

SCHEME OF DELEGATION AND GOVERNANCE STRUCTURES

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1. Introduction

The Marches Academy Trust (MAT) is governed by the Board of Trustees, who are accountable to the Department for Education, and have overall responsibility and ultimate decision-making authority for all the work of the Trust, including the establishing and running of the schools operated by the Trust.

Schools currently in the Trust:

- The Grange Primary School
- The Grove School and Sixth Form
- Idsall School
- Longlands Primary School
- Lower Heath CE Primary School
- Marches School and Sixth Form
- Oakmeadow CE Primary School
- Shrewsbury Academy
- Upton CE Primary School and Sixth Form
- Tilstock CE Primary School
- Woodlands School

In order to assist with the discharge of their responsibilities, the Trust has established a Scheme of Delegation, Governance and Executive structures and statements of Vision and Values as set out in this document. The Boards of Trustees have also established a Local Governing Body for each of the schools. The Local Governing Body (LGB) shall be a committee established pursuant to Articles 100 to 104 (inclusive) of the [Articles of Association of the Trust](#).

2. Vision and Values

Our Vision – ‘Achievement through caring’

The Marches Academy Trust is a vibrant learning community, comprising of a very supportive parent body, caring and forward-looking staff, energetic and thoughtful.

3. Our Church of England schools

Each Church of England School within the Trust has a theologically rooted Christian vision and values which reflect the context of the school. This vision aims to enable pupils and adults to flourish. Our Diocesan schools seek to:

- Effectively establish and promote the Christian vision by leadership at all levels.
- Deliver a curriculum that reflects and fully integrates the schools theologically rooted Christian vision.
- Provide engaging collective worship that enables all to develop spirituality.
- Effectively embed EDIB.
- Ensure a culture of justice, responsibility and accountability that is understood by all people in the school community.
- Provide an effective RE curriculum (with reference to the expectations set out in the Church of England statement of entitlement for RE)
- Develop a clear overview of the context of the school detailing how the Christian vision and values link to the school and Trust vision and values.
- Ensure the Trust is clear about the impact that Christian values have on the school and its people.
- Ensure all stakeholders have a clear understanding of the impact of the vision and values in enabling all to flourish.
- Work with the Trust to keep improving the school with appropriate and effective governance.

4. Governance Structure and Lines of Accountability

Good governance is at the heart of delivering educational excellence and a clearly defined structure, where all parties understand their roles and responsibilities, is essential to providing the best education for our CYP. The Trust is a charitable company limited by guarantee (not for profit) and is required by law to operate to all statutory regulations and rules within its Articles of Association which are registered at Companies House. The Trust has a three-tier structure, with the Trustees responsible for the strategic direction and day-to-day running of the Trust, whilst the Trustees are appointed to challenge and scrutinise the strategic direction and day-to-day running of the Trust.

The Board of Trustees of the Marches Academy Trust delegates responsibility for delivery of the vision and strategy to the lead professional of the MAT, the Chief Executive Officer (CEO). Board of Trustees Committees, including the Local Governing Bodies, also deliver elements of the Trust vision and strategy as outlined in their respective terms of reference. The Board of Trustees hold the CEO to account for the performance of the Trust, including the performance of the schools within the Trust. This means that as the CEO is accountable to the Board for the performance of the Trust as a whole. The CEO will report to the Board on the performance of the Trust, and the Board will hold the CEO to account for the performance of the Trust as a whole.

The CEO is performance managed by the Chair of the

Trustees include where they believe an external review of governance should be carried out and the Academy Trustees have not done so, where the board has failed to act on child safeguarding, and where the Trust is in breach of its funding agreement.

9. Scheme of Delegation Matrix

The following matrix, with columns for each layer of governance, aims to enable stakeholders to quickly determine who has the power to take which decision within the Trust.

