



Wembley  
Multi-Academy  
Trust

ACHIEVEMENT FOR ALL

## SCHEME OF DELEGATION

### 2025 – 2026

*This Scheme of Delegation will be formally reviewed for its effectiveness annually by the Trust Board*

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Section Amended	Signature	Date
Full review following the NGA's External Review of Governance	Beth Holmes	14 October 2024

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## PART 1: GOVERNANCE OVERVIEW

### 1.1 WEMBLEY MULTI-ACADEMY TRUST - VISION

The Trust is driven by its tradition of excellence, high academic achievement and its drive for continuous improvement. The Trust has the highest expectation of everyone involved with its schools, as encapsulated by its motto “Achievement for All”. The vision of the Trust is to be a centre for excellence that ensures all children excel academically and are prepared to be leaders of the future.

**1.1.1** The Trust primarily offers high quality strategic leadership and school improvement support.

- a) We will provide support to enable every school within the Trust to provide an outstanding academic education with children at the heart of everything the Trust does.
- b) We will lead with honesty and generosity of spirit to build warm, positive relationships with pupils, their families and the wider community. We will also be open and be proactive in voicing concerns, so that rapid improvements can be made.
- c) Schools will ensure pupils demonstrate high levels of achievement, respectful behaviours, commitment to learning and tolerance towards others. Schools will be focussed on continued improvement.
- d) Any underachievement or areas of development will be tackled through support and effective, impactful intervention.

**1.1.2** Facilitate schools within our Trust to work synergistically through a framework of shared services - allowing schools to focus their energies on ensuring an excellent education for pupils. Through our approach, the Trust offers expertise in and delivers support across school improvement, finance, legal, HR, governance, IT, estates, Health & Safety and communications functions. This frees-up time and capacity for schools to focus on what matters most – ensuring students receive a high-quality education and are safe and happy to reach their full potential.

- a) Develop excellence in all teaching in each school, fostering qualities of *hard work, resilience, determination, initiative, respect and personal responsibility* to maximise standards of achievement across the curriculum, for all pupils of every range of ability.
- b) Ensure pupils understand British values, including democracy, the rule of law, and develop tolerance of those of different faiths and beliefs.
- c) Verify that schools enrich subjects and provide extensive extracurricular opportunities. Ensure that the curriculum is innovative, creative, culturally enriching and provides competitive opportunities to inspire and motivate pupils, extending and enhancing their educational experiences.
- d) Equip each school with the framework, procedures and processes to create a welcoming, inclusive and safe environment in which pupils can develop. Ensure excellent behaviour and attitudes.
- e) Offer inspiring leadership within schools and high-quality training and development to staff, enabling them to grow professionally and provide outstanding teaching and leadership to our pupils.

- f) Provide excellent Trust leadership structures, which are robust enough to enable expansion to new schools without impacting upon the quality of existing schools within the Trust.
- g) Develop working partnerships with the Teaching School Hub community and local primary and secondary schools.
- h) Continue to build on regional and national links to enhance the sphere of influence of the Trust.

**1.1.3** The Trust greatly values the contribution of each of its Local Governing Boards and recognises the Local Governing Boards as essential in driving standards. Our local Governing Boards comprise of parent, community and trust representatives who operate through a clear framework to monitor standards, safeguarding and stakeholder views. Their voice and close partnership working with the Trust Board allows for a golden thread of communication which ensures that Trustee decisions are always made with deep knowledge of and in the best interests of all of our schools. To support Local Governing Boards, we provide extensive support in Trustee and Advisor recruitment and training. Our Governance Support function ensures that Trustees and Advisors are always well trained and supported to carry out their roles effectively.

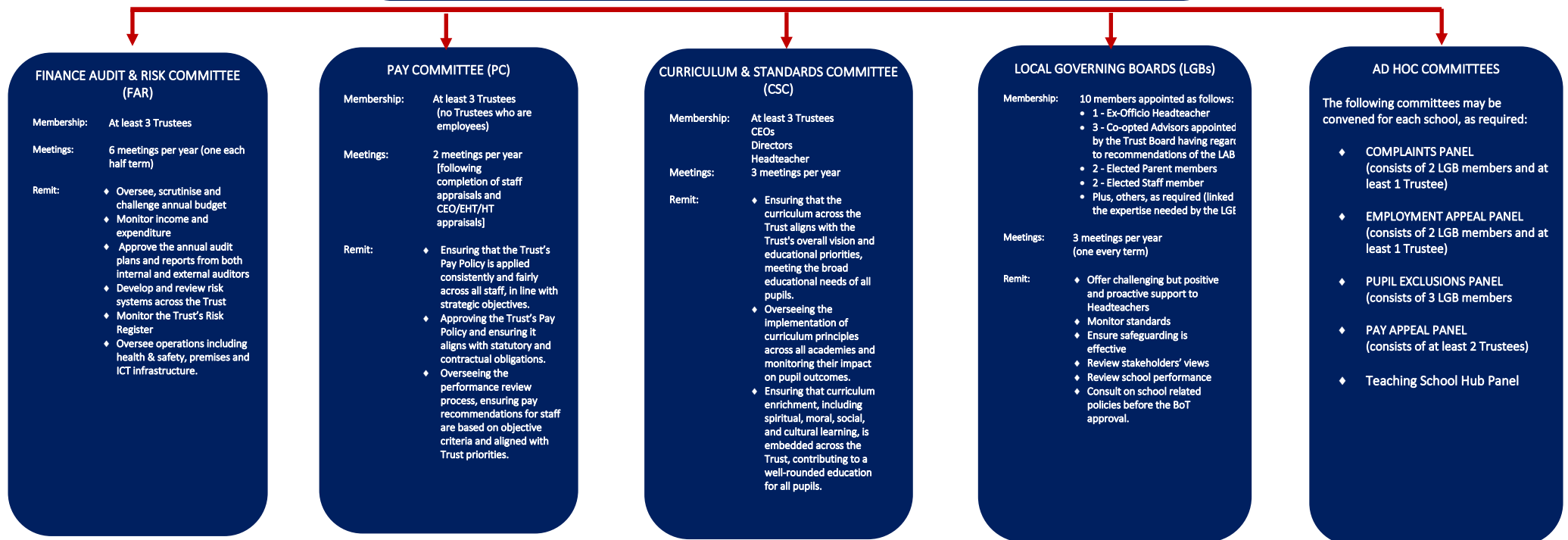
## PART 1.2: APPROACH TO DELEGATION - RESPONSIBILITIES AND MANAGEMENT STRUCTURES

