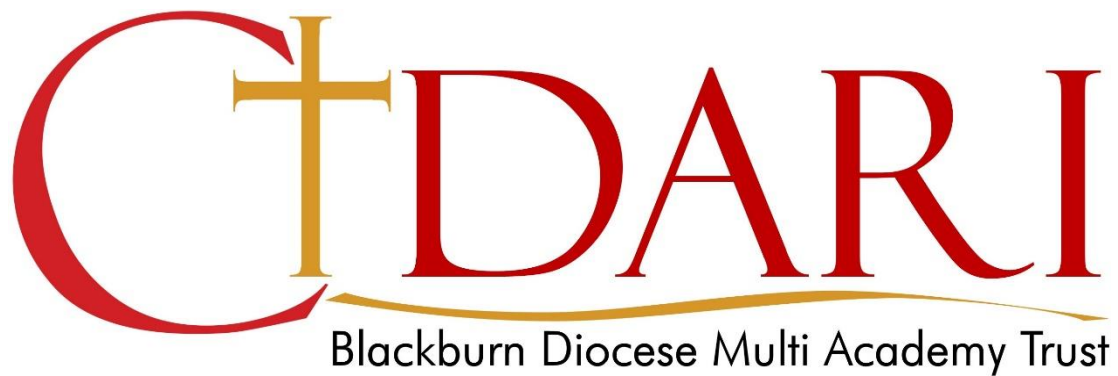


Scheme of Delegation to Member Academies



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

September 2023

Rationale

The underlying principles for this Scheme of Delegation are;

That all schools within the Trust are in a partnership of equals, irrespective of their length of membership.

- The Trust is a registered charity and it remains true to its aims and objectives
- The Trust is mindful that their function is to ensure that all statutory obligations are met

Cidari Vision and Mission

"To provide high quality education for all children based on clearly established Christian values and principles."

We work closely and collaboratively with our schools and other partners to ensure that we offer a strong caring ethos and a clear moral purpose. We encourage all our schools to see themselves as part of a family with a shared vision, identity and purpose whilst maintaining their individuality.

We are committed to achieving excellence in education and see it as the right of every child to achieve their full potential and to flourish academically, socially, spiritually and emotionally.

Our Aims

We aim to ensure:

- High academic standards and improvements in school performance
- Raised community aspirations
- An open Christian ethos within whose values all can achieve their full potential
- An inclusive and welcoming environment for those of all faiths and of none
- Inspirational teaching
- A self-sustaining, learning community that shares best practice
- A love of learning in all members of the Cidari family

General Information

As an exempt charity and company limited by guarantee, Cidari Education Ltd (Cidari Multi Academy Trust, the "Company", "Cidari") is governed by appointees of the Blackburn Diocesan Board of Education (the "Trustees") who are responsible for, and oversee, the management and administration of Cidari and Academies run by Cidari ("Academies").

Cidari is accountable to external government agencies including the Department for Education ("DfE"), the Education and Skills Funding Agency ("ESFA") and the Charity Commission (including any successor bodies), for the quality of the education provided by the Academies and its management of public funds and it is required to have systems in place through which it can assure itself of quality, safety and good practice.

In order to assist in the discharge of these responsibilities, the Board of Trustees of Cidari (the "Main Board") may appoint people who have connections to a particular Academy to serve on a Committee of the Board of Trustees established to support the good governance of that Academy. Cidari Trustees have established one such Committee; Local Governing Committees (LGCs).

This Scheme of Delegation (the "Scheme") explains the ways in which the Trustees fulfil their responsibilities for the leadership and management of Cidari and the respective roles and responsibilities of the Main Board, as well as the Local Governing Committees.

This Scheme has been put in place by the Trustees from the Effective Date in accordance with the provisions of Cidari's Articles of Association (the "Articles") and it should be read in conjunction with those Articles. In the case of conflict between a provision of the Articles and a provision of this Scheme, the provision of the Articles shall prevail.

Trust Object and Purpose

The Company's Object as defined in the Articles is:

"to advance for the public benefit education in the United Kingdom, ...by establishing, maintaining, carrying on, managing and developing Academies which shall offer a broad and balanced curriculum and which shall include other than those designated Church of England, whether with or without a designated religious character. Church of England academies designated as such which shall be conducted in accordance with the principles, practices and tenets of the Church of England, both generally and in particular in relation to arranging for religious education and daily acts of worship, and in having regard to any advice and following any directives issued by the Diocesan Board of Education, but in relation to each of the Academies to recognise and support their individual ethos, whether or not designated Church of England. Providing recreational and leisure time facilities in the interests of social welfare for the inhabitants of the United Kingdom, especially those who have need of such facilities by reason of their youth, age, infirmity or disablement, poverty or social and economic circumstances."

