



SOUTH GLOUCESTERSHIRE AND STROUD ACADEMY TRUST

Scheme of Delegation

Effective Date: 13 July 2017

1 Background and Context

1.1 South Gloucestershire and Stroud Academy Trust

South Gloucestershire and Stroud Academy Trust (SGSAT) is a company, limited by guarantee, and an exempt charity. SGSAT was incorporated on 12 December 2014.

SGSAT is at the heart of its community and its main aim is to advance education, for public benefit, by developing teaching, learning and leadership resulting in improved outcomes and life chances for its learners.

1.2 Trustee Responsibilities

The Scheme of Delegation explains the ways in which the SGSAT Trustees fulfil their responsibilities for the leadership and governance of the Trust, the respective roles and responsibilities of the Trustees and the Local Governing Body and is intended to promote a culture of honesty and accountability.

The Scheme of Delegation has been put in place by the SGSAT Board of Trustees from the Effective Date in accordance with the provisions of the SGSAT's Articles of Association (the "Articles") and it should be read in conjunction with those Articles.

The Scheme of Delegation will be reviewed on an annual basis by the SGSAT Board of Trustees. Circumstances which may lead to earlier review of this Scheme of Delegation may include, but not be limited to; SGS AT Board requirement for further support to improve the performance of a School/UTC, changes in the constituent academies of the Trust or the strategic direction/focus of the Trust as approved by the SGS AT Board.

2 Ethos and Values

2.1 Mission statement of SGSAT

The SGS Academy Trust will aim to focus on the development of the whole child by involving pupils, parents / carers, staff and the community in a supportive, aspirational and caring environment. We will positively promote and nurture the academic, moral, social, physical and creative growth of the children in our care.

2.2 Our Vision

'Broader, Further, Higher'

- SGSAT will support schools to improve pupil attainment and distance travelled through the provision and coordination of effective performance management

and professional development / capacity building, continuous improvement and promoting best practice through peer support and knowledge exchange.

- SGSAT will provide efficient, effective and coordinated non-curriculum services to each school to;
 - drive down the costs of these services for each school,
 - add value in the services they could access individually and
 - ensure more budget is focused on student facing services.

2.3 Our Values

‘We provide an essential service for our communities and will act with honesty, respect, responsibility and care.’

2.4 Our Educational Character

- Learners are treated as individuals and we will facilitate their learning journey from the age of 4.
- Where possible, the curriculum offer and wider educational experience will adapt to the needs of the cohort, and will reflect a student’s choice, ability and needs.
- We will ensure ambition is fostered, resilience is a core strength and progression at all levels is the primary outcome for each pupil.
- We will create a visionary and innovative way of providing learning that fosters a sense of belonging via a learning excellence framework.
- Learners are prepared for employment, or further progression, with the aim of producing well-rounded individuals who can respect each other and make a positive contribution to society.
- There is an inclusive environment for staff and learners with equality of opportunity and where diversity is respected.
- Learning is fun and teaching and learning will excite and inspire.
- The teaching and promotion of ‘Enterprise’ will be a core theme through all our schools.
- The success of learners and staff is championed and celebrated.
- Each individual is treated with integrity, respect and dignity.
- A culture of openness prevails.
- Continuous improvement is expected amongst pupils and staff.

2.5 Our key strategic objectives are:

1. To be recognised as an outstanding Trust by all stakeholders.
2. To be visionary and innovative in providing high quality educational experiences by anticipating and meeting demand.
3. To enhance the quality of the experience we provide for our learners and our staff.
4. To develop responsive partnerships with all our learners and staff, employers, public services, the local community and with other education providers.
5. To ensure we have the necessary resources to support our Plan.

