



***Our core purpose is putting learners first.***

# **Scheme of Delegation**

Approved by	Board of Directors of Triumph Trust
Approval date	February 2021
Frequency of review	Annual
Applicable to	All schools within Triumph Trust
Version	4

## **‘Building a strong and lasting collaboration with a group of colleagues who share our values and vision’**

### **Principles of practice**

Triumph Trust aims to work in partnership with schools to support continuous improvement, sharing of best practice whilst promoting school to school leadership and challenge, driving improvements and securing good outcomes. A school-led system ensures that schools have strong networks and a strong voice in their own future. Our school improvement approach will help to build the capacity to improve from within, and a culture of looking outward and always trying to be better. Schools which join our Trust are able to help shape our work, and to benefit both from the support they themselves receive and from participating in supporting improvement in other Trust schools.

Triumph Trust will actively seek the contribution from Headteachers of converting academies to developing and adapting these principles as the Trust grows. School autonomy should not mean schools working in isolation. On the contrary, our academies, though independent from local authorities, have a strong commitment to each other so that individual schools, and the family of schools, grow and improve through working together.

We recognise that each school’s individual journey to success will differ based on its context. Consequently, we encourage diversity of approach and allow local governing boards the freedom to manage in the best interests of their community.

Additional support will be provided by the Trust if there is:

- A significant change in leadership or vacancy within a school
- A rapid and unexpected decline in end of KS2 performance or internal predictions
- A significant safeguarding issues that cannot be dealt with locally
- Evidence of serious financial weaknesses or mismanagement
- A dramatic change (downward) in Ofsted category
- A request from the local governing board
- Serious and significant complaints from stakeholders or outside bodies that cannot be or have not been satisfactorily resolved locally
- A reputational risk to the local academy and Trust
- A local operational decision of risk or significance that would have a bearing on the Trust as a whole

For LGBs to carry out their role effectively, **Triumph Trust believes that** governors must be **enabled to maintain a proactive, measurable role as governors where they are:**

- Prepared and equipped to fulfil their responsibilities
- Able to work effectively with lead professionals in the schools
- Accountable to the Trust Board
- Able to utilise support and opportunities for development
- Willing and able to monitor and review their own performance against key performance indicators

We would expect the core business of each LGB to be:

- Reviewing and monitoring the academy improvement plan
- Monitoring and reviewing progress and attainment
- Financial accountability; making sure that the budget is on track and money is spent well
- Reviewing and monitoring the curriculum
- Holding the academy’s headteacher and leadership team to account

### **Accountability**

Headteachers and Local Governing Boards are directly responsible for standards in their academies. Headteachers are supported by and accountable to the CEO who in turn is accountable to the Trust Board.

In terms of management information systems, finance and human resources, each academy's business manager is accountable to their academy's headteacher and the Trust's Chief Financial Officer. The latter is accountable to the Trust's Audit Committee and ultimately to the Board for all matters covered by the terms of reference.

### **SERVICES PROVIDED BY THE TRUST**

The Trust is funded by contributions from each of its academies and various grants. The academy will contribute 3% initially of the school budget share to the Trust.

Our academies will have access to shared services provided by the Trust and one another. Where academies are not already 'good' or 'outstanding' we will facilitate a high-quality, bespoke package of support from other academies within the trust through the CEO.

The CEO will quality assure any support given to an individual academy. For our 'good' and 'outstanding' academies we will encourage and facilitate further development through delivering school-to-school support within our 'family' of academies. This will provide excellent opportunities for leadership development for key personnel in those academies. Links will be developed and high-quality professional development will be organised. This partnership work is fundamental to the ethos of the Trust.

#### **1. Financial arrangements**

All financial services are included in the service level agreements issued to each academy in line with the Academies Financial Handbook. Contributions include the annual auditing and monitoring of accounts, submittal to the ESFA, budgeting and budget planning for 5 year period.

#### **2. School improvement Service**

To ensure that our academies provide the very best teaching in order to promote high-quality learning for our children and young people, and enable teachers to make a real difference for our pupils.

