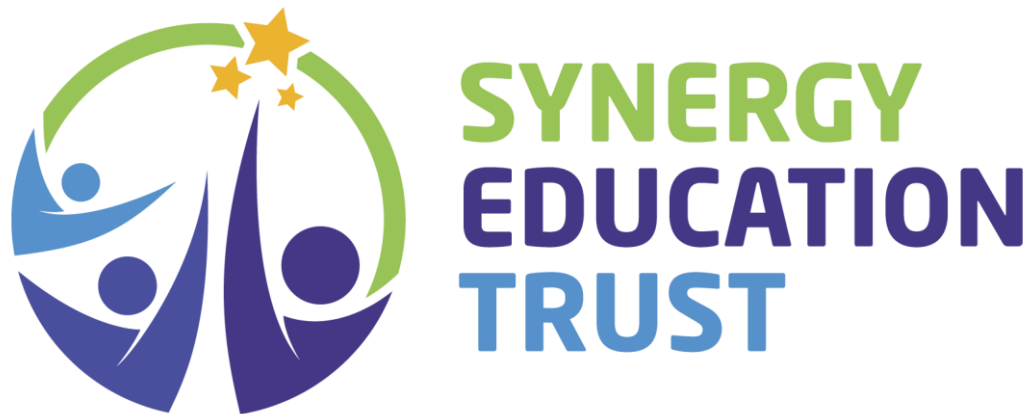


Scheme of Delegation
Synergy Education Trust



Synergy Education Trust is an exempt charity and company limited by guarantee in England with company number 14555530. The company's registered office is Boundary School, Dinmore Avenue, Blackpool, Lancashire, United Kingdom, FY3 7RW.

Contents

Introduction	3
Vision and Values	3
Governance Structure	4
Roles and Responsibilities	5
Members	5
Trust Board	5
Trust Board Committees	6
Chief Executive Officer	8
Head Teacher Committee	8
Delegation matrix	9
Financial levels of authority	17

Introduction

As a charitable company that is limited by guarantee, Synergy Education Trust is governed by a Trust Board who are responsible for, and oversee the strategic control, management and administration of the Trust and the schools run by the Trust.

The Trustees are accountable to external government agencies including the Department for Education (including any successor bodies) and the Charity Commission for the quality of the education they provide, and they are required to have systems in place through which they can assure themselves of quality, safety and good practice.

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 Local Governing Boards.

The Trustees appoint Governors who are more locally based to serve on Local Governing Boards, which are there to help to ensure good governance of the individual schools within the Trust in accordance with this Scheme of Delegation.

This Scheme of Delegation explains the ways in which the Trust fulfils its responsibilities for the leadership and management of its schools, and the respective roles and responsibilities of Members, Trustees, boards, committees, and key officers to ensure the success of the schools.

For the avoidance of doubt, where any existing Trust policy conflicts with this Scheme of Delegation, then the Scheme of Delegation shall take precedence.

In all issues of interpretation, the decision of the Chief Executive Officer, in consultation with the Chair of the Trust Board, is final.

Vision and Values

We formed Synergy because we share a collective vision for aspirational education for all and we know that, in working more closely together, we will make an even greater difference to improving both the quality of education and the outcomes for all our pupils. We believe passionately that all children deserve nothing less than the very best of opportunities and experiences to go on and lead happy, fulfilling, healthy and successful lives – children growing up to become adults who are willing and able to embrace and shape their own futures, as well as help to contribute to a better society for all.

At Synergy we believe we are stronger and better together. We are a family of schools with a shared vision for outstanding education. We recognise that the teachers and support staff within our schools have expertise in many areas; we actively promote and facilitate the sharing of knowledge and skills throughout Synergy, leading to excellence for all our schools.

