



SOUTH GLOUCESTERSHIRE AND STROUD ACADEMY TRUST

Scheme of Delegation

Effective Date: 14 July 2021

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 Scheme of Delegation

The Scheme of Delegation explains the Governance structure of SGS Academy Trust. This includes the ways in which SGSAT Trustees fulfil their responsibilities for the leadership and governance of the Trust, the respective roles and responsibilities of the Trustees and the Local School Board. It is intended to promote a culture of honesty and accountability.

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 and (the "Articles") and requirements outlined by the Department of Education and Education and Skills Funding Authority 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, or more frequently if required.

The SGS AT Articles of Association can be accessed via the following link:

[SGS AT Governance Downloads & Documents](#)

2 Ethos and Values

2.1 Mission statement of SGSAT

The SGS Academy Trust will focus on the development of the whole child by involving and effectively engaging with pupils, parents / carers, staff and the community in a supportive, aspirational and caring environment. We will aim for excellence in our teaching and all learning experiences and 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/UTC 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

1. Our aspirations:

We aspire to be a great community consisting of great schools.

'It is only in great schools that talent, skills and the change makers of the future are spotted, nurtured and developed.'
 – Sir Nick Weller.

We will aim for excellence in all we do: in our teaching, in the depth and breadth of our learning experiences, and in the personal qualities of the people within our community.

2. Our qualities:

All members of our community will be effective communicators, who are confident, curious, creative, independent, self-reflective, respectful, resilient, resourceful, and enterprising.

2.4 Our Educational Character

- Learners are treated as individuals and we will facilitate their learning from the start of their learning journey.
- 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.
- 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, where diversity is respected.
- 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 Statement of Intent

SGSAT has a distinctive role as a major provider of secondary and specialist education in Greater Gloucestershire. We recognise the importance of placing our students at the centre of everything we do and for preparing them for progression into mainstream secondary or tertiary education, apprenticeships or higher education, and employment. We also recognise the need for all our work to be of the highest possible standard. Excellence will continue to be our goal.

Our primary targets in support of this statement include:

- Success rates will improve annually to take all our schools to “good or outstanding” within four years of opening / joining the MAT, depending on their starting points.
- Improvement of School Performance in line with School Improvement Plans.
- Each school will be supported to develop a Local School Board which will have responsibilities to assist the work of the Trust Board and ensure the school performance is maintained.
- For the Trust to produce an annual surplus of at least 2% by July 2024, to be used for the future benefit of the schools within the Trust.

Our Strategic Priorities

1. To enhance the quality of education we provide to our students
2. To anticipate and meet demand through the development of effective Staff Recruitment, Retention, Development and Succession Planning
3. To enhance the quality of experience we provide for our students and staff by developing responsive partnerships with all our students and staff, employers, public services, the local community and with other education providers
4. To develop responsive partnerships with all our students and staff and all our stakeholders through Trust Growth
5. To provide the necessary Resources including the built environment and IT services that equips our schools for the delivery of high-quality learning

The determination of SGSAT’s guiding principles and key strategic objectives shall be the responsibility of the Trustees.

