



# **SOUTH GLOUCESTERSHIRE AND STROUD ACADEMY TRUST**

## **Scheme of Delegation**

**Effective Date: 13 July 2016**

# 1 Background and Context

## 1.1 South Gloucestershire and Stroud Academy Trust

South Gloucestershire and Stroud Academy Trust (SGSAT) is a company, limited by guarantee, and an exempt charity. SGSAT was incorporated on 12 December 2014.

SGSAT is at the heart of its community and its main aim is to advance education, for public benefit, by developing teaching, learning and leadership resulting in improved outcomes and life chances for its learners.

## 1.2 Trustee Responsibilities

The Scheme of Delegation explains the ways in which the SGSAT Trustees fulfil their responsibilities for the leadership and governance of the Trust, the respective roles and responsibilities of the Trustees and the Local Governing Body.

The Scheme of Delegation has been put in place by the SGSAT Board of Trustees from the Effective Date in accordance with the provisions of the SGSAT's Articles of Association (the "Articles") and it should be read in conjunction with those Articles.

The Scheme of Delegation will be reviewed on an annual basis by the SGSAT Board of Trustees.

# 2 Ethos and Values

## 2.1 Mission statement of SGSAT

The SGS Academy Trust will aim to focus on the development of the whole child by involving pupils, parents / carers, staff and the community in a supportive, aspirational and caring environment. We will positively promote and nurture the academic, moral, social, physical and creative growth of the children in our care.

## 2.2 Our Vision

'Broader, Further, Higher'

- SGSAT will support schools to improve pupil attainment and distance travelled through the provision and coordination of effective performance management and professional development / capacity building, continuous improvement and promoting best practice through peer support and knowledge exchange.
- SGSAT will provide efficient, effective and coordinated non-curriculum services to each school to;

- drive down the costs of these services for each school,
- add value in the services they could access individually and
- ensure more budget is focused on student facing services.

### **2.3 Our Values**

‘We provide an essential service for our communities and will act with honesty, respect, responsibility and care.’

### **2.4 Our Educational Character**

- Learners are treated as individuals and we will facilitate their learning journey from the age of 4.
- Where possible, the curriculum offer and wider educational experience will adapt to the needs of the cohort, and will reflect a student’s choice, ability and needs.
- We will ensure ambition is fostered, resilience is a core strength and progression at all levels is the primary outcome for each pupil.
- We will create a visionary and innovative way of providing learning that fosters a sense of belonging via a learning excellence framework.
- Learners are prepared for employment, or further progression, with the aim of producing well-rounded individuals who can respect each other and make a positive contribution to society.
- There is an inclusive environment for staff and learners with equality of opportunity and where diversity is respected.
- Learning is fun and teaching and learning will excite and inspire.
- The teaching and promotion of ‘Enterprise’ will be a core theme through all our schools.
- The success of learners and staff is championed and celebrated.
- Each individual is treated with integrity, respect and dignity.
- A culture of openness prevails.
- Continuous improvement is expected amongst pupils and staff.

### **2.5 Our key strategic objectives are:**

1. To be recognised as an outstanding Trust by all stakeholders.
2. To be visionary and innovative in providing high quality educational experiences by anticipating and meeting demand.
3. To enhance the quality of the experience we provide for our learners and our staff.
4. To develop responsive partnerships with all our learners and staff, employers, public services, the local community and with other education providers.
5. To ensure we have the necessary resources to support our Plan.
6. To provide an environment in our schools that equips them for the delivery of high quality learning.

Whilst the Local Governing Body shall be responsible for ensuring that the schools within SGSAT are conducted in accordance with its ethos and values, the determination of SGSAT's guiding principles and key strategic objectives shall be the responsibility of the Trustees.

At all times, the Trustees and the Local Governing Body shall ensure that the schools within SGSAT are conducted in accordance with the objects of SGSAT, the terms of the trust governing the use of the land which is used for the purposes of the schools and any funding agreement entered into with the Secretary of State.