### WMAT MEMBERS

- Role:**
- Assessing the governance of the Trust
  - Ensuring that the charitable object is being fulfilled
  - Appointing and Removing Trustees
  - Appointing the External Auditors
- Numbers:**
- Minimum 3 members appointed on skills/experience
- Meetings:**
- One meeting per year (one AGM)

### BOARD OF TRUSTEES

- Holds overall responsibility and ultimate decision-making authority for all the work at the Trust.
- Role:**
- Minimum 8 Trustees
  - Ensuring there is clarity of vision, ethos and strategic direction across the Trust and its schools.
  - Holding executive leaders to account for the educational performance of the schools and their pupils, and the performance management of the staff
  - Overseeing the financial performance of the trust and ensuring money is well spent.
  - Approval of statutory policies
- Meetings:**
- 4 meetings per year.
  - September
  - December
  - March
  - July



This document does not lay out every legal responsibility of WMAT Board or every activity in the remit of individuals or bodies; rather it is concerned with the core activities that are carried out within each area of delivery and how they are coordinated between the various decision makers. The overriding legal assumption which sits behind this work is that all schools within the Trust are governed by a single board and WMAT Board remains accountable for all functions.

The Trust Board is the legally accountable body; however, all Trustees are committed to the principle that effective delegation of many of its functions is at the heart of strong governance.

The purpose of this Scheme of Delegation is to provide clarity on the roles, responsibilities and authority of those who contribute to the governance and oversight of WMAT:

- a) All academies are part of a company limited by guarantee and an exempt charity, WMAT, which is regulated by the Department for Education. WMAT was incorporated in on 2<sup>nd</sup> August 2016.
- b) The Trust is a multi-academy trust capable of operating and maintaining a number of academy schools. All schools are held within one legal entity, WMAT.
- c) The Trust has a Master Funding Agreement with the Department for Education, a Supplemental Funding Agreement for each individual school (WHTC has an approved sponsor agreement dated 22<sup>nd</sup> October 2014). WMAT is therefore the legal governing body for every school. The Trust Board has ultimate responsibility for fulfilling all statutory responsibilities and holds ultimate legal liability.
- d) The Trust's constitution and its charitable objective is set out in its Memorandum and Articles of Association.

## **TRUST STRUCTURES ARE SET AS FOLLOWS:**

### **1.2.1 Members**

#### **Main Responsibilities**

The members of WMAT Trust are the guardians of governance of the Trust. They have a limited but distinct role. The key responsibilities of the Members are to:

- a) Sign the Memorandum and Amendment of Articles of Association.
- b) Ensure the Objects of the Trust are met.
- c) Appoint and remove Members and Trustees (notwithstanding any powers delegated by the Members to the Trust Board to make such appointments and removals).
- d) Ensure that appropriate procedures are in place for the recruitment of Member Appointed Trustees.
- e) Member Register of Interests are completed and are kept under regular review.
- f) Determine the name of the Trust.
- g) Appoint and remove the auditors.
- h) Receive a copy of the Annual Accounts and Report at a General Meeting of the Trust.
- i) Ensure the success of the Trust, i.e. that WMAT's charitable objective, 'advancing education for the public benefit', is being met.
- j) Dissolve the company.

#### **Appointment and Composition of Members**

The Members of WMAT Trust will comprise:

- a) the signatories to the Memorandum (until such time as they cease to be a Member)
- b) any person appointed under Article 15A of the WMAT Articles of Association.

The minimum number of Members shall not be less than three.

#### **Restrictions**

An employee of the WMAT cannot be a Member.

## 1.2.2 The Trust Board and Trustees

### **Main Responsibilities**

The Board of Trustees manages the business of WMAT and may exercise all the powers of the Trust. Trustees have overall responsibility and ultimate decision-making authority for all the work of the Trust.

