Scheme of Delegation

September 2024

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Scheme of Delegation Principles

1. Lincoln Anglican Academy Trust is a family of Academies with one Board and one Scheme of Delegation.

2. As a Multi Academy Trust (MAT), the Trust Board of LAAT is accountable, in law, for all major decisions concerning the academies.

3. The Board will set the vision and values of the Trust and ensure that they uphold the objects as defined within the Articles of Association.

4. The Board will ensure that it is at all times compliant with all statutory obligations as outlined by the DfE, EFA and The Charity Commission.

5. The Trust Board is not required to carry out all the Trust's governance functions and many can, and should, be delegated to the CEO and Executive Team, the Trust Board's Committees, and the Academy Committees. The decision to delegate a function is made by the Trust Board. Without such delegation, the individual or Committee has no power to act.

6. As a single employer, the LAAT is committed to ensuring that it operates within UK employment legislation, recognising the relevant Unions where appropriate.

7. Each Academy has its own identity, but shares the common purpose of the Trust.

8. The LAAT governance structure recognises the overall responsibility of the board of Trustees, the line management of Head Teachers by educational professionals, the experience and understanding of the local Academy Committees being best placed to assess the performance of their Academy in relation to the needs of their pupils and local community.

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Leadership and Governance Roles and Responsibilities

Members	• Ensure governance is effective • Appoint the Directors
Company Directors/Charity Trustees *Consisting of the Trust CEO and other professionals with a range of skills, knowledge and experiences.*	• Set the vision and values for the Trust • Accountable body for all Academies • Ensure the Trust comply with charity, company and education legislation • Ensure preservation of religious character for church schools • Ensure the quality of educational provision
Board Committees	• Delegated responsibilities for area of the Board's work – Finance and Operations, Schools and Standards and Risk and Audit.
Executive Leadership Team	• Manage the Trust's day to day activities including school improvement, finance, HR, ICT, estates and governance
Academy Committees	• Local supporter and advisory bodies with a good understanding of the local communities
Senior Leadership Team	• Through their wide range of expertise and experience, work together to ensure that every pupil enjoys their time at the Academy and reaches their full potential.

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Academy Committee Responsibilities

As a committee of the Board, the Academy Committee plays a crucial role within the governance structure. The following section outlines the purpose and roles of the AC and its Governors.

To help the Board of Directors fulfil its core functions by:

1. Helping shape a vision for each school appropriate to its foundation (Anglican, Methodist, or Community)

   - Promoting the Academies place in its community
   - Helping the Board of Directors have the understanding it needs to improve outcomes for all pupils
   - Helping the Board of Directors have the understanding it needs to hold the CEO to account

2. Helps the CEO and school leader fulfil their roles by:

   - Supporting and challenging the school's senior leader to improve certain aspects of the academy (see list of responsibilities)
   - Providing external input to processes (complaints, governor panels, recruitment, etc)
   - Having an understanding of all areas of the school
   - Helping the School's senior leader to understand the local community, including commerce and industry
   - Building links with the wider local community including parents

3. Looks at the school through the lens of the child:

   - Seeking to answer on behalf of the board and executive: "what is it like to attend this School?"

Culture, vision, and ethos	Formulate with the schools' senior leaders a culture, vision, and ethos for the school in keeping with the Trusts and the school's foundation (Anglican, Methodist, or community) and support/challenge the schools' senior leaders to translate these into everyday experience.
Personal development and welfare of pupils and staff	Support/challenge the school leaders to ensure all activity effectively contributes to the personal development and wellbeing of pupils and staff
Curriculum	Support/challenge the school leaders in setting and delivering the school curriculum in line with the Trust approach
Behaviour and Attendance	Support/challenge the school leaders to ensure behaviour is effective in encouraging learning, inclusion, and wellbeing
Extra-Curricular provision	Support/challenge the school leaders to ensure extra-curricular provision is appropriate and of good quality
Safeguarding	Monitor that the school is carrying out its statutory duties and support/challenge the school leaders to do so effectively in line with KCSIE, LAAT Safeguarding Policy and training
Engagement and promotion within the local community	Promote and champion the school in the local community and help to build productive links between school and community including parents. - For schools with a Church of England foundation - to also promote links and especially with the local church and the diocese - For schools with a Methodist foundation – to also promote links and especially with the local church and MAST

