

Slough and East Berkshire Church of England Multi-Academy Trust (SEBMAT)

Scheme of Delegation (August 2023)

The Scheme of Delegation is a vital document within an academy trust. It is bespoke in order to describe how the Trust Board has decided to delegate responsibilities within and across the Trust. It is at the heart of trust governance and is directly about communication and reporting across the governance layers. It sets out the structure and remit of the Board and any committees, including the local governing bodies, and explaining in headline terms the role and remit of each as specified in the Governor Handbook. An effective scheme of delegation will provide full clarity on which governance functions are retained at board level and which are delegated, making clear, particularly where the board governs several schools, where all key functions are exercised in respect of each school, including vision and budget setting, executive leader oversight and performance management. It is necessary for the scheme to align with the Trust's Articles of Association, internal terms of reference, and relevant government guidance as issued by the Department for Education (DfE) and Education and Skills Funding Agency (ESFA). In reviewing the scheme, we are encouraged to agree core principles, such as no duplication or overlap of governance, clear responsibility, and clear accountability, what is right and not what is historic, not linked to personalities and to be bold and brave. Academies are free to decide which functions they delegate and must record this within their scheme of delegation. The Trust Board may delegate any of their powers or functions (including the power to sub-delegate) to any trustee, committee (including local governing bodies – LGBs), the Chief Executive Officer or any other holder of an executive office. Delegations should be in writing and subject to any conditions the trustees may impose and may be revoked or altered. Clarity is required in what governance functions are retained at board level and which are delegated.

The Scheme of Delegation matrix below provides a clear and comprehensive layout of what needs to be addressed, drawing directly from the [Governance Handbook](#) and the [Academies Trust Handbook](#) which was previously known as the [Academies Financial Handbook](#). The source guidance is directly referenced throughout with a particular focus on operational delivery and compliance.

The Scheme has been guided by input from governance stakeholders leading to the approval by the trustees and embedded within the operations of the Trust. As required the Scheme is published on the Trust's website and it is included in the induction of trustees, senior leaders and local governance. It gives up-to-date details of the overall governance arrangements, and it is in a readily accessible form as specified in the national Governance Handbook which is published annually. It is subject to annual

review to reflect the realities of the Trust as it develops and grows. The Academy Trust Handbook also outlines that the financial delegations in trusts should be reviewed on an annual basis (Section 2.4).

The Department for Education has given academy trusts freedom to set out delegated authorities that are appropriate to the scale and size of their organisation and are compliant with regulations. A trust's scheme of delegation is the bedrock for good governance. The Governance Handbook states:

“there is a range of options for how to design governance structures and levels of delegation. As the need for additional tiers within non-executive and executive governance structures grows to avoid unwieldy spans of control, there is a need for absolute clarity on the role and remit of each part of the structure and the relationship and reporting arrangements between them – including, for example in a Multi-Academy Trust (MAT), between the role of a local governing body (LGB) and an executive principal/CEO in holding a school-level principal to account”

When setting the levels of delegation, trustees must allocate roles and responsibilities across a range of operational areas for each layer within the Trust - members, trustees/directors (Trust Board), executive team, school leaders, and, within a multi-academy trust, local governance, known as local governing bodies (LGBs).

The list below provides a comprehensive range of areas to be addressed through delegation. It does not detail every possible area of delivery as it needs to be tailored to the delivery model of the Trust. It is structured according to the three core functions of governance:

- Ensuring clarity of vision, ethos and strategic direction (*core compliance requirements have also been included under this heading*)
- Holding executive leaders to account for the educational performance of the organisation and its pupils/students, and the effective and efficient performance management of staff
- Overseeing the financial performance of the organisation and making sure its money is well spent.

The Trust decides how policies are developed and approved in accordance with the approval levels outlined in the DfE's statutory policies for schools.

Delegations are documented in separate terms of reference for each committee of the Trust Board, including local governance. Terms of reference are formally agreed and minuted by the Trust Board and reviewed at least annually.

The Trust Board needs to be specific in documenting how it is delegating the power to carry out a task to the individual or committee if it is delegated below the Trust Board level. The delegation is documented in separate Terms of Reference which are brought to the Trust Board for formal approval.

The Trust has a clear vision, values and ethos which specify the approach to governance and the relevance of delegation of responsibilities and finances. Accountability, responsibility and delegation are constantly at the forefront of Trust consideration. The emphasis is on being 'lean and mean' and avoiding unnecessary duplication. The layers of governance are now well defined with the current emphasis being on strong vertical linkages, addressing a robust approach to accountability connected with what has been delegated. Committees are kept to a minimum in number and duration, with a focus on reviewing current risks and future potential risks together with approaches to mitigation. The Trust's Risk Register is a major document, kept up to date and routinely reviewed throughout the year by the Audit and Risk Committee, Finance and Resources Committee and the Trust Board. Alongside this, the Members keep a keen eye on risks and financial probity.

As SEBMAT is a corporate structure, nothing is delegated by the Board unless it is expressly delegated: hence the vital importance of an effective Scheme of Delegation. It is crucial to remember that trustees/directors are governing, not managing, so they need to delegate decision making to the executive wherever possible. Also, maximum delegation is necessary to allow sufficient scope for the Trust Board to perform a strategic leadership role in the Trust. Consequently, key tasks can't be delegated to be conducted by the executive without specific governance oversight. Also, there are matters that must not be delegated or should be reserved for the Board rather than a committee or LGB. These are:

- Responsibility for organisational strategy, objectives, and values
- Approval of new schools joining the Trust
- Approval of Trust plans, targets, budget, and capital expenditure
- Oversight of long-term financial planning, maintenance, risk mitigation, internal controls and compliance with regulations
- Approval of material acquisitions or disposal of land or buildings
- Approval of significant changes in accounting policies or practices
- Approval of annual accounts
- Approval of Scheme of Delegation and financial delegations
- Approval of changes to board or committee structure and composition, including appointment of Chair, Committee Chairs and Committee members
- Appointment of CEO and CFO
- The Board ensuring their schools have effective safeguarding policies and procedures in place.

It is important for the Scheme of Delegation to reflect the Trust, so the emphasis is on generating its own stand-alone scheme given that there are no model schemes on which to draw. The following checklist table from the Confederation of School Trusts, Trust Governance Professionals and the Stone King legal team has provided a valuable framework to ensure comprehensive coverage.

