Scheme of Delegation

About The Keys Academy Trust

The Keys Academy Trust (TKAT) is a primary specialist Multi Academy Trust (MAT). The Keys is a multi-academy trust comprising nine primary schools with the Oxford Diocese.

Our vision is that we are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all. Our values are:

- **Excellence** (striving always to do our very best, so we fulfil our potential, individually and together.
- **Love of Learning** (offering a broad, balanced, and rich curriculum, so we don't just grow in knowledge and skills, but also in our appetite to keep learning.
- **Nurture** (creating safe environments where all can flourish and become responsible and caring members of their communities).
- **Partnership** (collaborating with others, within the Trust and outside, for the benefit of all).
- **Innovation** (seeking new and better ways of teaching, using evidence – informed research to create the best conditions for learning for our pupils, our staff and our communities).
- **Integrity** (embodying honesty, demonstrating humility and grace when things go wrong, and acting transparently and wisely in all we do).

Our Articles of Association allow us to include schools with or without a religious designated character. All members of staff are employees of the employer, The Keys Academy Trust.

Purpose

This scheme of delegation has been developed to clarify the responsibilities and powers of Trustees and those delegated to the Trust Committees and LGBs in respect of key aspects of the leadership and management of the Trust and its schools and to ensure compliance with legal requirements.

It sits alongside the TKAT Finance Manual which covers all financial delegations and all the policies through which the Trust operates and which further define individual and collective roles and responsibilities.

The delegations set out in this scheme are delegated to the specific Trust Committees and LGBs and any individuals unless otherwise directed or agreed by the Board of Trustees.

Delegations cannot be exercised other than by the designated board or individuals unless otherwise directed or agreed by the Trust Board.

The Chair, or in the absence of the Chair, Vice Chair has the power to carry out functions of the Trust Board in extreme circumstances where a delay in exercising a function is likely to be seriously detrimental to the interests of the Trust, a pupil or their parents, or an employee. However, this power does not include matters relating to the alteration of closure of an academy, a change of school category, approval of budget, disciplinary and grievance matters and admissions.

Governance Framework

The Keys Academy Trust (TKAT) is the legal entity accountable for all the schools in the Trust. The Articles of Association govern the Trust. The Keys Academy Trust has a Master Funding Agreement with the Secretary of State and each school also has a supplemental funding agreement.

TKAT is a charitable company (limited by guarantee) and is responsible for the strategic direction of the Trust. It has 3 layers of governance: Members, Board of Trustees and LGBs.

The governance structure of The Keys Academy Trust
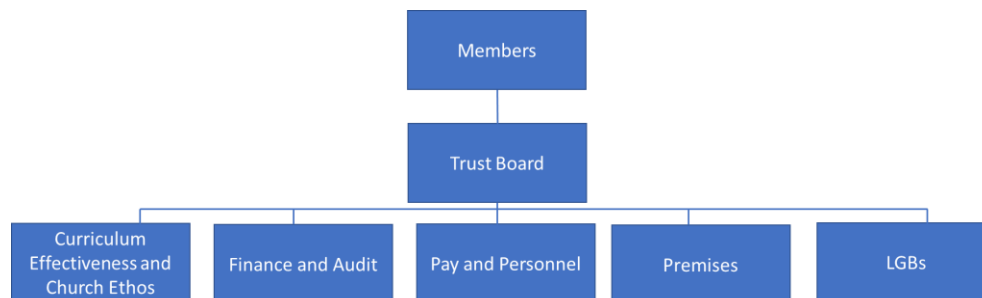
Members

The Members ensure the Trust meets its charitable objects as set out in the Articles of Association. They appoint trustees, agree the Articles of Association, appoint the auditors and receive the audited annual accounts. The Members have a limited yet distinct and vitally important role.

Board of Trustees

The Keys Academy Trust is a charitable company (limited by guarantee) and so trustees are both charity trustees (within charity law) and company directors (within company law). Because trustees are bound by both charity and company law, the terms "trustees" and "directors" are often used interchangeably.

