

INSPIRE PARTNERSHIP ACADEMY TRUST SCHEME OF DELEGATION



Inspire
Partnership

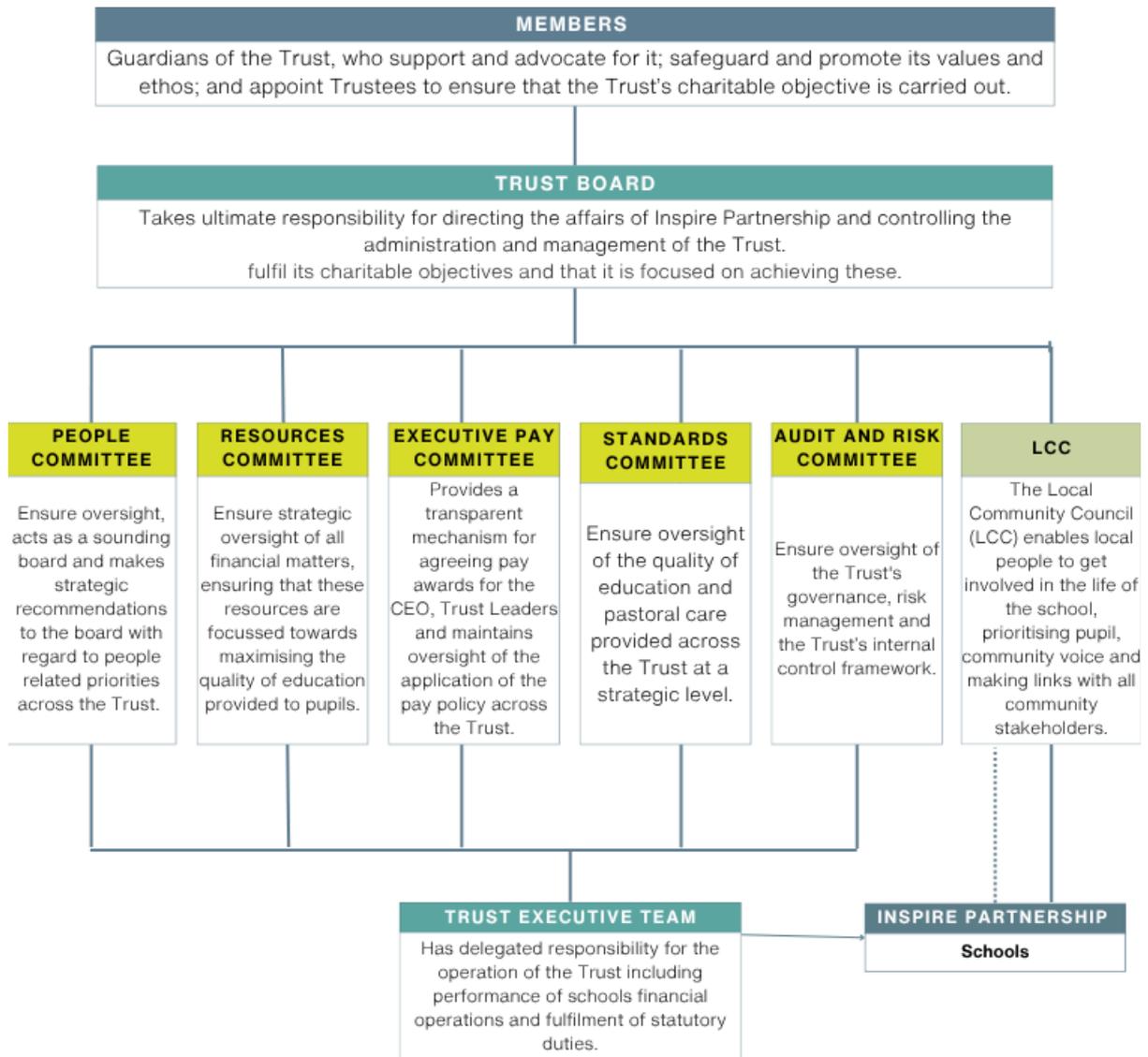