The Scheme of Delegation must be approved by the Board of Trustees, and must:

- Maintain robust internal controls
- Be reviewed annually
- Be reviewed immediately following a change in the trust management or organisational structure

The Academy Trust Handbook explains that good internal controls include:

- The segregation of financial duties
- Co-ordinating the planning and budgeting process
- Applying ‘discipline’ in the way you manage your finances
- Managing and overseeing assets and maintaining a fixed assets register
- Reducing the risk of fraud or theft

Scheme of Delegation Checklist Table

This table lays out the responsibilities of Trusts

Area of responsibility	Details/ Delegations	Reference
Vision, ethos and strategy (including compliance)		
Setting trust vision	The Board is responsible for setting the Trust’s overall vision and strategy.	Governance Handbook, Part 2 Section 1
Setting trust strategy	The Board is responsible for setting the Trust’s overall vision and strategy.	Governance Handbook, Part 2.1 Section 4
Setting trust culture and values	The Board is responsible for setting the Trust’s overall culture and values.	Governance Handbook, Part 2.2, Section 6

Setting school/academy improvement plan in line with Trust priorities	This is developed by the school/academy and approved by the local governing body and executive team.	Governance Handbook Part 2.1, Section 4
Engaging with parents	The Board ensures parental engagement takes place through the schools fulfilling their responsibility of engaging with their individual parent communities.	Governance Handbook, Part 2.4, Section 17
Ensuring compliance with equalities legislation	The Board is responsible for ensuring overall compliance with legislation. They can delegate compliance delivery as needed.	Governance Handbook, Part 6.6.2, Section 107; Part 6.6.7, Section 133
Nominating safeguarding lead trustee	The Board has an individual to take leadership responsibility for the organisation's safeguarding arrangements, which includes the Prevent Duty alongside a corresponding individual with this role at each local governing body.	Governance Handbook, Section 2.8, Section 201
Nominating SEND lead trustee	There is a trustee on the Board and a member of the local governing body with specific oversight of the school's arrangements for SEND.	Governance Handbook, Part 2.3, Section 10 & Part 6.5.11, Section 71

Ensuring finance skill set on Board	The Board oversees financial performance by ensuring that it has at least one individual with specific, relevant skills and experience of financial matters.	Governance Handbook, Part 3.5, Section 43
Establishing and appointing Board committees	The Trust has a committee to address audit and risks and finance and resources.	Governance Handbook, Part 6.7.1, Section 166; Academy Trust Handbook, Section 3.6
Establishing and appointing academy committees	As a multi-academy trust, the Board can establish local governing bodies (although it is not a legal requirement to have this local layer). The Board delegates responsibilities to the local governing bodies in a way that fits the academy trust – although there will be certain ‘matters reserved to the board’ that are not delegated, i.e., approval of final budget and targets for academies.	Governance Handbook, Part 5.2.2, Sections 37-38
Setting governance policies (data protection, information sharing, Freedom of Information (FOI), code of conduct, complaints, whistleblowing)	<p>The Trust sets policies for a range of areas of governance and data protection. It also ensures all relevant policies are published online in accordance with government guidance.</p> <p><i>For this and the other policies outlined below, the trust will decide how policies are developed and approved, between the trust board, executive team and local governance, in accordance with the approval levels suggested in the DfE’s statutory policies for schools guidance.</i></p>	Governance Handbook, Part 3.5, Section 45; Part 6.3, Section 14; Part 6.5.10, Section 64; Part 6.8, Section 199; Part 6.9.12, Section 252; Part 6.15.2; Part 373; Part 6.15.5; Section 394; Academy Trust Handbook Sections 2.8, 2.25, 2.28, 5.32

Setting trust safeguarding practices, with regard to statutory guidance, including appointing designated safeguarding leads (DSLs)	<p>The Board has arrangements in place to ensure that they:</p> <ul style="list-style-type: none"> • Carry out their functions with a view to safeguarding and promoting the welfare of children; and • Have regard to the statutory guidance issued by the Secretary of State, Keeping Children Safe in Education (KCSIE). 	Governance Handbook, Part 6.8, Section 197-203
Delivering support for looked after children	The Board has appointed a designated teacher to promote the educational achievement of looked-after and certain previously looked after children who are on the school roll.	Governance Handbook, Part 6.5.13, Section 77
Carrying out disclosure and barring service (DBS) checks	The Board ensures the delivery of DBS and section 128 checks in line with Trust requirements. The Board ensures these checks are delivered by the executive team and school staff.	Governance Handbook, Part 4.1.2, Sections 17-18
Setting safeguarding policies (safeguarding and child protection, Prevent, looked after children, safer recruitment)	Policies and procedures should include reference to peer-to-peer abuse, gender issues, and allegations made against teachers and other staff.	Governance Handbook, Part 6.8, Section 199; Part 6.8.3; Part 6.6.3
Setting health and safety policies	Trusts must ensure compliance with health & safety legislation, including food safety, supporting pupils with additional health needs, first aid and fire safety.	Governance Handbook, Part 6.3, Section 13
Setting admissions policies	'The School Admissions Code is the statutory guidance that schools must follow when carrying out duties relating to school admissions.' The Admissions Authority i.e., academy trust should approve all relevant admissions arrangements in line with the Code.	Governance Handbook, Part 6.10, Section 266

Attending trust inspections	The Governance Handbook summarises the Ofsted inspection process. A trust should decide which governance representatives will be present - depending on the trust's size, this may be trustees and/or executive leaders and/or local governors.	Governance Handbook, Section 7.3
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Educational performance and staff performance management		
Setting trust approach to curriculum and assessment, with regard to statutory requirements	'Education legislation states that the school curriculum should be balanced and broadly based, and should: Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and prepare pupils at the school for the opportunities, responsibilities and experiences of later life'. The relative roles and responsibilities between the Board, executive team and schools will vary by trust in relation to curriculum – although the Board remains accountable for ensuring statutory requirements are met.	Governance Handbook, Part 6.5.1; refer also to academy funding agreement(s) for curriculum information to be published on the school's website
Delivering Early Years Foundation Stage (EYFS), in line with statutory requirements	'The EYFS sets out requirements for both learning and development, and safeguarding and welfare provision for children from birth to five'. EYFS policies and procedures should be set in line with the EYFS framework.	Governance Handbook, Part 6.5.10, Section 64
Setting and delivering school curriculum and assessment in line with trust approach	School leaders will generally be responsible for delivering in their school, with oversight and support offered by the executive team.	Governance Handbook, Part 6.5.14