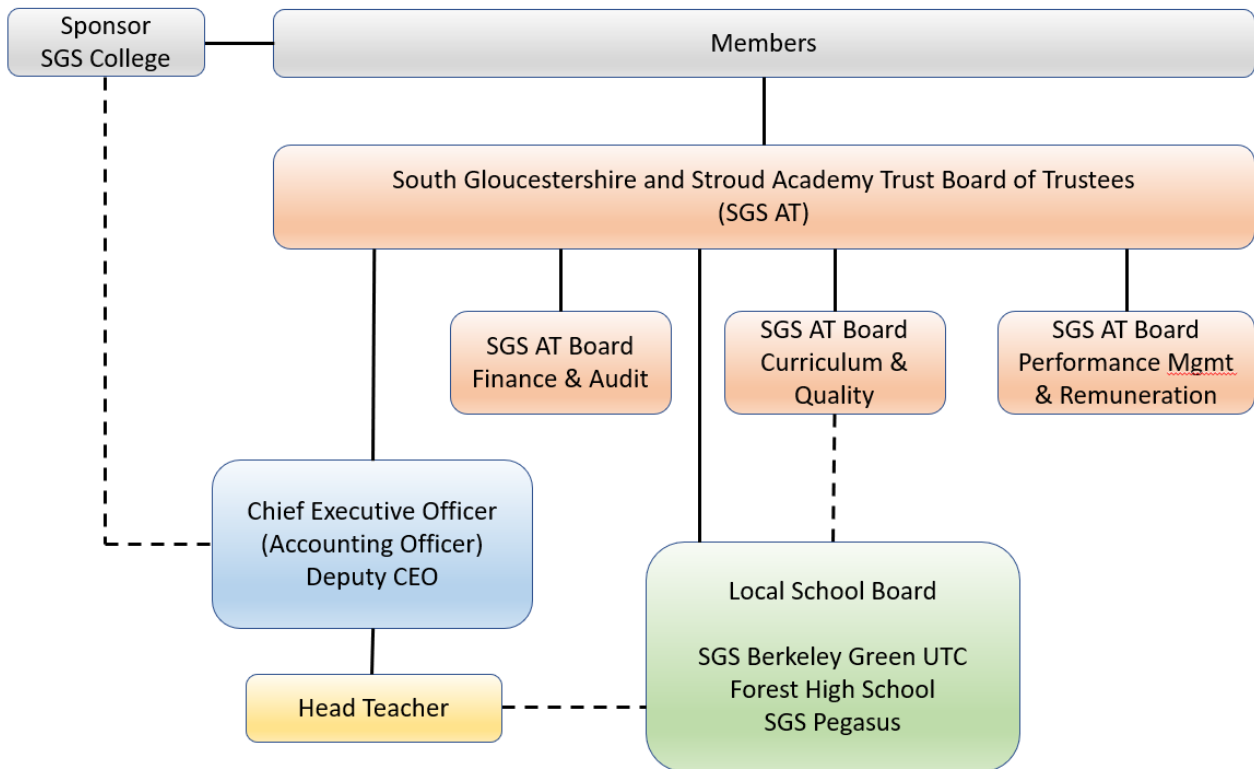
At all times, the Trustees and the Local School Boards shall ensure that the schools/UTC within SGSAT are conducted in accordance with the objects of SGSAT, the terms of the trust governing the use of the land which is used for the purposes of the schools/UTC and any funding agreement entered into with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

The Trust Strategic plan can be accessed via the following link:

[SGS AT Strategic Plan](#)

3 Structure

The following diagram shows the layers of governance and lines of accountability within SGS AT.



3.1 Principal Sponsor

South Gloucestershire and Stroud College (SGS) is the principal sponsor of 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). The Board of Trustees submits an Annual Report and Financial Statements to report on the performance of the Trust to the Members.

While Members can also be Trustees (Governance Handbook 2019, 5.2 ref 29), retaining some distinction between the two layers ensures that Members, independent of Trustees, provide oversight and challenge.

The members of SGSAT are:

- SGS College
- Valerie Bragg
- Ian Lewis
- Laura Boutle
- Janet Royall

3.3 Board of Trustees

Each School/UTC is ultimately governed by SGSAT and its Board of Trustees, 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 ensures financial probity.

As Charity Trustees and Company Directors, Trustees 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 in line with good governance practice and SGS AT Standing Order requirements. 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:

- The Finance & Audit Committee
- The Curriculum & Quality Committee
- The Performance Management and Remuneration Committee
- The Forest High School Local School Board
- The SGS AT Berkeley University Technical College Local School Board
- The SGS Pegasus School Local School Board

The responsibilities of Board Committees are set out in the Committee's terms of reference.

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. No authorities are formally delegated to persons at this time.

The current register of Members and Trustees can be accessed via the following link:

[SGS AT Register of Members and Trustees](#)

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.
- In line with the provisions of the Articles, Members hold an Annual General Meeting each year.
- 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), the Education and Skills Funding Authority (ESFA) through Funding Agreements, Academies Financial Handbook requirements, Charity Law and Company Law for the quality of the education provided and the establishment of systems through which they can assure themselves of quality, safety, good practice and including financial probity;
- Overall responsibility and ultimate decision making authority for all the work of SGSAT, including the establishing and oversight of Local School Boards and approving and reviewing of LSB committee structure;
- 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;
 - Setting the key priorities for constituent schools/UTC vision and strategy and agreeing Key Performance Indicators against which progress towards achieving the vision can be measured.
 - Agreement of the SGS AT Trust staffing structure and appointment of the Chief Executive, Deputy Chief Executive, Trust Chief Financial Officer and School Head Teachers ;
 - Appointment of the Clerk to SGSAT and the Clerk to the Local School Boards;
 - Holding the Chief Executive to account for standards at all SGSAT Schools/UTC;