6. To provide an environment in our schools that equips them for the delivery of high quality learning.

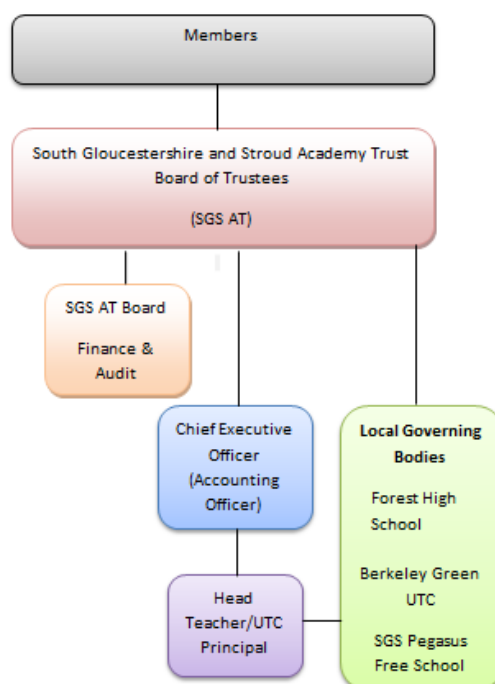
Whilst the Local Governing Body shall be responsible for ensuring that the schools/UTCs within SGSAT are conducted in accordance with its ethos and values, the determination of SGSAT's guiding principles and key strategic objectives shall be the responsibility of the Trustees.

In respect of the UTC, whilst the SGS AT Trust Board shall be responsible for ensuring that UTC business is conducted in accordance with the Trust's ethos and values, the determination of the UTC guiding principles and key strategic objectives shall be the responsibility of the UTC's Local Governing Body (LGB) and are to be set within the framework of Baker Dearing Trust vision for UTC's.

At all times, the Trustees and the Local Governing Body shall ensure that the schools/UTC within SGSAT are conducted in accordance with the objects of SGSAT, the terms of the trust governing the use of the land which is used for the purposes of the schools and any funding agreement entered into with the Secretary of State.

3 Structure

The following diagram shows the layers of governance and lines of accountability within SGS AT.



3.1 Principal Sponsor

South Gloucestershire and Stroud College (SGS) is the principal sponsor of SGSAT. Sponsors are responsible to the Department for Education (DfE) for the performance and finances of the schools within SGSAT.

3.2 Members

Members are the subscribers to SGSAT's memorandum of association, and any other individuals permitted to become members under its articles of association. Members have an overview of the governance arrangements of the trust and have the power to appoint and remove Trustees. Members can amend SGSAT's articles of association (subject to the constraints of charity and company law). The Board of Trustees submits an Annual Report and Financial Statements to report on the performance of the Trust to the Members.

While Members can also be Trustees, retaining some distinction between the two layers ensures that Members, independent of Trustees, provide oversight and challenge. This is especially important for trusts in which trustees are responsible for a number of Schools.

The members of SGSAT are:

- SGS College
- Valerie Bragg
- John Huggett
- Ian Lewis
- Janet Royall

3.3 Board of Trustees

Each School/UTC is ultimately governed by SGSAT and its Board of Trustees, who has ultimate authority and responsibility. The Board of Trustees sets the vision and direction for SGSAT, holds the Head Teacher of each School/UTC Principal within SGSAT to account and ensuring financial probity.

As Charity Trustees, they must also ensure that they are complying with Charity law and Company law requirements.

The term of office for a Trustee is 4 years and any Trustee may be re-appointed/re-elected. A Trustee shall cease to hold office by resignation, removal or disqualification in line with the Articles of Association.

Article 100 provides for the appointment, by the Trustees, of committees to whom the Trustees may delegate certain of the functions of the Trustees. The committees of SGSAT are:

- The Finance & Audit Committee

- The Forest High School Local Governing Body
- The SGS AT Berkeley Green University Technical College Project Steering Group, until commencement of the SGS AT Berkeley Green University Technical College Local Governing Body scheduled to commence in September 2017
- The SGS Pegasus Project Steering Group, until the commencement of the SGS Pegasus Local Governing Body scheduled to commence in September 2017

The responsibilities of Board Committees are set out in the Committee's terms of reference.

In addition, Working Parties, Task Groups, and Panels may be established and convened by the Board of Trustees as required.

Under Articles 105 - 106, Trustees have the power to delegate authority to appropriate persons.

4 Roles & Responsibilities

4.1 SGSAT Members

- Members are the subscribers to the trust's memorandum of association, and any other individuals permitted to become members under its articles of association.
- Members have an overview of the governance arrangements of the trust.
- Key responsibilities include:
 - Appointment and removal of Trustees.
 - Amending SGSAT Articles of Association (subject to the constraints of charity and company law).
 - Appointment, re-appointment and removal of auditors.
 - Receiving audited accounts.

