



Governance Handbook  
and  
Scheme of Delegation

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## 2. Version control

Approval Date	Version	Revision	Owner
18/05/20	1.0	New Policy	Future Generation Trust Central Team
14/10/20	2.0	Inclusion of new Trustee and Clerk	Future Generation Trust Central Team
16/01/23	3.0	Addition of Moat Hall and other administration amendments	Future Generation Trust Central Team

### 3. About Future Generation Trust

Future Generation Trust (FGT) was established in 2015. FGT is an exempt charity and a not for profit organisation. The Trust operates as a Multi Academy Trust (MAT) and in that respect is the employer across all the Academies in the partnership.

A MAT is simply a number of Academies who agree to work together within an overarching trust body with a remit to co-ordinate matters of common interest. The Trust is accountable for the performance and financial arrangements of the individual Academies. The 5 academies within FGT are:



### 4. Welcome from the Chief Executive Officer

Welcome to FGT, in this handbook we aim to provide the necessary information you need to know as a member of the Trust Board or Local Governing Body within FGT that will allow us all to work together in the best interests of our staff, pupils and communities.

Your commitment as a volunteer is valued and we thoroughly appreciate the time and expertise that you generously give.

Ultimately, everyone within our Trust has a significant part to play as we strive, collaboratively to deliver high quality education across all academies for all pupils. As CEO I am held to account for standards and I will work tirelessly to lead and develop strategies that continue to push boundaries. There are many models of MATs in existence but principally FGT is built upon a team approach and a determination to be as effective as it can possibly be.

Together we can positively impact upon children's education and so prepare them for a bright future.



Stuart Ayres  
Chief Executive Officer

## 5. Our Vision

Excellence is at the heart of the vision for FGT.

It aims to create a strong positive culture in all our Academies in which valuable life skills will be delivered. Quality teaching, built upon a foundation of care and support will lead to high levels of attainment, achievement and confidence, self-esteem and a love of learning.

**In the future generation we trust!**



## 6. The legalities explained

### Articles of Association

The Memorandum and Articles of Association are the documents, which create the Multi Academy Trust (MAT), the legal body responsible for all our academies. The Memorandum and Articles of Association are lodged with Companies House thereby making the Academy Trust a company, limited by guarantee. The company is also registered as a not for profit charity, making it subject to both company and charities legislation.

The Articles of Association set out the MAT's charitable objectives, which define and describe the purpose for which the Trust has been established. They set out the rules for the running and regulation of the internal affairs of the Trust and provide the information that all those with governance responsibilities, (Members, Trustees, LGB's) need to refer to when carrying out their duties.

## **Scheme of Delegation**

This Scheme of Delegation explains the ways in which all the levels of governance fulfil their responsibilities for the leadership and management of each Academy, the respective roles and responsibilities of the Members, Trustees, the Local Governing Bodies and the commitments to each other to ensure the success of the academies. This Scheme of Delegation has been put in place by the Trustees from the effective date in accordance with the provisions of the Trust's Articles of Association.

