

Scheme of Delegation to Member Academies

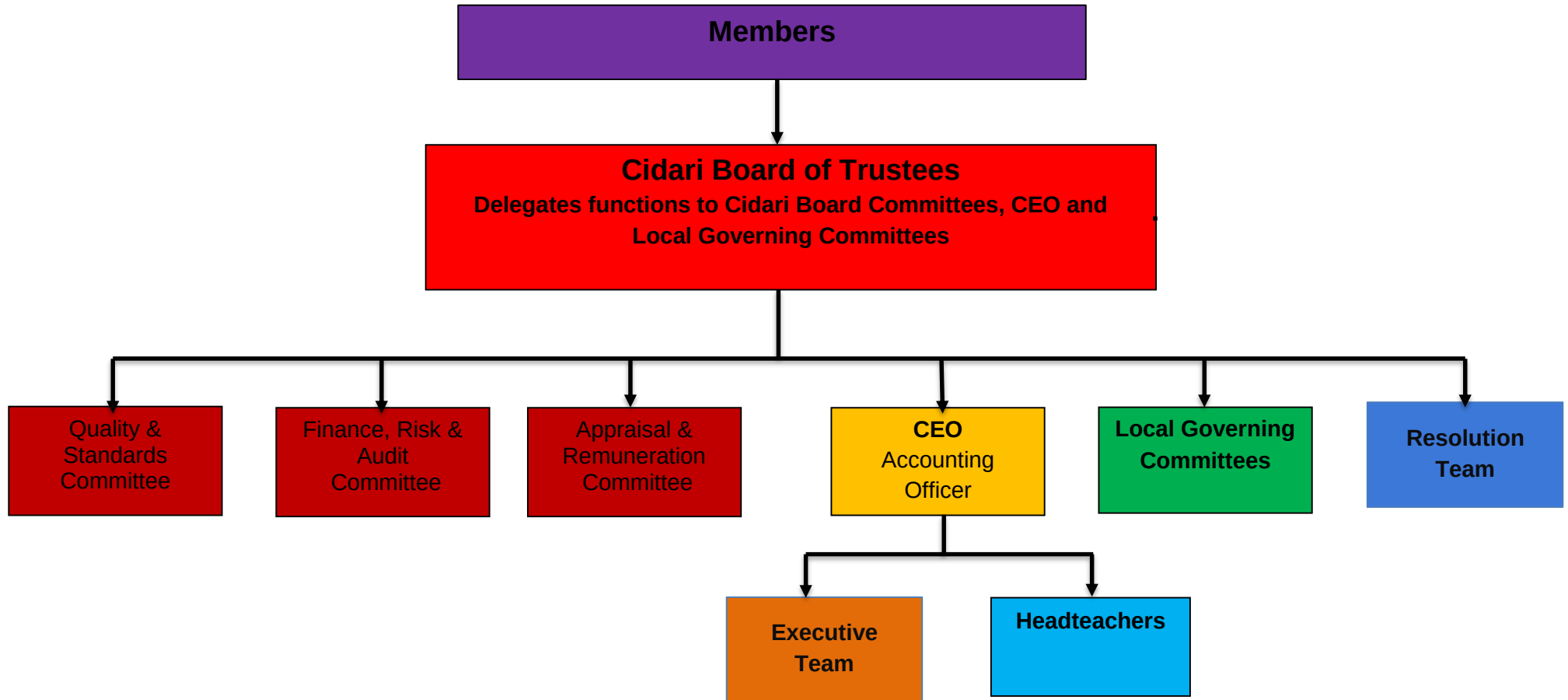


**Distinctive Academies empowered to work together for excellence through
shared values**

Scheme of Delegation Principles

1. Cidari Education Ltd. is a family of Academies with one Board of Trustees and one Scheme of Delegation.
2. As a Multi Academy Trust (MAT), the Board of Trustees 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 Department for Education (DfE) 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 Academies' Local Governing 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, Cidari 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 Cidari governance structure recognises the overall responsibility of the Board of Trustees, the line management of Head Teachers by the CEO, the experience and understanding of the Local Governing Committees being best placed to assess the performance of their Academy in relation to the needs of their pupils and local community.

