

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

## **Scheme of Delegation (January 2026)**

The Scheme of Delegation is a vital document within an academy trust. It is bespoke 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 Academy Trust 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).

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/director, 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/directors 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 [Academy Trust Handbook](#), [Academy trust governance guide](#), [Financial support and oversight for academy trusts](#), [Managing conflicts of interests, related party relationships and related party transactions: good practice guide](#), and [Schedule of Musts, 2025](#)

The Scheme has been guided by input from governance stakeholders leading to the approval by the trustees/directors 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/directors, senior leaders and local governors. It gives up-to-date details of the overall governance

arrangements, and it is in a readily accessible form as specified in the Academy Trust Handbook. 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.

Financial delegation across Academy Trusts is renewed through the annual review and updating of their written Scheme of Delegation (SofD), which details how the Trust Board assigns its functions to academy committees or local governing bodies (LGBs), academy committees and to the CEO and executive leaders. This review must occur annually and immediately following any significant changes to the Trust's management or organisational structure, ensuring clarity on roles, responsibilities, and the continued maintenance of robust internal financial controls required by the Academy Trust Handbook.

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 DfE 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/directors must allocate roles and responsibilities across a range of operational areas for each layer within the Trust - members, trustees/directors (Trust Board), executive team, core 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 Member Panel 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/Directors, 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.

## 1. Scheme of Delegation Summary Checklist Table

| Culture and engagement (Part one) and Governance of the trust (Part two)                                         | Included? |
|------------------------------------------------------------------------------------------------------------------|-----------|
| Setting trust vision                                                                                             |           |
| Setting trust culture and values                                                                                 |           |
| Setting expectations for trustee conduct                                                                         |           |
| Fostering equality, diversity and inclusion including building a diverse board                                   |           |
| Ensuring transparency of information                                                                             |           |
| Engaging with stakeholders and religious authorities                                                             |           |
| Adhering to the articles of association                                                                          |           |
| Strategy (Part three)                                                                                            | Included? |
| Setting the trust strategy                                                                                       |           |
| Championing the trust strategy                                                                                   |           |
| Reviewing progress against the strategy                                                                          |           |
| Setting school/ academy improvement plan in line with trust priorities                                           |           |
| Non-executive leadership (Part four)                                                                             | Included? |
| Establishing a high performing governance structure including appointing board committees and academy committees |           |

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| Appointing chair and vice chair                                                       |                  |
| Appointing parent trustees/local committee parent governors                           |                  |
| Appointing a governance professional                                                  |                  |
| Ensuring appointment checks, induction and training                                   |                  |
| Evaluating governance regularly                                                       |                  |
| Nominating safeguarding lead trustee                                                  |                  |
| Nominating SEND lead trustee                                                          |                  |
| Nominating Careers lead trustee                                                       |                  |
| Ensuring finance skill set on board                                                   |                  |
| <b>Executive leadership (Part five)</b>                                               | <b>Included?</b> |
| Appointing and performance managing the senior executive leader as accounting officer |                  |

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| Overseeing staff wellbeing, workload and working conditions |                  |
| Setting pay levels, including executive pay                 |                  |
| <b>Accountability (Part six)</b>                            | <b>Included?</b> |
| Ensuring strategic oversight and accountability             |                  |

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| Setting trust approach to curriculum and assessment, with regard to statutory requirements                                               |  |
| Delivering Early Years Foundation Stage (EYFS), in line with statutory requirements                                                      |  |
| Setting and delivering school curriculum and assessment in line with trust approach                                                      |  |
| Developing curriculum policies as required by school(s) (religious education, relationships, sex & health education, collective worship) |  |
| Production and analysis of data                                                                                                          |  |
| Delivering careers guidance, with regards to statutory requirements                                                                      |  |
| Appointing CFO                                                                                                                           |  |
| Setting delegated authority limits for financial transactions                                                                            |  |
| Developing budget                                                                                                                        |  |
| Delivering monthly management accounts and forecasts                                                                                     |  |
| Managing cash position                                                                                                                   |  |
| Appointing external auditor                                                                                                              |  |
| Delivering annual report and accounts, about accounts consolidation exercises required by DfE                                            |  |
| Developing finance policies (charging and remission, procurement)                                                                        |  |

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| Ensuring adequate insurance cover is in place                                                                                                           |                  |
| Maintaining risk register                                                                                                                               |                  |
| Managing conflicts of interest and related party transactions                                                                                           |                  |
| Ensuring compliance with DfE requirements                                                                                                               |                  |
| <b>Compliance (Part seven) and statutory policies for trusts (Part eight)</b>                                                                           | <b>Included?</b> |
| Setting admissions policies                                                                                                                             |                  |
| Keeping admission and attendance registers                                                                                                              |                  |
| Ensuring compliance with SEND Code of Practice                                                                                                          |                  |
| Delivering support for looked after children                                                                                                            |                  |
| Monitoring pupil premium spend inc. year 7 literacy and numeracy catch-up and PE and sport premium                                                      |                  |
| Setting health and safety policies and estates management strategy                                                                                      |                  |
| Attending trust inspections                                                                                                                             |                  |
| Setting governance policies (data protection, information sharing, cyber security, Freedom of Information, code of conduct, complaints, whistleblowing) |                  |
| Setting trust safeguarding practices, about statutory guidance, including appointing designated safeguarding lead (DSL)                                 |                  |

|                                                                                                                                                                                                         |  |
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| Setting safeguarding policies (safeguarding and child protection, pupil mental health and wellbeing, PREVENT duty, looked after children, safer recruitment, supporting pupils with medical conditions) |  |
| Setting behaviour and welfare policies (behaviour, exclusions)                                                                                                                                          |  |
| Setting approach to directing pupils offsite, exclusions                                                                                                                                                |  |
| Setting the school day and school year                                                                                                                                                                  |  |
| Managing academy premises                                                                                                                                                                               |  |
| Setting the uniform policy                                                                                                                                                                              |  |
| Setting approach to staff appointment and dismissal, about statutory requirements                                                                                                                       |  |
| Setting approach to appraisal and performance management                                                                                                                                                |  |
| Setting HR policies (appraisal, pay, disciplinary, grievance, capability, safer recruitment)                                                                                                            |  |
| Setting whistleblowing procedures                                                                                                                                                                       |  |

## **2. SEBMAT Delegation**

**This RASCI (Responsibility; Accountability; Supporting; Consulted; Informed) 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

Supporting [S] - bearing all or part of the weight of something

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; Audit and Risk Committee **[F&R; A&R Coms]**, Executive Leadership Team **[ELT]**, Local Governing Body **[LGB]**

LA – Local Authority

MP – Member of Parliament

| Area of Responsibility                        | SEBMAT Trust Board                                                |   | Trust Board Committees<br>F&R and A&R |  | SEBMAT Executive<br>Leadership Team                                                           |   | Academy Headteacher<br>for each SEBMAT school                                  |   | Local Governing Body<br>for each SEBMAT school                       |   |
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| 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 | A |                                       |  | Responsible for holding headteachers to account about achieving and maintaining positive      | R | Responsible for fostering positive parent relationships at academy level       | R | Supporting fostering of parent relationships at school academy level | S |

|                                                                     |                                                                                                                        |     |  |  |                                                                                                                    |     |                                                                                              |   |                                                                                   |
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|                                                                     | parents of pupils/students                                                                                             |     |  |  | relationships with parents                                                                                         |     |                                                                                              |   |                                                                                   |
| Receive updates on perspectives of parents across the Trust         | <b>Informed</b> of parental perspectives across the Trust                                                              | I   |  |  | Consulted on the effectiveness of schools in achieving positive parental views                                     | C   | <b>Responsible</b> for conducting parent surveys and collating outcomes                      | R | <b>Informed</b> of parental perspectives at academy level                         |
| Manage relationships with local community and stakeholders          | <b>Accountable</b> 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   | <b>Responsible</b> for fostering positive community and local relationships at academy level | R | <b>Supporting</b> fostering of community and local relationships at academy level |
| Manage relationships with local authority (LA) and local government | <b>Accountable and Supporting</b> fostering of LA and MP relationships as required                                     | A/S |  |  | <b>Supporting and Responsible for</b> fostering of LA and MP relationships as required                             | S/R | <b>Responsible</b> for fostering positive LA and MP relationships at academy level           | R | <b>Supporting</b> fostering of LA and MP relationships at academy level           |
| Manage relationships with central government                        | <b>Accountable and Supporting</b> central government liaison as required                                               | A/S |  |  | <b>Responsible</b> for promoting central government relationships                                                  | R   | <b>Supporting</b> the executive team in promoting central government relationships           | S | Informed about the Trust's promotion of central government relationships          |
| Approve a complaints policy and procedures                          | <b>Accountable</b> for ensuring Complaints policy in place                                                             | A   |  |  | <b>Responsible</b> for developing compliant Complaints Policy and overseeing complaints at school and Trust levels | R   | <b>Responsible</b> for managing complaints at school academy level                           | R | <b>Informed</b> of complaints at school academy level                             |