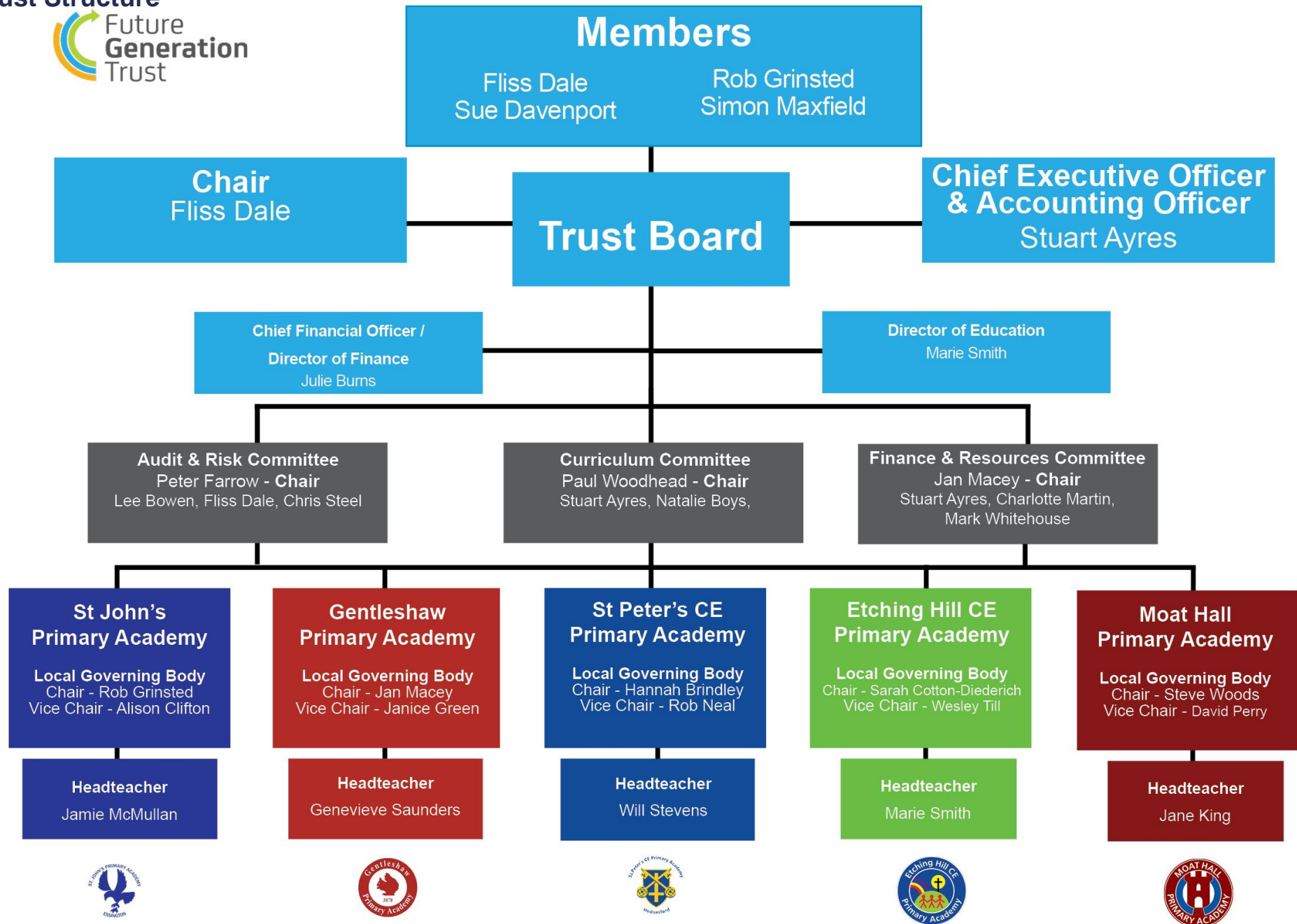
## **Master Funding Agreement**

The Master Funding Agreement is the contract between the Secretary of State for Education and the Trust that sets out the terms on which the MAT is funded. The Master Funding Agreement specifies how the academies are run, their duties and the powers the Secretary of State has over the Trust. The Funding Agreement is the method by which academies are held accountable to the Department for Education (DfE). The Master Funding Agreement makes specific references to existing legislation to ensure that academies operate in a similar fashion to other state-funded schools and that there is parity between academies and other state schools. Master Funding Agreements are not static and may be updated as the law and policy relating to academies changes.

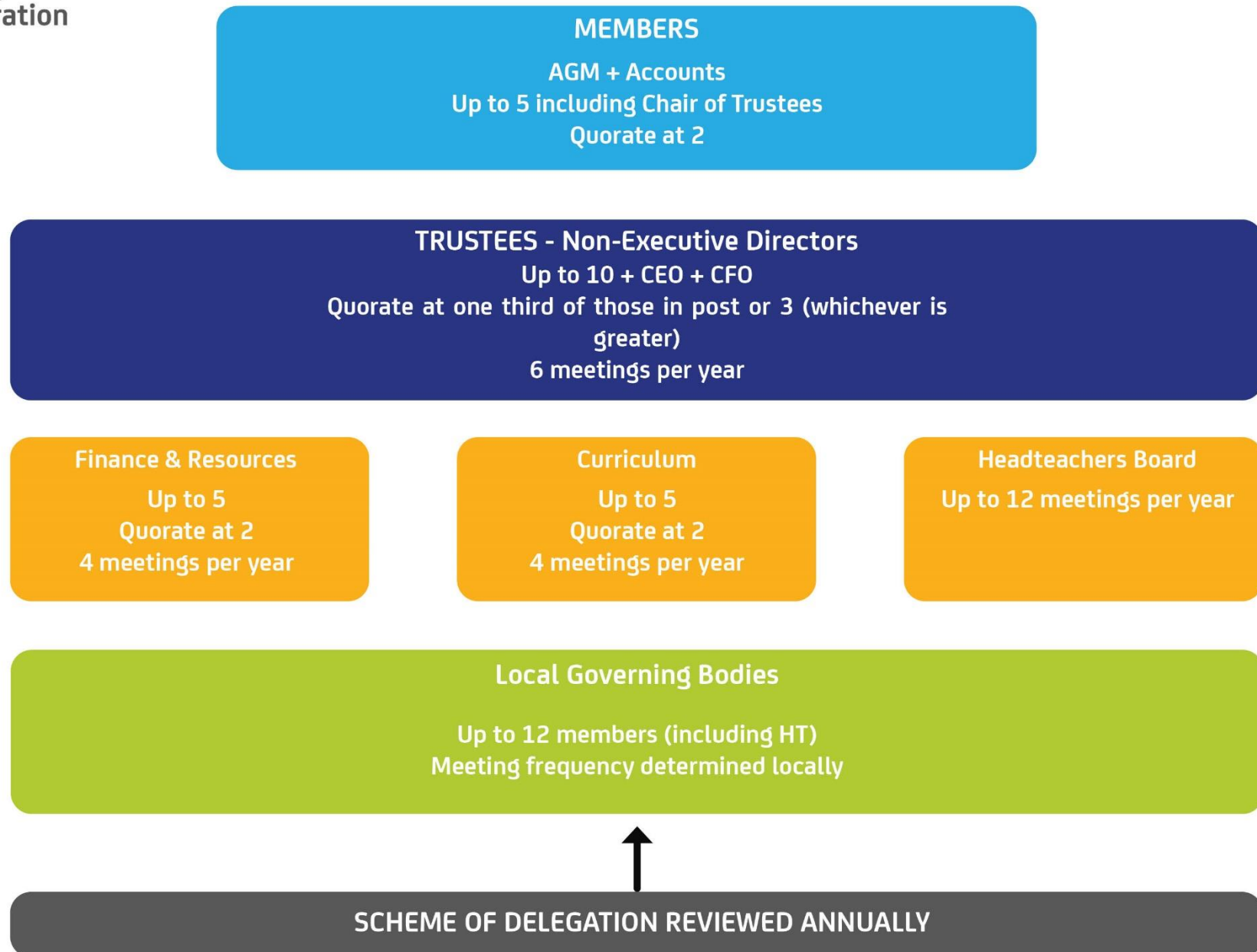
## **Supplementary Funding Agreements**

A supplementary funding agreement is issued for each Academy within the Trust, and details any particular requirements for that Academy, these are shared with Headteachers and Chairs of the Local Governing Bodies. The next sections will explain the roles and responsibilities of the groups involved in the MAT.

## 7. Trust Structure



## 8. Governance Structure





## 9. Members

As charitable companies limited by guarantee every trust has members who have a similar role to the shareholders of a company limited by shares. They:

- are the subscribers to the Trust's Memorandum of Association (where they are founding members)
- may amend the Articles of Association (the articles include a definition of the Trust's charitable objectives and governance structure) subject to any restrictions in the articles or in the Trust's funding agreement or charity law
- have powers to appoint and remove trustees in certain circumstances
- appoint the Trust's auditors and receive the Trust's audited annual accounts (subject to the Companies Act)

**Our Members are: -**

**Fliss Dale** is a member of Future Generation Trust, and is also the Chair of the Trust Board. Further information on Fliss Dale can be found on page 10.

**Sue Davenport** retired in 2012 following 35 years as a secondary school teacher. During that time, she held many posts of responsibility of a Curriculum and Pastoral nature and for the last 12 years was Assistant Headteacher. For 6 years as AHT she was responsible for Personnel and Staff Development then in 2006 took on the responsibility of Director of 6th Form – the largest in Sandwell following a school merger in 2010. Since retiring she has continued to work in education in a teaching capacity and as an Advisor on teaching and learning. Sue is also a Foundation Governor for the St John's Primary Academy Local Governing Body.