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Attendance at panel meetings	Staffing, behaviour and complaints panels, and senior management recruitment and Growth and Development (line management remains with the CEO and their team)
Health and Safety	Having regular updates from school leaders about health and safety and supporting/challenging leaders on compliance within the policy.
Compliance	Ensuring that all policies and approved within an appropriate cycle and statutory publication requirements are carried out within the required timeframes. This includes website publications, SCR requirements and government databases.

Governors do not hold the school leaders to account, this is undertaken by the CEO and their team.

Link Governors

Clearly, there is an expectation of a Governor to know the Academy well, and to be able to both support and challenge its performance and improvement. Governor Link Visits are therefore a fundamental part of securing greater consistency and impact, from the time that Governors spend to support each Academy and the Trust as a whole.

Every Governor has the opportunity to become a Link Governor. These roles, which give Governors an opportunity to develop a greater understanding of the detailed workings of an Academy, are usually allocated in the first meeting of the academic year. **Each Academy Committee must have a Safeguarding Governor and a Health and Safety Governor. Other areas of responsibility can be agreed as appropriate.**

It would be beneficial for Governors to visit the Academy once per term (further visits could also be arranged if required) in order to meet with a designated senior leader and other identified staff or pupils / students as appropriate. The purpose of the visit would be to establish the relative strengths and areas for development of specific areas of the Academy set against its self-evaluation and strategic priorities. Following visits, a record of the agreed areas of discussion and actions should be completed on the Trust template and shared with all Governors at the following Academy committee meeting.

How the Local committee fulfils its responsibilities

- Academy committees should not undertake monitoring of areas such as standards (including RE) and finance as this is undertaken by the Education Development Team in the Trust. The committee should however support and challenge leaders and each committee should decide how best to carry out this.
- Activities may include school visits; talking to children; surveys; talking to local employers; talking to parents; talking to the community including the
- church
- The Academy committee should explore questions of equity, inclusion, and diversity, looking at the experience of attending the school through the lens of all children and asking whether they all feel they belong. This may include looking at particular groups such as SEND, pupil premium, or those from particular backgrounds taking note of documents such as the SEND Code of Practice, Trust Pupil Premium strategy templates etc
- The Academy Committee should focus on the areas of responsibility which are relevant to that year's School development Plan
- The Academy Committee should also monitor the school website using the Trust website and audit checklist, to ensure it is in line with vision and values, is up to date, is compliant.

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Academy Committees should meet at least 3 times a year and meetings should not last longer than 2 hours nor go on beyond 8pm.

Governor Documentation

- Heads report (using the Trust Head Teacher Report template)
- SEAs (Schools Effectiveness Adviser) reports from QA visits
- Annual DBE report
- Any reviews (external or internal) such as pupil Premium review, SEND review, etc
- Statutory Policies
- Safer Recruitment Reviews
- Visit reports

Communication

The Governance Professional of the Academy Committee will provide an overview of agreed actions with timescales from each meeting to be shared with the Trust Board.
The Governance Professional of the Trust Board will ensure that a summary of Board meetings is shared with all local governors after each meeting.

Governor Panels

Disciplinary panels may be convened to:

- Consider decisions to exclude pupils
- Hear complaints
- Hear staff grievances

These will all be in line with the Trusts exclusion, complaints, grievance, and whistle blowing policies. Governors can be taken, if needed from any of the schools in the Trust.

Schools needing Support

In certain circumstances, as decided by the Trust Board, a school will be deemed to need extra support. The Academy Committee may be supported or temporarily replaced by an Interim Executive Board whose role will be to support school leaders and central staff to turn around a school to more rapidly be able to meet the needs of all pupils.   A separate terms of reference will be used for IEB's.