In line with the Academies Trust Handbook, the Trustees are responsible for the general control and management of the administration of the Trust, and in accordance with the provisions set out in the Memorandum and Articles of Association and its Funding agreement, are legally responsible and accountable for all statutory functions, for the performance of all schools within the Trust, and must approve a written Scheme of Delegation.

The board of trustees must appoint, in writing, an Accounting Officer, who may be appointed as a trustee. In trusts with multiple academies this should be the CEO or equivalent.

Accounting Officer

The accounting officer role includes specific responsibilities for financial matters. It includes a personal responsibility to Parliament, and to ESFA's accounting officer, for the trust's financial resources.

Accounting officers must be able to assure Parliament, and the public, of high standards of probity in the management of public funds, particularly regularity, propriety and value for money.

Accounting officers must adhere to The 7 principles of public life.

The accounting officer must have oversight of financial transactions, by:

- ensuring the academy trust's property and assets are under the trustees' control, and measures exist to prevent losses or misuse
- ensuring bank accounts, financial systems and financial records are operated by more than one person
- keeping full and accurate accounting records to support their annual accounts.

The Board of Trustees has delegated responsibility for the 3 core strategic functions: strategic direction; holding the CEO and headteachers to account for educational performance; and overseeing the financial performance and compliance of the Trust.

Trustees receive timely and accurate information about the performance of the Trust through Committees. At least one member of the Trust Board sits on each Committee and where responsibilities are delegated to that committee, a majority of Trustees must sit on that committee.

The CEO will have the key strategic role in the leadership of The Keys Academy Trust and will lead the central team and provide strategic direction and monitor the effectiveness of individual school's leadership and governing teams.

Trust Committees

There are four Committees of the Board of Trustees:

- Curriculum Effectiveness and Church Ethos (to include Governance)
- Finance and Audit
- Pay and Personnel
- Premises

The Trust Board has also constituted LGBs who take delegated responsibility for supporting and holding to account the School Leadership Teams in improving the following:

- Quality of Education
- Leadership and Management
- Estate Management
- Health and Safety
- Safeguarding

The particular tasks that are delegated to LGBs are set out in the table that follows, but include:

- School Improvement Plan
- Establish and implement a local relevant curriculum
- Ensure high quality teaching, learning and assessment and its continual improvement
- Ensure teachers receive regular appraisal of their performance
- Contribute and prepare the schools self-evaluation, including the analysis of performance data
- Recommend and implement the admission policy in accordance with admission law
- Recommend the annual budget and monitor expenditure against it

It is important to remember however, that even where responsibility is delegated, it is the Board of Trustees that is ultimately accountable.

The Board emphasises its commitment to individual schools sustaining their distinctive ethos and character with strong and effective LGBs working to support and challenge Headteachers.

The membership and responsibilities of the respective committee are set out in the terms of reference. The Board of Trustees will appoint members to the committees according to their skills.

Headteachers

Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms. Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are guardians of the nation's schools.

Framework

The governance framework of the Trust, underpinned by the Governance Handbook, is built upon the ethos of ensuring that Trustees govern and managers manage. The framework enables all parties to fulfil their roles and responsibilities and provides clarity on individual and collective responsibilities and delegated responsibilities.

Any decision to delegate a task/responsibility is made by the full Board of Trustees. Without such delegation, an individual/committee has no power to act.

This document should be read in conjunction with the job descriptions of the Chief Executive Officer, Chief Finance Officer and Headteacher/Head of School as well as the TKAT Guidance for LGBs, the Terms of Reference for the Board and Committees and the Trust's Finance Manual.

The Board of Trustees is responsible for the strategic direction of the Trust and this will inform the strategic direction of the individual schools belonging to the TKAT. The Committees can be delegated authority, to make decisions, monitor, evaluate and review particular plans, policies and targets. The Chief Executive Officer and the Central Team will play a major role in formulating plans, policies and targets to bring to committees or to the Board of Trustees for discussion prior to adoption.

Although decisions may be delegated, the Board of Trustees remains responsible for any decision made under delegation.