Cidari Governance Structure



Leadership and Governance Roles and Responsibilities

Members	• Ensure governance is effective • Appoint the Trustees • Appoint the External Auditors
Board of Trustees <i>Consisting of the Trust CEO and other professionals with a range of skills, knowledge and experiences.</i>	• Set the vision and values for the Trust • Accountable body for all Academies • Ensure the Trust complies 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, Risk & Audit, Quality & Standards, and Appraisal & Remuneration
CEO and Executive Leadership Team	• Manage the Trust's day to day activities including school improvement, finance, HR, ICT, estates and governance
Local Governing Committees	• Local supporter and advisory bodies with a good understanding of the local communities.
Headteachers and School Leadership Teams	• Through their wide range of expertise and experience, work together to ensure that every pupil flourishes during their time at the Academy, and reaches their full potential.
Resolution Team	• The Resolution Team is comprised of Trustees, Governors, school leaders, and community members tasked with supporting schools and LGCs with investigating complaints and sitting on panels for complaints, pupil exclusions, and admissions appeals in accordance with the Trust's relevant policies.

Local Governing Committee Responsibilities

As a committee of the Board, the Local Governing Committee (LGC) of each Academy plays a crucial role within the governance structure. The following section outlines the purpose and roles of the LGC and its Governors.

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

1. Helping shape a vision for each school appropriate to its foundation (Anglican, Methodist, or Community)
 - Promoting the Academy's place in its community
 - Helping the Board of Trustees have the understanding it needs to improve outcomes for all pupils
 - Helping the Board of Trustees have the understanding it needs to hold the CEO to account
2. Helps the CEO and school leaders fulfil their roles by:
 - Supporting and challenging the school's senior leaders 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 leaders 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 of Trustees 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 Trust's and the school's foundation (Anglican, Methodist, or community) and support/challenge senior leaders to translate these into everyday experience.
Personal development and welfare of pupils and staff	Support and challenge school leaders to ensure all activity effectively contributes to the personal development and wellbeing of pupils and staff
Curriculum	Support and challenge school leaders in setting and delivering the school curriculum in line with Trust approaches
Behaviour and Attendance	Support and challenge school leaders to ensure behaviour is effective in encouraging learning, inclusion, and wellbeing

Extra-Curricular provision	Support and challenge 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 and challenge school leaders to do so effectively, in line with KCSIE, the school's 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 the school and community, including parents. • For schools with a Church of England foundation - to also promote links with the local church and the diocese • Regularly review numbers on roll, leavers and new starters and pupil number predictions.
Attendance at panel meetings	Staffing, behaviour and complaints panels, and senior management recruitment and Headteacher Performance Management (line management remains with the CEO)
Health and Safety	Having regular updates from school leaders about health and safety and supporting and challenging leaders on compliance within the policy.
Compliance	Ensuring that all policies are 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.

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 LGC must have a Safeguarding Governor and a Special Educational Needs and Disabilities (SEND) Governor. Secondary Academies must also have a link governor for Careers. Other areas of responsibility can be agreed as appropriate, in line with Academy Development Priorities.**

It is important that Governors 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 as appropriate. The purpose of the visit should 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 LGC meeting.