4.2 SGSAT Trustees

- Accountable to external government agencies, including the Department for Education (and any successor bodies), for the quality of the education provided and the establishment of systems through which they can assure themselves of quality, safety and good practice;
- Overall responsibility and ultimate decision making authority for all the work of SGSAT, including the establishing and running of Local Governing Bodies and approving and reviewing of LGB committee structure;
- A duty to act in the fulfilment of SGSAT's objectives. The Trustees have the power to direct change where required;
- Responsibilities include:
 - Setting and reviewing the vision and strategic direction of SGSAT;
 - Agreeing the key priorities for constituent schools vision and strategy and agreeing Key Performance Indicators against which progress towards achieving the vision can be measured.

- o Agreement of the SGS AT Trust staffing structure and appointment of the Chief Executive Trust Chief Financial Officer, School Head Teachers and UTC Principal;
- o Appointment of the Clerk to SGSAT and the Clerk to the Local Governing Bodies;
- o Holding the Chief Executive to account for standards at all SGSAT Schools;
- o The performance review of the Chief Executive, including setting and review of performance targets and CPD expectations;
The Board of Trustees must be consulted prior to any possibility of the dismissal of the Chief Executive or Head Teacher/UTC Principal.
- o To establish a Trust staff and School staff Appraisal process
- o To provide oversight of the Trust Approved Appraisal process and hear any appeals related to pay reviews in line with the Trust Approved Pay Policy.
- o Approving a balanced annual budget for submission to the Education Funding Agency for the financial year to 31 August, and any significant changes to that budget;
- o Approving significant and permanent additional staffing appointments outside of the annual budget;
- o Approving any redundancies or staff restructuring after recommendation from the Chief Executive;
- o Recommending the appointment of an external auditor to the Members.
- o The production of audited accounts and receive and respond to any reports of the External Auditors;
- o Approval of the annual report and accounts, submission to Members and publication on Trust website;
- o Appointment and removal of Local Governing Governors and succession planning of key staff, Trustees and Local Governors;
- o Scrutiny and approval of curriculum plans;
- o Approving and reviewing of all policies and procedures required by law and best practice, including but not limited to:
 - o Complaints Procedure
 - o Admissions Policy
 - o Health & Safety Policies
 - o HR policies
 - o Finance Procedures
 - o Permanent Exclusion Procedure
 - o Safeguarding Procedures;
- o Having regard to the interests of all Schools/UTCs which SGSAT is responsible in deciding and implementing any policy or exercising any authority in respect of a School/UTC;
- o Final approval of proposed capital programmes;

- o Final approval of School/UTC and central budgets prior to the start of each financial year to ensure timely submission to the Education Funding Agency (EFA);
- o Overseeing financial monitoring across SGSAT and ensuring value for money is obtained at Trust and constituent school level;
- o Informing the EFA if it suspects any irregularity;
- o Approve SGS AT Top Slice and Service Level Agreements as applicable;
- o To oversee the management of risk within SGS AT by review and monitor of the Trust Risk Register
- o Ensuring and approving auditing and reporting arrangements for matters of compliance (i.e. Safeguarding, H&S and employment).
- o Establish a Trust scheme of Financial Delegation (Trust Financial Regulations) and ensure regular review.
- o Ensuring publication on Trust and Schools' websites of all required DfE information relating to performance, policies and Governance. Ensuring effective arrangements are in place for the Trust and Local LGBs to effectively engage with stakeholders for the Trust/constituent schools
- o Agreeing procedures for effective evaluation and succession planning of the Board and Committees and undertake annual review of performance;
- o Having absolute discretion to review this Scheme of Delegation and Terms of References of SGS AT Committees at least on an annual basis and to alter any provisions of it. In considering any material changes to this Scheme of Delegation or any framework on which it is based, the Trustees will have regard to and give due consideration of any views of the Local Governing Body.

