Education Learning Trust Multi Academy Trust

SCHEME OF DELEGATION

Date updated	Autumn 2026
Next review	Autumn 2027

Revision History

Date	Document Version	Document Revision History	Document Author / Reviser	Document Approver
18/10/2018	1.0	Updated Scheme of Delegation from Browne Jacobson reviewed and adopted by Trust Board	J Evans	Trust Board
25/09/2019	1.1	Document annual review. Reformatting, no significant changes. circulated to Staff & AGBs	J Jones, SBM	Trust Board 25/09/2019
October 2020	1.2	Document annual review. Circulated to staff & 04/12/2020 & AGBs.	M Murray, CEO/Executive Headteacher & J Jones, ELT Primary SBM	Trust Board 03/12/2021
September 2021	1.3	Annual Review No significant changes Circulated to Schools 19/10/2021	J Jones, HR & Compliance Manager/Michelle Murray CEO	Trust Board 05/10/2021
December 2021	1.4	Addition - Remuneration Committee to committee diagram	J Jones, HR & Compliance Manager	Trust Board 15/12/2021 Final Approval 10/01/2022
March 2023	1.5	Document Review – update name of Finance, Resources, Audit and Risk Committee to Audit and Risk Committee	R O'Connell, DFO	Trust Board March 2023
September 2024	1.6	New document based on Browne Jacobsen template Reviewed by school leaders (4/10/24) Reviewed by AGB's (14/10/24)	R O'Connell, DFO VMc DLI MM CEO	Trust Board October 2024
October 2025	2.0	Revised document based on External Review of Governance recommendations and consultation with AGBs	VMc, HW, TP	Trust Board 15/10/2025
April 2026	2.1	Interim Review to include Principal remit and enhanced executive support, review & oversight (CFOO/EDE)	VMc, HW, TP	Trust Board
Autumn 2026	2.2	Annual Review	VMc, HW, TP	Trust Board, AGB & School Leaders (JFG) Trust Board 22/10/2026

Introduction:

The Education Learning Trust is a charitable organisation with Trustees acting as both Charity Trustees (within the terms of section 177(1) of the Charities Act 2011) and Company Directors. The Trustees are responsible for control and management of the administration of the Trust, and in accordance with the provisions set out in the Articles of Association and its funding agreement. The Trust Board is legally responsible and accountable for all statutory functions, for the performance of all schools within the Trust and for approving a written Scheme of Delegation of Financial Powers that maintains robust internal control arrangements.

In addition, the Trust Board carries out the three Core Governance Functions which are to:

1. Ensure clarity of vision, ethos and strategic direction (including core compliance)

2. Hold the Executive Team to account for the educational performance of the Trust's schools and their pupils, and the effective and efficient performance management of staff

3. Oversee the financial performance of the Trust and make sure its money is well spent

Further details about delegation arrangements are outlined in separate Terms of Reference documents. Additionally, the Trust's *Scheme of Financial Delegation*, which the Trust is required to have under the Academies Financial Handbook, is set out in a separate document and also supplements this Scheme in respect of the delegation of financial powers and the operation of robust internal controls.

The ELT vision is to **Collaborate, Empower** and **Achieve** and this Scheme sets out the Trust's approach to delegations between the different layers of governance under Article 105 of the Articles of Associations:
'The Trustees may delegate any of their powers or functions (including the power to sub-delegate) to any Trustee, committee (including any Local Governing Body)] the Chief Executive Officer/Principal or any other holder of an executive office. Any such delegation shall be made in writing and subject to any conditions the Trustees may impose, and may be revoked or altered.'

Delegated authority is based on the principal of mutual trust and commitment The trust believes that exceptional education thrives in an atmosphere of mutual support and professional dignity. Every individual exercising delegated power is empowered to model constructive, open communication and collaborative teamwork. We champion an environment where diverse perspectives are heard respectfully and internal challenges are handled with civility. By actively promoting this positive, encouraging workplace culture we can ensure that negative behaviours or disrespectful conduct will have no place in our trust and we remain focused on our vision.

