



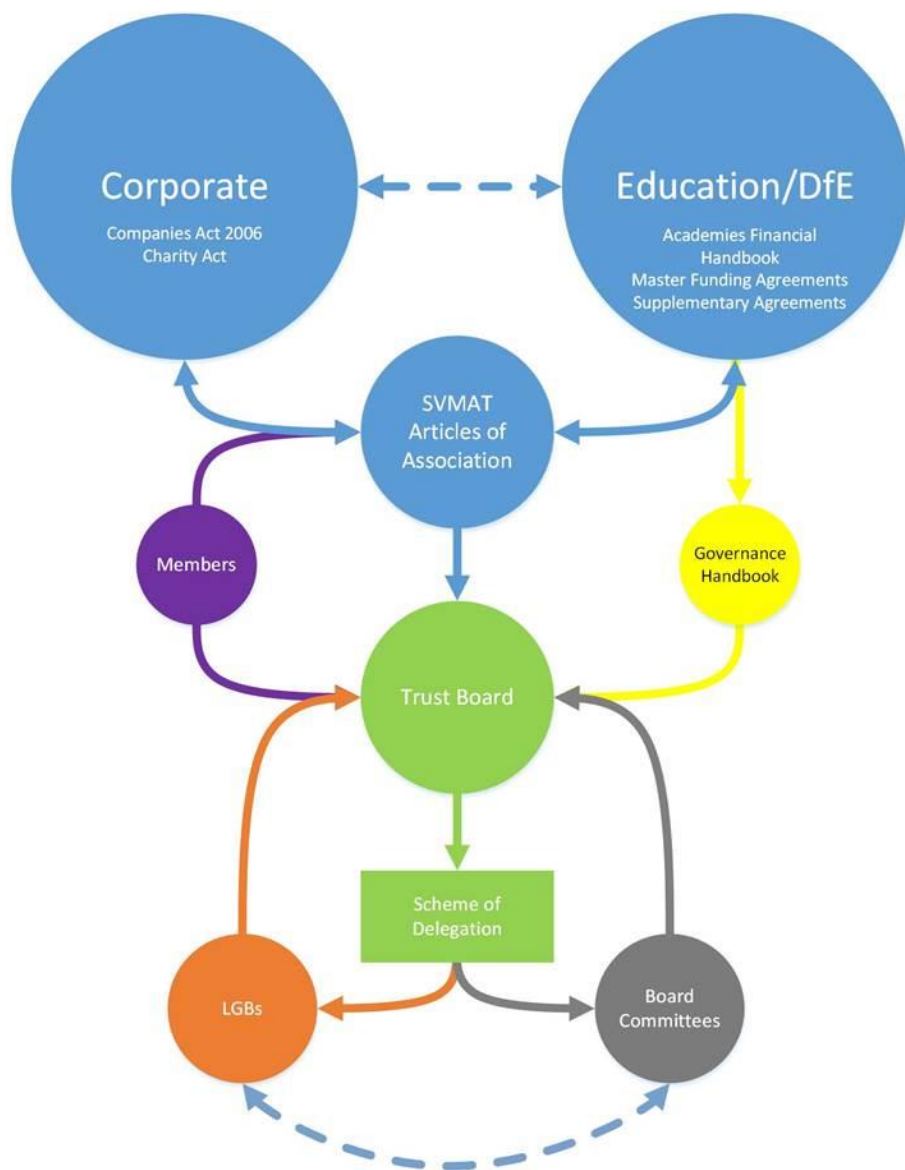
**Stowe Valley**  
MULTI ACADEMY TRUST

# **Scheme of Delegation 2022**

**Approved by: SVMAT Trust Board**  
**Date: September 2022**  
**Review: Annually**

## Introduction

Stowe Valley Multi Academy Trust is a Company limited by guarantee and an educational charity, and as such is governed by both Company and Charity law. The Board of Trustees is accountable for all major decisions about the academies within the Trust. Governance within the Trust is underpinned by our vision, ethos and key principles as set out in our Governance Charter. The Trust recognises that for governance to be effective there needs to be a shared understanding of where responsibility for decision making lies as shown in the diagram below:



This overarching scheme of delegation (SoD) defines the lines of responsibility and accountability in the MAT. It is intended to:

- Promote a culture of honesty and accountability
- Ensure the executive leadership is clear about which decisions remain in the control of the Trust board
- Ensure the relationship between the Board of Trustees and Local Governing Bodies is clear
- Identify responsibility for the appointment and performance management of the CEO/executive principal and school heads
- Ensure that the role of the executive leadership is fully understood throughout the MAT
- Identify responsibility for policy and practice in each school
- Identify responsibility for oversight of educational performance in each school
- Identify responsibility for oversight of each school's budget
- Identify responsibility for assessment of risk in each school

It should be noted that the SoD is itself determined by the following key documents:

- **The Stowe Valley MAT Articles of Association**
- **The Stowe Valley MAT Master Funding Agreement and associated Supplemental Funding Agreements**
- **The requirements of the Academy Trust Handbook**, including the formal written scheme of financial delegation for the SVMAT.

The SoD sets out

- The Governance Structure and Lines of Accountability
- Roles and Responsibilities
- Delegated Decision Making formatted as follows:
  - 1 Governance - People, Systems and structures
  - 2 Reporting
  3. Being strategic
  4. Holding to account
  5. Ensuring financial probity

The SoD will be reviewed at least annually by the Board of Trustees and may be reviewed earlier if required. Where decisions are not listed in this document or delegated through the Financial Scheme of delegation or other policy documents, the default position is that

the decision rests with the Board of Trustees. Definition of terms is included at Appendix A.

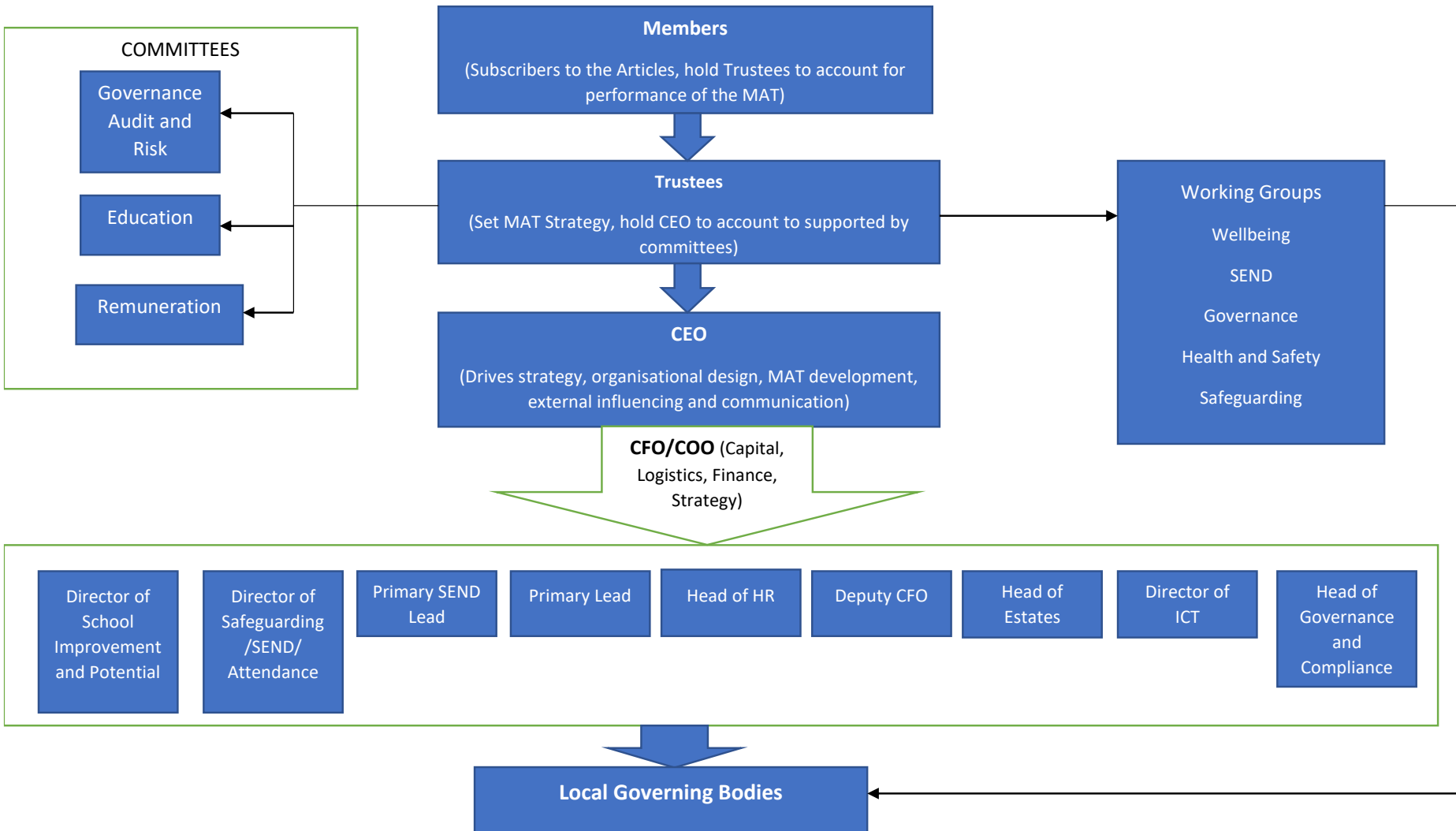
## Governance Structure and lines of Accountability