4.3 Chief Executive

- The Chief Executive is an ex-officio Trustee and accounting officer;
- Accountable to the Board of Trustees for the standards at the Schools within SGSAT and for the quality of the education provided;
- Responsibilities include:
 - o Together with the Trustees, the accomplishment of SGSAT's mission and vision, and the responsibility of the Trust to its regulators and diverse stakeholder group; Ensuring the preparation of all policies required by law and best practice for submission to the Board of Trustees;
 - o Ensuring implementation and monitoring of all policies and procedures, reporting progress and matters of concern to the Board of Trustees;
 - o Line management and performance review of the SGS Executive Team employed by the Trust with annual report on performance to the SGS AT Board and making any recommendations for remuneration to the Board of Trustees;

- o Line management and accountability for performance review of the School Head Teachers and UTC Principal and holding to account against challenging benchmarks. In respect of annual performance review, this will be undertaken with input from the Chair of the Local Governing Body.
- o All aspects of school improvement, standards and attainment with SGSAT and ensuring that each school leadership team is held to account via the Head Teacher/UTC Principal to deliver outstanding outcomes;
- o Agreement of improvement plans with School Head Teacher/UTC Principal and the monitoring of the implementation of the plan on behalf of the Trust.
- o Involvement with key staff appointments;
- o Accountability for the educational performance of the school and its pupils;
- o Focusing on improving standards and outcomes by setting stretching performance targets for each school within the Trust:
- o Providing support for inspection;
- o Ensuring preparation of School/UTC and Central budgets for submission to the Board of Trustees;
- o Financial monitoring across SGSAT and ensuring provision of support for Head teachers/UTC Principals to effectively undertake this aspect of their role;
- o Oversight of quality improvement processes.

4.5 School Head Teacher/UTC Principal

The School Head Teacher/UTC Principal will be responsible to the Chief Executive Officer. Performance targets will be based on Trust and School/UTC specific outcomes and will be agreed between the respective Chair of Governors and the CEO. Review will take place on a termly basis by the CEO, reporting back to the SGS AT half yearly.

Responsibilities include:

- o The operational and day to day management of the School/UTC;
- o Ensuring the vision for the School/UTC is clearly articulated, shared, understood and acted upon effectively by all;
- o Translating the vision into agreed objectives and operational plans to promote and sustain improvement;
- o Motivating and working with School/UTC employees to create a shared culture and positive climate;
- o Implementation and monitoring of all policies and procedures effectively in line with SGS AT requirements, reporting progress and matters of concern to the CEO and Chair of the Local Governing Body through regular reporting
- o Representation with key stakeholders, outside bodies and relationship manager to parents, staff and pupils;

- o Recruitment and retention of students against set targets
- o Oversight of quality improvement processes
- o Direction of quality improvement groups
- o Provide support for inspection
- o Determining, organising and implementing a diverse, flexible curriculum with an effective assessment framework;
- o Establishing creative, responsive and effective approaches to teaching and learning;
- o Ensuring a consistent and continuous School/UTC-wide focus on pupil achievement using data and benchmarks to monitor progress in every child's learning;
- o Facilitating outstanding pedagogy;
- o Develop a culture and ethos of challenge and support;
- o Demonstrating and articulating high expectations and set stretching targets;
- o Monitoring, reviewing and evaluating classroom practice and promoting improvement strategies;
- o Challenging underperformance at all levels and ensuring effective corrective action and follow up;
- o Implementing strategies which secure high standards of behaviour and attendance;
- o Taking a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils;
- o Managing the School/UTC financial and human resources effectively and efficiently;
- o Managing and organising the School/UTC environment effectively and efficiently;
- o Developing and presenting a coherent, understandable and accurate account of School/UTC progress and performance to a range of audiences including the Board of Trustees;
- o Linking with SGSAT central support services.

Due to the specific requirements of a UTC, the UTC Principal will also be required to:

- o Lead and engage with Employers and development of UTC projects

Should school/UTC performance or School Improvement Plan cause concern through SGS AT Board scrutiny of CEO/Deputy CEO review processes, this will be discussed with the Chair of Governors/Chair of the Trust. Support will be provided to facilitate improvements. Should it be agreed that performance triggers competency or disciplinary proceedings, this will be conducted by the CEO and the Chief Group Services Officer, according to the procedures agreed by the Trust Board.