**Rob Grinsted** is a GP and medical Training Programme Director. He has been a community governor at St John's School for over ten years and is currently the Chair of the Local Governing Body. He has been a Member of Future Generation Trust since its incorporation in 2015. Rob is also a Director of the Pope John XXIII Multi-Academy Company and a Foundation Academy Representative at one of its primary schools, Corpus Christi Catholic Primary Academy, and also a Trustee of a national children's charity, the NHF Charity.

**Simon Maxfield** has taught for 23 years in secondary education in three different local authorities. Having helped lead his school to achieve an Ofsted Outstanding judgement, in 2015 Simon took the rare opportunity to open a new inner-city school as Vice Principal. Despite incredibly challenging conditions, the school was rated 'Good' in its first Ofsted inspection with recognition of 'outstanding' pastoral support and student development. The school is now significantly over-subscribed and undergoing a large expansion. In September 2022, Simon will take up the role of Headteacher in a large and successful Staffordshire secondary school. Simon is a Governor at one of the trusts academies and has held this position for the last 5 years.

## 10. Trustees

As a charitable company limited by guarantee the Trust is governed by a Board of Trustees who are responsible for, and oversee the general control, management and administration of the Trust and the academies run by the Trust. The Trustees are accountable to external government agencies including the Department for Education (including any successor bodies) and Charity Commission for the quality of the education they provide. They are also required to have systems in place through which they can assure themselves of quality, safety and good practice. They have overall responsibility and ultimate decision-making authority for the work of the Trust. This is mainly done through strategic planning, the setting of policy and managed through business planning, monitoring of budgets, performance management, setting of standards and the implementation of quality management processes. Trustees have the power to direct change where required. The Trustees

retain authority and responsibility for the areas below although at the discretion of the Trustees, responsibilities may be delegated to the Local Governing Body:

- Compliance with Funding Agreement(s).
- Preparation and approval of this Scheme of Delegation under which academies are governed and subsequent amendments.
- Agreement of the Academy's annual funding.
- Compliance with the DfE's Academies Financial Handbook and Governor Handbook.
- Procurement policies for the Trust.
- Compliance with the financial and accounting requirements of the Trust.
- Strategic and financial planning for the Trust and the academies.
- Cost allocation between the Trust and the academies.
- Employment of all staff.
- Appointment of internal and external auditors for the academies.
- Compliance with all statutory regulations.
- Determination of admissions policy and arrangements.

In order to discharge these responsibilities, the Trustees may appoint sub-committees including 'Local Governing Bodies' which are established to ensure the good governance of each Academy.

The Board of Trustees applies the principle of **'Earned Autonomy'** in deciding the level of powers that are delegated.

The Board of Trustees agrees to delegate maximum power to Outstanding and Good academies.

Where an Academy may have performance issues, as outlined below, a lower level of power will be available to the Local Governing Body. In these cases, a varied or reduced scheme of delegation will be employed.

- Performance issues.
- Ofsted judgement requires improvement.
- Ofsted judgement inadequate.
- Low or declining pupil outcomes.
- Weaknesses in finances or governance.

## 11. Our Trustees

### Chair of the Trust Board

**Fliss Dale** has recently retired having worked within the financial services industry for nearly 40 years, predominantly managing Collections and Recovery Divisions at Director level. She has also managed portfolio acquisition, portfolio assessment and migration as well as professional negligence. Her wealth of knowledge includes considerable experience of the tough economic conditions of the 1990's. Fliss was a school governor for 12 years, working closely with the Headteacher of St John's leading the team that took the school into Academy Status.



She is currently Chair of the Trust and also sits on the Finance and Resources and Curriculum Committees and chairs the Pay Committee. Her role is to work alongside the Executive team providing professional support, as and when needed, and to lead the Trust Board, ensuring the Trust's Strategy and direction meets the primary goal set out for Trusts - being to advance education for the public benefit of all.

### Vice Chair of the Trust Board

**Paul Woodhead** is a qualified waste management and environmental consultant, Chartered Environmentalist and a Fellow of the Chartered Institution of Wastes Management. Paul is a recognised expert in governance having led his local school St Peter's from Inadequate to Good and subsequently recognised as a National Leader of Governance. He was deployed by the local authority, diocese and by direct request from schools to aid in delivering guidance and support in this field. He has also facilitated governance training through the Leadership Academy at Edge Hill University. Paul is also currently a Governor at St Peter's CE Primary Academy.



In addition to being Vice Chair of the Trust he is also Chair of the Curriculum Committee. As a recognised governance expert Paul ensures that the Trust operates in line with best practice as set out by the Academies handbook.

## CEO of FGT / Accounting Officer

**Stuart Ayres** has considerable experience of leading a large, highly successful Primary School over a 25-year period. He has worked as an Executive Teacher and as a consultant for the Local Authority in the field of school leadership. Previous experience includes work with the National College of School Leadership and he currently delivers training for Wolverhampton University in the National Professional Qualification for Headship and Executive Leaders.



Stuart's role is to lead the Executive team developing the strategy and direction of the Trust, ensuring that the financial stability of the Trust is managed effectively. Stuart is also responsible for seeking future growth within the order as set out by the Education Authority.

Stuart is accountable to the Trust Board and works closely with the Chair discussing the strategy and direction and seeks support and guidance as and when necessary outside of the Trust Board meetings timetables.

**Natalie Boys** has been a Headteacher of a Primary School in Walsall since 2016. For ten years prior to her present position, she held various roles in schools across the Black Country. She is member of Walsall Local Authority's Safeguarding Children Partnership. She is also a member of the Fair Access Panel and Schools Forum for Walsall. Natalie was appointed to the Board of Future Generation Trust in September 2020 and sits on the Curriculum Committee.



**Lee Bowen** Lee started his career working for the County Council working within their IT Department, before moving to the hospitality industry as an induction and development co-ordinator for a national brewer. He is currently the head of operations and development for a hospitality audit and investigations company and leads a team of 50 auditors throughout the country. He is skilled in business planning, operational management, project planning and software development. He has been a Governor for Moat Hall Primary school since 2020.



**Peter Farrow** is the head of audit, delivering internal audit, counter-fraud and risk management for a number of large public sector organisations including the City of Wolverhampton Council, Sandwell Council and the West Midlands Fire Service. He is a qualified accountant, and an Executive Board member and Treasurer for the National Anti-Fraud Network. Peter sits on the Audit Committee of the Black Country Consortium Ltd, and has been a governor and the chair of an Audit Committee for a sixth form college. Prior to his present position, he spent a number of years with an accountancy firm delivering internal audit within the education sector. Peter, is a regular speaker on audit matters for a number of organisations, including CIPFA and the Chartered Institute of Internal Auditors (CIIA), and has had two articles on emerging audit issues published by the CIIA.