<p>Developing curriculum policies as required by school(s) (religious education, sex & relationships education, collective worship)</p>	<p>Academy schools do not have to follow statutory guidance designed for maintained schools in relation to these areas - however they must deliver these curriculum areas in line with their funding agreement and any emerging areas of government guidance that will apply to academies.</p> <p>As noted above, the relative roles and responsibilities between the Board, executive team and schools will vary by trust in relation to curriculum – although the Board remains accountable for ensuring statutory requirements are met.</p>	<p>Governance Handbook, Part 6.5.1, Section 23; Part 6.5.4, Section 36; Part 6.5.7, Section 52; funding agreements</p>
<p>Production and analysis of data</p>	<p>The Board must have access to objective, high quality and timely data if it is to ensure and embed robust accountability and know the questions that need to be asked of the executive leaders.</p>	<p>Governance Handbook, Part 3.4, Section 19</p>
<p>Setting behaviour and welfare policies (behaviour, exclusions)</p>	<p>‘An academy trust must make sure that a written policy, which promotes good behaviour among pupils and defines the sanctions to be adopted where pupils misbehave, is drawn up and implemented’.</p>	<p>Governance Handbook, 6.9.3, Section 226</p>
<p>Delivering careers guidance, with regards to statutory requirements</p>	<p>All schools must ensure there is ‘an opportunity for a range of education and training providers to access all pupils in years 8-13’, and statutory careers guidance must also be met.</p> <p>The Board should ensure compliance is achieved, with the executive team and schools delivering careers guidance.</p>	<p>Governance Handbook, Part 6.5.9, Sections 58-59</p>

<p>Ensuring compliance with SEND Code of Practice</p>	<p>'All boards have legal duties in relation to pupils with SEND. Legal duties on SEND are set out in the Children and Families Act 2014 and statutory guidance on the SEND code of practice'. The Board holds responsibility for ensuring compliance, with delivery carried out by the executive team and schools.</p>	<p>Governance Handbook, Part 6.5.1, Section 67; SEND Code of Practice; Children and Families Act 2014</p>
<p>Setting approach to directing pupils offsite, exclusions</p>	<p>'An academy may direct a pupil off-site under general powers in their Articles of Association. The board has key responsibilities in relation to reviewing the executive leader's exclusion decisions' and arranging an independent review panel. The Trust Board holds responsibility for ensuring overall compliance, with delivery carried out by the executive team and schools. Within a multi-academy trust context, it will often be the local academy committees that convene exclusion panels to consider individual exclusions.</p>	<p>Governance Handbook, Part 6.9.4, Section 299; 6.9.5, Part, Sections 133-235; Articles of Association</p>
<p>Keeping admission and attendance registers</p>	<p>'All boards must reassure themselves that the school keeps admission and attendance registers in accordance with regulations.' The Board holds responsibility for ensuring overall compliance, with delivery carried out by the executive team and schools.</p>	<p>Governance Handbook, Part 6.9.6, Section 238</p>

<p>Setting approach to staff appointment and dismissal, with regard to statutory requirements</p>	<p>'The requirements on academy trusts are set out in their funding agreements and regulations and 'Staffing and employment advice for schools'.</p> <p>The Board holds overall responsibility for ensuring compliance, with delivery carried out by the executive team and schools, and input from unions as agreed.</p>	<p>Governance Handbook, Part 6.6, Section 94</p>
<p>Setting approach to appraisal and performance management</p>	<p>'Academies are free to determine their own appraisal process and may adopt the requirements for maintained schools if they wish'.</p>	<p>Governance Handbook, Section 6.5.6.102</p>
<p>Setting pay levels, including executive pay</p>	<p>'Academy trusts are free to set their own pay and conditions of service for any teachers and support staff'. The Board is responsible for ensuring compliance with all requirements as laid out in the Academies Financial Handbook. 'The board of trustees must ensure its decisions about levels of executive pay (including salary and any other benefits) follow a robust evidence-based process'.</p>	<p>Governance Handbook, Part 6.6.7, Section 140; Academy Trust Handbook, Section 2.30-2.33</p>
<p>Setting HR policies (appraisal, pay, disciplinary, grievance, capability, safer recruitment)</p>	<p>'Academy trusts are responsible for establishing their own staff procedures and need to take account of the relevant legislation and guidance'. The Board holds responsibility for ensuring compliance, with delivery carried out by the executive team and schools, and input from unions as agreed.</p>	<p>Governance Handbook, Part 6.68, Section 145</p>

Financial performance		
Appointing senior executive leader as accounting officer	The senior executive leader must be the 'head of the line management executive chain and be held accountable by the board of trustees for the performance of the whole trust'. The Board appoints the accounting officer.	Governance Handbook, Part 6.7.1, Section 166; Academy Trust Handbook, Section 1.33
Appointing CFO	The Trust 'must appoint a chief financial officer (CFO) to act as the trust's finance director, business professional or equivalent'. The Board appoints the chief finance officer.	Governance Handbook, Part 6.7.1, Section 166; Academy Trust Handbook, Section 1.45
Setting delegated authority limits for financial transactions	Delegated authority limits must be set by the Board and communicated throughout the Trust. The Board approves delegated authority limits.	Governance Handbook, Part 6.7.1, Section 166; Academy Trust Handbook, Section 2.4
Establishing controls framework, including internal audit	A trust 'must establish a control framework and establish processes to provide assurance over the suitability of, and compliance with, its financial systems and internal controls'. The Board and Audit Committee hold responsibility for approving the annual programme of internal scrutiny as put forward by the executive team, with input from internal auditors as relevant.	Governance Handbook, Part 6.7.1, Section 166; Academy Trust Handbook Section 2.6

