✓	D		
	Determine school level policies which reflect the Trusts ethos and values			A	✓	D
	Central spend / top slice: agree		✓	A		
	Management of risk: establish register, review and monitor		✓	D	C	A and C
	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		✓	D		
	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	A	✓
	Chief executive officer: Appoint and dismiss		✓			
	Academy Headteacher : Appoint and dismiss		✓	✓	A	
	Budget plan to support delivery of Trust key priorities: agree		✓	A		
	Budget plan to support delivery of school key priorities: agree		✓	A	A	A
	Trust's staffing structure: agree		✓	A		
	School staffing structure: agree			✓	A	✓

APPENDIX I: **WITH** LOCAL DELEGATION

AREA	DECISION	DELEGATION				
		Members	Trust Board	CEO	LGB	Academy Headteacher
Holding to account						
Holding to account	Auditing and reporting arrangements for matters of compliance (eg safeguarding, H&S, employment): agree		✓	D	C	D
	Reporting arrangements for progress on key priorities: agree		✓	D	C	D
	Performance management of the Chief Executive Officer: undertake		✓			
	Performance management of Academy Headteacher : undertake			✓	A	
	Trustee monitoring: agree arrangements	✓	✓			
	LGB member monitoring: agree arrangements		✓	A	D	A

APPENDIX I: **WITH** LOCAL DELEGATION

AREA	DECISION	DELEGATION				
		Members	Trust Board	CEO	LGB	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		✓	D	C	D
	CEO pay award: agree		✓			
	Academy Headteacher pay award: agree		✓	A		
	Staff appraisal procedure and pay progression: monitor and agree		✓	D	C	D
	Benchmarking and Trust wide value for money: ensure robustness		✓	D	C	D
	Benchmarking and academy value for money: ensure robustness		✓	D	C	D
	Develop Trust wide procurement strategies and efficiency savings programme		✓	✓		C
	Set the school budget in conjunction with the CFO within AMAT guidelines		✓	D		C
	Monitor that the school budget follows the one set by Trustees		✓	D	A	D
	Make in year budget adjustments following guidance from CFO		✓	D		C

APPENDIX I: **WITH** LOCAL DELEGATION

AREA	DECISION	DELEGATION				
		Members	Trust Board	CEO	LGB	Academy Headteacher
Safeguarding (including site and premises)						
Safeguarding	Trusts Safeguarding Policy is in place, compliant with statutory guidelines and reviewed annually.		✓	D	C	C
	Staff and relevant adults receive statutory safeguarding training.		✓	D	C	D
	Statutory Safer Recruitment Policy is in place		✓	D	C	D
	Staff and governors have undertaken and are up to date with safer recruitment training		✓	D	C	D
	A Health and Safety Policy is in place and follows statutory requirements		✓	D	C	C
	Regular site Health and Safety audits take place				✓	D
	Statutory Compliance checks are undertaken		✓	D	C	D
Oversite of curriculum and Education performance						
	A broad and balanced curriculum is in place which meets national, local and AMAT guidelines		A	A	A	D
	Pupils achieve good outcomes (in line with national expectations). Where this is not the case, plans are put in place to raise standards)		A	✓	A	D

APPENDIX II: **WITHOUT** LOCAL DELEGATION – LOCAL ACADEMY COUNCIL

AREA	DECISION	WITH RESTRICTED DELEGATION				
		Members	Trust Board	CEO	Academy Headteacher	Local Academy Council
Governance framework						
People	Members: Appoint/Remove	✓				
	Trustees: Appoint/Remove	✓				
	Role descriptions for members	✓				
	Role descriptions for Trustees/Chair/ specific roles/committee members: agree		✓			
	Local Academy Council member: elected		✓			A
	Committee (including school committee) chairs: appoint and remove		✓			
	Local Academy Council chairs: appoint and remove		✓	A		
	Clerk to Board: appoint and remove		✓			
	Clerk to school committees: appoint and remove		✓			A

APPENDIX II: **WITHOUT** LOCAL DELEGATION – LOCAL ACADEMY COUNCIL

AREA	DECISION	WITH RESTRICTED DELEGATION				
		Members	Trust Board	CEO	Academy Headteacher	Local Academy Council
Governance framework						
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 of Delegation for school committees): agree and review annually		✓			
	Terms of reference for Local Academy Council: agree and review annually		✓			
	Skills audit: complete and recruit to fill gaps		✓	A		A
	Annual self review of Trust Board performance: complete annually	✓	A			
	Chair's performance: carry out 360 review periodically		✓			A
	Trustee contribution: review annually		✓			
	Local Academy Council's members' contribution: review annually		✓	A		A
	Succession: plan		✓	A	A	A
	Annual schedule of business for Trust Board: agree		✓	A		
	Annual schedule of business for committees: agree		✓	A		
	Annual schedule of business for Local Academy Council: agree		✓	A		

APPENDIX II: **WITHOUT** LOCAL DELEGATION – LOCAL ACADEMY COUNCIL

AREA	DECISION	WITH RESTRICTED DELEGATION				
		Members	Trust Board	CEO	Academy Headteacher	Local Academy Council
Governance framework						
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		✓			
	Annual report on work of Local Academy Council: submit to Trust and publish				A	✓

APPENDIX II: **WITHOUT** LOCAL DELEGATION – LOCAL ACADEMY COUNCIL

AREA	DECISION	WITH RESTRICTED DELEGATION				
		Members	Trust Board	CEO	Academy Headteacher	Local Academy Council
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		
	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	✓	A
	Chief Executive Officer: Appoint and dismiss		✓			
	Academy Headteachers: Appoint and dismiss		✓	A		
	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		
	Academies’ or Schools’ staffing structure: agree		✓	A	A	

APPENDIX II: **WITHOUT** LOCAL DELEGATION – LOCAL ACADEMY COUNCIL

AREA	DECISION	WITH RESTRICTED DELEGATION				
		Members	Trust Board	CEO	Academy Headteacher	Local Academy Council
Holding to account						
Holding to account	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree		✓	A		
	Reporting arrangements for progress on key priorities: agree		✓	A		
	Performance management of the Chief Executive Officer: undertake		✓			
	Performance management of academy principals: undertake			✓		
	Trustee monitoring: agree arrangements		✓	A		
	Local Academy Council member monitoring: agree arrangements		✓	A	A	A

APPENDIX II: **WITHOUT** LOCAL DELEGATION – LOCAL ACADEMY COUNCIL

AREA	DECISION	WITH RESTRICTED DELEGATION				
		Members	Trust Board	CEO	Academy Headteacher	Local Academy Council
Ensuring financial probity						
Ensuring financial probity	Chief financial officer for delivery of Trust’s 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		
	CEO pay award: agree		✓			
	Academy Headteacher pay award: agree		✓	A		
	Staff appraisal procedure and pay progression: monitor and agree		✓	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		✓	A		