Peter is a member of the Finances and Resources Committee, he plays a key role in ensuring that the Trust's risk framework is fit for purpose and provides challenges of our external audit partners.

**Jan Macey** was appointed to the Board of Future Generation Trust in 2015. She had been a Governor at St. John's Primary school for over 15 years and had also been a Governor at Cheslyn Hay Sport and Community High School for a number of years. She has extensive experience both leading and working with committees in Finance and Personnel. Jan has been employed in various administration and customer services roles throughout her career and is currently Company Secretary for two engineering companies. Jan is also currently the Chair of the Local Governing Body at Gentleshaw Primary Academy and is Chair of the Trust's Finance and Resources Committee as well as a member of the Pay Committee. Jan is an experienced governor and along with her business expertise ensures that all financial aspects of the Trust are managed well alongside providing governance challenges.





**Charlotte Martin** is an experienced HR Leader and has run her own consultancy business for ten years working with a wide range of organisations to design and deliver HR and business improvement strategy's, supporting organisation development. Prior to this Charlotte worked in Local Government. She has worked with schools over the past 10 years, including both LEA and community governor roles and was also the Chair of Governors at Etching Hill Primary School for 3 years. Charlotte is already enjoying being part of the FGT community and has been impressed with her welcome from academies and across the Trust.



Charlotte's role within the Trust is to provide expertise in all aspects of people management, in particular looking at succession planning, and to also provide coaching support to the leadership team from a strategy perspective. Charlotte sits on the Finance and Resources and Pay Committees.

**Chris Steel** has been a Parish Councillor in Essington for over 20 years and is currently a District Councillor for South Staffs. Chris has been heavily involved with the Scouting and Guides organisations as well as significantly contributing to other community initiatives and support groups. Chris has an extremely positive approach to Public Service and with his experience in this area and the education sector in general he is looking to contribute towards the continuing success of the Trust.



As a serving councillor Chris' role is focused on the needs of the Trust from a future growth perspective and how the changing profile of the local population affects the schools and the knock-on impact for growth. Chris sits on the Finance and Resources Committee.

**Mark Whitehouse** is a Partner in the Employment team at Knights solicitors, Newcastle Under Lyme. He advises clients on a broad spectrum of contentious and non-contentious employment matters, including business reorganisations, redundancies, disciplinary procedures, dismissals, grievances, absence management, TUPE, family friendly rights and discrimination. Mark specialises in the drafting of employment contracts for junior and senior employees, advising on disciplinary and grievance procedures, advising on all aspects of the Equality Act, management of Employment Tribunals including advocacy, corporate support and advising on restrictive covenants including advice on injunction proceedings. He is a member of the Employment Lawyers Association.



Mark sits on the Finance and Resources and Pay Committees with his main focus being on people management and employment and all aspects of legal points for the Trust.

## 12. Central Team

The Central Team are paid employees of Future Generation Trust who operate from the central office. They serve and support the individual Academies specifically in the three crucial areas of pupil performance, financial control and estates management. The team also provide data, advice and guidance to facilitate an informed decision-making process for Trustees in areas such as determining overall strategy, the creation of policies and governance. Their collaborative approach allows a cohesive programme of Trust development and maintenance to be delivered.

The team comprises of: **Stuart Ayres - CEO (see page 10)**



**Julie Burns - Chief Financial Officer, Director of Finance** Julie is a Qualified Accountant and Fellow Member of the Association of Chartered Certified Accountants. She has significant experience from both within and outside the education sector. Julie has previously worked as a Company Accountant in the construction industry, Senior Auditor in a private firm and has significant experience in accounts and audit. Previous roles also include being the lead in finance and personnel in a large High School. Her wide-ranging skills and expertise allow her to balance an excellent understanding of the education sector with a commercial outlook. Julie's diligent approach enables the Trust to operate efficiently within the Academies Financial

Handbook and maintain a healthy financial position. She holds a BSc (Hons) degree in Maths.



**Tina Clark - Head of Operations and Facilities** Tina is a former Head of Service for a City Council. She acquired over 20 years of experience in Leisure Management and specialises in policy development, health and safety and project management. She brings to the Trust a proven track record in strategic leadership and estates management. Tina is committed to ensuring that operations within the Trust are efficient to allow the core purpose of education to function in a highly effective manner. Her high-quality operational management aims to deliver significant savings on non-staff spend and overall value for money. Tina holds a Master's Degree in Business Administration and has also been awarded a School Business Management Diploma.



**Emma Joyce - Trust Clerk & Administrative Support Officer** Emma is an experienced clerk at Local Governing Body level, joining the Trust in September 2020. Emma previously worked at St John's Primary Academy within the Main Office supporting all key stakeholders with their administrative requirements. Emma has extensive experience in Marketing, Communications and Branding and holds a degree in Marketing and Communications gained during her 12 year career at a large regional consumer co-operative. Emma is committed to ensuring our Trustees and Governors are fully supported.

### 13. Headteacher Board

The Headteacher Board principally operates as a support network. All individual Academy Headteachers are invited to the monthly meetings with the CEO. The meetings are used to gather and exchange information, discuss current issues and consider initiatives and ventures for joint working. They are able to influence Trustees through proposals and representations to either committee or the Full Board. They offer a valuable conduit between Trustees and the individual academies while also working closely with Local Governing Bodies and members of staff.



## 14. Local Governing Body (LGB) Terms of Reference

The Local Governing Body (LGB) is in effect a committee established through the Trustees, which has delegated powers for the responsibility of running the Academy. The constitution, membership and proceedings of the LGB is determined by the Trustees. It is essential that together we have a clear and shared understanding of what constitutes good and effective governance. Academies have outstanding governance when members of the LGB:

- talk about teaching and learning
- know a lot about the Academy and its people are ambitious for the Academy and its people
- ask questions which make people reflect and which lead to delivering the best in every child and adult

The role of the LGB is to understand, advise, challenge, support and encourage the Academy to be outstanding and to deliver the aims of the Trust. The LGBs will be supported, as required, in this role by the FGT Central Team and any advisers/educational professionals that are commissioned by the CEO. At its best the LGB is deeply and proactively engaged with the Academy. It does this through:

1. Acting as a 'critical friend' to the Academy by understanding, evaluating, supporting and challenging the performance and progress of the Academy in order to ensure the delivery of educational excellence.
2. Working with the Academy to build the strategic vision, to create and further develop policies and procedures and to further increase the pace of the Academy's development and improvement.
3. Fulfilling an outward facing role utilising its collective skills not only to promote the Academy but also to enhance relationships with key stakeholders (pupils, staff and parents), the local community and businesses.