Developing budget	The Board approve the budget which has been developed by the executive team, with local governance inputting in line with delegated authorities.	Governance Handbook, Part 6.7.1, Section 166; Academy Trust Handbook, Sections 2.9-2.11
Delivering monthly management accounts and forecasts	‘The trust must prepare management accounts every month setting out its financial performance and position. Managers must take appropriate action to ensure ongoing viability. The board must ensure budget forecasts for the current year and beyond are compiled accurately’. The Board must review management accounts at least six times each year that have been prepared by the executive team.	Academy Trust Handbook, Sections 2.11, 2.18, 2.19, 2.21
Managing cash position	‘The trust must manage its cash position robustly. It must avoid becoming overdrawn. It may be required to report on its cash position to the Education and Skills Funding Agency (ESFA) where there are concerns about financial management’. The Board is responsible for holding oversight of cash management across the Trust.	Academy Trust Handbook, Section 2.24
Monitoring pupil premium spend inc. Year 7 literacy and numeracy catch-up and PE and Sport Premium	‘Boards should ensure that pupil premium funding is being spent on improving attainment for eligible pupils.’ In a multi-academy trust setting, this monitoring can be delegated to schools.	Governance Handbook, Part 6.7.3, Section 176
Appointing external auditor	The Trust ‘must appoint a registered statutory auditor’. The statutory auditor should be appointed by the Board in writing.	Governance Handbook, Part 6.7.1, Section 166, Academy Trust Handbook, Sections 4.5-4.8

Delivering annual report and accounts, with regard to accounts consolidation exercises required by DfE	The Trust must 'prepare annual financial statements in line with the ESFA's Academies accounts direction'. The Board approves the annual report and accounts.	Governance Handbook, Part 6.7.1, Section 163; Academy Trust Handbook, Section 4.1-4.4
Developing finance policies (charging and remission, procurement)	The Board approves finance policies, as developed by the executive team.	Governance Handbook, Part 6.7.5, Section 188; Academy Trust Handbook, Section 2.28
Managing conflicts of interest and related party transactions	The Trust 'must maintain a register of interests'.	Governance Handbook, Part 4.7, Section 69; Part 6.7.1, Section 166; Academy Trust Handbook Sections 5.45-5.48
Ensuring compliance with ESFA requirements	Compliance must be ensured in areas including novel, contentious and repercussive transactions, disposal of land and assets and use of School Condition Allocations, use of school premises. The Board should ensure compliance with the executive team delivering on all requirements.	Academy Trust Handbook, Section 5.5
Ensuring adequate insurance cover is in place	The Trust 'must ensure that they have adequate insurance cover in compliance with their legal obligations or have opted into the academies risk protection arrangements (RPA)'.	Governance Handbook, Part 6.7.1, Section 166; Academy Trust Handbook, Section 2.40

Maintaining risk register	'The trust must manage risks to ensure its effective operation and must maintain a risk register'. The Board should hold oversight of strategic risks across the Trust. Local governance in a multi-academy trust can hold oversight of school-level risks.	Academy Trust Handbook, Section 2.38
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There isn't yet an updated version of this checklist, but a new version will be published once the final versions of the Academy Trust Governance Code and the draft Assurance Framework from the Confederation of School Trusts are launched in the autumn term 2023.

SEBMAT Delegation

This RASCI table below lays out the delegation of the responsibilities carried by SEBMAT referred to above

Key information related to the table below:

Key: Delegations: Responsible [R], Accountable [A], Supporting [S], Consulted [C], Informed [I]

Language of delegation

Responsible [R] – have responsibility for certain tasks. They are the ‘creator’ of the deliverable

Accountable [A] – Ultimately accountable and will give approval

Supportng [S] -

Consulted [C] – Would like to know about the task and seek their opinion before a decision or action

Informed [I] – Get one-way communication to keep them up to date with progress and other updates after a decision or action

Key: Governance Layers: Trust Board [TB], Finance and Resources Committee; Risk & Audit Committee [FR&AR Coms], Executive Leadership Team [ELT], Local Governing Body [LGB]

LA – Local Authority

ESFA – Education and Skills Funding Agency

MP – Member of Parliament

Area of Responsibility	SEBMAT Trust Board	Trust Board Committees FR and AR	SEBMAT Executive Leadership Team	Academy Headteacher for each SEBMAT school	Local Governing Body for each SEBMAT school
Parent, Community & Stakeholder Relationships					

Prepare and publish the Academy prospectus	Accountable for content and presentation	A			Consulted on the content and presentation of the prospectus for each SEBMAT school	C	Responsible for preparing and publishing school Academy prospectus	R	Informed of academy prospectus and its marketing	I
Adopt and review Home School Agreement	Accountable for content and presentation	A			Consulted on the content and presentation of the Home School Agreement for each SEBMAT school	C	Responsible for putting Home School Agreement in place with parents and pupils	R	Informed of Home School Agreement	I
Manage relationships with parents	Accountable for making sure there are positive relationships with parents of pupils/students	A			Responsible for holding headteachers to account about achieving and maintaining positive relationships with parents	R	Responsible for fostering positive parent relationships at academy level	R	Supporting fostering of parent relationships at school academy level	S
Receive updates on perspectives of parents across the Trust	Informed of parental perspectives across the Trust	I			Consulted on the effectiveness of schools in achieving positive parental views	C	Responsible for conducting parent surveys and collating outcomes	R	Informed of parental perspectives at academy level	I
Manage relationships with local community and stakeholders	Accountable for holding the CEO responsible in achieving positive relationships with the community and locality	A			Consulted on positive community and local relationships across the schools' catchments	C	Responsible for fostering positive community and local relationships at academy level	R	Supporting fostering of community and local relationships at academy level	S

Manage relationships with local authority (LA) and local government	Accountable and Supporting fostering of LA and MP relationships as required	A/S			Supporting and Responsible for fostering of LA and MP relationships as required	S/R	Responsible for fostering positive LA and MP relationships at academy level	R	Supporting fostering of LA and MP relationships at academy level	S
Manage relationships with central government	Accountable and Supporting central government liaison as required	A/S			Responsible for promoting central government relationships	R	Supporting the executive team in promoting central government relationships	S	Informed about the Trust's promotion of central government relationships	I
Approve a complaints policy and procedures	Accountable for ensuring Complaints policy in place	A			Responsible for developing compliant Complaints Policy and overseeing complaints at school and Trust levels	R	Responsible for managing complaints at school academy level	R	Informed of complaints at school academy level	I
Establish a complaints panel to consider formal complaints about an academy	Accountable for ensuring all complaints are addressed by the executive team and concluded	A			Responsible for addressing complaints at Trust level and setting up panels if required to scrutinise complaints	R			Responsible for establishing Complaints Panel in line with policy for school complaints	R
Area of Responsibility	Trust Board		Trust Board Committees		Executive Leadership Team		Academy Headteacher		Local Governing Body	

Financial Management including Trust Growth										
Set vision & targets for Trust growth	Accountable for setting vision for Trust growth	A	Supporting through detailed review of financial targets [FR&AR Committees]	S	Responsible for developing and executing vision for growth	R	Supporting in delivery of the vision, targets and Trust growth	S	Informed local governing bodies of the vision, targets and Trust growth as well as Supporting delivery	I