The Trust Board has overall responsibility and ultimate decision making authority for all the work of the Academy Trust. Our belief that strong local governance is the most effective way to build successful schools means that in most circumstances governance of our individual schools is delegated to its Local Governing Body. In law, Local Governing Bodies are committees of the Trust Board, and as such report to and are accountable to the Board of Trustees. Stowe Valley MAT believes that decisions should be made as close as possible to the impact of that decision and therefore expects Local Governing Bodies to develop the detailed local knowledge and engagement with stakeholders to ensure that their school is well run and offers pupils and students the best possible educational experience.

Day to day responsibility for delivering the vision and ethos of the Trust has been delegated by the Board of Trustees to the Chief Executive Officer (CEO), and through the CEO to the Chief Finance Officer, School Headteachers and their Senior Leadership Teams. The CEO will be accountable to the Board of Trustees for the performance of the Trust as a whole, including reporting on the performance of the individual schools. Headteachers will be accountable to their Local Governing Bodies for the individual performance of their schools and will be expected to work closely with the CEO to ensure the performance of their school and the Trust overall is consistent with the Vision and Ethos of the Trust.

The Trust structure is shown diagrammatically overleaf:

# TRUST STRUCTURE



## Roles and responsibilities

This section is intended to provide a brief overview of the roles and responsibilities within the governance of the SVMAT. The Governance Charter provides a fuller description of those relationships and the mechanisms for communication within the governance structure.

### The role of the Members

**Members** are best viewed as guardians of the constitution, changing the Articles of Association if necessary and ensuring the charitable object is fulfilled. The Members appoint up to five of the Trustees and can exercise reserve powers to appoint and remove Trustees, but it is anticipated that this power will be rarely exercised. The Academy Trust will ordinarily have at least five Members.

Members are expected to meet at least annually to receive the report of the Trustees and Chief Executive Officer. They may attend meetings of the Trust Board as observers and with the consent of the Chair.

Whilst in law 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, SVMAT has determined that normally only one Member will sit as a Trustee and provide a link between the Trust Board and Members. Members are not permitted to be employees of the Academy Trust.

### The role of the Trustees

The MAT 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. SVMAT uses the term Trustees, to avoid the possible confusion caused when executive leaders are called directors but are neither company directors nor Trustees. In addition to the five Trustees appointed by Members, those Member appointed Trustees may appoint additional co-opted Trustees to provide the skills and experience required by the Board to fulfil its functions. The CEO is also appointed as a Trustee. Further details of the arrangements for appointment and removal of Trustees are contained in the Articles of Association and Governance Charter.