Trustees should focus on the core strategic functions:

- Ensuring there is clarity of vision, ethos and strategic direction across the Trust and its schools.
- Holding executive leaders to account for the educational performance of the schools and its pupils, and the performance management of staff.
- Overseeing the financial performance of the organisation and ensuring money is well spent.

Trustees are expected to apply the highest standards of governance and take full ownership of their duties. They are both Charity Trustees and Company Directors of WMAT.

Under Charity Law, Trustees must:

- a) Ensure the charity is carrying out its purposes for the public benefit;
- b) Comply with the charity's governing document and the law;
- c) Act in the charity's best interests;
- d) Manage the charity's resources responsibly;
- e) Act with reasonable care and skill; and
- f) Ensure the charity is accountable.

Under Company Law, Directors must:

- a) Promote the success of the company;
- b) Exercise independent judgment;
- c) Exercise reasonable care, skill and diligence;
- d) Avoid conflicts of interest;
- e) Not to accept benefits from third parties; and
- f) Declare any interest in proposed transactions or arrangements.

In addition to the Full BoT meetings, Committees meet to carry out specific functions of the Board. The Trust works through the following established Committees:

1. Finance, Audit and Resources Committee (FAR)
2. Pay Committee (PC)
3. Curriculum and Standards Committee (CSC)
4. Local Governing Boards (LGBs) – *non-executive bodies supporting the Trust Board*
5. Ad hoc Committees: Admissions, Disciplinary, Complaints, TSH

Each Committee will elect a Chair from amongst its number. The Chair of any Committee established at 'Trust level' must be a Trustee

### **Appointment and Composition of Trustee Board**

The number of Trustees shall be not less than three or more than 12.

Up to 8 Trustees may be appointed by Members.

**Length of Appointment:** The term of office for any Trustee is four years.

### **Restrictions**

The Trustees may not co-opt an employee of the WMAT as a Co-opted Trustee if the number of Trustees who are employees will exceed one third of the total number of Trustees.

### 1.2.3 Chair of the Board of Trustees

#### **Main Responsibilities**

The Chair has an important role in leading the business of the Trust. Whilst the Chair does not have individual power (except in an emergency), the Chair acts as a fulcrum between the Trust Board and the Executive.

#### **Appointment of the Chair**

The Chair will be elected by Trustees.

#### **Restrictions**

The Chair cannot be a Member or an employee.

The Chair cannot Chair the Finance, Audit & Risk Committee, as outlined in the Academy Trust Handbook.



#### 1.2.4 Local Governing Boards

The Local Governing Board is central to the focus on the school's values and ethos. They provide continuity of care to the school and, as such, are a powerful advocate for their school's needs within the WMAT family of schools. They provide a vital link for stakeholder views from within the school and their wider school community.

##### **Main Responsibilities**

The Local Governing Board is a non-executive body supporting the Trust Board to deliver its responsibilities. Each school within the Trust will be represented by a Local Governing Board.

Local Governing Boards are expected to:

- Provide input into individual improvement school plans and monitor progress against these
- Monitor the data for achievement, BA and PD to drive improvement
- Monitor alignment of school processes and reporting with the Trust's overall strategy and policies
- Embed WMAT ethos and values.

Local Governing Boards will at times make requests for particular budgets and projects. Their remit is encapsulated in a focus on the 'three Ss': standards, safeguarding and stakeholders.

Each Local Governing Board is responsible for localised challenge and support but with no legal liability or final approval of policies or core documents (unless delegated under Part 3). They are expected to lead on local stakeholder engagement (students, staff, parents, community).

WMAT believes that this model allows for strategic board decision-making and focused local governance. This ensures that Trustees and Advisors work together to support meaningful improvement across the Trust and - as Advisors spend less time on policies and paperwork - it means that they can spend more time understanding the specific needs of their school and adapt their activities accordingly.

##### **Appointment and Composition of the Local Governing Board and Restrictions:**

See of *Terms of Reference*.

## PART 1.3: COMMITMENT TO A PERFORMANCE AND RISK-BASED APPROACH TO DELEGATION

WMAT believes that delegation of functions and levels of delegation should relate to the performance and risk associated with the delegation. High performing schools, with strong and stable leadership, should have the higher levels of delegation.

Accordingly, the *Decision and Responsibility Matrix* set out in Part 3 sets out standard delegations. Schools that are performing well and with normal levels of risk will receive the standard delegation. If schools are not performing as well, or are considered higher risk, they will have reduced delegation in specified areas to reflect their current situation. They will also receive greater support and challenge by the WMAT Team.

The Board will determine the appropriate levels of delegation for each Committee or post holder.

The Board will make its decisions based upon any or all of the following:

- External evaluations:
  - of educational performance (such as Ofsted, externally available data such as the IDSR, School Performance Tables).
  - of financial performance (such as financial management reports, audit reports, financial processes reports or DfE reports).
  - of operational management (such as Health & Safety inspections and external audits).
- Information available within the academy Trust, such as student achievement, financial monitoring, staffing information, etc.
- Changes in staffing at a school, in particular of its senior leadership.
- Performance management and pay reports.
- The advice of the CEO.