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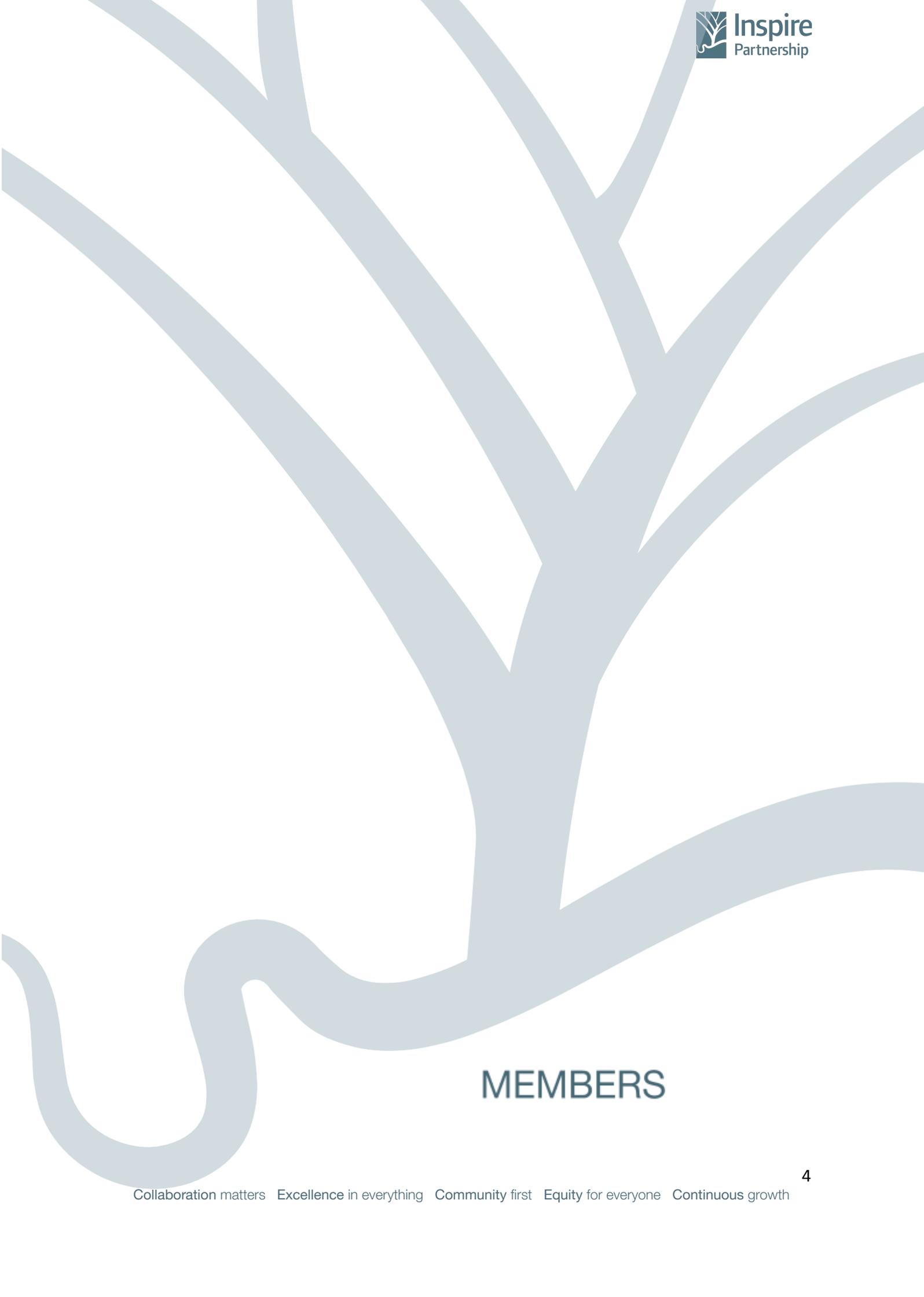
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Layers of governance

