Twynham Learning Scheme of Delegation

The Twynham Learning Scheme of Delegation is designed to ensure the effective governance and operation of the trust while preserving founding principles of Humility, Equality and Community. It serves as a guiding document that outlines the accountabilities and responsibilities of stakeholders, ensuring clarity in decision-making across the Trust.

As an education charity committed to providing high-quality education, we recognise the importance of effective governance and leadership at every level. The Scheme of Delegation reflects our commitment to the Nolan Principle and the continuous improvement. It sets out the delegation of powers from the Board of Trustees to the executive leadership, local governing bodies and individual schools, balancing local autonomy with the strategic oversight needed to meet the Trust's objectives.
We aim to foster a culture where leaders at all levels are trusted to make decisions in the best interest of the students, staff, and communities they serve, while remaining aligned with the overarching vision, ethos and strategy of Twynham Learning.

Decision	Members	Board of Trustees	Audit Committee	Education Committee	Resources Committee	CEO	Core Services	LAB	Academy Headteacher
PEOPLE & STRUCTURES									
Articles of Association: review and agree	A	R				S		I	I
Members: Appoint and remove	A/R	S					S		
Trustees: Appoint and remove	A	R					S		
Governance structure (Committees) for the Trust: establish and review annually	I	A/R				S		I	I
Terms of reference for Board Committees and Scheme of Delegation for LABs: agree annually	I	A/R				S		I	I
Parent/ Staff/ Community LAB members: elected		A						R	S
Board Committee Chairs/ Vice Chairs: appoint and remove	I	A/R				S	S		
LAB Chairs/ Vice Chairs: appoint and remove	I	A/R				S	S	C	C
Governance Manager (Clerk to Board): appoint and remove	I	A				R			
Clerk to LAB: appoint and remove		A				R	S	C	I
Role descriptors for Trustees/ Chair/ Lead LAB members/ Lead Trustees		A/R				S		I	I
CEO: appoint and dismiss	I	A/R					S	I	I
CFO or equivalent: appoint and dismiss	I	A				R		I	I
Headteachers: appoint and dismiss	I	A				R		S	
Staffing structures and staff numbers: ensure sufficiency for the effective operation of the trust	I	I			A	R	S	I	C
Staff job descriptions: ensure accuracy and clarity		I			A	R	S		S
Staff attendance: evaluate		I			A	R	S		S
School/class closures due to industrial action		A				R(Trust level)		I	R (school level)
SYSTEMS									
Audit of skills and recruit to fill gaps (LAB): complete		A				C	S	R	I
Self-evaluation of Trust Board and Committees (excluding LAB): complete annually		A/R	I						
Self-evaluation of LAB: complete annually and report to Trustees		A	I			S		R	C
CEO Performance management: annual appraisal		A/R							
Headteacher performance management: annual appraisal		I			A	R		S	
Staff performance management: annual appraisal					A	R	R		R (school staff)
Trust Chair's performance: annual (360 review periodically)		A/R				S	S		
LAB Chair's performance: annual (360 review periodically)		A/R				I		S	S
Trustee contribution: Individual annual review		A/R							
LAB Member contribution: Individual annual review		A						R	
Succession planning for Trust Board		A/R				S			
Succession planning for LAB		A				I		R	S
Annual schedule of business for Trust Board and committees, including LAB		A/R				C	S	I	I

Key	
A	**Accountable:** Those ultimately answerable for the correct and thorough completion of the deliverable or task, and the one who delegates the work to those responsible.
R	**Responsible:** Those responsible for the task, who ensure it is done and have the powers to act.
A/R	**Accountable and Responsible** (see above)
S	**Support:** Resources allocated to those responsible. Unlike consulted, who are required to provide input to the task, support help to complete the task.
C	**Consulted:** Those whose opinions are sought in order to inform progression.
I	**Informed:** Those who are kept up-to-date on progress.