The primary purpose of Cidari is to ensure that every Cidari student achieves the highest possible levels of attainment within an appropriate learning and built environment. Cidari comprises a number of such environments - the component Academies. While each Academy will operate within this Scheme, the ethos of Cidari is that all the Academies will work collaboratively, to enable students and staff to flourish and grow through an educational model where each of the component parts works together, with the strong supporting the weak and the weak challenging the strong.

A Church Academy recognising its historic foundation will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level. For such academies without a religious character Cidari will support the development of the academy's particular character.

Each Academy will work collaboratively with other Academies run by Cidari, whilst retaining any successful partnership links and clusters with other schools and academies and the wider family of schools, sharing resources, knowledge and best practice as may be appropriate with the following objectives in mind, supporting each other to:

- Achieve consistently high standards of learning and teaching;
- Develop curriculum design and collaboration which optimise opportunities for students and provide 'added value' progress for them; provides excellent information, advice and guidance in order to make informed choices; ensure effective learning behaviour and interpersonal relationships;
- Provide support building upon individual specialisms and/or areas of identified strength between schools and academies to improve key aspects of performance;
- Achieve best value in service delivery and financial management, especially where partnership working can add value.
- Allow the flourishing of each child spiritually, morally, academically, physically

Roles and Responsibilities

The Role of the Members

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

There will be at least three Members, and 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 expectations, no Trustees, other than the Chair of Trustees as set out in the Articles of Association, will be a Member. Members are not permitted to be employees of the Academy Trust.

The Members will hold the Trustees to account on standards and the delivery of the Diocesan vision for education in the Diocese of Blackburn.

The Role of the Trustees

Cidari is a charitable company and so Trustees are both charity trustees (within the terms of section 177(1) of the Charities Act 2011) and company directors. Because Trustees are bound by both charity and company law, the terms 'Directors' and 'Trustees' may be used interchangeably.

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

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

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

The Role of Board Committees

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

The Cidari Board of Trustees has established the following committees:

- Audit and Ethics

Trustees may establish Task and Finish groups to carry out specific, time limited functions and pieces of work. Task and Finish groups will include but are not limited to:

- Quality and Standards
- Performance Management Review

The Role of the Chief Executive Officer (CEO)

The CEO has the delegated responsibility for the operation of the Trust including the performance of the Trust's academies and so the CEO line manages academy Headteachers and is responsible for conducting their performance management.

The CEO is the accounting officer so has overall responsibility for the operation of the 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 Central Team of the academy trust. The CEO will delegate executive management functions to the Central Team and is accountable to the Trust Board for the performance of the Central Team.