4.6 Local Governing Body

- The Local Governing Body (LGB) is a Committee of the Board of Trustees, is responsible to; and held to account by the Board of Trustees;
- The role and responsibilities of the Local Governing Bodies are documented in their Terms of Reference, which is subject to annual review by the Board of Trustees. These Terms of Reference outline any differing responsibilities delegated by the SGS Academy Trust to the respective Local Governing Body due to individual school circumstances and requirements.
- Local Governors are appointed by the Board of Trustees;
- The usual term of office for all members of the LGB will be 4 years, except for the Head Teacher and the Chair of the LGB, who may be a Trustee of SGS AT;
- The LGB will be responsible to the SGS AT Board of Trustees
- Support the vision and direction of SGSAT;
- Act as a critical friend to the School Head Teacher/UTC Principal;
- Set and review the vision and direction for the School/UTC
- If appropriate in line with the LGB terms of reference, the LGB will agree the school budget for recommendation of approval by the SGS AT Board
- If appropriate in line with the LGB terms of reference, the LGB will oversee financial monitoring of the School with oversight by SGS AT Board.
- To recommendation for approval to SGS Academy Trust Board, following annual review of localised School/UTC Procedures (within the Trust's overarching policies and principles), in respect of the UTC Home School Agreement, Disability and Accessibility Plan, Admissions Arrangements, Behaviour for Learning, Educational Visits, Safeguarding procedures, Teachers Toolkit and Work Experience.

Due to the specific requirements of a UTC, the UTC LGB will also be required to:

- o Set and review the vision and direction for the UTC within the framework of the SGS AT vision and within the framework of Baker Dearing Trust vision for UTC's
- o Ensure that more than 50% of the Local Governing Body are representatives from either employers or the university sponsor and include a representative from the Baker Dearing Trust. Full details of LGB requirements are outlined in the UTC LGB Terms of Reference.

The Local Governing Body is not responsible for the operational and day to day management of the School. This is the remit of the School Head Teacher/Principal who reports to the Chief Executive Officer.

SGS AT values local stakeholders input into schools/UTC's. The LGB with local input and scrutiny of the School/UTC activities will ensure that the student, parental and community engagement arrangements are considered and inform governance within the School/UTC LGB. Outcomes of this local engagement will be reported to the SGS AT Board through the normal LGB reporting to SGS AT methods.

The LGB will ensure that governance arrangements are conducted effectively and within statutory powers and that the School receives effective challenge and direction.

Mechanisms for oversight by the SGS AT Board will include a LGB report to the Board, which will be presented to each SGS AT meeting along with the LGB meeting minutes to note by Trustees. This oversight will be supported by the School KPI report, presented to the SGS AT meeting which also receives oversight by the CEO and Deputy CEO, with key areas highlighted for Trustee attention.

Escalation of any issues from the LGB to the SGS AT Board will be through the LGB and Chair of Governors (who is a Trustee) or through the CEO/Deputy CEO as appropriate following their regular meetings with the school Head Teachers/UTC Principal. As the SGS AT Trust Board has ultimate responsibility, if it is felt that the LGB cannot effectively undertake delegated responsibilities this Scheme of Delegation may be suspended and Trustees may assume the role/part-role (e.g financial monitoring and School Performance) of the LGB. It may also look to strengthen the LGB with Trust Executives in attendance or ask Trustees with specific skill sets to attend the LGB for a short period of time until the LGB has developed to be effective in the required areas.

A Governor shall cease to hold office by resignation, removal or disqualification in line with the Articles of Association.

5 Central Functions

A fee, usually expressed as a percentage of the income of each School/UTC General Access Grant, to the maximum of 4.9% will be agreed by SGS AT and in consultation with the LGB, if appropriate in line with its Terms of Reference. This will be agreed annually for specific services and support, is levied which enables all Schools to access a range of functions and services as and when required. If necessary, specific charges may be made for bespoke intervention when curriculum and performance require e.g. long term or significant leadership support.

Depending on the context of each School, there may be different Service Level Agreements/Contracts in place as the Head Teacher/UTC Principal and if appropriate within their terms of reference, the LGB, feel is appropriate within their delegated budget. Should services be secured through external provision, sourcing of these services must be undertaken in line with the requirements outlined in the Academies Financial Handbook and SGS Academy Trust Financial Regulations document.