Delegation is underpinned by the following principles:

The Trust **collaborates** where collective strength adds value, **empowers** where decisions are best made locally, and holds everyone accountable for **achieving** the agreed outcomes.

Collaborate: We bring the right people together, share expertise and challenge one another.

Empower: We give the person closest to the issue the authority, resources and confidence to act.

Achieve: We are collectively and individually accountable for the outcomes of those decisions.

Education Learning Trust's Scheme of Delegation acts as the bedrock for our Trust and guides all those in leadership and governance to understand their responsibilities and the contribution they make towards the Trust strategic objectives:

Objective 1

Developing a model of learning across all phases through an evidence-based approach which will achieve the highest educational outcomes

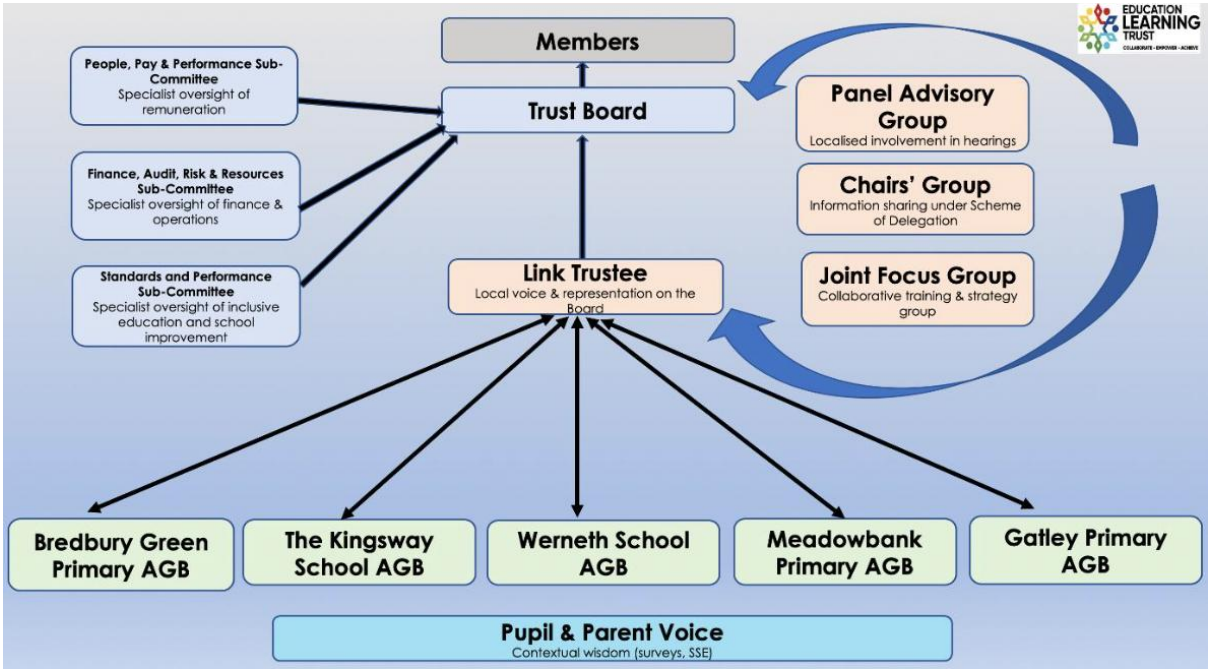
Objective 2

Strengthening partnerships to create communities of improvement which extend learning opportunities beyond our organisation

Objective 3

Growing the conditions and central functions to support our organisation to advance education and deliver at scale

ELT Governance Structure



This Scheme of Delegation is divided into four sections as follows:

- Strategy & Leadership;
- Education & Curriculum; (Outcomes, Attendance, Curriculum, Teaching)
- Financial;
- HR & Operations.

