



INSPIRE PARTNERSHIP ACADEMY TRUST
SCHEME OF DELEGATION

July 2023



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MEMBERS

The Members are the ‘guardians’ of the trust who support and advocate for it, and safeguard and promote its charitable objects, values and ethos.

Members do not get involved in the day to day business of governance but hold the trust board to account for the effective functioning of the trust and for meeting the trust’s charitable objects.

Members have specific collective responsibilities to

- Appoint and remove trustees in line with the Articles of Association
- Appoint and remove fellow Members
- Approve any changes to the Articles of Association (subject to ESFA consent and usually on recommendation of the trust board)
- Receive the annual accounts and trustee statement
- Direct the trust board to take specific action where this is warranted. (This is a power to be used in extreme only)

THE TRUST BOARD

The Trust Board is the accountable body for the Trust. It is ultimately accountable to Trust Members for all aspects of administering and controlling the Trust and in doing so it must comply with, and ensure compliance with, the Articles of Association and other legal frameworks including relevant statutory guidance.

While remaining ultimately accountable to Members, the Trust Board is expected to focus its efforts on the three key roles of:

- Ensuring clarity of vision, ethos and strategic direction
- Holding executive leaders to account for the educational performance of the Trust and its pupils and the effective and efficient performance management of staff
- Overseeing the financial performance of the Trust and making sure its money is well spent

To facilitate its work, the Trust Board has determined the delegations set out on the

following pages.

For ease of reference, key matters specifically retained by the full Trust Board include:

- Appointing/removing Trustees in line with the Articles of Association (other than posts reserved for member appointments)
- Appointment/removal of the governance professional
- Agreeing the Trust statements of vision and values/ethos, key strategic priorities and the strategic intent of the Trust's curriculum
- Approval of the annual budget/3 year plan and any individual expenditure in excess of the approval limits set out in the financial regulations policy document
- Approval of the Trust development priorities and central strategies
- Approving the admission of exiting of any schools to or from the Trust (subject to any ESFA direction)
- Approval of the annual accounts, Trustee statement, statement of going concern, management response.
- Appointment, pay arrangements and if necessary dismissal of the Accounting Officer and/or CFO and/or Deputy Trust Leader, education leaders or equivalent roles through relevant panels constituted by the whole board for this purpose
- Defining the governance framework determining how the Board and its committees function
- Arrangements for Trust Board self evaluation, training and development
- Approval of the Trust policy schedule and approval of policies on safeguarding and child protection and health and safety (including first aid).

Any further Board matter that is not explicitly delegated within this scheme of delegation is retained by the Board. Any delegated function may be exercised by the Board as a whole.

Delegated individuals or groups should ensure appropriate colleagues are consulted as part of the decision-making process. They must report on actions taken under the relevant delegation at or to the next available committee or board meeting as appropriate unless the significance of the actions is such that earlier notification is warranted. Reporting may take the form of a verbal or written report, which may include minutes of committee meetings. Delegated individuals or groups must also ensure that those colleagues affected by actions or decisions are appropriately informed.

This Scheme of Delegation is reviewed annually according to the following schedule and may be reviewed and updated more frequently by the Trust Board if circumstances so dictate.

May: Review by governance professional/executive leaders consulting with Heads & Chairs

June: Final draft prepared

July: Board review and approval

Sept: Implementation

THE CHAIR (VICE CHAIR IN THE CHAIR'S ABSENCE)

The chair of the Trust is delegated to lead and facilitate the work of the Trust Board in partnership with the Trust Leader and governance professional, representing the Trust Board where this is appropriate.

They are however 'first amongst equals' and do not have any personal decision-making powers in respect of Board or Trust matters save that if, and only if, it is not possible to call an appropriate meeting in sufficient time, the chair may exercise any function of the Trust Board, if in their opinion, a delay would be likely to be seriously detrimental to the interests of the Trust or its community. Any decisions made on behalf of the Board must be reported to the Board without delay and formally recorded at the next meeting of the Board or its committee as appropriate.

THE TRUST LEADER

All aspects of the day to day running of the Trust, within the strategic framework of plans, budgets and policies agreed by the Trust Board are delegated to the Trust Leader. The Trust Leader in their role as Accounting Officer is in parallel directly accountable to parliament and the public as well as the Trust Board for high standards of probity in the management of public funds and ensuring that the Trust complies with the requirements of the Academy Trust Handbook and any other relevant statutory guidance.

The Trust Leader, may, and is expected to, sub delegate matters delegated to them, but remains accountable to the Board for all actions or decisions made by themselves or others under that delegation. In exercising these delegations, the Trust Leader is

expected to comply with any instruction from the trust board, for example as set out in relevant policies.