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| Establish a complaints panel to consider formal complaints about an academy | <b>Accountable</b> for ensuring all complaints are addressed by the executive team and concluded | A |                               |  | <b>Responsible</b> for addressing complaints at Trust level and setting up panels if required to scrutinise complaints | R |                            |  | <b>Responsible</b> for establishing Complaints Panel in line with policy for school complaints | R |
| <b>Area of Responsibility</b>                                               | <b>Trust Board</b>                                                                               |   | <b>Trust Board Committees</b> |  | <b>Executive Leadership Team</b>                                                                                       |   | <b>Academy Headteacher</b> |  | <b>Local Governing Body</b>                                                                    |   |

| Financial Management including Trust Growth                                           |                                                                                                                            |   |                                                                                                                            |   |                                                                                          |   |                                                                |   |                                                                                                        |   |
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| Set vision and targets for Trust growth                                               | <b>Accountable</b> for setting vision for Trust growth                                                                     | A | <b>Supporting</b> through detailed review of financial targets [F&R and A&R Committees]                                    | S | <b>Responsible</b> 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 | <b>Accountable</b> for setting process and ensuring due diligence undertaken to support consideration about adding schools | A | <b>Supporting</b> through detailed due diligence review with emphasis on financial considerations [F&R and A&R Committees] | S | <b>Responsible</b> 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                                                     | <b>Accountable</b> for approving new schools joining Trust                                                                 | A |                                                                                                                            |   | <b>Responsible</b> for onboarding new schools to the Trust                               | R | Informed about Trust expansion                                 | I | Informed about Trust expansion                                                                         | I |

|                                                                                        |                                                                                           |          |                                                                                                         |          |                                                                                                       |          |                                                                                                                                            |          |                                                                                                                                                                                                                |          |
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| Develop & approve annual budget and three-year outturn                                 | <b>Accountable</b> for approving budgets                                                  | <b>A</b> | <b>Supporting</b> through detailed budget review [F&R and A&R Committees]                               | <b>S</b> | <b>Responsible</b> for developing Trust-wide budgets & submission to ESFA                             | <b>R</b> | <b>Supporting</b> process through developing academy level budget                                                                          | <b>S</b> | <b>Consulted</b> on development of academy level budget                                                                                                                                                        | <b>C</b> |
| Produce monthly management accounts in line with Academies Trust Handbook requirements | <b>Accountable</b> for reviewing at least six times per year [Chair reviews monthly]      | <b>A</b> | <b>Supporting</b> through detailed management accounts review [F&R and A&R Committees]                  | <b>S</b> | <b>Responsible</b> for producing management accounts & sharing with Board at least six times per year | <b>R</b> | <b>Supporting</b> process through producing school academy level management accounts in conjunction with the Chief Financial Officer (CFO) | <b>S</b> | <b>Informed</b> 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 | <b>I</b> |
| Maintain risk register in line with Academies Trust Handbook requirements              | <b>Accountable</b> for ensuring Risk Register is in place and reviewing at least annually | <b>A</b> | Consulted about the content of the Risk Register prior to seeking Trust Board endorsement               | <b>C</b> | <b>Responsible</b> for developing Trust-wide risk register & mitigating identified risks              | <b>R</b> | <b>Supporting</b> by developing school academy level risk register & escalating urgent risks to Executive Leadership Team (ELT)            | <b>S</b> | <b>Consulted</b> on academy level risk register                                                                                                                                                                | <b>C</b> |
| Manage cash position inc. reporting on cashflow and internal 'loans'                   | <b>Accountable</b> for Trust's cash position & position as a going concern                | <b>A</b> | <b>Supporting</b> through detailed review of cash position at each committee meeting [F&R and A&R Coms] | <b>S</b> | <b>Responsible</b> for managing cash & going concern position                                         | <b>R</b> | <b>Supporting</b> through effective financial management at school academy level to build reserves                                         | <b>S</b> | <b>Consulted</b> on cash position for respective school academies                                                                                                                                              | <b>C</b> |

|                                                                   |                                                                      |          |                                                                                                          |          |                                                                |          |                                                                                      |          |                                                |          |
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| Manage procurement exercises in line with compliance requirements | <b>Accountable</b> for ensuring procurement in line with regulations | <b>A</b> | <b>Supporting</b> through detailed review of procurement activity at each committee meeting [FR&AR Coms] | <b>S</b> | <b>Responsible</b> for running compliant procurement exercises | <b>R</b> | <b>Responsible</b> for school academy level procurement in line with Trust processes | <b>R</b> | <b>Consulted</b> on school academy procurement | <b>C</b> |
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| Area of Responsibility                                        | Trust Board                                                                |          | Trust Board Committees                                                                            |          | Executive Leadership Team                                                                                                                           |          | Academy Headteacher                                                      |          | Local Governing Body                                                     |          |
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| <b>Premises, Health &amp; Safety</b>                          |                                                                            |          |                                                                                                   |          |                                                                                                                                                     |          |                                                                          |          |                                                                          |          |
| Develop Trust estate strategy                                 | <b>Accountable</b> for approving estate strategy                           | <b>A</b> | <b>Supporting</b> through detailed and regular review of estate strategy [F&R and A&R Committees] | <b>S</b> | <b>Responsible</b> for developing and delivering on estate strategy                                                                                 | <b>R</b> | <b>Supporting</b> development of estate plans at school academy level    | <b>S</b> | <b>Informed</b> of estate plans at academy level                         | <b>I</b> |
| Approve significant new building projects                     | <b>Accountable</b> for approving new building projects and project spend   | <b>A</b> | <b>Supporting</b> through detailed monitoring project overspend of 10%+ [F&R and A&R Committees]  | <b>S</b> | <b>Responsible</b> for new proposals, monitoring projects and spend including reporting over-spend of 10%+ to Finance and Resources and Trust Board | <b>R</b> | <b>Supporting</b> on new building projects for individual school academy | <b>S</b> | <b>Consulted</b> of new building projects at school academy level        | <b>C</b> |
| Procure new buildings in line with procedures and regulations | <b>Accountable</b> for ensuring compliant procurement and endorsing action | <b>A</b> | <b>Consulted</b> (F and R) on procurement                                                         | <b>C</b> | <b>Responsible</b> for compliant procurement & managing contractors                                                                                 | <b>R</b> | <b>Informed</b> on progress on building projects                         | <b>I</b> | <b>Informed</b> of progress on building projects at school academy level | <b>I</b> |