#### **3. Continued professional development**

To implement a CPD programme to ensure that all staff are supported in their role to develop their skills and practice in order to raise standards further, deliver good teaching and learning, and disseminate best practice to ensure rapid improvement.

There would be a separate leadership programme so that we continue to build and develop capacity within the trust.

#### **4. Quality Assurance**

To ensure that there is a rigorous and robust programme of quality assurance that helps to support staff, build expertise and capacity, and raise standards to deliver positive outcomes for pupils.

#### **5. Pupil performance systems**

The Trust devolves responsibility for pupil / student data collection and tracking to each academy. However, common information sets must be available in each academy so that the CEO and the Raising Achievement Committee (the Board's sub-committee with oversight for educational standards across the Trust) can track different groups of pupils so that they can satisfy themselves that all children make appropriate progress. They ensure that the performance of disadvantaged children and those in receipt of the pupil premium in particular are not significantly different from other groups.

#### **6. Innovation**

The children within Triumph Trust will have access to the very best resources needed to ensure that they achieve well both personally and academically. To do so, the Trust will use research developments, best practice guidance and its networks with partners locally, nationally and internationally to ensure that the provision within our schools is innovative and at the forefront of thinking to best meet the needs of our children, preparing them for their next steps in education and as citizens of the world.

## **7. Shared procurement**

All contracts and service level agreements will be reviewed annually and where possible efficiencies will be made to reduce costs to the individual academy. As part of the support provided by Triumph Trust new contracts will be explored and funds obtained via our bid submittal process.

### **Trust key performance indicators**

The impact of our improvement strategy will be measured by the following KPIs:

- All academies will be judged good or outstanding by OFSTED
- All teaching within our academies will be good or better
- Progress (and ultimately attainment) in our academies will be in line with / exceed national floor targets
- Our academies will demonstrate excellent leadership, including governance, and this inspirational leadership will be shared across academies
- High-quality CPD of staff will mean our academies will attract and retain the very best staff
- All academies will be financially solvent, have reserves and submit three-year financial plans that are realistic, robust and do not produce a deficit financial position
- The Trust will comply with all statutory regulations and have a positive annual audit report

## Triumph Trust and Alderman's Green – Scheme of Delegation

This Scheme of Delegation determines the level of delegated responsibility and functions consistent with the Terms of Reference for each committee, the Full Board of Triumph Multi Academy Trust and of the Local Governing Board (LGB). Although decisions maybe delegated, Triumph Trust as a whole, remains responsible for any decisions not made by the Full Board and may choose to intervene if necessary to ensure the best outcomes are achieved for all pupils within Triumph Trust.

### Key

Overall responsibility & oversight		<b>CEO / AO</b>	Chief Executive Officer/Accounting Officer
Delegated decision making responsibility		<b>LGB</b>	Local Governing Board
Delegated responsibility to action			

Task	Delegated Responsibility				
	Members	Board of Directors	CEO/AO	Academy HT	LGB
<b>STRATEGIC DIRECTION AND DEVELOPMENT</b>					
Vision, ethos and strategic direction for the Trust					
Vision and mission (Academies) (must align with the overall vision and ethos of the Trust)					
Admission of new Academies					
Support and advice for Principals/Headteachers/Heads of School					
Trust-wide Policies					
Academy-level policies & guidelines (cannot contradict Trust policies)					
<b>GOVERNANCE, REPORTING AND COMPLIANCE</b>					
Review Scheme of Delegation annually					
Appointment & removal of Members					
Appointment & removal of Directors (inc Chair)					
To appoint and dismiss the Clerk to the LGB					
Articles of association: agree and review					
Governance structures and delegation					
Terms of reference for Trust committees inc. LGB					
Appointment & removal of LGB Chair					
Appoint named Governors for Safeguarding (inc. LAC), SEND, Pupil Premium and Health & Safety					
Appointment & removal of LGB members (exc Chair)					
Agree the Vision for the Trust and the key performance indicators for the Trust and its Directors against which progress will be measured					
Appoint and dismiss the CEO					
Agree LGB monitoring arrangements					
Trust governance details on Trust and academies website					
Establish & maintain register of all interests for Members/Trustees/Governors					
Annual report on performance of the Trust; submit to Members and publish					
Statutory compliance - Company & Charity Law					