### **3 Structure**

#### **3.1 Principal Sponsor**

South Gloucestershire and Stroud College (SGS) is the principal sponsor of SGSAT. Sponsors are responsible to the Department for Education (DfE) for the performance and finances of the schools within SGSAT.

#### **3.2 Members**

Members are the subscribers to SGSAT's memorandum of association, and any other individuals permitted to become members under its articles of association. Members have an overview of the governance arrangements of the trust and have the power to appoint and remove Trustees. Members can amend SGSAT's articles of association (subject to the constraints of charity and company law).

While Members can also be Trustees, retaining some distinction between the two layers ensures that Members, independent of Trustees, provide oversight and challenge. This is especially important for trusts in which trustees are responsible for a number of Schools.

The members of SGSAT are:

- SGS College
- Valerie Bragg
- John Huggett
- Ian Lewis

#### **3.3 Board of Trustees**

Each School is ultimately governed by SGSAT and its Board of Trustees, who has ultimate authority and responsibility. The Board of Trustees sets the vision and direction for SGSAT, holds the Head Teacher of each School within SGSAT to account and ensuring financial probity.

As Charity Trustees, they must also ensure that they are complying with Charity law and Company law requirements.

The term of office for a Trustee is 4 years and any Trustee may be re-appointed/re-elected. A Trustee shall cease to hold office by resignation, removal or disqualification in line with the Articles of Association.

Article 100 provides for the appointment, by the Trustees, of committees to whom the Trustees may delegate certain of the functions of the Trustees. The committees of SGSAT are:

- Local Governing Bodies
- The Finance & Audit Committee

In addition, Working Parties, Task Groups, and Panels may be established and convened by the Board of Trustees as required.

Under Articles 105 - 106, Trustees have the power to delegate authority to appropriate persons.

## **4 Roles & Responsibilities**

### **4.1 SGSAT Members**

- Members are the subscribers to the trust's memorandum of association, and any other individuals permitted to become members under its articles of association.
- Members have an overview of the governance arrangements of the trust.
- Key responsibilities include:
  - Appointment and removal of Trustees.
  - Amending SGSAT Articles of Association (subject to the constraints of charity and company law).
  - Appointment, re-appointment and removal of auditors.
  - Receiving audited accounts.

### **4.2 SGSAT Trustees**

- Accountable to external government agencies, including the Department for Education (and any successor bodies), for the quality of the education provided and the establishment of systems through which they can assure themselves of quality, safety and good practice;
- Overall responsibility and ultimate decision making authority for all the work of SGSAT, including the establishing and running of Local Governing Bodies;
- A duty to act in the fulfilment of SGSAT's objectives. The Trustees have the power to direct change where required;
- Responsibilities include:
  - Setting and reviewing the vision and strategic direction of SGSAT;
  - Appointment of the Chief Executive, Executive Head and School Head Teachers;
  - Appointment of the Clerk to SGSAT;

- Holding the Chief Executive and Executive Head Teacher to account for standards at all SGSAT Schools;
- The performance review of the Chief Executive;
- Approving the remuneration of the Executive Head Teacher after completion of the performance review and by recommendation of the Chief Executive.  
(The Board of Trustees must be consulted prior to any possibility of the dismissal of the Executive Head Teacher / Chief Executive).
- Approving a balanced annual budget for submission to the Education Funding Agency for the financial year to 31 August, and any significant changes to that budget;
- Approving significant and permanent additional staffing appointments outside of the annual budget;
- Approving any redundancies or staff restructuring after recommendation from the Chief Executive;
- Appointment of an external auditor and the production of audited accounts;
- Approval of the annual report and accounts;
- Responsible for succession planning of key staff and Governors;
- Scrutiny and approval of curriculum plans;
- Approving and reviewing of all policies and procedures required by law and best practice, including but not limited to:
  - Complaints Procedure
  - Admissions Policy
  - Health & Safety Policies
  - HR policies
  - Finance Procedures
  - Permanent Exclusion Procedure
  - Safeguarding Procedures;
- Having regard to the interests of all Schools which SGSAT is responsible in deciding and implementing any policy or exercising any authority in respect of a School;
- Appointment and removal of Local Governing Governors;
- Final approval of proposed capital programmes;
- Final approval of School and central budgets prior to the start of each financial year to ensure timely submission to the Education Funding Agency (EFA);
- Overseeing financial monitoring across SGSAT;
- Informing the EFA if it suspects any irregularity;
- Agreeing procedures for effective evaluation of the Board and Committees;
- Having absolute discretion to review this Scheme of Delegation at least on an annual basis and to alter any provisions of it. In considering any material changes to this Scheme of Delegation or any framework on which it is based,