Ratified by Trustees: 18 September 2024
Next review: Autumn Term 2025-26

Decision	Members	Board of Trustees	Audit Committee	Education Committee	Resources Committee	CEO	Core Services	LAB	Academy Headteacher
STRATEGY									
Trust Vision, Ethos and Values: set	I	A/R				S		I	I
Trust Strategy: establish and monitor		A				R		I	C
Schools' vision and strategy: establish and monitor		I		A		R		S	S
Design and implimentation of the Twynham Learning Operating Model		A				R	S	I	I
Policies and procedures - trustwide (incorporating legislation and statutory guidance): set and review		A/R				S		I	C
Policies and procedures - trustwide (incorporating legislation and statutory guidance): monitor implementation		A	R	R	R	S		I	S
Policies and procedures - school specific: set and monitor implementation		A				S		R	S
Policies and procedures - school specific: ratification of new or significant changes		A				R		I	I
Admissions: review and ratify school policies annually prior to consulation and publication		A/R				S		C	C
Admissions: approval of admissions over PAN		A				R		I	C
Admissions: final decisions on individual requests for admission outside of the chronological year group		A				S		R (Hearings Panel)	C
Safeguarding (child protection, Prevent, LAC, safer-recruitment): ensure all related policies are in place and disseminated		A				R		R (school level)	S
Safeguarding and SEND: appoint lead trustees and LAB members to ensure standards and consistency across the Trust		A/R				R		R (school level)	C
Stakeholders: engage and encourage employee, staff,parent and pupil voice		A				R		C (school level)	S
Marketing communications and public relations strategy: ensure link with admissions and trust growth		A				R		C (school level)	S
Estate and technology strategy: ratify and monitor implementation		A			A	R	S	C (school level)	S
Infrastructure development projects: ensure resourced, evidence-based plans		A			A	R	S	C (school level)	S
School improvement strategy: agree and monitor				A	A (non-education aspects)	R	S	I	C
School hours of operation and term times: determine		A/R				S		I	C
EDUCATION & CURRICULUM									
Operational delivery of curriculum provision, teaching and assessment, planned interventions to narrow gaps (disadvantaged groups), outcomes, pastoral care,		A		A/S		R	S	I	S
Governance scrutiny and oversight of curriculum provision, teaching assessment, planned interventions to narrow gaps (disadvantaged groups), outcomes, pastoral care.		A		R		S		S	S
Targets (school and individual pupils): set		A		S		R	S	I	R
Continual professional development: monitor equitable provision		A		R	R	S	S	I	S
External judgements of schools (Ofsted and commissioned reviews): review reports and action additional support as necessary		A		R		S		I	S
Internal reviews of schools: establish programme and review reports		I		A		R	S	I	S
FINANCE									
Funding Model and Trust budget: establish and adopt		A			C	R	S	I	I
Individual budgets (schools): monitor		A/R			C	R	S	I	R/I
Individual budgets (non-academic areas): monitor		A/R			C	R	S	I	S
Contingency fund/balances: agree level		A			C	R	S		
Benchmarking: ensure Trust-wide value for money		C			C	A/R	S		C
Government grants: ensure return on investment, achieving best value		I			I	A/R	S	I	S

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Funding information and claims to DFE and ESFA: ensure accuracy and compliance with funding criteria		A	I			R	S		
CEO Pay Award: agree		A/R	I			I	C		
Head Teacher Pay Award: agree		A			I	R	S	I	I
Procurement strategy: agree		A			I	R	S	I	I
Renumeration Practices: equality & fairness		A			I	R	S	I	I
Central spend and core services provision to schools: determine and allocate		A			I	R	S	I	I
Core services provision to schools: agree allocation		I				A/R	S	C	C
Letting School premises: set charges		I				A/R	R	I	S
INFRASTRUCTURE									
Land and buildings: ensure safety, functionality and suitability		A			I	R	S	I	S
Statutory and preventative activities to maintain continuity of provision		A			I	R	S	I	S
Significant projects: authorise		A			C	R	S	I	S
Digital infrastructure across the Trust: ensure compatibility and integration		A			I	R	S	I	S
COMPLIANCE									
Trust insurance: ensure arrangements in place		A				R	S	I	I
Conflicts of interest and related party transactions: manage		A				R	S	I	I
Risk management: establish framework for register		A	R			S	S	I	I
Risk management (strategic processes, control and governance): advise and review implementation		A	R			S	S		
Risk management: review and monitor risk		A/R (Trust level)	C			S	S	R (school level)	S
Health and safety: monitor compliance with policy and procedures		A			I	R	S	S	S
Safeguarding: ensure appropriate measures (including SCR) are effective across the trust		A				R	S	S	R (school level)
SEND code of practice: ensure compliance		I		A		R	S	S	R
Trust practices with regard to employment legislation: ensure compliance		A				R	S	I	I
Websites (trust and school): ensure all requirements are met		A				R (Trust)	S	S	S
Annual Report and Financial Statements: produce, file and publish	A	R				S	S	I	I
Audit programme: establish and implement	I	A	R			S	S		
Audit Committee annual report on performance of the Trust: submit to Members and Trustees	I	I	A			S	S		
Internal audit: determine and deliver		A	R			S	S		
Internal audit: reporting (including any requests from ESFA)		A	R			S	S		
External audit: appoint auditor and agree audit plan	A	R	S			C	C		
External audit: review and advise on report	I	A	R			S	S		
Financial controls: report on adequacy		A	R			C	C		
Financial procedures: ensure compliance		A	R			S	S		
Annual report on work of LAB: submit to Trustees		A				S	S	R	S
Equalities legislation: ensure compliance and equal opportunities for all children		A				R	S	S	S
Accessibility: ensure and monitor plans for all schools and departments		A		I		R	S	R (school level)	S
Complaints and Data Protection: review annual statistics and identify trends and interventions		A				R	S	I	S
Offsite visits for pupils: ensure suitable safeguards are in place		A				S	S	I	R

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