Statutory compliance - Finance					
Statutory compliance - Education law					
Agree annual schedules of business for Trust Board and all committees					
Establish review and monitor risk register					
Undertake annual self review of Trust Board and local governing bodies					
<b>FINANCE AND REGULATORY MATTERS (in accordance with the Academies Financial Handbook)</b>					
Determine the proportion of the overall Academy budget to be delegated to individual Academies including top slice.					
To approve the formal budget plan for the trust and each academy					
To monitor monthly expenditure, (Chair at least 6 times per year) ensure robustness, value for money and evaluate expenditure using benchmarking information					
Approve Trust wide procurement and efficiency saving strategy					
To monitor quarterly expenditure					
To enter into contracts/expenditure up to £5K to £15K					
To enter into contracts/expenditure in excess of £15k to £100K					
To enter into contracts/expenditure in excess of £100K					
To sign the Annual Report					
To appoint Auditors					
To manage the investment of funds					
To ensure the Company Directors the Academies Financial Handbook, the Funding Agreements and all relevant aspects of Company Law and Charity Law are being satisfied. [This task cannot be delegated].					
To comply with all the requirements as specified in the Academies Financial Handbook, to include the requirement to ensure <i>regularity, propriety</i> and <i>value for money</i> . (cannot be delegated).					
To send the Annual Report to the ESFA					
To send the Annual Report to Companies House					
<b>STAFFING</b>					
Appointment of the Headteacher					
Appointment of the Deputy Head Teachers					
Appointment of other teachers and support staff					
Agreeing staff pay policies (Annually)					
Pay discretions excluding senior staff					
Establishing disciplinary / capability procedures					
Suspending the Headteacher					
Ending the suspension of the Headteacher					
Suspending school staff except the Headteacher					
Ending suspension of school staff except Headteacher					
Determining staff complement					
To develop and amend Staff Performance Management Policy					
To implement Staff Performance Management Policy					
Determining dismissal payments/early retirement					

To determine annual pay review of CEO					
To determine annual pay review of Headteacher and senior staff					
<b>CURRICULUM</b>					
Ensure appropriate curriculum taught to all pupils and to consider any disapplication for pupil (s)					
To agree or reject curriculum policy and monitor its effectiveness					
To set times of the school day and the dates of the school holidays					
Responsibility for pupil outcomes					
To determine and establish a Discipline Policy					
To approve and implement a Policy on Sex and Relationships Education, SEND provision and RE					
To review and agree and monitor all Trust policies to ensure they are inclusive, promote equality and are not discriminatory.					
To approve offsite visits and activities of up to 1 day					
To approve offsite visits and activities of more than 24hours or which involve a hazardous pursuit or journey by air or sea.					
<b>PUPILS</b>					
Safeguarding Policy					
Behaviour policy					
To review the use of exclusion and to decide whether or not to confirm any permanent exclusion and fixed term exclusion where the pupil is excluded for more than 15 days in total in a term or would lose the opportunity to sit a public exam (Can be delegated in cases of urgency to Chair / Vice Chair)					
To direct reinstatement of excluded pupils. (Can be delegated to Chair/vice Chair in cases of urgency)					
To review the overall pattern of exclusions and use of exclusions within the trust					
To review the overall pattern of exclusions and use of exclusions within a school					
To monitor attendance and set attendance targets					
To undertake an annual review of safeguarding and Child Protection policy and procedures and report to the Full MAT Board					
To agree the Admissions Policy					
<b>Premises and Insurance</b>					
Buildings insurance and personal liability					
Maintaining buildings with a properly funded maintenance plan					