



We want to support everyone to be the change they wish to see in the world. We understand that this is not about grand gestures, it's about helping individuals. Through a constant drive to enrich and develop our people, we can create a group of schools capable of achieving this goal. We will remember this in everything we do, everything we say, every action we take, everything we promote. By keeping this focus, we aim to be an influential contributor to the world of education and an example to others.

## Our Vision

Enabling everyone within the Trust to harness their own power and potential.

## Our Aims

To create amazing learning opportunities for children and for generations to come. To play our part in helping all pupils to contribute to making the world a better place.

## Our Values

As a trust we will:

- Work ethically and with mutual respect and collaboration.
- Provide a caring and safe environment where responsible, tolerant and principled global citizens can grow.
- Develop creative, enquiring and resilient learners with ambition and a thirst for knowledge.
- Promote success and celebrate effort.
- Provide a vibrant, challenging and enriching curriculum by encouraging fresh approaches and outward-looking ideas.
- Ensure that all staff have outstanding continual professional development and feel appreciated and supported.

- Embrace technologies and new ways of working, to reflect the changing needs of our world.
- Play a significant part in our strong community and provide support for all the families within it.
- Recognise the diverse needs of our community, to ensure that pupils from all backgrounds thrive.

## The Scheme of Delegation

This document lays out the roles and responsibilities of the key stakeholders in The Mast Academy Trust decision making. Ultimately, the Board of Trustees has accountability for the operation of all areas of the Trust. The Board of Trustees has the power to delegate responsibility for areas of decision making to other key stakeholders as well as the commitment to consulting with others as part of the collaborative way of working in our Trust.

The scheme of delegation should be used in association with other documents that guide the operation of Multi Academy Trust, such as the Academy Financial Handbook, the Governance Handbook and our own Articles of Association.

The document will be reviewed regularly in order to assess suitability (annually as a minimum). At the end of the document there is also a section considering what circumstances might lead to the removal of delegated powers for an individual school and its decision makers.

Here are some key definitions of the terms used as abbreviations to indicate the roles of various groups in the operation of the scheme of delegation.

### Accountable (A)

Whilst the Board of Trustees is ultimately accountable for the operation of the trust, this would indicate that this task is fully delegated to this party. This decision should only be made by one party. The accountable party (A) has authority for decision making at the exclusion of all other parties – this party will make the final decision.

### Responsible (R)

This part(y)ies will be responsible for achieving the task and delivering results against the task, demonstrating that it has been achieved to the standards expected. A number of parties may share responsibility for this.

#### Consulted (C)

Parties consulted must have an input in the formulation of the decision made. This may include the proposal of the final outcome to the accountable party. This is expected to be a 2-way communication, reflecting the expertise or interest of the stakeholders in the outcome of the decision

#### Informed (I)

These parties need to be kept up to date on progress or outcomes. This will be largely one-way communication, in the form of a report or other suitable medium for effectively communicating progress or decision outcomes. This will be delivered as relevant to affected parties.

Area	Ref	Decision-making authority / Responsibility	Board	Trust cmtee / Link	CEO	FD	LGB	HT	Notes
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Strategy	S.1	Determine the Vision and Ethos for the Trust	A		R				
	S.2	Set strategic direction for the Trust	A		R				
	S.3	Agree governance framework for the Trust	A		R				
	S.4	Appoint Clerk for the Trust and its schools	A		R	R			
	S.5	Oversee compliance with key legislation and guidance	A		R	R			DfE, ESFA, charity and company law
	S.6	Approve Key performance targets and indicators for the Trust	A		R	R		C	
	S.7	Approve variations to the scheme of delegation at any academy	A		R				See guidance below
	S.8	Approve the acceptance of new schools to the Trust	A		R	R	C	C	
	S.9	Deliver a training and communication programme for the Trustees and Governors of the academies	A		R	R	I	C	
Finance	1.1	Trust 1 year and 3 year budget	A	C	C	R	I	I	
	1.2	Academy 1 year and 3 year budget	A	C	C	R	C	R	
	1.3	Monthly Trust Management Accounts	I	I	C	A/R			Report termly at LGB level
	1.4	Monthly Academy Management Accounts					I	A	FD to produce