- o Responsibility for compliance and oversight in respect of Trust Health & Safety Duties, supported by the work of the Head Teachers and their local oversight arrangements
- o Responsibility for Compliance and oversight of Safeguarding arrangements within the Trust
- o The performance review of the Chief Executive, including setting and review of performance targets and CPD expectations;
- o The Board of Trustees must be consulted prior to any possibility of the dismissal of the Head Teacher. For the dismissal of the role of the Chief Executive, this would take place in liaison with SGS College Corporation.
- o To establish and approve a Trust staff and School staff Appraisal process
- o Approving a balanced annual budget and a 3 year financial plan for the Trust based on approved central and School Budgets for submission to the Education Funding Agency for the financial year to 31 August, and any significant changes to that budget;
- o Approval of any expenditure that may exceed budget allocation in line with SGS AT Financial Regulations criteria and ensuring a plan is in place to restore balance and that funds are available to offset overspends.
- o Final approval of proposed capital programmes;
- o Overseeing financial monitoring across SGSAT and ensuring value for money is obtained at Trust and constituent school level and ensuring effective financial control of all school budgets;
- o Informing the ESFA if it suspects any irregularity, ensuring effective management of suspected irregularity and informing the EFA if proven;
- o Approve SGS AT costs and Service Level Agreements as applicable;
- o Responsibility for the management of risk within SGS AT by review and monitor of the Trust Risk Register (oversight by Finance & Audit Committee).
- o Ensuring and approving auditing and reporting arrangements for matters of compliance (i.e. Safeguarding, H&S and employment).
- o Approving significant and permanent additional staffing appointments outside of the annual budget;
- o Approving any redundancies or staff restructuring after recommendation from the Chief Executive;
- o Recommending the appointment of an external auditor to the Members and the Trust Board appointment of Internal Auditors
- o The production of audited accounts and receive and respond to any reports of the External Auditors;
- o Approval of the annual report and accounts, submission to Members and publication on Trust website;
- o Approval of curriculum plans for constituent Schools/UTC;
- o Approving and reviewing of all policies required by law and best practice
- o Having regard to the interests of all Schools/UTC for which SGSAT is responsible

in deciding and implementing any policy or exercising any authority in respect of a School;

- o Establish a Trust scheme of Financial Delegation (Trust Financial Regulations) and ensure regular review.
- o Responsibility for ensuring publication on Trust and Schools'/UTC websites of all required DfE/ESFA/Ofsted required information relating to performance, policies and Governance.
- o Ensuring effective arrangements are in place for the Trust and LSBs to effectively engage with stakeholders for the Trust/constituent schools/UTC
- o Agreeing procedures for effective self-evaluation and succession planning of the Board and Committees and undertake annual review of performance;
- o Appointment and removal of members of the Local School Boards
- o Succession planning of key staff, Trustees and Local School Board members;
- o Responsible for the review of this Scheme of Delegation and Terms of References of SGS AT Committees 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 School Board.

4.3 SGS AT Finance and Audit Committee

The Committee is responsible to the Board of Trustees and responsibilities are outlined in its Terms of Reference. The responsibilities include:

- To advise the Board on all aspects of the Trust's finances, financial policies, financial regulations, controls and strategy in accordance with the Articles of Association, Academy Trust Handbook and Funding Agreements.
- To advise the Board of Trustees on the annual estimates of income and expenditure, and the budgets for each School.
- To review the Financial Regulations on an annual basis, or sooner if required due to structure changes in the Trust and its constituent schools
- To advise the Board of Trustees on the adequacy and effectiveness of the Trust's audit arrangements, framework of governance, risk management and control and processes for the effective and efficient use of resources, the solvency of the Trust and the safeguarding of its assets.
- To advise the Board of Trustees on the appointment, reappointment, dismissal and remuneration of the external auditors and internal auditors and establish that all such assurance providers adhere to relevant professional standards.
- To consider and advise the Board of Trustees on the internal audit strategy and annual audit plans, the outcome of work should inform the governance statement that accompanies the Trust's annual accounts and, so far as possible, provide assurance to external auditors.

- To recommend the Trust’s annual report and financial statements and external auditor’s management letter to the Board of Trustees for approval.
- To provide scrutiny of the Trusts Procurement contracts in line with Financial Regulations requirements.
- To review and recommend Finance & Audit related Policies to the Board of Trustees for approval.