## PART 2: GOVERNANCE STRUCTURE AND PROCEDURES

### 2.1 Terms of Reference: Full Board of Trustees (FBOT)

#### Purpose

The Board of Trustees is responsible for setting the overall strategic direction of the Trust, including agreeing on the Trust's vision, priorities, and long-term growth model. The Board plays a key role in developing the character, mission, and ethos of the Trust while fostering the individuality of each school within it. Additionally, the Board ensures that key policies are in place, approved, and reviewed regularly in line with statutory guidance and equalities legislation, and ensures effective leadership across all committees.

#### Terms of Reference

- Elect the Chair and Vice Chair of the Board of Trustees annually to ensure effective leadership.
- Approve and annually review the Scheme of Delegation to define the governance framework and ensure clarity of roles and responsibilities.
- Approve financial decisions within the Financial Scheme of Delegation.
- Oversee and approve the Trust Development Plan, ensuring alignment with the Trust's long-term vision and strategic objectives, and monitoring its progress throughout the year.
- Receive regular performance reports from the CEO, holding them to account for the Trust's performance, including educational outcomes, operational efficiency, and overall progress against strategic objectives.
- Approve the Trust's and individual schools' budgets, ensuring financial sustainability and effective resource allocation, as recommended by the Finance, Audit & Risk Committee.
- Receive regular feedback from the Chairs of each Committee to stay informed of progress and challenges.
- Determine and agree on the focus of Trust peer and external reviews to maintain high standards and drive continuous improvement.
- Allocate specific trustee roles, including appointing members to board committees, to ensure diverse expertise and oversight.
- Complete and review the Trustee Board Skills Audit annually, ensuring that board members possess the necessary skills and are provided with relevant training and development.

#### Quorum

- The quorum for a meeting of the Trustees shall be any three Trustees, or where greater, any one third (rounded up to a whole number) of the total number of Trustees holding office at the date of the meeting, who are in each case present at the meeting and entitled to vote on the matters to be resolved.

The Governance Professional for the Trust will clerk the Board of Trustees meetings.

#### Meeting Frequency

The Board will meet four times per year, with additional meetings, as required.

## 2.2 Terms of Reference: Finance, Audit & Risk Committee (FAR)

### Purpose

The Finance Audit & Risk Committee is responsible for overseeing the financial, audit, risk management, and operational (including premises, health & safety) aspects of the Trust. The purpose of the Committee is to ensure that financial and infrastructure resources are used effectively, risk management is robust, and operational systems support the vision of maximising pupil outcomes across the Trust.

The Committee ensures that the Trust adheres to the requirements of the Funding Agreement, Academy Trust Handbook, and other regulatory requirements.

### Membership and Quorum:

- Membership
  - Consists of at least three Trustees, with the majority being Trustees.
  - The Chair of the Board of Trustees must not Chair this Committee.
- Quorum
  - The Committee will be quorate if three Trustees are present.
  - The Governance Professional for the Board of Trustees will clerk this Committee.

### Meeting Frequency

The Committee will meet half termly, with additional meetings as required.

### Responsibilities

#### 1. Finance:

- Develop and recommend the annual Trust budget to the Board of Trustees, within a framework of a medium-term (3-year) financial forecast.
- Monitor income and expenditure at each school and for the Trust overall, ensuring records are complete, timely, and accurate.
- Approve financial decisions within the Financial Scheme of Delegation.
- Regularly receive, review, and challenge budget monitoring reports detailing financial position, including actual income and expenditure, and forecast outturns.
- Maintain the stability of the Trust's financial position by monitoring cash flow and ensuring appropriate banking arrangements.
- Oversee benchmarking of Trust spending to ensure best value for money.
- Approve procurement decisions in line with Financial Regulations and Procedures.

#### 2. Audit:

- Recommend to the Board the appointment of external and internal auditors.
- Approve the annual audit plans and review reports from auditors, ensuring that management responses and action plans are implemented.
- Monitor the effectiveness of the internal scrutiny program, providing objective and independent assurance.
- Meet with external auditors at least annually.

#### 3. Risk:

- Develop and review systems to manage risks across the Trust, ensuring arrangements are in place for risk management, control, and governance.
- Monitor the Trust's Risk Register, ensuring it aligns with strategic priorities.
- Review reports on risk management and ensure that appropriate actions are implemented to mitigate risks.

#### 4. Operations (including Premises, Health & Safety):

- Monitor processes for building and site maintenance, ensuring compliance and safety through inspections and legal requirements.
- Oversee health & safety policy implementation, including active and reactive monitoring systems, ensuring compliance across the Trust.
- Approve works related to maintaining the Trust estate within the Financial Scheme of Delegation.
- Oversee capital expenditure plans and ensure effective management of assets.
- Ensure the Trust seeks funding to maintain and improve sites and promotes energy efficiency and sustainability.
- Oversee ICT infrastructure to ensure it meets the needs of the Trust.

#### Compliance:

- Ensure compliance with governance documents, legislation, and regulatory requirements, including safeguarding, GDPR, HR, legal, and health & safety.
- Review compliance reports across all areas and ensure recommendations are implemented promptly.

## 2.3 Terms of Reference: Pay Committee (PC)

### Purpose

The Pay Committee is responsible for overseeing and ensuring the strategic application of the Trust's Pay Policy, including setting the framework for pay arrangements and conducting annual pay reviews in line with the Trust's objectives.