### Membership

The appointment of the Chair of the LGB is ratified by the Trust Board.

Each individual academy should lead the recruitment of suitably qualified individuals to join their LGB.

The LGB should comprise of a minimum number of 9 and a maximum of 12.

- 25% of Governing Body are required to be Foundation Governors where an academy is denominational.
- The Headteacher becomes a member of the LGB upon appointment to the role.
- At least one member of the LGB should be from the staffing compliment.
- A minimum of 2 members of the LGB should be parents of children in fulltime education. (It is recommended an increase in this representation is achieved where opportunities arise)

Deputy Headteachers and Assistant Headteachers can attend LGB Meetings in a non-voting capacity and their attendance does not contribute to making the LGB quorate.

## **Quorate**

A LGB meeting will be quorate when 60% of the elected members are present. With respect to the policy and direction, set by the Trustees the LGB will:

- ensure the ethos and values set by the Trustees is adhered to
- carry out responsibilities as outlined in the Scheme of Delegation
- adopt all statutory policies provided by the MAT.
- receive reports from the Headteacher of the Academy
- Chair of the LGB to review notes of any visits from the MAT and ensure that actions are implemented in a timely manner
- maintain the buildings and facilities, having an overview of the health and safety forward plan.
- ensure the performance management of all staff is undertaken
- be involved (through a representative committee) in the performance management of the Headteacher undertaken by the CEO
- be involved (through a representative committee) in the performance management of the Deputy Headteacher undertaken by the Headteacher
- monitor the analysis of pupil attendance and exclusions
- be responsible for the standards achieved by the Academy and the pupil attending the Academy
- be responsible for the extended school's agenda and/or any activities designed to generate business income
- review its policies and practices on a regular basis in line with statutory guidance
- provide such data and information regarding the business of the Academy and the pupils attending the Academy as the Trustees may require from time to time

The LGB shall meet at least three times in every academic year. Meetings of the LGB shall be convened by the Clerk, and papers distributed at least one week in advance of the meeting.

## **The role of the Chair**

The LGB Chair, alongside the Chief Executive Officer, is the most significant person with whom the Headteacher interacts. This will provide the Headteacher with guidance, advice, support and constructive challenge. They must have a deep understanding of the Academy. The Chair's main focus is to act as a critical friend; the CEO's main focus is as line manager and therefore holding the Headteacher to account. At the heart of this relationship is total trust. It should be possible for each to speak to the other in full confidence no matter how difficult the subject matter. It is rare for the relationship between the LGB Chair and the headteacher to break down. If one loses confidence in the other or has concerns about the actions and performance of the other that must be addressed either through the CEO or through the Chair of the Trust Board.

As the leader of the LGB, the Chair must ensure a good example is set to his or her fellow LGB members and that everyone is aware of the expectations upon them. Occasionally, it is necessary for the LGB Chair to respond when an LGB member is not meeting those expectations to such an extent that the effectiveness of the LGB is damaged. Every attempt should be made to deal with such a matter on an informal basis in the first instance.

The Chair, together with the Headteacher, is responsible for ensuring LGB members have all the up to date information they require to be well informed about both the Academy and FGT. This includes amongst other things FGT policies, Academy policies, statutory information, performance data etc.

The Chair takes the lead in ensuring the LGB is effective. Good LGBs review their own effectiveness at regular intervals. Ultimately, the effectiveness or otherwise of the LGB will be judged during the Inspection process. A strong and effective LGB will be noticed very quickly by the Inspection Team and will give confidence to its judgment of the success of the Academy.

## 15. The members of the LGB

As a member of the LGB we would expect that you follow the FGT Governors Code of Conduct, and sign a copy annually. A summary of the key aspects are outlined below. A full list of responsibilities are detailed in the Code of Conduct.

**Ethos and Values:** To have a whole-hearted commitment to the education of children and young people; to the values and ethos of FGT, to the aims and ethos of the Academy.

**Children and Young People first:** To focus first and foremost on the needs of children and young people and their education.

**The Purpose of Governance:** To agree that the role of the LGB carries with it responsibilities: setting aside the detailed functions, the attitude and approach of each individual LGB member as well as of the LGB as a whole is critical in determining the extent to which the LGB adds value to the Academy and its leadership. LGB members must have a deep knowledge of the Academy and be totally committed and passionate about the Academy and its success; on this basis they are able to fulfil their main function which is to provide support and challenge to the Academy.

**The Meaning of Governance:** To understand the distinction between governance and management. The LGB has a distinctive role, which is separate from that of the Chief Executive Officer. The Headteacher is the leader of the Academy and is held directly accountable by the CEO and Trustees for the management and performance of the Academy. The LGB provides support and challenge, guidance and advice. In specifically identified matters, the LGB will pay particular attention to reviewing the implementation of MAT policies (e.g. Child Protection & Safeguarding).

**Conflicts of Interest:** To understand the distinction between their own personal relationships and their role as a member of the LGB. There may be times when there is a conflict of interest. The LGB member must ensure that there is a clear line between these two areas. As a member of the LGB, it is essential that personal relationships are put "outside the door". The most challenging of these occurs frequently when the LGB member is a parent. The LGB member is required to act dispassionately and not to let his or her individual knowledge of the child and its circumstances colour their decisions and contributions to the LGB. Again, the LGB member who is also a parent must leave the child "outside the door" during LGB meetings and activities.

**Confidentiality:** To comply with the strictest of standards in terms of confidentiality. A LGB cannot be effective if there is a concern about confidentiality. Even if just one person around the table is thought to be untrustworthy in this respect, the agenda for the LGB will be curtailed and important matters dealt with elsewhere. Such a position immediately undermines the effectiveness of the LGB. Active sub-committees or inter-meeting work which deal with the more detailed work normally

alongside Academy personnel e.g. a curriculum sub-committee; a marketing sub-committee, LGB members with specifically designated roles.