The full terms of reference of the Trust Finance and Audit Committee can be accessed via the following link:

[SGS AT Finance and Audit Committee Terms of Reference](#)

4.4 SGS AT Curriculum and Quality Committee

The Committee is responsible to the Board of Trustees and responsibilities are outlined in its Terms of Reference. The responsibilities include:

- To advise the Board of Trustees and maintain an oversight of the Trust’s curriculum, quality and standards in its Schools.
- To monitor and review the impact of Trust strategies in relation to the following:
 - The Trust’s statutory requirements in relation to Quality of Education
 - School improvement processes
 - Educational Needs (including SEND & Pupil Premium) of students attending the Trust’s Schools
 - Relationships, Behaviour and Attitudes – including attendance and bullying
 - Personal Development – including spiritual, moral, social and cultural learning and extra-curricular activities
 - Careers provision and destinations
 - Leadership & Management – including Leadership Standards, continuing Professional development of Staff and workload considerations
 - Admissions
- To Review Key Performance Indicators on attainment, progress, quality of teaching, behaviour and attendance. Providing challenge and recommending remedial actions where required.
- To identify significant changes in performance, emerging trends and risks in relation to the future performance of each Academy, in particular in relation to vulnerable students.
- To receive external national benchmarking data and consider and advise the Board of Trustees on relevant reports by the Department of Education Advisors and Ofsted and where appropriate, management’s response to these
- To review and recommend statutory Curriculum and Quality related Policies to the Board of Trustees for approval and to approve non-statutory Committee related policies, as outlined in the Trust Policy Framework.

The full terms of reference of the Trust Curriculum & Quality Committee can be accessed via the following link:

[SGS AT Curriculum and Quality Committee Terms of Reference](#)

4.5 SGS AT Performance Management and Remuneration Committee

The Committee is responsible to the Board of Trustees and responsibilities are outlined in its Terms of Reference. The responsibilities include:

- The main purpose of the Committee is to advise the Board of Trustees and maintain oversight of the execution of the Trust's Performance Management process and remuneration of senior staff in line with the SGS AT Pay Policy.
- To review the annual appraisal and any pay recommendations for the Trust Leadership Team and Executives, namely the Head Teachers, DCEO, CEO and Clerk and Company Secretary and receive update on the processes undertaken for shared Executive Roles for the Trust and SGS Corporation of Chief Financial Officer and Chief Groups Services Officer. Any resultant pay recommendations to be made for onward approval to SGS AT Board.

The full terms of reference of the Trust Curriculum & Quality Committee can be accessed via the following link:

[SGS AT Performance and Remuneration Committee](#)

4.6 Chief Executive

- The Chief Executive is an ex-officio Trustee and accounting officer (responsibilities as outlined in the ESFA Academy Trust Handbook ref 1.37- 1.44) ; accountable to the Board of Trustees for the standards of education and quality of education provided at the Schools/UTC within SGSAT;
- Responsibilities include:
 - Responsible to Trustees for the operational management of all schools/UTC within the Trust
 - Responsible to Trustees for the standards of Education provided by individual schools/UTC within the Trust
 - Responsible to Trustees for presenting proposed budgets, gaining approval and ensuring schools/UTC manage within budget, ensuring provision of support for Head Teachers to effectively undertake this aspect of their role. Advising Trustees of likely deviation with plans to bring back overspends into line.
 - 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; 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;
 - Promoting, ensuring implementation of arrangements and oversight for matters of compliance (i.e. Safeguarding, H&S and employment).
 - Line management and performance review of the SGS Executive Team

employed by the Trust with annual report on performance to the SGS AT Board and making any recommendations for remuneration to the Board of Trustees;

Together with the Deputy CEO;

- o Line management and accountability for performance review of the School Head Teachers and holding to account against challenging benchmarks. In respect of annual performance review, this will be undertaken with input from the Chair of the Local School Board and the Deputy CEO.
- o All aspects of school improvement, standards and attainment with SGSAT and ensuring that each school leadership team is held to account via the Head Teacher to deliver outstanding outcomes;
- o Agreement of School Improvement Plans with School Head Teacher and the monitoring of the implementation of the plan on behalf of the Trust.
- o Involvement with key staff appointments;
- o Accountability for the educational performance of the school and its pupils;
- o Focusing on improving standards and outcomes by setting stretching performance targets for each school within the Trust:
- o Providing support for inspection;
- o Oversight of quality improvement processes.