Key delegated responsibilities falling within the wide definition of delegation above include:

- Delivering against the strategic framework determined by the Trust Board
- Approving and ensuring the delivery of individual school development priorities and plans
- The recruitment of staff with the exception of the CFO and any other member of staff designated as Education Leader, Deputy Trust Leader or roles of similar seniority, within the staffing structure agreed by the Trust Board resources committee
- The deployment and performance management of staff within the Trust
- The discipline and where appropriate dismissal of all staff with the exception of the dismissal of the CFO or Education Leaders
- Pay decisions for all staff with the exception of the CFO and Education Leaders within the policy and budget framework set by the Trust Board
- The leadership and control of all aspects of educational provision across the Trust
- The oversight of the financial procedures and all compliance within the Trust
- Approval of expenditure to the values set out in the financial regulations document
- The development, review and approval of policies, where Board approval is not specifically required or are otherwise not specifically retained for the Board or delegated to committees. The Trust Leader should review, or ensure the review, of all statutory policies within this remit at least annually and report on that review and any policy changes to the Board at its next meeting
- Facilitating effective governance across the Trust.

COMMITTEES OF THE TRUST BOARD

THE AUDIT AND RISK COMMITTEE

The role of the audit and risk committee is to report to and advise the Board on the adequacy of the Trust's internal control framework, including both financial and non-financial controls and its risk management arrangements. Its specific

responsibilities within this remit are to:

- Oversee and approve the Trust's arrangements for internal scrutiny in accordance with the principles set out in the current Academy Trust Handbook ensuring that risks are properly addressed through that scrutiny
- Maintain oversight of the Trust's strategic risk register approving any changes to its analysis of risk on a termly basis. Ensure the risk register is presented to the full Board at least annually
- Consider outputs from other assurance activities by 3rd parties, including ESFA financial management and governance reviews, funding audits and investigations
- Commission internal reports and other assurance reviews as considered necessary,
- consider their outputs, and take the appropriate action, including referring to the resources committee or Board where expenditure is required. E.g. in relation to health and safety, safeguarding and other due diligence
- Review the audit findings and actions taken by the Trust's managers in response to both internal and external scrutiny, ensuring that recommendations are addressed or the rationale for not doing so is robust. Authorise relevant management responses to internal scrutiny
- Annually review and consider the quality of external audit with a view to advising the Board and academy Trust members about the auditor's reappointment, dismissal or retendering
- Report back to the full Trust Board on:
 - The implications of the statutory annual report and financial statements on the overall financial health of the Academy and;
 - Whether the FGB should approve the statutory annual report and financial statements for submission to the Education & Skills Funding Agency (ESFA) and Companies House
- Ensure the annual report and financial statements are produced in accordance with the Academies Accounts Direction
- Ensure overall statutory compliance
- Determine audit and risk related policies as detailed in the Trust policy schedule.

RESOURCES COMMITTEE

The role of the resources committee is to strategically oversee all financial matters,

ensuring that these resources are focussed towards maximising the quality of education provided to pupils. Its specific responsibilities within this wider remit are:

- To review and interrogate the annual Trust budget and 3 year plans and report back to the Board on:
 - The implications of the budget on the Trust's overall financial health of the Trust and;
 - Whether the Board should approve the annual budget and 3 year plan for submission to the Education & Skills Funding Agency (ESFA)
- To regularly review the management accounts and benchmarking reports, reporting material variances to budget or other concerns back to the Trust Board
- Approval of unbudgeted expenditure outside that delegated to the Trust executives within the finance policy, escalating to the Trust Board where appropriate
- Ensure statutory compliance in regard to all functions within the remit of this committee
- To approve finance policies as detailed in the Trust's policy schedule document and monitor compliance with and impact of these policies

STANDARDS COMMITTEE

The role of the standards committee is to maintain oversight of the quality of education and pastoral care provided across the Trust at a strategic level. It's specific responsibilities within that remit are:

- Agree Trust level targets for pupil academic and non-academic outcomes and monitor progress towards these targets, paying particular attention to outcomes for those pupils in vulnerable schools and groups vulnerable to underachievement
- Monitor the extent to which the Trust's curriculum and teaching and learning strategy is effective in meeting the Boards intent and supporting targeted outcomes
- Monitoring the effectiveness of pastoral care including safeguarding.
- Determine the Trust's policies related to education matters as detailed in the Trust policy schedule

PEOPLE COMMITTEE

The role of the people committee is to provide oversight, act as a sounding board and make strategic recommendations to the board with regard to people related priorities across the trust. It is delegated to take decisions in respect of

- Approving people related policies falling outside the executive team's delegated remit.
- Approving trust organisational leadership change proposals
- Shortlisting of candidates for the appointment as either trustees or Members
- Approving the appointment of LGB chairs and if necessary confirm the suspension or removal of local governors

EXECUTIVE PAY COMMITTEE

The executive pay committee is delegated to determine annual pay awards for the following employees based on the recommendations arising from their appraisals: Trust Leader; CFO; Education leaders.