|                                                                     |                                                                                                |          |                                                                                               |          |                                                                                                                                    |          |                                                                                                                                       |          |                                                                                                    |          |
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| Maintain buildings, including properly funded maintenance programme | <b>Accountable</b> for buildings maintenance in line with regulations                          | <b>A</b> | <b>Responsible</b> for F and R approving capital spend of up to £150 [F&R and A&R Committees] | <b>R</b> | <b>Responsible</b> for buildings maintenance and securing funds from central government                                            | <b>R</b> | <b>Supporting</b> buildings management especially through premises managers                                                           | <b>S</b> | Informed about building management                                                                 | <b>I</b> |
| Set Health & Safety Policy                                          | <b>Accountable</b> for approving Health & Safety policy                                        | <b>A</b> |                                                                                               |          | <b>Responsible</b> for developing policy & training across Trust related to health and safety                                      | <b>R</b> | <b>Responsible</b> for implementing H&S policy at school academy level                                                                | <b>R</b> | <b>Informed</b> about effectiveness of fulfilling health and safety policy at school academy level |          |
| Respond to Health & Safety incidents across Trust                   | <b>Accountable</b> for overall health, well-being and safety of staff, pupils and stakeholders | <b>A</b> | <b>Supporting</b> through receiving detailed analysis of H&S incidents [F&R and A&R Coms]     | <b>S</b> | <b>Responsible</b> for responding to health & safety incidents across Trust including reporting high risk incidents to Trust Board | <b>R</b> | <b>Responsible</b> for responding to health & safety incidents at school academy level including informing ELT of incidents and risks | <b>R</b> | <b>Consulted</b> on significant Health & Safety incidents at school academy level                  | <b>C</b> |
| Appoint person in charge of first aid                               | <b>Accountable</b> for ensuring first aid leads appointed across the Trust                     | <b>A</b> |                                                                                               |          | <b>Responsible</b> for appointing Trust-wide leads for first aid                                                                   | <b>R</b> | <b>Responsible</b> for appointing school academy leads for first aid                                                                  | <b>R</b> | <b>Informed</b> about effectiveness of first aid support across school academy                     | <b>I</b> |
| Review risk assessments, including those relating to Covid-19       | <b>Accountable</b> for ensuring risk assessments in place and reviewing summaries              | <b>A</b> | <b>Consulting</b> with F&R and A&R Committees about risk assessments                          | <b>C</b> | <b>Responsible</b> for developing Trust-wide templates and escalating risks to Board level                                         | <b>R</b> | <b>Responsible</b> for developing academy level risk assessments and escalating risks to ELT                                          | <b>R</b> | <b>Informed</b> of Covid-19 risk assessments                                                       | <b>I</b> |

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

**Key: Governance Layers:** Trust Board [TB], Finance and Resources Committee; Audit and Risk 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                                                                                                                                               |   |
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| LGB Governance                                                                                           |                                                                                                                                                                                            |   |                        |  |                                                                                                                |   |                                                                                                              |   |                                                                                                                                                                    |   |
| To draw up governing documents and any amendments thereafter                                             | <b>Accountable</b> for ensuring the LGBs, as committees of the Trust Board, fulfil their responsibilities                                                                                  | A |                        |  | <b>Responsible</b> for ensuring the LGBs are robust and effective                                              | R | <b>Responsible</b> for drawing up documents on behalf of the LGB to meet Trust requirements                  | R | <b>Responsible</b> 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.                                                            | <b>Accountable</b> for endorsing the Chair and Vice Chair of the LGB as Directors’ Appointments. Given that LGBs are committees of the Trust, the Trust Board can appoint or remove Chairs | A |                        |  | <b>Responsible</b> in ensuring the leadership of the Local Governing Bodies are effective                      | R | <b>Responsible</b> as an ex-officio governor that the governance is challenging, scrutinising and supportive | R | <b>Responsible</b> for annually electing the Chair and Vice Chair of the Local Governing Body (LGB) and recognising that the LGB is a committee of the Trust Board | R |
| To appoint and dismiss the clerk to the LGB                                                              | <b>Accountable</b> for effective clerking                                                                                                                                                  | A |                        |  | <b>Responsible</b> for CEO to appoint, support and dismiss the clerks to the LGBs on behalf of the Trust Board | R | <b>Informed</b> by the CEO about the appointment, training and dismissal of clerk to LGB                     | I | <b>Consulted</b> 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 | <b>Accountable</b> for effective local governance through its LGB committees                                                                                                               | A |                        |  | <b>Responsible</b> 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                                                                                   | C |

|                                                                                                              |                                                                                                                                                |   |  |  |                                                                                                                                                                                                         |   |                                                                          |                                |                                                                                                                                                                                   |   |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| body as often as may be required                                                                             |                                                                                                                                                |   |  |  |                                                                                                                                                                                                         |   |                                                                          | of meetings and their delivery |                                                                                                                                                                                   |   |
| 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                                                      | <b>Accountable</b> for ensuring all business interests are laid out                                                                            | A |  |  | <b>Responsible</b> for CEO to ensure that there is an up to date register of all members/directors/ governors business interests and there are no inappropriate actions taking place between businesses | R |                                                                          |                                | <b>Responsible</b> for the Chair of Governors to ensure at each meeting that governors declare any business interests and for this to be recorded and shared with the Trust Board | R |
| To discharge duties in respect of pupils with special educational needs by appointing a 'responsible person' | <b>Accountable</b> for Trust Board to ensure there are responsible and effective people to monitor pupils with SEND across governance          | A |  |  | <b>Responsible</b> for CEO to ensure all areas of governance have responsible governors who can scrutinise and support those pupils with SEN                                                            | R | <b>Informed</b> by CEO of the governors with responsibility for SEND     | I                              | <b>Responsible</b> 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                     | <b>Accountable</b> for Trust Board to determine what is delegated and to which individuals                                                                      | A |  |  | <b>Responsible</b> for CEO to ensure that the areas delegated and the persons holding the delegation are fulfilling responsibilities                                       | R | <b>Informed</b> by CEO of areas of delegation and to whom.                                                 | I | <b>Informed</b> by CEO of areas of delegation and to whom                                                                                                                                                                        | I |
| To regulate the LGB procedures (where not set out by law)                                         | <b>Accountable</b> for Trust Board to determine the degree of regulation of LGB procedures                                                                      | A |  |  | <b>Responsible</b> for the CEO to ensure the LGB procedures are being deployed                                                                                             | R | <b>Consulted</b> for headteachers to be consulted about the degree of regulation related to LGB procedures | C | <b>Consulted</b> 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 | <b>Accountable</b> for Trust Board to ensure that LGB committees have appropriate support, direction and training to be effective committees of the Trust Board | A |  |  | <b>Responsible</b> for CEO to act in working with the local governing bodies to determine development and training needs of governors and put in place appropriate support | R | <b>Consulted</b> for headteachers to be consulted by CEO about governors' developmental needs              | C | <b>Consulted</b> 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                                         | <b>Accountable</b> for Trust Board to take decisions on Trust expansion                                                                                         | A |  |  | <b>Responsible</b> for CEO to explore the appropriateness and viability of other                                                                                           | R | <b>Consulted</b> for headteachers to be consulted by CEO on the viability and                              | C | <b>Informed</b> for the LGBs to be informed about possible expansions of the Trust.                                                                                                                                              | I |

|  |                                  |  |  |                                                                                                                                        |  |                                                                                                     |  |  |  |
|--|----------------------------------|--|--|----------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------|--|--|--|
|  | and the joining of other schools |  |  | schools joining the Trust, keeping the Trust Board abreast of options and taking guidance from the Trust Board on directions of travel |  | appropriateness of Trust expansion and engagement with particular schools which may join the Trust. |  |  |  |
|--|----------------------------------|--|--|----------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------|--|--|--|

### Reviewing the Scheme of Delegation

When reviewing the Scheme of Delegation it is important to ask these 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 [Academy Trust 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 and dismiss trustees/directors. The members of an academy trust have a different status to, and are not the same body of people as the trustees/directors. 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 schools/academies, a pupil/student, parent, or member of staff.

**SEBMAT Local Governing Bodies (LGBs)** – 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 bodies 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 school/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 Trust is undertaken by the SEBMAT Finance and Resources Committee which reports to the Trust Board of trustees/directors. Terms of Reference and formal levels of delegation have been agreed by the trustees/directors 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 trustees/directors.

#### **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. They are personally responsible to Parliament, and to the Accounting Officer of the Department of Education (DfE) 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. The Chief Executive Officer can delegate responsibility at their discretion if on leave or not available.

### **Appendix 2: RESPONSIBILITIES**

#### **Trustees/Directors – Trust Board**

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 Academy 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 as necessary. Meetings are scheduled in advance of returns to the Department for Education 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, as well as 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 Trust Board 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 and recorded, setting out what duties the Committee is authorised to perform.

#### **B. Audit and Risk Committee**

The Trust has 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 auditors 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 actions 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 Trust governing body and appropriate committees.
- overseeing the production (by the Finance Director) of regular reconciled budget/financial reports to the Trust governing body, committees and DfE as appropriate.