The grid is in four key areas to reflect both the governance framework and the three core functions of the governing board:

1. The governance framework:
 - i. People
 - ii. Systems and structures
 - iii. Reporting
2. Being strategic
3. Holding to account
4. Ensuring financial probity

Key
A – Accountable:
Those answerable for the correct and thorough completion of the deliverable or task, and the one who delegates the

Area	Function	Members	Delegation
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Area	Function	Delegation						
		Members	Board of Trustees	CEO	ELG	School Headteacher /Head of School	School LGB	Trust Governance Officer

Area	Function	Delegation						
		Members	Board of Trustees	CEO	ELG	School Headteacher /Head of School	School LGB	Trust Governance Officer
	School Headteacher/Head of School: Appoint and dismiss		C	A/R/I			C/I	

Area	Function	Delegation						
		Members	Board of Trustees	CEO	ELG	School Headteacher /Head of School	School LGB	Trust Governance Officer
	Staff appraisal procedure and pay progression: monitor and agree			A / R				

- < Approve
- < Take timely action to address decisions for which there is a legal requirement for Board approval.
- < Approve Trust-wide policies.
- < Agree the schemes of delegation for governance, financial control, and educational performance.
- < Determine
- < Ensure effective consultation and communication with all constituent parts of the Trust.
- < Monitor the performance of the individual Local Governing Body and using power to withdraw delegated powers from the Local Governing Body and, if necessary, disband it.
- < Ensure that processes are in place for the appointment of Governors of the Local Governing Body.
- < Produce an annual report on the performance of the Trust.
- <

12.E

Educational Standards Committee

<p>See Appendix 1</p>	<ol style="list-style-type: none"> 1. Ensure that all academies and the Trust fulfil the statutory safeguarding requirements and uphold the Trust assurance documents (KCSIE/Prevent/WTSC). 2. Secured quality assurance in relation to safeguarding policies and procedures & ensure effectiveness and efficiency. 3. Review patterns and trends in relation to referrals and secure effective responses to need and local context, ensuring these are fully embedded in each school and across the Trust. 4. Quality assure safeguarding audits and action plans, ensuring schools receive appropriate challenge to ensure high quality provision. 5. Review the Trust systems of improving wellbeing and health for all. 6. Quality assure that all academies are embedding a culture of safeguarding for all staff and CYP, across the curriculum and all aspects of school life. 7. Set and review the curriculum and standards to be achieved by the schools (in consultation with the LGB). 8. Determine the educational targets of the schools, including but without limitation, determination of the school plan (in consultation with the LGB). 9. Consider and evaluate school performance against key performance indicators set by the Trust (in consultation with the LGB). 10. Oversee of performance, standards and outcomes on a Trust and individual school basis. 11. Put in place support and intervention strategies for individual schools. 12. Put in place procedures for the proper professional and personal development of all staff. 13. Be responsible for the performance management and oversight of cross-school staff. 14. Undertake the performance management of staff within its own remit, manage any claims and disputes, all staff, including matters of suspension. 15. Monitor the provision of SEND and LAC provision. 16. Review the delivery of pastoral (including a review of the effectiveness of behaviour policies and the application of the Equality Plan, and the monitoring of prejudice incidents and student attendance). 17. Review and monitor the use of Pupil Premium, PE, and Sport Premium and EYFS funding. 18. Review the effectiveness of transition policies and procedures. 19. Review and monitor levels of staff absence and staff turnover. 20. For church schools, to monitor and support the Christian distinctiveness and church ethos of the school being fully aware of the SIAMs inspection expectations.
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Professional Performance Review (Appraisal) Committee for staff in school/ Shared service (excluding Leadership Group and School Headteacher/Head of School)

<p>Appraisers are appointed by: School Headteacher/Head of School (school staff) Head of Service (Shared Services staff)</p>	<ol style="list-style-type: none"> 1. To monitor, through the year the staff performance of staff against the targets. 2. Where not the appraiser, the School Headteacher/Head of School (school staff), to seek views from the appraiser before recommending to the LGB salaries committee on the award of pay progression within the pay ranges and the awarding of progression points. 3. To recommend accelerated pay progression for teachers to the Board of Trustees.
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Professional Performance Review (Appraisal) Committee for Leadership Group (excluding School Headteacher/Head of School)

Headteacher/Head of School

Chair of the Local Governing Body

1. To monitor, through the year the performance of the Leadership Group against the targets.
2. To deal with any matters relating to salaries and performance management that may be referred to them with regards to the Leadership group.
3. To recommend to the CEO on the award of pay progression for the Leadership Group

Professional Performance Review (Appraisal) Committee for Chief Executive Officer (CEO)	

Chair of the Board of Trustees 1.
Vice Chair of the Board of Trustees
School Improvement Partner/
External Education Advisor (must
attend PPR appraisal twice a year
and the final PPR review)

12. Appendix 1 – Trustee roles & Committee Members

**Trustee Board of
Trustees**