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	1.5	Make payments / agree contracts or budget variances – 2fe or less	>£20K				£5-20k	<5k	fe refers to form entry (e.g. 2fe is a 2 form entry school)
		Make payments / agree contracts or budget variances, 3fe – 7fe	>£30k				£15-30k	<£15k	
		Make payments / agree contracts or budget variances, 8fe – 10fe	>£40k				£20-40k	<£20k	
	1.6	Charging & remissions policy in school	A		I	R	I	I	
Finance	1.7	Trust's Financial Regulations / Procedures Manual and all financial policies	A	C	I	R	I	I	As per Trust policy schedule
	1.8	Approve the Annual Statutory Accounts	A*	R	C	R	I	I	*Members are accountable
	1.9	Approve Accounting policies	C	A	C	R			
	1.10	Approve charge for Central Services	A		R	R	C	C	
	1.11	Review and approve procurement strategy and progress	I	A	C	R	I	I	
	1.12	Ensure appropriate insurance arrangements are in place	I	A	C	R	I	I	
	1.13	Maintain a Trust-wide fixed asset register	I	A	I	R			All academies will maintain a register
	1.14	Dispose / Acquire assets in line with policy and pertinent Government guidance	I	A	I	R			
	1.15	Dispose / Acquire land and buildings	A	C	C	R			
	1.16	Maintain and Monitor a Capital and Estates policy	I	A	C	R	I	C	
Audit	2.1	Review Scheme of delegation annually as a minimum	A	R	R	R	C	C	
	2.2	Investigate and report financial irregularities	A	R	C	R	I	I	

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	2.3	Appointment of internal or external financial auditor	A*	R	R	R			*Members have accountability for appointment – delegated to Audit
	2.4	Review and action recommendation from the Internal and External Auditor with regards to regularity and compliance	C	A	C	R			
	2.5	Ensure annual Pension Audit is undertaken	I	A	I	R			
	2.6	Maintain a Trust-wide risk register	I	A	I	R	C	C	Academy to maintain individual risk register
	2.7	Maintain and monitor H&S Policy	A	C	R	C	I	I	
Audit	2.8	Ensure that site lettings are covered by appropriate insurance			C		A	R	
	2.9	Record and report all instances of loss / theft / fraud	I	A	I	R	I	I	
	2.10	Maintain a register of business interests	A	R		R	R	R	All senior executives and non-execs to provide annually
Staffing	3.1	Appoint Accounting Officer and CEO for the Trust	A	R					
	3.2	Approve pay policy	A	C	C		I	R	
	3.3	Set pay within framework of pay policy	I	I	I		A	R	
	3.4	Approve HR policies	C	A	R		I	C	
	3.5	Approve staff terms and conditions	C	A	R		I	C	
	3.4	Determine Trust level staffing structure	A	C	R	C			Including amendments
	3.5	Determine academy level staffing structure	I	I	C		A	R	Including amendments
	3.6	Appoint Headteacher	A	I	R		R		
	3.7	Appoint leadership staff			I		A	R	
	3.8	Appoint other Staff					A	R	
	3.9	Appoint staff to Trust central team	A		R				
3.10	Approve allowances (e.g. TLR / SEN)					A	R	Including overtime	
3.11	Dismiss Head	A	R			C			