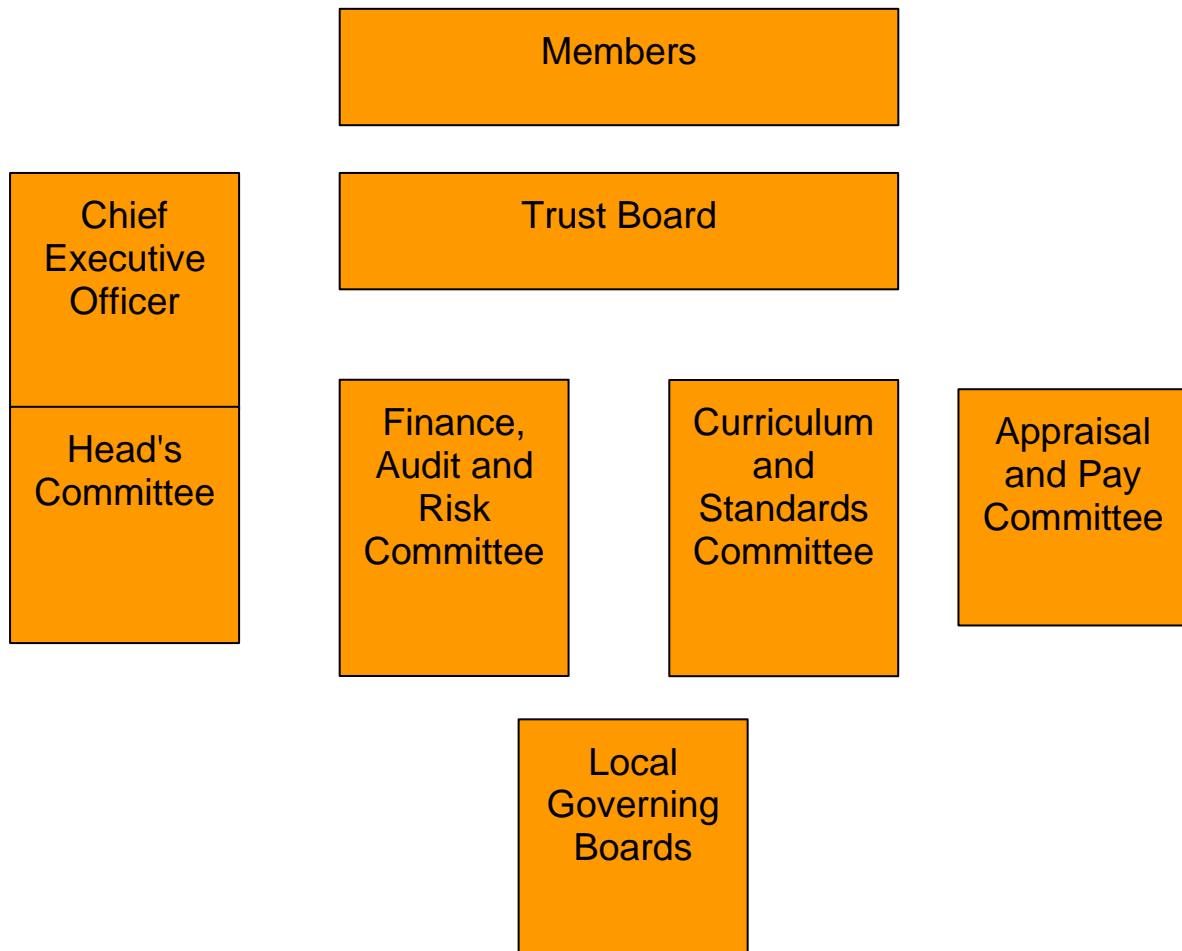
We believe in outstanding education and opportunities for all young people. We also believe that this should be offered in local schools which are rooted in their local communities and allowed to develop their own distinct identities whilst upholding the core Synergy vision and values.

We know that the route to future success lies in us delivering the best possible outcomes for our pupils and in ensuring that, by the time they leave us, they are well-equipped to move on to the next phase of their education. The wealth and full range of learning experiences are underpinned by pupils' development of secure basic skills delivered through rigorous teaching of reading, writing and maths within a broad, balanced, and enriching curriculum.

We work collaboratively to teach to the highest standards in all years and in all subject areas, whilst fostering a love of learning within our safe, vibrant, and caring school communities.

Our vision is to build a collaborative partnership of schools that will provide outstanding educational provision both within and outside the classroom through challenges and promoting excellence. We believe every young person deserves the best possible start to life and a world class education that is aimed at helping young people become successful learners and confident individuals.

Governance Structure



Roles and Responsibilities

Members

Academy trusts are founded by members, constituted under a Memorandum of Association and Articles of Association.

Members are responsible for:

- Approving and amending the Articles of Association.
- Recruitment and appointment of Members and Trustees.
- Securing the highest standards of accountability from Trustees for the provision of all pupils in the Trust and may direct Trustees to take specific action to achieve this.
- Ensuring that an effective Trust Board is in place.
- Holding the Trust Board to account for performance and standards within academies.
- Appointment and removal of the Trust's auditors and receiving the annual accounts.

There must be separation of powers between Members and the Trust Board. Members are not allowed to be employees of the Trust.

Trust Board

Trustees focus on the following three core functions of governance:

- Ensuring clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff.
- Overseeing the financial performance of the schools and making sure that its money is well spent.