### **The Executive Team**

The Executive Team comprises the Chief Executive Officer (CEO), Chief Financial Officer/Finance Manager (CFO), Director of Governance, Director of Primary Education, Director of Secondary Education and Trust Business Manager. 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 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 Local Governing Bodies (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 (this document) 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 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 in the area of finances**

- although governing bodies do not have responsibility for managing the schools' finances, they do have an overall responsibility to ensure their schools are obtaining value for money and to be able to set the spending priorities for the school especially with contingencies
- they should also ensure that the statutory needs are met and have the power to challenge spending decisions

- deciding how the school's budget should be spent in conjunction with the headteacher, in accordance with the Strategic Development Plan (SDP) and the statutory curriculum requirements laid down by government
- monitoring expenditure
- ensuring the budget is managed effectively
- evaluating the effectiveness of spending decisions.

### **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/students 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 (the Trust's Finance Handbook)
- 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 CEO, 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/Chief Finance Officer (CFO)**

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, governing bodies, and the trustees/directors through the Trust Board, Finance and Resources Committee and Audit and Risk Committee.
- budget setting and monitoring the budget

- maintaining the schools' accounting records
- income generation and recording
- ensuring purchases made by schools/Trust are 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
- complete and submit financial returns as required by the DfE, Charities Commission and Companies House
- maintain the Trust's accounts in line with the funding agreement and the Academy Trust Handbook
- develop the Trust's central finance services, ensuring these are fit for purpose and provide a high quality service to individual schools, helping the Trust achieve continuous improvement
- provide appropriate and timely reports to the Trust Board and other Trust leaders to support effective leadership and governance
- work with the HR Director to support the effective delivery of payroll services for the Trust and its academies
- establish and monitor effective procurement procedures in order to achieve financial efficiencies
- oversee the Trust's commercial contracts, ensuring they represent value for money
- develop and maintain an effective internal audit procedure for the Trust and its academies, including producing audit reports and making recommendations for improvement
- to co-ordinate and manage the external interim and annual audits, liaising with all parties involved and follow up on any recommendations resulting from audits
- to maintain and oversee all bank accounts including the Trust's card/s, completing monthly reconciliations and reporting banking errors to the headteachers
- develop, implement and monitor the Trust's management

### **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

Trust Board 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 £5,000  
DfE 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 £10k/£50k (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 £50,000-£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  
7<sup>th</sup> January 2026

Review – Annually; next iteration due in January 2027. 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 the Trust's website and should also feature on individual academy websites.

**1.1 Slough and East Berkshire Church of England Multi-Academy Trust**  
**1.2 Scheme of Delegation (SofD) Supplement 2026**

1.3 The document below is a supplement to the current SEBMAT Scheme of Delegation 2026.

1.4 **Sections A to C below facilitates the functioning of the delegation**

**SEBMAT SCHEME OF DELEGATION SUPPLEMENT 2026**

**A. CONSTITUTION OF THE LOCAL GOVERNING BODY**

**1.5 A1. Members of the Local Governing Body**

- 1.1 The number of people who shall sit on the Local Governing Body shall be not less than three and, unless otherwise determined by the Trust Board, shall not be more than twelve.
- 1.2 The Local Governing Body shall have the following members:
  - 1.2.1 Seven members (Directors' Appointments), appointed under clause 2.1 (below);
  - 1.2.2 Two staff members, appointed under clause 2.2 (below);
  - 1.2.3 Two parent members elected or appointed under clause 2.5 (below);
  - 1.2.4 One community member appointed under clause 2.11 (below);
  - 1.2.5 The headteacher of the Academy (the "Headteacher") who shall be ex-officio;
  - 1.2.6 any additional members, if appointed by the Trust Board at the request of the Secretary of State of Education (the "Secretary of State") pursuant to clause 102c) of the Master Funding Agreement entered into between the Company (Trust) and the Secretary of State governing the affairs of the Company;
- 1.3 The Local Governing Body may also have up to three co-opted members appointed under clause 3.1. This would give a potential maximum of 16 members, which should be implemented with caution about becoming overly large.
- 1.4 The directors/trustees (all or any of them) shall also be entitled to serve on the Local Governing Body and attend any meetings of the Local Governing Body. Any director/trustee attending a meeting of the Local Governing Body shall count towards the quorum for the purposes of the meeting and shall be entitled to vote on any resolution being considered by the Local Governing Body.
- 1.5 All persons appointed or elected to the Local Governing Body shall give a written undertaking to the directors/trustees to uphold the object of the Company.

**1.6 A2. Appointment of members of the Local Governing Body**

- 2.1 The directors/trustees may appoint up to seven persons to serve on the Local Governing Body, on the following basis:
  - 2.1.1 they shall have regard to ensuring that the people serving on the Local Governing Body between them have an appropriate range of competencies and experience and due attention is given to succession planning;
  - 2.1.2 due representation is given to any persons or body who holds the land used by the Academy on trust.
- 2.2 The Local Governing Body may appoint persons who are employed at the Academy to serve on the Local Governing Body through such process as they may determine, provided that the total number of such persons (including the Headteacher) does not exceed one third of the total number of persons on the Local Governing Body. The positions held by those employed at the Academy (e.g. teaching and support staff) may be taken into account when considering appointments.

- 2.3 Unless the Trust Board agrees otherwise, in appointing persons to serve on the Local Governing Body who are employed at the Academy, the Local Governing Body shall invite nominations from all staff employed under a contract of employment or a contract for services or otherwise engaged to provide services to the Academy (excluding the Headteacher) and, where there are any contested posts, shall hold an election by a secret ballot. All arrangements for the calling and the conduct of the election and resolution of questions as to whether any person is an eligible candidate shall be determined by the Local Governing Body.
- 2.4 The Headteacher shall be treated for all purposes as being an ex-officio member of the Local Governing Body.
- 2.5 Subject to clause 2.9, the parent members of the Local Governing Body shall be elected by parents of registered pupils at the Academy and he or she must be a parent of a pupil at the Academy at the time when he or she is elected.
- 2.6 The Local Governing Body shall make all necessary arrangements for, and determine all other matters relating to, an election of the parent members of the Local Governing Body, including any question of whether a person is a parent of a registered pupil at the Academy. Any election of persons who are to be the parent members of the Local Governing Body which is contested shall be held by secret ballot.
- 2.7 The arrangements made for the election of the parent members of the Local Governing Body shall provide for every person who is entitled to vote in the election to have an opportunity to do so by post or, if s/he prefers, by having his/her ballot paper returned to the Academy by a registered pupil at the Academy.
- 2.8 Where a vacancy for a parent member of the Local Governing Body is required to be filled by election, the Local Governing Body shall take such steps as are reasonably practical to secure that every person who is known to them to be a parent of a registered pupil at the Academy is informed of the vacancy and that it is required to be filled by election, informed that he/she is entitled to stand as a candidate, and vote at the election, and given an opportunity to do so.
- 2.9 The number of parent members of the Local Governing Body required shall be made up by persons appointed by the Local Governing Body if the number of parents standing for election is less than the number of vacancies.
- 2.10 In appointing a person to be a parent member of the Local Governing Body pursuant to clause 2.9, the Local Governing Body shall appoint a person who is the parent of a registered pupil at the Academy; or where it is not reasonably practical to do so, a person who is the parent of a child of compulsory school age.
- 2.11 The community members shall be elected by the other members of the Local Governing Body in consultation with the Trust Board.
- 2.12 Notwithstanding the above, the Trust Board may appoint to the initial Local Governing Body persons who have served in the respective categories as governors at the predecessor school.