### Membership and Quorum

- Membership:
  - A minimum of three Trustees, excluding any Trustees who are employees or parents to avoid conflicts of interest.
- Quorum:
  - Three Trustees who are entitled to vote.

The Governance Professional for the Board of Trustees will clerk this Committee.

### Meeting Frequency

At least twice a year, following completion of:

- Teaching and non-teaching/support staff appraisals (by 31<sup>st</sup> October)
- CEO/ Executive Headteacher/ Headteacher appraisals (by 31<sup>st</sup> December)

### Terms of Reference

The Pay Committee's primary responsibilities include:

- Ensuring that the Trust's Pay Policy is applied consistently and fairly across all staff, in line with strategic objectives.
- Approving the Trust's Pay Policy and ensuring it aligns with statutory and contractual obligations.
- Overseeing the performance review process, ensuring pay recommendations for staff are based on objective criteria and aligned with Trust priorities.
- Reviewing anonymised performance management data and pay progression reports to ensure strategic decisions regarding pay are evidence-based.
- Ensuring the Trust's pay practices support recruitment, retention, and reward strategies that are sustainable and promote the Trust's overall vision.
- Setting and reviewing performance objectives for the CEO, using an independent external advisor as required, and ensuring that the CEO's pay reflects their contribution to the Trust's strategic goals.
- Recommending the annual pay budget to the Board of Trustees, ensuring that sufficient resources are allocated for pay progression at all levels, while considering value for money.
- Ensuring an appropriate framework is in place for any appeals on pay decisions.

## 2.4 Terms of Reference: Curriculum and Standards Committee (CSC)

### Purpose

The Curriculum and Standards Committee is responsible for overseeing and ensuring the strategic development, implementation, and impact of the curriculum across the Trust. The Committee supports and challenges school leaders to ensure that the curriculum meets the educational needs of all pupils and aligns with the Trust's vision and goals.

### Membership and Quorum

- Membership:
  - A minimum of three Trustees and individuals who are not Trustees, provided that a majority of members of the committee are Trustees.
- Quorum:
  - A minimum of three Trustees who are members of the Committee.

The Governance Professional for the Board of Trustees will clerk this Committee.

### Meeting Frequency

Termly.

### Terms of Reference

The Curriculum and Standards Committee's strategic responsibilities include:

- Ensuring that the curriculum across the Trust aligns with the Trust's overall vision and educational priorities, meeting the broad educational needs of all pupils.
- Overseeing the implementation of curriculum principles across all academies and monitoring their impact on pupil outcomes.
- Ensuring that curriculum enrichment, including spiritual, moral, social, and cultural learning, is embedded across the Trust, contributing to a well-rounded education for all pupils.
- Monitoring pupil achievement and standards across the Trust, with a particular focus on key groups such as pupils with special educational needs and disabilities (SEND), disadvantaged pupils, and those with English as an additional language.
- Evaluating the quality of teaching and learning across the Trust, ensuring that there is sufficient capacity and that professional development initiatives are improving outcomes for pupils.
- Reviewing collaboration across academies and ensuring it is driving improvement in pupil achievement and wider outcomes.
- Overseeing the Trust's strategic approach to fostering pupils' knowledge, skills, and personal development, including physical health, wellbeing, cultural capital, and careers education.
- Ensuring that the Trust promotes British values and develops pupils' global outlook, preparing them for life beyond school.
- Monitoring key trends and risks in pupil attendance, behaviour, and wellbeing, and ensuring that appropriate strategic interventions are in place.
- Engaging with pupils, parents, and the wider community to promote and enhance educational performance and ensure wider outcomes are achieved for all pupils across the Trust.

## 2.5 Terms of Reference: Local Governing Boards (LGB)

### Purpose

Each academy shall have a Local Governing Board. The overarching purpose of a Local Governing Board is to provide strategic direction, support and local accountability for the performance of each academy within the framework and parameters set by the Trust. It is a non-executive body supporting the Trust Board to deliver its responsibilities. The purpose of each LGB is to:

- Understand and challenge the educational provision and performance of the school to ensure that pupil progress, attainment and achievement are maximised.
- Ensure that each school delivers a curriculum in keeping with the Trust's aims and any legal requirements.
- Monitor Safeguarding (including termly checks of the SCR), BA, H&S and attendance.
- Scrutinise stakeholder views to bring about school improvement: Foster and develop engagement of stakeholders systematically to help continuously improve the school.

### Membership and Quorum

- Membership:
  - Each academy has a Local Governing Board, the membership of which consists of up to 10 members appointed as follows:
    - Ex-Officio Headteacher: 1
    - Co-opted Advisors appointed by the Trust Board having regard to recommendations of the Local Governing Board: 3
    - Elected Parent members: 2
    - Elected Staff member: 2
    - Plus, others, as required (linked to the expertise needed by the LGB).

The Trust Board will appoint each year a Chair from among the Local Governing Board, provided this person is not employed by the Trust to work at any of the academies.

- Quorum:
  - Half of the appointed Local Governing Board members, which must include the Headteacher or their representative.
- Length of appointment:
  - Local Governing Board members are appointed for a 4-year period (save for ex-officio members who will serve for as long as they remain in office).