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	3.12	Appeals panel for dismissal of head	A	R			C		Must not be persons directly involved in the dismissal
	3.13	Dismiss other staff			C	I	A	R	
	3.14	Authorise payments relating to dismissals	A	R	I	I	C	C	
	3.15	Suspend the Head		I	C		A	I	
	3.16	Suspend other staff					A	R	
	3.17	End suspension of the Head	A				R	R	
	3.18	End suspension of other staff					A	R	
	3.19	Approve Dismissal and early retirement arrangement			C	C	A	R	Costing to be determined before decision
Staffing	3.20	Performance management of Trust Staff	A	R					Committee may delegate responsibility to CEO
	3.21	Performance management of Headteacher		A			R		
	3.22	Performance management of academy staff					A	R	
	3.23	Management of appeals relating to trust staff dismissal or capability	A	R					
	3.24	Management of appeals relating to academy staff dismissal or capability					A	R	
	3.25	Consultation with Trade Unions	I	C	R		A	R	
Standards and Effect	4.1	Curriculum to be approved in line with the national curriculum as determined by the DfE	A	I			R	R	
	4.2	Approve Statutory education policies	I	A	R		C	C	
	4.3	Implementation of the Curriculum at academies		I			A	R	
	4.4	Collective worship requirements to be upheld		I	I		A	R	
	4.5	Target setting for academy overall educational achievement	A	C	C		C	R	Trust KPI's
	4.6	Targets for cohort and pupil achievement	I	I	C		A	R	
	4.7	Progress Monitoring of educational outcomes	I	I	C		A	R	

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ctive needs	4.8	Monitor and review the quality of teaching	I	I	C		A	R	
	4.9	Agree school improvement plan	I	I	C		A	R	
	4.10	Complete a robust self evaluation	I	I	C		A	R	
	4.11	Engage in peer review programme for academies	I	I	A		I	R	
	4.12	Set times for the school day	I	I	C		A	R	
	4.13	Ensure academy opens for 380 sessions per year	A	I	I		I	R	
	4.14	Approve and Review statutory Education policies	I	A	C		C	R	
	4.15	Maintain excellent standards of safeguarding	I	A	C		C	R	
	4.16	Provide Parents with a record of their child's achievement					A	R	
	4.17	Ensure the appropriate use and reporting of Pupil Premium funding		C	C		A	R	
Standards and Eff.	4.18	Pupil behaviour standards to be agreed and monitored		I	I		A	R	
	4.19	Pupil attendance standards to be agreed and monitored		I	I		A	R	
	4.20	Permanent exclusions		I	C		A	R	
	4.21	Review decision to permanently exclude		A	C		R	R	
	4.22	Direct reinstatement of a pupil			C		A	R	
	4.23	Admissions policy approval and review	A		C		R	R	
	4.24	Approval of an appropriate safeguarding and inclusion policy	A	C	R			C	
	4.25	Implement safeguarding and inclusion policy agreed and monitor procedures	I	I	C		A	R	
	4.26	Appointment of safeguarding and inclusion leads at Schools	I	I	I		A	R	



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## Scheme of delegation escalation process

### 1) Monitoring performance of our Schools

We expect that all our schools will be performing at a high level across all key educational and operational performance indicators. It is vital that we work together to achieve the best outcomes for our children and use the most effective support resources to allow this to happen.

The Mast Academy Trust is committed to offering schools the greatest autonomy that it can and is mindful that the Trust should be focussing resource on high priority issues in the Trust as a whole. This will mean that where schools are performing at the high levels expected the scheme of delegation will continue to operate as published.

All schools performance will be kept under review by the Mast Academy Trust in order to ensure that the expertise offered by the Trust can be focussed appropriately. If the performance of a school does fall below the standard expected by the Trust, then an appropriate support plan will be put in place. To be clear, this will be a requirement of the Trust and will lead to action up to and including the removal of freedoms offered in the scheme of delegation.

### 2) Scheme of delegation review process

The Mast Academy Trust will review performance of each school on a regular basis using a range of objective measures to determine progress.

A number of key performance indicators will be used to trigger the process of scheme of delegation review, which is designed to ensure that each school has access to the best resources to give the best possible outcomes for our children.