This Scheme of Delegation sets out a clear framework to ensure that Trustees, Trust Board Members, Local Community Councils, Trust Executive Leaders, and Headteachers understand who is responsible for which decisions across the Trust. It applies to all decision-making within the Trust and supports—but does not override—our Articles of Association.





MEMBERS

Members

Members act as the guardians of the Trust's purpose, ensuring it stays true to its charitable objectives, values, and ethos.

While not involved in day-to-day governance, Members hold the Trust Board accountable for the overall effectiveness of the Trust.

Collectively, Members are responsible for:

- Appointing and removing Trustees in accordance with the Articles of Association.
- Appointing and removing fellow Members.
- Approving changes to the Articles of Association (with ESFA approval, usually on the Trust Board's recommendation).
- Receiving the Trust's annual accounts and Trustee report.
- In exceptional cases, directing the Trust Board to take specific action. (This power is reserved for use only in extreme circumstances.)



THE TRUST BOARD

The Trust Board

The Role of the Trust Board

The Trust Board is the accountable body for the Inspire Partnership. It is ultimately responsible to the Trust Members, the Department for Education (DfE), and the wider community for the proper governance, leadership, and oversight of the Trust. This includes ensuring compliance with the Articles of Association and all relevant legal and regulatory frameworks.

The Trust Board focuses its efforts on three core functions:

- Setting and maintaining clarity of vision, ethos, and strategic direction.
- Holding executive leaders to account for the ethical and effective leadership of the Trust, including the use of resources.
- Leading and participating in effective strategic engagement.

To support this, the Trust Board has agreed the delegated responsibilities outlined in the following pages

Matters reserved to the Trust Board

While many decisions are delegated, the following key responsibilities are retained by the full Trust Board:

- Appointing and removing Trustees in accordance with the Articles of Association (excluding Member-appointed positions).
- Appointing and removing members of Local Community Councils (LCCs).
- Appointing and removing the governance professional.
- Approving the Trust's vision, values, ethos, strategic priorities, and curriculum intent.
- Approving the annual Trust budget, 3-year financial plan, and any expenditure above limits set in the Trust's financial regulations.
- Agreeing Trust-wide development priorities and strategies.
- Setting and monitoring Trust-level targets for both academic and non-academic pupil outcomes.
- Approving the entry or exit of schools from the Trust (subject to ESFA approval where required).
- Approving the annual accounts, Trustee report, statement of going concern, and management response.
- Appointing, setting pay for, and (where necessary) dismissing members of the senior executive team through relevant panels constituted by the whole board for this purpose.
- Defining the governance framework, including committee structures and functions.
- Overseeing board self-evaluation, training, and development.
- Approving the Trust's policy schedule and those policies reserved for Board approval.
- Designating individual trustees to ensure that the Trust Board fulfils its duties in relation to SEND and safeguarding.

Use of delegated authority

Any matters not specifically delegated remain the responsibility of the full Board. Even where delegation is in place, the Board may choose to exercise that function directly.

Those with delegated authority must:

- Consult relevant colleagues to inform their decisions.
- Report any action taken under delegation to the next committee or Board meeting, unless more immediate reporting is necessary due to significance.
- Ensure affected staff or stakeholders are informed of any relevant decisions.
- Provide verbal or written reports, including minutes where appropriate, to support accountability and transparency.

Review of the Scheme of Delegation

This Scheme of Delegation is reviewed annually, though the Trust Board may update it more frequently as needed to respond to changing circumstances.



THE CHAIR AND THE TRUST LEADER

Role of the Chair of the Trust Board

The Chair of the Trust Board leads and supports the work of the Board in partnership with the Trust Leader and the governance professional. They represent the Board where appropriate but act as a *first among equals*, holding no individual decision-making power on behalf of the Board.

However, in exceptional circumstances—where a timely meeting cannot be convened—the Chair may exercise a Board function if, in their judgment, a delay would seriously harm the interests of the Trust or its community.

Any such urgent decisions must be reported to the full Board without delay and formally recorded at the next relevant meeting.

Role of the Trust Leader

The Trust leader is responsible for the day-to-day leadership and management of the Trust, operating within the strategic framework—plans, budgets, and policies—approved by the Trust Board.

As the designated Accounting Officer, the Trust leader is also directly accountable to Parliament and the public for ensuring the proper use of public funds and for full compliance with the Academy Trust Handbook and all relevant statutory guidance.

While the Trust leader may sub-delegate specific responsibilities, they remain fully accountable to the Board for all actions taken under their authority. All delegated functions must be carried out in line with Board policies and instructions.