### Meeting Frequency

The LGB will meet at least termly, with additional meetings as required.

### Terms of Reference

The Local Governing Board responsibilities/duties are set out in *Decision and Responsibility Matrix* in Part 3. The Board of Trustees has identified key responsibilities for all of its' Local Governing Boards, through which they will ensure that the WMAT's vision and ethos is at the centre of everything the school does.



The LGB will act as a critical friend to the Headteacher, offering challenging but positive and proactive support:

*In relation to Standards:*

- Monitoring standards - focussing on attainment, pupil progress, quality of teaching and learning, behaviour and attitudes data, PD data.
- Monitor the curriculum, its implementation and impact.
- Monitor the implementation of the RSE curriculum.
- Monitor the impact of funding streams, such as pupil premium and sport premium, as well as the progress and attainment of all key groups.
- Monitor and review budget plans in relation to curriculum areas.
- Monitor the effectiveness and impact of CPD.

*In relation to Safeguarding:*

- Monitor and ensure safeguarding arrangements are effective.
- Oversee arrangements for the day-to-day implementation of operational Health & Safety.

*In relation to Stakeholders:*

- Regularly seek and review student and staff views of the academy, by meeting with a range of students and staff regularly during school visits.
- Monitor and review the impact of strategies regarding staff wellbeing, workload and attendance.
- Report back on academy visits and raise any areas of interest or concern.

*Other:*

- Recommend for WMAT approval, the School Improvement Plan and Self Evaluation Form and monitor progress against it.
- All policies (WMAT and school specific) are the ultimate responsibility of WMAT Board. The Board will approve all policies. The Local Boards will be consulted on school related policies (e.g. Behaviour, Attendance, Assessment).
- Regularly review the school's performance in relation to Key Performance Indicators, as set by the Board of Trustees.
- Collect and monitor pupil, parent and staff views.

*NB: Admissions – Admissions Policy will be approved annually by the Board. The academy will consult as statutorily required and ensure the proper application of the Admissions Policy.*

## 2.6 Terms of Reference: Ad hoc Committees

The following Panels may be convened for each school as required. Trustees reserve the right to sit on Panels or delegate some, or all, of the panel roles to professionally qualified independent assessors.

- Complaints Panel – convened as required and subsequent report to the next relevant meeting, including any lessons learned for the school and/or recommendations for policies or procedures. The Panel will consist of two LGB members plus at least one Trustee.
- Employment Appeals Panels – convened as required for grievance, dismissal, or dismissal appeal hearings and report to the next relevant meeting as appropriate, including any lessons learned for the school and/or recommendations for policies or procedures. The Panel will consist of two LGB members plus at least one Trustee. Unless this relates to a member of the central team, in which case the panel will comprise 3 Trustees.
- Pupil Exclusions Panel – convened as required and report to the next relevant meeting, including any lessons learned for the school and/or recommendations for policies or procedures. The Panel will consist of three LGB members.
- Pay Appeal Panel – convened as required if a member of staff wishes to appeal against their pay award decision made by the Pay Committee. The Panel will consist of three Trustees.
- Teaching School Hub – convened as required.

In each situation, the Panel will include the appropriate number of Trustees/Local Governing Board members (as specified in the relevant policy) who have not previously been involved with the incident and have no prior knowledge of the incident concerned. For complaint hearings, the Panel shall include an individual who is independent from the management and running of any school within the Trust.

The Committee will follow procedures as set down in the relevant policy or as set out in law, as appropriate. If a second or appeal panel is permitted for that particular purpose, this shall include three different members of the Trust or Local Governing Board.

## PART 3: GOVERNANCE DECISION MAKING OVERVIEW

### 3.1 Decision and Responsibility Matrix

The following table sets out all the main academy functions. For each function it suggests a decision level. The decision levels are:

**BoT** – Board of Trustees or a committee with delegated powers

**LGB** – Local Governing Board

**CEO** – Chief Executive

**AO** – Accounting Officer

**HT** – Headteacher of an academy within the Trust

**CFOO** – Chief Finance Operations Officer

*Note: Actions taken by a properly constituted committee, or delegated to an individual director or to CEO / Headteacher, are taken on behalf of the Board of Trustees.*

Governance		Standard delegation						Potential variation
	Members	BoT	LGB	CEO	HT	CFOO	Other	
Appointing / removing Members	✓							
Appointing / removing the Chair and Vice-Chair of Board of Trustees	✓	✓						
Appointing / dismissing the clerk to the Board of Trustees		✓						
Appointing / dismissing the clerk to a Committee		✓						
Appointing the Chair of a Committee, Local Governing Board			✓					
Appointing and removing co-opted Trustees		✓						
Reviewing the committee structures and any delegated powers at least annually		✓						
Approving the Scheme of Delegation and all policies		✓						
Approving the WMAT and school safeguarding policies and procedures		✓	✓					
Approving the Health and Safety policies and procedures		✓						
Approving and circulating the Annual Report		✓						
Determine whether other school(s) should join the Trust	✓	✓						
Propose and determine changes to the school age-range, or the addition / removal or nursery or SEN provision		✓						<i>Board makes these decisions</i>
Approving financial procedures (including treasury and accounting policies)		✓						
Agree and Review Articles of Association	✓							
Appoint and remove the auditors	✓							