The delivery model for the Scheme is built around the ELT principles to Collaborate, Empower and Achieve, with the Scheme setting out the ***responsibility***, ***role*** and ***functions*** required to

fulfil the Trustees' legal responsibilities. The Executive and Committees of the Trust Board draw their authority, legitimacy and power to make decisions from the Scheme of Delegation, delegating as much as possible and at the point of impact, while retaining accountability.

In the following table there is a glossary of ***functions*** which clarify the roles delegated by the Trustees who are the legally liable body. To assist interpretation of the matters delegated in the Scheme, it uses defined phrases which are supplemented by additional comment as appropriate.

CEA Principle	RACI Function	Meaning
Collaborate	R / C	People actively contributing, advising, challenging or doing the work
Empower	A / R	The person/body with authority to decide and act
Achieve	A / R	The person/body accountable for the outcome
Inform	I	People who need visibility but don't have decision rights

STRATEGY & LEADERSHIP							
Responsibility	**Principal**	**Headteachers**	**AGB**	**Executive Team**	**CEO**	**Trustees**	**Members**
Setting Trust vision	C	C	C	C	R	A	
Setting Trust culture and values	C	C	C	R	R	A	
Setting expectations for Trustee conduct and skills development						R	A
Fostering equality, diversity and inclusion including building a diverse board			R			A/R	
Ensuring transparency of information				R	A/R	A	
Adhering to the Articles of Association						R	A
Approve amendments to Articles of Association							A
Setting the Trust strategy	C	C	I	C	R	A	
Championing the Trust strategy	R	R	R	R	A/R	A	
Reviewing progress against the strategy				C	R	A	
Setting school improvement plan(s) in line with Trust priorities	R	R	I	R	A		
Establishing a high performing governance structure including appointing board committees and academy committees						R	A
Appointing Chair and Vice Chair						R	A
Appointing parents as Trustees or to local committees			R			A	
Appointing Trustees							R/A

STRATEGY & LEADERSHIP							
Responsibility	**Principal**	**Headteachers**	**AGB**	**Executive Team**	**CEO**	**Trustees**	**Members**
Appointing and Removing Members							R/A
Evaluating governance regularly			C			R	A
Nominating Safeguarding Lead Trustee						R/A	
Nominating a SEND Lead Trustee or providing oversight of SEND through a committee						R	A
Ensuring finance skill set on Board						R/A	
Appointing and performance managing the Senior Executive Leader as Accounting Officer						R/A	
Overseeing staff wellbeing, workload and working conditions			R			R/A	
Setting pay levels, including executive pay						R/A	
Ensuring strategic oversight and accountability						R/A	
Developing curriculum policies as required by school(s) (religious education, relationships, sex & health education, collective worship)	C	C	I	R	A		
Appointing CFOO						R/A	
Setting delegated authority limits for financial transactions						R/A	
Appointing and remove external auditor						R/A	
Setting admissions policies	C	C	R			A	

STRATEGY & LEADERSHIP							
Responsibility	**Principal**	**Headteachers**	**AGB**	**Executive Team**	**CEO**	**Trustees**	**Members**
Setting Health and Safety policies and Estates Management Strategy	C	C	I	R		A	
Attending MAT inspections	C	C	C	R	A/R	A/R	
Attending School inspections	R	R	R	R	A/R	A/R	
Setting Trust safeguarding practices, with regard to statutory guidance, including appointing designated safeguarding lead (DSL)	I	I	I	C	R	A	
Setting safeguarding policies and assurance arrangements in line with current KCSIE requirements, including online safety, filtering and monitoring, information-sharing, safer recruitment add emerging safeguarding risks	R	R	I	R	A		
Setting behaviour and welfare policies	R/A	R/A	C	R	A		
Setting approach to directing pupils offsite, safeguarding separation and suspensions and exclusions	I	I	I	R	A		
Setting the school day and school year	C	C	I	C	R	A	
Setting approach to appraisal and performance management	I	I	I	R	R	A	
Setting the Uniform Policy	R	R			A		