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Delegated Responsibilities

✓ Action   A Advice

No	Task	Members	Board	Executive Team	Trust Committee	Academy Committee	Schools Reference Group	Executive/ Head Teacher
Strategic Planning								
A1	Setting the Trust vision		✓	A				
A2	Setting the Trust culture and values		✓	A				
A3	Setting the School vision			A		✓		A
A4	Developing the Strategic Plan and Priorities		A	✓				
A5	Establishing the Board Committees		✓	A				
A6	Setting the Trust approach to curriculum and assessment with regard to statutory requirements.		A	✓				A
A7	Setting and delivering the school curriculum			A		A		✓
A8	Setting the RE curriculum		A	✓		A		A
A9	Approve the Trust Admissions Arrangements, including a review of the PAN		✓	A				A
A10	Approve Academy development plan and objectives			A		✓		A
A11	To approve Academy term dates and the school day		R	✓		A		A
A12	Ensure development plans meet the requirements of the SIAMS framework			A		A		✓
A13	Ensure collective worship is delivered in accordance with statutory requirements.			A		A		✓
Governance Legal Framework								
B1	Articles of Association: review and amend	✓	A	A				
B2	Approve changes to the Master and Supplemental Funding Agreements	✓	A	A				

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No	Task	Members	Board	Executive Team	Trust Committee	Academy Committee	Schools Reference Group	Executive/ Head Teacher
B3	Approve changes to the LAAT Governance Structure		✓	A				A
B4	Members: Appoint/Remove	✓		A				
B5	Trustees: Appoint/Remove	✓		A				
B6	Appoint the Chair and Vice-chair of the Trust Board		✓	A				
B7	Approve the admission of new academies to the Trust		✓	A				
Governance Terms of Reference, Committees and Key Posts								
C1	Appoint the Chair and Vice-chair of the Trust Committee		A	A	✓			
C2	Appoint/dismiss the Chair of the Academy Committees		✓	A				A
C3	Appoint/dismiss the Vice-chair of the Academy Committees			A		✓		A
C4	Appoint/dismiss the CEO/AO		✓	A				
C5	Appoint/dismiss the CFO		✓	A				
C6	Appoint/dismiss the Governance Professional to the Trust Board		✓	A				
C7	Appoint/dismiss the Governance Professional to the Local Governance Committee			✓		A		
C8	Appoint/dismiss local governors	See Separate Constitution Document						
C9	To establish and agree the constitution of other Committees		✓	A				
C10	To approve the formation of an Interim Executive Board (IEB)		✓	A				

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No	Task	Members	Board	Executive Team	Trust Committee	Academy Committee	Schools Reference Group	Executive/ Head Teacher
C11	To approve and review the Scheme of Delegation		✓	A				
C12	To approve and review Terms of Reference for Committees		✓	A				
C13	To appoint link/designated Trustees		✓	A				
C14	To appoint link/designated Governors					✓		A
Governance Administration								
D1	Update records held by Companies House, including a register of people with Significant Control			✓				
D2	To maintain a register of Members and Directors' Business Interests and publish on the Trust website			✓				
D3	Check Eligibility for new Trustees			✓				
D4	Check Eligibility for Local Governors			A		✓ Governance Professional		
D5	To maintain a register of Governors' Business Interests and publish on the Trust website			A		✓ Governance Professional		
D6	To maintain the Department for Education 'GIAS' portal with respect to Trustees			✓				
D7	To maintain the Department for Education 'GIAS' portal with respect to ACs			A		✓ Governance Professional		
D8	Ensure Governance information for Board and Trust committees is recorded on the Trust website.			✓				
D9	Ensure Governance information for LGC is recorded on the Academy websites.			A		✓ Governance Professional		