How the Local Governing Committee fulfils its responsibilities

- Local Governing Committees should not undertake monitoring of finance as this is undertaken by the Executive Team of the Trust. The LGC should, however, support and challenge leaders on areas such as school improvement, the quality of teaching and learning, attainment, and attendance and behaviour, and each LGC should decide how best to carry this out.
- Activities **must** include school visits; talking to children; surveys; talking to local employers/businesses; talking to parents; talking to the community, including the church.
- The LGC 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, EAL or those from particular backgrounds, taking note of documents such as the SEND Code of Practice, Pupil Premium strategy templates etc.
- The LGC should focus on the areas of responsibility which are relevant to that year's Academy Development Plan (ADP)
- The LGC should also monitor the school website using the Trust website audit toolkit, to ensure it is in line with vision and values, is up to date, and is compliant.

Local Governing Committees must meet at least 3 times a year (5 meetings are recommended) and meetings should not last longer than 2 hours.

Key Governor Documentation

- Headteacher report (using the Trust Head Teacher Report template)
- Academy Development Plan
- School Self-Evaluation Form (SEF)
- Any reviews or audits (external or internal) such as pupil Premium review, SEND review, health and safety, safeguarding, etc.
- Statutory Policies
- Visit reports (from Link Governors, Trustees, or internal or external visitors)

Communication

The Governance Professional (Clerk) of the LGC will provide any relevant information to be shared with the Trust Board after each meeting. The Trust Governance Officer will ensure that any relevant information from Trust Board meetings is shared with all Local Governors. The Chairs' Forum will also ensure strengthened links and communication between the Trust Board and LGCs.

Governor Panels

Governor Disciplinary panels may be convened to:

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

These will all be in line with the Trust's exclusion, complaints, grievance, and whistleblowing policies. Members of the Resolution Team may also be appointed to sit on Governor Disciplinary Panels or Complaints Panels, with due regard being given to any potential conflicts of interest.

Schools needing Support

In certain circumstances, as decided by the Trust Board, a school will be deemed to need extra support. The Local Governing Committee may be supported or temporarily replaced by an Interim Executive Board (IEB) whose role will be to support school leaders and central staff to turn around a school to more rapidly meet the needs of all pupils. Separate terms of reference will be used for IEBs. Where the Trust Board deems necessary, Trustees, members of the Trust's Executive Team, or Senior Leaders from other academies with specific skills may also be co-opted onto LGCs to provide additional support and capacity.

Delegated Responsibilities

Key:

✓ = Action/Authority

C = Consultation

No	Task	Members	Trust Board	Executive Team	Trust Committee	Local Governing Committee	Head Teacher
	Strategic Planning						
A1	Setting the Trust vision		✓	C		C	C
A2	Setting the Trust culture and values		✓	C		C	
A3	Setting the School vision			C		✓	C
A4	Developing the Strategic Plan and Priorities		✓	C			
A5	Establishing the Board Committees		✓	C			
A6	Setting the Trust approach to curriculum and assessment with regard to statutory requirements.		C	✓			C
A7	Setting and delivering the school curriculum			C		C	✓
A8	Setting the RE curriculum		C	✓		C	C
A9	Approve the School Admissions Policy & Arrangements			C		✓	C

A10	Approve Changes to Schools' Published Admission Number (PAN)		✓	C		C	C
A11	Approve Academy Development Plan and objectives			C		✓	C
A12	To approve Academy term dates and the school day			C		✓	C
A13	Ensure development plans meet the requirements of the SIAMS framework			C		C	✓
A14	Ensure collective worship is delivered in accordance with statutory requirements.			C		C	✓
A15	Set Trust wide EDI objectives.		✓	C		C	C
A16	Ensure EDI objectives are embedded in the Trust's Strategic Plans		✓	C		C	
A17	Ensure EDI is embedded within academy specific policies and strategic plans			C		C	✓
A18	Formulate and publish a strategy for engaging with parents, pupils and the communities served by the Trust		✓	C		C	✓
A19	Ensure EYFS statutory requirements are met			C	C - Q&S	C	✓
A20	Ensure statutory careers guidance is delivered in line with statutory guidance			C	C - Q&S	C	✓
A21	Define Trust approach to performance data and reporting for assurance		✓	C	C - Q&S		C
A22	Approve Academy marketing materials, including school logo/badge and uniform		✓	C		C	C