Key responsibilities delegated to the Trust leader include:

- Implementing the strategic vision and priorities set by the Trust Board.
- Approving and overseeing the delivery of school development plans.
- Recruiting staff (excluding the CFO, education leaders, or other senior roles requiring Board approval) within agreed structures.
- Managing staff deployment, performance, and discipline (except for dismissal of the CFO or education leaders).
- Making pay decisions within the approved policy and budget, excluding those reserved to the Board.
- Leading and overseeing educational provision and standards across all Trust schools.
- Ensuring compliance with financial procedures and Trust-wide statutory obligations.
- Approving expenditure within limits set out in the Financial Regulations.
- Reviewing and approving policies not specifically reserved for the Board or its committees, including all required annual reviews of statutory policies.
- Supporting and facilitating effective governance across the Trust.



COMMITTEES OF THE TRUST BOARD

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Committees of the Trust Board

Audit and Risk Committee

The Audit and Risk Committee advises and reports to the Trust Board on the effectiveness of the Trust's internal control systems—both financial and non-financial—and its risk management processes. Its main responsibilities include:

- Overseeing and approving the Trust's internal scrutiny arrangements in line with the Academy Trust Handbook, ensuring all risks are properly addressed.
- Maintaining and approving the strategic risk register each term and presenting it to the full Board at least annually.
- Reviewing findings from external assurance activities such as ESFA financial and governance reviews, audits, and investigations.
- Commissioning internal audits or reviews as needed, evaluating their results, and taking appropriate action, including referring matters to the Resources Committee or Board for required expenditure (e.g., health and safety, safeguarding).
- Monitoring audit findings and the Trust leadership's responses, ensuring recommendations are implemented or robustly justified if not. Approving management responses to internal audits.
- Annually assessing the quality of external audits and advising the Board and Members on auditor reappointment, dismissal, or retendering.
- Reporting to the Trust Board on the impact of the annual report and financial statements on the Trust's financial health and recommending approval for submission to the ESFA and Companies House.
- Ensuring the annual report and accounts comply with the Academies Accounts Direction.
- Overseeing statutory compliance related to audit and risk.
- Setting audit and risk-related policies as outlined in the Trust's policy schedule.

Resources Committee

The Resources Committee provides strategic oversight of all financial matters, ensuring resources are effectively used to maximise the quality of education for pupils. Its key responsibilities include:

- Reviewing and scrutinising the Trust's annual budget and three-year financial plans, and reporting to the Board on:
 - The impact of the budget on the Trust's overall financial health.
 - Recommendations on whether the Board should approve the budget and plan for submission to the Education & Skills Funding Agency (ESFA).
- Regularly monitoring management accounts and benchmarking reports, flagging significant budget variances or concerns to the Trust Board.
- Approving unbudgeted expenditure within delegated limits, and escalating larger items to the Trust Board when necessary.
- Ensuring statutory compliance across all financial functions within its remit.

- Approving finance-related policies as set out in the Trust's policy schedule and monitoring their compliance and effectiveness.

Standards Committee

The Standards Committee provides strategic oversight of the quality of education and pastoral care throughout the Trust. Its key responsibilities include:

- Setting Trust-wide targets for pupil academic and non-academic outcomes, and monitoring progress, with a focus on vulnerable schools and groups at risk of underachievement.
- Reviewing how effectively the Trust's curriculum and teaching strategies align with the Board's vision and support the achievement of targeted outcomes.
- Overseeing the quality and effectiveness of pastoral care, including safeguarding.
- Approving and reviewing education-related policies as outlined in the Trust's policy schedule.

People Committee

The role of the People Committee is to strategically address organisational culture, workforce planning, equity, diversity and inclusion, board effectiveness, and talent management, driving people-led performance, and the high-level or core 'people' and 'culture' business risks. This enhances accountability, transparency, efficiency, and governance. T

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 and Trust education leads.

Local Community Council

The Local Community Council (LCC) reflects our belief in the power of local voices and partnerships. The LCC gives LCC members meaningful opportunities to engage with school life and help strengthen each school's standing in its wider community. This structure and process ensure that Inspire Partnership schools remain firmly embedded within their communities, governed through an inclusive, transparent framework focused on achieving the best possible outcomes for all pupils.