**Commitment:** To give priority to LGB meetings with full and punctual attendance. Whilst it is appreciated that LGB members are volunteers, agreeing to be a LGB member implies a commitment to attend all meetings.

**Professional Skills and Community Knowledge:** To bring to the LGB their skills and experience and community knowledge whether professional or personal in order to enrich the work of the LGB and the Academy. The Academy and the LGB member must ensure that there is no conflict of interests and that any commercial arrangement is clearly set out at the start of each piece of work.

**Indemnity:** Subject to the provisions of the Companies Act 2006 every member of the Local Governing Body or other officer or auditor of the Trust acting in relation to the Academy shall be indemnified out of the assets of the Trust against any liability incurred by him or her in that capacity in defending any proceedings, whether civil or criminal, in which judgment is given in favour or in which he or she is acquitted or in connection with any application in which relief is granted to him or her by the court from liability for negligence, default, breach of duty or breach of trust in relation to the affairs of the Trust.

## 16. Policies

- Admissions Arrangements
- Attendance
- Behaviour and Anti-Bullying
- Bereavement
- Business Continuity Plans
- CCTV
- Charging and Remissions
- Child Protection and Safeguarding
- Complaints Policy & Procedure
- Data Breach Notification
- Data Protection
- Disciplinary Policy and Procedure
- EYFS Assessment
- Early Years Foundation Stage
- EYFS Teaching and Learning
- Educational Visits
- Equality Objectives Statement
- Equal Opportunities Policy: Pupils
- E-Safety
- Exclusion
- First Aid
- Freedom of Information Act
- Freedom of Information Act Publication Scheme
- Grievance Procedure
- Health, Safety and Wellbeing
- Icy Conditions and Winter Weather
- Intimate Care
- Lettings
- Network and IT Security
- Pay Policy
- Prevent Duty Risk Assessment
- Records Management
- Relationships and Sex Education (RSE)
- Risk Management
- Staff Code of Conduct
- Special Educational Need and Disability
- Subject Access Request Procedure
- Supporting Pupils with Medical Conditions
- Whistleblowing

## 17. Scheme of Delegation

### Introduction

The various levels of delegation are listed below. It should be noted that not every task requires all levels of delegated power to be defined.

**Approve (Approve)** – authorisation to decide with or without modification any recommendation.

**Recommend (R)** – make recommendation for approval to the appropriate body.

**Propose (P)** – put forward suggestions.

**Consult (C)** – asked for views that will be taken into account in the decision-making process.

It should also be taken that the responsibility to implement any agreed policies falls to any group to the right of the term **Approve** in the accompanying matrices.

The process has clear levels of responsibility and a linear route towards approval. For example, in a specific area a proposal could be made by the Headteachers Board (HTB) to the Chief Executive Officer (CEO) who then consults with Local Governing Body (LGB) before making a recommendation to the Trustees for Approval.

<b>Governance</b>	<b>Members</b>	<b>FGT Board</b>	<b>CEO</b>	<b>Central Team</b>	<b>LGB</b>	<b>HT</b>	<b>HT Board</b>
Trust Articles of Association	<b>Approve</b>	<b>R</b>					
Trust Scheme of Delegation		<b>Approve</b>	<b>R</b>	<b>R</b>			
Approve new academies joining the Trust		<b>Approve</b>	<b>R</b>	<b>C</b>			<b>C</b>
Appoint and Remove Trustees	<b>Approve</b>	<b>Approve</b>	<b>R</b>	<b>R</b>			
Appoint Chair of Trust Board		<b>Approve</b>					
Calendar of Trust Board Meetings		<b>Approve</b>	<b>R</b>	<b>R</b>			
Appoint and remove Clerk to Trust Board		<b>Approve</b>	<b>R</b>	<b>P</b>			
Appoint and remove Chair of Trust Committees		<b>Approve</b>					
Appoint and remove Trustees to committees		<b>Approve</b>					
Chair LGB		<b>Approve</b>				<b>C</b>	
Governors					<b>Approve</b>	<b>C</b>	

## Governance (Additional Notes)

FGT Board	Chief Executive	Central Team	Local Governing Body	Headteacher
<p>Is legally responsible for the Trust, the Academies and their governance.</p> <p>Has legal responsibility for the statutory compliance.</p> <p>Approves the appointment of the LGB Chair.</p> <p>May delegate responsibilities to LGBs and the Central Team.</p>		<p>Acts on behalf of the Board to enable them to discharge their duties in relation to statutory compliance.</p>	<p>Is responsible for its own processes in line with the legal requirements as set down in the Articles of Association and the Master and Supplementary Funding Agreement.</p> <p>Recommends the LGB chair.</p> <p>Appoints new members of the LGB when a vacancy arises.</p>	<p>Act as Governor on the LGB.</p> <p>Responsible for training and effective operation of the LGB.</p> <p>Responsible for building an effective relationship with the Clerk.</p> <p>Ensure LGB's receive papers in advance of meetings.</p>



<b>Finance</b>	<b>FGT Board</b>	<b>Curriculum Committee</b>	<b>Finance Committee</b>	<b>CEO</b>	<b>Central Team</b>	<b>LGB</b>	<b>HT</b>	<b>HT Board</b>
Maintain proper financial records for the Trust in line with approved Financial regulations and HMRC legislation	<b>Approve</b>		<b>R</b>		<b>P</b>			
Appoint the internal monitoring and external auditors for the Trust	<b>Propose to the members</b>				<b>R</b>			
Publish annual reports on funding streams such as Pupil Premium and Sports Premium				<b>C</b>		<b>Approve</b>	<b>P</b>	
Ensuring adherence to procedures that minimise risk of fraud					<b>R</b>	<b>Approve</b>		
Trust returns to ESFA			<b>R</b>	<b>Approve</b>	<b>P</b>			
Set Trust Budget	<b>Approve</b>		<b>R</b>		<b>P</b>			
Set Individual Academy Budgets			<b>Approve</b>	<b>C</b>	<b>R</b>	<b>C</b>	<b>P</b>	
Capital expenditure projects over £25K			<b>Approve</b>		<b>R</b>	<b>C</b>	<b>P</b>	