The 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 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 Trust board committees

The 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 the committee's terms of reference. The Trust board will appoint board committee chairs and committee members according to their skills. SVMAT has the following committees:

- Governance, Audit and Risk
- Educational Standards
- Remuneration Committee

Terms of reference for each committee are available from the Company Secretary and can be found in the Governor Hub section of the Trust Website. Committee structures will be reviewed annually.

In addition, the Trust Board may establish working groups to address specific issues. Working groups will be led by Trustees but may include local governors and staff to ensure they have the necessary expertise.

## 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. In conjunction with their Local Governing Body, the CEO performance manages the Executive Headteachers/Headteachers.

The CEO is the Accounting Officer so has overall responsibility for the operation of the Academy 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 executive management team of the Academy Trust. The CEO will delegate executive management functions to the executive management team and is accountable to the Trust board for the performance of the executive management team.

## The role of Local Governing Bodies

SVMAT fully supports the independence and unique distinguishing characteristics of each of our Academies. Governance is developed at a level of autonomy proportionate to the success of the school, and in most instances the Trust Board expects its schools to have a Local Governing Body responsible for carrying out the key strategic governance functions for that school. As a minimum the Board expects Local Governing Bodies to:

- Build an understanding of how the school is led and managed
- Monitor whether the school is:
  - Working within agreed policies
  - Is meeting the agreed targets
  - Managing its finances well
- Engage with stakeholders
- Be a point of consultation and representation
- Report to the board of Trustees

Whilst the Trust Board can remove delegation at any time from these committees of the board, it is expected that this would only become necessary in exceptional circumstances, as described in the Governance Charter.

Each governing body is expected to have at least two elected parent representatives, staff representation and a sufficient number of skilled and experienced governors to fulfil its functions. Details of the arrangements for the appointment and removal of governors are contained in the Articles of Association and the Governance Charter.

## The role of the Head Teachers

The Headteacher is responsible for the day-to-day management of the school and is managed by the CEO but reports to the Local Governing Body on matters which have been delegated to it which may include an element of monitoring and scrutiny of the school's management processes.



STOWE VALLEY MULTI ACADEMY TRUST

SCHEME OF DELEGATION MATRIX – APPENDIX (A)

**GLOSSARY OF TERMS (definitions from National Governance Association (NGA) guidance) referred to in the Scheme of Delegation and/or other related documents**

**Academy:** Academies are publicly funded independent schools. Academies have different governance arrangements from other schools

**Academy committee (Local Governing Body):** A committee of the trust board in a Multi Academy Trust (MAT). The role and responsibility of any committee is defined in the MAT's scheme of delegation

**Academy converter:** A school which converted to academy status with the support of a sponsor (usually lower performing at the time of conversion)

**Admissions Code:** A document providing statutory guidance on schools admission with which all schools must comply

**Articles of Association:** The formal governing document for an academy and sets out its rules for operating, including the composition of the governing board

**Delegated budget:** Money provided to schools, which governors can manage at their discretion

**Delegated powers:** Authority given to a committee, an individual governor or the headteacher to take action on behalf of the governing board. In multi academy trusts this also refers to powers delegated to academy committees

**DfE :** Department for Education

**Education & Skills Funding Agency (ESFA):** The ESFA brings together the former responsibilities of the Education Funding Agency (EFA) and Skills Funding Agency (SFA) to create a single agency accountable for funding education and skills for children, young people and adults. ESFA is an executive agency, sponsored by the DfE.

**Executive Headteacher:** Unlike a traditional headteacher who leads one school only, an executive headteacher is the lead professional of more than one school; or a lead professional who manages a school with multiple phases; or who has management responsibility significantly beyond that of a single school site .

**Free school:** A type of academy, either a new school set up in response to parental demand or a fee-paying school joining the state education system

**Funding agreement:** The document which sets out the relationship between an academy/MAT and the Education and Skills Funding Agency (ESFA)/Department for Education (DfE)

**Governor services** May be 'in-house' in larger MATs but often externally commissioned, governor services provide essential support to the governing board which may be in the form of training, advice or clerking services. This has historically been offered by the local authority

through a service level agreement. Academies and maintained schools are free to buy into their local authority's governor services or seek alternative arrangements.