the Trustees will have regard to and give due consideration of any views of the Local Governing Body.

#### **4.3 Chief Executive**

- The Chief Executive is an ex-officio Trustee and accounting officer;
- Accountable to the Board of Trustees for the standards at the Schools within SGSAT and for the quality of the education provided;
- Responsibilities include:
  - Ensuring the preparation of all policies required by law and best practice for submission to the Board of Trustees;
  - Ensuring implementation and monitoring of all policies and procedures, reporting progress and matters of concern to the Board of Trustees;
  - Line management and performance review of the Executive Head Teacher and making recommendations for the remuneration of the Executive Head Teacher to the Board of Trustees;
  - Ensuring preparation of School and Central budgets for submission to the Board of Trustees;
  - Financial monitoring across SGSAT;
  - Oversight of quality improvement processes.

#### **4.4 Executive Head Teacher**

The Executive Head Teacher will be responsible to the Chief Executive.

- Responsibilities include:
  - Together with the Trustees, the accomplishment of SGSAT's mission and vision, and the responsibility of the Trust to its regulators and diverse stakeholder group;
  - Implementation and monitoring of all policies and procedures, reporting progress and matters of concern to the Board of Trustees;
  - All aspects of school improvement, standards and attainment with SGSAT and holding each school leadership team to account to deliver outstanding outcomes;
  - Agreement of improvement plans with School Head Teacher and the monitoring of the implementation of the plan on behalf of the Trust.
  - Identification of and response to specific needs in individual schools;
  - Representation with outside bodies and relationship manager to parents, staff and pupils;
  - Accountability for Performance management, Line management of the School Head Teacher and holding the School Head Teacher and teaching staff to account for standards against challenging benchmarks;
  - Facilitating outstanding pedagogy;
  - Involvement with key staff appointments;

- Accountability for the educational performance of the school and its pupils;
- Focusing on improving standards and outcomes by setting stretching performance targets for each school within the Trust:
- Providing support for inspection;
- Deputising for SGSAT Chief Executive on occasions, as required.

#### **4.5 School Head Teacher**

The School Head Teacher will be responsible to the Executive Head Teacher.

- Responsibilities include:
  - The operational and day to day management of the School;
  - Ensuring the vision for the School is clearly articulated, shared, understood and acted upon effectively by all;
  - Translating the vision into agreed objectives and operational plans to promote and sustain improvement;
  - Motivating and working with School employees to create a shared culture and positive climate;
  - Determining, organising and implementing a diverse, flexible curriculum with an effective assessment framework;
  - Establishing creative, responsive and effective approaches to teaching and learning;
  - Ensuring a consistent and continuous School-wide focus on pupil achievement using data and benchmarks to monitor progress in every child's learning;
  - Develop a culture and ethos of challenge and support;
  - Demonstrating and articulating high expectations and set stretching targets;
  - Monitoring, reviewing and evaluating classroom practice and promoting improvement strategies;
  - Challenging underperformance at all levels and ensuring effective corrective action and follow up;
  - Implementing strategies which secure high standards of behaviour and attendance;
  - Taking a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils;
  - Implementing policies and procedures effectively in line with SGSAT requirements;
  - Managing the School financial and human resources effectively and efficiently;
  - Managing and organising the School environment effectively and efficiently;
  - Developing and presenting a coherent, understandable and accurate account of School progress and performance to a range of audiences including the Board of Trustees;



- Linking with SGSAT central support services.