4.7 School Head Teacher

The School Head Teacher will be responsible to the Chief Executive Officer. The Deputy CEO, will provide operational oversight and support to Head Teachers. Performance targets will be based on Trust and School specific outcomes and will be agreed between the respective Chair of Local School Board, Deputy CEO and the CEO. Regular review will take by the Chair of Local School Board and either the CEO or Deputy CEO with report back to the SGS AT.

Responsibilities include:

- o The operational and day to day management of the School/UTC, including H&S responsibilities;
- o Ensuring the vision for the School/UTC and Trust is clearly articulated, shared, understood and acted upon effectively by all;
- o Translating the vision into agreed objectives and operational plans to promote and sustain improvement;
- o Motivating and working with School/UTC/Trust employees to create a shared culture and positive climate;
- o Implementation and monitoring of all policies and procedures effectively in line with SGS AT requirements, reporting progress and matters of concern to the Deputy CEO, CEO and Chair of the Local School Board through regular reporting

- o Representation with key stakeholders, outside bodies and relationship manager to parents, staff and pupils;
- o Recruitment and retention of students against set targets
- o Oversight of quality improvement processes
- o Direction of quality improvement groups
- o Provide support for inspection
- o Develop, organise and implementing a diverse, flexible curriculum with an effective assessment framework;
- o Establishing creative, responsive and effective approaches to teaching and learning;
- o Ensuring a consistent and continuous School/UTC/Trust-wide focus on pupil achievement using data and benchmarks to monitor progress in every child's learning;
- o Facilitating outstanding pedagogy;
- o Develop a culture and ethos of challenge and support;
- o Demonstrating and articulating high expectations and set stretching targets;
- o Monitoring, reviewing and evaluating classroom practice and promoting improvement strategies;
- o Challenging underperformance at all levels and ensuring effective corrective action and follow up;
- o Implementing strategies which secure high standards of behaviour and attendance;
- o Taking a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils;
- o Manage the School provision of Careers guidance to meet the needs of the students and promote a positive culture of aspiration and awareness of destinations and pathways.
- o Managing the School/UTC/Trust financial and human resources effectively and efficiently;
- o Managing and organising the School/UTC environment effectively and efficiently;
- o Developing and presenting a coherent, understandable and accurate account of School/UTC progress and performance to a range of audiences including the Board of Trustees;
- o Linking with SGSAT central support services.
- o In respect of the UTC, to lead and engage with Employers and development of UTC projects.

Should school/UTC performance or School Improvement Plan cause concern through SGSAT Board scrutiny/CEO review processes, this will be discussed with the Chair of Local School Board /Chair of the Trust. Support will be provided to facilitate improvements.

Should it be agreed that performance triggers competency or disciplinary proceedings, this will be conducted by the CEO and the Chief Group Services Officer, according to the procedures agreed by the Trust Board.

4.8 Local School Board

The SGS AT use the terminology of Local School Board for the local School Committee of the Trust Board

- The Local School Board (LSB) is a Committee of the Board of Trustees, is responsible to; and held to account by the Board of Trustees;
- The role and responsibilities of the Local School Board are documented in their Terms of Reference, which is subject to annual review by the Board of Trustees. These Terms of Reference outline any differing responsibilities delegated by the SGS Academy Trust to the respective Local School Boards, due to individual school circumstances and requirements.
- Local School Board members are appointed by the Board of Trustees;
- Elected members of the LSB (Parent/staff members) are appointed by a process of local election and ratified by the SGS AT Board of Trustees.
- The usual term of office for all members of the LSB will be 4 years, except for the Head Teacher and the Chair of the LSB, who may be a Trustee of SGS AT;
- The LSB will be responsible to the SGS AT Board of Trustees
- Support the vision and direction of SGSAT;
- Act as a critical friend to the School Head Teacher;
- Ensure that key priority School areas as outlined in School Board Terms of Reference are progressed in line with the Trust approved vision and direction for the School/UTC
- The LSB will note the SGS AT Board approved school budget, Risk Register, Pupil Premium, School Improvement Plans and Self Evaluation Form to provide context to its localised Quality Assurance work in the School.
- Undertake and report within SGS AT Board agreed protocols, outcomes of Local School Board Quality Assurance Activities with the aim of assisting and informing the decision making of the SGS AT Board. School Board Lead roles to include:
 - Quality of Education
 - SEND
 - Pupil Premium (inc Catch up and Sports Premium)
 - Behaviour and attitudes,
 - Personal development, inc Careers provision
 - Staff Wellbeing
 - Equality
 - Safeguarding
- The LSB will liaise with School Leadership on the development of a strategy for Stakeholder engagement and review its implementation and effectiveness for regular and effective engagement and Stakeholder voice of Parents, Students, Community and

Staff and to report on outcomes of these activities to assist decision making by SGS AT Board.