Undertake three-stage due diligence review process on potential schools joining Trust	Accountable for setting process and ensuring due diligence undertaken to support consideration about adding schools	A	Supporting through detailed due diligence review with emphasis on financial considerations [FR&AR Coms]	S	Responsible for developing process & undertaking three-stage due diligence review	R			Informed LGBs about potential Trust expansion and consideration about expansion	I
Approve new schools joining Trust	Accountable for approving new schools joining Trust	A			Responsible for onboarding new schools to the Trust	R	Informed about Trust expansion	I	Informed about Trust expansion	I
Develop & approve annual budget and three-year outturn	Accountable for approving budgets	A	Supporting through detailed budget review [FR&AR Coms]	S	Responsible for developing Trust-wide budgets & submission to ESFA	R	Supporting process through developing academy level budget	S	Consulted on development of academy level budget	C
Produce monthly management accounts in line with Academies Trust Handbook requirements	Accountable for & reviewing at least six times per year [Chair reviews monthly]	A	Supporting through detailed management accounts review [FR&AR Coms]	S	Responsible for producing management accounts & sharing with Board at least six times per year	R	Supporting process through producing school academy level management accounts in conjunction with the Chief Financial Officer (CFO)	S	Informed of actual spend vs budget and associated challenges. Chair of Governors invited to school budget building meetings, alongside inviting a governor who may have experience in financial matters	I

Maintain risk register in line with Academies Trust Handbook requirements	Accountable for ensuring Risk Register is in place & reviewing at least annually	A	Consulted about the content of the Risk Register prior to seeking Trust Board endorsement	C	Responsible for developing Trust-wide risk register & mitigating identified risks	R	Supporting by developing school academy level risk register & escalating urgent risks to Executive Leadership Team (ELT)	S	Consulted on academy level risk register	C
Manage cash position inc. reporting on cashflow & internal 'loans'	Accountable for Trust's cash position & position as a going concern	A	Supporting through detailed review of cash position at each committee meeting [FR&AR Coms]	S	Responsible for managing cash & going concern position	R	Supporting through effective financial management at school academy level to build reserves	S	Consulted on cash position for respective school academies	C
Manage procurement exercises in line with compliance requirements	Accountable for ensuring procurement in line with regulations	A	Supporting through detailed review of procurement activity at each committee meeting [FR&AR Coms]	S	Responsible for running compliant procurement exercises	R	Responsible for school academy level procurement in line with Trust processes	R	Consulted on school academy procurement	C

Area of Responsibility	Trust Board	Trust Board Committees	Executive Leadership Team	Academy Headteacher	Local Governing Body					
Premises, Health & Safety										
Develop Trust estate strategy	Accountable for approving estate strategy	A	Supporting through detailed and regular review of estate strategy [FR&AR Coms]	S	Responsible for developing and delivering on estate strategy	R	Supporting development of estate plans at school academy level	S	Informed of estate plans at academy level	I

Approve significant new building projects	Accountable for approving new building projects & project spend	A	Supporting through detailed monitoring project overspend of 10%+ [FR&AR Coms]	S	Responsible for new proposals, monitoring projects & spend including reporting over-spend of 10%+ to Finance and Resources and Trust Board	R	Supporting on new building projects for individual school academy	S	Consulted of new building projects at school academy level	C
Procure new buildings in line with procedures & regulations	Accountable for ensuring compliant procurement and endorsing action	A	Consulted (F and R) on procurement	C	Responsible for compliant procurement & managing contractors	R	Informed on progress on building projects	I	Informed of progress on building projects at school academy level	I
Maintain buildings, inc. properly funded maintenance programme	Accountable for buildings maintenance in line with regulations	A	Responsible for F and R approving capital spend of up to £150 [FR&AR Coms]	R	Responsible for buildings maintenance & securing funds from central government	R	Supporting buildings management especially through premises managers	S	Informed about building management	I
Set Health & Safety Policy	Accountable for approving Health & Safety policy	A			Responsible for developing policy & training across Trust related to health and safety	R	Responsible for implementing H&S policy at school academy level	R	Informed about effectiveness of fulfilling health and safety policy at school academy level	
Respond to Health & Safety incidents across Trust	Accountable for overall health, well-being and safety of staff, pupils and stakeholders	A	Supporting through receiving detailed analysis of H&S incidents [FR&AR Coms]	S	Responsible for responding to health & safety incidents across Trust inc. reporting high risk incidents to Trust Board	R	Responsible for responding to health & safety incidents at school academy level including informing ELT of incidents & risks	R	Consulted on significant Health & Safety incidents at school academy level	C
Appoint person in charge of first aid	Accountable for ensuring first aid	A			Responsible for appointing Trust-wide leads for first aid	R	Responsible for appointing school	R	Informed about effectiveness of first	I

	leads appointed across the Trust					academy lead for first aid		aid support across school academy		
Review risk assessments, including those relating to Covid-19	Accountable for ensuring risk assessments in place & reviewing summaries	A	Consulting with F&R and A&R Committees about risk assessments	C	Responsible for developing Trust-wide templates & escalating risks to Board level	R	Responsible for developing academy level risk assessments & escalating risks to ELT	R	Informed of Covid-19 risk assessments	I

Key: Delegations: Responsible [R], Accountable [A], Supporting [S], Consulted [C], Informed [I]

Key: Governance Layers: Trust Board [TB], Finance and Resources Committee; Risk & Audit Committee [F&R and A&R Coms], Executive Leadership Team [ELT], Local Governing Body [LGB]

Area of Responsibility	Trust Board	Trust Board Committees	Executive Leadership Team	Academy Headteacher	Local Governing Body			
LGB Governance								
To draw up governing documents and any amendments thereafter	Accountable for ensuring the LGBs, as committees of the Trust Board, fulfil their responsibilities	A	Responsible for ensuring the LGBs are robust and effective	R	Responsible for drawing up documents on behalf of the LGB to meet Trust requirements	R	Responsible that the headteacher has made appropriate documents and any amendments required and check to ensure meeting Trust Board requirements	R
To appoint (and remove) the Chair of the LGB.	Accountable for endorsing the Chair and Vice Chair of the LGB as Directors' Appointments. Given that LGBs are committees of the Trust, the Trust	A	Responsible in ensuring the leadership of the Local Governing Bodies are effective	R	Responsible as an ex-officio governor that the governance is challenging and supportive	R	Responsible for annually electing the Chair and Vice Chair of the Local Governing Body (LGB) and recognising that the LGB is a	R