No	Task	Members	Trust Board	Executive Team	Trust Committee	Local Governing Committee	Head Teacher
	Governance Legal Framework						

B1	Articles of Association: review and amend	✓	C	C			
B2	Approve changes to the Master and Supplemental Funding Agreements	✓	C	C			
B3	Approve changes to the Cidari Governance Structure		✓	C			C
B4	Members: Appoint/Remove	✓		C			
B5	Trustees: Appoint/Remove	✓	C	C			
B6	Appoint the Chair and Vice-chair of the Trust Board		✓				
B7	Approve the admission of new academies to the Trust		✓	C			
B8	Chair's Action: only where explicitly delegated and reported to next board <i>(limited to genuinely urgent situations where a delay would be detrimental to the Trust or an academy)</i>		✓	C			

No	Task	Members	Trust Board	Executive Team	Trust Committee	Local Governing Committee	Head Teacher
	Governance Terms of Reference, Committees and Key Posts						

C1	Appoint the Chair and Vice-chair of Trust Committees		C		✓		
C2	Appoint/dismiss the Chair of the Local Governing Committees			✓		C	C

C3	Appoint/dismiss the Vice-chair of the Academy Committees			C		✓	C
C4	Appoint/dismiss the CEO/AO		✓	C			
C5	Appoint/dismiss the CFO		✓	C			
C6	Appoint/dismiss the Governance Professional to the Trust Board		✓	C			
C7	Appoint/dismiss the Governance Professional to the Local Governing Committee			✓		C	C
C8	Appoint/dismiss local governors		C	✓		C	C
C9	To establish and agree the constitution of other Committees		✓	C			
C10	To approve the formation of an Interim Executive Board (IEB)		✓	C			
C11	To approve and review the Scheme of Delegation		✓	C		C	C
C12	To approve and review Terms of Reference for Committees		✓	C	C		
C13	To appoint link/designated Trustees		✓	C			
C14	To appoint link/designated Governors					✓	C
C15	Ensure Board finance expertise (at least one Trustee with relevant skills)		✓	C			
C16	Annual governance self-evaluation, and external review every 3-5 years		✓	C			
C17	Set SoD review triggers (annual or on significant change)		✓	C			

No	Task	Members	Trust Board	Executive Team	Trust Committee	Local Governing Committee	Head Teacher
	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			✓			
D5	To maintain a register of Governors' Business Interests and publish on the Trust website			✓		C	
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 LGCs			✓			
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.			C		C	✓

No	Task	Members	Trust Board	Executive Team	Trust Committee	Local Governing Committee	Head Teacher
	Governance: Risk & Assurance						
E1	Ensure that adequate insurance arrangements for the Trust and its Academies is in place			C	✓ FRA		
E2	Appoint the Trusts Legal representatives		✓	C			
E3	Appoint the Trusts External Auditors	✓	C	C			
E4	Appoint the Trusts Internal Auditors			C	✓ FRA		
E5	To review and approve Statutory and Trust-Wide Policies		✓	C	C		
E6	To review and approve academy specific policies			C		C	✓
E7	Review recommendations made by External and Internal Audit and ensure that appropriate plans are in place			C	✓ FRA		
E8	Management of Trust Risks: establish register, review and monitor		✓	C	C - FRA	C	C
E9	Management of Local Risks: review and monitor			C	C- FRA	✓	C
E10	Undertake H&S site inspections.			✓		C	✓
E11	Ensure safeguarding audits are conducted annually			✓		C	✓
E12	To consider admissions appeals.			C	✓ RT	✓	✓
E13	To consider complaints in line with Cidari Complaints Policy			C	✓ RT	✓	✓