Trustees must apply the highest standards of governance and take full ownership of their duties. The Trust Board is responsible for:

- Delivering the charitable objectives of the Trust.
- Strategically controlling the organisation and managing the charitable assets.
- Ensuring compliance with the Trust's duties under company law and charity law
- The determination of the educational character and mission of the Trust.
- Setting key strategic objectives and targets and reviewing performance against these, enabling the Local Governing Boards to set and achieve their aims and objectives within such vision.
- Approving the Trust development plan.
- Approving statutory policies that are common to all schools within the Trust.
- Ensuring regularity and propriety in use of the Trust's funds, and achieving economy, efficiency and effectiveness – the three elements of value for money.
- Taking ownership of the Trust's financial sustainability and its ability to operate as a going concern.
- Appointing or dismissing the Chief Executive Officer, Directors of Educations, Heads and Central Service Team staff.
- Holding to account the Chief Executive Officer and, reporting to him or her, the Chief Operational Officer, the Chief Financial Officer and the central team.
- Intervening as appropriate in any academy at risk of underperformance.
- Undertaking determination of the establishment, constitution, membership, proceedings and delegated powers and functions of the Local Governing Boards along with their annual

review and revision.

Trust Board Committees

The Board may delegate functions to committees, but accountability will rest with Trustees and decisions made by committees will be deemed decisions of the Trust Board.

- **Finance, Audit and Risk Committee**

The Finance, Audit and Risk Committee has the following responsibilities:

- Financial oversight and scrutiny, ensuring that the Trust complies with its policies and procedures with a focus on financial planning, risks, reporting and monitoring.
- Consideration of the Trust's financial, staffing and health and safety matters and, by exception, individual academy matters, in order to provide the Trust Board with assurance on the business aspects of the Trust.
- Consideration of any internal and external audit reports as well as the risk register of the Trust, to provide assurance to the Trust Board.

- **Curriculum and Standards Committee**

This Committee is charged with reviewing and evaluating academy improvement across the Trust. It will consider standards at each academy in detail to ascertain potential risk of underperformance. It will use Local Governing Board minutes, analysis and information to further scrutinise the standards within academies, particularly if these have been highlighted as less than good.

- **Appraisal and Pay Committee**

The Trust Board has a responsibility to make pay determinations for all staff annually. This responsibility is delegated to the Appraisal and Pay Committee. The Committee ensures that all pay determinations act in accordance with the Trust's policy on pay, including adherence to timings.

The Committee is also responsible for monitoring and evaluating the progress of the Chief Executive Officer in achieving strategic priorities.

- **Local Governing Boards**

While each school is ultimately governed by the Trust, Local Governing Boards hold a critical role, and it is the responsibility of the governors of each school to oversee the running of the school on behalf of the Trust. Local Governing Boards can act as powerful champions for the Trust's vision and strategy and can strengthen policy development through consultation.

All Synergy schools have a Local Governing Board, which is responsible for the following areas:

- Safeguarding - monitoring safeguarding practice, ensuring compliance with school and Trust-wide policies and statutory requirements;
- SEND - ensuring pupils with special educational needs and disabilities (SEND) get the support they need and seek assurance that staff are adequately trained;

- Standards - monitoring school performance – reviewing data, including exam results, attendance rates, and pupil progress; working with school leaders to identify areas for improvement;
- Stakeholder engagement - developing communication channels, consulting stakeholders and working in partnership with the local community in order to ensure that stakeholder views are accounted for.

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 therefore the CEO performance manages the Academy Heads, alongside the Chairs of Local Governing Boards.

The CEO has overall responsibility for the operation of the Trust's financial responsibilities, ensuring that the organisation is run with financial effectiveness and stability, avoids waste and secures value for money.

Head Committee

This committee is made up of the CEO, Education Standards Leads and Heads of School. It is responsible for implementing the Trust's strategy for school improvement.

Delegation Matrix

The following delegation matrix is based on the National Governance Association’s “Guide to developing a scheme of delegation” for multi academy trusts, and covers statutory and essential responsibilities.

Key	
A Accountable (and approver)	Answerable for the task being delivered. Delegates the task to those responsible. There should be only one group/person accountable for each task/decision.
R Responsible	Responsible for the delivery. Does the work to achieve the task. Can be shared between groups/individuals.
C Consulted	Needs to be involved before the decision is made. Communication is two-way – these are important stakeholders or have relevant specialist knowledge.
LGBs	Local Governing Boards

		Members	Trustees	CEO	CFO	LGBs	Head
1. Board business							
1.1	Appoint/remove members	*A/R					
1.2	Appoint/remove trustees	*A/R	*A/R				
1.3	Elect chair of trustees		*A/R				
1.4	Appoint and remove board committee chairs		*A/R				
1.5	Establish and review trust governance structure		*A/R	C			
1.6	Agree named safeguarding trustee		*A/R				

