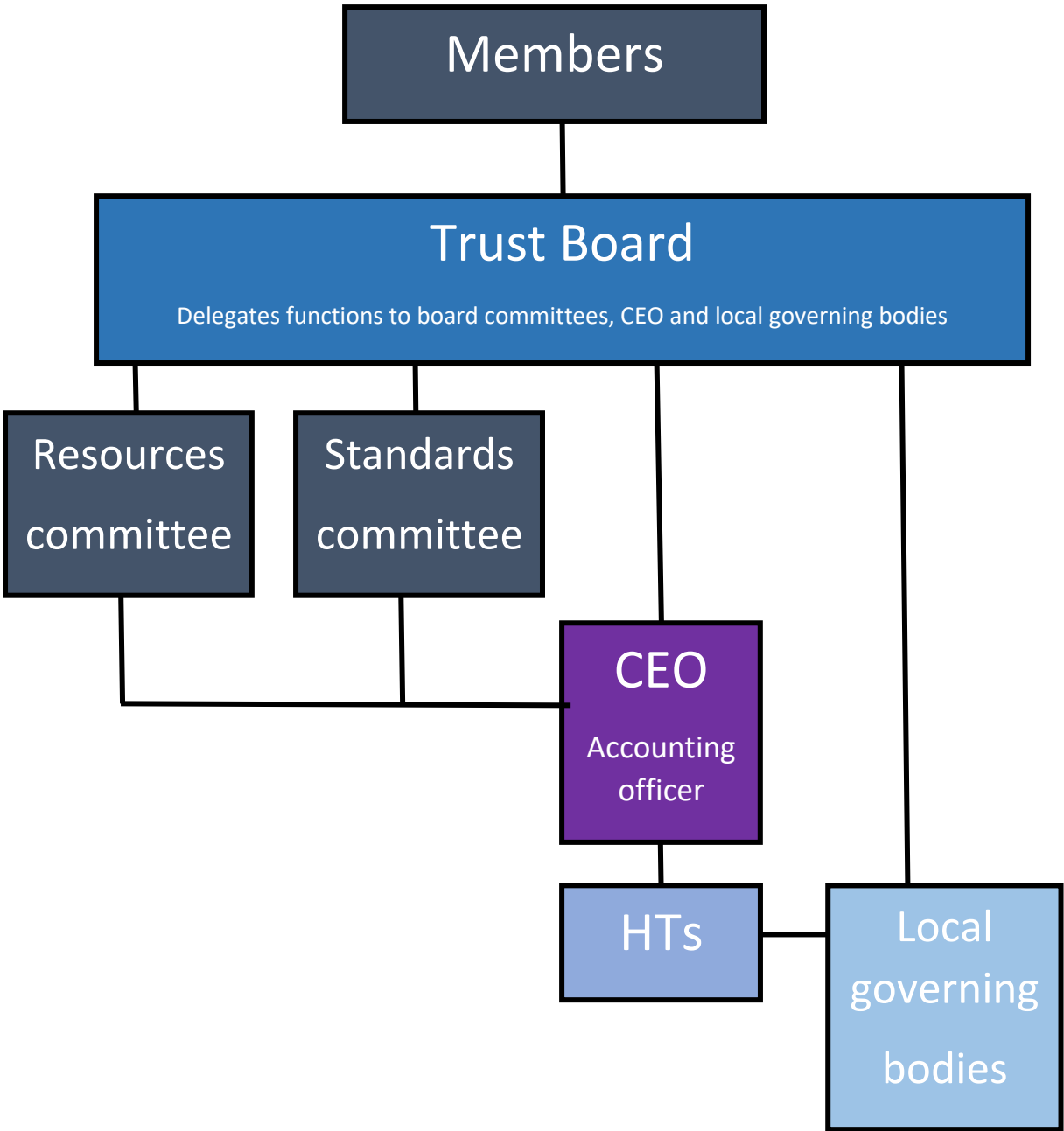


# **Blackpool MAT Scheme of Delegation 2018**





## The role of trust board committees

The trustees have established committees to carry out some of its governance functions which include making decisions, although any decisions made will be deemed decisions of the trust board. The membership (there must be at least three trustees) and responsibilities of board committees are set out in the committee's terms of reference. It is usual for the trust board to appoint board committee chairs and committee members according to their skills.

In accordance with the Academies Financial Handbook 2016 makes it clear that the board of trustees 'should have a finance committee to which the board delegates financial scrutiny and oversight' the trust has a resources committee which includes this responsibility.

## The role of the chief executive officer (CEO)

The CEO has the delegated responsibility for the operation of the trust including the performance of the trust's academies and so the CEO performance manages the academy heads. As there is the delegation of some governance functions to academy committees, this is usually with the local governing body chair alongside.