LOCAL GOVERNING BODIES

The LGB role is predominantly a monitoring one, drawing on a local community perspective to bring an additional layer of localised support and scrutiny to that provided by executive leaders.

LGBs have no actual decision-making authority save with regard to their own governing arrangements, (where not prescribed within the Trust Governance Framework) and in respect of panel decisions in the case of pupil disciplinary panels or local complaints.

LGB members may make recommendations to headteachers or other education leaders, but are not line managers and do not have authority to direct their action. This is reserved for the executive chain.

The LGB is delegated to:

- Appoint local governors and ensure that elected roles are filled
- Remove governors if required
- Ensure the roles of chair, vice chair, safeguarding governor, SEND governor and PPG governor are filled. (The Trust Board has a right to override these role

allocations if deemed necessary)

- Determine its own monitoring arrangements within the framework of the Trust provided work plan
- Arbitrate on exclusions and complaints as detailed in the relevant policies.

LGBs are expected to:

- Act as champions of the children within the school(s) and the wider Inspire Partnership Academy Trust, and as advocates of, and ambassadors for, the local governing body, the schools and the Trust
- Both collectively and as individual governors, get to know the school(s) and how it/they are led and managed sufficiently well to carry out its role
- Advise and provide supportive challenge to headteachers and executive leaders when the local vision, ethos, strategic aims, targets and strategies for improvement are being developed within the framework of the parameters set by the Trust
- Receive reports, usually within the framework of the annual workplan, but commissioning specific content where appropriate, and provide supportive challenge on:
 - how the school is fulfilling the Trust and school ethos, vision and strategy through the implementation of the development plan. This is likely to include information about the quality and breadth of curriculum; outcomes for all pupils, including those who are disadvantaged or otherwise vulnerable to underachievement; and the quality of leadership, teaching and support, together with improvement actions being taken and the impact of these
 - safeguarding (including health and safety, and safeguarding of adults) attendance, behaviour and inclusion and review the effectiveness of provision to support vulnerable pupils, including those vulnerable to exclusion;
 - pupil and parent engagement and satisfaction; staff engagement, absence, turnover, satisfaction and wellbeing
- Triangulate a sufficient quantity of the information provided to be assured of its accuracy, through agreed focused monitoring visits, carried out in line with the Trust's visit protocol, the receipt of reports and evidence from alternative sources (e.g. public data; school improvement adviser and other credible persons) and stakeholder voice
- Provide measured, constructive, supportive challenge to headteachers,

executive leaders and Trustees in pursuit of the highest standards across all aspects of the Inspire Partnership Trust

- Collaborate with other local governing Boards/hubs, executive leaders and the Trust Board, willingly sharing practice/resources/information and both providing and receiving support in order to maximise governance effectiveness
- Be engaged, as requested by relevant leadership, in recruitment processes, in particular for senior leader and headteacher appointments. While this process will normally be led by the Trust leader/executive leaders/headteacher as appropriate, it will be normal practice for at least one non-staff local governor to be invited to sit on the panel recruiting to headteacher/head of school or deputy headteacher appointments (or equivalent)
- Be engaged in the appraisal process of the headteacher(s)/head(s) of school. The appraisal will normally be conducted by the Trust Leader or relevant executive leader but the views of the LGB will be canvassed, usually in discussion with the chair, prior to appraisal being undertaken. A representative of the LGB may be invited to attend the appraisal meeting
- Monitor local compliance with Trust policies. Where statutory policies/procedures have not yet been developed by the Trust Board, the LGB should in liaison with executive leaders as appropriate, ensure local policies are in place and are reviewed in line with DfE guidance
- Form any panels required to consider pupil disciplinary matters or parental/community complaints or admission appeals where necessary. Individual LGBs may draw on governors from other LGBs to form panels. Where applicable, the chair of any panel will represent the LGB at any subsequent stage, for example, independent review
- Be prepared for and participate in the Ofsted inspection process and follow up
- Where appropriate and in consultation with executive leadership, establish transformation committees to support rapid improvement in schools which are deemed to be significantly underperforming or at risk of being so
- Take responsibility for the LGB's own self-evaluation and for planning and putting in place the necessary recruitment, training and development to improve its effectiveness and sustainability
- Ensure all governors have been subject to the appropriate recruitment safeguarding training and maintain an up to date register of interests and eligibility to serve as a governor
- Report to the Trust Board termly (3 times per year) on LGB capacity and activity successes, concerns and needs.