		Members	Trustees	CEO	CFO	LGBs	Head
1.7	Agree named SEND trustee lead		*A/R				
1.8	Agree named careers trustee lead		*A/R				
1.9	Appoint/remove LGB chairs		*A	R		C	
1.10	Appoint/remove LGB members		*A	R		C	
1.11	Appoint trust governance professional		*A	R			
1.12	Agree LGB clerking arrangements		*A/R			C	
1.13	Articles of association: review		*A/R				
1.14	Articles of association: ratify	*A/R					
1.15	Agree committee terms of reference		*A/R	C		C	C
1.16	Complete annual review of scheme of delegation		*A	R			
1.17	Complete annual trust board self-review		A/R				
1.18	Complete review of local governance	C	A	R		C	C
1.19	Publish governance arrangements on trust and schools' websites		*A	R			
1.20	Ensure trust website is compliant and effective		*A	R			
1.21	Ensure school websites are compliant and effective		*A	A			R
1.22	Submit annual report on the performance of the trust to members and publish		A	R			
1.23	Commission external review of board effectiveness every three years	C	A/R	C			

		Members	Trustees	CEO	CFO	LGBs	Head
1.24	Annually report work of LGBs: submit to trust and publish		A	C		R	C
2. Vision and strategy							
2.1	Determine trust's vision, strategy and key priorities		A/R	R		C	C
2.2	Apply trust vision and strategy to individual schools		A	R		C	R
2.3	Determine trust-wide policies which reflect the trust's ethos and values		*A	R			
2.4	Determine school level policies		*A	R		C	R
2.5	Establish risk register and conduct regular review		*A	R			
2.6	Ensure engagement with stakeholders		A	R		R	R
3. Finance and estates							
3.1	Appoint and remove external auditors	*A/R	C		R		
3.2	Appoint and performance manage chief financial officer		*A	R			
3.3	Produce trust's scheme of financial delegation		*A	R			
3.4	Receive external auditors report	*A/R					

		Members	Trustees	CEO	CFO	LGBs	Head
3.5	Action recommendations made by external auditors		*A	R			R
3.6	Produce annual report and accounts in line with the Charity Commission's Statement of Recommended Practice		*A	R			
3.7	Submit ESFA required reports and returns		*A	R			
3.8	Agree budget plan to support delivery of trust strategic priorities		A	R			
3.9	Agree budget plan to support delivery of school strategic priorities		*A	A		R	R
3.10	Monitor trust budget		*A	R			
3.11	Carry out benchmarking and trust-wide value for money evaluation		C	A/R			
3.12	Agree reporting and monitoring arrangements for trust and school budgets		*A	R			C
3.13	Approve trust-wide estate vision, strategy and asset management plan		*A/R	C			
3.14	Monitor school estate to ensure it is safe and well maintained		*A			R	R
4. Human resources							
4.1	Appoint and dismiss CEO/accounting Officer		*A	R			

		Members	Trustees	CEO	CFO	LGBs	Head
4.2	Performance manage CEO		*A/R				
4.3	Agree CEO pay and reward		*A/R				
4.4	Conduct executive team performance management		C	A/R			
4.5	Conduct headteacher performance management			A/R		C	
4.6	Agree headteacher pay and reward			A/R		C	
4.7	Review and agree staff appraisal procedure and pay progression		A	R		C	C
4.8	Determine executive team staffing structure		*A	R			
4.9	Determine school staffing structure			A		C	R
4.10	Headteacher appointments and dismissal			A/R		C	
4.11	Trust wide pay policy, terms and conditions of employment		*A	R			
4.12	Determine disciplinary and capability policies		*A	R			
4.13	Implement disciplinary and capability procedures – CEO		A/R				

		Members	Trustees	CEO	CFO	LGBs	Head
4.14	Implement disciplinary and capability – central team		A	R			
4.15	Implement disciplinary and capability procedures – schools		A	C		C	R
4.16	Approval of exit payments/early retirement/pension discretion (above a certain threshold)		*A	C			
5. Education							
5.1	Approve trust curriculum/school curriculum and curriculum policy		A	R			C
5.2	Ensure high standards of teaching and learning		A	R		C	R
5.3	Delivery of curriculum			A			R
5.4	Set targets for trust outcomes		A	R			
5.5	Plan and deliver individual school improvement interventions and strategies			A		C	R
5.6	Agree trust behaviour policy		C	A/R		C	C
5.7	Implement behaviour policy			A			R
5.8	Review permanent and fixed term exclusions		*A/R			R/C	

		Members	Trustees	CEO	CFO	LGBs	Head
5.9	Agree admissions policy		*A	R		C	C
5.10	Admissions appeal process		*A	R		C	C
5.11	Determine complaints policy		*A/R	C		C	
5.12	Implement complaints procedures		*A/R	R		R	R
6. Community							
6.1	Developing stakeholder partnerships across the trust		A	R		C	C
6.2	Developing stakeholder partnerships at school level			C		A	R