**Governing board:** Refers to the board of maintained schools (governing body) and academies/MATs (board of trustees)

**Advisory Board:** Each Regional Schools Commissioner (RSC) has a board of elected headteachers of academies in their area to advise on and scrutinise their decisions

**HSE:** Health and Safety Executive

**LA:** Local authority – the LA has certain responsibilities regarding education, for example the educational achievement of looked-after children and for school places planning. It will also provide other services to schools, which may be provided via a service level agreement to maintained schools and in many cases academies

**LGB:** Local governing body – a term often used to describe a committee of a trust board for an individual school within a MAT. See LGC, academy committee

**LGC:** Local governing committee – a term often used to describe a committee of a trust board for an individual school within a MAT. See LGB, academy committee

**MAT:** Multi Academy Trust – where two or more academies are governed by one trust (the Members) and a board of trustees (the Trustees)

**MAT board:** Common term for the board of trustees overseeing a multi academy trust

**Director General of Regions Group** A civil servant responsible for co-ordinating the work of the nine DfE regions, as led by the RSCs

**Ofsted:** Office for Standards in Education, Children's Services and Skills – the body which inspects education and training for learners of all ages and inspects and regulates care for children and young people

**PAN:** Published Admissions Number – the number of children the LA (or governing board of a foundation or voluntary aided school or academy trust) determines must be admitted to any one year group in the school

**Parent governor/trustee:** Member of the governing board elected by the parents of the school's pupils

**PI:** Performance Indicators (sometimes called key performance indicators). Used to evaluate the success of a school or of a particular activity in which it engages

**PRP:** Performance Related Pay – schools following the STCPD must now ensure teachers' pay is linked to their performance

**Regional Schools Commissioners (RSCs):** Civil servants that act on behalf of the Secretary of State. Their responsibilities include intervening in underperforming academies and free schools, making decisions on conversion to academy status, and encouraging and deciding on applications for academy sponsors. There are nine RSCs serving different regions, reporting to the Schools Commissioner.

**Resolution:** A formal decision which has been proposed, seconded and agreed – not necessarily by a vote – at a meeting

**Revenue funding:** Revenue funding can be spent to provide services and buy items that will be used within a year. Examples include salaries, heating, lighting, services and small items of equipment

**Scheme of delegation:** A document defining the lines of responsibility and accountability in a MAT, sometimes referred to as a Roles and Responsibilities document

**School business manager:** A professional employed by a school with responsibility for financial management and often other areas such as human resources and health and safety management. Usually part of the senior leadership team

**School development plan:** The operational document describing how the school will work towards the strategic priorities set by the governing board

**Schools Forum:** A Schools Forum has been established in each LA area to advise on the allocation of the funding for schools – the majority of places on this board should be filled by governors and headteachers, preferably in equal numbers

**Secretary of State for Education:** The senior government minister with responsibility for education. Leads the Department for Education

**SFVS:** Schools Financial Value Standard – a means for the governing board to assess its financial processes, capabilities and skills

**Short inspection:** A one day Ofsted inspection carried out at 'good' schools (or special schools, nurseries, and PRUs judged 'outstanding')

**SIMS:** Schools Information and Management System – a computer package to assist schools in managing information on pupils, staff and resources, provided by Capita

**Sponsor:** An organisation or person who has received approval from the DfE to support an underperforming academy or group of academies. Examples of sponsors include academies, businesses and charities.

**Strategic plan:** The school's strategic document which sets out a small number of key priorities for the school over the next 3-5 years. The governing board should take the lead on developing the strategic plan

**Teaching schools:** Schools that work with others to provide CPD for school staff

**Teaching school alliances:** Led by teaching schools and include schools that are benefiting from support as well as strategic partners

**Terms of reference:** The scope and limitations of a committee's activity or area of knowledge

**Trustee board:** The governing board of a single academy trust or MAT

**Vision:** The school's vision should, in a few sentences, describe what the school will look like in three to five years' time.