1.7 **A3. Co-opted members of the Local Governing Body**

- 3.1 The Local Governing Body may appoint up to 3 persons to be “Co-opted” to the Local Governing Body. A person who shall be “Co-opted” to the Local Governing Body means a person who is to serve on the Local Governing Body without having been appointed or elected to serve on the Local Governing Body. The Local Governing Body may not co-opt a person who is employed at the Academy if thereby the number of persons employed at the Academy serving on the Local Governing Body would exceed one third of the total number of persons serving on the Local Governing Body (including the Headteacher)

1.8 **A4. Term of office**

- 4.1 The term of office for any person serving on the Local Governing Body shall be 4 years, save that this time limit shall not apply to the Headteacher whose term of office relates to their time in post, and to persons who are “Co-Opted” to the Local Governing Body who shall serve for 1 year. Subject to remaining eligible to be a particular type of member on the Local Governing Body, any person may be re-appointed or re-elected (including being “Co-opted” again) to the Local Governing Body.
- 4.2 Subject to agreement by the Trust Board, those persons appointed under Clause 2.12 shall serve for the remainder of their term of office relative to their appointment at the predecessor school. Thereafter, they shall be appointed or elected as specified under the relevant category.

1.9 **A5. Resignation and removal**

- 5.1 A person serving on the Local Governing Body shall cease to hold office if he/she resigns his office by notice to the Local Governing Body (but only if at least three persons will remain in office when the notice of resignation is to take effect).
- 5.2 A person serving on the Local Governing Body shall cease to hold office if he/she is removed by the person or persons who appointed him/her. Whilst at the same time as acknowledging that no reasons need to be given for the removal of a person who serves on the Local Governing Body by a person or persons who appointed him/her, any failure to uphold the values of the Trust and/or the Academy or to act in a way which is appropriate in light of the SEBMAT Scheme of Delegation will be taken into account. A person, including parents, may also be removed by the Trust Board but only after the directors/trustees have given due regard to any representations by the Local Governing Body (LGB).
- 5.3 If any person who serves on the Local Governing Body in his/her capacity as an employee at the Academy ceases to work at the Academy then he/she shall be deemed to have resigned and shall cease to serve on the Local Governing Body automatically on termination of his work at the Academy.

- 5.4 Where a person who serves on the Local Governing Body resigns his/her office or is removed from office, that person or, where he/she is removed from office, those removing him/her, shall give written notice thereof to the Local Governing Body who shall inform the Trust Board.

**1.10 A6. Disqualification of members of the Local Governing Body**

- 6.1 No person shall be qualified to serve on the Local Governing Body unless he/she is aged 18 or over at the date of his/her election or appointment. No current pupil of the Academy shall be entitled to serve on the Local Governing Body.
- 6.2 A person serving on the Local Governing Body shall cease to hold office if he/she becomes incapable by reason of mental disorder, illness or injury of managing or administering his/her own affairs.
- 6.3 A person serving on the Local Governing Body shall cease to hold office if he/she is absent without the permission of the Chair of the Local Governing Body from all the meetings of the Local Governing Body held within a period of four months and the Local Governing Body resolves that his/her office be vacated. However, if apologies are given and they are accepted this needs to be recorded in the minutes.
- 6.4 A person shall be disqualified from serving on the Local Governing Body if:
- 6.4.1 his/her estate has been sequestered and the sequestration has not been discharged, annulled or reduced; or
- 6.4.2 he/she is the subject of a bankruptcy restrictions order or an interim order.
- 6.5 A person shall be disqualified from serving on the Local Governing Body at any time when he/she is subject to a disqualification order or a disqualification undertaking under the Company Directors Disqualification Act 1986 or to an order made under Section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order).
- 6.6 A person serving on the Local Governing Body shall cease to hold office if he/she would cease to be a director by virtue of any provision in the Companies Act 2006 or is disqualified from acting as a trustee by virtue of section 72 of the Charities Act 1993 (or any statutory re-enactment or modification of that provision).
- 6.7 A person shall be disqualified from serving on the Local Governing Body if he/she has been removed from the office of charity trustee or trustee for a charity by an order made by the Charity Commission or the High Court on the grounds of any misconduct or mismanagement in the administration of the charity for which he/she was responsible or to which he/she was privy, or which he/she by his/her conduct contributed to or facilitated.
- 6.8 A person shall be disqualified from serving on the Local Governing Body at any time when he/she is:
- 6.8.1 included in the list kept by the Secretary of State under Section 1 of the Protection of Children Act 1999; or
- 6.8.2 disqualified from working with children in accordance with Section 35 of the Criminal Justice and Court Services Act 2000; or
- 6.8.3 barred from regulated activity relating to children (within the meaning of Section 3(2) of the Safeguarding Vulnerable Groups Act 2006).

- 6.9 A person shall be disqualified from serving on the Local Governing Body if he/she is a person in respect of whom a direction has been made under Section 142 of the Education Act 2002 or is subject to any prohibition or restriction which takes effect as if contained in such a direction.
- 6.10 A person shall be disqualified from serving on the Local Governing Body where he/she has, at any time, been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section 72 of the Charities Act 1993.
- 6.11 After the Academy has opened, a person shall be disqualified from serving on the Local Governing Body if he/she has not provided to the chair of the Local Governing Body a criminal records certificate at an enhanced disclosure level under section 113B of the Police Act 1997. In the event that the certificate discloses any information which would in the opinion of either the chair or the headteacher confirm their unsuitability to work with children that person shall be disqualified. If a dispute arises as to whether a person shall be disqualified, a referral shall be made to the Secretary of State to determine the matter. The determination of the Secretary of State shall be final.
- 6.12 Where, by virtue of this Scheme of Delegation, a person becomes disqualified from serving on the Local Governing Body; and he/she was, or was proposed, to so serve, he/she shall upon becoming so disqualified give written notice of that fact to the Local Governing Body who shall inform the Trust Board.

## **2 B. DELEGATED POWERS**

### **B1. General Provisions**

- 1.1 Subject to provisions of the Companies Act 2006, the Articles and to any directions given by the Members of the Company following a special resolution, the management of the business of the Academy shall be delegated by the Trust Board to the Local Governing Body who may exercise all the powers of the Company in so far as they relate to the Academy, in accordance with the terms of this Scheme of Delegation. No alteration of the Articles and no such direction shall invalidate any prior act of the Local Governing Body which would have been valid if that alteration had not been made or that direction had not been given. Except as provided for in this Scheme of Delegation, the powers given by this Scheme of Delegation shall not be limited by any special power given to the Trust Board by the Articles or to the Local Governing Body by this Scheme of Delegation and a meeting of the Local Governing Body at which a quorum is present may exercise all the powers so delegated.
- 1.2 In general terms, the responsibility of the Trust Board in so far as the business of the Academy is concerned is to determine the policy and procedures of the Academy and to consider and respond to strategic issues. Whilst the Trust Board is free to decide what constitutes a strategic issue, having regard to all the circumstances, unless a matter is identified as a strategic

issue and/or is identified as being the responsibility of the Trust Board under this Scheme of Delegation, the responsibility for such matter will be that of the Local Governing Body.

- 1.3 On behalf of the Trust, contracts are routinely signed off by the headteacher rather than the Local Governing Body, and if it is above £10k then it follows the procedure in the SEBMAT's Finance Manual. It is routine for the Finance and Resources Committee to deal with many of the contracts where it is of importance to address economies of scales that may apply if the contract is let for all other schools within the Trust.
- 1.4 In the exercise of its powers and functions, the Local Governing Body may consider any advice given by the headteacher and any other executive officer as well as the Trust Board.
- 1.6 No monies of the Company (whether or not authority to expend has been devolved to the Local Governing Body) shall be paid into any bank account other than a bank account authorised by the Trust Board.

## **C. SCHEDULE FUNCTIONING OF THE LOCAL GOVERNING BODY**

### **C.1 Chair and Vice-chair of the Local Governing Body**

- 1.1 Subject to paragraph 1.2. the members of the Local Governing Body shall each school year, at their first meeting in that year, elect a chair and a vice-chair from among their number to serve until a successor is appointed or a vacancy occurs as envisaged in paragraph 1.3. Neither a person who is employed by the Company (whether or not at the Academy) nor a person who is at the time of election a director/trustee of the Company nor a person who has not been appointed by the directors/trustees shall be eligible for election as chair or vice-chair. This will be ratified by the Board of Directors who will have the final say.
  - 1.1.1 Where the academy is formed part way during a school year, the directors/trustees shall appoint a chair and vice-chair to serve until the start of the subsequent school year when elections will take place in accordance with paragraph 1.1.
- 1.2 Subject to paragraph 1.4. the chair or vice-chair shall hold office as such until his/her successor has been elected in accordance with this clause 1.
- 1.3 The chair or vice-chair may at any time resign his/her office by giving notice in writing to the Local Governing Body. The chair or vice-chair shall cease to hold office if:
  - 1.3.1 he/she ceases to serve on the Local Governing Body;
  - 1.3.2 he/she is employed by the Company whether or not at the Academy;
  - 1.3.3 he/she is removed from office in accordance with this Scheme of Delegation; or
  - 1.3.4 in the case of the vice-chair, he/she is elected in accordance with this Scheme of Delegation to fill a vacancy in the office of chair.