#### **4.6 Local Governing Body**

- The Local Governing Body (LGB) is a Committee of the Board of Trustees and is responsible to the Board of Trustees;
- Members are appointed by the Board of Trustees;
- The usual term of office for all members of the LGB will be 4 years, except for the Head Teacher and the Trustee elected by the Board who will be Chair of the LGB;
- Support the vision and direction of SGSAT;
- Act as a critical friend to the School Head Teacher;
- The role and responsibilities of the Local Governing Body are documented in their Terms of Reference, which is subject to annual review by the Board of Trustees.

The Local Governing Body is not responsible for the operational and day to day management of the School. This is the remit of the School Head Teacher who reports to the Executive Head Teacher.

The LGB will ensure that governance arrangements are conducted effectively and within statutory powers and that the School receives effective challenge and direction.

A Governor shall cease to hold office by resignation, removal or disqualification in line with the Articles of Association.

### **5 Central Functions**

A fee, usually expressed as a percentage of the income of each School, is levied which enables all Schools to access a range of functions and services as and when required. If necessary, specific charges may be made for bespoke intervention when curriculum and performance require e.g. long term or significant leadership support. Depending on the context of each School, there may be different Service Level Agreements/Contracts in place.

### **6 Budget Setting**

All final School and Group budgets for the following academic year must be submitted to the SGSAT Board of Trustees for approval. Budgets require authorisation by the School Head Teacher, Executive Head and Local Governing Body, where appropriate, prior to being presented to the SGSAT Board of Trustees for approval. Budgets should always be submitted on a surplus basis. Any deficit or anticipated deficit should be advised to the SGSAT Board of Trustees immediately on occurrence, discovery or first expectation.

School Head Teachers will work within specific parameters as follows:

- Staffing costs to remain below 80% of total income
- Budgets and actual financial outcomes to run at a surplus.

The Board of Trustees may set additional parameters where it is thought to be appropriate.

It is acknowledged that for new Schools joining the Trust there will be a legacy curriculum in place. This may require a plan to adjust to the above performance indicator over time.

## 7 Self Evaluation

All School Head Teachers in conjunction with their Local Governing Body and Executive Head Teacher will submit to the SGSAT Board of Trustees for approval their School Improvement Plan for the following academic year, and their Self Evaluation Form (SEF) for the previous academic year by the end of Term 1 immediately following the end of the academic year.

## 8 Communications

Meetings of the Local Governing Body will usually take place in advance of the Board of Trustees meeting.

The Board of Trustees will receive at least seven clear days before the date of the meeting:

- Report of the Chair of the Local Governing Body (standard format)
- Minutes of the Local Governing Body
- Report of the Chair(s) of the Board of Trustee's Committee(s), as appropriate
- Minutes of the Board of Trustee's Committee(s)
- Report of the Executive Head Teacher
- Report of the Chief Executive
- Financial Monitoring Report
- Performance Monitoring Report

## 9 Associated Policies

This scheme of delegation should be read in conjunction with the following policies:

- Local Governing Body Terms of Reference
- Terms of References of Board of Trustee's Committee(s)
- Financial Regulations
- Governor/Trustee/Staff Code of Conduct
- Human Resource Management Policies
- Admissions Policy
- Complaints Procedure
- Health & Safety Policy

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|------------------------|-------------------|
| Date of last review:   | July 2016         |
| Date of last approval: | 13 July 2016      |
| Approved by:           | Board of Trustees |
| Review interval:       | Annually          |
| Next review due by:    | July 2017         |