## Finance (Additional Notes)

FGT Board	Chief Executive	Central Team	Local Governing Body	Headteacher
<p>Is legally responsible for the Trust's assets and accounts.</p> <p>Develops the overall strategic plan for capital expenditure taking into account individual Academy proposals.</p> <p>Receives summary management accounts to ensure the Board is fully aware of the Trust's and individual Academy's financial performance.</p> <p>Approves individual Academy budgets.</p> <p>Approve Pay Policy.</p>	<p>Acts as Accounting Officer for the Trust.</p> <p>Monitors statutory compliance and the financial performance of the Academies.</p> <p>Work with the Central team and Headteacher Board in developing and maintaining a strategic financial plan.</p>	<p>Acts on behalf of the Trust to enable them to discharge their duties in relation to statutory compliance.</p> <p>Supports the Academies through general professional services, financial planning and advice.</p> <p>Advises HT and LGB regarding individual academy budgets</p> <p>Recommends final annual budgets proposed by the LGB's.</p> <p>Recommends capital expenditure plans proposed by the LGB's.</p>	<p>Receives and reviews summary accounts of the annual budget and works with the HT to ensure the annual budget is followed.</p>	<p>Ensures full co-operation with internal and external audit requirements.</p> <p>Is responsible for controlling costs and ensuring the annual budget is followed.</p> <p>In association with the LGB proposes capital expenditure projects to the Central team for recommendation to the Trust Board.</p> <p>In association with the LGB proposes the annual budget to the Central team for recommendation to the Trust Board.</p>

<b>Staffing</b>	<b>FGT Board</b>	<b>Curriculum Committee</b>	<b>Finance Committee</b>	<b>CEO</b>	<b>Central Team</b>	<b>LGB</b>	<b>HT</b>	<b>HT Board</b>
Appointment of HT	<b>Approve</b>			<b>R</b>			<b>P</b>	
Appointment of DH and AH				<b>Approve</b>		<b>P</b>	<b>R</b>	
Staffing Structure				<b>Approve</b>	<b>C</b>	<b>C</b>	<b>R</b>	
Performance Management of HT	<b>Approve</b>			<b>R</b>		<b>P</b>		
Performance Management of DHT				<b>C</b>		<b>P</b>	<b>Approve</b>	
Disciplinary / Capability of HT	<b>C</b>			<b>Approve</b>				
Appeals against Disciplinary / Capability of HT	<b>Approve</b>							
Suspension of HT	<b>C</b>			<b>Approve</b>				
Return of HT after Suspension				<b>Approve</b>				
Dismissal of HT	<b>Approve</b>			<b>R</b>				
Suspension of teaching/ support staff						<b>Approve</b>	<b>R</b>	
Return of teaching/support staff after suspension						<b>Approve</b>		
Dismissal of Academy teaching/ support staff						<b>Approve</b>	<b>R</b>	
Dismissal of Central Team staff	<b>Approve</b>			<b>R</b>				
Response to request for flexible working						<b>Approve</b>	<b>R</b>	
Reorganisation/ Redundancy	<b>Approve</b>			<b>C</b>	<b>C</b>	<b>R</b>	<b>R</b>	

## Staffing (Additional Notes)

FGT Board	Chief Executive	Central Team	Local Governing Body	Headteacher
<p>Is responsible for the recruitment and appointment of the Chief Executive and Central team.</p> <p>Ratify the appointment of Head Teachers and other appointments on the Leadership Pay Spine.</p> <p>Approve pay progression of Head Teacher on ISR.</p>	<p>Is responsible for the recruitment and appointment of the Head Teachers of Academies, taking into account the views of the LGB.</p> <p>Is responsible for Leadership Structures within individual Academies.</p> <p>Is responsible, along with the Central team for monitoring the Single Central Record and statutory compliance with respect to training for safer recruitment on behalf of the Board.</p>	<p>Provides the Board and Academies with professional HR support and advice relating to the recruitment of staff.</p> <p>Provides the Board with administrative support in the recruitment of Headteacher's and senior staff.</p> <p>As invited to do so, supports the Head Teacher by joining appointment panels or otherwise contributing to the appointment process of senior leadership team members.</p>	<p>When invited to do so supports the Headteacher by joining appointment panels or otherwise contributing to the appointment process.</p> <p>Contributes to the appointment of the Head Teacher.</p> <p>Using key performance data provided by the Academy is fully aware of the Academy's activity in terms of its staff, staffing structures and more general HR data and can support and challenge appropriately.</p>	<p>Is responsible for the recruitment and appointment of all Academy staff other than the Head Teacher, in line with Trust policies.</p> <p>Reports key performance on recruitment and more general HR data to the Central team and to the LGB.</p> <p>Is responsible for the statutory compliance with respect to training for safer recruitment.</p>

<b>Premises</b>	<b>FGT Board</b>	<b>Curriculum Committee</b>	<b>Finance Committee</b>	<b>CEO</b>	<b>Central Team</b>	<b>LGB</b>	<b>HT</b>	<b>HT Board</b>
Ensure buildings insurance and public liability is in place.	<b>Approve</b>				<b>R</b>			
Ensure Employers Liability is in place	<b>Approve</b>				<b>R</b>			
Develop a strategic long-term plan	<b>Approve</b>		<b>R</b>	<b>P</b>		<b>C</b>		<b>C</b>
Individual academy capital projects	<b>Approve</b>		<b>R</b>		<b>R</b>	<b>P</b>		

## Premises (Additional Notes)

FGT Board	Chief Executive	Central Team	Local Governing Body	Headteacher
<p>Approve strategic expenditure.</p> <p>Ensures building insurance and public liability is in place.</p> <p>Ensures Employers Liability is in place.</p> <p>Approves contributions for external funding bids.</p>	<p>Recommends large scale capital expenditure that involves significant changes to the fabric of the academy building, extending the footprint or enhancing the grounds to the FGT Board.</p> <p>Ensures contributions for external funding bids are delivered.</p> <p>Explores bidding opportunities for additional funding.</p>	<p>Develops the wider Estates Strategy and Asset Management Plan in line with the Trust’s strategic plan.</p> <p>Provides the Board and Academies with professional support and advice relating to the management of buildings and the estate.</p> <p>Is responsible for monitoring statutory compliance with regulations relating to premises and accommodation on behalf of the Board.</p>	<p>The LGB together with the HT is responsible for developing priorities for capital expenditure and large scale ‘minor works’ in line with the Estates Strategy an Asset Management Plan.</p> <p>Proposes projects for the capital expenditure programme to the CEO.</p> <p>Ensure premises are compliant with all statutory requirements.</p>	<p>With the professional support of the Central team is responsible for the maintenance of the Academy and its facilities.</p> <p>Together with the LGB is responsible for developing priorities for capital expenditure and large scale ‘minor works’.</p> <p>Be responsible for implementing a planned programme of preventative maintenance for the Academy.</p>