The Role of the Local Governing Committee

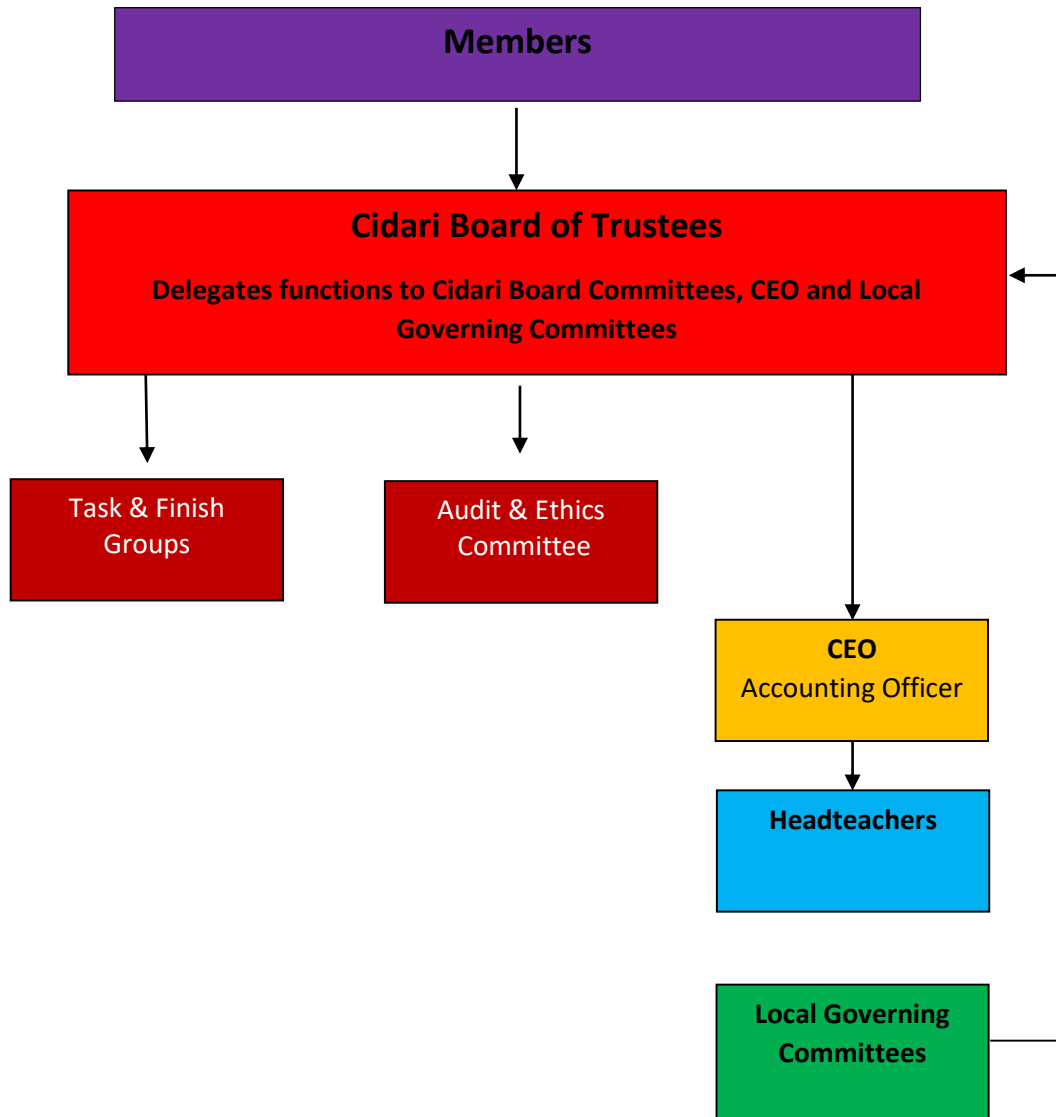
The Trustees may establish Local Governing Committees to carry out some of its school level governance functions, and delegated responsibilities are set out in the Local Governing Committee (LGC) Terms of Reference and the decision matrix at Appendix 2. Trustees are not required to sit on LGCs, although along with members of the Central Team, Trustees may attend LGC meetings as required. The Trustees will appoint the Chair of the LGC, and will also appoint Foundation and Community members of the LGC.

Delegated functions of the LGC include:

- Building an in-depth understanding of how the school is led and managed
- Developing and actively promoting the school's Vision within the school and wider community
- Monitoring whether the school is:
 - Working within agreed policies
 - Meeting their agreed targets
 - Managing their finances well
- Engaging with stakeholders
- Developing and nurturing links with the local community and Church
- Being a point of consultation and representation
- Reporting to the Trust Board

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

Appendix 1: Governance Structure



- Role of Members**
- Appoint Trustees
 - Receive the accounts
 - Appoint External Auditors

- Role of Trustees**
- Make all strategic decisions regarding the Trust
 - Appoint and hold the CEO to account
 - The ultimate accountable body for all schools

- Role of Local Governing Committees**
- Monitor, challenge and hold School Leaders to account for the educational performance of the school
 - Monitor and challenge school development and action plans to ensure targets and key priorities are being met
 - Drive forward the school Vision
 - Hold leaders to account for creating a culture which enables staff and pupils to excel

Appendix 2: Decision Matrix

Column 1: Members

Column 2: Cidari Board of Trustees (may delegate functions to relevant Committees)

Column 3: Chief Executive Officer (may delegate functions to relevant members of the Central Team)

Column 4: Local Governing Committee (LGC)