The CEO is the accounting officer so has overall responsibility for the operation of the academy trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability; avoiding waste and securing value for money.

The CEO leads the executive management team (head teachers) of the academy trust. The CEO will delegate executive management functions to the executive management team and is accountable to the trust board for the performance of the executive management team.

## The role of the local governing bodies

The trustees will establish local governing bodies to carry out some of its school level governance functions, although as trustees are not required to sit on local governing bodies, decision making is limited. Usually the trustees will appoint the chair and ensure that two parents are elected to the local governing body.

### What is a local governing body?

If you have been a governor at a school/academy before, you may be familiar with describing governors collectively as the Governing Body (GB).

Within the Blackpool Multi-Academy Trust we describe governors collectively local governing bodies. The two school governance structures share some similarities but also feature some important differences.

## The Similarities to a Governing Body

**Local** – A local governing body within the Blackpool Multi-Academy Trust is local to the academy and community it serves, just as a Governing Body within an academy or local authority maintained school is local to that community.

**Governing** – A local governing body exists to provide support and scrutiny to the academy leadership as does a Governing Body.

## The Differences to a Stand Alone Governing Body

A traditional Governing Body is the Statutory Governing Board of its school and is itself empowered to carry out the support and scrutiny of the school leadership, and obliged to comply with legislation, and DfE and Ofsted requirements.

However, things are different within the Blackpool Multi-Academy Trust. In the MAT, the MAT Board is the statutory Governing Board of its academies, and a local governing body is empowered by the MAT Board to carry out much of the governance function via the Scheme of Delegation.

Furthermore, the local governing body is obliged to comply with the Scheme of Delegation in relation to its particular academy, which in turn stipulates that the local governing body should comply with relevant legislation, DfE and Ofsted requirements, and refer specific decisions to the MAT Board.

## The Effective Local Governing Body

The local governing body is a strategic Board that always has the best interests of the academy and the local community at heart. The Department for Education is clear that its three core functions are:

- a. Ensuring clarity of vision, ethos and **strategic direction**;
- b. **Holding the Principal to account** for the educational performance of the academy and its pupils; and
- c. **Scrutinising the financial performance** of the academy and making sure its money is well spent.

These functions should be fulfilled in partnership with the MAT, with specific reference to the details contained in your academy's Scheme of Delegation.

## Strategic Direction

Setting the strategic direction of an academy involves a number of things:

- Developing and reviewing the long-term vision for the academy;
- Agreeing priorities, aims and objectives;
- Reviewing, scrutinising and approving policies, plans and targets for achieving them;
- Checking regularly on progress;
- Reviewing the strategic framework regularly;
- Preserving and developing the religious character of the academy;

- Ensuring the academy is conducted in accordance with the academy's founding documents, the ethos statement of the MAT and the mission statement of the academy.

## Holding the Head to Account

Holding the head to account involves:

- Asking the right questions of the academy's professional leadership, including questions about the progress and attainment of the pupils, the quality of teaching and the pupils' wellbeing;
- Receiving and exploring all the appropriate data available on the academy's performance in pupil learning and progress; pupil applications, admissions, attendance and exclusions; staff absence, recruitment, retention, morale and performance; the quality of teaching;
- Comparing the academy's performance with other local or similar schools against a range of performance measures;
- Comparing the performance of different groups of pupils with a focus to ensure Pupil Premium funding is used effectively to narrow any gaps in performance.
- Checking how the academy spends its money compared with other schools of similar size;
- Receiving information about the staff of the academy, their numbers, their average salaries, and the ratio of staff to pupils;
- Being familiar with RAISE online and any other performance data on the academy available; and
- Visiting the academy purposefully.

## Scrutinising the Financial Performance

Scrutinising the financial performance of an academy will involve:

- Ensuring resources are allocated in line with the academy's priorities;
- Ensuring full and efficient use of all the academy's assets;
- Ensuring resources are procured more cost effectively or achieving outcomes at a lower per-pupil cost; and
- Ensuring best value for money from the budget.

This is by no means an exhaustive list and each academy will emphasise some aspects over others, depending on the academy's needs at any particular time. Much more information on local governing body functions can be found in the latest edition of the DfE Governors' Handbook, and the Pre-inspection Checklist in this document.

Visit this website for the DfE Governors' Handbook:

<https://www.gov.uk/government/publications/governance-handbook>

Typically, delegated functions include:

- Building an understanding of how the school is led and managed

- Monitoring whether the school is:
  - Working within agreed policies
  - Is meeting the agreed targets
  - Managing its finances well
- Engaging with stakeholders
- Being a point of consultation and representation
- Reporting to the board

As a committee of the board, delegation can be removed at any time.