<b>Safeguarding</b>	<b>FGT Board</b>	<b>Curriculum Committee</b>	<b>Finance Committee</b>	<b>CEO</b>	<b>Central Team</b>	<b>LGB</b>	<b>HT</b>	<b>HT Board</b>
To develop a Safeguarding Policy in line with statutory requirements	<b>Approve</b>			<b>R</b>	<b>P</b>			<b>C</b>
Comply with Data Protection legislation and good practice.				<b>Approve</b>	<b>R</b>			
Maintain accurate and effective secure employee records.				<b>Approve</b>		<b>R</b>	<b>P</b>	
Maintain accurate and effective secure pupil records						<b>Approve</b>	<b>R</b>	

## Safeguarding (Additional Notes)

FGT Board	Chief Executive	Central Team	Local Governing Body	Headteacher
<p>Reviews reports received from the CEO.</p>	<p>Maintain high level of professional development in relation to this area.</p> <p>Is responsible for monitoring statutory compliance with respect to safeguarding and child protection on behalf of the Board. In particular that the Single Central Register for each Academy is checked periodically by an external company.</p> <p>Produce termly reports for the Trustees.</p> <p>Receive notification of any significant safeguarding issues relating to staff and children.</p>	<p>Develop, and update as required in line with any KCSIE statutory guidance, an FGT Child Protection and Safeguarding Policy.</p> <p>Ensures all Board members have the appropriate child protection checks and are recorded on the Single Central Register.</p>	<p>Ensure there is a culture of awareness, robust vigilance and a safe environment for all children.</p> <p>Adopt the FGT safeguarding Policy.</p> <p>Nominate a governor with responsibility for safeguarding.</p> <p>Is responsible for ensuring a fully trained DSL is in place.</p> <p>Check Single Central Register.</p>	<p>Implement the FGT Safeguarding Policy</p> <p>Ensure all training requirements are met.</p> <p>Ensure that CPOMS is employed to record any safeguarding incidents.</p> <p>Provide termly records for the CEO and is responsible for ensuring timely completion of all audits relating to safeguarding.</p> <p>Notify the CEO of any significant safeguarding issues.</p>



## Curriculum and School Improvement

FGT Board	Chief Executive	Central Team	Local Governing Body	Headteacher
<p>Is responsible for the strategic vision for the Academies' that promotes the spiritual, moral, social and cultural development of all pupils.</p> <p>Monitors Academy improvement.</p> <p>Receives final inspection reports.</p>	<p>Agree the annual Academy Development Plans.</p> <p>Monitors the implementation of the curriculum.</p> <p>Ensures annual reviews of each Academy takes place.</p> <p>Supports the HT to ensure the Academy is inspection ready.</p> <p>Attend feedback meetings.</p>	<p>Supports the Academy through any external inspection process.</p>	<p>The LGB is responsible for knowing and understanding the Academy's own evaluation of the quality of its curricular and extra-curricular provision.</p> <p>Is responsible for supporting, challenging and advising the Academy in the development and implementation of its curriculum.</p> <p>Is responsible for knowing and understanding the Academy's own evaluation of the quality of spiritual, moral, social and cultural development.</p>	<p>Is responsible for the development and implementation of the Academy's curriculum. and Academy's extra-curricular provision.</p> <p>Is responsible for ensuring the curriculum allows students to progress to the next stage effectively.</p> <p>Is responsible for the quality of spiritual, moral, social and cultural development of students.</p> <p>Is responsible for ensuring MAT policies are in place and implemented.</p> <p>Notifies the CEO of contact from the DfE/ Ofsted asap.</p>

## Quality of Teaching

FGT Board	Chief Executive	Central Team	Local Governing Body	Headteacher
<p>Is responsible for ensuring sufficient resources are allocated to deliver the highest possible quality of teaching.</p>	<p>Support and challenge HT's and LGB's with their systems for monitoring the quality of teaching.</p>	<p>With the LGB is responsible for supporting, challenging and advising the Academy in its programme of improvement.</p> <p>Is responsible for monitoring statutory compliance on behalf of the Board.</p>	<p>Is responsible for knowing and understanding the Academy's own evaluation of the quality of teaching.</p> <p>With the CEO is responsible for supporting and challenging the Academy in its programme of improvement.</p>	<p>Is responsible for the quality of teaching in the Academy, ensuring consistent good or better teaching leads to high quality outcomes for all pupils.</p> <p>Is responsible for the accurate self-evaluation of the quality of teaching, its strengths and weaknesses and for implementing action to address this.</p>

<b>Policies</b>	<b>FGT Board</b>	<b>Curriculum Committee</b>	<b>Finance Committee</b>	<b>CEO</b>	<b>Central Team</b>	<b>LGB</b>	<b>HT</b>	<b>HT Board</b>
Create and provide Trust policies, guidance, handbook and procedures.	<b>Approve</b>			<b>P</b>	<b>R</b>	<b>C</b>		<b>C</b>
Respond to any statutory requirements introduced	<b>Approve</b>			<b>P</b>	<b>R</b>			
Create a published rolling programme of individual policy reviews.				<b>Approve</b>	<b>P</b>			
Adopt FGT policies						<b>Approve</b>	<b>P</b>	
Add site specific information where required to FGT policies and independent site-specific policies where a generic FGT policy does not exist				<b>R</b>	<b>C</b>	<b>Approve</b>	<b>P</b>	

## Policies (Additional Notes)

FGT Board	Chief Executive	Central Team	Local Governing Body	Headteacher
<p>Approves all FGT policies</p>	<p>Responsible for FGT policy development and programme of review.</p>	<p>Produce FGT policies as necessary along with other guidance and handbooks.</p> <p>Ensures all policies are published on Trust website.</p>	<p>Adopts FGT policies and additional site-specific information where appropriate.</p> <p>Ensures all policies are published on Academy website.</p> <p>Approves site specific policies for the Academy.</p>	<p>Presents FGT policies to LGB and staff.</p> <p>Is responsible for the implementation of all policies.</p> <p>Monitors compliance of staff and LGB.</p> <p>Arranging Governor and staff training where required to support policy understanding and implementation.</p> <p>Produces site specific policies for approval by LGB.</p>