The Chief Executive Officer and the Headteachers are responsible for internal organisation, management and control of the schools and are accountable to the Board of Trustees.

As part of its responsibilities, the Board of Trustees will ensure that this document is reviewed annually, and wherever there are changes to the structure and/or constitution of the MAT.

Variations to the Standard Model

Where a school requires rapid improvement across a range of operational areas as well as to the local governance function, the Trust will set up an intervention board to manage the situation. Examples of when this may be necessary include (but are not limited to) a poor Ofsted judgement, poor financial concerns, educational outcomes and long term Headteacher absence/capability. The intervention board will monitor and evaluate agreed actions and take key decisions. The board will be chaired by the CEO and will report directly to the Board of Trustees.   Appropriate changes will be made to the scheme of delegation for that school. These will be communicated clearly to the school and its LGB and a date to review this will be set.

Scheme of Delegation

Version	DATE	DESCRIPTION
0.1	11/07/2023	Draft format updated for Sept 23
0.2	13/07/2023	Inclusion of changes recommended by trustees Inclusion of changes in line with CST model policy
1.0	17/07/2023	Version for circulation approved by trustees (13/7/23)

Reading the grid
√- governance function and decision-making are at this level
Note: Decisions delegated to the Trust board may be delegated to a board committee but not the CEO, school committee or Headteacher

	Governance function	Members	Trust board / board committees	CEO / accounting officer	Academy committees (LGBs)	Exec HT/ HT
1.1 Governance framework: people	1.1.1 Members: appoint/remove	✓				
	1.1.2 Trustees: appoint/remove	✓				
	1.1.3 Chair of the Board: appoint and remove	✓				
	1.1.4 Vice-Chair of the Board: appoint and remove		✓			
	1.1.5 Board committee chairs: appoint and remove		✓			
	1.1.6 Named safeguarding trustee: appoint and remove		✓			
	1.1.7 Named SEND trustee: appoint and remove		✓			
	1.1.8 LGB Chairs: appoint and remove		✓			
	1.1.9 LGB Chair of Finance Committee: appoint and remove		✓			
	1.1.10 LGB Chairs of other Committees: appoint and remove				✓	
	1.1.11 LGB foundation, Trust-appointed and associate governors:		✓			

The Keys Academy Trust   September 2023

Governance function	Members	Trust board / board committees	CEO / accounting officer	Academy committees (LGBs)	Exec HT/ HT
appoint and remove					
1.1.12 LGB parent and staff governors: notify Trust when elected and removed (LGB Clerk to inform Governance Professional of The Trust).				✓	
1.1.13 Governance Professional to Board: appoint and remove		✓			
1.1.14 LGB parent and staff governors: remove		✓			
1.1.15 Clerk to LGBs and committees: appoint and remove				✓	
1.2 Governance framework: systems and structures 1.2.1 Articles of association: review and agree	✓				
1.2.2 Governance structure for the trust: establish and review annually		✓			
1.2.3 Trust Committee terms of reference and scheme of delegation: agree annually		✓			
1.2.4 Scheme of delegation: implement and comply	✓	✓	✓	✓	✓
1.2.5 LGB Committee terms of reference: agree				✓	
1.2.6 Trustee Register of Business Interests: complete annually (or as required)		✓			
1.2.7 Governor Register of Business Interests: complete annually (or as required)				✓	
1.2.8 Manage trustee conflicts of interest and related party transactions		✓			
1.2.9 Manage LGB conflicts of interest and related party transactions				✓	
1.2.10 Annual schedule of trustee governance business: agree		✓			
1.2.11 Annual schedule of LGB governance business: agree				✓	