EDUCATION & CURRICULUM							
Pupil Outcomes – Improve achievement and outcomes across all phases							
Responsibility	**Principal**	**Headteacher**	**AGB**	**Executive Team**	**CEO**	**Trustees**	**Members**
Review attainment against national benchmarks for all subjects/ key phases.	A/R	A/R	R	R/C	A	I	
Review attainment against start points for pupil groups based on prior attainment.	A/R	A/R	R	R/C	A	I	
Review attainment against start points for pupil groups based on prior attainment.	A/R	A/R	R	R/C	A		
Review the progress of pupils who are working at age related expectations.	A/R	A/R	R	R/C	A		
Review impact of IMF and Pupil Premium Strategy against outcomes for pupils who are SEND/ Disadvantaged	A/R	A/R	A/R	R	A	I	
Review of attainment over time including: 3 year trends and gaps to cohort and national closing.	A/R	A/R	R	R/C	A		
Ensure achievement prepares pupils well for next stages in education.	A/R	A/R	I	R	A		
Review the school's definition of achievement and how achievement is evidenced through this across the wider curriculum.	A/R	A/R	R	I			
Review the impact of the careers curriculum.	C	C	C	I	R	A	
Review school's approach to assessment against ELT Assessment Principles, with regard to statutory requirements.	A/R	A/R	R	R/C	A	I	
Ensure statutory functions with regards to reporting to parents are adhered to using the ELT Assessment Principles (6 As).	A/R	A/R	R/C	I			

EDUCATION & CURRICULUM							
Pupil Outcomes – Improve achievement and outcomes across all phases							
Responsibility	**Principal**	**Headteacher**	**AGB**	**Executive Team**	**CEO**	**Trustees**	**Members**
Ensure statutory requirements are met with regards to statutory assessments and reporting to stakeholders eg: DFE.	A/R	A/R		R/C	R	A	
Review school KPIs and risk matrix including raising attainment plans where these exists.	A/R	A/R	R/C	R	A	I	
Review the quality and standard of work students produce in line with school's expectations.	A/R	A/R	R/C	I			
Ensure that pupils are recognised for their individual achievements as outlined in the school's behaviour policy.	A/R	A/R	R/C	I			
Review the impact of the School Development Priority in this area as set out in the school's SDP.	A/R	A/R	R/C	R/C	R	A	

EDUCATION & CURRICULUM							
Attendance – Improve attendance and reduce persistent absence							
Responsibility	**Principal**	**Headteacher**	**AGB**	**Executive Team**	**CEO**	**Trustees**	**Members**
Review the school's attendance against its ABIE	A/R	A/R	R/C	R	A	I	
Review trends and patterns in attendance data with a specific focus on vulnerable groups.	A/R	A/R	R/C	R	A	I	
Identify the barriers to attendance and evaluate the impact of interventions that seek to remove these barriers.	A/R	A/R	R/C	I			
Evaluate the effectiveness of the school's Attendance Policy.	A/R	A/R	R/C	I			
Ensure statutory duties are met with regards to any alternative provision or reasonable adjustments for pupils.	A/R	A/R		R/C	R	A	
Ensure incidents of: bullying, racist incidents, harmful sexual behaviour, and behaviour statistics are shared with appropriate actions identified.	A/R	A/R	R/C	R/C	R	A	
Set the culture to foster a sense of belonging for all pupils.	A/R	A/R	R/C	I			
Ensure there is a relevant and engaging curriculum to support and develop good attendance.	A/R	A/R		R/C	A	R	
Appropriate escalations are mapped in the school's Attendance Policy to ensure the school's safeguarding duty of care is met for when pupils do not attend eg: Section 19 and Missing in Education.	A/R	A/R	R/C	R/C	A	I	
Review the effectiveness of the early intervention pathways to mitigate pupils falling into persistent absence.	A/R	A/R	R/C	I			

EDUCATION & CURRICULUM							
Attendance – Improve attendance and reduce persistent absence							
Responsibility	**Principal**	**Headteacher**	**AGB**	**Executive Team**	**CEO**	**Trustees**	**Members**
Ensure a case review is conducted for all pupils who may be severely absent.	A/R	A/R	R/C	I			
Ensure there is a multiagency approach to supporting pupils and families who may have barriers to attendance.	A/R	A/R	R/C	I			
Keeping admission and attendance registers and ensure these are compliant.	R/A	R/A	R/A	I	C	A	