	Board can appoint or remove Chairs							committee of the Trust Board		
To appoint and dismiss the clerk to the LGB	Accountable for effective clerking	A			Responsible with CEO to appoint, support and dismiss the clerks to the LGBs on behalf of the Trust Board	R	Informed by the CEO about the appointment, training and dismissal of clerk to LGB	I	Consulted by the CEO about the appointment or dismissal of the clerk to the LGB	C
To hold a full LGB meeting at least three times in a school year or a meeting of the temporary governing body as often as may be required	Accountable for effective local governance through its LGB committees	A			Responsible for CEO to ensure regular, sufficient and effective LGB meetings take place	R	Consulted by CEO with headteachers to determine the nature of the annual LGB meetings.	C	Consulted by CEO with the Chair of the LGB and its governors about the formation of meetings and their delivery	C
To appoint and remove governors of the LGB	Accountable for Trust Board to ensure members of the LGBs are fulfilling their duties effectively given LGBs are committees of the Trust Board	A			Responsible for CEO to appoint and remove members of the LGB given the agreement of the Trust Board	R	Informed by the CEO of appointments and removals of governors on the LGB	I	Consult with the Chair of Governors about the appointment and removal of governors	C
To set up a Register of the members' business interests	Accountable for ensuring all business interests are laid out	A			Responsible for CEO to ensure that there is an up to date register of all members/directors/governors business interests and there are	R			Responsible for the Chair of Governors to ensure at each meeting that governors declare any business interests and	R

				no inappropriate actions taking place between businesses			for this to be recorded and shared with the Trust Board		
To discharge duties in respect of pupils with special educational needs by appointing a 'responsible person'	Accountable for Trust Board to ensure there are responsible and effective people to monitor pupils with SEND across governance	A		Responsible for CEO to ensure all areas of governance have responsible governors who can scrutinise and support those pupils with SEN	R	Informed by CEO of the governors with responsibility for SEND	I	Responsible for working with the CEO to ensure governors in place who can be effective in supporting the needs of SEND pupils	R
To consider whether or not to exercise delegation of functions to individuals	Accountable for Trust Board to determine what is delegated and to which individuals	A		Responsible for CEO to ensure that the areas delegated and the persons holding the delegation are fulfilling responsibilities	R	Informed by CEO of areas of delegation and to whom.	I	Informed by CEO of areas of delegation and to whom	I
To regulate the LGB procedures (where not set out by law)	Accountable for Trust Board to determine the degree of regulation of LGB procedures	A		Responsible for the CEO to ensure the LGB procedures are being deployed	R	Consulted for headteachers to be consulted about the degree of regulation related to LGB procedures	C	Consulted for the LGBs to be consulted about the degree of regulation related to LGB procedures and that the LGBs are accountable to their Trust Board	C

To determine the development needs of governors and put in place appropriate support and training	Accountable for Trust Board to ensure that LGB committees have appropriate support, direction and training to be effective committees of the Trust Board	A			Responsible for CEO to take action in working with the local governing bodies to determine development and training needs of governors and put in place appropriate support	R	Consulted for headteachers to be consulted by CEO about governors' developmental needs	C	Consulted for the chairs of governing bodies to work with the clerk and governors to determine specific and general developmental needs/training and liaise with the CEO about the delivery of this support and challenge	C
To consider requests from other schools to join the Trust	Accountable for Trust Board to take decisions on Trust expansion and the joining of other schools	A			Responsible for CEO to explore the appropriateness and viability of other schools joining the Trust, keeping the Trust Board abreast of options and taking guidance from the Trust Board on directions of travel	R	Consulted for headteachers to be consulted by CEO on the viability and appropriateness of Trust expansion and engagement with particular schools which may join the Trust.	C	Informed for the LGBs to be informed about possible expansions of the Trust.	I

Reviewing the Scheme of Delegation

When reviewing the Scheme of Delegation we are encouraged to ask key questions –

- Does it reflect the current operational delivery?
- Is it fit for growth?
- How are decisions communicated?

Appendix 1: ROLES WITHIN SEBMAT

Within a multi-academy trust such as SEBMAT, there are various roles related to governance and operational delivery.

Members – They have responsibility for ensuring the purpose of the Trust is met and determining the Trust’s constitution and governance structure. As outlined in the [Governance Handbook](#), this is a strategic ‘eyes on, hands off’ role. They are the subscribers to the Articles of Association, and any other individuals permitted under the Articles of Association. Their powers include the authority to appoint trustees. The members of an academy trust have a different status to, and are not the same body of people as, the trustees. They also have the responsibility of determining the external auditors when regularly reviewed.

Trustees/Directors – The Trust Board holds the ultimate legal accountability for all aspects of operational delivery as well as being responsible for the Trust policies and decision making. They are responsible under the Academy Trust’s governing document for controlling its management and administration. They have responsibility for directing its affairs and for ensuring that it is solvent, well-run and delivering the charitable outcomes for the benefit of the public for which it has been set up. They can delegate responsibility to others, including executive officers and school leadership teams who undertake the day-to-day management of the academies. Key matters reserved for the Board include strategic direction, vision and values, and approval of the Trust business plans, policies and educational targets. The Trust Board has the authority to review and change levels of delegation as necessary. The Chair can take actions between Trust Board meetings if it is necessary to act in cases of urgency where a delay in exercising the function would be likely to be seriously detrimental to the interests of the school, a pupil, parent, or member of staff.

SEBMAT Local Governing Bodies – SEBMAT has local governing bodies for each school within the Academy Trust. A formal Scheme of Delegation has been adopted by the Trust with the local governing body being accountable to the Trust Board for ensuring that headteachers fulfil their responsibilities for education outcomes for the children and young people, as well as safeguarding, health and safety, well-being of the children, young people and staff and reviewing and monitoring the finance outcomes of their academy on behalf of the Finance and Resources Committee which oversees and directs the finances on behalf of the Trust Board. A major responsibility is for the LGB on behalf of the Trust Board to provide a crucial challenge, scrutiny and support role by monitoring academy outcomes.