- Through School Board Quality Assurance Lead role Activities, to review implementation and compliance to statutory required policies and School operational policies, as set by SGS Academy Trust Board.
- To assist with student admission Appeal process as required.
- Be involved in LSB Review Panels of Student Exclusions within Statutory guideline requirements
- Be involved in LSB Review Panels as part of the Complaints Procedure.

Due to the specific requirements of a UTC, the UTC LSB will also be required to:

- o Engage with University and Employer Sponsors
- o Ensure that the activities of the LSB are undertaken within the vision and direction for the UTC as set by the SGS AT Board. Ensuring that LSB activities support the UTC to respond to employer needs and prepares learners for progression to employment or further/higher education and/or apprenticeships/employment
- o Ensure that more than 50% of the Local School Board are representatives from either employers or the university sponsor. Full details of LSB requirements are outlined in the UTC LSB Terms of Reference.

The Local School Board is not responsible for the operational and day to day management of the School. This is the remit of the Head Teacher who will be responsible to the Chief Executive Officer. The Deputy CEO, will provide operational oversight and support to Head Teachers.

The work of the LSB will provide local oversight of the key areas of focus as set by the SGS AT Board and reports from Local School Board members Quality Assurance visits and Local School Board minutes will be reported to the SGS AT Curriculum & Quality Committee or Full SGS AT Board as appropriate. This oversight will be supported by the Deputy CEO.

Escalation of any issues from the LSB to the SGS AT Board will be through the LSB and Chair of Local School Board (who is a Trustee) or through the Deputy CEO/CEO as appropriate following their regular meetings with the school Head Teachers. The SGS AT may look to strengthen the LSB with Trust Executives in attendance or ask Trustees with specific skill sets to attend the LSB for a short period of time until the LSB has developed to be effective in the required areas.

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

The full terms of reference for Local School Boards can be accessed by the following link:

[SGS AT LSB Terms of Reference](#)

5 Central Functions

A contribution to central costs for each School will be annually agreed by SGS AT This is required for specific Central services, Central staff roles and support.

Depending on the context of each School, there may be different Service Level Agreements/Contracts in place for other Services provided by the Trust. Should services be secured through external provision, sourcing of these services must be undertaken in line with the requirements outlined in the Academy Trust Handbook and SGS Academy Trust Financial Regulations document.

6 Budget Setting

All final School/UTC and Trust 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, Chief Financial Officer and Chief Executive Officer, prior to being presented to the SGSAT Board of Trustees for approval. Any deficit or anticipated deficit should be advised to the SGSAT Board of Trustees immediately on occurrence, discovery or first expectation.

Head Teachers will work within specific parameters as follows:

- Staffing costs to remain within % parameters as set by the SGS Academy Trust
- Budgets and actual financial outcomes to run at a surplus in line with the Reserves Policy.

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

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

During start-up of a School/UTC, the SGS AT Board will determine the appropriateness of the financial performance indicators other than the requirement to maintain a positive cash position. The financial performance of the School/UTC will be reflected within the SGSAT annual accounts.

7 Reporting

Meetings of the Local School Board will normally report into the next meeting of the SGS AT Curriculum & Quality Committee. Reporting of Local School Board Quality Assurance activities relating to Safeguarding will report direct to the next meeting of the SGS AT Full Board.

The SGS AT Curriculum & Quality Committee or Full Board as appropriate, will receive seven days before the date of the meeting:

- A report outlining Quality Assurance reports and outcomes from Engagement Activities from Local School Board Lead Roles (standard format) with access to Local School Board meeting minutes

The Finance and Audit Committee will report into the next meeting of the SGS AT Full Board.

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

- Minutes of the Board of Trustee's Committee(s) and any related reports for Board approval
- Report of the Chief Executive Officer
- Financial Monitoring Report

The LSB will receive updates from outcomes of the work of the Curriculum and Quality Committee via the Chair of the Committee/Clerk to the Committee following meetings, to assist the work of the LSB. Update on areas of relevance/interest from SGS AT Board meetings will be provided to the LSB via notes of the meeting provided to the Clerk of the LSB and also the Chair of the Local School Board (who may be a Trustee), via inclusion as a regular LSB update agenda item.