		EDUCATION & CURRICULUM					
	Curriculum Development – Develop a coherent, connected all-through curriculum aligned with national expectations and evidence informed practice						
Responsibility	**Principal**	**Headteacher**	**AGB**	**Executive Team**	**CEO**	**Trustees**	**Members**
Ensure the school's curriculum is set with ambition equivalent to, and broader than, that of the National Curriculum	A/R	A/R		A	R	I	
Review the implementation of the agreed curriculum within the school and in partnership with stakeholders including religious authorities in shaping the RE curriculum.	A/R	A/R	R/C	R/C	I		
Ensure the curriculum is built to prepare students to acquire essential knowledge and skills and that these transfer across all subjects.	A/R	A/R	R/C	R/C	I		
Ensure the statutory requirements of the: RSHE Curriculum, SEND Code of Practice and Gatsby Benchmarks are reflected in curriculum design.	A/R	A/R		A	R	I	
Setting Trust approach to curriculum and assessment, with regard to statutory requirements	C	C	I	R	A		
Deliver the school's curriculum aligned to ELT Curriculum Principles	A/R	A/R	R/C	A	R	I	
Ensure the curriculum content reflects the diversity of the communities it serves and prepares students for living in a modern and diverse society.	A/R	A/R	R/C	I			
Ensure a high quality personal development curriculum is delivered including broader enrichment aligned to the DFE enrichment benchmarks.	A/R	A/R		R/C			
Review the effectiveness of a high quality personal development curriculum including enrichment engagement, take up and impact.	A/R	A/R	R/C	I			

		EDUCATION & CURRICULUM						
	Curriculum Development – Develop a coherent, connected all-through curriculum aligned with national expectations and evidence informed practice							
Responsibility		**Principal**	**Headteacher**	**AGB**	**Executive Team**	**CEO**	**Trustees**	**Members**
Review the effectiveness of the quality of the curriculum experienced through reviewing the impact with pupils and parents.		A/R	A/R	A/R	R/C	R/C	I	
Review the impact of the School Development Priority in this area as set out in the school's SDP.		A/R	A/R	A/R	R/C	R/C	I	
Ensure the curriculum experiences an annual review based on pupil and teacher feedback to reflect workload reduction whilst ensuring the curriculum remains exciting and relevant reflective of national reforms.		A/R	A/R	A/R	R/C	R/C	I	
Ensure engagement with ELT school improvement offer to develop internal, peer and external reviews in this area.		A	A	R/C	A/R	A/R		
Ensuring the curriculum, staffing and financial planning are aligned, including longer-term financial sustainability		C	C	I	R		A	
Nominating Careers Lead Trustee							R/A	
Ensuring compliance with SEND Code of Practice		R/A	R/A	I	C	A		
Delivering support for Looked After Children and previously Looked-After Children		R/A	R/A	I	C	A		

		EDUCATION & CURRICULUM					
	Quality of Teaching & Learning – Embed and extend effective teaching practices across all schools						
Responsibility	**Principal**	**Headteacher**	**AGB**	**Executive Team**	**CEO**	**Trustees**	**Members**
Ensure the school is implementing the ELT Developing Teacher Framework	A/R	A/R		R/C	I		
Review the consistency of agreed teaching approaches across the school as outlined in the school's T&L expectations	A/R	A/R	R/C	R/C	I		
Review of school's approach to secure strong foundations at all phases and stages, ensuring a universal and tiered approach to the teaching of: phonics, handwriting, spelling, learning behaviours and number fluency	A/R	A/R	R/C	R/C	I		
Review effectiveness of school's universal provision for vulnerable students (SEND and Disadvantage)	A/R	A/R	R/C	R/C	I		
Review the quality and impact of the school's Pupil Premium and IMF Strategy	A/R	A/R	R/C	R/C			
Review the rationale and scope of the school's interpretation and identification of vulnerable students relative to the school's context.	A/R	A/R	R/C	I			
Ensure CPD for staff is evidence informed, aligned to the school's SDP and reflects subject specific CPD utilising wider networks of expertise.	A/R	A/R		R/C	I		
Ensure staff are given the access to the relevant CPD opportunities as outlined in the ELT Professional Development Pathways.	A/R	A/R		R/C	R/A	R/A	
Ensure a culture of professional development and professional learning is fostered with all staff.	A/R	A/R		R/C	I		
Ensure the school's assessment practices are aligned to ELT Assessment Principles.	A/R	A/R		R/C	I		