Should any of the below indicators (section 3 scheme of delegation review indicators) be reached then a review process will be followed as below:

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- the Headteacher will meet with the CEO to present an action plan to improve the performance of the school with relation to the indicator under review. This should happen within 14 days of the indicator being published.
- The CEO will review the plan, and input to it as appropriate (offering support and resource as appropriate), before authorising the plan for action.
- The Headteacher will report back to their Local Governing Body (at their next meeting) that an action plan has been put in place with relation to the indicator that is falling below the required standard.
- The CEO will report back to the next Board of Trustees that this action plan has been put in place for the school.
- The plan will be monitored against actions required and timelines, by the CEO and the Headteacher on a periodic basis (at least monthly) to assess progress.
- Should progress not be made against that action plan, the CEO will inform the Headteacher that a scheme of delegation review will be proposed to the Board of Trustees and certain delegated powers will be withdrawn. The CEO will request approval for this removal of delegated powers to the Board of Trustees for approval and, once approved, present the changes to the scheme of delegation to the Headteacher and inform the Local Governing Body of this.
- The action plan will continue to be reviewed, under the revised scheme of delegation, to ensure that appropriate Trust resource is allocated to resolving the performance issues.
- Only when issues have been resolved to the satisfaction of the Board of Trustees, given objective evidence that the performance against the indicator has been reinstated, will the scheme of delegation be fully reinstated.
- For clarity, if the indicator reached is sufficiently serious (e.g. inadequate ofsted judgement, serious safeguarding concern raised) then the CEO has the responsibility and duty to propose removal of delegated powers at the initial review meeting. This will be presented to the Board of Trustees for approval.

All scheme of delegation reviews should be specific and with relation to the areas in which the school is demonstrably failing to achieve performance. Plans will be supportive and will aim to return or to give the school fully delegated powers as soon as possible. It is the view of the Mast

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Academy Trust that the long term success of schools is driven by empowering our people to educate the children of their school using their expertise and local knowledge.

Given that time may be of the essence after the reaching of a scheme of delegation review trigger then electronic communication may be used to approve steps in this process, if timescales do not allow all parties (e.g. local governors) to meet within a suitable timeframe. The Chair of the Board of Trustees has authority to act on the behalf of the Board of Trustees in this matter, as the Chair of the Local Governing Body has the authority to act on the behalf of the Local Governing Body.

### 3) Scheme of delegation review indicators

The following levels of performance against scheme of delegation review indicators will require an action planning meeting involving the Headteacher and the CEO.

#### **Governance and leadership**

High risk concerns raised by external or internal audit programmes as to the propriety and regularity of leadership practices, with reference to the Academy Financial Handbook and Governance Handbook.

#### **Educational outcomes**

OFSTED rating of less than good

SIAMS rating of less than good

Key test results falling below national floor standards

#### **Finance**

School returns a deficit budget for the year, and is planning a further deficit budget for any of the following 3 years

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Reserves fall below 2% of GAG income

Unauthorised adverse variance versus budget greater than 5% of total income budget

### **Employment / HR**

Any successful employment tribunal against the school

Any successful legal action bought against the school with relation to recruitment, terms and conditions or dismissal

### **Safeguarding**

If the school is not deemed to be effective in the area of safeguarding by Ofsted

Any instance of an officially commissioned SCR audit finding gaps falling below the standards required by Ofsted

If safeguarding concerns are raised through the whistleblowing policy or by any other agency with safeguarding powers (e.g. LADO / childrens services)

### **Health and safety**

Any breach of Health and Safety legislation leading to enforcement action by the Health and Safety Executive or other agencies with powers in this area.

### **Data Protection**

A data Breach occurs at the school with regard to any item that requires reporting to the Information Commissioners Office

Any other concern regarding the school that is raised through the whistleblowing process, by a government department of other executive agency with responsibility will also be taken into

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consideration and a decision made by the CEO as to the appropriateness of a scheme of delegation review.