Overview

Local Community Councils (LCCs) serve as vital links between schools and their local communities. Their primary function is to gather and represent the views of parents, carers, pupils, staff, and community members, thereby fostering collaboration and supporting informed decision-making. Additionally, LCCs assist schools by organising and participating in celebration events, building partnerships with local businesses, services, and councils, and championing the achievements of individual schools and the wider Inspire Partnership Academy Trust (IPAT).

Engagement and support

- Effective performance by LCC members requires active presence and engagement, including regular school visits, relationship-building, and attentive listening to the experiences of children, families, and staff.
- The Trust provides ongoing support and prioritises training for all LCC members, ensuring they are fully equipped to fulfil their roles—this includes mandatory annual safeguarding training and other essential development.

Feedback and collaboration

- LCCs maintain a continuous, two-way feedback process with the executive leadership team and Trust Board.
- LCC members gather insights and concerns directly from parents, carers, and the wider school community through visits, surveys, and informal engagement. Feedback is shared initially with Headteachers and then with executive leaders via regular reports, meetings, and direct discussions. This provides valuable grassroots perspectives to inform strategic decision-making.
- Headteachers and the Trust update LCCs on actions taken, strategic developments, and areas for further focus. This fosters a collaborative relationship where both parties work together to support school improvement and pupil well-being.
- To ensure efficiency and avoid duplication, LCC feedback and reporting complement and align with existing Trust and school reporting and consultation frameworks.

Governance responsibilities and supportive challenge

LCCs do not hold formal decision-making powers, except when convening panels related to exclusions, complaints, or appeals. LCC members promote transparency and drive excellence across all areas of school life.

LCCs are delegated to:

- Hold an LCC meeting once at term.
- Ensure LCC members attend LCC meetings in person.
- Remove LCC members for non attendance or any breach of the code of conduct.
- Monitor attendance of LCC members.
- Ensure minutes approved by the chair are submitted to the next Trust Board meeting.
- Visit schools at least three times annually for specific, pre-planned activities, as well as attend key school events and celebrations.
- Use community voice to provide supportive challenge to headteachers, executive leaders and Trustees in pursuit of the highest standards across all aspects of the Trust.
- Collaborate with other Local Community Councils, executive leaders and the Trust Board, willingly sharing practice / resources / information and both providing and receiving support in order to maximise governance effectiveness.

- Form any panels required to consider pupil disciplinary matters or parental / community complaints. Individual LCCs may draw on LCC members from other LCCs to form panels. Where applicable, the chair of any panel will represent the LCC at any subsequent stage, for example, independent review. Full will be provided for all LCC members. This training is only compulsory for the Chair but is encouraged for other LCC members.
- Prepare to participate in the Ofsted inspection process and follow up, if required by the Trust Board. Full training and support will be provided by the Trust.
- Monitor the outcomes of the Trust safeguarding audit via the school safeguarding action plans.
- Maintain an up-to-date register of interests and eligibility to serve as an LCC member.
- The Chair in consultation with the Headteacher recruits and appoints LCC community members.

They must ensure that all LCC members:

- Act as champions for children and families within their schools and across the Trust.
- Develop a deep understanding of their school(s) and leadership to confidently fulfil their governance role.
- Receive and review reports, providing constructive challenge on pupil and parent engagement, staff wellbeing, attendance and behaviour.
- Act as a sounding board to gather the views of parents, carers, pupils, staff, and community members, contributing to stronger collaboration and more informed decision-making.
- Support the school by attending celebration events.
- Help build partnerships with local businesses, services, and councils.
- Champion and celebrate the successes of each school and the wider Trust.

To do this well, LCC members will need to be present and engaged: visiting the school regularly, building relationships, and actively listening to the experiences of children, families, and staff. The Trust offers ongoing support. It places great importance on training and is committed to providing all members with the essential learning opportunities they need, including annual compulsory safeguarding training. provides relevant training to equip LCC members with the skills and knowledge necessary to carry out their role effectively. The Trust This structured feedback loop helps maintain transparency, accountability, and responsiveness throughout the Trust.

1st September 2025