## The role of the academy head

The academy head is responsible for the day to day management of the academy and is managed by the chief executive or executive head but reports to the local governing body on matters which have been delegated to it which may include an element of monitoring and scrutiny of the school's management processes.

## Key

Column 1: Members

Column 2: Board of trustees of the multi academy trust

Column 3: Trust board finance committee

Column 4: Trust board standards committee

Column 5: Chief executive officer

Column 6: Local governing body

Column 7: Academy head

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	Trust Board	TB Resources Committee	TB Standards Committee	CEO	Local governing body	Academy Head
Governance framework								
People	Members: Appoint/Remove	✓						
	Trustees: Appoint/Remove	✓	✓					
	Role descriptions for members	✓						
	Role descriptions for trustees/chair/specific roles/committee/council members: agree		✓			<A		
	Parent trustee/committee/council member: elected		✓				✓	
	Board committee chairs: appoint and remove		✓	✓	✓	<A		
	Local governing body chairs: appoint and remove		✓			<A		
	Clerk to board: appoint and remove		✓					
	Clerk to local governing body: appoint and remove		✓				✓	
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 local governing bodies: agree annually		✓			<A		
	Skills audit: complete and recruit to fill gaps		✓			<A>	✓	A



Area	Decision	Delegation						
		Members	Trust Board	TB Resources Committee	TB Standards Committee	CEO	Local governing body	Academy Head
Systems and structures	Annual self review of trust board and committees: complete annually		✓					
	Annual self review of local governing bodies: complete annually						✓	
	Chair's performance: carry out 360 review periodically		✓				✓	
	Trustee / local governing body member contribution: review annually		✓				✓	
	Succession: plan		✓			<A>	✓	A
	Annual schedule of business for trust board: agree		✓	✓	✓	<A		
	Annual schedule of business for local governing body: agree					A>	✓	A
Reporting								
Reporting	Publication on trust and schools' websites of all required details on governance arrangements: ensure		✓			<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 statement demonstrating value for money: submit		✓	<A		<A		

Area	Decision	Delegation							
		Members	Trust Board	TB Resources Committee	TB Standards Committee	CEO	Local governing body	Academy Head	
	Annual report work of local governing body: submit to trust and publish						✓	A	
Being Strategic									
Being Strategic	Determine trust wide policies which reflect the trust's ethos and values (facilitating discussions with unions where appropriate) including: admissions; charging and remissions; complaints; expenses; health and safety, premises management; safeguarding; data protection and FOI; staffing policies including capability, discipline, conduct and grievance: approve		✓	✓	✓	<A			
	Determine school level policies which reflect the school's ethos and values to include e.g. admissions; SEND; and child protection; curriculum; behaviour: approve					A>	✓	A	
	Central spend / top slice: agree		✓	<A		<A		<A	
	Management of risk: establish register, review and monitor		✓	<A	<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 vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which		A>				A>	A	✓

Area	Decision	Delegation						
		Members	Trust Board	TB Resources Committee	TB Standards Committee	CEO	Local governing body	Academy Head
Being Strategic	progress towards achieving the vision can be measured: determine							
	Chief executive officer: appoint and dismiss		✓					
	Academy head : appoint and dismiss		✓			<A	<A	
	Budget plan to support delivery of trust key priorities: agree		✓	<A		<A		
	Budget plan to support delivery of school key priorities: agree					✓		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
	Reporting arrangements for progress on key priorities: agree		✓	<A	<A	<A>	✓	A

Area	Decision	Delegation						
		Members	Trust Board	TB Resources Committee	TB Standards Committee	CEO	Local governing body	Academy Head
	Performance management of the Chief Executive Officer: undertake		✓					
	Performance management of academy head : undertake					A>	✓	
	Trustee monitoring: agree arrangements		✓			<A		
	Local governing body member monitoring: agree arrangements						✓	A
	Local governing body overall performance monitoring: agree arrangements		✓			<A	✓	A
Ensuring financial probity								
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		
	External auditors' report: receive and respond		✓	<A		<A	✓	A

Area	Decision	Delegation						
		Members	Trust Board	TB Resources Committee	TB Standards Committee	CEO	Local governing body	Academy Head
	CEO pay award: agree		✓					
	Academy head pay award: agree		✓				A	
	Staff appraisal procedure and pay progression: review and agree		✓			✓		
	Benchmarking and trust wide value for money: ensure robustness			✓		<A		
	Benchmarking and academy value for money: ensure robustness						✓	A
	Develop trust wide procurement strategies and efficiency savings programme					✓		
	Review and approve trust wide procurement strategies and efficiency savings programme			✓				