Financial and Operational Management		Standard delegation						Potential variation
	Members	BoT (ARC)	LGB	CEO/AO	HT	CFOO	Other	
Ensuring that the financial procedures are implemented effectively				AO/CFOO		√		
Maintaining accurate, reconciled and up to date financial records						√		
Establishing and maintaining asset registers						√		
Ensuring that any disposal of assets complies with the financial procedures		√				√		
Maintaining a register of pecuniary and business interests of governors and staff		√					Clerk to the Trustees	
Establishing and maintaining procedures for effective audit		√				√		
Receiving reports from audit inspections and the resulting Action Plan	√	√		√		√		
Ensuring appropriate insurance arrangements		√		AO		√		
Determining the approach to cross-charging / top-slicing (and use of any surplus)		√						
Approving the budget each financial year in accordance with DfE timeframes		√			√	√		
Approving banking arrangements		√						
Monitoring and reviewing the Trust's actual financial performance throughout the year and at year end		√		√		√		
Monitoring and reviewing a school's actual financial performance throughout the year and at year end		√		Monthly	√		FM day to day	
Ensuring that all virements comply with the financial procedures		√		AO		√		Alter levels of school financial authority
Establishing and implementing procedures for staff, governors and Trustees to claim expenses		√		AO				
Approving a lettings policy and fees		√				√		
Ensuring that any writing off of debts complies with the financial procedures		√				√		
Ensuring that all procurement processes and resulting contracts and agreements conform with the financial procedures		√		AO	√	√		Alter levels of school financial authority
Authorising payments on receipt of correct invoices where goods have been received to the correct price, quantity and quality standard						√		Alter levels of school financial authority
Retaining the appropriate financial records, and storing them appropriately, to comply with legal and / or DfE requirements						√		
Approving applications for Business / Credit Cards		√		AO				
Complying with VAT and CIT regulations		√		AO		√		
Investigating potential financial irregularities (not involving a Headteachers, or CFO or CEO)		√			√			
Investigating financial irregularities (involving a Headteacher, or CFOO or CEO)		√		AO				

Establishing a Buildings Maintenance strategy		√		AO	√	√		<i>HTs are responsible for day-to-day management</i>
Ensuring compliance with Health and Safety legislation		√		CEO overall	√	√		
Approving the academy day and year		√		CEO				
Approving the overall staffing establishment for the Trust		√						

HR / Staffing	Standard delegation						Potential variation
	BoT (PC/FAR)	LGB	CEO/AO	HT	CFOO	Other	
Approving the overall staffing establishing for a school	√						
Establishing and managing payroll			AO		√		
Appointing the CEOO and CFOO	√						<i>LGB involved in HT recruitment</i>
Appointing Headteachers	√		√				
Performance management of the CEO	√						
Performance management of the Headteachers (including salary)	√ Lead	√ Involved	√ Involved				<i>SIP involved</i>
Performance management of the CFOO			√				
Approving the commencement of recruitment for posts on Leadership scale, TLR scales, or support staff on the Leadership Team of a school	√		√				
Approving the commencement of recruitment for posts other than posts appointed by the Board that are within the approved staffing establishment (i.e. like for like replacements or approved new posts)	√		√ Involved	√			<i>CEO decision</i>
Appointing staff who directly report to the CEO or Headteacher	√	Involved if school	√				
Appointing other teaching staff (including ECTs)			√	√			<i>CEO decision</i>
Appointing other support staff			√	√		CFO	<i>CEO decision</i>
Implementing, monitoring, reviewing and proposing amendments to the HR policies	√		AO				
Approving HR policies	√		AO	√			
Suspending or dismissing the CEO, CFOO or a Headteacher(s)	√	√ Involved				LGB involved as appropriate	
Suspending staff besides the CEO, CFOO or a Headteacher (s)			√ Involved	√			<i>CEO decision</i>
Dismissing staff besides the CEO, CFOO, or a Headteacher (s)			√	√			
Approving any leaving payments (redundancy, dismissal, early retirement) in accordance	√		√				<i>CEO decision</i>

Student development	Standard delegation						Potential variation
	BoT	LGB	CEO/AO	HT	CFOO	Other	
Suspending a pupil (fixed term)				√			<i>HT decision</i>
Excluding a pupil (permanently)			√ Consulted	√			<i>HT decision with advice from CEO</i>
Consulting on and determining an admissions policy for the academy			√	√			
Determining who will be offered a place in accordance with the admissions policy (including in-year admissions)		√					
Objecting to a SEN Statement naming the academy				√			<i>HT decision</i>
Ensuring that there is a daily act of collective worship where required by the Funding Agreement				√			
Ensuring that the curriculum complies with the legal and Funding Agreement requirements			√	√			
Implementation of educational policies				√			
Receiving any external assessments of academy performance and developing any associated Action Plan	√	√	√	√			
Ensuring the provision of free school meals to eligible pupils				√			
Approving the progress and attainment targets for the school	√ Approve	√ Propose	√	√ Involved			

## 3.2 Summary of financial delegations

*Financial approval limits are inclusive of VAT. These limits are for the total cost of a contract, not just the 1st year of a multi-year provision.*

