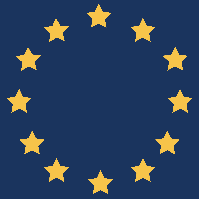
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**Anglo European School Academy Trust**

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**Scheme of Delegation**

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**Introduction**

Anglo European School is a distinctive, comprehensive school which seeks to develop ambitious, resilient and principled young people through inter-cultural understanding and a broad balanced, inclusive curriculum enriched by a strong international dimension informed by the philosophy of the International Baccalaureate.

It has pioneered a unique approach to global education based on breadth of study, 8 taught languages, an extensive visits and exchanges programme and a global Citizenship education which provides students with the necessary linguistic, creative and social skills to move confidently beyond the boundaries of their own communities as they prepare for their future careers in a global society.

Children join us from all over the world to develop an international community in the local village of Ingatestone, affectionately known as ‘the Anglo Family’. A culture of high academic standards rooted in traditional values and a modern internationalist outlook underpin the school’s success. This is a relaxed, friendly but purposeful school; a school which is confident in its ambition and passionate about its mission.

We want our young people to be active citizens who are internationally-minded and life-long learners who understand that other people, with their differences, can also be right.  Our Learner Profile identifies the qualities we seek to develop in all our students:

knowledgeable, enterprising, inquisitive, critical, articulate, principled, open-minded, kind, courageous, healthy, reflective and creative.

We are proud of our highly experienced, qualified and committed staff. We continue to work collaboratively to ensure we maintain the highest standards of teaching and learning and train new entrants to the profession. Examination performance is consistently above the national averages at GCSE  and our outstanding Sixth Form continues to exceed world averages and is Ofsted “outstanding”.

Leaders and staff work tirelessly to maintain high expectations in a safe, calm and purposeful environment.  Students have highly positive attitudes to learning and a commitment to an ambitious education which is recognised in our excellent destination outcomes.

Our outstanding provision for students’ wellbeing and  pastoral care is critical to our success.  A significant team of year leaders, pastoral managers, medical support officers, student intervention managers, attendance officer and SEND team all work collaboratively to support the needs of all students, but particularly those who are most vulnerable.

**The purpose of the Scheme of Delegation**

A scheme of delegation (SoD) is the key document defining which functions have been delegated and to whom. It should be a simple yet systematic way of ensuring members, trustees, committees and individuals are clear about who has responsibility for making which decisions in the trust. This overarching SoD covering all decision making in the trust should not be confused with the written scheme of delegation of financial powers referred to in the Academy Financial Regulations Policy.

**Single Academy Trust Structure**

**Members**

**Academy Trust Board of Trustees (FGB/Chair of Governors)**

**Governor Committees:**

**Finance and Resources Personnel Curriculum**

**Accounting Officer/Headteacher**

**Key to Scheme of Delegation:**

Level 1: Members

Level 2: Academy trust board of trustees (FGB)

Level 3: Board Committees (Resources and Audit, School Improvement)

Level 4: Individual trustee

Level 5: Senior executive leader (accounting officer)

Blue box Function cannot be carried out at this level.