Column 6: Headteacher/Executive Headteacher

✓ Action to be undertaken at this level

A Provide advice and support to those accountable for decision making

< > Direction of advice and support

People Decision	Delegation				
	Members	Trust Board	CEO	LGC	Headteacher
Members: Appoint/Remove	✓				
Trustees: Appoint/Remove	✓				
CEO: Appoint/Suspend/Remove		✓			
Trust Central Employees: Appoint/Suspend/Remove		A >	✓		
Role descriptions for Trustees/ /LGC members: agree		✓	< A		
Cidari/Foundation/Community LGC Members: appoint and remove		✓	< A	< A	
Trust Committee Chairs: appoint and remove		✓			
LGC Chairs: appoint and remove		✓	< A	< A	
Clerk to Trust Board: appoint and remove		✓			
Clerk to LGC: appoint and remove			✓	<A	
Headteacher: Appoint/Suspend/Remove			✓	< A	
Deputy Headteacher: Appoint/Suspend/Remove			✓		< A
Teaching Staff: Appoint/Suspend/Remove					✓
Non-Teaching Staff: Appoint/Suspend/Remove					✓
Variations to agreed academy staffing structure/establishment: Approve/Reject			✓	< A	< A

Systems & Structures	Delegation				
Decision	Members	Trust Board	CEO	LGC	Headteacher
Articles of association: review and adopt	✓	< A	< A		
Scheme of Delegation: review and adopt		✓	< A		
Governance structure for the Trust: establish and review annually		✓	< A		
Terms of reference for Trust Board committees: review and agree annually		✓			
Terms of reference for LGC: review and agree annually		✓		< A	
Skills audit: complete annually and recruit to fill gaps		✓		✓	
Annual self-review of trust board performance: complete annually		✓			
Annual self-review of LGC performance: complete annually				✓	
Succession Planning		✓	< A >	✓	< A
Annual schedule of business for trust board: agree		✓	< A		
Annual schedule of business for LGC: agree		A >	✓	< A	< A
Commissioning of External Review of Governance		✓			

Reporting	Delegation				
Decision	Members	Trust Board	CEO	LGC	Headteacher
Trust governance details on trust and academies' websites: ensure			✓		✓
Academy governance details on academy website: ensure				✓	✓
Register of all interests, business, pecuniary, loyalty for members/trustees/LGC members: establish and publish		✓		✓	
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 LGC: submit to Trust Board				✓	

Being Strategic	Delegation				
	Members	Trust Board	CEO	LGC	Headteacher
Schools wishing to join the Trust: Approve/reject		✓	< A		
Determine trust wide policies which reflect the trust's ethos and values		✓	< A		
Determine Academy level policies which reflect the Trust ethos and values				A >	✓
Central spend/management fee: agree		✓	< A		
Management of risk: establish register and review			✓		
Management of risk: monitor risk register		✓			
Trust's vision, mission and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		✓	< A	< A	< A
Academy vision, mission and strategy, agreeing key priorities in line with Trust- wide vision and priorities				✓	< A
Academy Improvement Strategy Plans: Approve			✓	< A	< A
Academy Improvement Strategy Plans: Monitor Implementation and Effectiveness			✓	✓	< A
Budget plan to support delivery of trust key priorities: agree		✓	< A		
Budget plan to support delivery of Academy key priorities: agree			✓	< A	< A
Trust's staffing structure: agree		✓	< A		
Academy staffing structure: agree			✓	< A	< A
Trust business continuity/disaster recovery: Approve, planning and oversight		A >	✓	< A	< A
Academy business continuity/disaster recovery: Planning and oversight			✓	< A	< A

Community, Stakeholder and Church Engagement	Delegation				
Decision	Members	Trust Board	CEO	LGC	Headteacher
To be champions for the academy within the local Church and community	✓	✓	✓	✓	✓
To be champions for the Trust within local and wider communities	✓	✓	✓	✓	✓
Engagement with stakeholders	✓	✓	✓	✓	✓
Annual action plan for community engagement, including communications with parents, PCC and local community: develop and action				✓	✓
Ensure ADP meets the needs of the latest SIAMS framework				✓	✓
Ensure Collective Worship is delivered in accordance with Trust Deed and statutory requirements				✓	✓

Holding to Account	Delegation				
Decision	Members	Trust Board	CEO	LGC	Headteacher
Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S): agree		✓	< A >	✓	✓
Reporting arrangements for progress on key priorities (academy level): agree			A >	✓	✓
Reporting arrangements for progress on key priorities (Trust Level): agree		✓	< A		
Performance management of the Chief Executive Officer: undertake		✓			
Performance management of Headteacher: undertake			✓	< A	
Targets for pupil attainment and achievement: Agree			✓	< A	< A