SEBMAT Finance and Resources Committee

Financial oversight across the Academy Trust is undertaken by the SEBMAT Finance and Resources Committee which reports to the Trust Board of directors/trustees. Terms of Reference and formal levels of delegation have been agreed by the directors/trustees of the Trust, covering both the Finances and Resources Committee and local governing bodies.

SEBMAT Audit and Risk Committee

The Trust Board determined that the Audit and Risk Committee should be formed to provide full scrutiny of the systems and procedures of financial management. Terms of Reference and formal levels of delegation are agreed by the trustees/directors of the Trust. This committee has an external chairperson and is controlled by directors/trustees.

SEBMAT Chief Executive Officer (CEO)

The Chief Executive Officer is the Accounting Officer of the Trust and has responsibility for the Trust's overall management and staffing. As Accounting Officer, they have specific responsibilities for financial matters. In particular, they are personally responsible to Parliament, and to the Accounting Officer of the Education and Skills Funding Agency (ESFA), for the resources under their control, and must be able to assure Parliament and the public of high standards of probity in the management of public funds.

Appendix 2: RESPONSIBILITIES

Trustees/Directors

As trustees of a charity, academy trustees must comply with the following duties:

- **Compliance** – they must ensure that the charity's resources are used for the charitable purpose and that the charity complies with the law and its governing document i.e., the Articles of Association.
- **Care** – they should take reasonable care in their work. In practice it simply means ensuring that the Trust is managed efficiently and effectively. It also means considering the need for professional advice on matters where there may be material risk to the charity.
- **Prudence** – they must act responsibly, making sure that the Trust's assets are protected and used for the benefit of the charity. The trustees/directors must make sure that the Trust is solvent and keeps appropriate financial records. These requirements are reflected in the funding agreement and the Academies Trust Handbook.

Committees

A. Finance and Resources (F&R) Committee

The Trust has established a Finance and Resources Committee, which meets once a term, or more frequently if necessary. Meetings are scheduled in advance of returns to ESFA so that the returns can be seen and authorised before submission.

The F&R Committee has been established to:

1. Assist the decision making of the Trust Board, by enabling more detailed consideration to be given to the best means of fulfilling the Board's responsibility to ensure sound management of the Trust's finances and resources, including proper planning, monitoring and probity.

2. Make appropriate comments and recommendations on such matters to the Board of Directors on a regular basis.
3. Refer major issues to the Trust Board for ratification and endorsement as necessary.

Separate Terms of Reference have been agreed setting out what duties the Committee is authorised to perform.

B. Audit and Risk Committee

The Trust established an Audit and Risk Committee, which meets at least 3 times a year at appropriate times in the reporting and audit cycle. The external auditor may request a meeting if they consider one necessary.

The Audit Committee has been established to:

1. Review the Trust's internal and external Financial Statements and reports to ensure that they reflect best practice.
2. Receive auditor's reports and recommend to the Trust Board action as appropriate in response to audit findings.
3. Ensure that the body's internal audit service meets, or exceeds, the standards specified in the Government's internal audit manual, complies in all other respects with guidelines and meets agreed level of service.
4. Develop, review and monitor the Trust's Risk Register.

Accounting Officer

The Accounting Officer for the Slough and East Berkshire Multi- Academy Trust is the Chief Executive.

The Accounting Officer is personally responsible for

- **Regularity** - dealing with all items of income and expenditure in accordance with legislation, the terms of the Trust's funding agreement and the Financial Handbook, and compliance with internal Trust procedures. This includes spending public money for the purposes intended by Parliament.
- **Propriety** – the requirement that expenditure and receipts should be dealt with in accordance with Parliament's intentions and the principles of Parliamentary control. This covers standards of conduct, behaviour and corporate governance.
- **Value for money** – this is about achieving the best possible educational and wider societal outcomes through the economic, efficient, and effective use of all the resources in the Trust's charge, the avoidance of waste and extravagance, and prudent and economical administration. A key objective is to achieve value for money not only for the Trust but for taxpayers more generally.

The Accounting Officer has responsibilities for keeping proper financial records and accounts, and for the management of opportunities and risks.

Specific financial tasks delegated to the Accounting Officer:

The Accounting Officer has responsibility for:

- overall executive responsibility for the Trust's activities including financial activities
- establishing and maintaining sound internal financial controls which are managed daily by the Accounting Officer and the Finance Director
- overseeing the compilation of draft budgets by the Finance Director for the governing body and appropriate committees
- overseeing the production (by the Finance Director) of regular reconciled budget/financial reports to the governing body, committees and DfE as appropriate.

The Executive Team

The Executive Team comprises the CEO, Chief Financial Officer/Finance Manager (CFO), Director of Governance, Director of Primary Education and Director of Secondary Education. This team is responsible for the operational running of the organisation at Trust level and supporting Trust academies with academy level operational matters. This is also supported by the Business Manager and HR Manager and other Core Team members. It is important to have clear roles of governance structures to avoid duplication between the role of the Trust executives and the LGBs in holding individual academy leaders to account.

Overall, the executive leaders are responsible for the internal organisation, management and control of the schools in the Trust. However, since the Trust Board is responsible in law for the schools, it may need to intervene in operational matters if a circumstance arises where, because of the actions or inactions of executive leaders, the school(s) may be in breach of duty.

Local governing bodies

The strategic role of local governing bodies is to:

- Ensure clarity of vision, ethos and strategic direction related to the requirements of the Trust Board
- Hold the headteacher to account for the educational performance of the school and its pupils, and
- Oversee the financial performance of the school and making sure its money is well spent.

The local governance within SEBMAT forms the bridge between the Trust Board and its schools. This 'local tier' carries out similar core functions, characterised as the 4Ss: **s**tandards, **s**takeholders, **s**afeguarding and **S**END.

The Trust has adopted a comprehensive Scheme of Delegation setting out the responsibilities of the local governing bodies.

In relation to the financial management of the school, this covers the following areas:

- The requirement to support the preparation and audit of the Trust's accounts
- Ensuring that insurance is in place
- The requirement to seek approval from the Finance and Resources Committee or the Trust Boards to enter into contracts with a value of more than £50,000
- Ensuring that proper procedures are in place to safeguard funds
- The obligation to comply with any risk management policy adopted by Trust Board.

To achieve this the local governing body will act as a 'critical friend' to the headteacher by providing them with advice and support and challenging their views when necessary.