- 1.4 Where by reason of any of the matters referred to in paragraph 1.3, a vacancy arises in the office of chair or vice-chair, the members of the Local Governing Body shall at its next meeting elect one of their number to fill that vacancy.
- 1.5 Where the chair is absent from any meeting or there is at the time a vacancy in the office of the chair, the vice-chair shall act as the chair for the purposes of the meeting.
- 1.6 Where in the circumstances referred to in paragraph 1.5 the vice-chair is also absent from the meeting or there is at the time a vacancy in the office of vice-chair, the members of the Local Governing Body shall elect one of their number to act as a chair for the purposes of that meeting, provided that the person elected shall neither be a person who is employed by the Company whether or not at the academy nor a director/trustee.
- 1.7 The clerk to the Local Governing Body shall act as chair during that part of any meeting at which the chair is elected.
- 1.8 Any election of the chair or vice-chair which is contested shall be held by secret ballot.
- 1.9 The chair or vice-chair may only be removed from office by the directors/trustees at any time or by the Local Governing Body in accordance with the Trust's Scheme of Delegation.
- 1.10 A resolution to remove the chair or vice-chair from office which is passed at a meeting of the Local Governing Body shall not have effect unless:
  - 1.10.1 it is confirmed by a resolution passed at a second meeting of the Local Governing Body held not less than fourteen days after the first meeting; and
  - 1.10.2 the matter of the chair's or vice-chair's removal from office is specified as an item of business on the agenda for each of those meetings.
- 1.11 Before a resolution is passed by the Local Governing Body at the relevant meeting as to whether to confirm the previous resolution to remove the chair or vice-chair from office, the person or persons proposing his/her removal shall at that meeting state their reasons for doing so and the chair or vice-chair shall be given an opportunity to make a statement in response. Also, this process will be the used for the removal of other governors, including parents.

### 3 **C.2 Conflicts of Interest**

- 2.1 Any member of the Local Governing Body who has or can have any direct or indirect duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with his/her duties as a member of the Local Governing Body shall disclose that fact to the Local Governing Body as soon as he/she becomes aware of it. A person must absent himself/herself from any discussions of the Local Governing Body in which it is possible that a conflict will arise between his/her duty to act solely in the interests of the academy and any duty or personal interest (including but not limited to any Personal Financial Interest). However, the chair can use their discretion to allow the person to stay, but not participate in discussion if the matter is less serious.

- 2.2 For the purpose of paragraph 2.1, a person has a Personal Financial Interest if he/she is in the employment of the Company or is in receipt of remuneration or the provision of any other benefit directly from the Company or in some other way is linked to the Company or the academy.
- 2.3. In any conflict between any provision of this Scheme of Delegation and the Articles, the Articles shall prevail.
- 2.4 Any disagreement between the members of the Local Governing Body and the headteacher or any subcommittee of the Local Governing Body shall be referred to the directors/trustees for their determination.

#### 4 **C.3 The Minutes**

- 3.1 The minutes of the proceedings of a meeting of the Local Governing Body shall be drawn up and entered into a record (hard copy or electronic) kept for the purpose by the person authorised to keep the minutes of the Local Governing Body; and shall be signed (subject to the approval of the members of the Local Governing Body) at the same or next subsequent meeting by the person acting as chair thereof. The minutes shall include a record of:
  - 3.1.1 all appointments of officers made by the Local Governing Body; and
  - 3.1.2 all proceedings at meetings of the Local Governing Body and of committees of the Local Governing Body, including the names of all persons present at each such meeting.
- 3.2. The chair shall ensure that copies of minutes of all meetings of the Local Governing Body (and such of the sub-committees as the //trustees shall from time to time notify) shall be provided to the directors/trustees as soon as reasonably practicable after those minutes are approved.

#### 5 **C4 Committees**

- 4.1 Subject to this Scheme of Delegation, the Local Governing Body may establish any subcommittee. The constitution, membership and proceedings of any sub-committee shall be determined by the Local Governing Body but having regard to any views of the directors/trustees. (Schedule C1). The establishment, terms of reference, constitution and membership of any sub-committee shall be reviewed at least once in every twelve months. The membership of any sub-committee may include persons who do not also serve on the Local Governing Body, provided that a majority of the members of any such sub-committee shall be members of the Local Governing Body or directors/trustees. The Local Governing Body may determine that some or all the members of a sub-committee who are not directors/trustees or who do not serve on the Local Governing Body shall be entitled to vote in any proceedings of the sub-committee. No vote on any matter shall be taken at a meeting of a subcommittee unless the majority of members of the sub-committee present either are directors/trustees or who serve on the Local Governing Body. Alongside this, it is expected by the directors/trustees that Local Governing Body

sub-committees shall be avoided wherever possible to avoid excessive bureaucracy and duplication. The full governing body is the most desirable forum for addressing their responsibilities.

## **6 C.5 Delegation**

- 5.1 Provided such power or function has been delegated to the Local Governing Body, the Local Governing Body may further delegate to any person serving on the Local Governing Body, committee, the headteacher or any other holder of an executive office, such of their powers or functions as they consider desirable to be exercised by them. Any such delegation may be made subject to any conditions either the directors/trustees or the Local Governing Body may impose and may be revoked or altered. The terms of reference for any sub-committee of the Local Governing Body shall first be approved by the directors/trustees.
- 5.2 Where any power or function of the directors/trustees or the Local Governing Body is exercised by any sub-committee, any director/trustee or member of the Local Governing Body, the headteacher or any other holder of an executive office, that person or sub-committee shall report to the Local Governing Body in respect of any action taken or decision made with respect to the exercise of that power or function at the meeting of the Local Governing Body immediately following the taking of the action or the making of the decision.

## **7 C.6 Meetings of the Local Governing Body**

- 6.1 Subject to this Scheme of Delegation, the Local Governing Body may regulate its proceedings as the members of the Local Governing Body think fit.
- 6.2 The Local Governing Body shall meet at least three times in every school year. Meetings of the Local Governing Body shall be convened by the clerk/governance professional to the Local Governing Body. In exercising his/her functions under this Scheme of Delegation the clerk shall comply with any direction:
  - 6.2.1 given by the directors/trustees or the Local Governing Body; or
  - 6.2.2 given by the chair of the Local Governing Body or, in his/her absence or where there is a vacancy in the office of chair, the vice-chair of the Local Governing Body, so far as such direction is not inconsistent with any direction given as mentioned in 6.2.1 above.
- 6.3 Any three members of the Local Governing Body may, by notice in writing given to the clerk requisition a meeting of the Local Governing Body; and it shall be the duty of the clerk to convene such a meeting as soon as is reasonably practicable.
- 6.4 Each member of the Local Governing Body shall be given at least seven clear days before the date of a meeting:
  - 6.4.1 notice in writing thereof, signed by the clerk, and sent to each member of the Local Governing Body at the address provided by each member from time to time; and

6.4.1 a copy of the agenda for the meeting; provided that where the chair or, in his/her absence or where there is a vacancy in the office of chair, the vice-chair, so determines on the ground that there are matters demanding urgent consideration, it shall be sufficient if the written notice of a meeting, and the copy of the agenda thereof are given within such shorter period as he/she directs.