6 Budget Setting

All final School/UTC and Trust budgets for the following academic year must be submitted to the SGSAT Board of Trustees for approval. Budgets require authorisation by the School Head Teacher, Chief Financial Officer, Chief Executive Officer and Local Governing Body, where appropriate in line with agreed LGB terms of reference, prior to being presented to the SGSAT Board of Trustees for approval. Budgets should always be submitted on a surplus

basis. Any deficit or anticipated deficit should be advised to the SGSAT Board of Trustees immediately on occurrence, discovery or first expectation.

School Head Teachers/UTC Principals will work within specific parameters as follows:

- Staffing costs to remain below 75% of total income
- Budgets and actual financial outcomes to run at a surplus in line with the Reserves Policy.

The Board of Trustees may set additional parameters where it is thought to be appropriate.

It is acknowledged that for new Schools/UTCs joining the Trust there will be a legacy curriculum in place. This may require a plan to adjust to the above performance indicator over time.

During start-up of a School/UTC, the LGB will determine the appropriateness of the financial performance indicators other than the requirement to maintain a positive cash position. The financial performance of the School/UTC will be reflected within the SGSAT annual accounts.

7 Self Evaluation

All School Head Teachers in conjunction with their Local Governing Body and the Chief Executive Officer will submit to the SGSAT Board of Trustees for approval their School Improvement Plan for the following academic year by 30 June each year, and their Self Evaluation Form (SEF) for the previous academic year by the end of Term 1 immediately following the end of the academic year.

8 Communications

Meetings of the Local Governing Body will usually take place in advance of the Board of Trustees meeting.

The Board of Trustees will receive at least seven clear days before the date of the meeting:

- Report of the Chair of the Local Governing Body (standard format)
- Minutes of the Local Governing Body
- Report of the Chair(s) of the Board of Trustee's Committee(s), as appropriate
- Minutes of the Board of Trustee's Committee(s)
- Report of the Head Teacher/UTC Principal
- Report of the Chief Executive Officer
- Financial Monitoring Report
- Performance Monitoring Report/KPIs

9 Associated Policies

This scheme of delegation should be read in conjunction with the following policies:

- Local Governing Body Terms of Reference
- Terms of References of Board of Trustee's Committee(s)
- Financial Regulations
- Governor/Trustee/Staff Code of Conduct
- Human Resources Management Policies
- Admissions Policy
- Complaints Procedure
- Health & Safety Policy

10 Strategic Decision Grid

The following grid outlines who is responsible for each strategic decision within the Trust

Key

Column 1: Members

Column 2: Board of trustees – SGS AT

Column 3: Trust board finance & audit committee

Column 4: Chief executive officer

Column 5: local governing body (School/UTC)

Column 6: school head teacher/UTC principal

Blue box Function **cannot** be legally carried out at this level.

✓ Action to be undertaken at this level

✓ Action to be undertaken at this level

A Provide advice and support to those accountable for decision making

<> Direction of advice and support

Area	Decision	Delegation					
		Members	SGS AT Board	SGS AT Finance & Audit Committee	CEO	Local Governing Body (School/UTC)	School Head Teacher/UTC Principal
Governance framework							
People	Members: Appoint/Remove	✓					
	Trustees: Appoint/Remove	✓	✓				
	Role descriptions for members	✓					
	Role descriptions for trustees/chair/specific roles/committee members: agree		✓		<A		
	Parent LGB member: elected		✓			✓	
	Board committee chairs: appoint and remove		✓	✓	<A		
	LGB chairs: appoint and remove		✓		<A		
	Clerk to board: appoint and remove		✓				
	Clerk to LGB : appoint and remove		✓			✓	
Systems and structure	Articles of association: review and agree	✓	<A		<A		
	Governance structure (committees) for the trust: establish and review annually		✓		<A		
	Terms of reference for board committees and scheme of delegation for LGB : agree annually		✓		<A		

Area	Decision	Delegation					
		Members	SGS AT Board	SGS AT Finance & Audit Committee	CEO	Local Governing Body (School/UTC)	School Head Teacher/UTC Principal
Processes and structures	Skills audit: complete and recruit to fill gaps		✓		<A>	✓	A
	Annual self-review of trust board and committees: complete annually		✓				
	Annual self-review of LGBs : complete annually					✓	
	Chair's performance: carry out 360 review periodically		✓			✓	
	Trustee / LGB member contribution: review annually		✓			✓	
	Succession: plan		✓		<A>	✓	A
	Annual schedule of business for trust board: agree		✓	✓	<A		
	Annual schedule of business for LGB: agree		✓		A>	✓	A
Reporting							
	Publication on trust and schools' websites of all required details on governance arrangements: ensure		✓		<A	✓	A
	Annual report on performance of the trust: submit to members and publish		✓		<A		
	Annual report and accounts including accounting		✓	<A	<A		