*Budget holders must ensure they have paid due regard to the Trust's Financial Regulations Manual, in particular the procurement thresholds and the Procurement Act 2023*

Position	Purchase Orders, Procurement and Contract Authorisation Limits for a Single order	Virement	Investments
<b>Board of Trustees</b>	<ul style="list-style-type: none"> <li>Approves annual balanced budget.</li> <li>The BoT will set budgets for the schools in the Trust on recommendation from the PC and FAR</li> <li>Budget allocations for projects.</li> <li>Merging all Grant money (GAG) into Central Fund and Spend money for any academies as per Trust's objectives and priorities.</li> <li>Writing off of asset/debt up to 2.5% of annual income subject to 1% or £45,000 whichever is less for a single item, subject to maximum of £250,000.</li> <li>Approves staff severance payment up to £50,000, above this limit approval of DfE required.</li> <li>Approves all projects above £100,000.</li> </ul>	As required considering Trust priorities and object.	Approve all investments without limit.
<b>Local Governing Boards</b>	<ul style="list-style-type: none"> <li>As approved by Board of Trustees from time to time.</li> <li>Authorises payment within the approved budget.</li> </ul>		
<b>Headteachers</b>	<ul style="list-style-type: none"> <li>Prepare the budget for own school - with discussion and support from the Executive Team and the BoT FRC.</li> <li>Deliver the approved school budget and report to the Executive Team, or for any deviation from budget, in line with financial delegations.</li> <li>Review and maintain the delivery of school budget monitoring to inform understanding or resources and delivery of school plans, including Pupil Premium Strategy to FRC and Executive Team</li> <li>Report on progress, including highlighting any concerns to Executive Team. Report any non-compliance in line with internal controls.</li> </ul>	Within the overall budget for the year must obtain ratification from Board of Trustees FAR	
<b>BoT Finance Audit &amp; Risk Committee (FAR)</b>	<ul style="list-style-type: none"> <li>Approves projects/orders over £60,001 up to £100,000 as per the budget agreed by the Board.</li> <li>The FAR will recommend budgets for each school to the BoT</li> </ul>	Within the overall agreed budget for the year.	Approve Investment in Bank deposits and treasury Bonds.
<b>BoT Pay Committee (PC)</b>	<ul style="list-style-type: none"> <li>Approves the allocation of TLRs</li> <li>The PC will approve pay increases. Executive Pay will be approved by the Board.</li> </ul>		
<b>Accounting Officer</b>	<ul style="list-style-type: none"> <li>Approves single orders up to £60,000 and approve orders within the agreed budget.</li> <li>Signs contracts, operating leases on behalf of BoT within the budget for the agreed projects.</li> <li>Authorises staff salary within the overall agreed budget except for payment to self.</li> <li>Signs all cheques, direct debits, and standing orders on behalf of Trust as the main signatory as per bank mandate.</li> </ul>	Within the overall budget for the year must obtain ratification from Board of Trustees in the next meeting.	<p>Signs all investment documents as approved by Governing board.</p> <p>Bank deposits of the surplus funds.</p>

<b>Finance Director/CFOO</b>	<ul style="list-style-type: none"> <li>• Ensures compliance with procurement regulations and limits.</li> <li>• Approves purchases up to £40,000 that are within the Trust's agreed budget</li> <li>• Authorises internet banking for internal transfers.</li> <li>• Sign cheques as an additional authorised signatory as per bank mandate.</li> </ul>		Action Investment decision.
<b>Headteachers</b>	<ul style="list-style-type: none"> <li>• Approve single orders up to £10,000 that are within the school's budget.</li> <li>• Authorise purchases within the budget allocated.</li> <li>• Sign cheques as an additional authorised person as per bank mandate.</li> </ul>		
<b>Budget Holders (BH)</b>	<ul style="list-style-type: none"> <li>• Approve single orders up to £1,000 within the budget allocated.</li> <li>• Ensure appropriate procurement process is followed in line with the size of order – see advice from Finance Director.</li> </ul>	No virement is allowed.	No investment can be made by budget holders.



### 3.3 Governance Reporting Planner

Trustees/Governors are expected to visit the schools regularly and report on their observations. This enables Trustees/Governors to understand the schools, develop areas of expertise and report to the Board. The following form will support this process. A Visits Schedule will be agreed at the first meeting of each academic year.

#### Trustee/Governor Note of Visit to School

TRUSTEE / GOVERNOR NOTE OF VISIT TO SCHOOL	
PART 1: PLANNING THE VISIT	
Name and role of Trustee/Governor	
Name and role of staff member	
Date and time of visit	
Agreed focus – link visit theme	
Relevant school objective or area of focus <i>Area of the Ofsted framework</i>	
PART 2: DURING THE VISIT	
What is the school doing within this area of focus?	
Stakeholder views	

How do you know the school's actions are having an impact?

What successes stood out and why?

Was any exemplary practice observed that you'd like to make Board members aware of?

#### AREAS FOR DEVELOPMENT

Add any further evidence you'd like to see or review to help you make a better assessment of the impact.

Signed: \_\_\_\_\_  
*Trustee/Governor*

Date: \_\_\_\_\_