8 Associated Policies

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

- Local School Board Terms of Reference [SGS AT LSB Terms of Reference](#)
- Terms of References of Board of Trustee's Committee(s) [SGS AT Board Terms of Reference](#)
- Financial Regulations
- Local School Board member/Trustee/Staff Code of Conduct [SGS AT Governance Downloads & Documents](#)
- Human Resources Management Policies
- Health & Safety Policy

10 Strategic Decision Grid

The following grid outlines who is responsible for each strategic decision within the Trust

Key	
Column 1:	Members
Column 2:	Board of trustees – SGS AT
Column 3:	Trust board finance & audit committee
Column 4:	Trust board curriculum & quality committee
Column 5:	Trust Board Performance Mgmt and Remuneration committee
Column 6:	Chief executive officer
Column 7:	local School Board
Column 8:	Head Teacher
Blue box Function cannot be legally carried out at this level.	
✓	Action to be undertaken at this level
✓	Action to be undertaken at this level
A	Provide advice and support to those accountable for decision making
<>	Direction of advice and support

Area	Decision	Delegation							
		Members	SGS AT Board	SGS AT Finance & Audit Committee	SGS AT C&Q Committee	SGS AT Perf Mgt & Remun Comm	CEO	Local School Board	Head Teacher
	Governance framework								
People	Members: Appoint/Remove	✓							
	Trustees: Appoint/Remove	✓	✓						
	Role descriptions for members	✓							
	Role descriptions for trustees/chair/specific roles/committee members: agree		✓	<A	<A		<A		
	Parent LSB member: elected (SGS AT Board ratify appointment)		✓					✓	
	Board committee chairs: appoint and remove		✓				<A		
	LSB chairs: appoint and remove		✓				<A		
	Clerk to board: appoint and remove		✓						

Area	Decision	Delegation							
		Members	SGS AT Board	SGS AT Finance & Audit Committee	SGS AT C&Q Committee	SGS AT Perf Mgmt & Remun Committee	CEO	Local School Board	Head Teacher
	Clerk to LSB : appoint and remove		✓					<A	
	Engage with Stakeholders		✓				<A✓	<A ✓	✓
Systems and structures	Articles of association: review and agree	✓	<A				<A		
	Governance structure (committees) for the trust: establish and review annually		✓				<A		
	Terms of reference for board committees and scheme of delegation for LSB : agree annually		✓	<A	<A		<A		
	Skills audit: complete and recruit to fill gaps		✓				<A>	✓	A
Systems and structures	Annual self-review of trust board and committees: complete annually		✓	✓	✓				
	Annual self-review of LSBs : complete annually							✓	
	Chair's performance: carry out 360 review periodically		✓					✓	

Area	Decision	Delegation							
		Members	SGS AT Board	SGS AT Finance & Audit Committee	SGS AT C&Q Committee	SGS AT Perf Mgmt & Remun Committee	CEO	Local School Board	Head Teacher
	Trustee / LSB member contribution: review annually		✓					✓	
	Succession: plan		✓				<A>	✓	A
	Annual schedule of business for trust board: agree		✓	✓	✓		<A		
	Annual schedule of business for LSB: agree		✓		A>		A>	✓	A
Reporting									
Reporting	Publication on trust and schools' websites of all required details on governance arrangements: ensure		✓	<A	<A		<A	✓	✓
	Annual report on performance of the trust: submit to members and publish		✓				<A		
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance		✓	<A			<A		

Area	Decision	Delegation							
		Members	SGS AT Board	SGS AT Finance & Audit Committee	SGS AT C&Q Committee	SGS AT Perf Mgmt & Remun Committee	CEO	Local School Board	Head Teacher
	statement demonstrating value for money: submit								
	Annual report work of LSB : submit to trust				<✓>			✓	A
		Being Strategic							
Being Strategic	Determine trust wide policies delegation framework which reflect the trust's ethos and values (facilitating discussions with unions where appropriate) including;; charging and remissions; complaints; expenses; health and safety, premises management; data protection and FOI; SEND, staffing policies including capability, discipline, conduct and grievance, admissions, curriculum, behaviour: (inc statutory policies) approve		✓	<A	<A		<A (DCEO)	<A	<A