Ensuring Financial Probity	Delegation				
	Members	Trust Board	CEO	LGC	Headteacher
Chief financial officer for delivery of trusts detailed accounting processes: appoint		✓	< A		
Trust's scheme of financial delegation: establish and review		✓	< A		
Funding Agreements: Ensure compliance		✓			
External auditors' report: receive and respond		✓			
CEO pay award: agree		✓			
Headteacher pay award: agree		✓	< A		
Staff appraisal procedure and pay progression: review and agree		✓	< A >	< A >	✓
Individual Academy budget: Develop			A >		✓
Individual Academy budget: Approve		✓			
Individual Academy budget: Monitor				A >	✓
Trust central budget: Develop			✓		
Trust central budget: Approve & Monitor		✓			
Variation to individual academy budget, without going into deficit: Approve			✓		
Expenditure outside the agreed budget: Approve (with due regard to Financial Scheme of Delegated Authority)		✓	< A		
Benchmarking and trust wide value for money: ensure robustness		✓	< A		
Benchmarking and school value for money: ensure robustness			✓	< A	< A
Develop trust wide procurement strategies and efficiency savings programme			✓		
Review and approve trust wide procurement strategies and efficiency savings programme		✓	< A		

Safeguarding	Delegation				
Decision	Members	Trust Board	CEO	LGC	Headteacher
Promote, develop and maintain a robust culture of Safeguarding that has at its heart the welfare and needs of all children and staff	✓	✓	✓	✓	✓
Adopt Trust-wide Safeguarding and Child Protection policy	✓	✓	✓	✓	✓
Ensure Trust-wide Safeguarding and Child Protection policy is being followed and school-based recording systems and processes are robust and compliant		✓	✓	✓	✓
Ensure Single Central Record is maintained in line with Trust expectations and requirements			✓	✓	✓
Ensure Safeguarding audits are conducted annually, and any actions identified are addressed			A >	✓	✓
Monitor practice across the Trust and take appropriate action where Safeguarding practice is falling short of expected standards		✓	✓	< A	< A

Health, Safety & Estates Management	Delegation				
Decision	Members	Trust Board	CEO	LGC	Headteacher
Adopt, monitor and support the implementation of the Trust-wide Health & Safety policy		✓	✓	✓	✓
Ensure that Health & Safety audits are being carried out and any identified actions are being addressed			✓	✓	✓
Conduct site inspections to review any Health & Safety issues, and the security of premises and equipment				✓	✓
Day to day repairs and premises maintenance					✓
Develop and maintain a planned maintenance and estates strategy			A >		✓
Develop and maintain a Trust-wide risk register for estates management		✓	< A		< A

Curriculum & Standards	Delegation				
Decision	Members	Trust Board	CEO	LGC	Headteacher
Develop, implement and monitor a broad and balanced curriculum which includes: <ul style="list-style-type: none"> Ensuring that the Vision and Ethos of the Trust permeates the curriculum and life at each academy Ensuring that every pupil is well-equipped to follow their vocation as active citizens in service to the world Ensuring that the curriculum, extra-curricular activities and ethos will prepare pupils for life in modern Britain Ensuring that there is a written policy on Relationships and Sex Education (RSE) which meets statutory requirements and reflects the ethos of the school 		A >	A >	A >	✓
Monitor standards of teaching and make decisions to improve practice			✓	< A >	✓
Monitoring the progress of children and vulnerable groups, including disadvantaged, and taking decisive actions				✓	✓
Monitoring the progress and provision in EYFS				✓	✓
Monitoring the progress and provision of SEND pupils				✓	✓
Admissions, Exclusions and Complaints	Delegation				
Decision	Members	Trust Board	CEO	LGC	Headteacher
To review and approve an Admissions Policy			A >	✓	< A
Responsibility for admissions application and appeal decisions			A >	✓	< A
To appeal against LA directions to admit pupils			A >	✓	< A
To exclude a pupil for a fixed term (less than 45 days in total per year) or permanently					✓
To consider certain exclusions, any representations and appeals in line with the <i>Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England guidance</i>				✓	
To investigate complaints in line with the Cidari Complaints Policy				✓	✓