		EDUCATION & CURRICULUM						
	Quality of Teaching & Learning – Embed and extend effective teaching practices across all schools							
Responsibility		**Principal**	**Headteacher**	**AGB**	**Executive Team**	**CEO**	**Trustees**	**Members**
Review the effectiveness of the quality of teaching through reviewing impact with pupils.		A/R	A/R	A/R	R/C	R/C	I	
Review the impact of the School Development Priority in this area as set out in the school's SDP.		A/R	A/R	A/R	R/C	R/C	I	
Ensure engagement with ELT school improvement offer to develop internal, peer and external reviews in this area.		A	A	R/C	A/R	A/R		
Ensure the requirements for teaching has an annual review based on pupil and teacher feedback to reflect workload reduction whilst ensuring teaching remains evidence informed, effective and engaging.		A/R	A/R	R/C	R/C	C	A	
Delivering Early Years Foundation Stage (EYFS), in line with statutory requirements			R/A	R/A	I	C	A	
Delivering careers guidance, with regards to statutory requirements			R/A	R/A	I	C	A	
Setting a clear trust-wide approach to inclusion, including cooperation with local authorities and other agencies			C	C	I	R	A	

	HR & OPERATIONS						
Responsibility	**Principal**	**Headteachers**	**AGB**	**Executive Team**	**CEO**	**Trustees**	**Members**
Appointing a governance professional						R/A	
Ensuring appointment checks, induction and training	R/A	R/A	I		A		
Production and analysis of data	R/A	R/A	I	R	A	I	
Ensuring data analysis skill set	R/A	R/A	C	R	A		
Ensuring adequate insurance cover is in place				R		A	
Maintaining Risk Register	C	C	R (School)	R	R/A	A	
Managing Conflicts of Interest and Related Party Transactions				R	R/A	A	
Setting governance policies (Data Protection, Information Sharing, Cyber Security, Freedom of Information, Code of Conduct, Complaints, Whistleblowing)	C	C	I	R	R	A	
Ensuring compliance with DfE's digital and technology standards including cyber security, filtering and monitoring, and wider digital strategy	C	C	I	R	A		
Managing trust estate and school premises	C	C	I	R	A		
Setting approach to staff appointment and dismissal, with regard to statutory requirements				C	R	A	
Setting HR policies (Appraisal, Pay, Disciplinary, Grievance, Capability, Safer Recruitment)	C	C	I	R	A		
Setting whistleblowing procedures (including a named whistleblowing trustee)	I	I	I	C	R	A	

FINANCE							
Responsibility	**Principal**	**Headteachers**	**AGB**	**Executive Team**	**CEO**	**Trustees**	**Members**
Delivering monthly management accounts and forecasts				R	A		
Developing budgets	C	C		R	A		
Managing cash position				R	A		
Delivering Annual Report and Accounts, following the DfE academy accounts direction				R	A		
Developing finance policies (Charging and Remission, Procurement)	I	I	I	R	A		
Publishing required financial information, including a summary of how funding is distributed across schools in the trust				R	A		
Ensuring compliance with procurement frameworks				R	A		
Ensuring compliance with DFE requirements					R	A	
Managing novel, contentious and repercussive transactions				R	A		
Monitoring Pupil Premium spend and PE and Sport Premium	A/R	A/R	R	C	A		