- 6.5 The convening of a meeting and the proceedings conducted thereat shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda thereof.
- 6.6 A resolution to rescind or vary a resolution carried at a previous meeting of the Local Governing Body shall not be proposed at a meeting of the Local Governing Body unless the consideration of the rescission or variation of the previous resolution is a specific item of business on the agenda for that meeting.
- 6.7 A meeting of the Local Governing Body shall be terminated forthwith if:
  - 6.7.1 the members of the Local Governing Body so resolve; or
  - 6.7.2 the number of members present ceases to constitute a quorum for a meeting of the Local Governing Body in accordance with paragraph 6.9, subject to paragraph 6.11.
- 6.8 Where in accordance with paragraph 6.7 a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the clerk as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was so terminated.
- 6.9 Where the Local Governing Body resolves in accordance with paragraph 6.7 to adjourn a meeting before all the items of business on the agenda have been disposed of, the Local Governing Body shall before doing so determine the time and date at which a further meeting is to be held for the purposes of completing the consideration of those items, and they shall direct the clerk to convene a meeting accordingly.
- 6.10 Subject to paragraph 6.12, the quorum for a meeting of the Local Governing Body, and any vote on any matter thereat, shall be any three of the members of the Local Governing Body, or, where greater, any one third (rounded up to a whole number) of the total number of persons holding office on the Local Governing Body at the date of the meeting. If the directors/trustees have appointed any additional members of the Local Governing Body pursuant to clause A1.1.2.6 of this Scheme of Delegation, then a majority of the quorum must be made up of such persons.
- 6.11 The Local Governing Body may act notwithstanding any vacancies on its board, but, if the numbers of persons serving is less than the number fixed as the quorum, the continuing persons may act only for the purpose of filling vacancies or of calling a general meeting.
- 6.12 The quorum for the purposes of:
  - 6.12.1 appointing a parent member;
  - 6.12.2 any vote on the removal of a person in accordance with this Scheme of Delegation;

- 6.12.3 any vote on the removal of the chair of the Local Governing Body;  
shall be any two-thirds (rounded up to a whole number) of the persons who are at the time persons entitled to vote on those respective matters [plus a director/trustee].
- 6.13 Subject to this Scheme of Delegation, every question to be decided at a meeting of the Local Governing Body shall be determined by a majority of the votes of the persons present and entitled to vote on the question. Every member of the Local Governing Body shall have one vote.
- 6.14 Subject to paragraphs 6.10 – 6.12, where there is an equal division of votes, the chair of the meeting shall have a casting vote in addition to any other vote he/she may have.
- 6.15 The proceedings of the Local Governing Body shall not be invalidated by
- 6.15.1 any vacancy on the board; or
- 6.15.2 any defect in the election, appointment or nomination of any person serving on the Local Governing Body.
- 6.16 A resolution in writing, signed by all the persons entitled to receive notice of a meeting of the Local Governing Body or of a subcommittee of the Local Governing Body, shall be valid and effective as if it had been passed at a meeting of the Local Governing Body or (as the case may be) a sub-committee of the Local Governing Body duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more of the members of the Local Governing Body and may include an electronic communication by or on behalf of the Local Governing Body indicating his or her agreement to the form of resolution providing that the member has previously notified the Local Governing Body in writing of the email address or addresses which the member will use.
- 6.17 Subject to paragraph 6.18, the Local Governing Body shall ensure that a copy of:
- 6.17.1 the agenda for every meeting of the Local Governing Body;
- 6.17.2 the draft minutes of every such meeting, if they have been approved by the person acting as chair of that meeting;
- 6.17.3 the signed minutes of every such meeting; and
- 6.17.4 any report, document or other paper considered at any such meeting are, as soon as is reasonably practicable, made available at the academy to persons wishing to inspect them.
- 6.18 There may be excluded from any item required to be made available in pursuance of paragraph 6.2, any material relating to:
- 6.18.1 a named teacher or other person employed, or proposed to be employed, at the academy;
- 6.18.2 a named pupil at, or candidate for admission to, the academy; and
- 6.12.3 any matter which, by reason of its nature, the Local Governing Body is satisfied should remain confidential.
- 6.19 Any member of the Local Governing Body shall be able to participate in meetings of the Local Governing Body by telephone or video conference provided that:

- 6.19.1 he/she has given notice of his/her intention to do so detailing the telephone number on which he/she can be reached and/or appropriate details of the video conference suite from which he/she shall be taking part at the time of the meeting at least 48 hours before the meeting; and
- 6.19.2 the Local Governing Body has access to the appropriate equipment if after all reasonable efforts it does not prove possible for the person to participate by telephone or video conference the meeting may still proceed with its business provided it is otherwise quorate.

## **8 Appendix 1:**

### **SEBMAT Governance Recruitment and Induction Protocol**

SEBMAT is committed to robust recruitment, probation, and induction processes across all tiers of governance that reflect the Trust's ethos and values.

These processes set the expectations on members appointing directors/trustees, as well as expectations between the Trust Board and prospective governor candidates who are Trust representatives on the local governing bodies which are committees of the Trust Board.

#### **Equality, Diversity and Inclusion**

SEBMAT promotes equality, diversity and inclusion across the organisation. Directors/trustees and governors are drawn from a variety of backgrounds, considering culture, race, religion/non faith, age, sex/gender, sexual orientation and disability, as well as skills and experiences. Through the local governance tier, a diverse range of people serve school communities on each local governing body (LGB). A SEBMAT's Governance Expenses Policy is in place to ensure financial reasons are not a barrier to governance participation.

#### **Conflicts of Interest**

Conflicts of interest need to be formally recognised and explained early in the recruitment stage in line with SEBMAT arrangements for conflicts of interest.

#### **Eligibility**

Anyone holding a governance role in SEBMAT must be a minimum of 18 years old. A member or directors/trustees cannot be a paid employee of the Trust. A LGB has the headteacher as ex-officio and may have up to two staff appointed as governors who

have a permanent contract with the school. Arrangements are also in place for staff of one of the SEBMAT schools to be elected as a governor in another SEBMAT school. Two parents can be appointed or elected as governors to represent the parent community. Additionally, the local governing body can appoint a community governor and up to another three co-opted governors. Alongside this, directors/trustees can appoint up to seven governors, including two nominated by the Diocesan Board of Education (DBE). However, the emphasis is on not having too many governors and no more than 12 overall.

Directors/trustees must sign to agree they meet the eligibility criteria laid out within the SEBMAT Articles of Association, including that they have not been disqualified from acting as a charity director or trustee by virtue of section 178 of the Charities Act 2011.

### **Recruitment of Members**

Members are appointed according to their protocol. Members formally appoint other members (Special Resolution) either at the Annual General Meeting (AGM), a meeting of members or via written resolution.

### **Recruitment of Directors/Trustees**

Recruitment of directors/trustees is through endorsement by the Trust members as specified in the Trust's Articles of Association. Members formally appoint director/trustees (ordinary resolution) either at the AGM, a meeting of members or via written resolution following a recommendation from the Board. A pre-requisite is scrutiny of the current directors/trustees Skills and Experience Audit to identify gaps. This ensures candidates align with identified skills required to support the work of the Trust Board.

The Trust has sought directors/trustees through local contacts and organisations, such as the Chamber of Commerce. The Trust also uses advertising with relevant agencies when necessary.

The Trust is keen to 'grow its own', so one pathway to being a director/trustee is by drawing in experienced governors who are encouraged or who are directly seeking greater challenge in their governance at Trust Board level.

### **Recruitment of Governors**

The Director of Governance assists with sourcing local governors through organisations such as Governors for Schools as well as drawing on local sources and by advertising when necessary.

Local governors and chairs of governors are also recruited from other Trust school LGBs where there is a surplus or specific need.

The relevant clerk/governance professional assists with staff, parent and community governor nominations.

In some instances, these prospective governors are encouraged to consider being directors/trustees where they have demonstrated they have the competences to strengthen the Trust Board.