 Decision to be taken at this level

A Preparatory work, advice and support to those accountable for decision making

<> Direction of advice and support

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Area** | **Decision** | **Delegation** | | | | |
|  |  | **Members** | **FGB Board** | **Committee** | **Individual Trustee** | **Headteacher** |
| **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 trustee: elected |  | **** |  |  |  |
| Committee chairs: appoint and remove |  | **** | **<A** |  |  |
| Clerk to board: appoint |  | **** |  |  | **<A** |
| **Systems and Structures** | Articles of Association: agree and review | **A>** | **** | **<A** |  |  |
| Governance structure (committees) for the Trust: establish and review annually |  | **** | **<A** |  |  |
| Terms of reference for trust committees (including audit, if required, and scheme of delegation): agree annually |  | **** | **<A** |  |  |
| Skills audit: complete and recruit to fill gaps |  | **** |  |  |  |
| Annual self-review of trust board and committee performance complete annually |  | **** |  |  |  |
| Chair’s performance: carry out 360 review periodically |  | **** |  |  |  |
| Trustee contribution: review annually |  | **** |  |  |  |
| Succession: plan |  | **** | **<A** |  |  |
| Annual schedule of business of trust board: agree |  | **** | **<A** |  | **<A** |
| **Reporting** | | | | | | |
| **Reporting** | Trust governance details on trust website: ensure |  | **** | **<A** | **<A** | **<A** |
| Register all interests, business, pecuniary, loyalty for members/trustees: establish and publish |  | **** | **<A** |  |  |
| Annual report on performance of the trust: submit to members and publish |  | **** | **<A** |  |  |
| Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit |  | **** | **<A** |  | **<A** |
| To determine whether to publish a home school agreement (not statutory) |  |  |  |  | **** |
| Overall responsibility for ensuring that statutory requirements for information published on the school website, including required details of governance arrangements, performance, financial and equality data are met |  | **** | **<A** | **<A** | **<A** |
| To publish and update at least annually a SEN information report (meeting requirements set out in the Special Educational Needs and Disability Regulations 2014) |  | **** |  |  | **<A** |
| **Being Strategic** | | | | | | |
| **Being Stategic** | Determine trust policies which reflect the trust's ethos and values including: admissions; expenses; data protection and FOI; SEN, safeguarding and child protection and curriculum, : approve |  | **** | **<A** |  | **<A** |
| Determine trust staffing policies which reflect the trust's ethos and values including appraisal, capability, discipline, conduct and grievance: approve |  |  | **** |  | **<A** |
| Determine trust policy for complaints, health and safety, accessibility plan, premises management, data protection and FOI: approve |  | **** | **** |  | **<A** |
| Establish trust policy for sex education, careers guidance |  |  | **** |  | **<A** |
| Determine a behaviour and discipline policy that promotes good behaviour among pupils and defines the sanctions to be adopted where pupils misbehave |  | **** | **<A** |  | **<A** |
| To annually determine admission arrangements and to carry out consultation where changes are proposed, or where the governing board has not consulted on their arrangements in the last seven years. |  | **** | **<A** |  | **<A** |
| Ensure a broad and balanced curriculum is in place |  | **** | **<A** |  | **<A** |
| To set the times of school sessions and the dates of school terms and holidays |  | **** |  |  | **<A** |
| Agree enrichment/extra-curricular offer including any additional services required |  |  |  |  | **** |
| Imbed agreed curriculum and enrichment offer within the day to day operation of the academy trust |  |  |  |  | **** |
| To establish and agree a Pay policy |  | **** | **** |  | **<A** |
| Management of risk: establish register, review and monitor |  | **** | **<A** | **<A** | **<A** |
| 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** |  | **<A** |
| Principal: Appoint and dismiss |  | **** |  |  |  |
| To decide whether to join or form a multi-academy trust |  | **** |  |  | **<A** |
| Budget plan to support delivery of trust key priorities: agree |  | **** | **<A** |  | **<A** |
| Academy staffing structure: agree |  | **** | **<A** |  | **<A** |
| Appoint Deputy Headteacher |  | **** |  |  | **<A** |
| Appoint teaching staff |  | **A>** |  |  | **** |
| Appoint non-teaching staff |  | **A>** |  |  | **** |
| Statutory Updates to Policies to be used with immediate effect that fall outside the Policy Procedure |  | **** |  |  | **** |
| **Holding to Account** | | | | | | |
| **Holding to Account** | Auditing and reporting arrangements for matters of compliance (eg safeguarding, H&S, employment): agree |  | **** | **<A** | **<A** | **<A** |
| To produce and maintain a central record of recruitment and vetting checks |  |  |  | **A>** | **** |
| To have due regard to the need to prevent people from being drawn into terrorism and to oversee the incorporation of the necessary procedures and practices outlined in the Prevent duty into the child protection policy |  | **** | **<A** | **<A** | **<A** |
| Reporting arrangements for progress on key priorities: agree |  | **** | **** |  | **** |
| Performance management of the Principal |  | **** | **** |  |  |
| Performance management of staff |  |  | **** |  | **** |
| Establish and review procedures for addressing staff discipline, conduct and grievance |  | **** | **** |  |  |
| Trustee monitoring: agree arrangements |  | **** | **<A** |  |  |
| To review all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in a term or would lose the opportunity to sit a public examination. |  |  | **** |  |  |
| To ensure that health and safety regulations are followed |  |  | **** |  | **** |
| Maintain a register of pupil attendance |  |  |  |  | **** |
| To ensure provision of free meals to those pupils meeting the criteria |  |  |  |  | **** |
| **Ensuring Financial Probity** | | | | | | |
| **Ensuring Financial Probity** | Chief financial officer for delivery of trusts detailed accounting processes: appoint |  | **** | **<A** |  | **<A** |
| Trust's scheme of financial delegation: establish and review |  | **** | **<A** | **<A** | **<A** |
| External auditors' report: receive and respond |  | **** | **<A** |  | **<A** |
| Headteacher pay award: agree |  |  | **** |  |  |
| Staff appraisal procedure and pay progression: monitor and agree |  |  | **** |  | **<A** |
| Benchmarking and academy trust value for money: ensure robustness |  | **** | **<A** |  | **<A** |
| To agree annual action plans and monitor how school premiums are spent |  | **** | **** |  | **<A** |
| To establish and agree charging and remissions policy |  | **** | **** |  | **<A** |
| Buildings insurance and personal liability |  | **** | **** |  | **<A** |