Governance function	Members	Trust board / board committees	CEO / accounting officer	Academy committees (LGBs)	Exec HT/ HT
1.2.12 Skills Audit of Trust board and Trust committees: complete annually		✓			
1.2.13 Skills Audit of LGBs: complete annually				✓	
1.2.14 Chair of Trust performance: carry out 360° review periodically		✓			
1.2.15 Trustee contribution to effective governance: review annually		✓			
1.2.16 LGB member contribution to effective governance: review annually				✓	
1.2.17 Intervention Boards: appoint		✓			
1.3 Governance framework: reporting — 1.3.1 Governance arrangements on Trust website: publish and ensure compliance			✓		
1.3.2 Governance arrangements on schools' websites: publish and ensure compliance					✓
1.3.3 Statutory Accounts: submit to members and publish on website		✓			
1.3.4 Annual self-review/triannual external review of board effectiveness: submit to members		✓			
1.3.5 Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit to members, ESFA and Companies House		✓			
2.1.1 Determine Trust's vision, values, strategy, culture and key priorities: approve		✓			
2.1.2 Determine schools' vision, values, strategy, culture and key priorities: approve				✓	

Governance function		Members	Trust board / board committees	CEO / accounting officer	Academy committees (LGBs)	Exec HT/ HT
2.1 Being strategic	2.1.3 Pipeline of schools and application for school academy orders to join the Trust: agree pipeline and approve application		✓			
	2.1.4 Determine Trust-wide policies which reflect the trust's ethos and values: approve, monitor and upload to Trust website		✓			
	2.1.5 Determine school level policies: approve, monitor and upload to school website				✓	
	2.1.6 Management of Trust risk: establish risk register, review and monitor		✓			
	2.1.7 Management of school risk: establish risk register, review and monitor				✓	
	2.1.8 Change in a school's PAN: approve		✓			
	2.1.9 Change in a school's age range: approve		✓			
	2.1.10 Engagement with stakeholders: ensure		✓	✓	✓	✓
2.2 Admissions	2.2.1 Determine all schools' admissions policies: approve		✓			
	2.2.2 School admissions policy: review, consult and propose				✓	
	2.2.3 Admissions appeals: inform CEO, prepare and present admissions appeals to the ODBE appeals panel				✓	
	2.2.4 Appeals: monitor			✓		
	2.2.5 Keep admission and attendance registers: monitor				✓	
2.3 Exclusions	2.3.1 Fixed term exclusions: inform the CEO and manage the process					✓
	2.3.2 Permanent exclusions: approve (following consultation with the HT)			✓		

Governance function		Members	Trust board / board committees	CEO / accounting officer	Academy committees (LGBs)	Exec HT/ HT
3.1 Holding to account	3.1.1 Ensuring Trust compliance (e.g. safeguarding, H&S, employment, equalities, SEND, GDPR): agree auditing and reporting arrangements		✓			
	3.1.2 Ensuring school compliance (e.g. safeguarding, H&S, employment, equalities, SEND, GDPR): agree monitoring and reporting arrangements				✓	
	3.1.3 Following identification of non-compliance (internal and external): agree reporting arrangements and monitor progress		✓			
	3.1.4 Code of Conduct (Behaviour policy for Trust central team staff): approve		✓			
	3.1.5 Code of Conduct (Behaviour policy for Trust central team): comply			✓		
	3.1.6 Code of Conduct (Behavior policy for school staff): comply					✓
	3.1.7 Code of Conduct (Behavior policy for trustees): comply		✓			
	3.1.8 Code of Conduct (Behavior policy for governors): comply				✓	
	3.1.9 Grievances, capability and disciplinary cases from Trust central team staff: manage			✓		
	3.1.10 Grievances, capability and disciplinary cases from school staff: manage					✓
	3.1.11 All formal complaints, serious safeguarding issues, staff capability and disciplinary issues, health and safety breaches, any incidences of emergency services called to school sites (including police, fire and ambulance): inform CEO					✓