### **Steps to Recruitment**

1. The Director of Governance is routinely the first person to make contact with prospective directors/trustees and governors. This is an initial conversation to determine whether there is a match on both sides – for the Trust and the prospective candidate.
2. The second step is for them to meet the Chief Executive Officer (CEO) to consider what the Trust has to offer prospective candidates and what they can bring to the Trust governance in terms of their skills, experiences and expertise, both personally and professionally. Further consideration is given to whether there is a mutually beneficial match.
3. Prospective directors/trustees and governors are asked to provide a resume of what they have to offer.
4. For appointing directors/trustees, information is conveyed to the members for them to consider whether they want to support the person in becoming a director/trustee. This might also include face to face or virtual meetings with the person where the Chair of Members and other members as agreed would be directly involved in considering whether to proceed.
5. For appointing local governing bodies, information is conveyed to the school chair of governors and headteacher to see if they want to meet with the prospective governor to see if there is a match. It is then for the chair of governors and headteacher to determine with the candidate whether there is mutual interest in proceeding to an appointment.
6. The members and local governing bodies may draw on the Chief Executive Officer (CEO) and/or the Director of Governance for advice or in an observational capacity.

### **Probationary arrangements**

- Where a match is considered reasonable, the prospective director/trustee or prospective governor could attend board/body meetings in the first instance to observe and see if they want to proceed. If so, then they could become co-opted attendees as a next step. This co-opted arrangement can then be transferred to a substantive governance role if both sides are mutually agreeable.
- For all the members and all the directors/trustees to come to a judgement that the proposed director/trustee would enhance the Trust Board, complement the current directors/trustees and add value to the Trust as a whole.
- For all the governors of local governing bodies coming to a judgement that the proposed governor would enhance the local governing body, complement the current local governing body and add value to the respective school.
- A probationary period in the first instance would be for 12 months which can be extended if it is agreed that a longer period on behalf of one or the other party is needed to ensure a sound appointment and transition from being co-opted to being a substantive governor.

### **Process for formalising Trust governance roles**

Once approved, appointment letters will be sent out by the Governance Team confirming the agreed term.

Appointments are strictly subject to Disclosure and Barring Service (DBS) clearance, arranged by the Governance Team and confirmation of adherence to the relevant SEBMAT Code of Conduct. For directors/trustees this will also include the signing of the eligibility declaration. Commencement of appointment and induction including issuing the SEBMAT e-mail accounts/access to systems will not start until these actions are complete. If a member, director/trustee, or governor is awaiting DBS clearance and a meeting is coming up, they can be invited as an observer in attendance, subject to agreement to the Code of Conduct.

### **Expectations in the probationary period**

Directors/trustees and governors are appointed for a 4-year term, although the first year is a probationary period. As well as completing the induction process, directors/trustees and governors will commit to attending a SEBMAT Introduction to Governance session in the initial stages of their appointment. Meeting attendance, commitment, contribution and conduct will be monitored, both in the probationary period and during the full term of office.

The Chair of the Trust Board should encourage the Board to work together as an effective team, building its skills, knowledge and experience. They need to ensure that everyone is actively contributing relevant skills and experience, participating constructively in meetings, and is actively involved in the work of committees. It is the Chair's role, in conjunction with the clerk, to make sure everyone understands what is expected of them and receives appropriate induction, training and development. It is for the Chair to have honest conversations, as necessary, if anyone appears not to be committed or is ineffective in their role, proactively engaging with the Members where necessary who are responsible for appointments and dismissals. Chairs of local governing bodies should similarly support and challenge their governors and bring to the attention of the Trust Board and/or the Chief Executive Officer any circumstances which are detrimental to the effectiveness of the governing body.

The Governance Team uses a checklist of key tasks to be completed in the early stages, which includes assignment of a suitable mentor by the relevant board Chair.

Relevant documents and booklets will be brought to the attention of those appointed.

### **Review of the induction**

In addition to regular monitoring during the probationary period, the sign-off at the end of the first year will include reflection on levels of effective engagement with the role, following successful induction and training programme(s). The relevant Chair should aim to meet with the new director/trustee or governor to ensure any issues or training needs are identified and resolved.

### **Ongoing training and development**

The Governance Team produces a programme of training internally, as well as a range of external programmes available from a variety of providers. Directors/trustees and governors can access in-house training programmes and resources, as well as those external with funding being available through the relevant schools for governors or through the Trust for director/trustees. Any specific training needs will be identified and addressed via the relevant Chair and Governance Team.

### **Related documents**

Academy Trust Handbook  
SEBMAT Articles of Association  
SEBMAT Scheme of Delegation  
Skills Audit Self-Assessment Form  
Conflict of Interest Policy  
Code of Conduct  
Governor Expenses Policy  
Induction Document Reading List

## **Local Governor Expression of Interest Form**

### **Name/contact details**

**Local Governor Category** Staff/Parent/Independent (please select)

### **Date of application**

### **Experience and Skills**

It is important that you tell us what key attributes and experience you believe you would bring to the role.

Please state if you have skills covering Education/Safeguarding/SEND, HR, IT, Premises, Law, Finance, Marketing and PR, Corporate or other community work.

### **Previous Governance experience**

Please provide details of any governance roles you have held or are currently holding in a school or other setting (e.g. charity)

### **Personal Statement**

Please provide a short statement of up to 200 words in support of your application.

**Document above was endorsed by SEBMAT Trust Board at the Annual General Meeting on 5<sup>th</sup> December 2022.**

## **Appendix 2:**

### **Governors supporting panels**

After being a SEBMAT governor for one year, all governors should do their very best to attend at least two panels over the academic year. The governance professionals will keep an annual record of panel attendance to determine the success of this approach.'

## **Appendix 3:**

### **Co-opted Governors**

#### **1. SEBMAT Constitution of the Local Governing Body:**

The Scheme of Delegation permits the Local Governing Bodies to recruit up to 3 co-opted governors to each Local Governing Body (LGB).

*'The Local Governing Body may also have up to three co-opted members appointed under clause A 3.1 – Constitution of the Local Governing Body. This would give a potential maximum of 16 members, which should be implemented with caution about becoming overly large.'*

*'The Local Governing Body may appoint up to 3 persons to be "Co-opted" to the Local Governing Body. A person who shall be "Co-opted" to the Local Governing Body means a person who is to serve on the Local Governing Body without having been appointed or elected to serve on the Local Governing Body. The Local Governing Body may not co-opt a person who is employed at the Academy if thereby the number of persons employed at the Academy serving on the Local Governing Body would exceed one third of the total number of persons serving on the Local Governing Body (including the Headteacher).'*

## **2. Information from the Department for Education - Get Information about Schools (GIAS) – Recording by LGB clerks for GIAS purposes.**

When a governor is agreed as a co-opted governor, this is someone appointed by the Trust to serve for one year; this is then reviewed to determine if there is a willingness/agreement from both sides to continue with a 4 term office, that is one term as co-opted followed by three years as a fully fledged governor.

For the purpose of recording on GIAS, the Clerks/Governance Professionals will select '**appointed by the foundation/Trust**' as the appropriate field of entry and put in dates for 1 year of office only. (currently 4<sup>th</sup> option on the drop down box).

Once the year has passed, and if willing to serve a term of office, the governor should be appointed as a Directors' Appointment or other category as appropriate.

## **3. Advice from The Key on Co-opting governors:**

### **Role**

Co-opted governors or trustees are appointed by the governing board. They are appointed because they have the right skills to contribute to the effective governance and success of a school. This is outlined in [The School Governance \(Constitution\) \(England\) Regulations 2012](#) (these regulations apply to maintained schools, but the principle is the same for co-opted trustees). Their role is no different from other governors. See our role descriptions for clarity on the [roles and responsibilities of all governors and trustees](#).

### **Eligibility**

**Any individual from the community** can be a co-opted governor/trustee, as long as they meet eligibility criteria and agree to Disclosure and Barring Service (DBS) checks as required. This can include parents and staff members. The number of staff members who are governors/trustees must not exceed one-third of the total membership of your board. Check the [rules and considerations](#) for appointing staff members as co-opted governors.

### **Voting rights and restrictions for Academies**

Co-opted trustees can't vote on whether to appoint other co-opted trustees, as explained in article 58 of the [model articles](#). Apart from this restriction, co-opted trustees have the same voting rights as other trustees in full governing board meetings (article 120) and committees (article 101). Check your own articles in case they differ.

### **Conflicts of interest**

Like every governor, co-opted governors/trustees may be restricted in discussions and voting where there's a [conflict of interest](#).

**Document produced by Robin Crofts, Director of Governance**

**Completed in January 2026.**

**This document needs to be reviewed in January 2027**