## Delegated Decision Matrix

### Key

- Column 1: Members**
- Column 2: Board of Trustees of the Multi Academy Trust**
- Column 3: Chief Executive Officer**
- Column 4: Local Governing Body**
- Column 5: Headteacher**
- Column 6: Additional Information**

Blue box    Function **cannot** be legally carried out at this level.

✓    Action to be undertaken at this level

**A** Provide advice and support to those accountable for decision making

**C** Consult

**F** Feedback

**R** Recommendation

< > Direction of advice and support

**CFO** Chief Finance Officer

**GAR** Governance, Audit and Risk Committee

**ESC** Education Standards Committee

**RC** Remuneration Committee

AREA	DECISION	MEMBERS	TRUST BOARD	CEO	Local Governing Body (LGB)	Head teacher	Additional documentation
<b>Governance (People, Systems and Structures)</b>	Members: Appoint/Remove	✓					Articles of Association (AA)
	Trustees: Appoint/Remove	✓	✓				Governance Charter (GC)
	Role Description for Members	✓					GC
	Role description for Trustees/Chair/specific roles/LGB governors: agree		✓	<A>	<A>		GC
	Parent Governor: elected		✓		<R>		AA/school website
	Trust Board Committee Chairs: appoint and remove		✓	<A>			AA
	LGB Chairs: appoint and remove		✓	<A>	<R>	<A>	
	LGB Governor: appoint and remove		✓		<R>		AA/Application form/appointment process
	Governance Professional to Trust Board: appoint and remove		✓				AA
	Governance Professional to Local Governing Body: appoint and remove		✓			<A>	AA
	Articles of Association: review and agree	✓		<A>			AA

AREA	DECISION	MEMBERS	TRUST BOARD	CEO	Local Governing Body (LGB)	Head teacher	Additional documentation	
	Governance structure (committees) for the Trust: establish and review annually		✓	<A			GC/AA	
	Terms of Reference for Trust Board Committees and scheme of delegation: agree annually		✓	<A			SoD/Cross working group	
	Terms of Reference for LGB		✓		<R	<A		
	Skills audit: complete and recruit to fill gaps – Trust Board (a) LGB (b)		✓(a)		✓(b)		NGA audit/application form	
	Annual Self Review of Trust Board and committees: complete annually		✓				Column to be added to Annual Self Review doc to record changes from previous year i.e. contribution	
	Annual self review of LGB's: complete annually				✓		Column to be added to Annual Self Review doc to record changes from previous year i.e. contribution	
	Chair's performance: carry out 360 review periodically		✓		✓		GC/Review doc	
	Succession Plan		✓	<A>	✓	<A	Academy Trust Handbook (ATH)	
	Annual schedule of business for Trust Board: agree		✓	<A			ATH	
	Annual schedule of business for LGB: agree			A>		✓	<A	LGB Annual Scheme of Work
	Chief Executive Officer: appoint and dismiss			✓ <A & <R from RC				RC ToR

AREA	DECISION	MEMBERS	TRUST BOARD	CEO	Local Governing Body (LGB)	Head teacher	Additional documentation
	Chief Financial Officer: appoint and dismiss		✓ <A & <R from RC	<A			RC ToR AA/ATH
	Executive Headteacher/Headteacher: appoint and dismiss		✓	✓	<R		
<b>Reporting</b>	Publication on Trust and Schools' websites of all required details on governance arrangements: ensure		✓	<A>	✓	<A	DfE list
	Annual report on work of the LGB: extract from Annual Trust Report and provide to LGB to publish		✓		<A		LGB to advise on school specific info
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit to Members/DfE/Companies House and publish		✓	<A			AA/ATH
<b>Being Strategic</b>	Determine trust wide policies which reflect the trust's ethos and values (facilitating discussions with unions where appropriate) including: admissions; charging and remissions; complaints; expenses; health and safety; premises management; GDPR and FOI; staffing policies including capability; discipline; safeguarding and child protection; conduct and grievance: approve		✓	<A	<C <F	<A	. MAT website public and staff areas *RC have responsibility for review of pay policy, annual pay progression and T'S & C's of Trust employees