The Keys Academy Trust   September 2023

Governance function		Members	Trust board / board committees	CEO / accounting officer	Academy committees (LGBs)	Exec HT/ HT
	3.1.12 All school software systems (including Assessment, Accounting, HR, Payroll, Safeguarding, Premises, Asset management): approve			✓		
✓	3.1.13 Contact from any Media source: inform CEO and LGB					✓
	3.1.14 External communications to media sources: approved by CEO			✓		
4.1 Pay and Personnel oversight	4.1.1 Chief Executive Officer/Accounting officer: appoint and dismiss		✓			
	4.1.2 Chief Financial Officer: appoint and dismiss		✓			
	4.1.3. Headteachers/Hub Leaders: appoint and dismiss			✓		
	4.1.4 Trust Central Team: appoint and dismiss			✓		
	4.1.5 School Staff: appoint and dismiss					✓
	4.1.6 Trust's Central Team staffing structure: agree		✓			
	4.1.7 Schools' staffing structure: agree				✓	
	4.1.8 Staff appraisal policy : review and agree		✓			
	4.1.9 CEO Performance Management and pay award; review and agree		✓			
	4.1.10 CFO Performance management and pay award: review and agree		✓			
	4.1.11 Trust Central Team Performance management and pay award; review and agree			✓		
	4.1.12 Headteacher performance management and pay award in conjunction with external adviser and Chair of Governors: review and agree			✓		

The Keys Academy Trust   September 2023

	Governance function	Members	Trust board / board committees	CEO / accounting officer	Academy committees (LGBs)	Exec HT/ HT
5.1 **Financial oversight**	4.1.13 Staff performance management and pay award: review and agree			✓		✓
	5.1.1 External Auditors: appoint	✓				
	5.1.2 External auditors' report and management letter: receive and respond		✓			
	5.1.3 Trust's scheme of financial delegation: establish, monitor and review		✓			
	5.1.4 Trust's scheme of financial delegation: comply				✓	
	5.1.5 Budget plan to support delivery of trust key priorities: propose			✓		
	5.1.6 Budget plan to support delivery of trust key priorities: approve		✓			
	5.1.7 Budget plan to support delivery of schools' key priorities: propose					✓
	5.1.8 Budget plan to support delivery of schools' key priorities: approve		✓		✓	
	5.1.9 Trust Budget Monitoring Return to ESFA: approve		✓			
	5.1.10 School Budget Monitoring Return to ESFA: approve				✓	
	5.1.11 Pupil premium spend including PE and Sport Premium: agree		✓			
	5.1.12 Pupil premium spend including PE and Sport Premium: monitor				✓	

Governance function	Members	Trust board / board committees	CEO / accounting officer	Academy committees (LGBs)	Exec HT/ HT
5.1.13 Benchmarking and Trust wide value for money: ensure robustness			✓		

	Governance function	Members	Trust board / board committees	CEO / accounting officer	Academy committees (LGBs)	Exec HT/ HT
6.1 Estates Management Oversight	6.1.1 Determine Trust's estate vision, strategy and key priorities: approve		✓			
	6.1.2 Determine school's estate vision, strategy and key priorities: approve				✓	
	6.1.3 Additions and disposals of land and buildings: propose				✓	
	6.1.4 Additions and disposals of land and buildings: approve		✓			
	6.1.5 Change in use of buildings: propose				✓	
	6.1.6 Change in use of buildings: approve		✓			
	6.1.7 Approve insurance provider for all schools		✓			
7.1 Standards and Achievement oversight	7.1.1 School Self Evaluation Form (SEF) and school improvement plan: set and implement					✓
	7.1.2 SEF and school improvement plan: approve, monitor and evaluate effectiveness				✓	
	7.1.3 Set targets for overall pupil achievement: propose					✓

The Keys Academy Trust   September 2023

Governance function	Members	Trust board / board committees	CEO / accounting officer	Academy committees (LGBs)	Exec HT/ HT
7.1.4 School targets to Trustees (CECE committee): agree, monitor and report on		✓			
7.1.5 Pupil progress and achievement; monitor				✓	
7.1.6 Standards of Achievement for all Pupils (including disadvantaged and SEND): monitor		✓			
7.1.7 Trust approach to curriculum and assessment, with regard to statutory requirements: agree		✓			
7.1.8 Set and deliver school curriculum and assessment in line with Trust approach: monitor				✓	
7.1.9 Deliver EYFS in line with statutory requirements: monitor				✓	
7.1.10 Term dates with all schools: agree			✓		