The key responsibilities of the governing body

- deciding how the school's budget should be spent, in accordance with the SDP and the statutory curriculum requirements laid down by government
- monitoring expenditure
- ensuring the budget is managed effectively
- ensuring the school meets all its statutory obligations determining virement and expenditure thresholds
- evaluating the effectiveness of spending decisions

Specific responsibilities of the governing body

- ensuring a balanced budget is set in accordance with 'best value' principles
- monitoring the budget throughout the year and implementing virements as necessary
- ensuring in conjunction with the headteacher that salary payments are only made to school employees
- maintaining a register of business interests
- ensuring the school has adequate insurance cover for all possible risks
- authorising the disposal or write off of stock
- ensuring that accurate financial records are maintained that can provide auditors and inspectors with explanations they consider necessary
- responding promptly to recommendations made by auditors and inspectors
- adopting audit recommendations and monitoring their implementation
- complying with the requirements of Company Law and Charity Law in the keeping and production of financial accounts

The Trust's shaping of local governance

The Trust has an important role to address in maximising the benefits of having local governing bodies. They need to address the following questions:

- What are you asking them to do?
- Why are you asking them to do it?
- What resources will you provide?
- How will you know they have done it?
- How will you know the impact of their contribution?
- Are variations needed for different schools?

Role of the Headteacher

The headteacher of each school within SEBMAT is responsible for the following:

- the internal organisation, management and control of the school
- advising on, and implementing the governing body's strategic framework
- formulating aims and objectives, policies and targets for the governing body to consider adopting
- reporting on progress to the governing body at least once a year
- formulating and implementing policies to enable the school to achieve its set targets
- providing the governing body with enough information to ensure that they are confident that delegated responsibilities and the head teacher's responsibilities have been met
- being accountable to the governing body for the school's performance, together with other teaching and administrative staff

Specific financial tasks delegated to the headteacher

The headteacher has delegated responsibility for:

- Leading and managing the School Development Plan (SDP) which is underpinned by sound resource planning, and identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increase teachers' effectiveness and secure improvement of the school's performance
- ensuring the effective implementation of current financial systems and procedures described in the financial procedures manual

- ensuring that the funds delegated to the school are in accordance with their legal entitlement
- ensuring the efficient and effective deployment of the school's resources

Responsibilities of the Headteacher in respect of the management of resources

The headteacher has responsibility for

- considering the budget regularly and making necessary adjustments
- obtaining governors or Finance & Resource Committee approval for any budget variations over his/her delegated authority level
- considering and responding promptly to recommendations in school audit/inspection reports, and advising governors of results and any remedial action to be implemented
- ensuring the maintenance of accurate and current inventories of all attractive and portable items
- ensuring the adequacy of the school's insurance arrangements as part of the annual financial review
- implementing the Trust's pay policy and appointment procedures
- planning for effective monitoring, evaluating and reviewing of the SDP to secure progress and school improvement
- thinking creatively and imaginatively to anticipate and solve problems and identify opportunities
- ensuring that resourcing and staffing are dedicated to ensuring the highest standards of achievement for all pupils
- setting appropriate priorities for expenditure, allocating funds and ensuring effective administrative control
- managing and organising accommodation efficiently and effectively to ensure it meets needs of the curriculum and health and safety regulations
- managing, monitoring and reviewing the range, quality, quantity and usage of all available resources in order to improve pupils' achievements, ensure efficiency and secure value for money

The role of the Finance Director

The Finance Director/Chief Finance Officer (CFO) is the Principal Finance Officer for SEBMAT and is responsible for:

- providing financial advice to the Chief Executive, headteachers, the governing bodies and the trustees/directors
- budget setting and monitoring the budget
- maintaining the schools' accounting records
- income generation and recording
- making purchases in accordance with 'best value' principles
- developing and maintaining efficient financial systems to support other school staff
- providing appropriate advice on financial matters

- maintaining books of account to enable returns to be made to Companies House
- producing VAT returns

Budget Holder Responsibilities

A list of budget holders should be maintained by the Finance Team, and the appendices below set out their responsibilities.

Appendix 3 – SUMMARY OF AUTHORISATION LIMITS

Expenditure Limits

Finance and Resources Committee	Between £50,001 and £150,000
Chief Executive	Up to £50,000
Headteacher	Up to £10,000 (reviewed in 2022-23 and agreed as reasonable by headteacher meeting)
Business Manager	Up to £10,000

Board of Directors after recommendation
by Finance and Resources Committee Over £150,000

Budget holder limits to be agreed by the headteacher and within their limit up to £10,000

Virement Limits

Headteacher	Up to £15,000
Finance and Resources Committee	Between £15,000 and £30,000

Writing off bad debts

Headteacher/Deputy Headteacher	Up to £500
Finance and Resources Committee	Between £500 and £5000
ESFA approval required	1% of total annual income or £45,000 (whichever is smaller) per single transaction

Disposal of Assets

Headteacher/Deputy Headteacher	Up to £500
Agreement is required of the Secretary of State for the disposal of land or buildings	

Mileage Allowance Paid at the Local Authority (LA) rate which prevails at the time
Safe Cash/Cheque limits £3,000 (Cash) (Safe is insured for £5,000 cash)

Ordering Procedures

3 quotes for orders over £5k/£2k (depending on the size of the school)
Framework agreements can be used for preferred suppliers

3 Competitive Quotations or other Up to £20,000
method ensuring Value for Money (VfM) (over life of product/contract)

3 Competitive Quotations £20,000-£149,999
(over life of product/contract)

Competitive Tendering Process Over £150,000
(over life of product/contract)

Minor Building Repairs At the discretion of the headteacher

Appendix 4: FINANCES AND RESOURCES RELATED POLICIES

- Access and Accessibility Plan (statutory, review every 3 years)
- Best Value Statement/Principles (best practice, review annually)
- Charging and Remissions Policy for Educational Activities (statutory, review bi-annually)
- Health & Safety Policy (statutory, review bi-annually)
- Lettings Policy (best practice if applicable)
- Pay Policy – review bi-annually
- Finance Policy - review annually
- Tendering Policy (part of Finance Policy)

In the interest of transparency, the SEBMAT Scheme of Delegation is on the website with up-to-date details of the overall governance arrangements.

Robin Crofts

Director of Governance
On behalf of the SEBMAT Trust Board
18th August 2023

Review – Annually; next iteration due in September 2024. This is so roles and responsibilities outlined continually reflect organisational realities and updates statutory legislation. When necessary, changes may need to be made between the routine reviews.

The Scheme of Delegation needs to be published on its website and should also feature on individual academy websites.