Area	Decision	Delegation					
		Members	SGS AT Board	SGS AT Finance & Audit Committee	CEO	Local Governing Body (School/UTC)	School Head Teacher/UTC Principal
Reporting	policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit						
	Annual report work of LGB : submit to trust and publish					✓	A
Being Strategic							
Being Strategic	Determine trust wide policies which reflect the trust's ethos and values (facilitating discussions with unions where appropriate) including: admissions; charging and remissions; complaints; expenses; health and safety, premises management; data protection and FOI; staffing policies including capability, discipline, conduct and grievance: approve		✓	✓		<A	
	Determine school/UTC level policies which reflect the school's ethos and values to include e.g. admissions; SEND; Home School Agreement; curriculum; behaviour: approve		✓			A>	✓ A
	top slice/SLAs : agree		✓	<A		<A	
	Management of risk: establish register, review and monitor		✓	<A		<A>	✓ A

Area	Decision	Delegation					
		Members	SGS AT Board	SGS AT Finance & Audit Committee	CEO	Local Governing Body (School/UTC)	School Head Teacher/UTC Principal
Being Strategic	Engagement with stakeholders	✓	✓	✓	✓	✓	✓
	Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		✓		<A		
	Schools/UTC vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		✓		A>	A	✓
	Chief executive officer: appoint and dismiss		✓				
	Head Teacher/UTC Principal : appoint and dismiss		✓		<A	<A	
	Budget plan to support delivery of trust key priorities: agree		✓	<A	<A		
	Budget plan to support delivery of school key priorities: agree		✓	<A	<A		A
	Trust's staffing structure: agree		✓	<A	<A		
	School staffing structure: agree				✓	<A	A
	Holding to account						
Holdin	Auditing and reporting arrangements for matters		✓	✓	<A>	✓	A

Area	Decision	Delegation					
		Members	SGS AT Board	SGS AT Finance & Audit Committee	CEO	Local Governing Body (School/UTC)	School Head Teacher/UTC Principal
g to account	of compliance (e.g. safeguarding, H&S, employment): agree						
	Reporting arrangements for progress on key priorities: agree		✓	<A	<A>	✓	A
	Performance management of the Chief Executive Officer: undertake		✓				
	Performance management of Head Teacher/UTC Principal : undertake				✓	A	
	Trustee monitoring: agree arrangements		✓		<A		
	LGB member monitoring: agree arrangements					✓	A
	LGB overall performance monitoring: agree arrangements		✓		<A		
Ensuring financial probity							
Ensuring financ	Appoint Chief financial officer for delivery of trusts detailed accounting processes		✓	<A	<A		
	Trust's scheme of financial delegation: establish and review		✓	✓	<A		

Area	Decision	Delegation					
		Members	SGS AT Board	SGS AT Finance & Audit Committee	CEO	Local Governing Body (School/UTC)	School Head Teacher/UTC Principal
Financial Probity	School's scheme of financial delegation: establish and review			✓	<A		
	External auditors' report: receive and respond		✓	<A	<A		<A
	School/UTC Staff Pay award: agree					✓	<A
	School/UTC Staff Pay award appeal: hear		✓				
	CEO pay award: agree		✓				
	Head Teacher/UTC Principal pay award: agree				A>	✓	
	Head Teacher/UTC Principal pay award appeal: hear		✓		<A		
	Staff appraisal procedure and pay progression: review and agree		✓		✓		
	Benchmarking and trust wide value for money: ensure robustness			✓	<A		
	Benchmarking and School/UTC value for money: ensure robustness					✓	A
	Develop trust wide procurement strategies and efficiency savings programme			A>	✓		
Review and approve trust wide procurement strategies and efficiency savings programme			✓				

Date of last review:	June 17
Date of last approval:	12 July 2017
Approved by:	Board of Trustees
Review interval:	Annually
Next review due by:	July 2018