Area	Decision	Delegation							
		Members	SGS AT Board	SGS AT Finance & Audit Committee	SGS AT C&Q Committee	SGS AT Perf Mgmt & Remun Committee	CEO	Local School Board	Head Teacher
Being Strategic	Determine school/UTC level policies and procedures (non-statutory) which reflect the school's ethos and values to include e.g. teaching and Learning, work experience, technical education access: approve				✓		<A> (DCEO)	<A	A
	top slice/SLAs : agree		✓	<A			<A		
	Management of risk: establish register, review and monitor		✓	<A			<A>		A
	Engagement with stakeholders	✓	✓				✓	✓	✓
	Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		✓				<A		
	Schools/UTC vision and strategy (as outlined in School Improvement Plan), agreeing key priorities and key performance indicators (KPIs)		✓				<A> (DCEO)	A	✓

Area	Decision	Delegation							
		Members	SGS AT Board	SGS AT Finance & Audit Committee	SGS AT C&Q Committee	SGS AT Perf Mgmt & Remun Committee	CEO	Local School Board	Head Teacher
	against which progress towards achieving the vision can be measured: determine								
	Chief executive officer: appoint and dismiss		✓						
	Head Teacher: appoint and dismiss		✓				<A		
	Budget plan to support delivery of trust key priorities: agree		✓	<A			<A		
	Budget plan to support delivery of school key priorities: agree		✓	<A			<A		A
	Trust's staffing structure: agree		✓	<A	<A		<A		
	School staffing structure: agree						✓		A
		Holding to account							
Holding to account	Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree		✓	✓	✓		<A>		A

Area	Decision	Delegation							
		Members	SGS AT Board	SGS AT Finance & Audit Committee	SGS AT C&Q Committee	SGS AT Perf Mgmt & Remun Committee	CEO	Local School Board	Head Teacher
	Reporting arrangements for progress on key priorities: agree		✓	<A	<A		<A>		A
	School Performance and Improvement		✓		✓		<A (DCEO)	<A	
	Health & Safety		✓				<A		✓
	Safeguarding		✓				<A	<A	✓
	Performance management of the Chief Executive Officer: undertake		✓			✓			
	Performance management of Head Teacher: undertake						✓ (DCEO)		
	Trustee monitoring: agree arrangements		✓				<A		
	LSB monitoring: agree arrangements		✓					✓	A
Ensuring financial probity									

Area	Decision	Delegation							
		Members	SGS AT Board	SGS AT Finance & Audit Committee	SGS AT C&Q Committee	SGS AT Perf Mgmt & Remun Committee	CEO	Local School Board	Head Teacher
Ensuring financial probity	Appoint Chief financial officer for delivery of trusts detailed accounting processes		✓	<A			<A		
	Trust's scheme of financial delegation: establish and review		✓	✓			<A		
	School's scheme of financial delegation: establish and review		✓	<A			<A		
	External auditors' report: receive and respond		✓	<A			<A		<A
	Staff SGS AT Pay Scales: approval		✓	<A			<A		
	Non-Consolidated discretionary Performance related award (based on affordability): agree budget		✓	<A			<A		
	Non-Consolidated discretionary Performance related award (based on affordability): agree awards		✓	<A			✓		<A

Area	Decision	Delegation							
		Members	SGS AT Board	SGS AT Finance & Audit Committee	SGS AT C&Q Committee	SGS AT Perf Mgmt & Remun Committee	CEO	Local School Board	Head Teacher
	CEO pay award: agree		✓			✓			
	Head Teacher: Non-Consolidated discretionary Performance related award (based on affordability): awards : agree		✓			✓	<A (DCEO input)		
	Head Teacher: Non-Consolidated discretionary Performance related award (based on affordability): awards appeal: hear		✓ Committee May be used for this purpose				<A		
	Staff appraisal procedure: review and agree		✓		<A		<A		<A
	Benchmarking and trust wide value for money: ensure robustness		✓	<A	<A		<A		

Area	Decision	Delegation							
		Members	SGS AT Board	SGS AT Finance & Audit Committee	SGS AT C&Q Committee	SGS AT Perf Mgmt & Remun Committee	CEO	Local School Board	Head Teacher
	Benchmarking and School/UTC value for money: ensure robustness		✓	<A>	<A>		A>		A
	Develop trust wide procurement strategies and efficiency savings programme			A>			✓		
	Review and approve trust wide procurement strategies and efficiency savings programme		✓	<A			<A		

Date of last review:	June 21
Date of last approval:	14 July 2021
Approved by:	Board of Trustees
Review interval:	Annually
Next review due by:	July 22