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No	Task	Members	Board	Executive Team	Trust Committee	Academy Committee	Schools Reference Group	Executive/ Head Teacher
E1	Ensure that adequate insurance arrangements for the Trust and its Academies is in place			A	✓ F&O			
E2	Appoint the Trusts Legal representatives		✓	A				
E3	Appoint the Trusts External Auditors	✓	A	A				
E4	Appoint the Trusts Internal Auditors			A	✓ F&O			
E5	To review and approve Statutory and Trust wide Policies (see separate policy overview document)	Refer to Policy Overview						
E6	Review recommendations made by External and Internal Audit and ensure that appropriate plans are in place			A	✓ F&O			
E7	Management of Trust Risks: establish register, review and monitor		✓	A	A F&O	A		A
E8	Management of Local Risks: review and monitor			A	A F&O	✓		A
E9	Undertake H&S site inspections.		R	A		✓		✓
E10	Ensure safeguarding audits are conducted annually		R	A		✓		✓
E11	To review and approve the admissions policy and consider appeals.			A		✓		✓
E12	To consider complaints in line with LAAT Complaints Policy		R	A		✓		✓
E13	To consider exclusions, representations and appeals in line with LAAT Exclusions Policy		R	A		✓		✓
Governance - Financial Responsibilities								
F1	To submit the annual report and accounts and audit findings to the ESFA following approval by Trustees			✓				

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No	Task	Members	Board	Executive Team	Trust Committee	Academy Committee	Schools Reference Group	Executive/ Head Teacher
F3	Approve the Trust annual budget forecast		✓	A	A F&O			A
F4	To authorise the operation of Trust/Academy Bank Accounts and Authorised Signatories		✓	A	A F&O			
F5	To ensure that Monthly Managements Accounts are prepared and shared monthly			✓	A F&O			
F6	To receive and review Monthly Management Accounts			A	✓ F&O	R		✓
F7	To receive and review termly finance information			A		✓		A
F8	To produce a Schedule of Financial Delegated Authorities			✓	A F&O			
F9	To review business case for new areas of operation		R	A	✓			
F10	Publish the Gender Pay Gap Report Annually			✓				
F11	Ensure SEN Report is reviewed and published.			A		✓		A
F12	Ensure PE & Sport Funding Report is reviewed and published.			A		✓		A
F13	Ensure Pupil Premium Report is reviewed and published.			A		✓		A
Finance Administration								
G1	To ensure that Financial Accounting and HR/Payroll software solutions are setup to ensure adequate separation of duties			✓	A F&O			
G2	To authorise the use of Trust/Academy Procurement Cards			✓	A F&O			

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No	Task	Members	Board	Executive Team	Trust Committee	Academy Committee	Schools Reference Group	Executive/ Head Teacher
Staffing Structures, Appointment and Dismissal of Staff								
H1	To approve the staffing structure for the Trust Central Services as part of budget setting		✓	A	A F&O			
H2	To approve the staffing establishment for each Academy with the Trust as part of budget setting			A	A F&O		✓	A
H3	To appoint Executive Head Teacher/Academy Head Teachers within the approved establishments		R	✓		A		
H4	To change the leadership model in the school.		R	✓		A		
H5	To appoint other Academy Senior Leadership posts within approved establishments			✓				A
H6	To appoint other Teaching Staff within approved establishments/staffing structures			A				✓
H7	To appoint Academy Support Staff within approved budget/staffing structures			A		A		✓
H8	To appoint the LAAT Central Services Team (other than Executive Leaders)			✓				
H9	To approve changes to the Academy staffing structure (within the agreed budget)					A	✓	✓
H10	To approve changes to the Academy staffing structure (outside the agreed budget)			✓			A	A
H11	To suspend or dismiss an Executive Head Teacher or Academy Head Teacher		R	✓		A		
H12	To dismiss a member of staff, other than the Executive Head Teacher or an Academy Head Teacher			A				✓
H13	To determine Trust/Academy ISR and approve pay increases (Executive Leaders)		✓	A	A F&O			

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No	Task	Members	Board	Executive Team	Trust Committee	Academy Committee	Schools Reference Group	Executive/ Head Teacher
H14	To determine Trust/Academy ISR and approve pay increases (other than Executive Leaders)			✓	A F&O			
H15	To agree settlement figures		✓	A	A F&O			
H16	To approve inflationary pay increases		✓	A	A F&O			
H17	To ensure that the Academy has in place and maintains a Single Central Record or Staff, Volunteers and Contractors			A		A		✓
H18	To undertake growth and development of the CEO		✓					
H19	To undertake growth and development of the Executive Heads/Heads			✓		A		

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