AREA	DECISION	MEMBERS	TRUST BOARD	CEO	Local Governing Body (LGB)	Head teacher	Additional documentation
	Determine school level policies which reflect the school's ethos and values to include e.g SEND, curriculum, behaviour: approve			A>	✓	<A	School websites
	Central spend/top slice: agree		✓	<A	<C<F	<C<F	Finance Policy+ doc with details of core services provided
	Management of risk: establish register, review and monitor		✓	<A>	✓	<A	Trust Risk Register LGB Risk Register
	Engagement with stakeholders	✓	✓	✓	✓	✓	Strategic engagement doc to follow/Communications Policy
	Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		✓	<A	<C <F	<C<F	
	School's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		A>	A>	✓	<A	
	Budget plan to support delivery of Trust key priorities: agree		✓	<A	R	<A	
	Budget plan to support delivery of Trust and school key priorities where there are significant staffing restructures that are likely to involve redundancies		✓ <A from GAR & RC	A			GAR ToR & RC ToR



AREA	DECISION	MEMBERS	TRUST BOARD	CEO	Local Governing Body (LGB)	Head teacher	Additional documentation
	Budget plan to support delivery of school key priorities: agree		✓ <A from GAR	<A>	<R	<A	LGBs to recommend Budget. Trust Board approve. GAR ToR
	Trust's central staffing structure: agree		✓ <A from GAR	✓			MAT website GAR ToR
	School's staffing structure: agree			✓	<R	<A	
Holding to Account	Auditing and reporting arrangements for matters of compliance (e.g safeguarding, H&S, employment): agree		✓	✓	✓	<A	
	Reporting arrangements for progress on key priorities: agree – Trust (a) LGB (b)		✓(a)	<A	✓(b)	<A	
	Performance management of the Chief Executive Officer: undertake		✓ <R from RC				RC ToR
	Performance management of the Chief Financial Officer: undertake		✓ <R from RC	<A			RC ToR
	Performance management of Headteacher: undertake			✓	✓		Refer to pay policy and appraisal
	Trustee monitoring of Trust: agree arrangements		✓	<A		<A	<A
	LGB governors monitoring of school: agree arrangements			A>	<A>	✓	<A

AREA	DECISION	MEMBERS	TRUST BOARD	CEO	Local Governing Body (LGB)	Head teacher	Additional documentation
	Trust's scheme of financial delegation: establish and review		✓	<A + CFO			Funding Agreements/ATH/SVMAT Financial handbook
Ensuring Financial Probity	External auditors' report: receive and respond		✓	<A			AA/AH
	CEO pay award: agree		✓ <R from RC				appraisal RC ToR
	CFO pay award: agree		✓ <R from RC	<A			appraisal RC ToR
	Trust Central Team pay awards: agree		✓ RC	<A			RC ToR
	Headteacher pay award: agree			A>	✓		School Teachers Pay and Conditions/appraisal
	Staff appraisal procedure and pay progression: review and agree		✓ RC		<A	<C<F	School Teachers Pay and Conditions/appraisal RC ToR
	Other staff payments e.g. redundancy payments (voluntary or statutory), settlement payments, payments in lieu of notice: agree		✓ GAR/RC	<A			GAR ToR RC ToR
	Benchmarking and Trust wide value for money: ensure robustness		✓GAR	<A			GAR ToR
	Benchmarking and school value for money: ensure robustness			A>	✓	<A	
	Develop Trust wide procurements strategies and efficiency savings programme				✓(CFO)		

SVMAT Scheme of Delegation – approved

AREA	DECISION	MEMBERS	TRUST BOARD	CEO	Local Governing Body (LGB)	Head teacher	Additional documentation
	SVMAT scheme of financial delegation: establish and review		✓GAR	<A			Finance Policy (includes Financial Scheme of Delegation)