E14	To consider exclusions, representations and appeals in line with DfE Exclusions and Suspensions Guidance			C	✓ RT	✓	✓
E15	Appoint Data Protection Officer and ensure compliance framework		✓	C			
E16	Approve the Estates Management Strategy		✓	C			
E17	Ensure compliance with admissions and attendance registers.			C			✓
E18	Ensure support for Looked After Children including appointment of designated teacher.			C		C	✓
E19	Provide governance oversight of behaviour and attendance trends and reporting		C	✓		C	✓

No	Task	Members	Board	Executive Team	Trust Committee	Local Governing Committee	Head Teacher
	Governance: Financial Responsibilities & Administration						
F1	To submit the annual report and accounts and audit findings to the DfE following approval by Trustees			✓			
F2	Approve the Trust annual budget forecast		✓	C	C - FRA		C
F3	To authorise the operation of Trust/Academy Bank Accounts and Authorised Signatories		✓	C	C - FRA		
F4	To ensure that Monthly Managements Accounts are prepared and shared monthly			✓	C - FRA		
F5	To receive, review and consider Monthly Management Accounts			C	✓ FRA		✓

F6	To receive and review termly finance oversight information		✓	C		✓	C
F7	To produce a Schedule of Financial Delegated Authorities			✓	C - FRA		
F8	To review business cases for new areas of operation			C	✓FRA		
F9	Publish the Gender Pay Gap Report Annually			✓			
F10	Ensure SEN Report is reviewed and published.			C		C	✓
F11	Ensure PE & Sport Funding Report is reviewed and published.			C		C	✓
F12	Ensure Pupil Premium Report is reviewed and published.			C		C	✓
F13	To ensure that Financial Accounting and HR/Payroll software solutions are setup to ensure adequate separation of duties			✓	C - FRA		
F14	To authorise the use of Trust/Academy Procurement Cards			✓	C - FRA		

No	Task	Members	Board	Executive Team	Trust Committee	Local Governing Committee	Head Teacher
	Staffing Structures, Appointments and Dismissal of Staff						
H1	To approve the staffing structure for the Trust Central Services as part of budget setting		✓	C	C - FRA		
H2	To approve the staffing establishment for each Academy within the Trust as part of budget setting			✓	C - FRA		C
H3	To appoint Head Teachers within the approved establishments			✓		C	

H4	To change the leadership model in the school.			✓		C	C
H5	To appoint other Academy Senior Leadership posts within approved establishments			✓			C
H6	To appoint other Teaching Staff within approved establishments/staffing structures			C			✓
H7	To appoint Academy Support Staff within approved budget/staffing structures			C			✓
H8	To appoint the Cidari Central Services Team (other than Executive Leaders)		C	✓			
H9	To approve changes to the Academy staffing structure (within the agreed budget)			C		C	✓
H10	To approve changes to the Academy staffing structure (outside the agreed budget)			✓			C
H11	To approve changes to the Central Team staffing structure (within the agreed budget)		C	✓			
H12	To approve changes to the Central team staffing structure (outside the agreed budget)		✓	C			
H13	To suspend or dismiss a Head Teacher			✓		C	
H14	To dismiss a member of staff, other than the Head Teacher			C			✓
H15	To suspend or dismiss the CEO		✓				
H16	To suspend or dismiss a member of the Central Team, other than the CEO		C	✓			
H17	To set the Executive Pay Policy and review pay annually		✓		C – A&R		

H18	To determine Trust/Academy ISR and approve pay increases (other than Executive Leaders)			✓	C- A&R		
H19	To agree settlement figures		✓	C	C - FRA		
H20	To approve inflationary pay increases		✓	C	C - FRA		
H21	To ensure that each Academy has in place and maintains a Single Central Record for Staff, Volunteers and Contractors			C		C	✓
H22	To undertake Performance Management of the CEO		✓		C – A&R		
H23	To undertake Performance Management of the Headteachers			✓		C	
H24	To have oversight of staffing wellbeing, workload and working conditions.		C	✓		C	✓